



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Strategic Planning Committee
Traditions Hall, Gibbons Alumni Center
University of South Florida
Tampa, Florida
June 23, 2011
9:30 a.m. – 11:30 a.m.

1. Call to Order and Opening Remarks Governor John Rood, Vice Chair

2. State University System Strategic Planning Governor Rood
Chair Ava Parker
 - a. The State University System Strategic Plan Dr. Dorothy J. Minear,
*Senior Associate Vice Chancellor,
Academic and Student Affairs*
Dr. Nancy McKee
*Associate Vice Chancellor,
Academic and Student Affairs*

 - b. Organizing the System for Success Mr. Richard Stevens,
*Director, Academic
and Student Affairs*
 - i. Introduction
 - ii. Notice of Intent to Amend Regulation 8.002 -
Continuing Education
 - iii. Notice of Intent to Promulgate Regulation
8.004 - Academic Program Coordination
 - iv. Notice of Intent to Amend Regulation 8.009 -
Educational Sites
 - v. What's Next? Expanding the System's Capacity to Help Address
Florida's Access Demands and Economic Development Goals

3. Dentistry and Dental Education

Governor Rood
Dr. R. E. LeMon,
*Associate Vice Chancellor,
Academic and Student Affairs*
Dr. Teresa Dolan,
*Professor and Dean
College of Dentistry
University of Florida*
Ms. Amy Cober,
*Public Health Dental
Assistant Division Director
Florida Department of Health*

4. Concluding Remarks and Adjournment

Governor Rood

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 23, 2011

SUBJECT: State University System Strategic Plan

PROPOSED COMMITTEE ACTION

Recommend Proposed Outline for the *2012-2025 State University System Strategic Plan - Phase I* to the Full Board of Governors.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

At their meeting in Tallahassee on March 24, 2011, members of the Board of Governors began to discuss topics that they thought needed to be included in an update to the *2005-2013 State University System Strategic Plan*. Subsequent to that meeting, Board staff continued to work with the Board Chair, as well as with the Chair and Vice Chair of the Strategic Planning Committee, to further clarify strategic planning priorities and to identify potential information to include in a written plan.

A proposal emerged to approach the development and implementation of an updated strategic plan in three phases, even as the Board members simultaneously continue to discuss ways and develop policies to organize and expand the System to help address the student access and economic development needs of the State. The first phase would include the development and publication of a vision and overarching goals for the System in the next ten to fifteen years. The second phase would involve developing implementation strategies and initiatives to achieve the identified goals, as well as identifying key indicators against which progress would be assessed. The third (and overlapping) phase would be the actual implementation of those strategies and initiatives, including the monitoring of progress on key indicators.

During their conference call on June 6, 2011, members of the Strategic Planning Committee reviewed a draft outline for Phase I of the Strategic Plan and provided staff with feedback regarding topics that should be included in the initial vision and goals

document. Two specific items in the draft outline were discussed in greater detail: First, in an effort to fulfill its constitutional responsibility, the Board of Governors is advancing efforts to organize and coordinate academic programming in the State University System to ensure its well-planned operation and to avoid any “wasteful duplication.” The question was raised as to whether, at the beginning of Phase II, the Board should develop a list of academic degree programs that the Board would approve for exploration in the System (for instance, in the next five years). Such a list would be informed by and would inform the development of individual institutional strategic plans, which, pursuant to subsection (3)(c) of Board of Governors Regulation 1.001 (University Boards of Trustees Powers and Duties), must be approved by the Board. It was suggested that, if the Board chose to develop such a multi-year strategic planning list, the Board could make necessary adjustments to the list to accommodate unique opportunities and identified needs during the Board’s annual review of updates to University Work Plans.

Second, the Chancellor proposed that, as part of Phase II, a series of *New Florida* Strategy Teams be convened to recommend strategies and initiatives to achieve goals identified in the Strategic Plan.

At this meeting, the Strategic Planning Committee will decide whether to recommend the proposed outline for the *2012-2025 State University System Strategic Plan - Phase I* to the full Board of Governors. Additionally, the Committee will decide whether to recommend that the Board develop a list of academic degree programs which the Board would approve for exploration in the System (for instance, in the next five years).

Based on the Board’s guidance, staff will continue to collect and synthesize information about critical contextual factors that will inform the choice of final strategic goals, and will work with the Committee Chair and Vice Chair of the Strategic Planning Committee to draft goals for the Board’s consideration. Additionally, if the Board chooses to develop a multi-year academic strategic planning list, staff will work with the Strategic Planning Committee to propose a process for helping the Board determine which programs would be placed on such a list.

Supporting Documentation Included: Draft Outline for State University System Strategic Plan 2012-2025 – Phase I: Vision and Overarching Goals

Facilitators/Presenters: Governor John Rood
Dorothy J. Minear

State University System of Florida Strategic Plan: 2012 - 2025

PHASE I: Vision and Overarching Goals

- Letter from the Chair of the Board of Governors
- Letter from the Chancellor of the State University System
- Executive Summary

Introduction to the Strategic Plan and the Strategic Planning Process

- Constitutional Responsibility and Background
- Updating the State University System Strategic Plan and Related Initiatives
 - Phase I - Development of a Vision and Overarching Goals
 - Phase II - Development of Implementation Strategies and Initiatives
 - Phase III - Implementation of Strategies and Initiatives, Including Monitoring of Progress on Key Indicators

PHASE I: VISION AND OVERARCHING GOALS

The Role of the State University System in the 21st Century

- Support Students' Development of the Knowledge, Skills, and Aptitudes Needed for Success in the Global Society and Marketplace
- Transform and Revitalize Florida's Economy and Society Through Research, Creativity, Discovery, and Innovation
- Mobilize the Resources of the State University System to Address Significant Challenges and Opportunities Facing Florida's Citizens, Communities, Regions, the State, and Beyond
- Deliver Knowledge and Advance the Health, Welfare, Cultural Enrichment, and Economy Through Community Engagement and Service

Critical Contextual Factors

- Educational Attainment in Florida and Its Relationship to the Prosperity and Well-Being of Its Citizens and the State's Economy
- Florida's Human Capital and Talent Supply Needs for the Increasingly Competitive Global, Knowledge-Based Economy
- Changing Demographics in the State's and the Nation's Workforce
- University Research and Its Relationship to Florida's Economy and the Welfare of Its Citizens

- University Outreach and Community Engagement and Its Relationship to Florida's Economy and Quality of Life
- Funding Higher Education in the State University System of Florida

Guiding Principles

- Focus on Students and Enhancing Their Learning, Development, and Success
- Understand and Value the Roles and Contributions of Faculty and Staff
- Celebrate the Distinctive Mission and Contributions of Each Institution
- Seek Ways to Organize and Collaborate for a Stronger System and State
- Maintain a Commitment to Excellence and Continuous Improvement
- Seek Appropriate and Predictable Funding to Achieve System Goals

Strategic Goals for the State University System

- **Undergraduate Education**
 - Achieve Baccalaureate Attainment Goals That Respond to:
 - Changing Student Demand
 - Increased Competition
 - Florida's Demographic Changes
 - Address Critical Workforce Needs and Areas of Strategic Emphasis
 - Build High-Quality and Relevant Undergraduate Programs, Including Select Programs of State, National, and/or International Preeminence
- **Graduate and Professional Education**
 - Achieve Graduate and Professional Attainment Goals That Respond to:
 - Changing Student Demand
 - Increased Competition
 - Florida's Demographic Changes
 - Address Critical Workforce Needs and Areas of Strategic Emphasis
 - Build High-Quality and Relevant Graduate and Professional Programs, Including Select Programs of State, National, and/or International Preeminence
- **Research, Economic Development, and Commercialization**
 - Research and Technology Transfer Goals
 - Become Increasingly Competitive on the National and International Levels by Leveraging Research Resources
 - Develop National Preeminence in Technology Transfer and Commercialization Activities
 - Address Critical State Needs and Areas of Strategic Emphasis
 - Build High-Quality and Relevant Research Programs, Including Select Programs of State, National, and/or International Preeminence

- **Community Engagement**
 - Community Engagement and Public Service Goals
 - Engage in Mutually Beneficial and Sustainable Partnerships That Advance the Health, Welfare, Cultural Enrichment, Life-Long Learning, and Economy of Each University's Community, the Region, and the State
 - Advance Opportunities for Faculty and Students to Engage in Community-Based Learning Opportunities, Inquiry, Creative Activities, and Other Service-Oriented Endeavors of Mutual Benefit.

From Vision and Goals to Strategy Development, Implementation, and Evaluation

- Organize the System for Success
 - Determine the System Structure Needed to Achieve Identified Goals
 - Seek Opportunities for Increased Efficiencies and Shared Services
 - Advance Efforts to Organize and Coordinate Academic Programming and Research Activities in the State University System
 - Develop Strategic Planning List of Academic Degree Programs Proposed for Exploration in the State University System in the Next Five Years
 - Convene State University System *New Florida* Strategy Teams to Recommend Strategies and Initiatives to Achieve Identified Goals [i.e., PHASE II of Strategic Planning Process]
- Align Strategic Planning, Budgeting, and Performance Accountability
 - Enhance the Comprehensive and Relevant Strategic Planning, Budgeting, and Performance Accountability Processes for the State University System

Concluding Comments

Endnotes

Appendices

- Process That Will Be Used to Develop a Strategic Planning List of Academic Degree Programs Proposed for Exploration in the State University System in the Next Five Years
- State University System *New Florida* Strategy Teams to Address Strategic Goals and Select Areas of Strategic Emphasis of Critical Importance to Florida
 - System Structure
 - Undergraduate Education
 - Improving Educational Attainment
 - Ensuring Academic Quality and Relevance
 - Graduate Education
 - Improving Educational Attainment
 - Ensuring Academic Quality and Relevance
 - Academic Programming and Research in Select Areas of Strategic Emphasis
 - Energy
 - Environment
 - PreK-12 Education
 - Public Health
 - Science/Bioscience
 - Space/Aerospace/Engineering
 - STEM (General) - Increasing Student Participation and Success
 - Community Engagement

[Note: The State University System already has venues to address shared services, e-learning, academic libraries, and coordination of academic programming.]

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 23, 2011

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 8.002 -
Continuing Education

PROPOSED COMMITTEE ACTION

Approve Public Notice of Intent to Amend Board of Governors Regulation 8.002 -
Continuing Education

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 8.002, Continuing Education was promulgated in parts from 1970 through 1993 under the governance of the Board of Regents (BOR). As the nature of continuing education continued to change after 1993, and as the governance structure of the State University System changed in subsequent years, the BOR rule was not updated and some of its provisions have become obsolete. This situation has caused some confusion with regard to authority for administering continuing education.

The proposed amendment eliminates the obsolete provisions and puts into place clear guidelines for administering and reporting continuing education activity within the State University System.

In drafting this regulation, Board staff solicited input from the university general counsels, members of the Council of Academic Vice Presidents, academic contacts, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Proposed Regulation 8.002

Facilitators/Presenters: Governor John Rood
Richard Stevens

8.002 Continuing Education

- (1) Continuing education is defined as non-fundable, self-supporting college credit courses or programs, non-credit professional development courses or programs designed to upgrade existing technical or professional skills, and courses that are provided primarily for personal enrichment. Continuing education courses and programs are funded in the Auxiliary budget entity, except that funds collected from sponsoring entities for sponsored credit institutes may be remitted to the university's contract and grants trust fund, pursuant to Regulation 7.008(2)(b).
- (2) The administrative unit(s) under which the continuing education program is managed shall be determined by the university.
- (3) Continuing education college credit courses shall not be in competition with, or replace, credit courses funded through the university's Educational and General (E&G) budget entity.
- (4) Admissions and graduation criteria, as well as academic standards, for degree programs offered through continuing education must align with those criteria and standards in equivalent programs funded through the E&G budget entity and must go through the same curriculum-approval processes as those E&G-funded programs.
- (5) Student full-time equivalent (FTE) enrollments calculated from college credit hours earned through continuing education shall be reported to the Board of Governors separately from student FTE funded through the E&G budget entity.
- (6) Degrees awarded for continuing education programs shall be reported to the Board of Governors separately from degrees awarded for programs funded through the E&G budget entity.
- (7) For the purpose of planning, offering, and recovering all direct costs of continuing education courses and programs, continuing education activity shall be reflected in the Auxiliary budget entity, except that activity related to sponsored credit institutes may be reflected in the contracts and grants trust fund, pursuant to Regulation 7.008(2)(b).
 - a. Costs associated with continuing education activity may not be recovered from funds appropriated in the E&G budget entity.
 - b. Universities may collect and expend revenues collected above the level needed for cost-recovery of continuing education courses in a program approved pursuant to the process for Market Rate Tuition established in Regulation 7.001.

- (8) Each board of trustees shall include the following continuing education information in its annual report submitted to the Board of Governors pursuant to Regulation 2.002, beginning with the 2012-2013 annual report:
- a. For college credit courses:
 - i. Revenues;
 - ii. Expenditures for continuing education activities;
 - iii. FTE enrollment by level;
 - iv. Degrees earned;
 - v. Certificates earned; and
 - vi. Out-of-state locations in which face-to-face instruction was offered.
 - b. For non-credit courses:
 - i. Revenues;
 - ii. Expenditures for continuing education activities;
 - iii. Headcount for enrollees in K-12 programs, professional and executive programs, and lifelong learning programs;
 - iv. Certificates earned; and
 - v. Out-of-state locations in which face-to-face instruction was offered.

8.002 Continuing Education.

~~(1) The Chancellor shall coordinate credit and non-credit continuing education courses in all fields which the Board shall consider necessary to improve and maintain the educational standards of the State of Florida.~~

~~(2) Administration and Coordination.~~

~~(a) The Chancellor shall be responsible for coordinating, on a statewide basis, the continuing education programs of the universities. These responsibilities are:~~

~~1. Studies of the systemwide operation, long-range planning and projections, periodic evaluations of existing programs, and research relating to continuing education and adult learning;~~

~~2. The approval of any credit course offerings outside of designated geographic areas and those courses which have not been approved as on-campus offerings for a particular institution.~~

~~(b) Specific responsibilities of the presidents are:~~

~~1. To develop rules and procedures for conducting all credit offerings in a defined geographic area and non-credit continuing education offerings.~~

~~2. To establish a Continuing Education Activity as part of the Auxiliary Budget Entity for the purpose of planning, offering, and recovering all costs of non-credit courses. The~~

~~costs of these courses may be recovered from non E&G sources such as grants, contracts, directly from participants, and combinations of these sources. The Continuing Education Activity within the Auxiliary Budget Entity may also be used for the purpose of planning, offering, and recovering all costs of sponsored credit institutes and programs as provided by Rule 6C 7.008(1)(a). Likewise, the Auxiliary Budget Entity may be used for the recovery of any additional fees established by the president for off-campus credit courses as provided by Rule 6C 7.003(30), or for continuing education credit courses as provided by Rule 6C 8.002(2)(b)4.~~

~~3. To approve the use of auxiliary funds from the Continuing Education Activity for instructional compensation of regularly appointed faculty, or of adjunct faculty, who teach non-credit Continuing Education courses and for the recovery of Educational and General costs for providing services to Continuing Education students.~~

~~4. To approve continuing education credit courses and to establish the fees for these activities when there is a demonstrated and justified need. Such courses shall not in any way be in competition with, or replace, the regular on-campus program of Educational and General credit courses taken by degree-seeking and special students. Accordingly, continuing education credit courses shall be scheduled and offered in such a way as to prevent any negative effect on any university's achievement of its legislatively-funded enrollment plan. Any fees charged students for continuing education credit activities, which are higher than the normal Board-approved fees for similar credit activities offered in the regular on-campus program, shall be established solely for the purpose of recovering all increased costs which result from offering these courses as continuing education activities.~~

~~5. To file with the Chancellor an annual report of all credit and non-credit activity.~~

~~(c) Enrollments in non-credit courses and in sponsored credit institutes and programs will not be funded from Educational and General (E&G) resources and will not count as part of the university's E&G enrollment plan; i.e., they do not generate E&G funded FTE. Only students whose costs for participating in these courses have been paid will be enrolled in non-credit courses or sponsored credit institutes and programs.~~

~~(3) Other Requirements Regarding Credit Activities.~~

~~(a) Courses for credit offered through the Continuing Education Activity, away from the university campuses, or through sponsored credit institutes and programs shall be accorded the same status as their counterpart courses offered on the main campus. Normally, only courses in the existing university-approved curriculum shall be offered as continuing education credit courses. Modifications to this requirement shall be approved by the Chancellor, as prescribed by the Chancellor's Memorandum. The university offering such courses shall be responsible for ensuring that the faculty, support services, and physical facilities shall be of such quality to assure full comparability of the course offered to its regular on-campus counterpart. Courses for which degree credit is offered shall meet the same standards as other regular credit courses.~~

~~(b) Each university will be responsible for serving a designated geographic area of the State. Institutional responsibilities for ensuring that services are provided shall be in accordance with the following assignments.~~

~~1. Regional Responsibilities. a. Florida A&M University— Baker County, Calhoun County, Columbia County, Dixie County, Franklin County, Gadsden County, Hamilton County, Jackson County, Jefferson County, Lafayette County, Leon County, Liberty County, Madison County, Suwannee County, Taylor County, Union County, Wakulla County.~~

~~b. University of South Florida— Charlotte County, Collier County, DeSoto County, Glades County, Hardee County, Hendry County, Hernando County, Highlands County, Hillsborough County, Lee County, Manatee County, Pasco County, Pinellas County, Polk County, Sarasota County.~~

~~c. Florida Atlantic University— Broward County, Indian River County, Martin County, Okeechobee County, Palm Beach County, St. Lucie County.~~

~~d. University of West Florida— Bay County, Escambia County, Gulf County, Holmes County, Okaloosa County, Santa Rosa County, Walton County, Washington County.~~

~~e. University of Central Florida— Brevard County, Citrus County, Flagler County, Lake County, Levy County, Marion County, Orange County, Osceola County, Seminole County, Sumter County, Volusia County.~~

~~f. Florida International University— Dade County, Monroe County.~~

~~g. University of North Florida— Alachua County, Bradford County, Clay County, Duval County, Nassau County, Putnam County, St. Johns County.~~

~~2. Statewide Responsibilities.~~

~~a. The University of Florida, Florida State University, and Florida A&M University (with reference to its historic mission) shall be responsible for providing such programs and services on their respective campuses and in their local communities. Further, they shall be responsible for providing, on a statewide basis, such programs and services which cannot be provided by the other universities. The activities of the cooperative extension service will continue to be the responsibility of the Institute of the Food and Agricultural Sciences of the University of Florida without regard to the geographical area in which those activities occur.~~

~~b. Each university with regional responsibilities may offer off-campus within its region and without prior approval any credit course which has been authorized by appropriate curriculum committees to be offered on campus.~~

~~c. Each university may offer credit courses outside of its geographic boundaries upon appropriate approval by the Chancellor. Courses in this category will be approved only where demonstrated need warrants institutional geographic overlap.~~

~~d. A university which has capabilities in specific disciplines not available in any other university may offer instruction in these disciplines in any part of the State without prior approval.~~

~~(4) Correspondence Study Policies.~~

~~(a) The University of Florida shall administer the Department of Correspondence Study Program for the State University System.~~

~~(b) The Department of Correspondence Study at the University of Florida shall submit an annual report listing all activities and a fiscal statement representing the income and expenditures of the Department for the fiscal year to the Chancellor.~~

~~(5) Off-Campus Center—Each center in which off-campus credit courses are offered shall be organized and administered by one of the universities, as approved by the Board. All courses offered in a center shall carry residence credit.~~

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 23, 2011

SUBJECT: Public Notice of Intent to Promulgate Board of Governors Regulation
8.004 - Academic Program Coordination

PROPOSED COMMITTEE ACTION

Approve Public Notice of Intent to Promulgate Board of Governors Regulation 8.004 –
Academic Program Coordination

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

Over the past several months, the Board and its Committees have had discussions focusing on better organizing and coordinating efforts within the System. In order to facilitate collaboration, articulation, and coordination of program delivery across the System, this proposed regulation:

- Requires a cyclical review of current academic programs at all levels, as well as those planned for addition or termination;
- Establishes economic development regions, designating each university, or team of universities, as having lead responsibility for working with their community partners to identify specific unmet higher education needs and student demand in their regions, and to coordinate any viable options to offer the needed academic programs in a cost-effective manner. The regions reflect those established by Enterprise Florida; and
- Provides a process for all universities to use when they wish to go into other regions to meet identified needs. The process is established to ensure communication and coordination of academic program offerings across the state.

In drafting this regulation, Board staff solicited input from the university general counsels, members of the Council of Academic Vice Presidents, and university academic contacts. Pursuant to the regulation procedure adopted by the Board at its

meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Proposed Regulation 8.004

Facilitators/Presenters: Governor John Rood
Nancy McKee, Richard Stevens

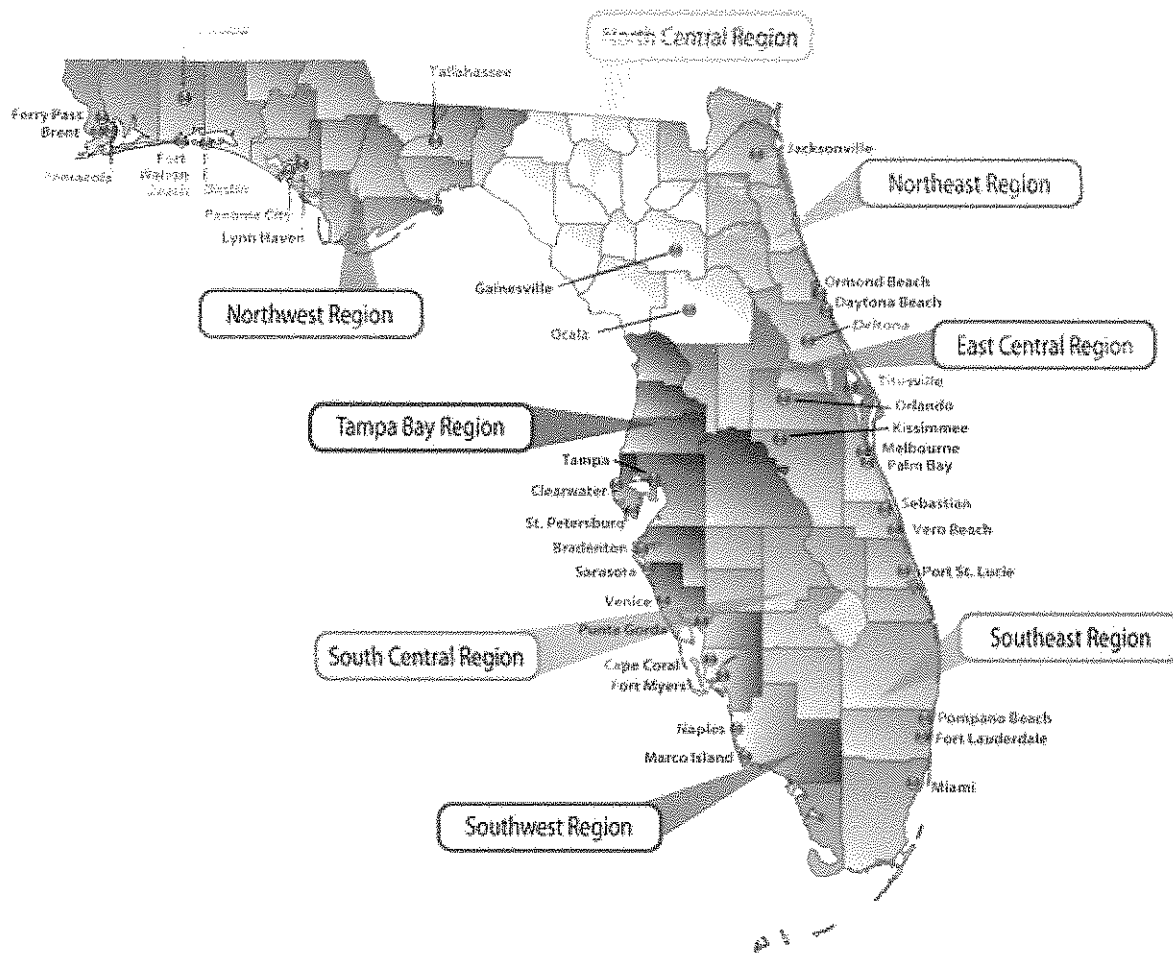
8.004 Academic Program Coordination

- (1) To facilitate collaboration, articulation, and coordination of academic program delivery across the State University System, the Office of the Board of Governors shall coordinate with the Council of Academic Vice Presidents to conduct an annual review of all current academic degree program offerings, as well as university plans regarding the addition or termination of any degree programs. The review shall be designed to inform both institutional and System-level strategic planning and shall assess:
 - (a) Whether appropriate levels of postsecondary access are provided for students across the State of Florida to enable citizens to pursue degrees in selected fields;
 - (b) Opportunities for the collaborative design and delivery of degree programs utilizing shared resources across multiple State University System institutions;
 - (c) Whether academic program duplications are warranted; and
 - (d) Potential impacts of any proposed academic program closure.
- (2) To further facilitate articulation, collaboration, and coordination of academic program delivery across the System and the State, and to encourage further engagement with local communities, a university or team of universities will take lead responsibility for designated economic development regions. Designating one or more universities as lead does not preclude other universities from providing academic programs in the region in accordance with paragraph (3). Lead universities shall work with their community partners to identify specific unmet higher education needs and student demand in their regions, and shall coordinate any viable options to offer the needed academic programming in a cost-effective manner. Such options may include, but are not limited to, programs offered in partnership with other universities or institutions in the Florida College System. Any planned new programming shall be in alignment with Board of Governors and university strategic plans. For the purpose of ensuring that the higher educational needs of Florida's citizens are adequately addressed in a coordinated manner, the following regions are designated:
 - (a) Northwest Region - University of West Florida, Florida State University, and Florida A&M University (Counties: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, Jackson, Calhoun, Gulf, Gadsden, Liberty, Franklin, Leon, Wakulla, Jefferson);

- (b) North Central Region -University of Florida (Counties: Madison, Taylor, Hamilton, Suwannee, Lafayette, Dixie, Columbia, Gilchrist, Levy, Union, Bradford, Alachua, Marion);
 - (c) Northeast Region - University of North Florida (Counties: Baker, Nassau, Duval, Clay, St. Johns, Putnam, Flagler);
 - (d) East Central Region - University of Central Florida (Counties: Sumter, Lake, Volusia, Seminole, Orange, Osceola, Brevard);
 - (e) Southeast Region - Florida Atlantic University and Florida International University (Counties: Indian River, St. Lucie, Martin, Palm Beach, Broward, Dade, Monroe);
 - (f) Southwest Region - Florida Gulf Coast University (Counties: Collier, Lee, Charlotte);
 - (g) South Central Region - Florida Atlantic University, Florida Gulf Coast University, and University of South Florida (Counties: Hendry, Glades, Desoto, Hardee, Highlands, Okeechobee);
 - (h) Tampa Bay Region - University of South Florida (Counties: Citrus, Pasco, Hernando, Hillsborough, Pinellas, Polk, Manatee, Sarasota)
- (3) When a state university desires to offer a college-credit degree or certificate program, or substantial parts of a program, that requires a substantial physical presence in another university's region, prior to taking any action to establish such presence, presidents shall collaborate in order to avoid unnecessary duplication of academic programs. Presidents of lead universities within the same region shall also collaborate with each other prior to expanding program offerings within their region.
- (a) The university president shall notify the Chancellor and initiate a discussion with the president of each state university assigned lead responsibility for the region in which the university desires to expand its program offerings.
 - (b) If the presidents are unable to arrive at a mutual agreement, the issue will be referred to the Chancellor to mediate and/or request a final resolution from the Board.
 - (c) For the purpose of this regulation, substantial physical presence means maintaining continuously beyond the length of a single course, for any purpose related to offering a degree or certificate program, a physical location in the proposed region, to include classrooms, teaching

laboratories, administrative services, or student services. The convening of students for orientation, testing, practica, and group seminars does not constitute a physical presence if no more than twenty percent of the course in which they are enrolled is delivered face-to-face at that location.

Aligning SUS with Enterprise Florida, Inc. Economic Regions



Northwest - FSU, FAMU, and UWF

North Central - UF

Northeast - UNF

East Central - UCF

Tampa Bay - USF

South Central - FAU, FGCU, and USF

Southwest - FGCU

Southeast Region - FIU and FAU

Rationale behind EFI regions can be found at the following site by clicking on a region:
<http://www.eflorida.com/floridasregionsSubpage.aspx?id=238>

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 23, 2011

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 8.009 - Educational Sites

PROPOSED COMMITTEE ACTION

Approve Public Notice of Intent to Amend Board of Governors Regulation 8.009 - Educational Sites

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

At its June 2010 meeting, the Strategic Planning Committee approved a set of principles to guide the development of State University System policies related to educational sites. The Board's current policies regarding educational sites are assumed to be reflected in Board Regulation 8.009, Definition and Process for Establishing Educational Sites. However, this regulation was initially a rule of the former Board of Regents and, as such, does not reflect the new governance structure of the State University System and does not delineate the planning and approval processes the Board expects of itself and the individual university boards of trustees.

The proposed updates to the regulation address identified gaps by:

- Establishing an updated typology for system structure planning and data reporting;
- Providing a role for the boards of trustees;
- Clarifying approval processes;
- Requiring Board approval prior to branch campuses seeking separate accreditation;
- Providing flexibility for universities to offer lower-level courses on branch campuses, while respecting the partnerships with institutions in the Florida College System.

In drafting this regulation, Board staff solicited input from the university general counsels, members of the Council of Academic Vice Presidents, academic contacts, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Proposed Regulation 8.009

Facilitators/Presenters: Governor John Rood
Nancy McKee, Richard Stevens

8.009 Educational Sites

(1) The following definitions of educational sites shall be used for classification purposes in data submissions to the Board of Governors:

- (a) Main campus is defined as the primary site of university educational, research, and administrative activities.
- (b) Branch campus, including one that has received separate regional accreditation, is defined as an instructional and administrative unit of a university, apart from the main campus, that primarily offers students upper-division undergraduate and graduate programs, as well as a wide range of administrative and student support services appropriate for the number of student FTE served, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution.
 - 1. Type I Branch Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of more than 2,000 university student FTE in courses which lead to a college degree. A Type I Branch Campus typically provides a broad range of instruction for numerous full and partial degree programs, research activity, and an extensive complement of student services.
 - 2. Type II Branch Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of 1,000 to 2,000 university student FTE in courses which lead to a college degree. A Type II Branch Campus typically provides a moderate range of instruction for full and partial degree programs, limited research activity, and a moderate complement of student services.
 - 3. Type III Branch Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000 university student FTE. The Board may, within its discretion, require an operation with less than 300 FTE to be presented to the Board for approval if the operation otherwise meets the remaining criteria in this sub-paragraph. A Type III Branch Campus typically provides a limited range of instruction for full and partial

degree programs or courses, limited research activity, and a limited complement of student services.

(c) Special purpose center is defined as a unit of a university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research, cooperative extension, or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution. Instructional programs or courses leading to a college degree are typically not offered at special purpose centers.

(d) Instructional site is defined as a temporary instructional unit of a university, apart from the main campus, that provides a limited range of instructional programs or courses leading to a college degree, in facilities not owned by the institution.

(e) Special purpose site is defined as a unit of a university, apart from the main campus, that provides services of an educational or community outreach nature which are other than instruction leading to a college degree, in facilities not owned by the institution. Instructional programs or courses leading to a college degree are typically not offered at special purpose sites.

(2) Within the State of Florida, on-site lower-level (1000- and 2000-level) courses shall be offered only on the main campus of a university unless approved under the following conditions:

(a) A university may offer a limited number of lower-level courses that address specified degree program needs at educational sites other than the main campus, if an agreement is reached with the local Florida College System (FCS) institution that such course offerings will not unnecessarily duplicate course offerings at the FCS institution. If an agreement is not reached with the FCS institution within sixty days, the university board of trustees or its designee may approve the offering of a limited number of lower-level courses that address specific degree program needs. The university shall seek approval of a proposal submitted to its board of trustees, and, subsequently, the Board of Governors to enroll lower-level university FTE that will exceed 25% of the total university FTE at a branch campus or special purpose center. The proposal shall be in the format developed in (2)(b).

- (b) A university may offer a full range of general education and other lower-level courses at a branch campus if approved by the university board of trustees and, subsequently, by the Board of Governors. The proposal to offer a full range of lower-level courses shall use the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. Such format(s) shall include, at a minimum, the following elements: relationship to the university's mission; assessment of student demand; availability of necessary facilities, equipment, and faculty; effect on local articulation agreements; and projections of lower-level FTE, operating budget, and staffing.
- (3) The following approval processes for establishing, reclassifying, relocating, and closing educational sites apart from the main campus apply to the State University System:
- (a) Each board of trustees shall adopt regulations consistent with this paragraph for the establishment, reclassification, relocation, and closing of educational sites apart from the main campus, including the acquisition of real property on which such educational sites will be located and including international educational sites and educational sites located in other states.
- (b) As an initial part of the process that may lead to the acquisition, establishment, reclassification, relocation, or closing of branch campuses or special purpose centers, the president of each university shall consult with the Chancellor to inform system-wide strategic planning.
- (c) Instructional sites and special purpose sites may be established and closed by universities consistent with regulations established by their respective boards of trustees. If an instructional or special purpose site scheduled for closing has been funded by the Legislature or established pursuant to law, the university shall provide documentation to the Board of Governors justifying the closure, and shall initiate a dialogue with legislative leadership regarding the closure.
- (d) Establishing, reclassifying, relocating, or closing a branch campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the university board of trustees and, subsequently, the Board of Governors. No capital outlay funds shall

be requested of the Legislature or expended, except for planning, prior to such approvals being obtained.

- (e) Proposals for the establishment, relocation, and reclassification of branch campuses and special purpose centers shall be submitted to the university's board of trustees and, subsequently, to the Board of Governors, using the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. Such format(s) shall include, at a minimum, the following elements: Accountability, Needs Assessment, Academic Programs, Administration, Budget and Facilities, Student Services, and Monitoring of Implementation.
- (f) In addition to addressing the elements specified in (3)(e), proposals for the establishment of international branch campuses and special purpose centers shall include the following elements:
1. The relationship of the international program to the institution's mission and strategic plan;
 2. Any legal requirements of the host country that must be met to establish and operate a branch campus in that country and the legal jurisdiction that will be applicable to the university's operations;
 3. A risk assessment of the university's responsibility for the safety of students, faculty, and staff;
 4. How the university will exercise control over the academic program, faculty, and staff, if the programs are not operated exclusively by the university; and
 5. An assurance that the branch is being operated in accordance with the legal requirements of the host country and any applicable political subdivision.
- (g) Proposals for closing branch campuses and special purpose centers shall be submitted to the university's board of trustees and, subsequently, to the Board of Governors, using the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. The proposal shall include a request for the Board of Governors to initiate a dialogue with university and legislative leadership regarding

the appropriateness of seeking statutory changes, if the educational site has been established pursuant to law.

(4) A university shall receive approval from its board of trustees and the Board of Governors prior to seeking separate accreditation from the Southern Association of Colleges and Schools for a branch campus.

(5) Each university shall annually monitor enrollment at its branch campuses. If enrollments fall below the minimum designated for the site as defined in (1) for three consecutive years, the university shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site. An exception shall be made for a Type III Branch Campus that was approved by the Board of Governors for establishment at an enrollment level below the minimum designated in (1). In that case, if enrollments fall below the Board of Governors-approved minimum for that site for three consecutive years, the university shall develop and implement a plan for increasing enrollment, reclassifying the site, or closing the site.

Authority: Section 7(d), Art. IX, Fla. Const.; History – New 4-9-87, 6-8-92, 2-15-94, 12-2-99, Amended XX-XX-2011.

~~8.009 Definition and Process for Establishing Education Sites~~

~~(1) The following definitions and processes for establishment shall apply to education locations of public universities within the state:~~

~~(a) Main campus is defined as the focal point of university educational and administrative activities, authorized by Section 240.2011, F.S. Lower division courses are offered only on the main campus of each university unless the university receives specific Board of Governors approval to offer lower division courses at a branch campus, center or site. Approval will be based on a consideration of the following: the universities mission; an assessment of student demand; availability of necessary facilities, equipment and faculty; discussion with the educational institutions impacted by the proposed course offerings; and the Postsecondary Education Planning Commission's review of those course offerings. The Board of Governors approval is subject to review and action by a member of the State Board of Education, then the Board~~

~~of Governors determination shall automatically become effective 30 days from the date of the Board of Governors decision to approve.~~

~~(b) Branch campus is defined as an instructional and administrative unit of a university that offers students upper division and graduate programs as well as a wide range of support services. Distance learning techniques may be used to complement on-site instruction at all types of campuses. Branch campuses may be of various types to meet the particular needs of a region:~~

~~1. Type I Branch Campus is defined as a major university operation which provides a broad range of instruction, numerous full and partial degree programs, research, and a full complement of student services in university administered facilities, which are mostly university owned or shared with a public community college. For efficiency of operation and provision of an adequate range of programs these campuses should obtain a funded enrollment level of 2,000 FTE.~~

~~2. Type II Branch Campus is a large university operation, providing a range of instructional programs, many of which lead to a degree at the branch campus, some research, and full support services in university controlled facilities. Funded enrollment is between 1,000 and 2,000 FTE.~~

~~3. Type III Branch Campus provides instruction in high demand disciplines, as well as necessary support services. Instructional and administrative functions are provided in facilities which may or may not be controlled by the university. Distance learning techniques may be used to provide a significant portion of the instructional program. Funded enrollment is between 300 and 1,000 FTE.~~

~~(c) Establishment of a new branch campus requires approval by the Board of Governors. In its request for authority to establish a new branch campus, a university shall submit a report regarding the long term requirements for programs and facilities relating to its mission statement and course offerings, including a three year PECO project priority list and a plan for long term facilities needs. In addition, the Postsecondary Education Planning Commission must recommend establishment of the campus to the State Board of Education under the provisions of Subsection 240.147(7), F.S., and the Legislature must appropriate funds for its establishment.~~

~~(d) Center is defined as an instructional unit of a university or universities that offers a limited range of instructional programs or courses. Funded enrollment at a center will be fewer than 300 FTE.~~

- (e) ~~Special purpose center is defined as a unit of a university that provides certain special, clearly defined programs or services, such as research, cooperative extension, or public service apart from the main campus, branch campus, or center.~~
 - (f) ~~Establishment of new centers and special purpose centers which entail the expenditure of state funds for facilities requires an assessment of long-term needs for facilities and approval by the Board of the three-year PECO project priority list. In submitting its request for authority to establish a Center, a university shall submit a report regarding the long-term requirements for programs and facilities relating to the mission statement and course offerings.~~
 - (g) ~~Instructional site is defined as an instructional unit of a university that offers a very limited range of instructional programs or courses, generally of short duration, in facilities not owned by the institution. Universities shall retain the ability to establish instructional sites to meet demonstrated needs without the necessity for approval of the Board.~~
 - (h) ~~Special purpose sites is defined as a unit of a state university that provides services of an education nature that are other than instruction, research or administration. Universities shall retain the ability to establish special purpose sites to meet demonstrated needs without the necessity of the approval of the Board.~~
- (2) ~~All new campuses, centers, and special purpose centers approved by the Board shall be submitted, along with the required review by the Postsecondary Education Planning Commission, to the State Board of Education for approval.~~
- (3) ~~The Board will review these definitions and processes periodically to determine whether changes are necessary.~~

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 23, 2011

SUBJECT: Expanding the State University System's Capacity to Help Address Florida's Access Demands and Economic Development Goals

PROPOSED COMMITTEE ACTION

For Information and Discussion.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

At their meeting in Tallahassee on March 24, 2011, members of the Board of Governors began to discuss strategic planning priorities for the State University System. Early analyses of student access demands, as well as talent supply and economic development needs, have highlighted how critical it will be for the Board to identify ways to expand capacity in the System. Even in its original Strategic Plan, the Board recognized the need to "continue to study ways to create the optimum structure for the university system, including number and location of universities, number and location of branches, and number and location of subsystems, reflecting the geographic needs of the state."

The Board has been reviewing and revising policies and procedures designed to advance coordination of efforts within the System and to provide flexibility to fund increased capacity. Additionally, the Board has been reviewing options to expand the use of e-learning in the System. Simultaneously, via the Higher Education Coordinating Council, the Chancellor has been working with leaders from the other higher education sectors to enhance coordination and to identify additional partnership opportunities to increase student access to higher education in Florida.

In the coming months, the Board will continue to review options for expanding access in the System. One option to consider would focus on developing one or more branch campuses into "designation campuses." Another option would be to focus on

increasing the number of institutions in the System. However, the Board currently does not have in place specific criteria or policies for determining when such actions should be pursued. Therefore, even as the Board explores other options to expand access, it will begin to develop the needed policies and procedures for determining if and when there should be an increase in the number of institutions, whether through the creation of a new institution, the expansion of a branch campus into a stand-alone institution, bringing an existing institution of higher education into the System, or consolidating two or more educational sites to form a new institution.

At this meeting, members of the Strategic Planning Committee will begin to discuss some principles to guide the development of related policies, as well as the kinds of information they believe they would need to make a knowledgeable decision about System expansion. These discussions will guide staff as they draft a regulation for the Board's consideration at a future meeting.

Supporting Documentation Included:

None

Facilitators/Presenters:

Governor John Rood
Board of Governors Staff

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
Strategic Planning Committee
June 23, 2011**

SUBJECT: Dentistry and Dental Education

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Section 7(d), Art. IX, Florida Constitution

BACKGROUND INFORMATION

In the context of interest expressed by State University System institutions to create new or expand existing dental schools, Board staff has researched the issue of dentistry and dental education since early 2010. In March 2011, Board members were provided with a white paper: "Dental Education and Dental Care: Eight Contextual Observations for Future Planning," also included as backup to this agenda item. Since then, the Chancellor has met directly with Florida's Surgeon General, and the Department of Health has published its first annual Dental Workforce Survey.

The Board will hear brief presentations by Associate Vice Chancellor LeMon; by Dr. Teresa Dolan, Dean of the University of Florida's College of Dentistry; and by Ms. Amy Cober, Assistant Division Director, Florida Department of Health, Division of Family Services, Public Health Dental.

Supporting Documentation Included:

"Dental Education and Dental Care: Eight Contextual Observations for Future Planning"

Facilitators / Presenters:

Governor John Rood, Vice Chair
R.E. LeMon, Teresa Dolan, Amy Cober



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Dental Education and Dental Care: Eight Contextual Observations for Future Planning

*by R.E. LeMon, Ph.D.
Associate Vice Chancellor, Academic and Student Affairs*

March 1, 2011

The eight observations that are contained in this briefing paper place dental education within the larger socio-economic context of dental health care in order to determine whether or not expanding current dental schools and/or creating new dental schools appear to be effective, immediate in impact, or a fiscally sound means for improving dental health care in the areas of Florida where it is most needed. The Board of Governors has requested information in order to help in determining the advisability of implementing new or increasing the capacity of existing dental schools in the much larger context of dental care nationally and, especially, in Florida.

The core contextual assumptions associated with dental health care are more complex than the traditional sets of questions associated with any new academic program authorization or expansion: curricular excellence, academic and facility infrastructure, program nonduplication, arguments for engines of economic development, and institution-centric characterizations of need and demand. In fact, the contextual assumptions are more complex than those that surrounded discussions in the past decade pertaining to new or enhanced public university medical schools. For example,

those discussions were carried out in the context of a general consensus – both nationally and in Florida – that not only was there likely to be a shortage of medical doctors in the U.S., but that shortages in particular practice areas – primary care, pediatrics, obstetrics and gynecology, etc. – would manifest across the socio-economic spectrum. Assertions of shortages of dental care need to be understood as more granular and as interconnected with other social and fiscal dynamics that currently characterize the provision of dental services in the United States and in Florida.

1.) The National Challenge

Providing dental care – and affordable care – to all citizens is a national challenge. The challenge’s transparency and magnitude are voiced by virtually all major associations and entities affected by the issue, from the U.S. Department of Health and Human Services and the American Dental Association, through Florida’s Agency for Healthcare Administration and the Department of Health, to the individual community health clinics throughout America’s cities, towns, and townships. Florida, therefore, is not alone in the challenge.

While not alone, Florida is at the forefront. Similar to the provision of other social services, the challenge of providing dental care to all of its citizens is exacerbated in Florida due to its geography and demographic characteristics. Florida’s challenges are compounded by the starkness of its urban/rural differentiation, the dynamics of its population by age and race, and the resultant geographic distribution of its citizens by socio-economic status. A hesitancy to implement certain proven, cost-effective policies – and a difficulty securing Florida’s proportionate share of Medicaid dollars – increases the challenge.

The Pew Center on the States’ February 2010 report, “The Cost of Delay: State Dental Policies Fail One in Five Children,” focuses on the 17 million low-income children in the United States who are without dental care each year. The report is not a call for

increasing the number of dentists; it argues that only one-third of the states are implementing cost-effective policies that can improve dental healthcare for the underserved. These policies include school-based sealant programs, community water fluoridation, innovative workforce models, and, importantly, Medicaid reform. Florida, along with Hawaii, Delaware, New Jersey, Wyoming, Arkansas, Arizona, West Virginia, and Louisiana, received failing grades with regard to the Pew recommended policies. Nationally, 38.1% of Medicaid-enrolled children received dental care in 2007. The report noted that Florida, at 23.8%, was 49th out of the 50 states with regard to low-income children receiving dental care.

2.) The Basic Numbers

Florida has approximately 11,000 licensed dentists. (Latest figures are being updated via the Florida Department of Health's dental workforce survey.) Florida is fourth in the nation – behind California, New York, and Texas – in its number of licensed dentists. Florida appears to approach the national average in terms of dentists per capita. One analytical tool, Statemaster.com, ranks Florida 29th of the 50 states in terms of dentists per capita. Another, the KaiserFamilyStateHealthfacts.org web site, ranks Florida 26th of the 50 states in terms of dentists per capita.

An American Dental Association's (ADA) February 2011 study, "Breaking Down Barriers to Oral Health for All Americans: The Role of Workforce," disputes the need for more dentists in the nation – indicating that the number of dental schools is expected to increase by 20 in the year 2020 and that graduates are expected to increase correspondingly through the year 2030.

The total number of dentists in Florida is likely to rise if the interest expressed by at least one non-state supported institution to implement a new dental school in Florida – the Lake Erie College of Medicine (LECOM) located in Bradenton – comes to fruition. It is expected to open for classes in 2012 with an initial class of 100, growing to a total

enrollment of 400 students within four years. Of note, the University of Florida dental school is the recent recipient of a multi-pronged, multi-million dollar federal grant, parts of which will focus on serving the underserved. One portion of the grant is for planning, implementing, evaluating, and enhancing the ability of graduates to meet the oral health care needs of Florida's underserved, and will provide for an estimated 102,000 Medicaid patient encounters per year. Other grant funds will facilitate the transition of its Miami-Dade County-based residency program from a traditional one-year to a two-year program, the completers of which are expected to mirror the ethnic, racial, and socioeconomic demographics of Florida to address the oral health disparities of the Florida population.

Regardless of whether Florida has enough dentists as a whole, some of the conversations of recent note with regard to dental care focus not on the issue of shortages of dentists per se, but on the ability of other forms of dental health care providers to expand their scope of services and operation. These conversations are occurring in Florida and throughout the Country.

3.) Access to Dental Health Care

According to the 2011 ADA study, "Dentist workforce *size* is not a problem, nor is it likely to be in the predictable future. The real problem is where the dentists are in relation to underserved populations."

Fully half of the equation in dental health care services appears to be firmly rooted in the lack of access for the underserved rather than in an across-the-board lack of dentists. In other words, dentists tend not to live and practice in areas, especially rural areas, populated by the poor and underserved. Again, this is a national problem exacerbated in Florida due to geographic uniqueness and to the physical distribution of underserved populations. The United States Department of Health and Human Services has identified 1,171 areas of the U.S. that are seriously medically (including dental)

underserved. The Pew Center on the States indicates that, nationwide, 49 million Americans live in areas federally designated as having a shortage of dental providers. Florida was identified as having approximately 200 such Dental Health Professional Shortage Areas.

An estimated 80% of dental disease occurs in approximately 20% of Florida's population, many of whom are disadvantaged and dependent on Medicaid. Whether Florida has an acceptable, an average, or an altogether different characterization of its numbers of dentists on the whole, evidence is conclusive that Florida's dentists are either not living and practicing in geographical areas of greatest underserved need and/or they are not providing services to the underserved irrespective of where they reside.

4.) Medicaid Challenges

The 2011 ADA study also argues that lack of funding is primary among a number of barriers to the provision of dental care. Dentists in the United States and, especially, in Florida are not providing access to the underserved in large part because Medicaid reimbursements are so low that providers are either unwilling or financially unable to participate. This position is consistent from the American Dental Association to the Florida Department of Health and at all points in between. The ADA states:

"The dental components in Medicaid, which are supposed to provide health care to disadvantaged Americans, are chronically underfunded. Federal law mandates that Medicaid cover basic preventive and restorative services. But many state programs fail to deliver care to even half of their eligible children. Adult dental coverage through public health programs is even worse; many states simply don't provide it."

The phenomenon is magnified in Florida due to its having one of the lowest set of Medicaid dental reimbursement rates in the nation. Reimbursement rates vary among the 146 procedures covered in Florida. In many or even most instances, those rates represent pennies on the dollar for the services rendered. One of the 2008 benchmarks graded in the Pew study was based on whether states pay dentists who serve Medicaid-enrolled children at least the national average (60.5%) of Medicaid rates as a percentage of the dentists' median retail rates. Florida, at 30.5%, is at the bottom nationally. An analysis of selected dental procedures indicates that Medicaid fees in Florida range from 18.5% to 36.8% of the mean fees charged for those services by dentists in the southeastern United States. In another analysis, the Florida Dental Association estimates the overall range to be 20% to 25% of customary fees.

Medicaid in Florida provides for a relatively wide range of services for children and young adults (citizens 20 years of age or younger). However, Medicaid services for adults exclude any form of preventative care and are extremely limited, for example, to full and partial dentures, treatment of toothache, and tooth extraction. According to the National Academy for State Health Policy, Florida is one of 16 states that offers "Emergency Only" Medicaid services to adults. According to the Florida Agency for Health Care Administration, Florida Medicaid reimbursement rates for dental care have not increased overall in a number of years.

State	Federal Dental Medicaid	State Dental Medicaid	Total Dental Medicaid
Florida	\$37M	\$25M	\$62M
California	\$345M	\$345M	\$690M
New York	\$140M	\$140M	\$280M
Texas	\$224M	\$145M	\$369M

According to the Florida Department of Health, 90% of Florida dentists are in private practice, and far fewer are accepting Medicaid patients each year. Some dentists do not live in underserved rural areas because they cannot afford to practice there. Other dentists do live in underserved urban areas, but they choose not to be Medicaid providers because they cannot afford to.

Certain of Florida’s dental workforce demographics are contained in the 2007 Department of Health’s “Health Practitioner Oral Healthcare Workforce Ad Hoc Committee Report.” Depending on the reporting year, some of these numbers (for example, “Florida Active Licensed Dentists”) may vary from report to report. But staying with the 2007 reported numbers demonstrates the significant stair-step downward trend of Florida’s key dental workforce challenge as articulated above:

FL Active Licensed Dentists 9,464	Enrolled Medicaid Providers 1,479	Active Medicaid Providers 912
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Another Florida Department of Health document shows the number of dentists for Fiscal Year 2009-10 at 11,647. **The importance of that particular document is to note in which counties those dentists reside.** These numbers have been paired with the 2007 rankings of Florida’s 67 counties relative to each county’s Retail Price and Wage Index provided by the Florida Bureau of Economic Research. As examples:

County	Number of Dentists	Rank of Florida County for Retail Price and Wage Indices
Dixie	1	#60
Gilchrist	1	#55
Lafayette	1	#66
Union	0	#57
Miami-Dade	1,441	#02
Broward	1,217	#03

#5) Cost Assumptions

Dental education is one of the most costly of higher education endeavors. The University of Florida's dental school, as an example, has an estimated \$60 million budget of which approximately one-third comes from State funds, with the remainder stemming from competitive research grants, faculty practice plans, and endowments. Dental education requires inordinately high equipment intensiveness, a low faculty-to-student ratio, and a virtually "hands-on" curriculum. According to its web site, LECOM, which will open its doors to an initial class of 100 students, will invest \$52 million dollars to establish a dental school in Manatee County.

It should be noted, too, that neither the University of Florida's ability to compete for external grants nor its robust faculty practice is the result of happenstance or short-term strategy and investment. Established in 1972, UF's College of Dentistry has the #1 Department of Oral Biology in the United States, and the College ranks 4th nationally in securing research dollars. Securing competitive grants and the development of a substantial faculty practice plan are instrumental in sustaining the operation of the College. Due to the magnitude of the investment required to create and then maintain new dental schools, they must be demonstrable "first choice" solutions to the challenge of providing dental health care where it is most needed before they can be considered the most viable options for addressing the core of Florida's multi-layered problem.

6.) Program Models

Although traditional dental and medical schools are typically institution-based and often strongly affiliated with a teaching hospital, other options exist. For example, "distributed" medically related programs place portions of or even most clinical training in various geographic areas, including those of underserved need. Advocates for such programs see them as the wave of the future, because they bring caregivers-in-training to geographical areas of need. Three central points should be considered regarding distributed programs:

First, in many (but not all) cases, they are implemented as an auxiliary, value-adding experience after the initial creation of a traditional medical or dental school so that the traditional school can assist in offsetting costs and in providing the necessary infrastructure needed to move off-site. Metaphorically speaking, the “fort” is well entrenched before proceeding to establish the “outposts.”

Secondly, stand-alone distributed models may be more costly than traditional programs due to duplication of services, facilities, infrastructure, and curricular elements that must be satisfactorily comparable for purposes of program accreditation. Finally, distributed programs (or portions of programs) tend to be modeled at the outset as a student-centered means for providing the widest range of experiences possible. The strategic underpinnings are grounded more in curricular breadth and range of experience than in sustainable strategies for *permanent* placement of caregivers. In addition to the cost, the challenges to distributed models are Medicaid reimbursement rates, the difficulties unique to working with underserved populations, the sophistication necessary to coordinate off-site operations, and realistic model expectations.

7.) Dental School Impact and Feasibility

Pursuant to Florida law, the Florida Department of Health’s State Surgeon General established the Florida Health Practitioner Oral Healthcare Workforce Ad Hoc Committee. The Committee’s mission was to evaluate and strategically address the complex range of oral health workforce concerns that impact Florida’s ability to recruit or retain practicing dental providers, especially for Florida’s disadvantaged and underserved populations. The Committee’s issues included practice issues, supply and demand influences, educational and training matters, and regulatory questions.

After much analysis of data and discussion, the Committee reached a series of recommended strategies, published as an interim report in February 2007. The highest priority recommendations fell into five areas: prevention, third party issues (primarily Medicaid), attracting providers, legal/policy approaches, and training of providers.

Recommendations included:

- Expand community- and school-based oral health prevention and education services.
- Reduce Medicaid administrative burdens for providers and patients.
- Increase Medicaid reimbursement rates.
- Examine the compensation and improve the work environment for state-employed dental providers in public health delivery systems such as county health departments, community health centers, and Federally Qualified Health Centers.
- Fund the loan forgiveness program, the Florida State Health Service Corps, and the National Health Service Corps.
- Strengthen the local, regional, or statewide coordinated volunteer workforce.
- Provide technical assistance to communities wishing to recruit dental providers through the construction and equipping of dental office space in exchange for provision of dental services in their community.
- Expand duties and reduce supervision levels for allied dental providers who practice in health access settings.
- Provide dental school extern or residency opportunities in safety net programs.
- Establish short-term training programs in pediatric dentistry.

How were these strategies identified as priorities? In the process of conducting its work, the Oral Health Task Force considered some 50 strategies for addressing Florida's dental provision challenges. The Task Force went further and "graded" these strategies according to the potential impact and the potential feasibility of each. Implementing

new dental schools — one of the originally identified strategies — ranked 25th out of 50 on the criterion of “potential impact.” On the criterion of “potential feasibility,” implementing new dental schools ranked 50th out of 50. The chief reasons cited for rating feasibility as the lowest of all strategies were these:

- The cost of providing a dental education has increased more than 90% since 1995. According to the University of Florida, each of its graduates leaves with \$130,000 worth of debt on average.
- There is a growing shortage of dental faculty and dental researchers.
- Florida does not offer state subsidies or loan forgiveness for dentists who agree to practice for stipulated periods of time in underserved areas.

8.) Additional Options

Options for providing dental health care that may be less expensive and with greater and more immediate potential impact than establishing new dental schools have been discussed both nationally and in Florida. They include, but are not limited to, the following:

- Increasing the availability and scope of services of other kinds of oral health care providers to the rural, underserved areas. The Pew Center on the States indicates that policymakers in a number of states are considering the creation of new types of licensed professionals and/or the expanded role of individuals in existing positions who would work with dentists to deliver primary dental care to children and underserved patients.
- Providing incentives to dentists and to dental students to practice in rural, underserved areas.
- Expanding or creating off-campus clinical sites in rural and underserved communities.
- Increasing enrollments at existing dental schools.
- Exploring ways to increase participation in dental education by under-represented populations.

Summary

While the absolute numbers of dentists needed in Florida is debatable, the evidence is incontrovertible that Florida's underserved are suffering the most. The disincentive created by Medicaid reimbursement rates for dentists to become providers to the poor in Florida is a hurdle that no dental school model – whether traditional or distributed – can be expected to clear. Until such time as adjustments are made to Medicaid reimbursements and other incentives are created for enticing dentists to practice in underserved areas, the Board of Governors – as constitutionally responsible to evaluate new academic programs funded by taxpayers – must weigh the costs of new or expanded dental schools against their respective likelihoods for being the best of fiscal options to provide dental care to the underserved in Florida.