



Item: V.

Monday, September 19, 2022

**SUBJECT: Approval of Proposal for Establishing a College of Dentistry  
and Associated Legislative Budget Request**

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#### PROPOSED BOARD ACTION

Approval of Proposal for Establishing a College of Dentistry and Associated Legislative Budget Request.

#### BACKGROUND INFORMATION

Each year, in anticipation of the upcoming state legislative session, State University System (SUS) institutions are required to submit their operational legislative budget requests (LBR) to the Board of Governors (BOG) for review. In August 2019, the BOG released a framework that they utilize to evaluate individual university LBRs and submit their systemwide legislative request to the Governor and Legislature for consideration. As they did in fy2022-23, the BOG will again be seeking legislative funding in three distinct categories – Performance Based Funding, Preeminent Universities, and a category entitled Universities of Distinction.

The Enhancing and Expanding Florida’s Dental Services LBR does not fall into any of the three distinct BOG funding categories and is therefore classified as a university-unique budget request. These unique requests will be provided to the Board as informational items and will likely not be incorporated in the BOG’s systemwide LBR that will be submitted to the Governor and Legislature. Florida Atlantic University aims to create a new College of Dentistry and to offer the Doctor of Dental Medicine (D.M.D.) program starting in 2025. The College of Dentistry is aligned with the development of the FAU Health Network. The new college, which will be only the second public college of dentistry in the state of Florida, plans to admit 45 students in year 1 and have a staggered increase to 90 students over 4 years with a total enrollment of 350 students once fully enrolled. The College of Dentistry will be supported by a proposed \$30 million philanthropic donation and will be housed in a new state-of-the-art dental education facility on the FAU Boca Raton campus.

In 2019, the BOG also implemented a requirement that an institution’s Board of Trustees approve the LBRs that are submitted to the BOG. Florida Atlantic’s two other LBRs (University of Distinction –

Applying Artificial Intelligence Across the Community Health Continuum, and Enhancing and Expanding Florida's Nursing Workforce at all Levels) were submitted to the BOG in July. However, BOG staff has allowed Florida Atlantic to submit this LBR beyond the original submission deadline because of the nature of the internal approval processes. We appreciate the BOG staff's willingness to work with the university as we continue to move through the approval process.

#### **IMPLEMENTATION PLAN/DATE**

Upon approval by the Board, the Provost's Office will advise BOG staff that the BOT has reviewed and supports the request.

#### **FISCAL IMPLICATIONS**

See attached LBR for proposed budget estimates.

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**Supporting Documentation:** FAU 2023-24 Enhancing and Expanding Florida's Dental Services  
Legislative Budget Request

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**State University System  
Education and General  
2023-2024 Legislative Budget Request  
Form I**

|   |  |
|---|--|
| <b>University(s):</b>   | <b>Florida Atlantic University</b>                       |
| <b>Request Title:</b>   | <b>Enhancing and Expanding Florida's Dental Services</b> |
| <b>Date Request Approved by University Board of Trustees:</b> | <b>September 19, 2022 (pending)</b>                      |
| <b>Recurring Funds Requested:</b>                             | <b>\$37,857,000</b>                                      |
| <b>Non-Recurring Funds Requested:</b>                         | <b>\$85,464,000</b>                                      |
| <b>Total Funds Requested:</b>                                 | <b>\$123,321,000</b>                                     |
| <b>Please check the request type below:</b>                   |  |
| <b>Shared Services/System-Wide Request</b>                    | <input type="checkbox"/>                                 |
| <b>Unique Request</b>   | <input checked="" type="checkbox"/>                      |

**I. Purpose**

**In order to increase overall dental student enrollment and graduates that can best serve the needs of our growing population in Florida**, Florida Atlantic University is proposing the formation of the state's second public dental school.

Florida Atlantic University aims to create a new College of Dentistry and to offer the Doctor of Dental Medicine (D.M.D.) program starting in 2025. The College of Dentistry is aligned with the development of FAU Health Network. We plan to admit 45 students in year 1 and have a staggered increase to 90 students over 4 years with a total enrollment of 350 students once fully enrolled (assuming attrition). The College of Dentistry will be supported by a proposed \$30 million lead donation and will be housed in a new 94,000 gsf College of Dentistry facility that will be constructed on FAU's Boca Raton campus. In addition to the operational funding requested in this legislative budget request, the College of Dentistry facility will be a fixed capital outlay request that seeks state support during the upcoming legislative session. In addition to standardized patient clinical program requirements, dental care clinic experiences will be operationalized in Broward, Palm Beach, and Martin counties with full and affiliate faculty members, similar to the clinical rotations provided by our College of Medicine and College of Nursing. The College of Dentistry also will partner with public and private partners in the FAU Health Network. The College of Dentistry is an essential component of FAU Health Network's mission to best

serve the growing population of Florida. Further, the clinical, education and research opportunities will enhance Florida's life sciences sector, boosting its workforce and related economic impact.

The U.S. Bureau of Labor Statistics projects 19 percent job growth for dentists (from 2016 to 2026), which is much faster than average. The bureau cites an aging population and new research linking oral and overall health as reasons for the increased demand for dental care. A 2019 report from Health Resources and Services Administration shows that one in four Florida residents already live in areas with a shortage of dentists, more than any other state. Topping the list of states with "Dental Health Professional Shortage Areas," more than 5 million Floridians live in areas that have limited or no access to a dentist. In fact, 63 of 67 counties have a dental shortage. Data from Wellbeing Florida shows that in 2021 hospitals billed more than \$620 million in preventable ER visits and hospital admissions stemming from oral health issues. About half of that was billed through Medicaid, Medicare and other government programs.

The elderly community and children are the populations that most often have limited access to dental care. Among those over 65 years of age, one in three people have significant dental issues as a result of tooth decay or gum disease, and 14 percent of seniors ultimately have all their teeth extracted. Moreover, one in five children in Florida suffer from treatable dental problems. Almost a quarter of Florida's third-grade children suffer from untreated tooth decay. Correspondingly, Florida is ranked sixth in the nation for the highest percentage of third-grade children with unfilled cavities.

According to the Journal of the American Dental Association, as a result of the current dentist shortage, the United States is seeing more foreign-trained dentists in the United States. Dentists trained outside the US have increased from 4.3% to 6% from 2002-2016, and estimates place that rate as high as 8% currently. However, current immigration policies continue to impact the ability to recruit and retain foreign trained dentists. The impacts of these policies are likely to be felt hardest in rural areas – the places that prove most challenging when attempting to recruit practicing dentists.

Florida Atlantic's proposed College of Dentistry aligns with the overall FAU Strategic Plan, *The Race to Excellence*, which includes health as one of its academic pillars and community relationships as an essential element. Moreover, the programs also concur with FAU's annual Accountability Plan, which establishes targets to produce more degrees in areas of strategic emphases and to meet workforce needs in health fields.

According to the American Dental Education Association (ADEA), private dental schools on average burden a student with over \$500,000 in tuition, materials costs and administrative fees. These costs are projected to increase at a rate of 3-5 percent per year for the next 4 years. Currently, the state of Florida has only one publicly funded dental school to service a population of 22.2M residents.

The proposed FAU College of Dentistry would become the second public dental school in the state and would focus on recruiting students with a passion to work in underserved and rural areas.

Our goals are to:

1. Establish the infrastructure for the education mission of the school inclusive of an office of student affairs, accreditation and curriculum development, in accordance with the requirements of the Commission on Dental Accreditation (CODA).
  - a. CODA evaluates the educational quality of predoctoral, advanced, and allied dental education programs in the United States. All 50 states plus Puerto Rico and the District of Columbia recognize the Commission's authority to accredit predoctoral, advanced, and allied dental education programs in their respective disciplines.
  - b. The Commission also evaluates the educational quality of international dental education programs (see International Predoctoral Policies and Procedures). The Commission on Dental Accreditation has developed accreditation standards for each of the disciplines within its purview. The standards, which are the basis for accreditation actions, are reviewed periodically and revised as necessary (see CODA Policy and Procedures for Development and Revision of Accreditation Standards).
2. Recruit, hire and train an additional 30 teaching, clinical and research faculty and supporting staff to actualize the education, research and clinical curriculum.
3. Recruit, hire and train an additional 10 faculty to lead and manage the college's administrative operations from the tripartite mission perspective.
4. Partner with precepting faculty in underserved communities as well as with the state to advance loan repayment programs designed to incentivize graduates to serve in underserved areas

**Goal 1 Establish the infrastructure and facilities for the educational mission of the school inclusive of an office of student affairs, accreditation and curriculum development.**

- (1) Recruit, hire and retain a founding dean, associate dean for student affairs, assistant dean of curriculum, and senior faculty with expertise in accreditation. They will need legal, financial and human resources personnel in addition to support staff.
- (2) Hire a focused consulting firm to expedite the accreditation process.

- (3) Purchase learning tools and equipment .
- (4) Identify academic classrooms for didactic learning areas.
- (5) Build dedicated dental school facilities by year 3 that include:
  - a. Wet laboratory with online milling units, sintering oven, and intraoral scanners with learning software.
  - b. Preclinical spaces for simulation learning of basic skills of dentistry, as well as fixed and removable prosthodontics on mannequins.
  - c. Instructional clinical spaces with comprehensive dental operatories for standardized patient, student treatment clinics.

**Goal 2 & 3 Recruit, hire and train an additional 30 teaching, clinical and research faculty to actualize the education, research and clinical curriculum and an additional 10 faculty to lead and manage the college's administrative operations from the tripartite mission perspective.**

- (1) Will recruit 30 full-time, qualified "core faculty" as described by the CODA, as well as supporting staff to deliver a high quality DMD curriculum in accordance with CODA specifications.
  - a. The standards for accreditation curriculum must include at least four academic years of instruction or its equivalent.
  - b. The stated goals of the dental education program must be focused on educational outcomes and define the competencies needed for graduation, including the preparation of graduates who possess the knowledge, skills and values to begin the practice of general dentistry.
  - c. Using the CODA definition of an FTE, the prescribed student-faculty ratio for instruction preclinically and clinically in the predoctoral program – subtracting out administrators, biomedical scientists, and those who have other teaching responsibilities such as shared responsibilities with the college of medicine (e.g. anatomy), is not to exceed 10:1 and should accommodate the requirements of clinical instruction (70 percent or more by core faculty).
- (2) We will hire key roles for implementation and execution of the curriculum including IT, library services, research services, simulation, and rural outreach.

- (3) We will hire administrative leadership that will oversee and ensure the delivery of a quality dental education program, meeting and exceeding CODA standards for education, and embracing the tripartite mission.

**Goal 4 Partner with the state moving forward on loan repayment programs designed to incentivize graduates to serve in underserved areas.**

- (1) We will establish clinical opportunities with qualified preceptors in our local and regional community.
  - a. Adjunct faculty are defined as dentists from the community that practice in a variety of clinical settings and commit to teaching one day a week for ten months a year.
- (2) Recruit an Asst Dean of Admissions and office staff to recruit students to achieve these goals. Work with state lawmakers to develop proposed legislation that would establish dental education reimbursement and loan repayment programs similar to the Medical Education Reimbursement and Loan Repayment Program referenced in § 1009.65 Fla. Stat.

## **II. Return on Investment**

### *Contributions*

FAU is making the following contributions to creation of its College of Dentistry:

- Leveraging existing resources within the University, including infrastructure surrounding finance, human resources, information technology, legal, marketing, registrar services.
- Maximizing opportunities for interprofessional learning in pre-clinical classes and in research programs.
- Shared use of existing simulation and anatomy labs with College of Medicine.
- Shared instructors with the College of Medicine in common or overlapping areas of training.
- Use of lecture halls and other spaces with other Colleges on FAU campuses.
- Use of simulation lab in the Medical Research space for basic science faculty.

### *Projected Return on Investment*

FAU Health Network aims to best serve the healthcare needs of the population of the region and of Florida through education, research integration and interprofessional practice. Florida Atlantic's Boca campus currently houses 7 colleges related to health sciences (e.g. biomedical engineering, medicine, nursing, psychology, social work).

The proposed College of Dentistry is the next natural progression of this coalition of collaboration. The College of Dentistry will be a key pillar in this foundation of

care delivery, providing a pipeline of highly trained dental professionals, well equipped to serve the community.

Population and economic growth are driving the demand for and the expansion of the life sciences sector in Southeast Florida. According to the Business Development Board of Palm Beach County, the county alone is home to 15 hospital and over 700 life sciences companies primarily engaged in medical services, as well as the research and development or manufacturing of biotechnologies, medical devices, pharmaceuticals, and biological sciences. The construction and operationalization of a new College of Dentistry would have a significant impact on the region's growing life sciences sector. The design and construction of a new 94,000 gsf College of Dentistry facility would result in approximately 1,500 direct, indirect and induced jobs. These numbers are over and above the 40 full-time faculty and 70 full-time support staff that will be employed once the College of Dentistry is fully operational. In addition to directly creating 110 high wage jobs and infusing tens of millions of dollar into the regional economy, the ongoing operations of the College of Dentistry will also have significant indirect impacts on job creation. It is estimated that an additional 540 indirect jobs will be created as a result of the College of Dentistry's annual operations.

In addition, FAU Health Network will work collaboratively with the region's 12 dental hygiene programs to provide additional clinical rotation opportunities – also impacted by the shortage of dentists in the region. The ability to find and retain adequate preceptors is becoming evermore challenging for the dental allied health providers. These programs directly benefit from connectivity to a dental school and will also help FAU reduce the cost of clinical support personnel.

Between 80-90% of the dental students that train in Florida remain in Florida, this will have a tremendous impact on the number of dentists available to serve. Focusing the curriculum on serving the underserved will benefit the 63 counties that have a shortage of dental providers.

The primary educational outcomes of the proposed programs include student enrollment and graduation numbers. The primary workforce outcomes include the number and percentage of students who successfully pass the National Board Dental Examination (Part 1 and 2) and enter the dental workforce in Florida, and specifically in underserved areas of the state. This program will increase the number of dental graduates, and will recruit students likely to stay in the region as they develop ties to the community that will further increase the likelihood of retention. The expected returns on investment (ROI) include increases in the number of dentists, as well as allied dental professionals, such as dental hygienists and assistants, that are added to Florida's workforce.

The funding for doctoral student stipends/scholarships will also allow us to attract and enroll additional students and will also contribute to the college and FAU's mission.

### **III. Personnel**



This legislative budget request contains a combination of both recurring operational and non-recurring startup funds that would support the creation and ongoing operations of the College of Dentistry.

The majority of costs associated with the program are recurring and are for personnel needed to support the college and for the annual, recurring expenses associated with the program for operations, equipment, supplies, mannequins, radiological software, and diagnostic tools.

A minimum of 40.0 total faculty FTEs, 70.0 staff FTEs, and 10 adjunct FTEs will be hired. Various faculty will be needed to represent expertise in administration, education and research.

Additionally, the remaining \$85.5M non-recurring request would fund the startup faculty and staff expenses, fees, infrastructure and equipment necessary to provide academic instruction in clinical settings and in campus simulation lab settings.

**IV. Facilities**

|           | <b>Facility Project Title</b> | <b>Fiscal Year</b> | <b>Amount Requested</b> | <b>Priority Number</b> |
|-----------|-------------------------------|--------------------|-------------------------|------------------------|
| <b>1.</b> | College of Dentistry Facility | 2024-2025          | \$84,695,700            | N/A                    |
| <b>2.</b> |                               |                    |                         |                        |



**2022-2023 Legislative Budget Request**  
**Education and General**  
**Position and Fiscal Summary**  
**Operating Budget Form II**  
 (to be completed for each issue)

**University:** Florida Atlantic University  
**Issue Title:** Enhancing and Expanding Florida's Dental Services

|                             | <u>RECURRING</u> | <u>NON-RECURRING</u> | <u>TOTAL</u>      |
|-----------------------------|------------------|----------------------|-------------------|
| Faculty                     | 40.00            |                      | 40.00             |
| Other (A&P/USPS)            | 70.00            |                      | 70.00             |
| <br>Total                   | <br>110.00       |                      | <br>110.00        |
|                             | =====            | =====                | =====             |
|                             | =====            | =====                | =====             |
| <br>Salaries and Benefits   | <br>\$21,357,000 |                      | <br>\$21,357,000  |
| Other Personal Services     |                  | \$750,000            | \$750,000         |
| Expenses                    | \$15,000,000     | \$12,000,000         | \$27,000,000      |
| Operating Capital Outlay    |                  | \$72,714,000         | \$72,714,000      |
| Electronic Data Processing  | \$450,000        |                      | \$450,000         |
| Financial Aid               | \$1,050,000      |                      | \$1,050,000       |
| Special Category (Specific) |                  |                      |                   |
|                             | =====            | =====                | =====             |
| <br>Total All Categories    | <br>\$37,857,000 | <br>\$85,464,000     | <br>\$123,321,000 |
|                             | =====            | =====                | =====             |

**APPENDIX A**  
**TABLE 1-A**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Baccalaureate Degree Program)**

| Source of Students<br>(Non-duplicated headcount in any given year)*   | Year 1 HC | Year 1 FTE | Year 2 HC | Year 2 FTE | Year 3 HC | Year 3 FTE | Year 4 HC | Year 4 FTE | Year 5 HC | Year 5 FTE |
|---|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
| Upper-level students who are transferring from other majors within the university**   | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          |
| Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level*** | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          |
| Florida College System transfers to the upper level***  | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          |
| Transfers to the upper level from other Florida colleges and universities***  | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          |
| Transfers from out of state colleges and universities***  | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          |
| Other (Explain)***  | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          | 0         | 0          |
| <b>Totals</b>   | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>0</b>   |

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

**APPENDIX A**  
**TABLE 1-B**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Graduate Degree Program)**

| Source of Students<br>(Non-duplicated headcount in any given year)*                              | Year 1 HC | Year 1 FTE | Year 2 HC | Year 2 FTE | Year 3 HC  | Year 3 FTE | Year 4 HC  | Year 4 FTE | Year 5 HC  | Year 5 FTE |
|--|-----------|------------|-----------|------------|------------|------------|------------|------------|------------|------------|
| Individuals drawn from agencies/industries in your service area (e.g., older returning students) | 0         | 0          | 0         | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Students who transfer from other graduate programs within the university**                       | 0         | 0          | 0         | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Individuals who have recently graduated from preceding degree programs at this university        | 7         | 7          | 7         | 14         | 11         | 25         | 14         | 39         | 14         | 46         |
| Individuals who graduated from preceding degree programs at other Florida public universities    | 23        | 23         | 23        | 45         | 34         | 79         | 45         | 124        | 45         | 146        |
| Individuals who graduated from preceding degree programs at non-public Florida institutions      | 3         | 3          | 3         | 5          | 4          | 9          | 5          | 14         | 5          | 16         |
| Additional in-state residents***   | 3         | 3          | 3         | 6          | 5          | 11         | 6          | 17         | 6          | 20         |
| Additional out-of-state residents***   | 10        | 10         | 10        | 20         | 15         | 35         | 20         | 55         | 20         | 65         |
| Additional foreign residents***  | 0         | 0          | 0         | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| Other (Explain)***   | 0         | 0          | 0         | 0          | 0          | 0          | 0          | 0          | 0          | 0          |
| <b>Totals</b>  | <b>45</b> | <b>45</b>  | <b>90</b> | <b>90</b>  | <b>158</b> | <b>158</b> | <b>248</b> | <b>248</b> | <b>293</b> | <b>293</b> |

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

**APPENDIX A**  
**Table 2**  
**Anticipated Faculty Participation**

| Faculty Code | Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty | Rank            | Contract Status | Initial Date for Participation in Program | Mos. Contract Year 1 | FTE Year 1 | % Effort for Prg. Year 1 | PY Year 1 | Mos. Contract Year 5 | FTE Year 5 | % Effort for Prg. Year 5 | PY Year 5 |
|--------------|---|-----------------|-----------------|---|----------------------|------------|--------------------------|-----------|----------------------|------------|--------------------------|-----------|
| A            | Janet Robishaw, Ph.D.<br>Biomedical Science                                     | Professor       | Tenure          | Fall 2025                                 | 12                   | 1.00       | 0.50                     | 0.50      | 12                   | 1.00       | 0.40                     | 0.40      |
| A            | Andrew Oleinikov, Ph.D.<br>Biomedical Science                                   | Associate Prof. | Tenure          | Fall 2025                                 | 12                   | 1.00       | 0.50                     | 0.50      | 12                   | 1.00       | 0.40                     | 0.40      |
| A            | Marc Kantorow, Ph.D.<br>Professor   | Professor       | Tenure          | Fall 2025                                 | 12                   | 1.00       | 0.50                     | 0.50      | 12                   | 1.00       | 0.40                     | 0.40      |
| A            | Mario Jacomino, MD<br>Integrated Medical Science                                | Associate Prof. | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 0.50                     | 0.50      | 12                   | 1.00       | 0.40                     | 0.40      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 | 12                   | 1.00       | 1.00                     | 1.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 |                      | 0.00       |                          | 0.00      | 12                   | 1.00       | 1.00                     | 1.00      |
| C            | New Hire<br>Assistant Professor   | Asst. Prof.     | Non-Tenure      | Fall 2025                                 |                      | 0.00       |                          | 0.00      | 12                   | 1.00       | 1.00                     | 1.00      |

**APPENDIX A**  
**Table 2**  
**Anticipated Faculty Participation**

|                                |                                 |                   |            |           |    |      |       |       |    |      |      |       |
|--------------------------------|---------------------------------|-------------------|------------|-----------|----|------|-------|-------|----|------|------|-------|
| C                              | New Hire<br>Assistant Professor | Asst. Prof.       | Non-Tenure | Fall 2025 |    | 0.00 |       | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Assistant Professor | Asst. Prof.       | Non-Tenure | Fall 2025 |    | 0.00 |       | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Assistant Professor | Asst. Prof.       | Non-Tenure | Fall 2025 |    | 0.00 |       | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 |    |      | 0.00  | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 |    |      | 0.00  | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 |    |      | 0.00  | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Associate Professor | Associate Prof.   | Tenure     | Fall 2025 |    |      | 0.00  | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Chair               | Chair (Professor) | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 0  | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Professor           | Professor         | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Professor           | Professor         | Tenure     | Fall 2025 | 12 | 1.00 | 1.00  | 1.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Professor           | Professor         | Tenure     | Fall 2025 |    |      | 0.00  | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| C                              | New Hire<br>Professor           | Professor         | Tenure     | Fall 2025 |    |      | 0.00  | 0.00  | 12 | 1.00 | 1.00 | 1.00  |
| <b>Total Person-Years (PY)</b> |                                 |                   |            |           |    |      | 32.00 | 32.00 |    |      |      | 42.60 |

**APPENDIX A**  
**Table 2**  
**Anticipated Faculty Participation**

| Faculty Code              | Code Description                            | Source of Funding                   | PY Workload by Budget Classification |              |
|---------------------------|---|-------------------------------------|--------------------------------------|--------------|
|                           |   |                                     | Year 1                               | Year 5       |
| A                         | Existing faculty on a regular line          | Current Education & General Revenue | 2.00                                 | 1.60         |
| B                         | New faculty to be hired on a vacant line    | Current Education & General Revenue | 30.00                                | 40.00        |
| C                         | New faculty to be hired on a new line       | New Education & General Revenue     | 0.00                                 | 0.00         |
| D                         | Existing faculty hired on contracts/grants  | Contracts/Grants                    | 0.00                                 | 0.00         |
| E                         | New faculty to be hired on contracts/grants | Contracts/Grants                    | 0.00                                 | 0.00         |
| F                         | Existing faculty on endowed lines           | Philanthropy & Endowments           | 0.00                                 | 0.00         |
| G                         | New faculty on endowed lines                | Philanthropy & Endowments           | 0.00                                 | 0.00         |
| H                         | regular/tenure-track line course load       | Enterprise Auxiliary Funds          | 0.00                                 | 0.00         |
| <b>Overall Totals for</b> |   |                                     | <b>32.00</b>                         | <b>42.60</b> |



**APPENDIX A  
TABLE 3A  
ENROLLMENT AND GROWTH  
PROJECTED COSTS AND FUNDING SOURCES**

|   | A   | B                              | C                              | D                          | E                              | F                               | G                               | H   | I                    | J                              | K                                  | L                     | M                               | N                               | O   | P                   |
|---|---|--------------------------------|--------------------------------|----------------------------|--------------------------------|---------------------------------|---------------------------------|---|----------------------|--------------------------------|------------------------------------|-----------------------|---------------------------------|---------------------------------|---|---------------------|
| 1 | Institutions should not edit the categories or budget lines in the table below. This table is specific to state-funded (E&G) programs, and institutions are expected to explain all costs and funding sources in Section VII.A. of the proposal. Detailed definitions for each funding category are located at the bottom of the table. |                                |                                |                            |                                |                                 |                                 |   |                      |                                |                                    |                       |                                 |                                 |   |                     |
| 2 | Budget Line Item  | Reallocated Base* (E&G) Year 1 | Enrollment Growth (E&G) Year 1 | New Recurring (E&G) Year 1 | New Non-Recurring (E&G) Year 1 | Contracts & Grants (C&G) Year 1 | Philanthropy/ Endowments Year 1 | Other Funding Year 1 - Please Explain in Section VII.A. of the Proposal | Subtotal Year 1      | Continuing Base** (E&G) Year 5 | New Enrollment Growth (E&G) Year 5 | Other*** (E&G) Year 5 | Contracts & Grants (C&G) Year 5 | Philanthropy/ Endowments Year 5 | Other Funding Year 5 - Please Explain in Section VII.A. of the Proposal | Subtotal Year 5     |
| 3 | Salaries and Benefits (Faculty)   | 0                              | 0                              | 10,665,000                 | 0                              | 0                               | 0                               | 0   | \$10,665,000         | 0                              | 14,850,000                         | 0                     | 0                               | 0                               | 0   | \$14,850,000        |
| 4 | Salaries and Benefits (A&P and USPS)  | 0                              | 0                              | 3,118,500                  | 0                              | 0                               | 0                               | 0   | \$3,118,500          | 0                              | 3,742,200                          | 0                     | 0                               | 0                               | 0   | \$3,742,200         |
| 5 | OPS (including assistantships & fellowships)  | 0                              | 0                              | 1,559,250                  | 0                              | 0                               | 0                               | 0   | \$1,559,250          | 0                              | 2,494,800                          | 0                     | 0                               | 0                               | 0   | \$2,494,800         |
| 6 | Programmatic Expenses****   | 0                              | 0                              | 16,500,000                 | 84,714,000                     | 0                               | 0                               | 0   | \$101,214,000        | 0                              | 16,500,000                         | 0                     | 0                               | 0                               | 0   | \$16,500,000        |
| 7 | <b>Total Costs</b>  | <b>\$0</b>                     | <b>\$0</b>                     | <b>\$31,842,750</b>        | <b>\$84,714,000</b>            | <b>\$0</b>                      | <b>\$0</b>                      | <b>\$0</b>  | <b>\$116,556,750</b> | <b>\$0</b>                     | <b>\$37,587,000</b>                | <b>\$0</b>            | <b>\$0</b>                      | <b>\$0</b>                      | <b>\$0</b>  | <b>\$37,587,000</b> |

8 \*Identify reallocation sources in Table 4.  
9 \*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.  
10 \*\*\*Identify if non-recurring.  
11 \*\*\*\*include library costs, expenses, OCO, special categories, etc.

**Faculty and Staff Summary**

| Total Positions        | Year 1 | Year 5 |
|------------------------|--------|--------|
| Faculty (person-years) | 32.00  | 42.60  |
| FTE (A&P and USPS)     | 52     | 70     |

**Calculated Cost per Student FTE**

|                    | Year 1          | Year 5        |
|--------------------|-----------------|---------------|
| Total E&G Funding  | \$116,556,750   | \$37,587,000  |
| Annual Student FTE | 45              | 293           |
| E&G Cost per FTE   | \$ 2,590,150.00 | \$ 128,283.28 |

| Table 3 Column Explanations |                             |   |
|-----------------------------|-----------------------------|---|
| 19                          | Reallocated Base* (E&G)     | 1 E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 4 – Anticipated reallocation of E&G funds and indicate their source.  |
| 20                          | Enrollment Growth (E&G)     | 2 Additional E&G funds allocated from the "Student and Other fees Trust Fund" contingent on enrollment increases.   |
| 21                          | New Recurring (E&G)         | 3 Recurring funds appropriated by the Legislature to support implementation of the program.   |
| 22                          | New Non-Recurring (E&G)     | 4 Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section VII.A.) of the proposal. These funds can include initial investments, such as infrastructure. |
| 23                          | Contracts & Grants (C&G)    | 5 Contracts and grants funding available for the program.   |
| 24                          | Philanthropy Endowments     | 6 Funds provided through the foundation or other Direct Support Organizations (DSO) to support the program.   |
| 25                          | Continuing Base** (E&G)     | 7 Includes the sum of columns 1, 2, and 3 over time.  |
| 26                          | New Enrollment Growth (E&G) | 8 See explanation provided for column 2.  |
| 27                          | Other*** (E&G)              | 9 These are specific funds provided by the Legislature to support implementation of the program.  |
| 28                          | Contracts & Grants (C&G)    | 10 See explanation provided for column 5.   |
| 29                          | Philanthropy Endowments     | 11 See explanation provided for column 6.   |
| 30                          | Other Funding               | 12 Any funding sources not already covered in any other column of the table. Please provide an explanation for any funds listed in these columns in the narrative for Section VII.A. of the proposal.   |

**APPENDIX A  
TABLE 3B  
CONTINUING EDUCATION, SELF-SUPPORTING  
AND MARKET RATE PROGRAM BUDGET**

Institutions may edit the table below as applicable to their specific program and circumstances. The general headings (in bold) should serve as a guide, but institutions may edit the information below the headings as needed or desired. Detailed definitions are located at the bottom of the table. The Description or Explanation column is optional and should not replace the narratives required in the new degree program proposal.

| Category  | Year 1        | Year 5        | Description or Explanation - If Needed |
|---|---------------|---------------|--|
| <b>Tuition</b>                                      |               |               |  |
| Program Tuition (Full Cost to the Student)          | \$0.00        | \$0.00        |  |
| Program Tuition (Per Credit Hour)                   | \$0.00        | \$0.00        |  |
| Headcount   | -             | -             |  |
| <b>Total Tuition Revenue</b>                        | \$0.00        | \$0.00        |  |
| <b>Faculty Salaries and Benefits</b>                |               |               |  |
| Faculty Salaries                                    | \$0.00        | \$0.00        |  |
| Program Director/Department Chair                   | \$0.00        | \$0.00        |  |
| <b>Total Faculty Salaries</b>                       | -             | -             |  |
| <b>Staff and Administrative Support</b>             |               |               |  |
| USPS Staff  | \$0.00        | \$0.00        |  |
| A&P Staff   | \$0.00        | \$0.00        |  |
| OPS Staff   | \$0.00        | \$0.00        |  |
| Assistantships and Fellowships                      | \$0.00        | \$0.00        |  |
| <b>Total Staff and Administrative Support Costs</b> | -             | -             |  |
| <b>Programmatic Expenses</b>                        |               |               |  |
| Equipment - Purchase and Servicing                  | \$0.00        | \$0.00        |  |
| Materials and Supplies                              | \$0.00        | \$0.00        |  |
| Other Programmatic Expenses - Please Explain        | \$0.00        | \$0.00        |  |
| <b>Total Programmatic Expenses</b>                  | -             | -             |  |
| <b>Overhead Costs</b>                               |               |               |  |
| <i>See definitions below</i>                        |               |               |  |
| <b>Total Overhead Costs</b>                         | \$ -          | \$ -          |  |
| <b>Total Program Costs</b>                          | <b>\$0.00</b> | <b>\$0.00</b> |  |

| Definitions                                   |  |
|---|--|
| <b>Faculty Salaries and Benefits</b>          | The total amount of faculty salaries and benefits that will be attributed to this program. Because the program is funded through an auxiliary budget source. A separate line was added to reflect the portion of the Program Director/Department Chair's salary and benefits that are funded through this program. Institutions may further edit the expenses as needed to reflect the unique nature of their program. |
| <b>Staff and Administrative Support Costs</b> | Includes all non-faculty personnel costs, including benefits, that will be directly and indirectly attributed to this program. Not all categories may be applicable to every program.  |
| <b>Programmatic Expenses</b>                  | Includes all non-personnel costs that will be directly and indirectly attributed to this program. Institutions may edit the categories in the template to best reflect the programmatic expenses for each program.   |
| <b>Overhead Costs</b>                         | Any institutional overhead costs associated with the program should be reflected in the table. This can include startup costs, program administration fees, or other fees not represented elsewhere in the table that are attributed to the program from other units within the institution.   |

## APPENDIX A

### TABLE 4

#### ANTICIPATED REALLOCATION OF EDUCATION GENERAL FUNDS\*

| Program and/or E&G account from which current funds will be reallocated during Year 1 | Base before reallocation | Amount to be reallocated | Base after reallocation |
|---|--------------------------|--------------------------|-------------------------|
| No reallocation from current E&G funds will be used.                                  | 0                        | 0                        | \$0                     |
|   | 0                        | 0                        | \$0                     |
|   | 0                        | 0                        | \$0                     |
|   | 0                        | 0                        | \$0                     |
|   | 0                        | 0                        | \$0                     |
|   | 0                        | 0                        | \$0                     |
|   | 0                        | 0                        | \$0                     |
|   | 0                        | 0                        | \$0                     |
| <b>Totals</b>   | \$0                      | \$0                      | \$0                     |

\* If not reallocating E&G funds, please submit a zeroed Table 4

## **Appendix B – Doctoral Program Proposal Consultant’s Report and Response**

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**Instructions:** Pursuant to Board of Governors Regulation 8.011, all institutions requesting Board of Governor’s approval for a new doctoral-level program are required to submit a formal written review of the proposal by a qualified external academic consultant or, for newly emergent fields where there are limited qualified experts, a cross-section of visiting experts. Institutions must submit a copy of the written review and a summary document describing how feedback was incorporated into the proposal or why feedback was not addressed. The format for the consultant’s report and institutional response shall be determined by the individual institution submitting the proposal; however, both the review and the institutional response must be present and clearly identified.

|   |   |
|---|---|
| <b>Name of Consultant:</b>              | <u>Dr. Bruce Rotter</u>   |
| <b>Affiliation:</b>                     | <u>Retired</u>  |
| <b>Qualification/Area of Expertise:</b> | <u>Former Dean of Southern Illinois University<br/>College of Dental Medicine</u> |
| <b>Date of Review:</b>                  | <u>September 23, 2022</u>   |

In the space provided below, please list the recommendations provided by the external consultant, and fully explain how those recommendations were or were not incorporated into the full proposal. For recommendations that were not incorporated, please provide an explanation.

**REVIEW IS DUE TO FAU BY SEPTEMBER 23, 2022.**



Charles E. Schmidt College of Medicine  
777 Glades Road, BC-71 Boca Raton, FL  
33431 tel: 561.297.3938  
[www.med.fau.edu](http://www.med.fau.edu)

September 8, 2022

Russell L. Ivy, Ph.D.  
Senior Associate Provost  
Florida Atlantic University  
Boca Raton, FL 33431

Dear Dr. Ivy:

On behalf of the Florida Atlantic University, Schmidt College of Medicine, I am pleased to offer my unequivocal support for university's development of a college of dentistry. This program will enhance the science-oriented career pathways for our graduates. In turn, this strengthens the university broadly, the health programs and curriculum offerings specifically.

We anticipate an outstanding partnership and collaboration between the colleges of medicine and dentistry, with obvious traditional crossovers in overlapping instruction and research. This will allow an accelerated setup for the new college and shorten time necessary to achieve program efficiency. Furthermore, FAU prides itself on a synergistic and holistic approach to both education and healthcare. We view this as an opportunity to have a novel and cross-supportive environment that stems beyond the traditional realm, allowing our students to have a truly comprehensive approach to delivering care to the community.

Looking forward, we are excited about the opportunity to jointly recruitment of faculty, share infrastructure to minimize the cost of overhead, as well as the opportunity to teach and learn in the collaborative facility space. These enhancements will allow both programs to flourish in an academic environment where resource scarcity often undercuts professional programs. With an established history of cross supportive programs, FAU is well equipped to maximize the value each brings, while enhancing the collective.

Again, without hesitation or reservation, I offer my full support for the college of dentistry.

Sincerely,

A handwritten signature in black ink that reads 'Julie G. Pilitsis'.

Julie Pilitsis, M.D., Ph.D., M.B.A.  
Dean and Vice President for Medical  
Affairs Professor of Neurosurgery  
Charles E. Schmidt College of Medicine

## Russ Ivy

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**From:** Glover,Joseph <jglover@aa.ufl.edu>  
**Sent:** Thursday, September 8, 2022 2:52 PM  
**To:** Russ Ivy  
**Cc:** Glover,Joseph  
**Subject:** DMD in Dentistry

**EXTERNAL EMAIL** : Exercise caution when responding, opening links, or opening attachments.

Dr. Russell L. Ivy  
Vice Provost for Academic Affairs  
Florida Atlantic University  
777 Glades Road, ADM 309  
Boca Raton, FL 33431

Dear Dr. Ivy:

Thank you for the opportunity to review the FAU pre-proposal to develop a DMD in Dentistry. UF has no objection to FAU and BOG exploring the viability of this new degree program.

Sincerely yours,

Joseph Glover  
Provost  
UF

## Russ Ivy

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**From:** Geoffrey C. Klein <gklein@sacscoc.org>  
**Sent:** Tuesday, September 13, 2022 2:05 PM  
**To:** Russ Ivy  
**Subject:** RE: Question about timing of a sub change

**EXTERNAL EMAIL** : Exercise caution when responding, opening links, or opening attachments.

Good afternoon, Russ,

It is great to hear from you, and I greatly appreciate your warm wishes. I can't say I'm entirely adjusted yet, but I'm feeling much more comfortable in my new position and immensely enjoy the work. I hope the same for your loved ones and that the start of the fall semester has been smooth for you and Florida Atlantic University.

Based on your information, I don't see this substantive change (new doctoral program) impacting FAU's reaffirmation process from a logistical perspective. This type of program likely requires SACSCOC approval since more than 50% of the program content will be new for FAU. However, the prospectus will be reviewed and approved by the Executive Council of the SACSCOC Board of Trustees. The key will be communicating to review committees where the institution is in the process of approval. In other words, the new program would not be included in your education program inventory until approved but might be a part of your documentation associated with substantive changes.

FAU will need to determine if it has the resources to navigate the reaffirmation process (e.g., produce CCR, Focused Report, QEP, and host On-Site Reaffirmation Visit) and the new program prospectus. Please see the due dates for any new program prospectus based on the desired implementation date:

| <b>Implementation Date</b>    | <b>New Program Prospectus Due Date</b> |
|-------------------------------|--|
| Fall 2023 (July 1, 2023)      | January 1, 2023                        |
| Spring 2024 (January 1, 2024) | July 1, 2023                           |
| Fall 2024 (July 1, 2024)      | January 1, 2024                        |
| Spring 2025 (January 1, 2025) | July 1, 2024                           |
| Fall 2025 (July 1, 2025)      | January 1, 2025                        |

I never like to encourage an institution to stall or delay innovation because of its accreditation cycle, but I encourage institutions to consider available resources when making decisions regarding accreditation-related activities, such as implementing new programs.

I hope this helps, and if you'd like, I'm happy to jump on a call to discuss this further. I wish you all the best, and I look forward to continuing our work as FAU navigates its reaffirmation process. Best and healthy wishes,

Geoffrey



Geoffrey Klein, PhD ([he/him/his](#))  
Vice President  
SACS Commission on Colleges  
Office: 404-994-6608  
Fax: 404-994-6609

## Current Library Holdings Supporting DMD

### Monographs

| Program Subjects   | LC Ranges   | Print<br>Pub. 1842-2019 | Ebook<br>-2022 |
|--|---|-------------------------|----------------|
| Dentistry (Library of Congress Range)  | RK1-715 Dentistry   | 19                      | 147            |
|  | RK280 Oral and dental anatomy and physiology                      | 6                       |                |
|  | RK301-493 Oral and dental medicine. Pathology. Diseases           | 10                      |                |
|  | RK501-519 Operative dentistry. Restorative dentistry              | 2                       |                |
|  | RK520-528 Orthodontics  | 1                       |                |
|  | RK529-535 Oral surgery  | 0                       |                |
|  | RK58-59.3 Practice of dentistry. Dental economics                 | 8                       |                |
|  | RK60.7-60.8 Preventive dentistry                                  | 0                       |                |
|  | RK641-667 Prosthetic dentistry. Prosthodontics                    | 4                       |                |
| <b>UF Courses:</b> <a href="https://dental.ufl.edu/education/dmd-program/curriculum-overview-2-0/curriculum-overview-1dn-year-1-semester-1/">https://dental.ufl.edu/education/dmd-program/curriculum-overview-2-0/curriculum-overview-1dn-year-1-semester-1/</a>   |   |                         |                |
| DEN5505C – Introduction to Clinical Care (1) This course is designed to provide foundational information in clinical care for novice dental students. Areas of patient safety, risk management, infection prevention, <b>standardized clinical practices, information security</b> , and emergency preparedness are applied by students to prepare them for clinical person-centered care. | R728-733 Practice of medicine. Medical practice economics         | 87                      |                |
|  | R858-859.7 Computer applications to medicine. Medical informatics | 43                      |                |
|  | R864 Medical records  | 15                      |                |
| DEN5210 – <b>Developmental Biology</b> and <b>Psychosocial Issues</b> over the <b>Lifespan</b> (3) Developmental biological and psychosocial foundation knowledge across the life span will be presented in this course. Focus will be placed on the basic biology of normal growth and development of the head, neck and oral tissue as well as the                                       | BF712-724.85 Developmental psychology Including infant            | 1157                    |                |



|  |   |      |  |
|--|---|------|--|
| relevant biological and psychosocial issues associated with normal changes over the life-span that are relevant to oral health and the practice of dentistry. This course is a pre-requisite for DEN 5221C, Oral Health Management and Psychosocial Issues Over the Lifespan in semester two.  |   |      |  |
| DEN5121 – <b>Biochemistry, Molecular &amp; Cellular Biology</b> (4) Topics including structural biology, cellular organization and communication cell division, regulation of metabolic processes and gene structure and function will introduce students to aspects of advanced molecular and cellular biology and associated biochemical processes. These topics are designed to serve as foundation knowledge for course to follow in later semesters in tissue and organ structure and function, and general <b>pathology</b> .  | QD241-441 Organic chemistry (includes QD415-436 Biochemistry)         | 2012 |  |
|  | QH573-671 Cytology  | 916  |  |
|  | QR1-502 Microbiology  | 1707 |  |
|  | RB1-17 Pathology General works  | 2    |  |
| DEN5013 – Foundations Of <b>Professionalism</b> (2) This course provides an orientation to the new dental student and establishes the foundation for the development of an emotionally healthy and ethically competent general dentist. The new student is oriented to a variety of studying and coping skills to maintain emotional health and productive learning and also learns the rules and regulations governing academic and professional behavior. The student will also learn about the <b>ethical principles</b> impacting the dental profession and how to apply these principles to <b>ethical dilemmas</b> . | BJ1725 Ethics of social groups, classes, etc. Professional ethics     | 17   |  |
|  | R690-697 Medicine as a profession. Physicians                         | 83   |  |
|  | R723-726 Medical philosophy. Medical ethics                           | 403  |  |
|  | R727-727.5 Medical personnel and the public. Physician and the public | 55   |  |
| DEN5100C – <b>Gross Anatomy</b> (4) Basic macroscopic anatomical structure and functions of the human body, with emphasis on the head and neck will be presented thorough lectures, laboratory dissections and discussion sessions. This information serves as the foundation for understanding normal functions of the head, neck and oral structures as well as disorders related to those structures.   | QM1-511 General Anatomy   | 285  |  |
|  | QM531-549 Regional anatomy  | 29   |  |
|  | QM550-577.8 Human and comparative histology                           | 100  |  |
| DEN5120C – <b>Physiology</b> (5) This course provides foundation knowledge on the structure and normal function of the major body systems including the cardiovascular, pulmonary, renal, gastro-intestinal, endocrine and neurological systems. The   | QP1-348 General Including influence of the environment                | 1970 |  |
|  | QP351-495 Neurophysiology and neuropsychology                         | 1334 |  |

|   |  |      |  |
|---|--|------|--|
| relationship of structure to normal function is presented with emphasis on components important to a dentist as a dental patient's case manager and to the prevention, diagnosis, and treatment of oral diseases. In addition, this course will provide the fundamental knowledge to support the understanding and appreciation of the interrelationships of systemic and oral health.  | QP496-981 Physiology, Animal biochemistry, Experimental pharmacology   | 2036 |  |
|   | RJ125-145 Physiology of children and adolescents   | 134  |  |
| DEN5126C – <b>Histology</b> (2) Basic microscopic anatomical structure and functions of the head, neck, teeth and various organ systems will be presented in lectures, microscope work, and discussion sessions. This information serves as the foundation for understanding normal structure and functions provided in physiology as well as disorders related to those structures provided in <b>pathology</b> .  | RB24-33 Pathological anatomy and histology   | 13   |  |
|   | RB37-56.5 Clinical pathology. Laboratory technique   | 130  |  |
| DEN5127 – <b>Infectious Diseases</b> (4) Providing the foundation knowledge of etiologic agents responsible for infectious diseases important to the general practice of dentistry. Oral infectious diseases are emphasized. The course includes content on microbiology, virology, periodontology, and cariology, as well as systemic and oral diseases with both classical descriptive content and modern molecular biological aspects such as recombinant technology to create new vaccines.   | RA639-642 Transmission of disease  | 19   |  |
|   | RA643-645 Disease (Communicable and noninfectious) and public health   | 409  |  |
|   | RC109-216 Infectious and parasitic diseases  | 158  |  |
| DEN5221 – Oral Health Management and <b>Psychosocial Issues</b> over the <b>Lifespan</b> (2) This course emphasizes the management of a patient's oral health focusing on behavioral and sociological issues across the lifespan. It builds on previous biological and psychosocial foundation knowledge that directly impacts the practice of dentistry and the achievement and maintenance of oral health in patients. The course includes an overview of the principles of <b>gerontology</b> including the biological, sociological, and psychological aspects of aging; the changing demographics in the U.S. society; and their implications for the dental profession. | BF712-724.85 Developmental psychology Including infant psychology, child psychology, adolescence, adulthood<br>COUNTED ABOVE | 0    |  |
|   | RC952-954.6 Geriatrics   | 86   |  |

|  |   |     |  |
|--|---|-----|--|
| DEN5405C – Preclinical Operative Dentistry I/ <b>Biomaterials</b> (4) This course introduces fundamental concepts related to dental caries, its prevention, diagnosis and appropriate management. Emphasis is also placed on the biomaterial science and clinical application of composite resin restorative materials. Minimally invasive dentistry will be stressed, and principles of ergonomics and infection control as it relates to clinical dentistry will be introduced. The course is based on lectures and laboratory exercises in order to support the development of motor skills, self-evaluation and clinical judgment using a rational scientific basis. | R856-857 Biomedical engineering. Electronics. Instrumentation       | 134 |  |
| DEN6350 – <b>General Pathology</b> (4) General Pathology is a course that concerns the cause and the manifestations of diseases that affect the human body of relevance to dentistry.  | RB37-56.5 Clinical pathology. Laboratory technique COUNTED ABOVE    | 0   |  |
|  | RB127-150 Manifestations of disease                                 | 109 |  |
|  | RB151-214 Theories of disease. Etiology. Pathogenesis               | 95  |  |
| DEN6421C – Periodontic Treatment Planning and <b>Disease Control</b> (2) Review of the information on <b>etiology and pathogenesis</b> of periodontal disease. Students will be introduced to data gathering, diagnosis of periodontal diseases, establishing prognoses, treatment planning and the steps in the first phase of periodontal therapy. Skill development laboratory sessions will focus on oral hygiene skills and motivation of patients, root preparation procedures, and evaluation of phase 1 treatment.   | RB37-56.5 Clinical pathology. Laboratory technique COUNTED ABOVE    | 0   |  |
|  | RB151-214 Theories of disease. Etiology. Pathogenesis COUNTED ABOVE | 0   |  |
| DEN6250C – <b>Pain and Anxiety</b> Control in Dental Patients (1) This course acquaints the undergraduate with the academic aspects of administration of local anesthetics, inhalation analgesia, and anxiety control.   | RK501-519 Operative dentistry. Restorative dentistry COUNTED ABOVE  | 0   |  |
| DEN6260 – Oral Medicine and <b>Pharmacotherapeutics</b> (2) This course describes the diseases of the organ-systems that have an impact on dental therapy, the clinical pharmacology of physician prescribed drugs and drug interactions, and the clinical therapeutics for treatment of oral region disease processes.  | RM138 Drug prescribing  | 0   |  |
|  | RM139 Prescription writing  | 1   |  |
|  | RM146-146.7 Misuse of therapeutic drugs. Medication errors          | 5   |  |
|  | RM147-180 Administration of drugs and other therapeutic agents      | 53  |  |

|  |   |       |     |
|--|---|-------|-----|
| DEN6262 – Principles of <b>Pharmacology</b> (2) This course describes the basic principles of pharmacokinetics and pharmacodynamics, with an emphasis on dental applications. Several clinical correlations are also included.   | RM260-263 Chemotherapy  | 25    |     |
|  | RM265-267 Antibiotic therapy. Antibiotics   | 14    |     |
|  | RM270-282 Immunotherapy. Serotherapy  | 2     |     |
|  | RM283-298 Endocrinotherapy. Organotherapy   | 11    |     |
|  | RM300-666 Drugs and their actions   | 428   |     |
|  | RM671-671.5 Nonprescription drugs. Patent medicines   | 3     |     |
| DEN6508C – Essentials of <b>Clinical Care</b> (1) This course is designed to review, reinforce and prepare students for entry into clinical patient care in the UFCO TEAMS Clinics. Essential foundational concepts and skills in dentistry will be reviewed. Clinic procedures and protocols including emergency preparedness, associate group dynamics, and patient assignment as they relate to patient management and care will also be emphasized in this course. | RA960-1000.5 Medical centers. Hospitals. Dispensaries. Clinics Including ambulance service, nursing homes, hospices | 577   |     |
| DEN7762L – Clinical <b>Radiology</b> 1: Radiographic Technique (0) The student will expose, mount, and critique radiographic surveys for assigned patients; develop appropriate judgment and reasoning to declare a radiograph clinically acceptable as outlined by “criteria of radiographic acceptability”; and demonstrate proper radiation hygiene, infection control techniques, and appropriate patient management.  | R895-920 Medical physics. Medical radiology. Nuclear medicine   | 22    |     |
| DEN6416C – Basic Sciences Review (2) This course provides a systematic approach to the review of the basic <b>biomedical and anatomical sciences</b> in preparation for entrance into the clinical education program.  | QH426-470 Genetics  | 1011  |     |
|  | QM1-511 General Anatomy COUNTED ABOVE   | 0     |     |
|  | R856-857 Biomedical engineering COUNTED ABOVE   | 0     |     |
| DEN8767L – <b>Clinical Oncology</b> and Oral <b>Pathology</b> (1 for students on rotation) The student will become familiar with specialized oral care for cancer patients, attend head and neck tumor conferences and demonstrate recognition and management of oral pathologic diseases.   | RB37-56.5 Clinical pathology. Laboratory technique COUNTED ABOVE  | 0     |     |
|  | RC254-282 Neoplasms. Tumors. Oncology Including cancer and carcinogens  | 445   |     |
|  | Total 16,332  | 16185 | 147 |

## Databases

AccessMedicine\*  
CINAHL Plus with Full Text  
Clinical Key\*  
Cochrane Library\*  
Dissertations and Theses Global  
Embase\*  
ERIC  
Health and Psychosocial Instruments (HaPI)  
Journal Citation Reports  
LWW Health Library\*  
LW W High Impact Journal Collection\*  
Natural Medicines  
PsycArticles  
PsycINFO  
PubMed/Medline  
SciFinder  
Thieme MedOne Education\*  
UpToDate\*  
Web of Science  
\*Funded by the FAU Schmidt College of Medicine

**Additional Library resources needed to implement and/or sustain the program on an ongoing basis  
Library will have to obtain a price quote**

**Databases**

- BoardVitals database
- DOSS – Dentistry and Oral Sciences Source database
- LexiComp Dentistry database
- STAT!Ref database - Core Resources Collection for Dentistry and Dental Hygiene

**E-Books for Opening Day Collection**

- E-Book Collection in GOBI (Spotlight Titles in Dentistry from GOBI (17 e-book titles)
- Dentistry and Oral Sciences Collection 2022 from EBSCO (50 e-book titles)
- Doody’s Core Titles Essential Purchases 2022 from EBSCO (85 e-book titles)
- Wiley-Blackwell Dentistry / oral & maxillofacial medicine 2022 (10 e-book titles)

**Library Will Need Funding for Annual Purchasing of approximately 100 E-Books per year**

**Estimated Annual Funds Needed to Acquire Library Resources listed above for the DMD: Minimum \$200,000 - \$250,000 (Databases: \$100,000; E-Books: \$75,000; E-Journals: \$40,000)**

**Florida Atlantic University Schmidt College of Medicine Library Resources Funding**

The following table lists the Budgeted Expenditures for the FAU Schmidt College of Medicine’s first five years of the MD degree program (2011-2016). This data was submitted to the LCME (Liaison Committee on Medical Education). We are expecting the College of Dentistry to be lower than the College of Medicine.

|                 | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| <b>Budgeted</b> | 2011-12       | 2012-13       | 2013-14       | 2014-15       | 2015-16       |

|  |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
| <b>Expenditures</b>                    |           |           |           |           |           |
| <b>Library Materials and Resources</b> | \$300,000 | \$325,000 | \$350,000 | \$400,000 | \$412,000 |

“Library Materials and Resources” includes funding to purchase additional hardcopy and electronic resources related to the FAU COM for the FAU Wimberly Library.

### **Florida Atlantic University Schmidt College of Medicine Library Faculty Personnel Funding**

Salaries and benefits for three library positions, two of which will be completely funded in the COM budget and one of which will be partially funded in the COM budget, are included in the Professional Staff Salaries and Benefits category.

|   | <b>Salary</b> | <b>Benefits</b> | <b>Total</b> |
|---|---------------|-----------------|--------------|
| <b>Senior Medical Librarian for College of Medicine</b> | \$80,340      | \$24,102        | \$104,442    |
| <b>Medical Liaison and Outreach Librarian</b>           | \$51,736.48   | \$15,520.94     | \$57,257.24  |
| <b>Library Processing/Resource Licensing</b>            | \$32,116.44   | \$9,634.93      | \$41,751.37  |

We expect that the College of Dentistry will not need the same amount of professional library services. We are estimating salaries and benefits for two library positions, one of which will be completely funded in the DDM budget and one of which will be partially funded in the COM budget, have included in the Professional Staff Salaries and Benefits category.

|  | <b>Salary</b> | <b>Benefits</b> | <b>Total</b> |
|--|---------------|-----------------|--------------|
| <b>Senior Medical Librarian for College of Dentistry</b> | \$51,736.48   | \$15,520.94     | \$57,257.24  |
| <b>Library Processing/Resource Licensing</b>             | \$16,058.24   | \$4,817.46      | \$20,875.7   |

## Statement from Dean of Libraries

The total number of volumes and serials available in this discipline and related fields is 16,332 monograph volumes and 399 journal titles.

A list major journals that are available to the university's students is as follows:

- Journal of Dental Research
- International Endodontic Journal
- Journal of Endodontics
- Dental materials
- Clinical Implant Dentistry and Related Research
- Journal of Prosthodontic Research
- Journal of Dentistry (Elsevier)
- Caries Research
- Molecular Oral Microbiology
- Journal of Oral Rehabilitation
- Clinical Oral Investigations
- Journal of Prosthodontics
- International Journal of Paediatric Dentistry
- Community Dentistry and Oral Epidemiology
- Journal of Esthetic and Restorative Dentistry
- DentoMaxilloFacial Radiology
- Oral Diseases
- Dental Clinics of North America
- Gerodontology



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June 23, 2020

John W. Kelly, PhD  
President  
Florida Atlantic University  
Administration Building, Room 339  
777 Glades Road  
Boca Raton, FL 33431

RE: Survey visit for full accreditation on February 16-19, 2020

Dear President Kelly:

The purpose of this letter is to inform you of the decisions made by the Liaison Committee on Medical Education (LCME) at its June 16-17, 2020 meeting regarding the accreditation status of the medical education program leading to the MD degree at the Charles E. Schmidt College of Medicine at Florida Atlantic University. This letter also serves to transmit to you the determinations regarding compliance with accreditation standards and performance in accreditation elements on which those decisions were based.

After reviewing the survey report and survey team findings from the LCME survey team that conducted a survey visit for full accreditation on February 16-19, 2020, the LCME voted as follows:

|  |   |
|--|---|
| <b>LCME Determination</b>                | Continue full accreditation of the medical education program for an eight-year term |
| <b>Required Follow-Up for the School</b> | Status report due by August 2, 2021   |
| <b>Next Full Survey Visit</b>            | 2027-28 academic year   |

The Medical School Directory on the LCME website, [lcme.org/directory](http://lcme.org/directory), will be updated to reflect this change in the next full survey date.

Section I of this letter summarizes the medical education program's compliance with each of the 12 LCME standards based on the program's performance in the elements that collectively constitute each standard. Sections II and III of this letter summarize the LCME's determinations for the medical education program's performance in accreditation elements requiring follow-up. Section IV of this letter summarizes the required follow-up. Section V of this letter contains additional information important for the medical education program. **Note especially information related to the LCME policy regarding timing for a program to achieve**

**satisfactory performance in accreditation elements and to achieve compliance with standards.**

### **I. LCME DETERMINATIONS OF COMPLIANCE WITH ACCREDITATION STANDARDS**

| <b>Standard</b>   | <b>LCME Determination</b> |
|---|---------------------------|
| Standard 1: Mission, Planning, Organization, and Integrity                                    | C                         |
| Standard 2: Leadership and Administration   | C                         |
| Standard 3: Academic and Learning Environments  | C                         |
| Standard 4: Faculty Preparation, Productivity, Participation, and Policies                    | C                         |
| Standard 5: Educational Resources and Infrastructure  | CM                        |
| Standard 6: Competencies, Curricular Objectives, and Curricular Design                        | C                         |
| Standard 7: Curricular Content  | C                         |
| Standard 8: Curricular Management, Evaluation, and Enhancement                                | C                         |
| Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety                 | C                         |
| Standard 10: Medical Student Selection, Assignment, and Progress                              | NC                        |
| Standard 11: Medical Student Academic Support, Career Advising, and Educational Records       | C                         |
| Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services | C                         |

C = Compliance, CM = Compliance with a Need for Monitoring, NC = Noncompliance

### **II. ACCREDITATION ELEMENTS IN WHICH THE PROGRAM'S PERFORMANCE IS SATISFACTORY WITH A NEED FOR MONITORING**

| <b>Element</b>   | <b>LCME Finding</b>  |
|--|--|
| Element 3.3 (diversity/pipeline programs and partnerships) | The college of medicine has implemented multiple approaches to promote diversity and inclusion and has recruited a diverse student body and has achieved diversity in senior leadership. The proportion of Black/African American and Hispanic/Latino employed/full-time faculty is low and recruitment efforts to increase faculty in these school-identified diversity categories have had limited success. A new diversity action plan currently is under development, but there are no data yet to determine the effectiveness of this plan. |
| Element 5.1 (adequacy of financial resources)              | The medical school has adequate financial resources to support its current educational program operations. The school has a strategic plan to grow the research and clinical missions that is dependent upon increasing extramural research funding, increasing clinical revenue, and continued annual state appropriations. These dependencies have year-to-year variability that result in financial uncertainty over the long-term. The financial resources need monitoring.  |

**III. ACCREDITATION ELEMENTS IN WHICH THE PROGRAM’S PERFORMANCE IS UNSATISFACTORY**

| <b>Element</b>  | <b>LCME Finding</b>  |
|---|--|
| Element 10.2 (final authority of admission committee) | The initial screening of applicants is performed by a single staff member in the Office of Admissions without faculty involvement. This screening is reported to be holistic but is performed without clear criteria, charge, and oversight from the Admissions Committee. |
| Element 12.2 (tuition refund policy)                  | The tuition refund policy does not include information about refunds of payments for health or disability insurance.   |

**IV. REQUIRED FOLLOW-UP FOR THE SCHOOL**

The LCME requests a status report by **August 2, 2021**, containing the information listed below. Include a dated and signed cover letter addressed to both LCME Co-Secretaries. Email the status report and cover letter to [lcmesubmissions@aamc.org](mailto:lcmesubmissions@aamc.org) as a single PDF file. Do not submit a scanned PDF file. Do not mail a paper copy of the status report nor include hyperlinks in the submitted document(s). If there is a need to reference a website, create an appendix with a table of contents and include (non-scanned) PDF files of the relevant webpages and/or screenshots; appendix documents should be placed at the end of a report, not embedded in each response. The dean should contact the LCME Co-Secretaries for clarification on a specific request. Email [lcmesubmissions@aamc.org](mailto:lcmesubmissions@aamc.org) for questions regarding the submission or formatting of materials.

*In the status report, specify the LCME’s determination of the program’s performance in each element (i.e., unsatisfactory or satisfactory with a need for monitoring) as listed in this letter.*

**Element 3.3 (diversity/pipeline programs and partnerships) – Satisfactory with a Need for Monitoring**

1. Provide a copy of the new diversity action plan, including timelines, that was under development at the time of the February 2020 full survey visit. Provide the date that the plan was formally approved and note by what individuals and groups the approvals were granted. Delineate those aspects of new plan that are specifically related to recruitment of faculty in each of the school’s identified diversity categories.
2. Complete the following table:

| <b>Offers Made for Faculty Positions</b>   |                      |                    |              |                      |                    |              |
|--|----------------------|--------------------|--------------|----------------------|--------------------|--------------|
| Provide the total number of offers of faculty positions made to individuals in the school’s identified diversity categories. Add rows as needed for each diversity category. |                      |                    |              |                      |                    |              |
|  | AY 2019-20           |                    |              | AY 2020-21           |                    |              |
| School-identified Diversity Category   | # of Declined Offers | # of Faculty Hired | Total Offers | # of Declined Offers | # of Faculty Hired | Total Offers |
|  |                      |                    |              |                      |                    |              |

3. Evaluate the effectiveness of the new diversity action plan in the context of the data presented in the “Offers Made for Faculty Positions” table above.

**Element 5.1 (adequacy of financial resources) – Satisfactory with a Need for Monitoring**

1. Provide a copy of the 2020 LCME Part I-A Annual Financial Questionnaire and the “Overview of Organization and Financial Characteristics Survey.”
2. Summarize trends in each of the funding sources available to the medical school, including their stability. Describe any substantive changes in the following areas during fiscal years 2019, 2020, 2021, and 2022 (based on current projections).
  - a. Total revenues
  - b. Operating margin
  - c. Revenue mix
  - d. Market value of endowments
  - e. Medical school reserves
  - f. Debt service
  - g. Outstanding debt
  - h. Departmental reserves
3. Evaluate the results of the school’s strategic plan in the areas of increasing extramural research funding, increasing clinical revenue, and continued annual state appropriations. Discuss the effects of COVID-19-induced reductions/variability in revenue streams on ongoing support of the medical education program.

**Element 10.2 (final authority of admission committee) – Unsatisfactory**

1. Provide a copy of the approved Admissions Committee policy and/or procedure manual that documents the process for initial screening of applicants. Describe the role of the Admissions Committee in developing the screening criteria, training the screener(s), and exercising oversight of this step in this admissions process. Note the roles of others, if any, who participated in these roles.

**Element 12.2 (tuition refund policy) – Unsatisfactory**

1. Provide a copy of the approved tuition refund policy that includes information about refunds to medical students for health and, if applicable, disability insurance. Describe how and when students are made aware of this policy.

**V. IMPORTANT INFORMATION FOR THE MEDICAL EDUCATION PROGRAM**

**NOTIFICATION TO THE U.S. DEPARTMENT OF EDUCATION OF ACCREDITATION STATUS**

The LCME is required to notify the United States Department of Education of all of its final accreditation determinations, including determinations of “accredited,” “accredited, with warning,” and “accredited, on probation.” The LCME is also required by the U.S. Department of Education to make available to the public all final determinations of “accredited” and “accredited, on probation.”

### **TIMING FOR A PROGRAM TO ACHIEVE SATISFACTORY PERFORMANCE IN ELEMENTS AND COMPLIANCE WITH STANDARDS**

If the LCME determines a program to be in noncompliance with a standard at the same time that the program's performance in an associated element is found to be unsatisfactory, the total time for correction of the deficiencies in compliance and performance will be two years. If the LCME determines a program to be in compliance or compliance with a need for monitoring with a standard but if the performance in an element within that standard is unsatisfactory, the program must achieve a status of satisfactory or satisfactory with a need for monitoring in that element within a maximum of two years; if that does not occur, the LCME will find the program to be in noncompliance with the relevant standard. The LCME requires that the LCME document compliance with all LCME accreditation standards within two years of the LCME meeting at which the noncompliance determination was made. For more details, refer to the most recent version of the *LCME Rules of Procedure*, available on the LCME website, [lcme.org/publications](http://lcme.org/publications).

### **ALIGNING FOLLOW-UP WITH THE APPROPRIATE ACCREDITATION ELEMENTS**

Programs that have status reports due to the LCME are responsible for aligning the follow-up items in the reports with the *Functions and Structure of a Medical School* document whose effective academic year corresponds with the academic year in which each status report is due. To review the current list of LCME accreditation standards and elements, refer to the most recent version of the *Functions and Structure of a Medical School* document, available on the LCME website, [lcme.org/publications](http://lcme.org/publications).

### **CHANGES THAT REQUIRE NOTIFICATION TO THE LCME**

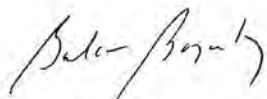
The LCME awards accreditation to a medical education program based on a judgment that there exists an appropriate balance between student enrollment and the total resources of the institution, including faculty, facilities, and operating budget. If there are plans to significantly modify the educational program, or if there is to be a substantial change in either student enrollment or in the resources of the institution such that the balance becomes distorted, the LCME requires advance notice of the proposed change. Substantial changes may lead the LCME to re-evaluate a program's accreditation status. All schools are responsible for keeping up to date on current LCME notification requirements detailed on the LCME website, [lcme.org/about/accreditation-process-overview/#maintaining-accreditation](http://lcme.org/about/accreditation-process-overview/#maintaining-accreditation).

John W. Kelly, PhD

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The Secretariat staff will provide information via email for accessing the survey report and survey report appendix electronically. The survey report is for the use of the Charles E. Schmidt College of Medicine at Florida Atlantic University and the university. Any public sharing of its contents is at the discretion of institutional officials.

Sincerely,



Barbara Barzansky, PhD, MHPE  
LCME Co-Secretary



Veronica M. Catanese, MD, MBA  
LCME Co-Secretary

CC: Phillip M. Boiselle, MD  
Dean, Charles E. Schmidt College of Medicine at Florida Atlantic University



Item: IV.

**Monday, September 19, 2022**

**SUBJECT: APPROVAL OF THE FLORIDA ATLANTIC UNIVERSITY REVISED 2023-24  
FIVE YEAR CAPITAL IMPROVEMENT PLAN (FIXED CAPITAL OUTLAY  
BUDGET REQUEST)**

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**PROPOSED COMMITTEE ACTION**

Recommend approval of the Florida Atlantic University Revised 2023-24 Five Year Capital Improvement Plan -Fixed Capital Outlay Legislative Budget Request to include the new College of Dentistry project.

**BACKGROUND INFORMATION**

The Florida Board of Governors requires an annual submission from each university of its Fixed Capital Outlay Legislative Budget Request. The 2023-24 Fixed Capital Outlay Plan incorporates various projects for Florida Atlantic University. The submission is to identify projects to be funded in the following categories:

- Public Education Capital Outlay (PECO) Projects – CIP2A
- Capital Improvement Trust Fund (CITF) Projects – CIP2B
- Back of Bill (BOB) Projects requiring Legislative Approval to be Constructed, Acquired and Financed by University or Direct Support Organization - CIP2C – Updated to Include College of Dentistry

On August 23, 2022, the BOT approved the revisions to the CIP to update the Health Sciences Project to align with the recommendations of the Supplemental Education Plant Survey. This request further revises the CIP to introduce the new College of Dentistry project on CIP2C for legislative approval and to provide CIP3 project details in support of this request.

**IMPLEMENTATION PLAN/DATE**

Upon Board approval and final Legislative appropriations.

**FISCAL IMPLICATIONS**

N/A

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**Supporting Documentation: 2023-24 Five-Year Capital Improvement Plan  
(Revised CIP2C and CIP3 Project Details - College of Dentistry)**

**Presented by: Stacy Volnick, VP Administrative Affairs and Chief Administrative Officer  
Phone: 561-297-6319**

**FY 2023-24 Back of Bill (BOB)  
Fixed Capital Outlay Projects Requiring Board Approval to be Constructed, Acquired and Financed  
by a University or a Direct Support Organization**

University: Florida Atlantic University - BOT Approved 8.23.2022 REVISED 9/1/2022

Contact: Ms. Azita Dotiwala  
(name)

(561)297-0425  
(phone)

idashtaki@fau.edu  
(email)

| Project Name *             | Brief Description of Project   | GSF    | Project Location          | Project Cost | Funding Source(s)     | Estimated Annual Operating & Maintenance Cost |         |
|----------------------------|--|--------|---------------------------|--------------|-----------------------|---|---------|
|                            |  |        |                           |              |                       | Amount (\$)                                   | Source  |
| FAU College of Dentistry   | Proposed new building for FAU's College of Dentistry -the facility will house teaching labs, research labs, clinical space, study and faculty offices. | 93,750 | Boca Raton Campus         | \$84,611,000 | Donor / State Funding | TBD   | TBD     |
| FAU HBOI Research Facility | Marine science facility for research partnership   | 10,000 | HBOI Campus - Fort Pierce | \$3,500,000  | Private Funds         | TBD   | Private |
|                            |  |        |                           |              |                       |   |         |
|                            |  |        |                           |              |                       |   |         |
|                            |  |        |                           |              |                       |   |         |
|                            |  |        |                           |              |                       |   |         |
|                            |  |        |                           |              |                       |   |         |
|                            |  |        |                           |              |                       |   |         |
|                            |  |        |                           |              |                       |   |         |

\* List all proposed projects for FY 2023-24 requiring Legislative (Back-of-Bill) authorization pursuant to s.1010.62 and s.1013.71, F.S.



## Project Detail

University: FLORIDA ATLANTIC UNIVERSITY  
Project Name: COLLEGE OF DENTISTRY  
Project Address: FAU Boca Raton Campus - 777 Glades Road

Priority #: 1 - BOB

### PROJECT NARRATIVE

A 2019 report from Health Resources and Services Administration shows that one in four Florida residents already live in areas with a shortage of dentists, more than any other state. Topping the list of states with "Dental Health Professional Shortage Areas," more than 5 million Floridians live in areas that have limited or no access to a dentist. In fact, 63 of 67 counties have a dental shortage. Data from Wellbeing Florida show that in 2021 hospitals billed more than \$620 million in preventable ER visits and hospital admissions stemming from oral health issues last year. About half of that was billed through Medicaid, Medicare and other government services. The elderly community and children most often have limited dental care. One in five children in Florida suffer from treatable dental problems. Almost a quarter of Florida's third-grade children suffer from untreated tooth decay. Correspondingly, Florida is ranked sixth in the nation for the highest percentage of third-grade children with unfilled cavities. In those over 65 years old, one in three have significant dental issues as a result of tooth decay or gum disease, and 14 percent have all their teeth extracted.

According to the American Dental Education Association (ADEA), private dental schools on average burden a student with over \$500,000 in tuition, materials costs and administrative fees. These costs are projected to increase at a rate of 3-5 percent per year for the next 4 years. Currently, the state of Florida has only one publicly funded dental school to service a population of 22.2M residents. We propose to become the second public dental school in the state with a focus toward recruiting students with a passion to work in underserved and rural areas.

This 94,000 gross sq. ft. facility will allow for the didactic, operatory, clinical, simulation and experiential learning for dental students in a new College of Dentistry. Our regional partners in Palm Beach, Broward and Martin counties have expressed a willingness to partner in faculty and learner experiences, recruitment, and retention to ensure that we optimize the numbers and the depth and breadth of experiences of dentists to serve the needs of Florida. This program will interact with other professional schools on FAU Campus and with dental assistant programs throughout the region. Our joint academic endeavors will allow for the innovative solutions necessary to tackle the workforce crisis.

The building will allow dental students to learn in an environment with advanced technology and support reputable, patient-centered clinical instruction. The facility will house adequate didactic and other learning space dedicated to the College of Dentistry. Specifically, these spaces will include:

- a. Wet laboratory with online milling units, sintering oven, and intraoral scanners with learning software
- b. Preclinical spaces for simulation learning of basic skills of dentistry, as well as fixed and removable prosthodontics on mannequins.
- c. Instructional clinical spaces with 90 dental operatories for standardized patient, student treatment clinics.

The Boca Campus Master Plan includes a long term project which will be the site for this new facility; an update to the MP is needed to include this project in the five year horizon.

Project cost have been calculated using 2021 BOG Construction cost data, with an added inflation adjustment consistent with CBRE forecasted inflationary data as documented in <https://www.cbre.com/insights/books/2022-us-construction-cost-trends>.

### RESERVE ESCROW PLAN

|                           | Renovation/Remodeling Projects<br>(1% per s. 1001.706(12)(c) F.S.) | New Construction Projects<br>(2% per Board Regulation 14.002) |
|---------------------------|--|---|
| Estimated Bldg Value:     | DRAFT  | \$ 56,710,000   |
| Value Basis/Source:       |  | Building Construction cost                                    |
| Estimated 1st Yr Deposit: |  | \$ 1,134,200  |
| Funding Source:           |  | TBD as needed - Bldg. is non E&G                              |
| Comments:                 |  |   |

### BUILDING SPACE DESCRIPTION (account for all building space below)

| Space Type<br>(per FICM) | Net Sq. Ft.<br>(NSF) | Net-to-Gross         |  | Gross Sq. Ft.<br>(GSF) | Unit Cost *<br>(per GSF) | Building Cost     |
|--------------------------|----------------------|----------------------|--|------------------------|--------------------------|-------------------|
|                          |                      | Conversion<br>Factor |  |                        |                          |                   |
| <b>NEW CONSTRUCTION</b>  |                      |                      |  |                        |                          |                   |
| Research Lab             | 17,000               | 1.7                  |  | 28,050                 | \$629                    | 17,641,767        |
| Teaching Lab             | 3,000                | 1.7                  |  | 4,950                  | \$535                    | 2,648,052         |
| Office                   | 1,000                | 1.5                  |  | 1,500                  | \$497                    | 744,960           |
| Study                    | 8,000                | 1.4                  |  | 11,200                 | \$487                    | 5,454,288         |
| Subtotal NASF:           | 29,000               |                      |  | -                      |                          | -                 |
| Other                    | 31,000               | 1.6                  |  | 48,050                 | \$629                    | 30,220,567        |
| <b>Total:</b>            | <b>60,000</b>        |                      |  | <b>93,750</b>          |                          | <b>56,709,634</b> |

\* Apply Unit Cost to total GSF based on Space Type

|                         | Net Sq. Ft.<br>(NSF) | Gross Sq. Ft.<br>(GSF) | Unit Cost *<br>(per GSF) | Building Cost | Remodeling Projects <b>Only</b> |          |
|-------------------------|----------------------|------------------------|--------------------------|---------------|---------------------------------|----------|
|                         |                      |                        |                          |               | BEFORE                          | AFTER    |
| REMODELING / RENOVATION | -                    | -                      |                          | -             | -                               | -        |
| Subtotal NASF:          | -                    | -                      |                          | -             | -                               | -        |
| Other                   | -                    | -                      |                          | -             | -                               | -        |
| <b>Total:</b>           | <b>-</b>             | <b>-</b>               |                          | <b>-</b>      | <b>-</b>                        | <b>-</b> |

|              |        |        |            |
|--------------|--------|--------|------------|
| Grand Total: | 60,000 | 93,750 | 56,710,000 |
|--------------|--------|--------|------------|

**PROJECT COMPONENT COSTS & PROJECTIONS**

|                                      | Costs Incurred to Date | Projected Costs |        |        |        |        | Total      |
|--------------------------------------|------------------------|-----------------|--------|--------|--------|--------|------------|
|                                      |                        | Year 1          | Year 2 | Year 3 | Year 4 | Year 5 |            |
| <b>Basic Construction Costs</b>      |                        |                 |        |        |        |        |            |
| Building Cost (from above)           | -                      | 56,710,000      |        |        |        |        | 56,710,000 |
| Environmental Impacts/Mitigation     | -                      |                 |        |        |        |        |            |
| Site Preparation                     | -                      | 124,500         |        |        |        |        | 124,500    |
| Landscape / Irrigation               | -                      | 155,600         |        |        |        |        | 155,600    |
| Plaza / Walks                        | -                      | 155,600         |        |        |        |        | 155,600    |
| Roadway Improvements                 | -                      | -               |        |        |        |        |            |
| Parking : 50 spaces                  | -                      | 467,000         |        |        |        |        | 467,000    |
| Telecommunication                    | -                      | 2,500,000       |        |        |        |        | 2,500,000  |
| Electrical Service                   | -                      | 370,000         |        |        |        |        | 370,000    |
| Water Distribution                   | -                      | 185,000         |        |        |        |        | 185,000    |
| Sanitary Sewer System                | -                      | 185,000         |        |        |        |        | 185,000    |
| Chilled Water System                 | -                      | 935,000         |        |        |        |        | 935,000    |
| Storm Water System                   | -                      | 185,000         |        |        |        |        | 185,000    |
| Energy Efficient Equipment           | -                      | 125,000         | -      |        |        |        | 125,000    |
| Subtotal: Basic Const. Costs         | -                      | 62,097,700      | -      | -      | -      | -      | 62,097,700 |
| <b>Other Project Costs</b>           |                        |                 |        |        |        |        |            |
| Land / existing facility acquisition | -                      |                 |        |        |        |        |            |
| Professional Fees                    | -                      | 4,630,000       |        |        |        |        | 4,630,000  |
| Fire Marshall Fees                   | -                      | 142,000         |        |        |        |        | 142,000    |
| Inspection Services                  | -                      | 502,000         |        |        |        |        | 502,000    |
| Insurance Consultant                 | -                      | 36,000          |        |        |        |        | 36,000     |
| Surveys & Tests                      | -                      | 85,000          |        |        |        |        | 85,000     |
| Permit / Impact / Environmental Fees | -                      | 3,000           |        |        |        |        | 3,000      |
| Artwork                              | -                      | 100,000         |        |        |        |        | 100,000    |
| Moveable Furnishings & Equipment     | -                      | 14,000,000      |        |        |        |        | 14,000,000 |
| Project Contingency                  | -                      | 3,100,000       |        |        |        |        | 3,100,000  |
| Subtotal: Other Project Costs        | -                      | 22,598,000      | -      | -      | -      | -      | 22,598,000 |
| <b>Total Project Cost:</b>           | -                      | 84,695,700      | -      | -      | -      | -      | 84,695,700 |

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**PROJECT FUNDING**

| Funding Received to Date (all sources) |    |        | Projected Supplemental Funding |         |            | Projected PECO Requests |        | Total Project Cost                    |
|--|----|--------|--------------------------------|---------|------------|-------------------------|--------|---------------------------------------|
| Source                                 | FY | Amount | Source                         | FY      | Amount     | FY                      | Amount |                                       |
|  |    |        | Donations/Gifts                | 2023-24 | 30,000,000 |                         |        | Should equal Total Project Cost above |
|  |    |        | Others                         | 2023-24 | 54,695,700 |                         |        |                                       |
|  |    |        |                                |         | -          |                         |        |                                       |
|  |    |        |                                |         | -          |                         |        |                                       |
|  |    |        |                                |         | -          |                         |        |                                       |
|  |    |        |                                |         | 84,695,700 |                         |        | 84,695,700                            |