


Legislative Summary

2022 Session



TO: Members, Board of Governors

FROM: Marshall M. Criser III, Chancellor 

DATE: June 30, 2022

SUBJECT: Final 2022 Legislative Session Summary Document

This document provides an executive summary of the 2022-2023 operating budget, fixed capital outlay budget, Board General Office and State University System (SUS) related legislation passed during the 2022 legislative session and subsequently signed into law by the Governor.

The following are some SUS budget highlights (additional details in body of document):

- Operating budget:
 - A total operating budget of \$5.6 Billion, an increase of 12.8% over the 2021-22 recurring base budget (after vetoes), includes:
 - \$560 M in continued support for Performance-Based Funding;
 - \$31.3 M provided for ten Programs of Strategic Emphasis waivers;
 - \$46 M for Nursing Education;
 - \$6.6 M for the FAMU/FSU College of Engineering;
 - \$3.6 M for the UF-IFAS Workload Extension;
 - \$337 M for other Legislative initiatives, including \$204 M in operational enhancement funds.
- Fixed Capital Outlay budget:
 - \$451.8 M for 14 university projects;
 - \$443.7 M was appropriated in the General Appropriations Act for the Capital Building Maintenance Program.
- Board General Office
 - An increase of 4 new positions and \$10 M operating budget;
 - The Board will administer two Legislative Initiatives:
 - \$500,000 to Take Stock in Children (TSIC) to assist students attending Florida college or university to achieve a postsecondary degree and graduate at least 95% of students in the TSIC program;
 - \$5 M for University Alzheimer's Research Using Exablate Neuro focused Ultrasound to be awarded to research universities partnering with hospitals to conduct Alzheimer's research.

Some key bills relating to the State University System signed into law by the Governor are:

- Senate Bill 2524 expands university nursing education programs by creating the Linking Industry to Nursing Education (LINE) Fund and the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund. The bill also increases the number of programs to ten for which a student may receive a Program of Strategic Emphasis tuition and fee waiver. The bill changes one performance based funding metric from two to three-year graduation rate for associate in arts transfer students.
- Senate Bill 7044 authorizes the Board to adopt a regulation regarding post-tenure reviews for state university faculty; revises the maintenance requirements of, and information that must be included in, the statewide course numbering system; requires the Board to identify and determine accrediting agencies or associations best suited for public postsecondary institutions; and requires state universities to post specified information relating to tuition and fee rates and proposed changes to such rates on their websites.
- House Bill 3 requires the Board to create a process that enables eligible law enforcement officers or former officers to earn credit for college-level training & education acquired while serving as an officer.
- House Bill 7 relating to individual freedoms, provides that subjecting individuals to specified concepts under certain circumstances constitutes discrimination based on race, color, sex, or national origin.
- House Bill 45 provides educational opportunities for disabled veterans receiving certain federal educational assistance benefits. The bill makes them eligible to receive waivers for tuition & fees and requires the amount awarded by the state to be contingent on the application of specified federal benefits. The bill requires institutions to submit an annual report to the Board.
- House Bill 1577 revises & provides provisions relating to homeless youth, including the ability to receive documents at no charge, aid in achieving postsecondary education success, assistance in acquiring motor vehicle insurance & driver licenses, certification as unaccompanied homeless youth, removal of disability of nonage, a card issued by district school boards containing specified information, the ability to consent to certain care, and fee exemption eligibility guidelines.

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- Senate Bill 520 provides an exemption from public records requirements for any personal identifying information of an applicant for president of a state university held by a state university; specifying when the age, race, and gender of all qualified applicants considered and the personal identifying information of applicants who are in the final group of applicants are no longer confidential and exempt. The bill provides an exemption from public meetings requirements for any portion of a meeting held for the purpose of identifying or vetting applicants for president of a state university, including any portion of a meeting which would disclose certain personal identifying information of such applicants.

If you have questions or need additional information, please let me know.

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	HB/S B	#	Title	Description	Effective Date	Actions required
1	SB	520	Public Records and Public Meetings	Providing an exemption from public records requirements for any personal identifying information of an applicant for president of a state university or a Florida College System institution held by a state university or a Florida College System institution; specifying when the age, race, and gender of all qualified applicants considered and the personal identifying information of applicants who are in the final group of applicants are no longer confidential and exempt; providing an exemption from public meetings requirements for any portion of a meeting held for the purpose of identifying or vetting applicants for president of a state university or a Florida College System institution, including any portion of a meeting which would disclose certain personal identifying information of such applicants; providing for future legislative review and repeal of the exemptions; providing a statement of public necessity, etc.	Upon Becoming Law	<p>1. Applicant Information The age, race, and gender of all applicants who meet the minimum qualifications established for the position by a state university who were considered and the personal identifying information of an applicant included in the final group of applicants for president of a state university are no longer confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution beginning <u>at the earlier of the date the final group of applicants to be considered for president is established or 21 days before the date of a meeting at which an interview of an applicant will be conducted or at which final action or a vote is to be taken on the offer of the employment of an applicant as president.</u></p> <p>2. Public Meetings The bill exempts from open meeting requirements any portion of a meeting held for the purpose of identifying or vetting applicants for president of a state university, including any portion of a meeting that would disclose personal identifying information of such applicants.</p> <p>3. Public Meetings/recordings The bill requires a complete recording to be made of any portion of a closed meeting, and prohibits any closed portion of a meeting from being held off the record. The recording of the closed portion of a meeting is also exempt from the public disclosure requirements.</p>
2	SB	566	Mental Health Professional Licensure	The bill amends the minimum education requirements for licensure as a clinical social worker, marriage and family therapist, or a mental health counselor in s. 491.005, F.S.	Upon Becoming Law	<p>1. Marriage and Family Therapist Licensure Amends current law to create three pathways to licensure by requiring applicants for a marriage and family therapy license to meet the minimum educational requirements by one of the following methods: <input type="checkbox"/> A minimum of a master's degree in marriage and family therapy from a college or university that is accredited by the CAMFTE; <input type="checkbox"/> A minimum of a master's degree with a major emphasis in marriage and family therapy from a college or university that is accredited by the CACREP and graduate courses approved by the Board; or <input type="checkbox"/> A minimum of a master's degree with an emphasis in marriage and family therapy or a closely related field, with a degree conferred date before September 1, 2027, from an institutionally accredited college or university and graduate courses approved by the Board.</p> <p>2. Mental Health Counselor Licensure Amends current law to create additional pathways to licensure. Beginning July 1, 2025, applicants for a mental health counseling license must meet the minimum educational requirements by attaining a minimum of a master's degree from a mental health counseling program</p>

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	HB/S B	#	Title	Description	Effective Date	Actions required
3	HB	7	Individual Freedom	Provides that subjecting individuals to specified concepts under certain circumstances constitutes discrimination based on race, color, sex, or national origin; revising requirements for required instruction on the history of African Americans; requiring the department to prepare and offer certain standards and curriculum; authorizing the department to seek input from a specified organization for certain purposes; prohibits instructional materials reviewers from recommending instructional materials that contain any matter that contradicts certain principles; requires DOE to review school district professional development systems for compliance with certain provisions of law.	7/1/2022	<p>1. Unlawful employment practices The bill clarifies that certain behavior constitutes unlawful discrimination based on race, color, sex, or national origin. The bill specifies that subjecting any individual, as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that espouses, promotes, advances, inculcates, or compels such individual to believe certain concepts constitutes discrimination based on race, color, sex, or national origin. (Delineates the concepts.)</p> <p>2. Discrimination against students and employees in the Florida K-20 public education system prohibited The bill expands the protections of the Florida Educational Equity Act by explicitly providing that subjecting a student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe certain concepts constitutes discrimination as contemplated by the Act. (Delineates concepts). Does not prohibit discussion of the concepts listed therein as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.</p> <p>3. Performance-based funding penalty: Cross-reference with SB 2524</p>
4	HB	3	Law Enforcement Officer, Benefits, Recruitment, and Training	Requires the Board of Governors & State Board of Education to create process that enables eligible law enforcement officers or former officers to earn credit for college-level training & education acquired while serving an officer	7/1/2022	<p>1. College credit for law enforcement training A. Requires the Board adopt regulations that create a process that enables eligible law enforcement officers or former law enforcement officers to earn uniform postsecondary credit across all Florida public postsecondary educational institutions for college-level training and education acquired while serving as a law enforcement officer. B. The regulations shall include procedures for credential evaluation and the uniform award of postsecondary credit or career education clock hours, including, but not limited to, equivalency and alignment of law enforcement training with appropriate postsecondary courses and course descriptions.</p> <p>2. Workgroup A. Requires the ACC convene a workgroup by Sept 1, 2022, that is responsible for responsible developing a process for determining postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience. B. Four members of the workgroup must represent academic affairs administrators and faculty from state universities, appointed by the chair of the Board of Governors. C. Requires the workgroup provide recommendations to the Board by March 1, 2023, for approval at the next meeting of each board to allow for adequate public notice. D. The workgroup terminates upon submission of its recommendations.</p> <p>3. Approved List A. Within 1 year after approval of the workgroup's recommendations by the Board of Governors, the Articulation Coordinating Committee shall approve a prioritized list of postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience. B. The list must be updated annually. C. The Board of Governors shall timely adopt the list approved by the ACC at the next meeting of the board to allow for adequate public notice. C. For the purpose of statewide application, postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for law enforcement training and experience shall be delineated by the State Board of Education and the Board of Governors in the statewide articulation agreement required by s. 1007.23(1).</p>

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						4. Awarding of credit State universities, Florida College System institutions, and career centers must award postsecondary credit or career education clock hours for law enforcement training and experience based on the list adopted by the Board of Governors and the SBE if the credit or career education clock hours are applicable toward the student's degree or certificate. Institutions may award additional postsecondary credit or career education clock hours if appropriate. Credit or career education clock hours awarded in accordance with minimum postsecondary credit and clock hour requirements, respectively, are guaranteed to transfer to other state universities, Florida College System institutions, and career centers.
5	SB	7044	Postsecondary Education	Authorizing the Board of Governors to adopt a regulation regarding post-tenure reviews for state university faculty; revising the maintenance requirements of, and information that must be included in, the statewide course numbering system; requiring the Board of Governors and State Board of Education to identify and determine accrediting agencies or associations best suited for public postsecondary institutions by a specified date; requiring Florida College System institutions and state universities, respectively, to post specified information relating to tuition and fee rates and proposed changes to such rates on their websites, etc.	7/1/2022	1. Tenure A. The Board of Governors may adopt a regulation requiring each tenured state university faculty member to undergo a comprehensive post-tenure review every 5 years. B. The board may include other considerations in the regulation, but the regulation must address: 1. Accomplishments and productivity; 2. Assigned duties in research, teaching, and service 3. Performance metrics, evaluations, and ratings; and 4. Recognition and compensation considerations, as well as improvement plans and consequences for underperformance. 2. Textbook and instructional materials affordability and transparency A. The lists of required and recommended textbooks and instructional materials required must: 1. Be posted as early as is feasible but at least 45 days before the first day of class for each term. 2. Remain posted for at least 5 academic years. 3. Be searchable by the course subject, the course number, the course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material. 4. Be easily downloadable by current and prospective students. B. If a course is a gen ed core course option, course syllabi information containing sufficient detail to inform students of all of the following must be included: 1. The course curriculum. 2. The goals, objectives, and student expectations of the course. 3. How student performance will be measured. 3. Statewide Course Numbering A. Adds course titles, credits awarded, and other identifiable information, to what is required at the registration process. B. Requires the universities to accept and apply gen ed courses and credit including credit earned through dual enrollment, course equivalencies, and other acceleration mechanisms, as first satisfying general education core course credit requirements and other general education subject area course credit requirements before applying the course credit as elective credit.

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					Upon becoming law	<p>4. Accreditation</p> <p>A. By Sept 1, 2022, the Board must identify and determine the accrediting agencies or associations best suited to serve as an accreditor.</p> <p>B. Prohibits an institution being accredited by the same agency for consecutive cycles.</p> <p>C. In the year following reaffirmation or fifth-year review by its accrediting agencies, each institution must seek and obtain accreditation from an accrediting agency identified by the Board before its next reaffirmation or fifth-year review date.</p> <p>D. Requires quarterly reports of institutions to the Board during this search process.</p> <p>E. If a public postsecondary institution is not granted candidacy status before its next reaffirmation or fifth-year review date, the institution may remain with its current accrediting agency or association.</p> <p>F. Provides a cause of action for an institution impacted by retaliatory action by the accreditor, including liquidated damages.</p> <p>G. Sunsets Dec 31, 2032</p> <p>5. Student Fees</p> <p>A. All tuition and fees described in this section, and any proposed changes to such tuition and fees, must be prominently posted on the university's website in an area that is transparent and easily accessible.</p> <p>B. Requires information on how tuition and fees are expended, and a necessity.</p> <p>C. Requires the proposed changes emailed to all enrolled students.</p> <p>D. Requires any university proposal or action to raise, impose, or authorize any fee, as authorized by law, except for tuition, to be approved by <u>at least nine affirmative votes</u> of the members of the board of trustees (out of a total of 13 members), if approval by the board of trustees is required by general law, and <u>at least 12 affirmative votes</u> of the members of the Board (out of a total of 17 members), if approval by the Board is required by general law, in order to take effect.</p>
6	HB	461	Florida Bright Futures Scholarship Program Student Service Requirements	Authorizes student's service requirements for award under Florida Bright Futures Scholarship Program to be paid rather than volunteer; authorizes, rather than requiring, student to identify specified interest or develop plan for his or her service requirements.	Upon becoming law	Beginning with high school students graduating in the 2022-2023 academic year, the bill authorizes a student to meet the volunteer service requirements prescribed under each award in the Bright Futures Program through paid work. (Does not change types of work allowed to count.)
7	HB	45	Educational Opportunities for Disabled Veterans	Provides that disabled veterans receiving certain federal educational assistance benefits are eligible to receive waiver for tuition & fees at certain institutions; provides calculation for waiver amount; requires amount awarded by state to be contingent on application of specified federal benefits; requires institutions to submit annual report to Board of Governors	7/1/2022	<p>A. Beginning with the 2022-2023 academic year, a disabled veteran enrolled in a program of education approved for educational assistance under 38 U.S.C. s. 3313 at a state university who does not qualify for the 100-percent eligibility tier under federal law is eligible to receive a waiver for tuition and fees.</p> <p>B. The waiver amount is equal to the difference between the portion of tuition and fees paid in accordance with federal law and the full amount of tuition and fees at the institution attended.</p> <p>C. The amount awarded by the state is not to be determined until after the application of federal benefits.</p> <p>D. Requires the university to report to the Board the number and value of all fee waivers granted annually.</p> <p>E. Requires the Board to adopt a regulation</p>

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8	SB	514	Substitution of Work Experience for Postsecondary Educational Requirements	Authorizing the head of an employing agency, beginning on a specified date, to elect to substitute certain work experience for postsecondary educational requirements under certain circumstances; prohibiting the substitution of certain work experience for postsecondary educational requirements, etc.	7/1/2022	<p>A. Allows governmental agencies, during the employee hiring process, to substitute equivalent work experience as an alternative to a postsecondary education, if the applicant is otherwise qualified for the position.</p> <p>B. Work experience may not be substituted for any required licensure, certification, or registration as established by the employing agency and indicated on the position description.</p> <p>C. The bill defines employing agencies to include any agency or unit of government of the state or any county, municipality, or political subdivision. D. The bill requires employing agencies who opt to substitute work experience for postsecondary education, to include a notice in the advertisements for such position that substitution is authorized and a description of what education and work equivalencies apply.</p>
9	SB	632	Occupational Therapy	Revising eligibility requirements for the occupational therapist licensure examination; authorizing certain licensed occupational therapists to use a specified title and the associated initials; prohibiting certain persons from using a specified title and the associated initials; providing criminal penalties, etc.	7/1/2022	<p>1. Scope of Practice of Occupational Therapy</p> <p>A. Expands the scope of practice of the occupational therapist and the occupational therapy assistant.</p> <p>B. Expands the scope of practice for occupational therapy practitioners by defining the term "occupation" to include meaningful and purposeful everyday activities performed and engaged in by individuals, groups, populations, families, or communities which occur in contexts and over time.</p> <p>2. Occupational Therapy Licensure</p> <p>A. Provides that an occupational therapy license applicant who has practiced as a state-licensed or American Occupational Therapy Association-certified occupational therapy assistant for four years and who, prior to January 24, 1988, completed a minimum of six months of supervised occupational-therapist-level fieldwork experience, may take the licensure examination without meeting the education requirements set out in s. 468.209(1)(b), F.S.</p> <p>B. Reduces the minimum required weeks of supervised occupational-therapist-level fieldwork experience for applicants attempting to utilize this licensure path from six months (approximately 26 weeks) to 24 weeks.</p> <p>3. Occupational Therapy Services</p> <p>Expands the scope of list of services that may be included in occupational therapy.</p>
10	SB	7004	OGSR/Technology Systems/State University or a Florida College System Institution	Amending a provision which provides exemptions from public records and public meetings requirements for specified data or information from technology systems owned, under contract, or maintained by a state university or a Florida College System institution and portions of meetings which would reveal such data and information; removing the scheduled repeal of the exemptions, etc.	10/1/2022	Saves from repeal the public records and public meetings exemption for certain information held by a state university or Florida College System institution related to information technology (IT) security or potential breaches of security, as well as IT security program risk assessments, evaluations, and audits held by the institution.
11	SB	7006	OGSR/Campus Emergency Response	Amending a provision which provides an exemption from public records and public meetings requirements for those portions of a campus emergency response which address the response of a public postsecondary educational institution to an act of terrorism or other public safety crisis or emergency; extending the scheduled repeal of the exemption, etc.	10/1/2022	<p>Includes a sunset date of October 2, 2024, instead of repealing the sunset date, for the exemption from public records disclosure requirements for information in a campus emergency response and narrows the exemption for the records related to:</p> <p><input type="checkbox"/> Personnel to only exempt information related to the identification of staff involved in emergency preparedness, response, and recovery activities.</p> <p><input type="checkbox"/> Individual identification of students, faculty, and staff to only exempt information related to the identification of affected or at-risk students, faculty, and staff, and only before, during, or after an emergency.</p>

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12	HB	1577	Homeless Youth	Revises & provides provisions relating to specified homeless youth, including ability to receive documents at no charge, aid in achieving postsecondary education success, assistance in acquiring motor vehicle insurance & driver licenses, certification as unaccompanied homeless youth, removal of disability of nonage, card issued by school board containing specified information, ability to consent to certain care, & fee exemption eligibility.	7/1/2022	<p>1. Postsecondary Liaisons</p> <p>A. Requires the use of postsecondary education liaisons, instead of campus coaches, to provide current or former foster youth or those who are experiencing homelessness with on-campus support.</p> <p>B. Requires institutions where a student may use a tuition and fee exemption under s. 1009.25, F.S., to have, at a minimum, a knowledgeable, accessible, and responsive staff member to help students with any problems related to the use of the exemption.</p> <p>C. Requires a liaison's contact information to be provided to each student using the exemption, on the institution's website, and to DCF and community-based care lead agencies.</p> <p>D. Requires institutions to maintain the original documentation that proves a child or young adult's eligibility for the tuition and fee exemption and prohibits additional requests for such documentation.</p> <p>E. Allows institutions to provide coaching services and other supports, in addition to campus liaisons, to promote successful completion of postsecondary education and transition to independent living.</p> <p>F. Removes reference of Board of Governors in s. 409.1452, F.S., and replaces it with the State University System to clarify that DCF should collaborate with individual state university institutions and not to the board that oversees these institutions.</p> <p>2. Tuition and Fee Exemptions</p> <p>Assumes that a student determined to be an unaccompanied homeless youth for the tuition and fee exemption for a preceding year to be homeless for each subsequent year at the same institution unless the student informs the institution that circumstances have changed or the institution has specific conflicting information.</p>
13	HB	7065	Child Welfare	Requiring the Department of Children and Families and Department of Juvenile Justice to identify and meet the needs of dually-involved children within a specified timeframe; revising information that must be included in a transition plan; requiring prenatal and infant health care delivery programs to include certain father engagement activities; requiring the Department of Children and Families to contract for the development and implementation of the Responsible Fatherhood Initiative and to provide grants to community-based not-for-profit organizations to offer certain mentorship programs; designating the month of June as "Responsible Fatherhood Month", etc.	7/1/2022	<p>1. Increases the monthly stipend awarded to young adults in PESS from \$1,256 to \$1,720 to assist young adults in meeting their needs while in postsecondary education.</p> <p>2. Requires on-campus liaisons to provide children and young adults currently in or formerly in foster care or who are experiencing homelessness with on campus support.</p> <p>3. Requires each institution where a student is exempt from the payment of tuition and fees under s. 1009.25, F.S., to have, at a minimum, a knowledgeable, accessible, and responsive staff member who can provide effective assistance to students using the exemption in resolving any problems related to use of the exemption.</p> <p>4. Allows postsecondary institutions to provide coaching services and other supports, in addition to liaisons, to such students to promote their successful completion of postsecondary education and transition to independent living.</p> <p>5. Requires postsecondary institutions to maintain the original documentation submitted regarding a child or young adult's involvement in the child welfare system that confers eligibility for the tuition and fee exemption.</p> <p>6. Prohibits the postsecondary institution from making additional requests for such documentation.</p>

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14	HB	7055	Cybersecurity	Requires state agencies & local governments to report cybersecurity & ransomware incidents; provides cybersecurity training requirements; requires after-action & other reports; prohibits certain entities from paying or otherwise complying with ransom demand; revises purpose & duties of Florida Cybersecurity Advisory Council; provides criminal penalties; requires person convicted of certain offenses to pay certain fine; requires deposit of certain moneys in General Revenue Fund.	7/1/2022	<p>1. Definitions Defines levels 1-5 as defined by the National Cyber Incident Response Plan of the United States Department of Homeland Security.</p> <p>2. Reporting A. Specifies the minimum information required by a state agency following a cybersecurity incident. B. Requires a state agency to report all ransomware incidents and any cybersecurity incident determined by the state agency to be of severity level 3, 4, or 5 to the Cybersecurity Operations Center and the Cybercrime Office of the Department of Law Enforcement as soon as possible but no later than 48 hours after discovery of the cybersecurity incident and no later than 12 hours after discovery of the ransomware incident. C. Requires a state agency to report a cybersecurity incident determined by the state agency to be of severity level 1 or 2 to the Cybersecurity Operations Center and the Cybercrime Office of the Department of Law Enforcement as soon as possible.</p> <p>3. Cybersecurity breaches A. For cybersecurity breaches, each state agency is required to submit to the Florida Digital Service, within 1 week after the remediation of a cybersecurity incident or ransomware incident, an after-action report that summarizes the incident, the incident's resolution, and any insights gained as a result of the incident. B. A state agency, a county, or a municipality experiencing a ransomware incident may not pay or otherwise comply with a ransom demand.</p> <p>4. Training Requires certain state agency and local government employees to undergo certain cybersecurity training within 30 days of employment and annually thereafter.</p>
15	HB	7057	Pub. Rec. and Meetings/ Cybersecurity	Providing an exemption from public records requirements for certain cybersecurity insurance information, critical infrastructure information, cybersecurity incident information, and certain cybersecurity-related information held by an agency	7/1/2022	<p>Provides a general public record exemption in Ch. 119, F.S., for the following information held by an agency before, on, or after July 1, 2022:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coverage limits and deductible or self insurance amounts of insurance or other risk mitigation coverages acquired for the protection of IT systems, operational technology systems, or data of an agency. <input type="checkbox"/> Information relating to critical infrastructure. <input type="checkbox"/> Network schematics, hardware and software configurations, or encryption information or information that identifies detection, investigation, or response practices for suspected or confirmed cybersecurity incidents.

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	HB/S B	#	Title	Description	Effective Date	Actions required
BUDGET/CONFORMING BILL						
1	SB	2524	Education	Section 3: Florida Center for Nursing	7/1/2022	<p>1. Gap Analysis Requires the Center to conduct a statistically valid biennial data-driven gap analysis of the supply and demand of the health care workforce. The demand must align with the Labor Market Estimating Conference.</p> <p>2. Additional duties of the Center: A. Develop recommendations to increase nurse faculty and clinical preceptors, support nurse faculty development, and promote advanced nurse education. B. Develop best practices in the academic preparation and continuing education needs of qualified nurse educators, nurse faculty, and clinical preceptors. C. Collect data on nurse faculty, employment, distribution, and retention. D. Pilot innovative projects to support the recruitment, development, and retention of qualified nurse faculty and clinical preceptors. E. Encourage and coordinating the development of academic-practice partnerships to support nurse faculty employment and advancement. F. Develop distance learning infrastructure for nursing education and advancing faculty competency in the pedagogy of teaching and the evidence-based use of technology, simulation, and distance learning techniques.</p>
				Section 8: Performance-based funding		Changes the metric for 2-year grad rate for AA transfer students to 3-years, beginning in fiscal year 2022-2023
				Section 9: Performance-based funding		If any institution is found to have a substantiated violation of s.1000.05(4)(a), (from HB 7), the institution shall be ineligible to receive performance funding during the next fiscal year following the year in which the violation is substantiated. Substantiated findings are those as determined by a court of law, a standing committee of the Legislature, or the Board of Governors.
				Section 29: New Worlds Reading Initiative		<p>Requires the administrator (UF) A. Provide to teachers professional development and resources that correlate with the books provided through the initiative. B. Develop micro-credentials that require teachers to demonstrate competency to diagnose literacy difficulties and determine the appropriate range of literacy interventions, use evidence-based instructional and intervention practices, including evidence-based reading strategies identified by the Just Read, Florida! Office, and effectively use progress monitoring and intervention materials.</p>
				Section 33: Florida Talent Development Council		<p>1. Removes the requirement that the Board and SBE conduct a data-driven gap analysis of the supply and demand of the healthcare workforce.</p> <p>2. Requires the Board/universities to provide data, by institution and program, on the outcomes of students enrolled at institutions participating in the Linking Industry to Nursing Education (LINE) Fund or the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund</p> <p>3. Requires the Board/universities to provide the outcomes of graduates who have received a nursing student loan forgiveness repayment under s. 1009.66. The data must include, for the previous 4 fiscal years, the number of graduates who have received a repayment, the amount repaid on behalf of each graduate, each graduate's employer of record for each repayment and the length of employment at each employer, and the level or levels of nursing licensure earned by each graduate.</p>

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	HB/S B	#	Title	Description	Effective Date	Actions required
1	SB	2524	Education	Section 34: Public accountability and state approval for teacher preparation programs	7/1/2022	Revises program evaluation criteria for teacher preparation programs to remove subgroup performance on statewide, standardized assessments and teacher retention and replace it with candidate readiness based on Florida Teacher Certification Examination (FTCE) passage rates and provide additional weight for placement in teacher shortage areas.
				Section 35: Hamilton Center for Classical and Civic Education (new)		<ol style="list-style-type: none"> 1. Authorizes the Board of Trustees of the University of Florida to use funds provided in the GAA to establish the Hamilton Center for Classical and Civic Education as an academic unit within the University of Florida. 2. The purpose of the center is to support teaching and research concerning the ideas, traditions, and texts that form the foundations of western and American civilization. 3. The Center must coordinate with the Florida Institute of Politics and The Adam Smith Center for the Study of Economic Freedom, and assist in the curation and implementation of Portraits in Patriotism created pursuant to s. 1003.44.
				Section 36: Postsecondary educator preparation institutes		<ol style="list-style-type: none"> 1. Revises the uniform core curricula for teacher preparation programs to include strategies that support evidence-based, standards-aligned content and grading practices. 2. It authorizes the SBE to weight certain evaluation criteria and approve programs based on national accreditation. 3. Requires the SBE to adopt criteria for streamlining evaluations for small programs. 4. The act requires that, beginning with candidates entering a program in the 2023-2024 school year, candidates in a traditional preparation program complete 60 hours of field experience before participating in a culminating field experience and candidates in an educator preparation institute complete a period of field experience as determined by SBE rule before becoming the teacher of record.
				Section 40: Florida Postsecondary Academic Library Network		<p>1. Support Requires the FPALN provide support for the adoption, adaptation, and creation of open educational resources by faculty members from FCS institutions and state universities.</p>
						<p>2. Open Educational Resources A. Requires the chancellors of the FCS and SUS to collaborate and take the lead in identifying and developing processes to coordinate and support the adaptation or development of OER. Defines OER. Outlines what must be included. B. Establishes the Student Open Access Resources (SOAR) Repository, a statewide, searchable database of open education resources. C. Establishes the SOAR Grant Program providing funding support to FCS and SUS institutions for the development and curation of open education resources and for migrating existing content to the SOAR Repository. The FPALN must prioritize courses with high student enrollment, courses with high textbook or materials costs, and courses identified as general education core courses pursuant to s. 1007.25 when establishing award criteria. Grants must be provided by FY 2023-4.</p> <p>3. Transparency Requires each institution to post prominently in its course registration system and on its website, as early as is feasible, but at least 45 days before the first day of class for each term, courses that utilize open educational resources and have zero textbook costs as indicated by an icon next to each eligible course. A Zero Textbook Cost Indicator developed by the Florida Postsecondary Academic Library Network may be used for this purpose.</p>

Required Legislative Action 2022 Session

	HB/S B	#	Title	Description	Effective Date	Actions required
1	SB	2524	Education		7/1/2022	<p>4. Reporting Adds the following information to the required annual report: A. The number and value of grants awarded and the distribution of those funds. B. The number and types of courses placed in the Student Open Access Resources Repository. C. Information on the utilization of the Student Open Access Resources Repository and utilization of open educational resources in course sections, by Florida College System institution and state university.</p> <p>Requires the Board and DOE include any necessary funding increases in the annual LBR.</p>
				Section 41: Dual Enrollment Programs		Specifies that instructional materials for use in dual enrollment courses must be made available to all participating students free of charge, rather than only to public school students.
				Section 46: Fee Waivers		<p>1. Increases the number of waiver-eligible Programs of Strategic Emphasis (PSE) from eight to 10.</p> <p>2. Beginning in the 2022-2023 academic year, students will be eligible to receive the tuition and fee waiver in two additional PSE, specifically in the critical workforce gap analysis category, as adopted by the Board.</p> <p>3. Includes ability to reimburse for summer waivers.</p>
				Section 47: Dual Enrollment Scholarship Program		<p>1. Modifies reimbursements under the Dual Enrollment Scholarship Program.</p> <p>2. Modifies the timeline for reporting dual enrollment students and for reimbursements to specify that a postsecondary institution must report students within 30 days after the end of regular registration, and reimbursements must be distributed no later than 30 days after the end of the term.</p>
				Section 50: Linking Industry to Nursing Education (LINE) Fund (new)		<p>1. Establishment and purpose A. Establishes the Linking Industry to Nursing Education (LINE) Fund, a competitive grant program that provides matching funds, on a dollar-to-dollar basis, to participating institutions that partner with a healthcare provider to recruit faculty and clinical preceptors, increase capacity of high-quality nursing education programs, and increase the number of nursing education program graduates who are prepared to enter the workforce. B. Requires the Board to adopt regulations to administer the LINE Fund.</p>
						<p>2. Funds A. Subject to available funds, for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-to-dollar match to the participating institution. B. Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds cannot be used for new buildings.</p> <p>3. Participation A. An institution must submit a timely and completed proposal to the Board, in a format prescribed by the Board. B. The proposal must identify a health care partner located and licensed to operate in the state whose monetary contributions will be matched by the fund on a dollar-to-dollar basis. C. The Board must review and evaluate each completed and timely submitted proposal according to the minimum criteria listed. D. Each institution with an approved proposal must then notify the Board upon receipt of the health care partner provided funds identified in the proposal. E. The Board of Governors shall release grant funds, on a dollar-for-dollar basis, up to the amount of funds received by the institution.</p>

Required Legislative Action 2022 Session

	HB/S B	#	Title	Description	Effective Date	Actions required
1	SB	2524	Education		7/1/2022	<p>4. Reporting</p> <p>A. Annually, by February 1, each institution awarded grant funds in the previous fiscal year shall submit a report to the Board that demonstrates the expansion as outlined in the proposal and the use of funds.</p> <p>B. At minimum, the report must include, by program level, the number of additional nursing education students enrolled; if scholarships were awarded using grant funds, the number of students who received scholarships and the average award amount; and the outcomes of students as reported by the Florida Talent Development Council.</p> <p>C. Requires the Board to adopt regulations to administer the fund, establish dates for the submission and review of proposals, award funds, and other regulations and rules necessary to implement this section.</p>
				Section 51: Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund		<p>1. Establishment</p> <p>Establishes the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund to reward school districts, Florida College System (FCS) institutions, and State University System (SUS) institutions that meet nursing education program performance metrics.</p> <p>2. Awards</p> <p>A. Subject to appropriation, each institution shall receive an allocation based on the performance of its respective nursing education program or programs according to the following metrics:</p> <p>(a) The number of nursing education program completers, by program.</p> <p>(b)1. The first-time National Council of State Boards of Nursing Licensing Examination passage rate of the institution's nursing education program completers, by program.</p> <p>(b) 2. The allocations shall reward excellence among nursing education programs with an average first-time National Council of State Boards of Nursing Licensing Examination passage rate above the national average.</p> <p>B. Requires Board to adopt regulations to administer this</p>
				Section 53: Educational research centers		Specifies that the fees for a university educational research center for child development are determined by the university board of trustees, and are not required to be approved by the Board of Governors.
				Section 59: Qualifications of personnel		Revises the procedure for background screenings - lab schools are included

OPERATING BUDGET



State University System of Florida
Education and General
2022-2023 Executive Summary, Universities and Special Units
Final Conference Allocations Including Supplementals - Post-Governors Vetoes
June 2, 2022

		Board Request	Senate Bill 2500	House Bill 5001	Final Conference After Vetoes
1	2021-2022 Total State Appropriation - Adjusted for Start-up				
2	State Support	\$2,736,061,334	\$2,736,061,334	\$2,736,061,334	\$2,736,061,334
3	Performance-Based Funding - State Investment	\$0	\$0	\$0	\$0
4	Performance-Based Funding - Institutional Investment	\$295,000,000	\$295,000,000	\$295,000,000	\$295,000,000
5	2022-2023 Beginning Base State Support	\$3,031,061,334	\$3,031,061,334	\$3,031,061,334	\$3,031,061,334
6					
7	2022-2023 Budget Issues:				
8	Pillars of Excellence				
9	Performance-Based Funding Incentives	\$280,000,000	\$265,000,000	\$265,000,000	\$265,000,000
10	Preeminence / National Ranking	\$150,000,000	\$0	\$59,847,921	\$11,000,000
11	Universities of Distinction	\$87,129,121	\$0	\$0	\$0
12	Other Initiatives				
13	FAMU-FSU Joint College of Engineering	\$6,620,000	\$0	\$6,620,000	\$6,620,000
14	Johnson Scholarships	\$20,000	\$20,000	\$15,000	\$20,000
15	State Fire Marshal Inspections	\$2,663,766			
16	Plant Operations & Maintenance	\$26,461,630			
17	Incentives for Programs of Strategic Emphasis				\$6,285,298
18	Prepping Institutions, Programs, Employers, and Learners Through Incentives for Nursing Education (PIPELINE) Fund			\$40,000,000	\$40,000,000
19	Linking Industry to Nursing Education			\$6,000,000	\$6,000,000
20	NWRDC - Student Open Access Resources - VETOED			(\$5,400,000)	(\$5,400,000)
21	UF-FinTech	\$10,000,000			
22	UF - Operational Enhancement			\$3,000,000	\$45,000,000
23	UF - National Ranking Operation Enhancement - Law		\$3,200,000		\$3,200,000
24	UF - I Street		\$1,000,000		
25	UF - The Hamilton Center for Classical and Civic Education		\$250,000		\$3,000,000
26	UF - Northwest Florida Estuary Water Quality Protection and Restoration		\$250,000		\$3,000,000
27	UF-IFAS Extension Workload Initiative	\$3,615,000	\$3,615,000		\$3,615,000
28	UF-IFAS - Operational Enhancement		\$1,100,000		\$1,100,000
29	UF-IFAS - Quantifying Ecosystems Services with Artificial Intelligence		\$1,000,000	\$1,008,938	\$2,017,876
30	UF-HSC - Operational Enhancement				\$3,000,000
31	UF-HSC - Alzheimer's and Dementia Research		\$1,000,000	\$0	\$3,000,000
32	UF-HSC - College of Veterinary Medicine		\$3,000,000	\$1,500,000	\$3,000,000
33	UF-HSC - Advanced Training of Pediatric Child Abuse Specialists		\$300,000	\$150,000	\$300,000

State University System of Florida
Education and General
2022-2023 Executive Summary, Universities and Special Units
Final Conference Allocations Including Supplementals - Post-Governors Vetoes
June 2, 2022

		Board Request	Senate Bill 2500	House Bill 5001	Final Conference After Vetoes
34	FSU - Operational Enhancement		\$16,800,000	\$8,000,000	\$61,800,000
35	FSU - American Legion Boys and Girls State Housing			\$200,000	\$200,000
36	FSU - Florida Institute of Politics				\$5,000,000
37	FAMU - Operational Support				\$5,000,000
38	USF - National Ranking Operation Enhancement				\$11,000,000
39	USF - Operational Support		\$5,000,000	\$11,713,897	\$40,000,000
40	USF - Cybersecurity Initiative			\$10,000,000	\$10,000,000
41	USF - Cyber Attack and Simulation Range			\$10,500,000	\$10,500,000
42	USF - Florida Center for Nursing			\$1,000,000	\$5,000,000
43	USF-St. Petersburg - Operational Support			\$300,000	\$3,000,000
44	USF St. Petersburg - Citizen Scholar Partnership - VETOED		(\$306,176)		(\$306,176)
45	USF-Sarasota/Manatee - Operational Support				\$1,000,000
46	FAU - Operational Enhancement				\$5,000,000
47	FAU - Max Planck Scientific Fellowship Program		\$500,000	\$500,000	\$750,000
48	UWF - Operational Support				\$6,000,000
49	UCF - Operational Enhancement				\$20,000,000
50	UCF - Post Traumatic Stress Disorder Clinic for Florida Veterans and First Responders			\$257,500	\$515,000
51	FIU - Operational Enhancement				\$5,000,000
52	FIU - Washington Center for Internships and Academic Seminars - VETOED		(\$250,000)	(\$125,000)	(\$250,000)
53	UNF - Operational Support				\$2,500,000
54	FGCU - Operational Support				\$5,000,000
55	Polytechnic - Operational Enhancement				\$5,000,000
56	Incremental Growth for 2022-2023	\$566,509,517	\$302,591,176	\$431,138,256	\$596,423,174
57					
58	Total 2022-2023 State Funds Budget Request	\$3,597,570,851	\$3,333,652,510	\$3,462,199,590	\$3,627,484,508
59	Student Tuition Support	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926	\$1,957,486,926
60	Additional Tuition Budget Authority (FGCU & UCF)	\$15,839,887			\$15,839,887
61	Total E&G Budget Request (State and Tuition)	\$5,570,897,664	\$5,291,139,436	\$5,419,686,516	\$5,600,811,321
	<i>% Increase</i>	<i>11.7%</i>	<i>6.6%</i>	<i>8.9%</i>	<i>12.8%</i>

Notes :

- For FY 2022-2023, the Performance-Based Funding state investment is retained at the FY 2021-22 level of \$265M and is provided as non-recurring.

State University System of Florida
Education and General
2022-2023 Appropriations
Final Conference Allocations
Non-Recurring Issues

Note: Of the appropriations shown on Pages 20 and 21, the following are non-recurring:

	Initiative	Appropriation	Non-Recurring
1	System Initiatives		
2	Performance Based Funding	\$ 265,000,000	\$ 265,000,000
3	Johnson Scholarships	\$ 20,000	\$ 15,000
4	University Initiatives		
5	UF - National Ranking Operational Enhancement - Law	\$ 3,200,000	\$ 3,200,000
6	UF- The Hamilton Center for Classical & Civic Education	\$ 3,000,000	\$ 3,000,000
7	UF - NW Florida Estuary Water Quality Protection & Restoration	\$ 3,000,000	\$ 3,000,000
8	UF-IFAS - Quantifying Ecosystems Services With Artificial Intelligence	\$ 2,017,876	\$ 2,017,876
9	UF-HSC - Alzheimer's and Dementia Research	\$ 3,000,000	\$ 3,000,000
10	UF-HSC - College of Veterinary Medicine	\$ 3,000,000	\$ 3,000,000
11	UF-HSC - Advanced Training of Pediatric Child Abuse Specialists	\$ 300,000	\$ 300,000
12	FSU - Operational Enhancement	\$ 61,800,000	\$ 16,800,000
13	FSU - American Legion Boys and Girls State Housing	\$ 200,000	\$ 200,000
14	NWRDC - Student Open Access Resources - VETOED	\$ 0	
15	USF - Cyber Attack and Simulation Range	\$ 10,500,000	\$ 10,000,000
16	USF-St. Petersburg - Citizen Scholar Partnership - VETOED	\$ 0	
17	FAU- Max Planck Scientific Fellowship	\$ 750,000	\$ 750,000
18	UCF - Post Traumatic Stress Disorder Clinic for Florida Veterans and First Responders	\$ 515,000	\$ 515,000
19	FIU - Washington Center for Internships and Academic Seminars - VETOED	\$ 0	
20	2022-2023 Totals	\$ 356,302,876	\$ 310,797,876

FIXED CAPITAL OUTLAY



STATE UNIVERSITY SYSTEM OF FLORIDA
Board of Governors
2022-2023 Fixed Capital Outlay Budget Comparison
as of 6/2/2022

University	Project Name	Project Priority List - Total Points ¹	Board Statutorily Required PECO List, by Project Priority ¹	Senate Bill 2500	House Bill 5001	Final Conference After Vetoes
NCF	Hamilton Classrooms - Remodel - VETOED	50	\$ 5,215,013	\$ -	\$ -	\$ (5,215,013)
UF	Architecture Building Renovation/Remodeling and DCP Collaboratory	49	\$ 15,000,000	\$ 25,000,000	\$ 25,000,000	\$ 25,000,000
UCF	Biological Sciences Renovation	44	\$ 15,357,300	\$ -	\$ -	\$ -
FAU	S.E. Wimberly Library - Remodel & Renovation	38	--	\$ -	\$ -	\$ -
FIU	Engineering Building Phase II	34	\$ 10,500,000	\$ -	\$ -	\$ 33,500,000
UCF	Chemistry Building Renovation	32	\$ 1,000,000	\$ -	\$ -	\$ -
USF	Environmental & Oceanographic Sciences Research & Teaching Facility - VETOED	30	\$ 15,043,878	\$ -	\$ 60,257,596	\$ (75,000,000)
COE ²	FAMU-FSU Col. of Engineering Bldg. C 1	30	\$ -	\$ -	\$ -	\$ -
FGCU	Health Sciences	28	\$ -	\$ -	\$ -	\$ -
UNF	Coggins College of Business - Remodel, Renovation & Addition	27	\$ -	\$ -	\$ -	\$ -
FAU	Health Sciences Research & Training Facility	24	\$ -	\$ -	\$ -	\$ -
NCF	Pritzker Marine Biology Service Core addition Remodeling	24	\$ -	\$ -	\$ -	\$ -
USF	Remodel Bio-Science Facility Research Labs (BSF)	22	\$ -	\$ -	\$ -	\$ -
UWF	Multidisciplinary Academic Center	18	\$ -	\$ -	\$ -	\$ -
FSU	Dittmer Building Remodeling	15	\$ -	\$ -	\$ -	\$ -
FSU	Veterans Legacy Complex	12	\$ -	\$ -	\$ -	\$ -
UNF	Brooks College of Health - Remodel & Renovation	13	\$ -	\$ -	\$ -	\$ -
UF	Dental Sciences Building - Remodel & Renovation	13	\$ -	\$ 58,300,000	\$ -	\$ 58,300,000
FAMU	Campus-wide Utility Infrastructure	5	\$ -	\$ 1,000,000	\$ -	\$ 27,700,000
FIU	Honors College	5	\$ -	\$ -	\$ -	\$ -
FAMU	Chemical & Biological Research Laboratory Center	3	\$ -	\$ -	\$ -	\$ -
Projects not included in Board Statutorily-Required PECO List; i.e. not stated by the University as its #1 or #2 priority projects for FY22-23						
FSU	Natl High Magnetic Field Lab, electrical infrastructure; \$8.3M (renov.)	n/a	n/a	\$ 8,310,017	\$ -	\$ 8,310,017
FSU	Health Tallahassee Center; \$125M (new const.)	n/a	n/a	\$ 125,000,000	\$ -	\$ 125,000,000
UCF	Nursing Building; \$50M (new const.)	n/a	n/a	\$ 29,000,000	\$ -	\$ 29,000,000
UF	New Music Building; \$40M (new const.) - VETOED	n/a	n/a	\$ 2,000,000	\$ -	\$ (30,000,000)
UF	West Palm Beach Global Center for Technology and Innovation: \$100M (new const.)	n/a	n/a	\$ 100,000,000	\$ -	\$ 100,000,000
UF	IFAS West FL Research & Extension Student Dorms - VETOED	n/a	n/a	\$ 250,000	\$ -	\$ (1,900,000)
USF	Nursing Expansion; \$33M (remodel)	n/a	n/a	\$ 33,000,000	\$ -	\$ 33,000,000
FIU	Nursing Sexual Assault Exam Center (renov.)	n/a	n/a	--	\$ 500,000	\$ 500,000
USF	Academic STEM Facility Sarasota-Manatee: \$62M (new const.)	n/a	n/a	--	\$ 3,000,000	\$ 3,000,000
UWF	Critical Fire Alarm Systems Replacements (renov.)	n/a	n/a	--	\$ 1,050,000	\$ 1,050,000
UWF	Critical Roof Replacements (renov.)	n/a	n/a	--	\$ 5,111,000	\$ 5,111,000
UWF	Replacements of HVAC Systems and Utility Distribution Systems (renov.)	n/a	n/a	--	\$ 2,335,000	\$ 2,335,000
Total SUS (Named Projects)			\$ 62,116,191	\$ 381,860,017	\$ 97,253,596	\$ 451,806,017
Total FCO Budget	Maintenance, Repair, Renovation & Remodeling ("Sum of Digits", per s. 1013.64 FS)		\$ 39,162,638	\$ -	\$ -	
	Special Request to address Deferred Capital Needs backlog of \$1.6B		\$ 800,000,000	\$ -	\$ -	\$ 443,725,327
	Requests from CITF		\$ 44,700,000	\$ 44,700,000	\$ 44,700,000	\$ 44,700,000
	Total SUS Projects - per Statutorily-required PECO List, presented in Board's FCO LBR		\$ 62,116,191	\$ 84,300,000	\$ 85,257,596	\$ 144,500,000
	Total SUS Projects - Legislative projects		n/a	\$ 297,560,017	\$ 11,996,000	\$ 307,306,017
Total			\$ 945,978,829	\$ 426,560,017	\$ 141,953,596	\$ 940,231,344

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

2022-23 CAPITAL IMPROVEMENT FEE PROJECT LIST

CITF Project Name	GAA Pro rata Amount	Project Amount
University of Florida		
Disability Resource Center		3,000,000
Peabody Hall- Furniture & AV Upgrades		200,000
Center for Inclusion & Multicultural Engagement- Lobby Upgrades		193,750
J. Wayne Reitz Union Exterior Lighting Enhancement		500,000
J. Wayne Reitz Union Commercial Audio System & Digital Displays		200,000
J. Wayne Reitz Union South Entrance Roof Removal		200,000
J. Wayne Reitz Union North Entry /Hotel Entry Storefront Doors		75,000
Rec Sports Outdoor Rec Complex at FlaVet Field		1,930,000
Rec Sports Cypress Lodge Expansion/Renewal		474,970
Rec Sports Cycle Studio additional bikes and software		171,000
Rec Sports Eastside Recreation Center – Design Study		125,000
Rec Sports Climbing Wall Replacement		426,250
	\$7,495,970	\$7,495,970
University of Florida Online		
UF Online Improvements		686,046
	\$686,046	\$686,046
Florida State University		
Oglesby Student Union Replacement		4,151,205
	\$4,151,205	\$4,151,205
Florida A&M University		
FAMU Student Union Lower Level Restrooms repairs and renovation		\$100,000
SGA installation of security cameras/ upgrade and repair the Senate Chambers audio		\$65,000
Student Union holding pond renovation with water fountain and ogaization plots		\$300,000
Campus Recreation furnish and install driving range nettying system		\$353,455
Campus Recreation scheduled maintenance for chiller and boilers		\$33,234
Campus Recreation installation of new equipment A/C and heating control sytems		\$152,707
Student Union improvement: Student Activities, clubs and organizations lounge space		\$172,934
	\$1,177,330	\$1,177,330
University of South Florida		
USF Student Success / Life Enhancements		6,319,520
	\$6,319,520	\$6,319,520
Florida Polytechnic University		
SDC & Wellness Ctr-Storage Enhancements		77,720
	\$77,720	\$77,720

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS

2022-23 CAPITAL IMPROVEMENT FEE PROJECT LIST

CITF Project Name	GAA Pro rata Amount	Project Amount
Florida Atlantic University		
Health & Wellness / Recreation Center Expansion - Boca Raton Campus		3,807,931
	\$3,807,931	\$3,807,931
University of West Florida		
B72 - HLS Outdoor Center Phase 2		103,890
B22 - Outdoor Patio		150,000
Soccer Field Draining and Improvement		100,000
University Park Field Pathway		76,270
Entrance and Visitor Center Redesign Phase 1A		753,888
	\$1,184,048	\$1,184,048
University of Central Florida		
John C. Hitt Library Renovation Phase II		7,301,087
John C. Hitt Library Renovation Phase IIB		2,003,460
	\$9,304,547	\$9,304,547
Florida International University		
GC Expansion/Renovation		96,099
MMC Aquatic Center		5,000,000
Recreation Field Support Building		1,140,000
	\$6,236,099	\$6,236,099
University of North Florida		
Library Improvements		1,000,000
Food Service Venues		1,167,266
	\$2,167,266	\$2,167,266
Florida Gulf Coast University		
Cohen Student Union Remodeling and Renovations		1,992,497
	\$1,992,497	\$1,992,497
New College of Florida		
Improvements and Renovations to the Hamilton Center, 4 Winds Café, Fitness Center		99,821
	\$99,821	\$99,821
University CITF Projects Total	\$44,700,000	\$44,700,000

Board General Office Budget



**Florida Board of Governors
2022-23 Board Office Budget
March 10, 2022**

		Board Request	Governor Rec.	Final Conference
1	Salary & Benefits-GR*	\$6,450,505	\$6,450,505	\$6,450,505
	4 New IT Positions - GR			\$441,953
2	Salary & Benefits-Trust Fund	\$843,214	\$843,214	\$843,214
3	Total	\$7,293,719	\$7,293,719	\$7,735,672
4				
5	Other Personal Services-GR	\$52,633	\$52,633	\$52,633
6	Other Personal Services-Trust Fund	\$21,319	\$21,319	\$21,319
7	Total	\$73,952	\$73,952	\$73,952
8				
9	Expenses-GR	\$736,982	\$736,982	\$736,982
10	Expenses-Trust Fund	\$156,799	\$156,799	\$156,799
11	Total	\$893,781	\$893,781	\$893,781
12				
13	Operating Capital Outlay-GR	\$11,782	\$11,782	\$11,782
14	Operating Capital Outlay-Trust Fund	\$5,950	\$5,950	\$5,950
15	Total	\$17,732	\$17,732	\$17,732
16				
17	Contracted Services-GR	\$784,903	\$784,903	\$784,903
18	Contracted Services-Trust Fund	\$73,000	\$73,000	\$73,000
19	Total	\$857,903	\$857,903	\$857,903
20				
21	<u>Pass-through Initiatives</u>			
22	Take Stock in Children - GR	\$0	\$0	\$500,000
	Alzheimer's Research Using Exablate Neuro			
23	Focused Ultrasound - GR	\$0	\$0	\$5,000,000
24				
25	Tnsfr to DMS for HR Services-GR	\$15,901	\$15,901	\$15,901
26	Tnsfr to DMS for HR Services-Trust Fund	\$3,967	\$3,967	\$3,967
27	Total	\$19,868	\$19,868	\$19,868
28				
29	Tnsfr to DMS for Risk Mgmt Insurance-GR	\$9,287	\$9,287	\$9,287
32				
33	Tnsfr to Northwest Regional Data Center-GR	\$349,859	\$349,859	\$349,859
36				
37	Total Board Office Budget-GR	\$8,411,852	\$8,411,852	\$14,353,805
38	Total Board Office Budget-Trust Fund	\$1,104,249	\$1,104,249	\$1,104,249
39	Total	\$9,516,101	\$9,516,101	\$15,458,054
44	<i>Authorized Positions</i>	65	65	69

*GR - General Revenue

PERFORMANCE FUNDING



Board of Governors

Performance Funding Model Overview

The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues. One metric is a Choice metric, picked by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans.

The model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and an amount of institutional funding that would come from each university's recurring state base appropriation.

Metrics Common to all Institutions:

Nine metrics apply to all twelve institutions. There are two exceptions: Metric 8b for New College and FL Poly and Metric 9b.1 for FL Poly.

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed (Earning \$30,000+) or Continuing their Education	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-time	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis 8b. Freshman in Top 10% of Graduating High School Class – for NCF and FL Poly only
4. Four Year Graduation Rate (Full-time FTIC)	9a. Two-Year Graduation Rate for FCS Associate in Arts Transfer Student 9b. Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year 9b.1 Academic Progress Rate, 2 nd Year Retention for FTIC with a Pell Grant – for FL Poly only
5. Academic Progress Rate (2 nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

Board of Trustees Choice Metric – Each Board of Trustees has chosen a metric from the remaining metrics in the University Work Plans that are applicable to the mission of that university and have not been previously chosen for the model.

How will the funding component of the model work?

To ensure each university is striving to excel and improve on key metrics, there must be a financial incentive. That financial incentive will not only be new state funding, but an amount of the base state funding reallocated.

Board of Governors

Performance Funding Model Overview

State Investment versus Institutional Base Funding:

The amount of the state investment appropriated by the Legislature and Governor for performance funding will be matched by an amount reallocated from the university system base budget. These “institutional base” funds are the cumulative recurring state appropriations the Legislature has appropriated to each institution. Any state investment funding appropriated would be allocated as follows:

Institutional Base Funding Allocation

1. A prorated amount will be deducted from each university’s base recurring state appropriation.
2. On a 100-point scale, a threshold of 60-points is established as the minimum number of total points needed to be eligible for the institutional investment.
3. Any institution that fails to meet the minimum point threshold for the institutional investment must submit an improvement plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution’s performance. As of July 1, 2016, an institution is limited to only one improvement plan.

State Investment Funding Allocation

1. Each university metric is evaluated based on Excellence or Improvement and has ten benchmarks ranging from low to high. The lowest benchmark receives one point, while the highest receives ten points. The higher point value for Excellence or Improvement on each metric are counted in the university’s total score.
2. The state investment will be allocated based on points earned, with a maximum of 100 points possible.
3. On a 100-point scale, institutions with the top 3 scores are eligible for their proportional amount of the state’s investment. In the case of a tie for the top 3 scores, the tie will go to the benefit of the institutions.
4. All SUS institutions with a score the same or higher as the previous year, are eligible for their proportional amount of the state’s investment.
5. Any institution with a score less than the previous year but the previous year’s score was higher or the same than the year before, are eligible for their proportional amount of the state’s investment.
6. Any institution with a score lower than the previous year’s score for two consecutive years must submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution’s performance metrics in order to be eligible for their proportional amount of the state’s investment. If approved, up to 50 percent of the allocation shall be released. A monitoring report shall be considered by the Board during the March meeting. If approved, up to the remaining balance of the allocation shall be released.
7. Any institution with a score lower than 70 points must submit a student success plan to the Board for consideration at its August/September meeting that specifies the activities and strategies for improving the institution’s performance metrics in order to be eligible for 50 percent of their proportional amount of the state’s investment. If approved, up to 25 percent of the allocation shall be released. A monitoring report shall be considered by the Board during the March meeting. If approved, up to the remaining balance of half of the allocation shall be released.
8. The remaining funds of each institutions state’s investment shall be distributed to the top three scoring institutions (including ties) based on the total number of points of the top three scoring eligible institutions.

Performance-Based Funding Model: 2022-2023 Allocations

June 2022, September 2022, March 2022

		June Allocation				September 2022	March 2023		
	Normalized Score	Institutional Investment Allocation	State Investment Allocation	Top 3 State Investment Allocation		State Investment Allocation Maximum*	State Investment Allocation*	Final State Investment Allocation	Final Total Allocation
FAMU	72	\$14,012,282	\$12,587,304					\$12,587,304	\$26,599,586
FAU	80	\$22,548,831	\$20,255,729					\$20,255,729	\$42,804,560
FGCU	71	\$12,720,719				\$5,713,544	\$5,713,543	\$11,427,087	\$24,147,806
FIU	91	\$35,168,400	\$31,591,953	\$1,301,661				\$32,893,614	\$68,062,014
FL Poly	66	\$4,748,742				\$1,066,455	\$1,066,455	\$2,132,910	\$6,881,652
FSU	90	\$46,481,148	\$41,754,252					\$41,754,252	\$88,235,400
NCF	66	\$4,040,914				\$907,494	\$907,493	\$1,814,987	\$5,855,901
UCF	88	\$36,004,365	\$32,342,904					\$32,342,904	\$68,347,269
UF	93	\$57,004,493	\$51,207,425	\$1,330,269				\$52,537,694	\$109,542,187
UNF	78	\$14,269,586	\$12,818,442					\$12,818,442	\$27,088,028
USF	92	\$37,993,870	\$34,130,087	\$1,315,965				\$35,446,052	\$73,439,922
UWF	81	\$10,006,650	\$8,989,025					\$8,989,025	\$18,995,675
Total		\$295,000,000	\$245,677,121	\$3,947,895		\$7,687,493	\$7,687,491	\$265,000,000	\$560,000,000

*Allocation amounts must be determined and approved by the Board

Performance-Based Funding Model: Normalizing Scores

Univ.	2020 Score*	2021 Score*	2022 Score	Metric 1 & 4 add back	Normalized Score	Status
FAMU	73 / 78	79 / 82	69	+3	72	watch list
FAU	85 / 85	89 / 91	71	+9	80	watch list
FGCU	88 / 88	82 / 85	65	+6	71	drop (2 years)
FIU	88 / 88	97 / 99	88	+3	91	top 3
FL Poly	NA	83	63	+3	66	below 70
FSU	85 / 88	88 / 88	86	+4	90	increase
NCF	87 / 87	64 / 73	60	+6	66	below 70
UCF	89 / 92	87 / 92	79	+9	88	increase
UF	90 / 95	87 / 90	89	+4	93	top 3
UNF	83 / 86	77 / 83	70	+8	78	increase
USF	94 / 95	94 / 96	87	+5	92	top 3
UWF	82 / 86	83 / 83	78	+3	81	watch list

*Actual Score / Normalized Score

Drop (2 years): FGCU

If a university's score decreases for 2 consecutive years, the university may receive up to 100% of their allocation of the state investment after presenting/ completing a student success plan.

Score below 70: FL Poly, NCF

If a university's score is lower than 70 points, the university may receive up to 50% of their allocation of the state investment after presenting/ completing a student success plan.

Watch List: FAMU, FAU, UWF

If any of these universities scores decrease again next year, the university may receive up to 100% of their allocation of the state investment after presenting/ completing a student success plan.

Universities on the watch list have a drop in score for 1 year.

Top 3: FIU, UF, USF

The remaining funds of each institutions' state's investment shall be distributed to the top three scoring institutions based on the total number of points of the top three scoring eligible institutions.

**2022 Performance-Based Funding Model
Final Metric Score Sheet**

Scores in black are based on Excellence.

Scores in orange are based on Improvement.

Metric	FAMU	FAU	FGCU	FIU	FL Poly	FSU	NCF	UCF	UF	UNF	USF	UWF
1	4	4	4	5	6	5	8	4	6	5	5	7
2	10	10	9	10	10	9	6	10	10	10	10	10
3	10	10	10	10	10	10	10	10	10	10	10	10
4	0	4	2	10	7	10	6	5	10	4	9	10
5	5	0	0	9	0	10	1	10	10	0	7	2
6	10	10	10	10	10	10	8	10	10	10	10	10
7	10	9	7	10	7	6	7	8	5	7	8	8
8.a	5	10	10	10		9		9	10	10	10	10
8.b					3		0					
9.a	5	4	3	5	0	5	0	1	3	3	5	2
9.b	0	0	1	2		5	4	3	5	1	3	0
9.b.1					0							
10.a	10											
10.b		10										
10.c			9									
10.d				7								
10.e					10							
10.f						7						
10.g							10					
10.h								9				
10.i									10			
10.j										10		
10.k											10	
10.l												9
Total Score	69	71	65	88	63	86	60	79	89	70	87	78

Normalized Score	72	80	71	91	66	90	66	88	93	78	92	81
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Metrics 1 - 8b and 10a - 10l are out of 10 points. Metrics 9a, 9b and 9b1 are out of 5 points

- Metric 1 - Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation
- Metric 2 - Median Average Wages of Undergraduates Employed 1 Yr after Graduation
- Metric 3 - Net Tuition & Fees per 120 Credit Hours
- Metric 4 - Four Year Graduation Rates (Full-time FTIC)
- Metric 5 - Academic Progress Rate (2nd Year Retention with GPA above 2.0)
- Metric 6 - Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 7 - University Access Rate (Percent of Undergraduates with a Pell Grant)
- Metric 8a - Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
- Metric 8b - Freshmen in Top 10% of Graduating High School Class
- Metric 9a - Two-Year Graduation Rate for FCS Associate in Arts Transfer Student
- Metric 9b - Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year
- Metric 9b1 - Academic Progress Rate, 2nd Year Retention for FTIC with a Pell-Grant
- Metric 10 - Board of Trustees' Choice (see detailed sheets)

	FAMU	FAU	FGCU	FIU	FL Poly	FSU	NCF	UCF	UF	UNF	USF	UWF
1. Percent of Bachelor's Graduates Employed (earning \$30,000+) and/or Continuing their Education (1 Yr after Graduation)	Excellence	62.5%	64.2%	64.7%	65.7%	69.6%	65.9%	52.5%	63.0%	70.1%	65.3%	72.5%
	Improvement	0.6%	-1.6%	0.1%	-2.6%	-2.8%	0.2%	4.4%	-0.6%	-1.7%	-1.3%	-2.2%
Excellence Score		4	4	4	5	6	5	0	4	6	5	7
Improvement Score		1	0	0	0	0	0	8	0	0	0	0
Higher Score		4	4	4	5	6	5	8	4	6	5	7
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	Excellence	\$ 37,000	\$ 41,500	\$ 40,200	\$ 40,800	\$ 54,400	\$ 40,300	\$ 32,400	\$ 42,300	\$ 48,500	\$ 42,900	\$ 41,300
	Improvement	7.0%	1.0%	0.0%	0.0%	-3.0%	-2.0%	-11.0%	0.0%	0.0%	5.0%	1.0%
Excellence Score		8	10	9	10	10	9	6	10	10	10	10
Improvement Score		10	2	0	0	0	0	0	0	0	2	2
Higher Score		10	10	9	10	10	9	6	10	10	10	10
3. Net Tuition & Fees per 120 Credit Hours	Excellence	\$ (630)	\$ 6,100	\$ 8,740	\$ 2,970	\$ (12,160)	\$ (900)	\$ (4,310)	\$ 4,110	\$ (6,040)	\$ 5,790	\$ (620)
	Improvement	-127.0%	-21.0%	0.0%	-25.0%	-61.0%	-218.0%	-116.0%	-12.0%	-61.0%	-29.0%	-134.0%
Excellence Score		10	10	10	10	10	10	10	10	10	10	10
Improvement Score		10	10	0	10	10	10	10	10	10	10	10
Higher Score		10	10	10	10	10	10	10	10	10	10	10
4. Four Year Graduation Rate (Full-Time FTIC)	Excellence	27.0%	49.8%	42.1%	59.4%	38.2%	72.7%	55.3%	50.0%	74.7%	48.3%	62.5%
	Improvement	-7.6%	2.3%	0.7%	10.1%	3.9%	-1.1%	1.4%	2.3%	4.0%	0.0%	1.6%
Excellence Score		0	4	2	8	1	10	6	5	10	4	9
Improvement Score		0	4	1	10	7	0	2	4	8	0	3
Higher Score		0	4	2	10	7	10	6	5	10	4	9
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	Excellence	84.2%	78.0%	76.8%	89.2%	64.2%	92.9%	78.8%	90.5%	95.5%	73.9%	86.4%
	Improvement	2.0%	-3.0%	0.1%	-1.2%	-12.4%	-0.7%	-1.5%	-0.9%	-0.8%	-7.4%	-3.5%
Excellence Score		5	0	0	9	0	10	1	10	10	0	7
Improvement Score		4	0	0	0	0	0	0	0	0	0	0
Higher Score		5	0	0	9	0	10	1	10	10	0	7

6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis	FAMU Excellence Improvement	FAU 53.9% 6.7%	FGCU 55.4% 3.2%	FIU 57.5% 7.0%	FL Poly 100.0% 0.0%	FSU 50.3% 7.1%	NCF 46.2% -14.2%	UCF 55.5% 2.6%	UF 60.8% 2.0%	UNF 66.5% 9.5%	USF 68.1% 4.6%	UWF 64.4% 5.0%
Excellence Score		10	10	10	10	10	8	10	10	10	10	10
Improvement Score		10	10	10	0	10	0	5	4	10	9	10
Higher Score		10	10	10	10	10	8	10	10	10	10	10
7. University Access Rate (Percent of Undergraduates with a Pell Grant)	Excellence	59.3%	39.6%	50.1%	33.1%	26.3%	30.4%	35.9%	24.7%	30.8%	35.4%	35.7%
	Improvement	-3.6%	-1.9%	-0.8%	-0.7%	-0.9%	2.0%	-1.7%	-1.1%	-0.4%	-2.6%	-1.5%
Excellence Score		10	9	7	7	6	7	8	5	7	8	8
Improvement Score		0	0	0	0	0	4	0	0	0	0	0
Higher Score		10	9	7	7	6	7	8	5	7	8	8
8a. Graduate Degrees Awarded in Areas of Strategic Emphasis	Excellence	47.3%	66.5%	64.5%	63.8%	59.9%		57.9%	70.0%	57.8%	70.4%	65.4%
	Improvement	2.7%	0.8%	-1.2%	3.8%	1.1%		-2.6%	2.5%	5.9%	-1.0%	1.8%
Excellence Score		4	10	10	10	9		9	10	9	10	10
Improvement Score		5	1	0	7	2		0	5	10	0	3
Higher Score		5	10	10	10	9		9	10	10	10	10
8b. Freshman in Top 10% of Graduating High School Class (NCF and FPU only)	Excellence				32.9%		21.4%					
	Improvement				0.9%		-3.1%					
Excellence Score					3		0					
Improvement Score					1		0					
Higher Score					3		0					

9a. Two-Year Graduation Rate for FCS Associate in Arts Transfer Student	Excellence	FAMU	FAU	FGCU	FIU	FL Poly	FSU	NCF	UCF	UF	UNF	USF	UWF
	Improvement	6.3%	2.0%	-1.6%	4.4%	-0.2%	-2.1%	-2.4%	-0.1%	3.3%	-3.8%	3.6%	1.0%
Excellence Score		3	4	3	5	0	5	0	1	3	3	5	2
Improvement Score		5	2	0	4	0	0	0	0	3	0	3	1
Higher Score		5	4	3	5	0	5	0	1	3	3	5	2
9b. Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year	Excellence	52.0%	55.9%	51.5%	65.0%		81.3%	65.2%	70.6%	87.3%	58.3%	72.0%	45.0%
	Improvement	-1.3%	0.6%	1.4%	1.2%		1.3%	4.6%	-0.7%	2.1%	1.8%	0.5%	0.0%
Excellence Score		0	0	0	2		5	2	3	5	0	3	0
Improvement Score		0	0	1	1		1	4	0	2	1	0	0
Higher Score		0	0	1	2		5	4	3	5	1	3	0
9b1. Academic Progress Rate, 2nd Year Retention for FTIC with a Pell-Grant (FPU only)	Excellence					66.0%							
	Improvement					-21.8%							
Excellence Score						0							
Improvement Score						0							
Higher Score						0							

	FAMU	FAU	FGCU	FIU	FL Poly	FSU	NCF	UCF	UF	UNF	USF	UWF
10a. Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS	Excellence Improvement	340 5.0%										
Excellence Score		9										
Improvement Score		10										
Higher Score		10										
10b. Total Research Expenditures (in Millions)	Excellence Improvement	58 8.0%										
Excellence Score		4										
Improvement Score		10										
Higher Score		10										
10c. Number of Bachelor's Degrees Awarded to Hispanic & African-Americans	Excellence Improvement		813 -3.0%									
Excellence Score			9									
Improvement Score			0									
Higher Score			9									
10d. Number of Post-Doctoral Appointees	Excellence Improvement			235 -10.0%								
Excellence Score				7								
Improvement Score				0								
Higher Score				7								
10e. Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices	Excellence Improvement				78.1% -6.5%							
Excellence Score					10							
Improvement Score					0							
Higher Score					10							
10f. Number of Bachelor's Graduates who took an Entrepreneurship Class	Excellence Improvement					1169 0.3%						
Excellence Score						7						
Improvement Score						0						
Higher Score						7						

	FAMU	FAU	FGCU	FIU	FL Poly	FSU	NCF	UCF	UF	UNF	USF	UWF
10g. Percent of FTIC Graduates Completing 3+ High-Impact Practices	Excellence Improvement						93.1% 6.9%					
Excellence Score							10					
Improvement Score							10					
	Higher Score						10					
10h. Percent of Bachelor's Degrees Awarded to African American and Hispanic Students	Excellence Improvement						39.6% 0.6%					
Excellence Score								9				
Improvement Score								1				
	Higher Score							9				
10i. Endowment Size	Excellence Improvement								2379 28.8%			
Excellence Score									9			
Improvement Score									10			
	Higher Score								10			
10j. Percent of Undergraduate FTE in Online Courses	Excellence Improvement									85.4% 58.1%		
Excellence Score										10		
Improvement Score										10		
	Higher Score									10		
10k. 6-Year Graduation Rates	Excellence Improvement										74.3% 1.2%	
Excellence Score												
Improvement Score												
	Higher Score										2 10	
10l. Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices	Excellence Improvement											47.5% 3.3%
Excellence Score												9
Improvement Score												6 9
	Higher Score											

Performance Based Funding Model 2022-23 Benchmarks											
		EXCELLENCE (Achieving System Goals)									
Points		10	9	8	7	6	5	4	3	2	1
Key Metrics Common to All Universities											
1	Percent of Bachelor's Graduates Employed (\$30,000+) and/or Continuing their Education Further 1 Yr after Graduation	80%	77%	74%	71%	68%	65%	62%	59%	56%	53%
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$40,700	\$38,200	\$35,700	\$33,200	\$30,700	\$28,200	\$25,700	\$23,200	\$20,700	\$18,200
3	Net Tuition & Fees per 120 Credit Hours	\$9,000	\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000	\$16,000	\$17,000	\$18,000
4	Four Year Graduation Rate <i>Full-time FTIC</i>	65%	62%	59%	56%	53%	50%	47%	44%	41%	38%
5	Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i>	90%	88.8%	87.5%	86.3%	85%	83.8%	82.5%	81.3%	80%	78.8%
6	Bachelor's Degree's Awarded in Areas of Strategic Emphasis (Includes STEM)	50%	47.5%	45%	42.5%	40%	37.5%	35%	32.5%	30%	27.5%
7	University Access Rate <i>Percent of Undergraduates with a Pell Grant</i>	42%	38%	34%	30%	26%	22%	18%	14%	10%	6%
8.A.	Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	60%	57.5%	55%	52.5%	50%	47.5%	45%	42.5%	40%	37.5%
8.B.	Freshmen in Top 10% of Graduating High School Class (Alternative metric for NCF only)	50%	47.5%	45%	42.5%	40%	37.5%	35%	32.5%	30%	27.5%
IMPROVEMENT											
% Improvement		5.0%	4.5%	4.0%	3.5%	3.0%	2.5%	2.0%	1.5%	1.0%	0.5%
Points		10	9	8	7	6	5	4	3	2	1

Note: For Metric 3 only the percentage improvement should be negative in order to receive points.

Performance Based Funding Model 2022-23 Benchmarks						
		EXCELLENCE (Achieving System Goals)				
Points		5	4	3	2	1
Key Metrics Common to All Universities						
9.A.	Two-Year Graduation Rate for FCS Associate in Arts Transfer Students	50%	45%	40%	35%	30%
9.B.	Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year	80%	75%	70%	65%	60%
9.B.1.	Academic Progress Rate, 2nd Year Retention for FTIC with a Pell Grant (Alternative metric for FL Poly only)	89%	88%	87%	86%	85%
		IMPROVEMENT				
% Improvement		5%	4%	3%	2%	1%
Points		5	4	3	2	1

Performance Based Funding Model 2022-23 Benchmarks												
EXCELLENCE												
(Achieving System Goals)												
Points												
Metric 10												
10.A.	FAMU - Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS	350	330	310	290	270	250	230	210	190	170	
10.B.	FAU - Total Research Expenditures (in Millions)	\$ 75 M	\$72 M	\$69 M	\$66 M	\$63 M	\$60 M	\$57 M	\$54 M	\$51 M	\$48 M	
10.C.	FGCU - Number of Bachelor's Degrees Awarded to Hispanic & African-Americans	820	780	740	700	660	620	580	540	520	500	
10.D.	FIU - Number of Post-Doctoral Appointees	271	259	247	235	223	211	199	187	175	163	
10.E.	FL Poly - Percent of Bachelor Degree Graduates with 2+ Workforce Experiences	76%	75%	74%	73%	72%	71%	70%	69%	68%	67%	
10.F.	FSU - Number of Bachelor's Graduates who took an Entrepreneurship Class	1,360	1,275	1,190	1,105	1,020	935	850	765	680	595	
10.G.	NCF - Percent of FTIC Graduates Completing 3+ High-Impact Practices	67%	63%	59%	55%	51%	47%	43%	39%	35%	31%	
10.H.	UCF - Percent of Bachelor's Degrees Awarded to African-American and Hispanic Students	40%	39%	38%	37%	36%	35%	34%	33%	32%	31%	
10.I.	UF - Endowment Size (\$M)	2,600	2,350	2,100	1,850	1,600	1,350	1,100	850	600	350	
10.J.	UNF - Percent of Undergraduate FTE in Online Courses	27%	26%	25%	24%	23%	22%	21%	20%	19%	18%	
10.K.	USF - 6-Year Graduation Rates	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%	
10.L.	UWF - Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices	51%	47%	43%	39%	35%	31%	27%	23%	19%	15%	
IMPROVEMENT												
% Improvement		5.0%	4.5%	4.0%	3.5%	3.0%	2.5%	2.0%	1.5%	1.0%	0.5%	
Points		10	9	8	7	6	5	4	3	2	1	



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