



TRUSTEE HANDBOOK

Spring 2025 Edition

(850) 245-0466

www.flbog.edu

Tallahassee, FL



FSU | FLORIDA STATE UNIVERSITY

FAMU [FLORIDA AGRICULTURAL MECHANICAL UNIVERSITY]



UF | UNIVERSITY of FLORIDA





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Welcome, Governance & Highlights





Welcome to the Team!

The Board of Governors Office extends its sincere gratitude for your commitment to serving on one of the State University System's most vital assets—the university boards of trustees. Your dedication plays an essential role in advancing our universities from good to great. Today marks the beginning of an ongoing collaboration—one that will help drive transformational change in the lives of Florida's students.

Trustees are entrusted with significant responsibilities. From institutional oversight to operational guidance, the role of trustee carries a weight of stewardship that is vital to the long-term success of each university. Trustees are encouraged to engage deeply, ask thoughtful questions, and actively challenge processes to ensure the best outcomes for their institutions.

The State University System is fortunate to benefit from the leadership and support of dedicated individuals across the state. Trustees, board members, and university presidents work in concert to guide the System and ensure it remains relevant, resilient, and responsive to the needs of future generations. Strengthening relationships among these leaders enhances the capacity for meaningful impact.

New trustees are encouraged to review the latest System Accountability Plan, which provides key performance data and insights into how the State University System is contributing to Florida's knowledge-based economy through student success, research, innovation, and public-private partnerships.

Thank you for your service to Florida's students and public higher education. Your leadership is valued, and your impact is vital.



History of Governance

1905 - 1965

Board of Control

The original board was statutorily authorized to manage the early university system, which consisted of UF, FSU and FAMU at the time.

1965 - 2001

Board of Regents

The Board of Control was refashioned into the Board of Regents, which was also statutorily authorized to manage a much expanded university system.

2001 - 2002

Board of Education

With a goal toward creating a more seamless K-20 system, the short-lived “Super Board” was created in statute to oversee all levels of education.

2003 - Present

Board of Governors

This represents the first time that the governing body was constitutionally authorized to oversee all aspects of the university system and to define the powers and duties of the university Boards of Trustees.

The Board of Governors

The Florida Board of Governors was created in 2003 by a constitutional amendment to be the governing body corporate for the State University System. The Board is constitutionally charged to “operate, regulate, control, and be fully responsible for the management of the whole university system,” and to define the “distinctive mission of each constituent university and its articulation with free public schools and community colleges.” The Board is also responsible for “ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs,” and establishing “the powers and duties of the boards of trustees.” The Board is comprised of 17 members — 14 are appointed by the Governor, and three members serve by virtue of their offices: the Commissioner of Education, the Chair of the Advisory Council of Faculty Senates and the Chair of the Florida Student Association.

The Board of Governors’ Responsibilities

- Establish system-wide policies, including strategic plans.
- Establish powers and duties of boards of trustees (Board Regulation 1.001).
- Appoint five citizen members of each board of trustees.
- Define distinctive missions of the universities and approve university strategic plans.
- Ensure well-planned coordination and operation of the system.
- Approve university accountability plans.
- Approve doctorate and professional level programs.
- Prevent wasteful duplication of facilities/programs.
- Establish system-wide legislative budget requests for university operations and capital infrastructure and system-wide legislative priorities.



Who Does What?

The Boards of Trustees' Responsibilities

- Exercise fiduciary oversight of university operations and finances
- Establish university strategic plans and priorities
- Approve accountability plans
- Establish policies and regulations for all aspects of university operations (students, personnel, facilities, purchasing, etc.)
- Establish degree programs up to and including master's level programs
- Establish university operations and capital legislative budget requests
- Approve university operating and capital budgets
- Select and evaluate university presidents, subject to Board of Governors' approval
- Establish powers and duties of presidents with periodic review of delegated authority
- Establish university direct support organizations
- Approve university and DSO bond issues and public-private partnership financings
- Approve the acquisition of real property and approve campus master plans and campus development agreements
- Serve as public employer for collective bargaining
- Ensure robust audit function and exercise audit oversight
- Ensure university compliance with state/federal law



Who Does What?

The Office of the Chancellor

The Chancellor serves as the chief executive officer of the Board of Governors. The Office of the Chancellor includes senior staff, who along with the Chancellor, are charged with the development of administrative policies, programs and procedures to guide the operations of the Board. The Office of the Chancellor implements and directs policies adopted by the Board and provides leadership in the areas of educational growth and system development deemed to be in the best interest of higher education in Florida. As the chief executive officer, the Chancellor serves as the official spokesperson for the Board in relations with various external constituencies, especially the State Legislature and the Executive Office of the Governor, as well as presidents, trustees, students and other organizations.

The University Presidents

The President is selected by the board of trustees and confirmed by the Board of Governors. The President is the chief executive officer of the university and is responsible for the day-to-day management of the institution. The President reports to the board of trustees.

Article IX - Education

Section 7: State University System

Purposes

In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.

State University System

There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.

Local Boards of Trustees

Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.



Statewide Board of Governors

The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

Fees

Any proposal or action of a constituent university to raise, impose, or authorize any fee, as authorized by law, must be approved by at least nine affirmative votes of the members of the board of trustees of the constituent university, if approval by the board of trustees is required by general law, and at least twelve affirmative votes of the members of the board of governors, if approval by the board of governors is required by general law, in order to take effect. A fee under this subsection shall not include tuition.

Tab 2: Board Members and Staff

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Members of the Board of Governors



Brian Lamb, Chair

3/29/2019 - 1/6/2026



Alan Levine, Vice Chair

6/22/2017 - 1/6/2024



Ashley Bell Barnett

11/27/2023 - 1/6/2026



FSA PRESIDENT

TERM



Tim M. Cerio

10/27/2017 - 1/6/2031



Manny Diaz

Commissioner of
Education



Aubrey Edge

2/3/2020 - 1/6/2027



Patricia Frost

10/27/2017 - 1/6/2024



Carson Good

5/8/2024 - 1/6/2031



Edward Haddock

11/24/2020 - 1/6/2027



Ken Jones

11/24/2020 - 1/6/2027



Charles Lydecker

6/14/2019 - 1/6/2027



Craig Mateer

3/11/2022 - 1/6/2027



Jose Oliva

1/4/2023 - 1/6/2026



Kimberly Dunn

TERM



Eric Silagy

3/29/2019 - 1/6/2026



Paul Renner

4/15/2025-1/6/31

State University System Presidents



Timothy Beard
Florida Agricultural
and Mechanical
University



Adam Hasner
Florida Atlantic
University



Aysegul Timur
Florida Gulf Coast
University



Jeanette Nuñez
Florida International
University



Devin Stephenson
Florida Polytechnic
University



Richard McCullough
Florida State University



Richard Corcoran
New College of Florida



Alexander Cartwright
University of Central
Florida



Kent Fuchs
University of Florida



Moez Limayem
University of North
Florida



Rhea Law
University of South
Florida



Martha Saunders
University of West
Florida

Office of the Chancellor



Ray Rodrigues

Chancellor of the State
University System of
Florida



Shannon McDermott

Director, University Trustee
Relations & Assistant to the
Chancellor



Rachel Kamoutsas

Chief of Staff & Corporate
Secretary



Vanessa Pacheco Bell

General Counsel



Jason Jewell

Chief Academic Officer &
Vice Chancellor of
Strategic Initiatives



Lucas Cardona

Student Intern

Academic and Student Affairs



Emily Sikes

Vice Chancellor,
Academic & Student
Affairs



Lynn Nelson

Assistant Vice
Chancellor, Academic
Affairs and Innovation

Public Affairs



Altony Lee

Associate Vice Chancellor,
Public Affairs



Cassandra Edwards

Communications Director,
Public Affairs

Finance and Administration



Tim Jones

Senior Vice Chancellor,
Finance & Administration
and Chief Financial
Officer



Roger Strickland

Director, University
Budgets



Troy Miller

Chief Data Officer,
Office of Data
Analytics



Kevin Pichard

Assistant Vice
Chancellor, Finance &
Facilities



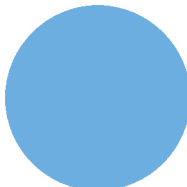
Eugene Kovacs

Chief Information
Officer



Abigail Martin

Director, Human
Resources &
Administration



Sarah deNagy

Assistant Vice Chancellor,
Finance and Administration



Heidie Bryant

Budget Officer

Audit and Compliance



Julie Leftheris

Inspector General &
Director of Compliance



Lori Clark

Compliance & Audit Specialist



Rebekah Weeks

Investigations & Audit
Manager



Katina Franklin

Investigations and Audit
Specialist

Tab 2: Board of Governors Committees

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Board of Governors Committees



Academic and Research Excellence

Chair: Jose Oliva

Vice Chair: Charles Lydecker

- Ashley Bell Barnett
- Aubrey Edge
- Carson Good
- Ken Jones
- Alan Levine
- Eric Silagy
- Staff: Emily Sikes

Academic and Student Affairs

Chair: Timothy Cerio

Vice Chair: Aubrey Edge

- Ashley Bell Barnett
- John Brinkman
- Manny Diaz, Jr.
- Patricia Frost
- Edward Haddock
- Amanda J. Phalin
- Staff: Emily Sikes

Audit and Compliance

Chair: Aubrey Edge

Vice Chair: Craig Mateer

- Ashley Bell Barnett
- Patricia Frost
- Edward Haddock
- Ken Jones
- Jose Oliva
- Staff: Julie Leftheris

Budget and Finance

Chair: Alan Levine

Vice Chair: Ken Jones

- John Brinkman
- Timothy M. Cerio
- Patricia Frost
- Brian Lamb
- Charles H. Lydecker
- Eric Silagy
- Staff: Tim Jones

Tuition Appeals

Chair: Brian Lamb

Vice Chair: Alan Levine

- Timothy M. Cerio
- Aubrey Edge
- Edward Haddock
- Charles H. Lydecker

Staff: Tim Jones

Board of Governors Committees



Facilities

Chair: Charles H. Lydecker

Vice Chair: Craig Mateer

- Edward Haddock
- Ken Jones
- Brian Lamb
- Amanda J. Phalin
- Eric Silagy

Staff: Kevin Pichard

Innovation and Online

Chair: Edward Haddock

- John Brinkman
- Manny Diaz, Jr.
- Aubrey Edge
- Carson Good
- Charles H. Lydecker
- Craig Mateer
- Amanda J. Phalin

Nomination and Governance

Chair: Brian Lamb

Vice Chair: Alan Levine

- Timothy M. Cerio
- Aubrey Edge
- Edward Haddock
- Ken Jones
- Charles H. Lydecker
- Jose Oliva

Staff: Shannon McDermott

Task Force on Academic and Workforce Alignment

Chair: Brian Lamb

Vice Chair: Alan Levine

- Timothy M. Cerio
- Aubrey Edge
- Edward Haddock
- Ken Jones
- Charles H. Lydecker
- Jose Oliva

Staff: Shannon McDermott

Strategic Planning

Chair: Ken Jones

Vice Chair: Jose Oliva

- John Brinkman
- Manny Diaz, Jr.
- Patricia Frost
- Carson Good
- Craig Mateer
- Amanda J. Phalin

Staff: Emily Sikes

Tab 4: Delegated Powers and Duties of the Boards of
Trustees

Delegated Powers and Duties of the Boards of Trustees

The Board of Trustees SHALL:

- Provide administrative oversight of in a manner dedicated to the university's mission.
- Adopt a university strategic plan.
- Prepare a multi-year work plan that outlines university priorities.
- Establish an effective information system.
- Responsible for campus safety.
- Adopt a policy addressing conflicts of interest for its members.
- Exercise fiduciary oversight of university operations and finances.
- Establish degree programs up to and including master's level programs.
- Establish university operations and capital legislative budget requests.
- Approve university operating and capital budgets.

The Board of Trustees MAY:

- Establish committees to address matters including but not limited to academic and student affairs, strategic planning, finance, audit, property and construction, budgets, facilities and personnel.
- Establish policies and regulations related to data and technology.
- Secure comprehensive general liability insurance.
- Provide for the cost of civil actions against university agents.
- Promulgate university regulations.
- Govern traffic on the campus.
- Create divisions of sponsored research.

Additional Considerations:

- Composition of Board of Trustees – committee membership
- Academic Programs and Student Affairs
- Personnel
- Financial Management
- Property and Purchasing

Tab 5: Ethics and Conflicts of Interest

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Ethics and Conflicts of Interest

Ethical Considerations BOG Reg. 1.006 and 112 Florida Statutes

- Trustees are prohibited from doing business with their universities and cannot sell or lease any property, goods or services to the university or purchase, sell, or lease property, goods or services on behalf of the university.
- Trustees are prohibited from holding employment or contractual relationships with the university or an entity doing business with the university, or one that will pose a frequently recurring conflict between private interests and public duties.

*If there is a question about any possible conflict, it is recommended to discuss with the general counsel at your university, or to seek the opinion of the Ethics Commission.

Conflicts of Interest

- All members of public boards are required to vote except where there is a conflict. As soon as you become aware of a potential conflict, contact the university general counsel for advice on how to handle the conflict.
- Trustees cannot use their official position to secure any special privilege, benefit, or exemption for the trustee or others.
- Trustees cannot solicit or accept anything of value that is being given to influence your vote, actions, or judgment on a board matter.

Tab 6: Fiduciary Duties

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Fiduciary Duties

Duty of Care

- The fiduciary duty to place the interests of the institution ahead of your own interests.

Duty of Loyalty

- The fiduciary duty to place the interests of the institution ahead of your own interests.

Duty of Obedience

- Ensure the institution complies with all the applicable laws and regulations, acts in accordance with its own policies, and carries out its mission appropriately.

Generally, the Best Approach to Policy

- Be guided by the fiduciary duties of Care, Loyalty and Obedience.
- The board operates as a body – no one member has authority other than what is specifically prescribed.
- Non-interference provision – the President operates the university, and other than for purposes of inquiry or information, no board member should give direction to, or interfere with, the actions of any employee.
- Avoid the perception that board members are acting in a manner to serve themselves or in any manner outside the duties of care, loyalty and obedience.

Tab 7: Sunshine Law



Sunshine Law

Public Meetings

- All meetings must be open to the public and noticed in advance.
- All discussions between two or more members related to board business must occur in an open, noticed meeting and actions must be captured in official minutes.

Public Records

- All documents you create or receive as a board member that is related to the business of the board are public records (includes emails, texts, memos, letters, etc.) and must be maintained and subject to inspection or copying by the public.
- Civil or criminal penalties can attach to a knowing violation of the Sunshine law.

For full information, go to:

<https://www.myfloridalegal.com/open-government/the-quot-sunshine-quot-law>

Tab 8: Strategic Plan

SUS 30: Extraordinary Impact

Mission

To serve the needs of our state and society by providing high-quality higher education, innovative research, and public service through a coordinated system of institutions, each with distinct missions, collectively advancing civic principles, fostering world-class talent, and propelling Florida's economic prosperity.

Vision

The State University System of Florida will be the premier public university system in the nation, renowned for its world-class talent and collective strengths of its member institutions, delivering extraordinary impact around the world.

I

Integrity

M

Modelling Excellence

P

Pursuing Knowledge

A

Access & Affordability

C

Collaboration

T

Transformative Innovation

PRIORITY AREAS

ONE SUS**ELEVATING STUDENT SUCCESS****OPERATIONAL EXCELLENCE****WORLD-CLASS TALENT****INNOVATIVE RESEARCH & ECONOMIC DEVELOPMENT**

<https://www.flbog.edu/strategic-plan/>

Tab 9: Academic and Student Affairs



Academic and Student Affairs

Academic and Research Excellence

The Board of Governors has placed a strong emphasis on the role of research and academic excellence among its 12 institutions. As a result, in January 2018, the Board established a new committee, the Academic and Research Excellence Committee, to guide these efforts. The activities of this committee include developing system-level policies and initiatives to enhance the quality and national prominence of the state universities through the promotion of academic programs of distinction, increasing university research and research opportunities for students and faculty, and developing world-class faculty and scholars. In March 2018, the committee approved a 19-metric dashboard to chart progress on SUS research.

The State University System ranks 4th in the nation in research expenditures when compared to other public university systems and has seen significant increases in research activity and awards in recent years.

The Vice Presidents for Research identified the most important research areas for Florida as health, big data, advanced manufacturing, marine, coastal, estuary science, and cybersecurity. In addition, state universities partner across the state and with business and industry to conduct research that addresses Florida's needs. The system is a leader in the state and nation in innovation, turning research into technology, and product commercialization.

Academic and Student Affairs

Taskforce on Academic and Workforce Alignment

It has long been a strategic priority of the Board that academic programs throughout the system align with and support the economic and workforce needs of Florida. As a natural extension of those efforts, the Taskforce on Academic and Workforce Alignment was created to identify:

1. the key industries important to Florida's future
2. the workforce needed to attract and retain businesses in those industries
3. the ways in which the State University System of Florida can contribute to attracting the desired industries and to creating Florida's future workforce

The Board adopted recommendations from the task force in January 2022 that were designed to create a path forward for stronger partnerships between the State Universities and Florida industries.

Goals	Excellence	Productivity	Strategic Priorities
Teaching & Learning	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase Number of Degrees Awarded within Programs of Strategic Emphasis
Scholarship, Research, and Innovation	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research Activity and Attract More External Funding	Increase Commercialization Activity
Community & Business Engagement	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Community and Business Engagement	Increase Community and Business Workforce



Academic and Student Affairs

Textbook Affordability

Section 1004.085, F.S., requires boards of trustees to report to the Chancellor by September 30 each year certain information related to textbooks:

- The selection process for high-enrollment courses;
- Specific initiatives of the institution are designed to reduce the costs of textbooks and instructional materials;
- The number of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the previous academic year; and
- Any additional information determined by the Chancellor.

By November 1 of each year, the Chancellor provides a summary of the information to the Board of Governors. The Board of Governors approved the SUS 2025 Strategic Plan for Online Education in November 2015 upon recommendation of a system-wide task force. The Plan includes a goal of reducing the costs of educational materials for students, with a strategy of developing a model for the use of eTextbooks and other open educational resources to reduce costs for students. SUS system-wide workgroups have created and are implementing plans for developing and sharing open educational resources. A system-wide initiative is underway to negotiate with publishers for more affordable materials.

Educational Sites

Board Regulation 8.009 defines various types of sites and outlines approval processes for establishing, reclassifying, relocating and closing educational sites apart from the main campus.



Academic and Student Affairs

Student-Focused Regulations from Board Regulations Chapter 6 (Partial List)

- Admissions requirements (Board Regulations 6.001, 6.002, 6.003, 6.004, 6.008, and 6.009)
- Student conduct and discipline (Board Regulation 6.0105)
- Military veterans and active duty (Board Regulation 6.013)
- Criteria for awarding baccalaureate degrees (Board Regulation 6.017)
- Hazing prohibited (Board Regulation 6.021)

New Programs

- Board Regulation 8.011 establishes criteria for program approval
- Regulation 6.017 outlines the criteria for awarding a bachelor's degree
- Admissions requirements outlined in Board Regulations 6.001, 6.002, 6.003, 6.004, 6.005, 6.008 and 6.009

Bachelor's, Master's, and Specialist Degrees

- Approved by the institutions' board of trustees
- Board staff conducts compliance reviews for alignment with state and system-level requirements (e.g., hours-to-degree, common prerequisites, general education, articulation requirements)

*Master's degrees at NCF and Research Doctoral and Professional Doctoral programs at all other institutions must be approved by the institution's board of trustees, then the Board of Governors



Academic and Student Affairs

Degree Program Inventory

- Maintained by Board Office
- New programs at all levels may not be operational until added to the official State University System Academic Degree Program Inventory
- Baccalaureate degree programs requesting Specialized Admissions Status in accordance with Board Regulation 8.013 and/or Exception to 120 Credit Hours to Degree in accordance with Regulation 8.014 require Board of Governors approval
- Program termination: Board Regulation 8.012 establishes the criteria and process for degree program termination
 - Each university board of trustees has the responsibility and authority to approve termination of degree programs at the undergraduate, graduate, and professional levels, with the exception of master's degree programs in nursing, which must be approved by the Board of Governors in accordance with Board Regulation 8.008
- Temporary suspension of new enrollments in an academic degree program falls under the purview of the institution, with notification to the Board office
- Self-Supporting and Market Tuition Rate Program and Course Offerings: Board Regulation 8.002 outlines requirements and limitations



Academic and Student Affairs

Accreditation and Substantive Change

- Accreditation from a federally recognized accreditor is necessary for students and institutions to receive federal funding, such as financial aid and research grants
- Substantive change to an institution's mission and operations require approval from the accreditor
- Substantive change examples
 - Substantial change in the established mission or objective of the institutions or its programs
 - Changes in legal status, form of control, or ownership of the institution
 - The addition of programs that represent a significant departure from the existing offerings or educational programs, or method of delivery, from those that were offered or used when the accreditor last evaluated the institution
 - A change in the way an institution measures student progress

Articulation

- Section 1007.23, Florida Statutes and Regulation 8.007 outline the statewide articulation agreement and provide pathways for students transferring from the Florida College System (FCS) to the SUS
- Section 1007.25, Florida Statutes and Regulations 8.005 and 8.010 outline the requirements for general education, including identifying core courses to be completed at the FCS or SUS, along with common program prerequisites



Academic and Student Affairs

Board Regulation 1.001 (3)(c)

- BOT-approved strategic plan must align with Board of Governors' system strategic plan and regulations, and the institution's mission
- The institutions' mission is determined by the Board of Governors
- Institutional strategic plans must be approved by the Board of Governors

*Board Regulation 2.002 specifies requirements for annual reporting of institutions' accountability plans

Board Regulations Chapter 8


- Program Planning
- A rolling three-year list of programs under consideration is provided to the Board Office in annual institutional accountability plans
- System-Wide Program Coordination
- Board Regulation 8.004: Board staff works with the Council of Academic Vice Presidents to review existing degree programs and proposed programs, facilitate coordination of program offerings across the SUS, and avoid unnecessary duplication

Tab 10: Economic Development



Economic Development

The Board of Governors has staff devoted to working with business, industry, and state economic development partners, to include the following services:

- Providing a “concierge” type service to state-level economic development organizations and businesses, connecting these groups to appropriate state university representatives based on interests, questions, and information needs.
 - Developing system-level materials that communicate specific areas of university research, achievements, and initiatives.
 - Researching and analyzing specific talent needs that universities can provide.
 - Maintaining frequent contact with state-level economic development organizations to ensure these organizations have accurate information on the State University System.
 - Ensuring that the Office of the Board of Governors participates in state-level task forces and working groups.
 - Coordinating the work of university representatives to address questions and issues from state-level groups and businesses.
- 

Tab 11: Accountability



Accountability

Through its two-pronged accountability framework, the State University System is committed to being the most accountable university system in the country. This framework is comprised of a strategic plan and annual university accountability plans that are updated each year. The Board's work in this arena has earned accolades from national higher education groups, including the State Higher Education Executive Officers Association and the American Council of Trustees and Alumni.



Tab 12: Affordability



Affordability

Due to the state investments by our Governor and Legislature, Florida remains among the least expensive states in the country for undergraduate in-state tuition and fees – the lowest in the nation. With state and institutional investments, the average cost of an undergraduate degree is now less than \$2,000 in tuition and fees when taking into account financial aid.



Tab 13: Performance-Based Funding



Performance-Based Funding

The Performance-Based Funding Model includes ten 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 university work plans.

Key Components of the Model

- Institutions are evaluated on either excellence or improvement for each metric.
- Data is based on one-year data.
- The benchmarks for excellence are based on the 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for improvement are determined after reviewing data trends for each metric.
- The Florida Legislature and Governor annually determine the amount of the state investment and a proportional amount of institutional investment that would come from each university's recurring state base appropriation.

The Four Guiding Principles

- Use metrics that align with the Strategic Plan goals.
- Reward excellence or improvement.
- Have a few clear, simple metrics.
- Acknowledge the unique mission of the different institutions



Performance-Based Funding

Metrics Common to All Institutions

Nine metrics apply to all 12 institutions. There are two exceptions: the eighth metric, graduate degrees awarded in areas of strategic emphasis (8a), applies to all institutions except New College of Florida. The alternative metric for New College is the Percentage of Newly Admitted FTICs with a HS GPA of 4.0 or Higher. The ninth metric is split into two metrics, each worth 5 points. Metric 9a, the three-year graduation rate for associate in arts transfer students, applies to all 12 institutions. Metric 9b, six-year graduation rate for students who are awarded a Pell grant in their first year, applies to all institutions except Florida Polytechnic University. The alternative metric for Florida Poly (9 b. 1) is the second-year retention rate for Pell grant students.

List of the Metrics Common to all Institutions

1. Percent of Bachelor's Graduates Employed (Earning \$40,000+) or Continuing their Education.
2. Median Wages of Bachelor's Graduates Employed Fulltime
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)
4. Four-Year Graduation Rate (Full-time FTIC)
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)
6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
7. University Access Rate (Percent of Undergraduates with a Pell Grant)
8. Graduate Degrees Awarded in Areas of Strategic Emphasis b.) Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher– (NCF only)
9. Three-Year Graduation Rate for FCS Associate in Arts Transfer Student b.) Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year (b.1) Academic Progress Rate, 2nd Year Retention for FTIC with a Pell Grant (FL Poly only)
10. Board of Trustees Choice



Performance-Based Funding

Board of Trustees Choice Metric

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

Criteria

An institution with a score the same or higher than the previous year is eligible for their proportional amount of the state's investment. Any institution with a score lower than the previous year's score for two consecutive years must submit and successfully implement a student success plan to be eligible for their proportional state investment. Beginning in 2021, any institution with a score lower than 70 points must submit and successfully implement a student success plan to be eligible for 50% of their proportional state investment.

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.

State Investment v. 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:



Performance-Based Funding

Board of Trustees Choice Metric

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

Criteria

An institution with a score the same or higher than the previous year is eligible for their proportional amount of the state's investment. Any institution with a score lower than the previous year's score for two consecutive years must submit and successfully implement a student success plan to be eligible for their proportional state investment. Beginning in 2021, any institution with a score lower than 70 points must submit and successfully implement a student success plan to be eligible for 50% of their proportional state investment.

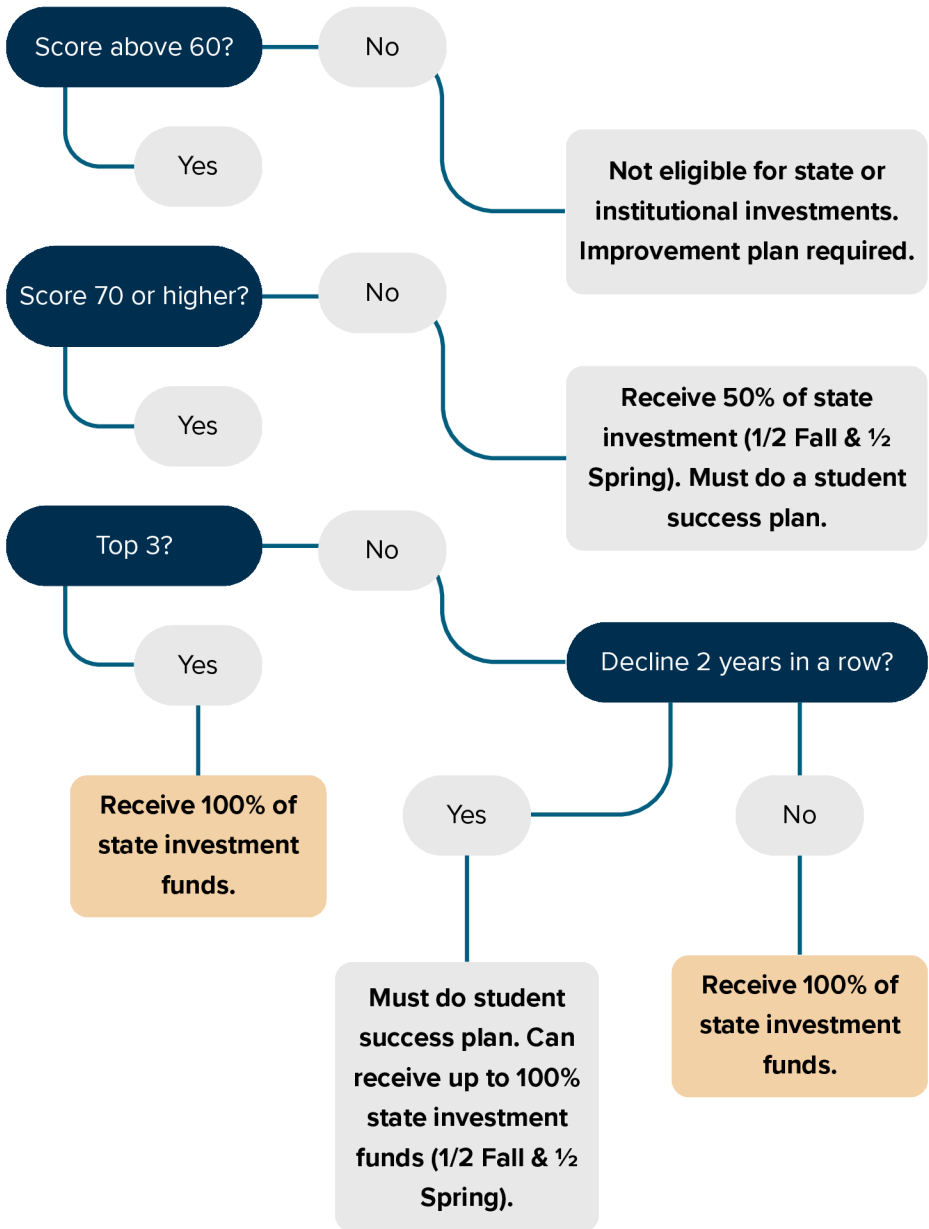
How will the funding component of the model work?

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.

State Investment v. 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:

Performance-Based Funding





Performance-Based Funding

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 is 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 than 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 institution's state 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

Institutional-Based 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.



Tab 14: Audit and Compliance



Audit and Compliance

External Coverage

- Auditor General
- OPPAGA
- Independent CPAs

Internal Coverage

- University Chief Audit Executives

University Chief Audit Executive Responsibilities

- Internal Audits
 - Performance, Contract, and IT Audits
- Management Reviews
- Consultations
- Investigations
 - including Whistle-blower
- Adherence to Professional Standards

Board of Governors Enforcement Authority

Board of Governors Regulation 4.004 provides for (partial list):

- Legislative and/or Board of Governors actions for university non-compliance.
- Board's inspector general to conduct investigations in university issues under certain conditions.
- Board to require trustees' confirmation of compliance or to order compliance within specified timeframe.
- Board initiation of consequences for university continued non-compliance:
 - Withholding transfer of state and other funds;
 - Declaring university ineligible for competitive grants;
 - Requiring monthly or periodic reporting until compliance is achieved; and
 - Reporting to Legislature of university being unwilling or unable to comply.



Audit and Compliance

University Internal Audit Coverage

Board of Governors Regulation 4.002 requires (partial list):

- BOT Audit and Compliance Committee
 - BOT-approved charter
- Chief Audit Executive (CAE)
 - Organizational Independence [Reporting functionally to BOT, administratively to President]
 - Resources and Access

Board of Governors Regulation 4.002 prohibits:

- Outsourcing CAE's entire audit or investigative function without BOG approval

Complaints of Waste, Fraud, or Financial Mismanagement

Board of Governors Regulation 4.001 requires (partial list):

- Reporting process for waste, fraud, or financial mismanagement allegations to CAE.
- Demonstrating BOT willingness and ability to address significant and credible allegations of waste, fraud, or financial mismanagement.
- Adopting a university regulation requiring:
 - The notification of certain significant and credible allegation(s) made against university president or board of trustees member; and
 - The articulation of how the university will address certain significant and credible allegation(s) made against its chief audit executive or chief compliance officer.



Audit and Compliance

University Compliance

Board of Governors Regulation 4.003 requires (partial list):

- Compliance and Ethics Programs:
 - Charter
 - Program Plans
 - Training
 - External Review
 - Reporting Mechanisms
- BOT Audit and Compliance Committee Oversight
- Chief Compliance Officer (CCO)
 - Coordination and management of the Compliance and Ethics Program
 - Reporting Lines [Reporting functionally to the board and administratively to the president]
 - Resources and access
 - Inquiries, investigations, and reviews

Tab 15: The Budget



The Budget

State Funding

The Board of Governors advocates for appropriate funding to generate the higher degree production and greater research commercialization that the new economy demands — all measured by one of the best university system performance tracking and accountability structures in the nation. The 2022 Legislative Session continued the commitment to the SUS with a 20% increase in state appropriations, anchored by the Board of Governors' Performance-based Funding Model, which the Legislature and Governor (pending the Governor's signature) supported by providing \$645 million in funding to support continued improvements on key performance metrics.

The Legislature and Governor (pending the Governor's signature) also approved over \$726 million in fixed capital outlay funding that fund 39 projects.



The Budget

Facilities Funding

Another important component of state funding is known as Public Education Capital Outlay (PECO), which, historically, has been the primary source of funding for construction, maintenance and renovation of educational physical plant; classrooms, offices and labs, for K-12 schools, the Florida College System, and the State University System. PECO is funded by revenue from gross receipts tax (2.5% on sale of gas/electricity and 2.52% on telecommunications services). PECO revenue is impacted by economic cycles and, in part, a diminishing base related to telecommunication services. The amount available annually for appropriation is established based on analysis by Revenue Estimating Conferences, with allocation to K-12, colleges and universities based on Legislative appropriation. Despite annual fluctuations, University appropriations have trended down over the past decade. With less capital funds available from PECO, the Board is facing increasing pressure to justify and support its funding recommendations, and universities are being asked to identify private resources, such as donations. Whether for renovation, remodeling, replacement, or expansion of space, in light of funding challenges, maximizing the return on investment in the System's capital infrastructure is more important than ever before.



The Budget

Non-State Facilities Funding

Another important component of state funding is known as Public Education Capital Outlay (PECO), which, historically, has been the primary source of funding for construction, maintenance and renovation of educational physical plant; classrooms, offices and labs, for K-12 schools, the Florida College System, and the State University System. PECO is funded by revenue from gross receipts tax (2.5% on sale of gas/electricity and 2.52% on telecommunications services). PECO revenue is impacted by economic cycles and, in part, a diminishing base related to telecommunication services. The amount available annually for appropriation is established based on analysis by Revenue Estimating Conferences, with allocation to K-12, colleges and universities based on Legislative appropriation. Despite annual fluctuations, University appropriations have trended down over the past decade. With less capital funds available from PECO, the Board is facing increasing pressure to justify and support its funding recommendations, and universities are being asked to identify private resources, such as donations. Whether for renovation, remodeling, replacement, or expansion of space, in light of funding challenges, maximizing the return on investment in the System's capital infrastructure is more important than ever before.



The Budget

The Board of Governors Office Budget

The Board Office is led by a Chancellor appointed by the Board of Governors. The Chancellor serves as the Chief Executive Officer. The mission of the Board Office is to mobilize resources and diverse constituencies to govern and advance the State University System of Florida by supporting and advocating for high-quality teaching, research, and public service. Board staff are committed to the values of creativity, discovery, and innovation; student access; learning and success in the global community and marketplace; collaboration, respect, and appreciation of diversity; and transparency, shared responsibility, and continuous improvement.

The Board Office consists of 69 positions focused on three strategic areas; Chancellor's Office, Academic and Student Affairs, and Finance and Administration. The Board Office operating budget totals \$10.4 million and is appropriated by the Legislature and the Governor. 78% of the operating budget is dedicated to employee salaries and benefits, with the balance covering operating expenses.

Operating Budgets – Regulation 9.007

Each university president shall prepare an Education and General (E&G) operating budget and carry forward spending plan for approval by the university BOT in accordance with instructions, guidelines, and standard formats provided by the Board of Governors. The approved BOT operating budget and carryforward spending plan shall be approved by the Board of Governors.

Tab 16: Tuition and Fees



Tuition and Fees

Florida has the lowest tuition and fees in the nation for in-state undergraduate students according to the data collected by The College Board. The Florida Legislature has sole authority to establish the base undergraduate tuition rate for Florida's state universities.



Tuition and Fees

In 2009, the Legislature granted the Board of Governors the authority to approve tuition differentials, which each university could request based on its individual needs and market conditions. Legislation passed in 2014 eliminates future tuition differential increases for all universities except those designated as preeminent institutions, of which currently only the University of Florida, the University of South Florida, and Florida State University have this designation. In addition, the legislation eliminated the statutory consumer price index increase for base undergraduate tuition.

In 2016, legislation eliminated the Board of Governors' ability to delegate tuition-setting authority for graduate, professional, and out-of-state tuition. All tuition in those categories now comes to the Board of Governors for consideration and is capped at no more than 15% over the prior year.

Notwithstanding, each university board of trustees has the authority to set limited increases in other fees (e.g., Activities and Services Fee, Health Fee, Athletic Fee), and the Board of Governors has the authority to review and vote on new fees requested by local boards of trustees. On an annual basis, the Board of Governors considers all fee requests in the context of the legislatively set base tuition.

In 2010, the Legislature also gave the Board of Governors authority to allow universities to request flexible tuition policies (e.g., graduate-level market tuition rate and undergraduate-level "block" or flat-rate tuition). Regulations were developed in close consultation with the universities to implement this authority. The Board of Governors is keenly attuned to the economic pressures that both our students and our institutions face, and its members are committed to striking the right balance to avoid undue burden.



Tuition and Fees

Fees – Regulation 7.003

Statutory Fees:

- Authority is given for a variety of fees
- Many fees do not have a cap, but are set at a sufficient level to offset the cost of the service
- Boards of Trustees set these amounts
- Examples would include:
 - cost of effort to collect overdue charges
 - Library fines
 - Transient student fee capped at a maximum of \$5

All Other Existing Fees that only require Board of Trustees Approval:

- Activity and Service
- Athletic
- Health
- Lab
- Technology
- Transportation

New Fees:

- Boards of Trustees may submit a proposal to the Board of Governors to establish a new fee.

Existing Fees that require Board of Governors Approval:

- Admissions Deposit
- Application
- Audit Registration
- Differential Tuition (preeminent universities only)
- Diploma Replacement
- Late Payment
- Late Registration
- Orientation Fee
- Registration for Zero Hours
- Security / ID Cards
- Service charges
- Transcript


Tab 17: Facilities



Facilities

While System growth has slowed to a more moderate pace, it is critical that Florida protect its investment in the existing university facilities and that obsolete buildings be renovated or replaced to meet the demands of the modern learning and research environment. In 2019, a statutorily driven methodology for ranking university capital projects was implemented, helping prioritize increasingly limited state-appropriated resources across a broad base of need, with an emphasis on renovation and remodeling of existing facilities. And, in light of aging facilities, traditional sources for funding ongoing maintenance and repairs are no longer available, increasing the specter of deferred maintenance and requiring universities to utilize alternate funding sources to help address this ongoing need.

The BOT has Oversight Responsibilities for Campus Planning, Facilities Construction, Maintenance, Expansion, and Renovation Projects





Facilities

Section 9.005 Naming of Buildings and Facilities

The naming of any building, road, bridge, park, recreational complex, other similar facility or educational site, as defined in Board Regulation 8.009, (collectively referred to as a “University Facility”) of a state university for individuals or groups who have made significant contributions to the university or the state of Florida is the prerogative and privilege of the State University System of Florida and is vested in the Board of Governors. The Board of Governors hereby delegates such approval authority to each university board of trustees provided that the board of trustees establishes procedures for the naming of such University Facilities to include the following elements:

A)

(a) The naming of any University Facility must be approved by the board of trustees as a noticed, non-consent agenda item.

Section 9.011 University Direct Support Organizations

(1) University boards of trustees may establish direct support organizations (“DSO”) and health services support organizations and certify them to use university property, facilities and personal services. Such support organizations shall be organized and operated to serve the best interests or missions of the university, including a university’s research, education and service missions, and may receive, hold, invest, and administer property and make expenditures to or for the benefit of the university or for the benefit of a research and development park or research and development authority affiliated with a university.



Chapter 14 Construction Program

14.0025 Action Required Prior to Fixed Capital Outlay Budget Request

(1)

No new construction or remodeling project shall be requested by a university for inclusion on the first year of the 3 year, PECO- eligible priority list without being recommended in an educational plant survey.

(2)

The university is responsible for the preparation of the building program. The program shall be consistent with the university strategic plan, academic and facilities master plan, and shall include the project budget and the building codes applicable to the project.

(3)

The university president shall have the responsibility for building program review and approval to assure compatibility with the institution's approved strategic plan, master plan, educational plant survey and with space utilization criteria. Building programs approved by the university president, and budgets approved by the university board of trustees shall serve as the basic planning documents for development of plans and specifications for construction.



Facilities

17.001 Lease Authority

The Board of Trustees or designee may enter into leases for space in a building or any part of a building for use by a university or university direct support organization, including those leases in a research and development park with which the university is affiliated. Leases subject to s. 1010.62 F.S. must be approved by the Board of Governors, in accordance with the Board of Governors Debt Management Guidelines

18.001 Procurement Regulation

Authority of the Institutions. Each university Board of Trustees shall adopt regulations establishing basic criteria related to procurement, including procedures and practices to be used in acquiring commodities and contractual services.



Facilities

21.108 Procedures for Petitioning the Board of Trustees Challenging Compliance of the Campus Master Plan or Plan Amendment.

Petitions challenging a campus master plan or campus master plan amendment pursuant to Section 1013.30(7), Florida Statutes, shall be filed with the General Counsel at the applicable university. Each petition shall be typewritten or otherwise duplicated in legible form on white paper of standard letter size. Unless typewritten, the impression shall be on one side of the paper only and lines shall be double-spaced and indented. Each petition shall contain the following:

- The name of the party on whose behalf the petition is being filed;

Section 1013.15 F.S.

Lease, rental, and lease-purchase of educational facilities and sites.

Section 1013.171 F.S.

University Lease Agreements (See also SUS Public Private Partnership Guidelines).

Section 1010.62 F.S.

Revenue Bonds and Debt (See also the SUS Debt Management Guidelines).

Section 1013.31 F.S.

Educational Plant Survey and localized need assessment.

Tab 18: Online Education



Online Education

In 2014, the Board of Governors established the Innovation and Online Committee to investigate policies and best practices for transformative and innovative approaches to the delivery of higher education. In November 2015, upon recommendation by the Committee, the Board approved its 2025 Strategic Plan for Online Education, recognizing that online education affords the System a means to address future capacity requirements while also stimulating innovative teaching and learning practices and greater convenience and flexibility for students. Updated in March 2022, the Plan identifies a series of goals, strategies, and performance indicators organized around the primary elements of quality, access, and affordability.

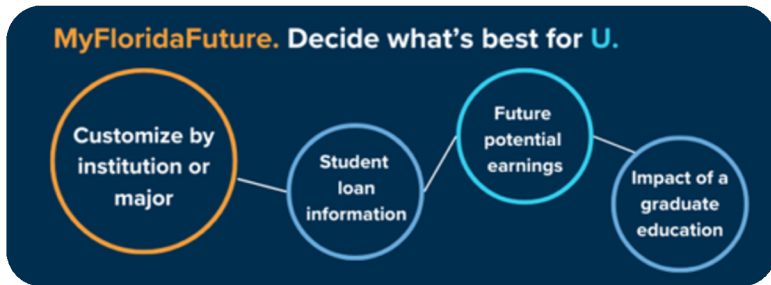
A Steering Committee of provosts and Board staff provides guidance to an Implementation Committee consisting of institutional representatives responsible the successful implementation of the plan.

Florida continues to be a national leader in distance education, ranking fourth in the nation in the number of students enrolled in state university online courses. State university distance education programs prioritize rigorous standards of quality for online courses, professional development expectations for faculty teaching online classes, program delivery innovation, and measurable outcomes for students. When the COVID-19 Pandemic hit Florida, the SUS was prepared to quickly respond with remote instruction, enhanced faculty training, and new online technologies. Well-designed online courses, taught by skilled, well-trained faculty using the latest learning technologies, advance teaching and learning, increase student success, and accelerate time-to-degree.

As distance education programs continue to expand and mature, online classes remain an increasingly attractive option for a majority of SUS students. The Board of Governors and University leadership believe that distance learning provides students with options for completing their university education in a timely manner; allows individuals with family or work obligations to complete their education; and enables on-campus students to accelerate the completion of their degree programs.

Tab 19: MyFloridaFuture

MyFloridaFuture



MyFloridaFuture is a college and career planning tool dedicated to providing students and parents with a wealth of information to help make better-informed decisions about educational options in the State University System of Florida. The interactive site allows you to explore data at the System level and by individual institutions, including information on salary, graduate employment, student debt, and additional educational opportunities.

Earnings Over Time

Compare post-graduate earnings for each academic program at 1, 5, and 10 years after graduation.

Compare Earnings

Compare low, median, and high wages of multiple programs simultaneously.

Beyond the Bachelor's

Explore earnings potential over time of pursuing additional education beyond the bachelor's degree.

Earnings by Major Group

View Interquartile ranges for post-graduation earnings in a single display for quick comparison.

Typical Loan Amounts

Examine the proportion of students in the university system who graduate with student loan debt.

Loans Over Time

Explore the projected monthly student loan debt payments as a proportion of monthly earnings over a ten year period.

Tab 20: How a Bill becomes a Law



How a Bill Becomes a Law

Idea

An idea or solution to a problem is proposed to a legislator by a constituent, group, industry, or interested party. The legislator decides to act.

Bill Drafting

The representative and/or senate member requests a bill be drafted by the legislative bill drafting staff.

Publication in House/Senate Journal

All bills must be read three times before being voted on by either chamber. The first reading is achieved by publication of the bill number, its sponsor, and a short description in the house and senate journals.

Committee and Subcommittee Meetings

Bills are referred to one or more committees and/or subcommittees for inclusion on the (sub)committee's agenda and for review by its members. This bill must receive favorable votes from each committee to advance in the process.

Special Order Calendar (Second Reading)

Next, the bill must be placed on a Special Order Calendar in each chamber, where it will be read again on the floor, and at which point the bill sponsor may be asked questions or respond to amendments proposed by other members.



How a Bill Becomes a Law

Third Reading on the Floor

The final action after a bill's title has been read and the bill is explained. There may be debate on the bill, followed by a vote of the members in each chamber.

Messaging Between Chambers

Once the bill is passed by either chamber, it will then be sent with a “message” to the opposite chamber for consideration. During this process only one version of the bill (either House or Senate) can proceed.

Enrolled Bill

Both chambers must vote favorably on the same version of the bill for it to pass. This final version of the bill is called the “enrolled” version.

Consideration by the Governor

If the bill is presented to the Governor during session, he has 7 days to consider the bill. If the bill is presented after session is adjourned (sine die), the Governor will have 15 days to consider it.

Law

Each bill has an effective date when it becomes a law. Normally, this will be the start of the new fiscal year on July 1st, but bills can also be given later effective dates or just be written as effective immediately.

Tab 21: Regulation Development



Regulation Development

The Board of Governors adopted a Regulation Development Procedure for boards of trustees to use in 2005 for codifying university-wide regulations or rules. Statements of general applicability that guide the conduct or actions of students, personnel, or the public should be codified in a regulation that is promulgated through the Regulation Development Procedure. Select regulations must be reviewed by the Board of Governors' office.

- Select regulations are those that address tuition and fees, student admissions, and articulation. Select regulations do not become effective until approved by the Board office or after 60 days from receipt if no action is taken by the Board office.
- Regulations can be challenged if there was “an invalid exercise of authority.”
- Emergency Regulations for an immediate danger to public health, safety or welfare
 - Effective for 90 days



Regulation Development

The Process

Notice

30 days notice before adopting, amending, or repealing a Rule

Comment Period

14-day public comment period

Changes Made

Re-notice the rule

No Changes Made

BOT votes on final approval of Rule

Final Regulations

Post on university website, must be searchable by name, number, and subject matter or key word

Select regulations must be reviewed by the BOG for approval

- Prior to adopting, amending, or repealing a regulation (except for an emergency regulation), a board of trustees shall provide 30 days' notice of its intended action.
- Notice of the intended action must be posted on the university's website in a clearly marked area and must include:
 - A summary of the proposed regulation, amendment or repeal;
 - The full text of the proposed regulation, amendment or repeal;
 - Reference to the authority for the regulation;
 - The university official initiating the regulation; and
 - The procedure for providing public comment.



Regulation Development

Public Comment

Any person may submit written comments regarding the proposed regulation, amendment, or repeal within 14 days after the notice is published on the university website.

In response to the comments, a board of trustees may request additional comments, schedule a public hearing, withdraw or modify the regulation, amendment or repeal in whole or in part, or proceed with adopting the regulation. If a change made by the board of trustees is material, the regulation should be re-noticed for public comment.

Adoption and Select Regulations

- Regulations are adopted upon approval by the board of trustees, except for select regulations that must be reviewed by the Board of Governors' office.
- Adopted regulations are provided to the Board office for review for consistency with Board regulations or applicable law.
- Select regulations are those that address tuition and fees, student admissions, and articulation. Select regulations do not become effective until approved by the Board office or after 60 days from receipt if no action is taken by the Board office.
- Regulations that are final must be posted on the university website and searchable by name, number, and subject matter or keyword.



Regulation Development

Regulation Challenges

- Regulations may be challenged by a substantially affected person as an invalid exercise of a university board of trustees' authority.
- A regulation is an invalid exercise of authority only if:
 - There was a material failure to follow the regulation development process;
 - The regulation does not comply with law or Board of Governors' regulation or strategic plan;
 - The regulation vests unbridled discretion in the board of trustees; or
 - The regulation is arbitrary or capricious.
- The challenger is entitled to a hearing before a hearing officer who shall issue a recommended order to the board of trustees within 30 days after the hearing.
- The board of trustees must issue a final decision as to whether all or part of the regulation is invalid.

Emergency Regulations

- A board may adopt a regulation or amend an existing regulation on an emergency basis if there is an immediate danger to public health, safety, or welfare.
- Adoption of a regulation on an emergency basis requires the university to use a process that is fair under the circumstances and the university must publish the specific facts and reasons that support the fairness of the process on its website.
- Emergency regulations are only effective for 90 days.

Tab 22: Active Regulations



Active Regulations

Chapter 1: Organization, Powers, Duties and Functions of the

Board of Governors

BOG 1.0001

General Description and Address of the Agency

BOG 1.001

University Board of Trustees Powers and Duties

BOG 1.002

Presidential Search and Selection

BOG 1.003

Reserved

BOG 1.004

Reserved

BOG 1.005

Reserved

BOG 1.006

Conflict of Interest

Chapter 2: Strategic Planning and Performance Monitoring

BOG 2.002

University Accountability Plans

BOG 2.003

Equity and Access

Chapter 3: Uniform System-Wide Procedures and Reporting

BOG 3.001

Campus Emergency Management

BOG 3.002

Penalties for Failure to Report Child Abuse

BOG 3.003

Fraud Prevention and Detection

BOG 3.004

Honorary Degrees

BOG 3.005

Examination and Assessment Instruments

BOG 3.006

Accreditation

BOG 3.007

State University System (SUS) Management Information System

BOG 3.0075

Emergency Regulation - Security of Data Related Information

Technology Resources

BOG 3.008

Reserved

BOG 3.009

Student Financial Aid

Chapter 4: Audit and Compliance

BOG 4.001

University System Processes for Complaints of Waste, Fraud, or Financial Mismanagement

BOG 4.002

State University System Chief Audit Executives

BOG 4.003

State University System Compliance and Ethics Programs

BOG 4.004

Board of Governors Oversight Enforcement Authority

Chapter 5: Performance-Based Funding

BOG 5.001

Performance-Based Funding

Chapter 6: Students

BOG 6.001

General Admissions

BOG 6.002

Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

BOG 6.003

Admission of Graduate and Post-baccalaureate Professional Students

BOG 6.004

Admission of Undergraduate, Degree-Seeking Transfer Students

BOG 6.005

Admission of Associate in Arts High School Students

BOG 6.006

Acceleration Mechanisms

BOG 6.007

Vaccinations Against Meningococcal Meningitis and Hepatitis B

BOG 6.008

Postsecondary College-level Preparatory Testing, Placement, and Instruction for State Universities

BOG 6.009

Admission of International Students to SUS Institutions

BOG 6.010

Student Affairs Administration

BOG 6.0105

Student Conduct and Discipline

BOG 6.011

Student Ombudsman

BOG 6.0115

Religious Observances

BOG 6.012

Access to Certain Electronic Library Resources by Accelerated Secondary Students

BOG 6.013

Military Veterans and Active Duty

BOG 6.014

Student Governments

BOG 6.016

Summer Session Enrollment

BOG 6.017

Criteria for Awarding the Baccalaureate Degree

BOG 6.018

Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

BOG 6.019

Theodore R. and Vivian M. Johnson Scholarship Program

BOG 6.020

College Credit for Online Courses Completed Prior to Initial Enrollment

BOG 6.021

Hazing Prohibited

BOG 6.022

Intercollegiate Athletes

Chapter 7: Tuition and Fees

BOG 7.001

Tuition and Associated Fees

BOG 7.002

Tuition and Fee Assessment, Collection, Accounting and
Remittance

BOG 7.003

Fees, Fines, and Penalties

BOG 7.004

Reserved

BOG 7.005

Residency for Tuition Purposes

BOG 7.006

Limitation on Non-Resident Student Enrollment

BOG 7.007

Latin American and Caribbean Scholarship Eligibility

BOG 7.008

Waiver and Exemptions of Tuition and Fees

Chapter 8: Educational Delivery

BOG 8.001

University Calendars

BOG 8.002

Self-Supporting and Market Tuition Rate Program and Course
Offerings

BOG 8.003

Textbook and Instructional Materials Affordability and
Transparency

BOG 8.004

Academic Program Coordination

BOG 8.005

General Education Core Course Options

BOG 8.006

Civic Literacy

BOG 8.007

Articulation

BOG 8.008

Nursing Education

BOG 8.009

Educational Sites

BOG 8.010

Common Prerequisites

BOG 8.011

Authorization of New Academic Degree Programs and Other
Curricular Offerings

BOG 8.012

Academic Program Termination and Temporary Suspension of
New Enrollments

BOG 8.013

Specialized Admissions

BOG 8.014

Bachelors' Degree Exceptions to 120 Credit Hours Requirement

BOG 8.016

Student Learning Outcomes Assessment

Chapter 9: Property and Finance

BOG 9.001

Definitions

BOG 9.002

Recording and Marking of Property

BOG 9.003

Property Inventory

BOG 9.0031

Disposition of Property

BOG 9.004

Razing of Buildings

BOG 9.005

Naming of Buildings and Facilities

BOG 9.006

University Personnel Definitions and Compensation

BOG 9.007

State University Operating Budgets and Requests

BOG 9.008

University Auxiliary Facilities with Outstanding Revenue Bonds

BOG 9.009

Preparation of State University System Financial Statements

BOG 9.010

State University System Consolidated Financial Statements

BOG 9.011

University Direct Support Organizations and Health Services
Support Organizations

BOG 9.012

Foreign Influence

BOG 9.013

Auxiliary Operations

BOG 9.014

Collegiate License Plates Revenues

BOG 9.015

University Bonus Plans

BOG 9.016

Reserved

BOG 9.017

Faculty Practice Plans

BOG 9.018

Charity Racing Day Proceeds

BOG 9.019

University Major Gifts Challenge Grant Program

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Self-Insurance Programs

BOG 10.002

Sponsored Research

BOG 10.003

Post-Tenure Faculty Review

BOG 10.004

Education Research Centers for Child Development

BOG 10.005

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this regulation has been enjoined pursuant to a Federal Court

Order in case number 4:22cv304-MW/MAF and 4:22cv324-

MW/MAFF

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Reserved

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Reserved

BOG 10.008

Reserved

BOG 10.009

Reserved

BOG 10.010

Reserved

BOG 10.011

Reserved

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Reserved

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BOG 14.005

Certification and Competitive Selection of Professionals

BOG 14.0055

Certification and Competitive Selection for Construction
Management Services and Design-Build Services

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Building Program and Fixed Capital Outlay Legislative Budget

Request Procedures

BOG 14.007

Competitive Negotiation

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Reserved

BOG 14.009

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BOG 14.016

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BOG 14.017

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BOG 14.018

Contracting Authority for Construction Contracts

BOG 14.019

Reserved

BOG 14.020

University Supervision of Construction Program

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Procedures for Construction Contract Bidding and Award

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BOG 21.102

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Optional Element



Tab 24: Definitions



Definitions

Performance-Based Funding (PBF) Definitions

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+)

One Year After Graduation:

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States.

Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non- Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full- Time One Year After Graduation:

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico.

Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition and Fees for Resident

Undergraduates per 120 Credit Hours:

This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers, and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university-required fees as approved by the Florida Board of Governors.

PBF-4. Four-Year FTIC Graduation Rate:

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]:

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (fall, spring, summer). Source: State University Database System (SUDS).

PBF-6: Bachelor's Degrees within Programs of Strategic Emphasis:

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7: University Access Rate Percent of Undergraduates with a Pell Grant:

This metric is based the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a: Graduate Degrees within Programs of Strategic Emphasis:

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

PBF-8b: Percentage of Newly Admitted FTICs with a HS GPA of 4.0 or Higher (Applies only to New College of Florida):

Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- time students]:

This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part- time students]:

This metric is based on the percentage of students who started in the fall (or summer continuing to fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS:

This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System(SUDS).

PBF-10. FAU: Total Research Expenditures:

Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic and African Americans:

Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10. FIU: Number of Post-Doctoral Appointees:

The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10. FPOLY: Percentage of Bachelor's Graduates with 2 or more

Workforce Experiences:

The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10. FSU: Number of Bachelor's Graduates who took an

Entrepreneurship Class:

The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices:

The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges and Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10. FPOLY: Percentage of Bachelor's Graduates with 2 or more

Workforce Experiences:

The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10. FSU: Number of Bachelor's Graduates who took an

Entrepreneurship Class:

The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices:

The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges and Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students:

Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10. UF: Endowment Size (M):

Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Common fund Institute's annual report of Market Value of Endowment Assets.

PBF-10. UNF: Percent of Undergraduate FTE in Online Courses:

Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

PBF-10. USF: 6-Year Graduation Rates (FT/PT):

The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices:

The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges and Universities. High-impact practices include: (1) first-year seminar and experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments and projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses and projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE) Definitions

PRE-A: Average GPA and Average SAT:

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B', 'E') with an admission action of admitted or provisionally admitted ('A', 'P', 'X'). Source: State University Database System (SUDS).

PRE-B: National University Rankings:

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate:

Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

PRE-D: 4-year Graduation Rate:

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PRE-E: National Academy Memberships:

National Academy Memberships held by faculty. Source: The Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

PRE-F: Total Science and Engineering Research Expenditures:

Research expenditures within Science and Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science and Engineering Research Expenditures in Non-Health Sciences:

Research expenditures within Science and Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures:

The NSF identifies 8 broad disciplines within Science and Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded:

Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

PRE-J: Doctoral Degrees Awarded Annually:

Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees:

The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M):

Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI) Definitions

KPI-1: Public University National Ranking:

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

KPI-2: Freshmen in Top 10% of High School Class:

Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

KPI-3: Time to Degree for FTICs in 120-hour programs:

This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).

KPI-4: Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full-and part-time students]:

The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full-and part-time students]:

This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded and KPI-9: Graduate Degrees Awarded:

This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees,” which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. The calculation of degree fractions is made according to each institution’s criteria. Source: State University Database System (SUDS).

KPI-10: Bachelor's Degrees Awarded to African-American and Hispanic Students:

Race/Ethnicity data is self-reported by students to each university. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. The percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled:

This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year, not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Undergraduate FTE in Online Courses:

Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM and Health and KPI-14: Percent of Graduate Degrees in STEM and Health:

The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total.

Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-12: Percent of Undergraduate FTE in Online Courses:

Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).

KPI-13: Percent of Bachelor's Degrees in STEM and Health and

KPI-14: Percent of Graduate Degrees in STEM and Health:

The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total.

Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-15: Licensure and Certification Exam Pass Rates:

The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied to the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-16: NationalAcademy Memberships:

National Academy memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

KPI-17: Faculty Awards:

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-18: Total Research Expenditures:

Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research Expenditures Funded from External Sources:

This metric reports the amount of research expenditures that was funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded:

The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually:

Licenses/options executed in the fiscal year for all technologies. Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created:

The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.



Enrollment Planning (ENRL) Definitions

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type:

This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the ‘Type of Student at Most Recent Admission’. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits:

This table reports the percentage of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

ENRL-3 Full-Time Equivalent Enrollment by Course Level:

This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll in. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institutional educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction:

This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Source: State University Database System (SUDS).





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