

Shared Governance/Transparency Committee Hearing

July 18, 2018 8:00 a.m. – 10:00 a.m. USF Tampa, Gibbons Alumni Center, Traditions Hall

Committee Members: Melissa Seixas, Chair; Kayla Rykiel, Nicole Washington Staff Liaison: Amy Farrington

AGENDA

- I. Call to Order
- II. New Business Action Items
 - a. Approval of June 14 Meeting Notes
- III. New Business Information Items
 - a. Introduction and Context
 - b. Testimony
 - i. Overview of Board of Governors Regulations and Florida Law
 - Vikki Shirley, J.D., General Counsel and Corporate Secretary, Florida State University System Board of Governors
 - ii. Overview of Southern Association of Colleges and Schools Commission on Colleges (SACS COC) Guidelines
 - Michael Wrona, USF Tampa SACSCOC Accreditation Liaison
 - Michelle Madden, Ed.D., USFSP SACSCOC Accreditation Liaison
 - iii. Overview of USF Board of Trustees Policies and Internal Procedures
 - Gerard Solis, J.D., USF System General Counsel
 - iv. Overview of USF System Shared Services
 - Gerard Solis, J.D., USF System General Counsel
 - c. Public comment update
 - d. Discussion
 - IV. Adjournment



Next Scheduled Subcommittee Meeting: Hearing, September 11 at USFSP

Notes Shared Governance/Transparency Subcommittee Call June 14, 2018

Present: Melissa Seixas, Chair; Kayla Rykiel, Nicole Washington

I. Call to Order

Chair Melissa Seixas called the meeting to order at 11:00 a.m. and welcomed members

II. Approval of May 30 Meeting Notes

Members reviewed May 30 Meeting Notes and approved them as presented.

III. New Business — Information Items

a. Hearing topics and timing discussion

Amy Farrington reviewed the proposed structure of the subcommittee hearings. Members supported the structure but concern was raised that that there would not be enough time to cover topics as assigned. There was discussion and clarification regarding how to approach topics that may take longer amounts of time by spreading out the information through all three of the hearings.

Members began to develop more specific questions supporting the work of the subcommittee including how to better understand the fee structure and the impact of preeminence on focus areas. Members also requested that speakers from USF College of Marine Science and USF Health be included during the hearing process. Members emphasized the need to provide differences among campuses so that they can make better recommendations regarding resources moving forward. Fee differentials was used as an example as most of the athletics activities are housed on the Tampa campus but fees impact students on other campuses.

Peter Stokes emphasized that equitable representation from all campuses is important but members should remain mindful that the task force is creating recommendations to support the "new" USF.

b. Information/questions/data requests

Chair Seixas opened the discussion regarding any data requests or information he members would like to include in the upcoming hearing. She emphasized using Ms. Farrington as a resource. Ms. Farrington will immediately provide a link to the USF Shared Resources website as well as the USF System Strategic Plan.

c. Public comment update

Ms. Farrington provided a brief overview of the procedures for public comments (online and in person) including an update on the public comment process from the Student Access Subcommittee meeting on June 13.

IV. Adjournment

With no other discussion, the meeting was adjourned at 11:43 a.m.

ARTICLE IX **EDUCATION**

SECTION 1. Public education.

SECTION 2. State board of education.

SECTION 3. Terms of appointive board members.

SECTION 4. School districts; school boards.

SECTION 5. Superintendent of schools.

SECTION 6. State school fund.

SECTION 7. State University System.

SECTION 1. Public education.—

- (a) The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure, and high quality system of free public schools that allows students to obtain a high quality education and for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require. To assure that children attending public schools obtain a high quality education, the legislature shall make adequate provision to ensure that, by the beginning of the 2010 school year, there are a sufficient number of classrooms so that:
- (1) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for prekindergarten through grade 3 does not exceed 18 students;
- (2) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 4 through 8 does not exceed 22 students; and
- (3) The maximum number of students who are assigned to each teacher who is teaching in public school classrooms for grades 9 through 12 does not exceed 25 students.

The class size requirements of this subsection do not apply to extracurricular classes. Payment of the costs associated with reducing class size to meet these requirements is the responsibility of the state and not of local schools districts. Beginning with the 2003-2004 fiscal year, the legislature shall provide sufficient funds to reduce the average number of students in each classroom by at least two students per year until the maximum number of students per classroom does not exceed the requirements of this subsection.

- (b) Every four-year old child in Florida shall be provided by the State a high quality pre-kindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high quality, free, and delivered according to professionally accepted standards. An early childhood development and education program means an organized program designed to address and enhance each child's ability to make age appropriate progress in an appropriate range of settings in the development of language and cognitive capabilities and emotional, social, regulatory and moral capacities through education in basic skills and such other skills as the Legislature may determine to be appropriate.
- (c) The early childhood education and development programs provided by reason of subparagraph (b) shall be implemented no later than the beginning of the 2005 school year through funds generated in addition to those used for existing education, health, and development programs. Existing

education, health, and development programs are those funded by the State as of January 1, 2002 that provided for child or adult education, health care, or development.

History.—Am. proposed by Constitution Revision Commission, Revision No. 6, 1998, filed with the Secretary of State May 5, 1998; adopted 1998; Ams. by Initiative Petitions filed with the Secretary of State July 30, 2002, and August 1, 2002; adopted 2002.

SECTION 2. **State board of education.**—The state board of education shall be a body corporate and have such supervision of the system of free public education as is provided by law. The state board of education shall consist of seven members appointed by the governor to staggered 4-year terms, subject to confirmation by the senate. The state board of education shall appoint the commissioner of education.

History.—Am. proposed by Constitution Revision Commission, Revision No. 8, 1998, filed with the Secretary of State May 5, 1998; adopted 1998.

SECTION 3. **Terms of appointive board members.**—Members of any appointive board dealing with education may serve terms in excess of four years as provided by law.

SECTION 4. School districts; school boards.—

- (a) Each county shall constitute a school district; provided, two or more contiguous counties, upon vote of the electors of each county pursuant to law, may be combined into one school district. In each school district there shall be a school board composed of five or more members chosen by vote of the electors in a nonpartisan election for appropriately staggered terms of four years, as provided by law.
- (b) The school board shall operate, control and supervise all free public schools within the school district and determine the rate of school district taxes within the limits prescribed herein. Two or more school districts may operate and finance joint educational programs.

History.—Am. proposed by Constitution Revision Commission, Revision No. 11, 1998, filed with the Secretary of State May 5, 1998; adopted 1998.

SECTION 5. **Superintendent of schools.**—In each school district there shall be a superintendent of schools who shall be elected at the general election in each year the number of which is a multiple of four for a term of four years; or, when provided by resolution of the district school board, or by special law, approved by vote of the electors, the district school superintendent in any school district shall be employed by the district school board as provided by general law. The resolution or special law may be rescinded or repealed by either procedure after four years.

History.—Am. proposed by Constitution Revision Commission, Revision No. 13, 1998, filed with the Secretary of State May 5, 1998; adopted 1998.

SECTION 6. **State school fund.**—The income derived from the state school fund shall, and the principal of the fund may, be appropriated, but only to the support and maintenance of free public schools.

SECTION 7. State University System.—

- (a) 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.
- (b) 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.

- (c) 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.
- (d) 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.

History.—Proposed by Initiative Petition filed with the Secretary of State August 6, 2002; adopted 2002.

1.001 University Board of Trustees Powers and Duties

- (1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors' regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors' Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.
- (2) Composition of Boards; Membership and Organization.
 - (a) Each university shall be administered by a board of trustees, consisting of thirteen members dedicated to the purposes of the State University System. Each university board of trustees includes six members appointed by the Governor and five members appointed by the Board of Governors, all of whom must be confirmed by the Senate. All trustees are required to attend a Board of Governors orientation session, preferably prior to service on the university board. The chair of the faculty senate, or the equivalent, and the president of Student Government, or the equivalent, are also members. Board of trustee members shall serve staggered terms of five years and may be reappointed for subsequent terms, except for the faculty and student representatives who shall serve for the duration of the term of their respective elected offices. All members are public officers subject to the requirements of the Florida Code of Ethics.
 - (b) Each board of trustees shall select its chair and vice chair from the appointed members. Each chair shall serve for two years and may be reselected for one additional consecutive two-year term. Any exception to this term of office must be approved by a two-thirds vote of the board of trustees.
 - (c) The duties of the chair shall include presiding at all meetings of the board of trustees, calling special meetings of the board of trustees, attesting to actions of the board of trustees, and notifying the Board of Governors or the Governor, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal as provided in section 1001.71, Florida Statutes.
 - (d) The university president shall serve as the chief executive officer and corporate secretary of the board of trustees and shall be responsible to the board of trustees for all operations of the university and for setting

- the agenda for meetings of the board of trustees in consultation with the chair.
- (e) Members of the boards of trustees shall receive no compensation but may be reimbursed for travel and per diem expenses as provided in section 112.061, Florida Statutes.
- (f) Each board of trustees shall establish the powers and duties of the university president.
- (g) Each board of trustees shall be a public body corporate with all the powers of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law and equity, and to give and receive donations. In all suits against the board of trustees, service of process shall be made on the chair of the board of trustees or on a university designee.
- (h) Each board of trustees shall be primarily acting as an instrumentality of the state pursuant to section 768.28, Florida Statutes, for purposes of sovereign immunity.
- (i) Each board of trustees is subject to the public records and open meetings requirements set forth in Article I, section 24 of the Florida Constitution and laws implementing that section.
- (j) Each board of trustees shall keep and, within two weeks after a board meeting, post prominently on the university's website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee, as provided in section 1001.71, Florida Statutes.

(3) University Administration and Oversight.

- (a) Each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university's mission which shall be otherwise consistent with the mission and purposes of the State University System as defined by the Board of Governors.
- (b) Each board of trustees may establish committees of the board to address matters including, but not limited to, academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, and budgets.
- (c) Each board of trustees shall adopt a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the university's mission. University strategic plans shall be submitted to the Board of Governors for approval.
- (d) Each board of trustees shall prepare a multi-year workplan/report for the Board of Governors that outlines its university's top priorities, strategic directions, and specific actions and financial plans for

- achieving those priorities, as well as performance expectations and outcomes on institutional and systemwide goals. The workplan/report shall reflect the university's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.
- (e) Each board of trustees shall have a policy addressing conflicts of interest for its members.
- (f) Each board of trustees shall maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met.
- (g) Each board of trustees may promulgate regulations and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.
- (h) Each board of trustees is authorized to secure comprehensive general liability insurance.
- (i) Each board of trustees may provide for payment of the cost of civil actions against officers, employees, or agents of its board.
- (j) Each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.
- (k) Each board of trustees may govern traffic on the grounds of the university and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.
- (l) Each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students, and campus visitors.
- (m) Each board of trustees is authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research.
- (4) Academic Programs and Student Affairs.
 - (a) Each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to:
 - 1. authorization and discontinuance of degree programs;
 - 2. articulation and access;
 - 3. admission and enrollment of students;
 - 4. minimum academic performance standards for the award of a degree;
 - 5. student financial assistance;
 - 6. student activities and organizations;
 - 7. student records and reports;

- 8. antihazing, related penalties, and program for enforcement;
- 9. reasonable accommodation of religious observances; and
- 10. uniform student code of conduct and related penalties. Such regulations or policies shall be consistent with any applicable Board of Governors' regulations.
- (b) Each board of trustees shall establish a committee to periodically review and evaluate the student judicial system. At least one-half of the members of the committee shall be students appointed by the student body president.
- (c) Each board of trustees shall approve the internal procedures of student government organizations.
- (d) Each board of trustees shall require that institutional control and oversight of its intercollegiate athletics program is in compliance with the rules and regulations of the National Collegiate Athletic Association. The university president is responsible for the administration of all aspects of the intercollegiate athletics program.

(5) Personnel.

- (a) Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may include but is not limited to: compensation and other conditions of employment, recruitment and selection, nonreappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure, and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment. To the extent allowed by law, university employees shall continue to be able to participate in the state group insurance programs and the state retirement systems.
- (b) Each board of trustees shall act as the sole public employer with regard to all public employees of its university for the purposes of collective bargaining, and shall serve as the legislative body for the resolution of impasses with regard to collective bargaining matters.
- (c) Each board of trustees shall select its university president subject to confirmation of the candidate by the Board of Governors and in accordance with the requirements of Regulation 1.002. A presidential search committee shall be appointed to make recommendations to the full board of trustees. The board of trustees shall select a candidate for confirmation by the Board of Governors. Prior to confirmation, the board of trustees shall submit a written description of the selection

- process and criteria, the qualifications of the selected candidate, and a copy of the proposed employment contract to the Board of Governors for its consideration in confirming the candidate. The candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation of the candidate will be considered. Such meeting will be held as soon as practicable to ensure a timely transition. Renewals of presidential employment contracts shall be subject to confirmation by the Board of Governors and shall be limited to one-year terms.
- (d) In the event that a board of trustees selects an interim president, such selection is subject to confirmation of the candidate by the Board of Governors. If it is determined by the board of trustees to be in the best interests of the university, the interim president selected by the board may be delegated full authority to serve as the interim president during the period prior to confirmation by the Board of Governors. Continued service as interim president requires confirmation by the Board of Governors, and the candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation will be considered. Such meeting will be held as soon as practicable to ensure a timely transition.
- (e) Each board of trustees shall develop guidelines for the annual evaluation of the president.
- (f) Each board of trustees shall conduct an annual evaluation of the president. The chair of the board of trustees shall request input from the Chair of the Board of Governors, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the Board of Governors' strategic goals and priorities, and compliance with systemwide regulations.

(6) Financial Management.

- (a) Each board of trustees shall be responsible for the financial management of its university and shall submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors.
- (b) Each board of trustees shall establish tuition and fees in accordance with regulations established by the Board of Governors.
- (c) Each board of trustees shall establish waivers for tuition and fees pursuant to regulations established by the Board of Governors.
- (d) Each board of trustees shall engage in sound debt management practices for the issuance of debt by the university and its direct support organizations, and shall comply with the guidelines established by the Board of Governors in connection with the

- authorization, issuance and sale of university and direct support organization debt.
- (e) Each board of trustees shall account for expenditures of all state, local, federal, and other funds in accordance with guidelines or regulations established by the Board of Governors, and as provided by state or federal law.
- (f) Each board of trustees may enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.
- (g) Each board of trustees shall establish policies and procedures for the performance of annual internal audits of university finances and operations. All reports generated from such audits must be submitted to the Board of Governors after review and acceptance by the board of trustees, or its designee.
- (h) Each board of trustees and each direct support organization shall submit annual financial statements to the Board of Governors.

(7) Property and Purchasing.

- (a) Each board of trustees and university direct support organization must obtain prior approval from the Board of Governors before entering into a binding contractual obligation to improve real property that will result in the board or the direct support organization seeking a commitment of state funds for the development, construction, operation, or maintenance of an educational or research facility.
- (b) Each board of trustees shall have the authority to acquire real and personal property and contract for the sale and disposal of same, and approve and execute contracts for purchase, sale, lease, license, or acquisition of commodities, goods, equipment, and contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price.
- (c) With respect to state-funded real property acquisitions, each board of trustees may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.
 - 1. The board of trustees may secure appraisals and surveys in accordance with the policies and procedures of the Board of Trustees of the Internal Improvement Trust Fund. Whenever the board of trustees finds it necessary for timely property acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are

- contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.
- 2. The board of trustees may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the board of trustees or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the board of trustees.
- 3. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired thereafter with state funds shall vest in the Board of Trustees of the Internal Improvement Trust Fund. With respect to all other real property acquired by a university, such property shall be titled in the name of the university board of trustees, or as the trustees of the university may deem appropriate.
- (d) Each board of trustees shall submit to the Board of Governors, for approval, plans for all new campuses and instructional centers.
- (e) Each board of trustees shall administer a program for the maintenance and construction of facilities.
- (f) Each board of trustees may exercise the right of eminent domain pursuant to the provisions of chapter 1013, Florida Statutes.
- (g) Each board of trustees shall be responsible for the use, maintenance, protection, and control of, and the imposition of charges for, university-owned or university-controlled buildings and grounds, property and equipment, name trademarks and other proprietary marks, and the financial and other resources of the university.
- (h) With respect to any funds or real or personal property designated by will, deed, agreement, or court appointment to be held in trust for the benefit of the university, or its students, faculty members, officers, or employees, or otherwise, or for any educational purpose, a university board of trustees is authorized to act as trustee with full legal capacity as trustee to administer such trust property and, in such event, the title thereto shall vest in the board of trustees as trustee. In all such cases, the university board of trustees shall have the power and capacity to do and perform all things as fully as any individual trustee or other competent trustee might do or perform, and with the same rights, privileges, and duties including the power, capacity, and authority to convey, transfer, mortgage, or pledge such property held in trust and to contract and execute all other documents relating to said trust property which may be required for or appropriate to the

- administration of such trust or to accomplish the purposes of any such trust. Nothing herein shall be construed to authorize a board of trustees to contract a debt on behalf of, or in any way to obligate, the state; and the satisfaction of any debt or obligation incurred by the board as trustee under the provisions of this section shall be exclusively from the trust property, mortgaged or encumbered.
- (i) Each board of trustees shall prepare and adopt a campus master plan pursuant to section 1013.30, Florida Statutes.
- (j) Each board of trustees shall prepare, adopt, and execute a campus development agreement pursuant to section 1013.30, Florida Statutes.
- (k) Each board of trustees may authorize the rent or lease of parking facilities, provided that such facilities are funded through parking fees or parking fines imposed by a university. A board of trustees may authorize a university to charge fees for parking at such rented or leased parking facilities and parking fines.
- (l) Each board of trustees shall promulgate regulations that establish basic criteria related to the procurement of commodities and contractual services.
- (m) Each board of trustees shall be responsible for the fire safety and sanitation of public educational and ancillary plants.

(8) Miscellaneous Powers and Duties.

- (a) Each board of trustees is authorized to form such corporate entities as are necessary to establish and maintain faculty practice plans for the collection, distribution, and regulation of fees generated by faculty members engaged in the provision of healthcare services to patients as an integral part of their academic activities and employment as faculty. Each such faculty practice plan must be adopted by the board of trustees in accordance with regulations of the Board of Governors and approved by the Board of Governors.
- (b) Each board of trustees is authorized to establish direct support organizations and university health services support organizations and certify them to use university property, facilities, and services.
- (c) Each board of trustees may establish educational research centers for child development.
- (d) Each board of trustees is authorized to protect, develop, and transfer the work products of university personnel and other university agents and contractors, which authority shall include but not be limited to licensing, assigning, selling, leasing, or otherwise allowing the use of or conveying such work products and securing and enforcing patents, copyrights, and trademarks on such products. Each board of trustees shall have policies and procedures concerning the work products of university personnel that facilitate technology development and

- transfer for the public benefit. Such policies must include, without limitation, provisions that take into account the contributions of university personnel in the development of work products and that require any proceeds from such work products be used to support the research and sponsored training programs of the university.
- (e) Each board of trustees is responsible for compliance with all applicable laws, rules, regulations, and requirements.
- (f) Each board of trustees shall perform such other duties as provided by the Board of Governors, or as each board of trustees may determine are necessary or appropriate for the administration of the university so long as the trustees comply with any applicable laws and Board of Governors' regulations and policies.

Authority: Section 7(c), Art. IX, Fla. Const.; History: Resolution 1-07-03, New 3-26-09, Amended 09-16-10, 08-31-17.

7.003 Fees, Fines and Penalties.

- (1) The Board of Governors must authorize all fees assessed to students. Accordingly, the specific fees listed in this section, and the tuition and associated fees defined in Regulation 7.001, are the only fees that may be charged for state fundable credit hours without the specific approval of the board, except as authorized in Regulation 8.002. For purposes of clarification, the term "at cost" or "cost" as used in this regulation includes those increased costs that are directly related to the delivery of the goods, services, or programs.
- (2) Each university board of trustees is authorized to assess the following fees at the statutory amounts listed:
 - (a) Security / Access / Identification Card, Duplicate Security / Access / Identification Card, Fee Card, or Passbook:
 - 1. Annual cost up to \$10.00.
 - 2. All duplicates cost up to \$15.00
 - (b) Orientation Fee up to \$35.00.
 - 1. Effective fall 2011, the board of trustees of the University of West Florida may assess a \$50 Orientation Fee.
 - (c) Admissions Deposit Up to \$200. The admissions deposit shall be imposed at the time of an applicant's acceptance to the university and shall be applied toward tuition upon registration and budgeted in the Student and Other Fee Trust Fund. In the event the applicant does not enroll in the university, the admissions deposit shall be budgeted in an auxiliary account of the university and used to expand financial assistance, scholarships, student academic and career counseling services, and admission services at the university.
 - (d) Transcript Fee per item; up to \$10.00.
 - (e) Diploma Replacement Fee per item; up to \$10.00.
 - (f) Service Charge up to \$15.00 for the payment of tuition and fees in installments.
 - (g) Audit Registration Fees -- Audit registration assures a course space for the student; however, no grade is awarded. This fee is the same as the tuition and associated fees provided in Regulation 7.001. Budgeting of fee proceeds shall be in the Student and Other Fee Trust Fund.
 - (h) Registration of Zero Hours -- Such registration provides for examinations, graduations, use of facilities, etc., when deemed appropriate by the institution. The student is assessed tuition and associated fees for one credit hour. The Zero Credit Fee shall be budgeted in the Student and Other Fee Trust Fund.
 - (i) Application Fee -- Individuals who make application for admission to universities within the State University System shall pay a non-refundable Application Fee of not more than \$30.00. The fee shall be budgeted in the

- Student and Other Fee Trust Fund. Provisions may be made to waive the application fee as specified by the university.
- (j) Late Registration Fee -- Universities shall assess a Late Registration Fee to students who fail to register before the end of the regular registration period. This fee may also be assessed to students reinstated after their course schedules were cancelled due to non-payment of fees. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Funds and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Registration Fee as specified by the university.
- (k) Late Payment Fee -- Universities may assess a Late Payment Fee to students who fail to pay, or make appropriate arrangements for payment (installment payment, deferment, or third-party billing), of tuition and associated fees by the deadline set by each university. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Fund and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Payment Fee as specified by the university.
- (3) Before the board's last meeting of each calendar year, the university board of trustees shall notify the board of any potential increases in fees outlined in subparagraph (2). A university board of trustees may then submit a proposal for an increase in that fee to the Board of Governors' budget committee for consideration by the committee during a June meeting.
 - (a) The proposal shall be submitted in a format designated by the chancellor and include at a minimum:
 - 1. The current and proposed increase to the fee and a description of the process used to determine the need for the increase, including any student involvement.
 - 2. The service or operation currently being funded by the fee.
 - 3. An analysis of whether the service or operation can be performed more efficiently to alleviate the need for any increase.
 - 4. The additional or enhanced service or operation to be implemented.
 - 5. Identification of other resources that could be used to meet this need.
 - 6. The financial impact on students, including those with financial need.
 - 7. The current revenue collected and expenditures from the current fee.
 - 8. The estimated revenue to be collected and expenditures for the fee increase.
 - (b) The board will act upon the budget committee recommendation at the next scheduled meeting.
 - (c) An increase in these fees can only be implemented with the fall term.
 - (d) Every five years the university board of trustees shall review the fee increase to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The

university board of trustees shall submit its findings to the board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the chancellor.

- (4) Each university board of trustees is authorized to establish separate activity and service, health, and athletic fees on the main campus, branch campus, or center.
 - (a) The fees shall be retained by the university and paid into the separate activity and service, health, and athletic funds. A university may transfer revenues derived from the fees authorized pursuant to this section to a university direct-support organization of the university pursuant to a written agreement approved by the Board of Governors.
 - (b) The sum of the activity and service, health, and athletic fees a student is required to pay to register for a course shall not exceed 40 percent of the tuition. Within the 40 percent cap, universities may not increase the aggregate sum of activity and service, health, and athletic fees more than 5 percent per year or the same percentage increase in tuition, whichever is higher.
 - (c) A university may increase its athletic fee to defray the costs associated with changing National Collegiate Athletic Association divisions. Any such increase in the athletic fee may exceed both the 40 percent cap and the 5 percent cap imposed by this subsection. Any such increase must be approved by the athletic fee committee in the process outlined in subparagraph (4)(d) and cannot exceed \$2 per credit hour.
 - (d) Increases in the health, athletic, and activity and service fee must be recommended by a fee committee, at least one-half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, and approval by the university board of trustees. An increase in these fees may occur only once each fiscal year and must be implemented beginning with the fall term.
 - (e) The student activity and service fee shall be expended for lawful purposes to benefit the student body in general. This shall include, but shall not be limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university without regard to race, sex, or religion. The fee may not benefit activities for which an admission fee is charged to students, except for student-government-association-sponsored concerts. The allocation and expenditure of the fees shall be determined by the student government association of the university, except that the president of the university may veto any line item or portion thereof within the budget when

- submitted by the student government association legislative body. The university president shall have 15 school days from the date of presentation of the budget to act on the allocation and expenditure recommendations, which shall be deemed approved if no action is taken within the 15 school days. If any line item or portion thereof within the budget is vetoed, the student government association legislative body shall within 15 school days make new budget recommendations for expenditure of the vetoed portion of the fees. If the university president vetoes any line item or portion thereof within the new budget revisions, the university president may reallocate by line item that vetoed portion to bond obligations guaranteed by activity and service fees.
- (f) Unexpended fees and undisbursed fees remaining at the end of a fiscal year shall be carried over and remain in the student activity and service fund and be available for allocation and expenditure during the next fiscal year.
- (5) Technology Fee Each university board of trustees may establish a technology fee to be paid by all students. The fee may be up to 5 percent of the tuition charged per credit hour. The revenue from this fee shall be used to enhance instructional technology resources for students and faculty. The revenue and expenditures shall be budgeted in the Local Fund budget entity.
- (6) Off-Campus Educational Activities As used herein, "off-campus" refers to locations other than state-funded main campuses, branch campuses, or centers. Each university board of trustees is authorized to establish fees for state fundable off-campus course offerings when the location results in specific, identifiable increased costs to the university. These fees will be in addition to the tuition and associated fees charged to students enrolling in these courses on-campus. The additional fees charged are for the purpose of recovering the increased costs resulting from off-campus vis-à-vis on-campus offerings. The university shall budget the fees collected for these courses to the Student and Other Fee Trust Funds. Each university shall use the additional fees collected to cover the increased cost of these courses and reimburse the appropriate Educational and General fund, or other appropriate fund if the costs are incurred in other than Educational and General funds.
- (7) Material and Supply Fees Each university board of trustees is authorized to assess Material and Supply Fees not to exceed the amount necessary to offset the cost of materials or supply items which are consumed in the course of the student's instructional activities, excluding the cost of equipment and equipment repairs and maintenance. Revenues from such fees shall be budgeted in the Auxiliary Trust Fund.

- (8) Housing Rental Rates Basic rates for housing rental shall be set by each university board of trustees. In addition, the university board of trustees is authorized to establish miscellaneous housing charges for services provided by the university at the request of the students.
- (9) Parking Fines, Permits and Decals -- Each university board of trustees shall establish charges for parking decals, permits and parking fines.
- (10) Transportation Access Fee Each university board of trustees is authorized to establish a transportation access fee, with appropriate input from students, to support the university's transportation infrastructure and to increase student access to transportation services.
- (11) Returned Check Fee -- Each university board of trustees shall assess a service charge for unpaid checks returned to the university.
- (12) Collection costs -- Each university board of trustees is authorized to assess a charge representing reasonable cost of collection efforts to effect payment for overdue accounts. Amounts received for collection costs shall be retained by the university.
- (13) Service Charge -- Each university board of trustees is authorized to assess a service charge on university loans in lieu of interest and administrative handling.
- (14) Educational Research Center for Child Development Fee -- Each university board of trustees is authorized to assess child care and service fees.
- (15) Transient Student Fee Each university board of trustees is authorized to assess a fee not to exceed \$5.00 per course for accepting a transient student and processing the student's admissions application pursuant to Section 1006.73.
- (16) Capital Improvement Fee This fee may be used to fund any project or real property acquisition that meets the requirements of Chapter 1013. Each university board of trustees shall assess \$4.76 per credit hour per semester. Any increase in the fee beyond \$4.76 must be first recommended by a fee committee, at least half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, and approval by the university board of trustees. An increase in these fees may occur only once each fiscal year and must be implemented beginning with the fall term. The fee may not exceed 10 percent of the tuition for resident students or 10 percent of the sum of tuition

and out-of-state fees for nonresident students. The fee for resident students shall be limited to an increase of \$2 per credit hour over the prior year, and any proposed fee increases or decreases must be approved by the Board of Governors. No project proposed by a university which is to be funded by this fee shall be submitted to the Board of Governors for approval without prior consultation with the student government association of that university.

- (17) Student Financial Aid Fee Each university board of trustees is authorized to collect for financial aid purposes an amount not to exceed 5 percent of the tuition and out-of-state fee. The revenues from fees are to remain at each university. A minimum of 75 percent of funds from the student financial aid fee shall be used to provide financial aid based on demonstrated financial need. Each university shall report annually to the Board of Governors on the revenue collected pursuant to this subsection, the amount carried forward, the criteria used to make awards, the amount and number of awards for each criterion, and a delineation of the distribution of such awards. The report shall include an assessment by category of the financial need of every student who receives an award, regardless of the purpose for which the award is received. Awards which are based on financial need shall be distributed in accordance with the federal methodology for determining need. An award for academic merit shall require a minimum overall grade point average of 3.0 on a 4.0 scale or the equivalent for both initial receipt of the award and renewal of the award.
- (18) Each university board of trustees is authorized to assess the following fees which will have varied amounts:
 - (a) Development Research School Fees activity fees which shall be discretionary with each university.
 - (b) Library Fines per book or unit, per day; the funds shall be budgeted to the Student and Other Fee Trust Fund.
 - (c) Overdue Reserve Library books per book, per library hour; the funds shall be budgeted to the Student and Other Fee Trust Fund.
 - (d) Late Equipment Fee, Physical Education per item, per day.
 - (e) Fees and fines relating to the use, late return, and loss and damage of facilities and equipment.
 - (f) Distance Learning Fee Universities may assess a distance learning fee to any student enrolled in a course listed in the distance learning catalog. The average distance learning fee amount assessed by a state university may not exceed \$30 per credit hour.
- (19) Each university board of trustees is authorized to assess reasonable fees for incidental non-academic services provided directly to individuals. This could include, but not be limited to, fees for duplicating, lost keys, copyright material, breakage, standardized tests, library loans.

- (20) Each university board of trustees is authorized to assess an international student service fee to cover the university costs associated with reporting requirements of the Student and Exchange Visitor Information System administered by the Department of Homeland Security for F-Visa and J-Visa degree seeking students.
- (21) Excess Hour Fee –This fee shall be budgeted in the Student and Other Fee Trust Fund.
 - (a) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student in fall 2009 or thereafter and prior to fall 2011 shall pay an excess hour fee equal to 50 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 120 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
 - (b) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student in fall 2011 and prior to fall 2012 shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 115 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
 - (c) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education as a first-time-in-college student in fall 2012 or thereafter shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 110 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
 - (d) Each university shall implement a process for notifying students of this fee upon a student's initial enrollment. A second notice must be provided to the student when the student has attempted the number of credit hours needed to complete the baccalaureate degree program in which the student is enrolled. The second notice must include a recommendation that each student who intends to earn credit hours at the university in excess of the credit hours required for the baccalaureate degree program in which the student is enrolled meet with the student's academic advisor.
 - (e) All credit hours for courses taken at the university from which the student is seeking a baccalaureate degree shall be included when calculating the number of hours taken by a student, including:

- 1. Failed courses.
- 2. Courses dropped or withdrawn from after the university's advertised last day of the drop and add period, except as provided for in subparagraph (21)(f).
- 3. Repeated courses, except repeated courses for which the student has paid the full cost of instruction as provided in Regulation 7.001(11).
- 4. All credit hours earned at another institution and accepted for transfer by the university and applied toward the student's baccalaureate degree program.
- (f) All credit hours earned under the following circumstances shall not be calculated as hours required to earn a baccalaureate degree:
 - 1. College credits earned through an articulated accelerated mechanism.
 - 2. Credit hours earned through internship programs.
 - 3. Credit hours required for certification, recertification, or certificate programs.
 - 4. Credit hours in courses from which a student must withdraw due to reasons of medical or personal hardship.
 - 5. Credit hours taken by active-duty military personnel.
 - 6. Credit hours required to achieve a dual major taken while pursing a baccalaureate degree.
 - 7. Remedial and English as a Second Language credit hours.
 - 8. Credit hours earned in military science courses that are part of the Reserve Officers' Training Corps program.
- (22) Convenience fee Each university board of trustees may establish a convenience fee when accepting payments by credit cards, charge cards, and debit cards. The fee shall not be greater than the cost of providing the service. The fee is not refundable to the payor.
- (23) Before the Board of Governors' last meeting of each calendar year, the university board of trustees shall notify the board of any potential new fees that are being considered by the university. A university board of trustees may then submit a proposal for a new fee not currently authorized in board regulation or statute to the Board of Governors' budget committee for consideration by the committee during a June meeting.
 - (a) The proposal shall be submitted in a format designated by the chancellor, and include at a minimum:
 - 1. The purpose to be served or accomplished with the fee.
 - 2. The demonstrable student-based need for the fee that is currently not being met through existing university services, operations or another fee.

- 3. The process used to assure substantial student input or involvement.
- 4. Any proposed restrictions, limitations, or conditions to be placed on the fee.
- 5. The financial impact of the fee on students, including those with financial need.
- 6. The estimated revenue to be collected and proposed expenditures for the new fee.
- 7. The outcome measures that will be implemented to determine when the purpose of the fee will be accomplished.
- (b) The aggregate sum of any fees approved by the board that a student is required to pay to register for a course shall not exceed 10 percent of tuition. All other fees shall be based on cost.
- (c) The fee can only be implemented in the fall term.
- (d) The revenue generated by this fee may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used to pay or secure debt.
- (e) The university shall account for the revenue and detailed expenditures of this fee in the Annual Report.
- (f) The fee cannot be an extension of, or cover the same services, as an existing statutory fee.
- (g) The fee cannot be utilized to create additional bonding capacity in an existing fee.
- (h) The fee should support a new service or activity that is not currently supported or should be supported with education and general funds (state and tuition).
- (i) The fee shall not supplant revenue from other sources that are currently used or have been used to support a service or activity.
- (j) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.
- (k) Once the board approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.
- (l) The board will act upon the budget committee recommendation at the next scheduled meeting.
- (m) Every five years the university board of trustees shall review the fee to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall submit its findings to the board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the chancellor.
- (n) If a university board of trustees' proposal is denied, within five calendar days the university board of trustees may request reconsideration by the board's Tuition Appeals Committee, which shall consist of the chair of the board and the chair of each board committee.

The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

- (24) Pursuant to subparagraph (23), the university boards of trustees designated below are authorized to assess the following fees:
 - (a) Green Fee This fee may be assessed to establish or improve the use of renewable energy technologies or energy efficiencies that lower the university's greenhouse emissions.
 - 1. University of South Florida: up to \$1.00 per credit hour
 - 2. New College of Florida: up to \$1.00 per credit hour
 - 3. University of West Florida: up to \$1.00 per credit hour
 - (b) Test Preparation Fee at cost. This fee may be assessed to increase accessibility to test preparation courses in programs where students are expected to obtain specific preparation for a practice-based examination.
 - 1. Florida International University
 - 2. Florida A&M University (bar test preparation)
 - (c) Student Life and Services Fee This fee may be assessed to expand student participation in transformational learning opportunities that build new and enhances ongoing activities which connect students to the institution.
 - 1. University of North Florida: not to exceed 5 percent of tuition.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.003. Derived from 6C-2.74 and 6C-2.76, Amended and Renumbered 12-17-74, Amended 2-22-76, 6-22-76, 6-28-76, 11-1-76, 9-8-77, 2-14-79, 9-28-81, 12-7-82, 12-13-83, 10-2-84, Formerly 6C-7.03, Amended 1-8-86, 8-11-86, 12-25-86, 6-2-87, 10-17-89, 4-10-90, 1-7-91, 7-2-91, 9-15-91, 8-4-92, 11-9-92, 4-12-93, 5-30-93, 9-23-93, 8-1-94, 1-24-96, 4-16-96, 12-15-97, 8-28-00, 8-12-01, Amended and Renumbered as 7.003 9-25-08, Amended 12-10-09, 11-04-10, 9-15-11, 6-21-12, 11-08-12, 11-21-13, 9-22-16.

8.005 General Education Core Course Options -

- (1) Prior to the award of an associate in arts or baccalaureate degree, students entering a state university as a first-time-in-college student in the Fall Term 2015 and thereafter must complete at least one (1) course from each of the general education subject areas listed in this section. These courses comprise the general education core as required per section 1007.25(3), Florida Statutes. The remaining courses and credits that will fulfill the total 36-hour general education requirement are at the discretion of the state university. Completion of both the general education core and remaining university-specified general education courses are required for completion of an undergraduate degree.
 - (a) Complete one of the following courses in Communication:

ENC X101 English Composition I or

A course with an ENC prefix for which ENCX101 is a direct prerequisite.

(b) Complete one of the following courses in Humanities:

ARH X000 Art Appreciation or

HUM X020 Introduction to Humanities or

LIT X000 Introduction to Literature or

MUL X010 Introduction to Music Literature/Music Appreciation or

PHI X010 Introduction to Philosophy or

THE X000 Theatre Appreciation.

(c) Complete one of the following courses in Mathematics:

MAC X105 College Algebra or

MAC X311 Calculus I or

MGF X106 Liberal Arts Mathematics I or

MGF X107 Liberal Arts Mathematics II or

STA X023 Statistical Methods or

A mathematics course for which one of the above general education core course options in mathematics is a direct prerequisite.

(d) Complete one of the following courses in Natural Sciences:

AST X002 Descriptive Astronomy or

BSC X005 General Biology or

BSC X010 General Biology I or

BSC X085 Anatomy and Physiology I or

CHM X020 Chemistry for Liberal Studies or

CHM X045 General Chemistry I or

ESC X000 Introduction to Earth Science or

EVR X001 Introduction to Environmental Science or

PHY X020 Fundamentals of Physics or

PHY X048 General Physics with Calculus or

PHY X053 General Physics I or

A natural science course for which one of the above general education core course options in natural science is a direct prerequisite.

(e) Complete one of the following courses in Social Sciences

AMH X020 Introductory Survey Since 1877 or

ANT X000 Introduction to Anthropology or

ECO X013 Macroeconomics or

POS X041 American Government or

PSY X012 Introduction to Psychology or

SYG X000 Principles of Sociology.

(2) Students who transfer into a state university or between state universities shall be required to meet the above general education core requirements if the students were

classified as first-time-in-college at their original postsecondary institution Fall Term

2015 and thereafter. Any course accepted by an institution in the Florida College System

or State University System as meeting the general education core at that institution shall

be accepted as meeting the core requirements at all institutions. All credit earned by

other transfer students shall be evaluated by the receiving institution on a course-by-

course basis to determine core equivalency.

(3) Institutions shall report to the Statewide Course Numbering System all courses used

to fulfill subject area core course options. Any course recommended to be added to the

list of general education core course options from section (1) shall be reported to the

Office of K-20 Articulation at http://fldoe.org/articulation for review. Institutions may

apply their own course titles to the general education core course options.

(4) Institutions must recognize credit earned through an acceleration mechanism in

Section 1007.27, Florida Statutes, and Board of Governors Regulation 6.006 as meeting

the related general education core course requirement.

(5) Institutions may grant a substitution or modification to the courses listed above for

eligible disabled students, subject to Board of Governors Regulation 6.018.

Authority: Section 7(d), Art. IX, Fla. Const., New - 6-19-2014

3

29

6.014 Student Governments

- (1) The university board of trustees shall establish a student government on the main campus of each state university. In addition, each university board of trustees may establish a student government on any branch campus or center, or the students of those areas shall have the opportunity to be represented in the university-wide student government. Each student government is a part of the university at which it is established.
- (2) Each student government shall be organized and maintained by students and shall be composed of at least a student body president, a student legislative body, and a student judiciary. The student body president and the student legislative body shall be elected by the student body; however, interim vacancies and the student judiciary may be filled in a manner other than election as prescribed by the internal procedures of the student government.
- (3) The president of the student body of the university shall be a member of the university board of trustees. The president of the Florida Student Association, or the equivalent, shall be a member of the Board of Governors.
- (4) Each student government shall adopt internal procedures governing:
 - (a) The operation and administration of the student government.
 - (b) The execution of all other duties as prescribed to the student government by university regulation.
- (5) Upon adoption, such internal procedures shall be approved by the university board of trustees or its designee as deemed appropriate by the board of trustees.
- (6) The qualifications, elections and returns, the appointments, and the suspension, removal, and discipline of officers of the student government shall be determined by the student government as prescribed by its internal procedures. At minimum, qualifications to seek office and to continue to serve in office are subject to any established university standards for leadership activities, including those for remaining in good academic standing.
- (7) Each student government shall adopt internal procedures providing for the suspension and removal of an elected or appointed student government officer following the conviction of that officer of a felony. In addition to any other internal procedures set forth in paragraph (6) for suspending, removing, and disciplining officers, any elected or appointed officer of the student government may be removed from office by the majority vote of students participating in a referendum held under this paragraph. Each student government shall adopt internal procedures by which students may petition for a referendum to remove from office an elected or appointed

officer of a student government. The grounds for removal of an officer by petition must be expressly contained in the petition and are limited to the following: malfeasance, misfeasance, neglect of duty, incompetence, permanent inability to perform official duties, or conviction of a felony. The referendum must be held no later than sixty (60) days after the filing of the petition.

(8) Members of student government are expected to adhere to the university code of conduct. A member may be charged with a violation of the university code, even if the student government brings organizational charges against the individual.

Authority: Section 7(d), Art. IX, Fla. Const., History: New 12-10-09.

Select Year: 2018 ▼ Go

The 2018 Florida Statutes

Title XLVIII
K-20 EDUCATION CODE

Chapter 1001
K-20 GOVERNANCE

View Entire Chapter

1001.705 Responsibility for the State University System under s. 7, Art. IX of the State Constitution.—

- (1) DEFINITIONS.—For purposes of this act, the term:
- (a) "Board of Governors" as it relates to the State University System and as used in s. 7, Art. IX of the State Constitution and Title XLVIII and other sections of the Florida Statutes is the Board of Governors of the State University System which belongs to and is part of the executive branch of state government.
- (b) "Institutions of higher learning" as used in the State Constitution and the Florida Statutes includes publicly funded state universities.
 - (c) "Public officer" as used in the Florida Statutes includes members of the Board of Governors.
- (d) "State university" or "state universities" as used in the State Constitution and the Florida Statutes are agencies of the state which belong to and are part of the executive branch of state government. This definition of state universities as state agencies is only for the purposes of the delineation of constitutional lines of authority. Statutory exemptions for state universities from statutory provisions relating to state agencies that are in effect on the effective date of this act remain in effect and are not repealed by virtue of this definition of state universities.
- (2) CONSTITUTIONAL DUTIES OF THE BOARD OF GOVERNORS OF THE STATE UNIVERSITY SYSTEM.—In accordance with s. 7, Art. IX of the State Constitution, the Board of Governors of the State University System has the duty to operate, regulate, control, and be fully responsible for the management of the whole publicly funded State University System and the board, or the board's designee, has responsibility for:
 - (a) Defining the distinctive mission of each constituent university.
- (b) Defining the articulation of each constituent university in conjunction with the Legislature's authority over the public schools and Florida College System institutions.
 - (c) Ensuring the well-planned coordination and operation of the State University System.
 - (d) Avoiding wasteful duplication of facilities or programs within the State University System.
- (e) Accounting for expenditure of funds appropriated by the Legislature for the State University System as provided by law.
- (f) Submitting a budget request for legislative appropriations for the institutions under the supervision of the board as provided by law.
 - (g) Adopting strategic plans for the State University System and each constituent university.
 - (h) Approving, reviewing, and terminating degree programs of the State University System.
 - (i) Governing admissions to the state universities.
- (j) Serving as the public employer to all public employees of state universities for collective bargaining purposes.
- (k) Establishing a personnel system for all state university employees; however, the Department of Management Services shall retain authority over state university employees for programs established in ss. <u>110.123</u>, <u>110.1238</u>, and <u>110.161</u>, and in chapters 121, 122, and 238.
- (l) Complying with, and enforcing for institutions under the board's jurisdiction, all applicable local, state, and federal laws.
- (3) CONSTITUTIONAL DUTIES OF THE LEGISLATURE.—In accordance with s. 3, Art. II of the State Constitution, which establishes the separation of powers of three branches of government; s. 1, Art. III of the State Constitution,

which vests the legislative power of the state in the Legislature; s. 8, Art. III of the State Constitution, which provides the exclusive executive veto power of the Governor and the exclusive veto override power of the Legislature; s. 19, Art. III of the State Constitution, which requires the Legislature to enact state planning and budget processes and requirements for budget requests by general law; s. 1, Art. VII of the State Constitution, which requires that the authority to expend state funds be by general law enacted by the Legislature; and s. 1, Art. IX of the State Constitution, which requires the Legislature to make adequate provision by law for the "establishment, maintenance, and operation of institutions of higher learning," the Legislature has the following responsibilities:

- (a) Making provision by law for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require.
 - (b) Appropriating all state funds through the General Appropriations Act or other law.
 - (c) Establishing tuition and fees.
 - (d) Establishing policies relating to merit and need-based student financial aid.
- (e) Establishing policies relating to expenditure of, accountability for, and management of funds appropriated by the Legislature or revenues authorized by the Legislature. This includes, but is not limited to, policies relating to: budgeting; deposit of funds; investments; accounting; purchasing, procurement, and contracting; insurance; audits; maintenance and construction of facilities; property; bond financing; leasing; and information reporting.
- (f) Maintaining the actuarial and fiscal soundness of centrally administered state systems by requiring state universities to continue to participate in programs such as the Florida Retirement System, the state group health insurance programs, and the state casualty insurance program.
- (g) Establishing and regulating the use of state powers and protections, including, but not limited to, eminent domain, certified law enforcement, and sovereign immunity.
- (h) Establishing policies relating to the health, safety, and welfare of students, employees, and the public while present on the campuses of institutions of higher learning.

History.-s. 1, ch. 2005-285; s. 10, ch. 2010-78; s. 23, ch. 2011-5.

Copyright © 1995-2018 The Florida Legislature • Privacy Statement • Contact Us

Select Year: 2018 ▼ Go

The 2018 Florida Statutes

Title XLVIII
K-20 EDUCATION CODE

<u>Chapter 1001</u> K-20 GOVERNANCE **View Entire Chapter**

1001.706 Powers and duties of the Board of Governors.—

- (1) GENERAL PROVISIONS.—For each constituent university, the Board of Governors, or the board's designee, shall be responsible for cost-effective policy decisions appropriate to the university's mission, the implementation and maintenance of high-quality education programs within law, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards.
 - REGULATORY AUTHORITY.—
- (a) Pursuant to s. 7, Art. IX of the State Constitution, the Board of Governors has the authority to regulate the State University System and may adopt a regulation development procedure for the Board of Governors and the university boards of trustees to use in implementing their constitutional duties and responsibilities.
- (b) The Board of Governors shall be subject to the provisions of chapter 120 when acting pursuant to statutory authority derived from the Legislature, except that the Board of Governors may adopt regulations if expressly authorized or required by law. Such regulations must be adopted pursuant to a development procedure that complies with paragraph (c). If the Board of Governors delegates a power or duty to a university board of trustees as the designee, the authority to adopt rules or regulations is included in the delegation. If the Board of Governors delegates a statutory power or duty to a university board of trustees, the university board of trustees shall be subject to the provisions of chapter 120 but may adopt regulations to the same extent as the Board of Governors under this subsection.
- (c) The development procedure for regulations authorized or required by law must provide for notice to the public of, and an opportunity for public comment on, the proposed adoption, amendment, or repeal of a regulation; a process for a substantially affected person to challenge a statement of general applicability that has not been properly adopted as a regulation; a process for a substantially affected person to challenge an unlawful regulation; and a process for the adoption of and challenges to emergency regulations that are necessary to protect the public interest in the emergency. Judicial review shall be sought in the appellate district in which the headquarters of the Board of Governors is located or in which the main campus of the state university is located, as applicable. The regulation development procedure shall be published prominently on the websites of the Board of Governors and the state universities.
 - (3) POWERS AND DUTIES RELATING TO ORGANIZATION AND OPERATION OF STATE UNIVERSITIES.—
- (a) The Board of Governors, or the board's designee, shall develop guidelines and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.
- (b) The Board of Governors shall develop guidelines relating to divisions of sponsored research, pursuant to the provisions of s. 1004.22, to serve the function of administration and promotion of the programs of research.
- (c) The Board of Governors shall prescribe conditions for direct-support organizations and university health services support organizations to be certified and to use university property and services. Conditions relating to certification must provide for audit review and oversight by the Board of Governors.
- (d) The Board of Governors shall develop guidelines for supervising faculty practice plans for the academic health science centers.

- (e) The Board of Governors shall ensure that students at state universities have access to general education courses as provided in the statewide articulation agreement, pursuant to s. 1007.23.
- (f) The Board of Governors shall approve baccalaureate degree programs that require more than 120 semester credit hours of coursework prior to such programs being offered by a state university. At least half of the required coursework for any baccalaureate degree must be offered at the lower-division level, except in program areas approved by the Board of Governors.
- (g) The Board of Governors, or the board's designee, shall adopt a written antihazing policy, appropriate penalties for violations of such policy, and a program for enforcing such policy.
- (h) The Board of Governors, or the board's designee, may establish a uniform code of conduct and appropriate penalties for violations of its regulations by students and student organizations, including regulations governing student academic honesty. Such penalties, unless otherwise provided by law, may include reasonable fines, the withholding of diplomas or transcripts pending compliance with regulations or payment of fines, and the imposition of probation, suspension, or dismissal.
- (i) The Board of Governors shall adopt regulations requiring universities to use purchasing agreements or state term contracts pursuant to s. <u>287.056</u> or enter into consortia and cooperative agreements to maximize the purchasing power for goods and services. A consortium or cooperative agreement may be statewide, regional, or a combination of institutions, as appropriate to achieve the lowest cost, with the goal of achieving a 5-percent savings on existing contract prices through the use of new cooperative arrangements or new consortium contracts.
 - (4) POWERS AND DUTIES RELATING TO FINANCE.—
- (a) The Board of Governors, or the board's designee, shall account for expenditures of all state, local, federal, and other funds. Such accounting systems shall have appropriate audit and internal controls in place that will enable the constituent universities to satisfactorily and timely perform all accounting and reporting functions required by state and federal law and rules.
- (b) The Board of Governors shall prepare the legislative budget requests for the State University System, including a request for fixed capital outlay, and submit them to the State Board of Education for inclusion in the K-20 legislative budget request. The Board of Governors shall provide the state universities with fiscal policy guidelines, formats, and instruction for the development of individual university budget requests.
- (c) The Board of Governors, or the board's designee, shall establish tuition and fees pursuant to ss. <u>1009.24</u> and <u>1009.26</u>, unless otherwise provided in law.
- (d) The Board of Governors, or the board's designee, is authorized to secure comprehensive general liability insurance pursuant to s. <u>1004.24</u>.
- (e) The Board of Governors may transfer unused appropriations from the Education/General Student and Other Fees Trust Fund, pursuant to s. 1011.4106(2), between institutions.
 - (5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—
- (a) The Legislature intends that the Board of Governors shall align the missions of each constituent university with the academic success of its students; the national reputation of its faculty and its academic and research programs; the quantity of externally generated research, patents, and licenses; and the strategic and accountability plans required in paragraphs (b) and (c). The mission alignment and strategic plan shall consider peer institutions at the constituent universities. The mission alignment and strategic plan shall acknowledge that universities that have a national and international impact have the greatest capacity to promote the state's economic development through: new discoveries, patents, licenses, and technologies that generate state businesses of global importance; research achievements through external grants and contracts that are comparable to nationally recognized and ranked universities; the creation of a resource rich academic environment that attracts high-technology business and venture capital to the state; and this generation's finest minds focusing on solving the state's economic, social, environmental, and legal problems in the areas of life sciences, water, sustainability, energy, and health care. A nationally recognized and ranked university that has a global perspective and impact shall be afforded the opportunity to enable and protect the university's competitiveness on the global stage in fair competition with other institutions of other states in the highest Carnegie Classification.

- (b) The Board of Governors shall develop a strategic plan specifying goals and objectives for the State University System and each constituent university, including each university's contribution to overall system goals and objectives. The strategic plan must:
- 1. Include performance metrics and standards common for all institutions and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to, student admission requirements, retention, graduation, percentage of graduates who have attained employment, percentage of graduates enrolled in continued education, licensure passage, average wages of employed graduates, average cost per graduate, excess hours, student loan burden and default rates, faculty awards, total annual research expenditures, patents, licenses and royalties, intellectual property, startup companies, annual giving, endowments, and well-known, highly respected national rankings for institutional and program achievements.
- 2. Consider reports and recommendations of the Higher Education Coordinating Council pursuant to s. <u>1004.015</u> and the Articulation Coordinating Committee pursuant to s. <u>1007.01</u>.
- 3. Include student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.
- 4. Include criteria for designating baccalaureate degree and master's degree programs at specified universities as high-demand programs of emphasis. Fifty percent of the criteria for designation as high-demand programs of emphasis must be based on achievement of performance outcome thresholds determined by the Board of Governors, and 50 percent of the criteria must be based on achievement of performance outcome thresholds specifically linked to:
- a. Job placement in employment of 36 hours or more per week and average full-time wages of graduates of the degree programs 1 year and 5 years after graduation, based in part on data provided in the economic security report of employment and earning outcomes produced annually pursuant to s. 445.07.
- b. Data-driven gap analyses, conducted by the Board of Governors, of the state's job market demands and the outlook for jobs that require a baccalaureate or higher degree. Each state university must use the gap analyses to identify internship opportunities for students to benefit from mentorship by industry experts, earn industry certifications, and become employed in high-demand fields.
- (c) The Board of Governors shall develop an accountability plan for the State University System and each constituent university. The accountability plan must address institutional and system achievement of goals and objectives specified in the strategic plan adopted pursuant to paragraph (b) and must be submitted as part of its legislative budget request. Each university shall submit, as a component of the university's annual accountability plan, information on the effectiveness of its plan for improving 4-year graduation rates and the level of financial assistance provided to students pursuant to paragraph (h).
- (d) Beginning in the 2014-2015 academic year and annually thereafter, the Board of Governors shall require a state university prior to registration to provide each enrolled student electronic access to the economic security report of employment and earning outcomes prepared by the Department of Economic Opportunity pursuant to s. 445.07. In addition, the Board of Governors shall require a state university to provide each student electronic access to the following information each year prior to registration using the data described in s. 1008.39:
- 1. The top 25 percent of degrees reported by the university in terms of highest full-time job placement and highest average annualized earnings in the year after earning the degree.
- 2. The bottom 10 percent of degrees reported by the university in terms of lowest full-time job placement and lowest average annualized earnings in the year after earning the degree.
- (e) The Board of Governors shall maintain an effective information system to provide accurate, timely, and cost-effective information about each university. The board shall continue to collect and maintain, at a minimum, management information as such information existed on June 30, 2002.
- (f) If the Board of Governors of the State University System determines that a state university board of trustees is unwilling or unable to address substantiated allegations made by any person relating to waste, fraud, or financial mismanagement within the state university, the Office of the Inspector General shall investigate the allegations.
- (g) The Board of Governors may consider waiving its regulations and may waive or modify the tuition differential use requirements under s. 1009.24(16)(a). If not currently authorized, the Board of Governors may

request authority from the Legislature to waive or modify specific statutory requirements, including percentages and dollar amount limitations in s. 1009.24, in order to reduce barriers and support the attainment of goals identified in institutional plans, as necessary for advancing system priorities and unique institutional priorities. Regulatory flexibilities authorized and statutory flexibilities authorized or requested by the Board of Governors pursuant to this paragraph must be included in the accountability plan prepared and submitted pursuant to paragraph (c).

- (h) By June 1, 2018, each university board of trustees shall submit a comprehensive proposal to improve undergraduate 4-year graduation rates to the Board of Governors for implementation beginning in the fall 2018 academic semester. The proposal must:
 - 1. Identify academic, financial, policy, and curricular incentives and disincentives for timely graduation.
- 2. Outline the implementation of a proactive financial aid program to enable full-time students with financial need to take at least 15 credit hours in the fall and spring semesters.
 - 3. Include assurances that there will be no increased cost to students.
 - (6) POWERS AND DUTIES RELATING TO PERSONNEL.—
- (a) The Board of Governors, or the board's designee, shall establish the personnel program for all employees of a state university. The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected.
- (b) The Department of Management Services shall retain authority over state university employees for programs established in ss. 110.123, 110.1232, 110.1234, 110.1238, and 110.161 and in chapters 121, 122, and 238. Unless specifically authorized by law, neither the Board of Governors nor a state university may offer group insurance programs for employees as a substitute for or as an alternative to the health insurance programs offered pursuant to chapter 110.
- (c) Except as otherwise provided by law, university employees are public employees for purposes of chapter 112 and any payment for travel and per diem expenses shall not exceed the level specified in s. 112.061.
- (d) Each contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, containing a provision for severance pay with an officer, agent, employee, or contractor must include the provisions required in s. <u>215.425</u>.
 - (7) POWERS AND DUTIES RELATING TO PROPERTY.—
- (a) The Board of Governors shall develop guidelines for university boards of trustees relating to the acquisition of real and personal property and the sale and disposal thereof and the approval and execution of contracts for the purchase, sale, lease, license, or acquisition of commodities, goods, equipment, contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price. Title to all real property acquired prior to January 7, 2003, and to all real property acquired with funds appropriated by the Legislature shall be vested in the Board of Trustees of the Internal Improvement Trust Fund and shall be transferred and conveyed by it. Notwithstanding any other provisions of this subsection, each board of trustees shall comply with the provisions of s. 287.055 for the procurement of professional services as defined therein. Any acquisition pursuant to this paragraph is subject to the provisions of s. 1010.62.
- (b) The Board of Governors shall develop guidelines for university boards of trustees relating to the use, maintenance, protection, and control of university-owned or university-controlled buildings and grounds, property and equipment, name, trademarks and other proprietary marks, and the financial and other resources of the university. Such authority may include placing restrictions on activities and on access to facilities, firearms, food, tobacco, alcoholic beverages, distribution of printed materials, commercial solicitation, animals, and sound. The authority provided the board of trustees in this subsection includes the prioritization of the use of space, property, equipment, and resources and the imposition of charges for those items.
- (c) The Board of Governors, or the board's designee, shall administer a program for the maintenance and construction of facilities pursuant to chapter 1013.
- (d) The Board of Governors, or the board's designee, shall ensure compliance with the provisions of s. 287.09451 for all procurement and ss. 255.101 and 255.102 for construction contracts, and rules adopted purşɨjant

thereto, relating to the utilization of minority business enterprises, except that procurements costing less than the amount provided for in CATEGORY FIVE as provided in s. <u>287.017</u> shall not be subject to s. <u>287.09451</u>.

- (e) Notwithstanding the provisions of s. <u>253.025</u> but subject to the provisions of s. <u>1010.62</u>, the Board of Governors, or the board's designee, may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.
- 1. The Board of Governors, or the board's designee, may secure appraisals and surveys. The Board of Governors, or the board's designee, shall comply with the rules of the Board of Trustees of the Internal Improvement Trust Fund in securing appraisals. Whenever the Board of Governors, or the board's designee, finds it necessary for timely property acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.
- 2. The Board of Governors, or the board's designee, may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the Board of Governors, or the board's designee, or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the Board of Governors or the board's designee.
- 3. This paragraph is not intended to abrogate in any manner the authority delegated to the Board of Trustees of the Internal Improvement Trust Fund or the Division of State Lands to approve a contract for purchase of state lands or to require policies and procedures to obtain clear legal title to parcels purchased for state purposes. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired with funds appropriated by the Legislature shall vest in the Board of Trustees of the Internal Improvement Trust Fund.
- (f) The Board of Governors, or the board's designee, shall prepare and adopt a campus master plan pursuant to s. 1013.30.
- (g) The Board of Governors, or the board's designee, shall prepare, adopt, and execute a campus development agreement pursuant to s. <u>1013.30</u>.
- (h) Notwithstanding the provisions of s. <u>216.351</u>, the Board of Governors, or the board's designee, may authorize the rent or lease of parking facilities provided that such facilities are funded through parking fees or parking fines imposed by a university. The Board of Governors, or the board's designee, may authorize a university board of trustees to charge fees for parking at such rented or leased parking facilities.
- (8) COMPLIANCE WITH LAWS, RULES, REGULATIONS, AND REQUIREMENTS.—The Board of Governors has responsibility for compliance with state and federal laws, rules, regulations, and requirements.
- (9) COOPERATION WITH OTHER BOARDS.—The Board of Governors shall implement a plan for working on a regular basis with the State Board of Education, the Commission for Independent Education, the Higher Education Coordinating Council, the Articulation Coordinating Committee, the university boards of trustees, representatives of the Florida College System institution boards of trustees, representatives of the private colleges and universities, and representatives of the district school boards to achieve a seamless education system.
- (10) PROHIBITION.—The Board of Governors is prohibited from assessing any fee on state universities, unless specifically authorized by law.
- (11) AUTHORIZATION TO REVOKE OR MODIFY.—The Board of Governors may revoke or modify the scope of any power or duty it has delegated.

History.—s. 76, ch. 2007-217; s. 3, ch. 2009-60; s. 1, ch. 2009-213; s. 11, ch. 2010-78; s. 24, ch. 2011-5; s. 5, ch. 2012-134; s. 5, ch. 2012-195; s. 45, ch. 2013-27; s. 2, ch. 2018-4.

Copyright © 1995-2018 The Florida Legislature • Privacy Statement • Contact Us

Select Year:

2018 ▼ Go

The 2018 Florida Statutes

Title XLVIII K-20 EDUCATION Chapter 1009

View Entire Chapter

CODE

EDUCATIONAL SCHOLARSHIPS, FEES, AND FINANCIAL

ASSISTANCE

1009.24 State university student fees.—

- (1) This section applies to students enrolled in college credit programs at state universities.
- (2) All students shall be charged fees except students who are exempt from fees or students whose fees are waived.
 - (3) All moneys from tuition and fees shall be deposited pursuant to s. 1011.42.
- (4)(a) Effective July 1, 2014, the resident undergraduate tuition for lower-level and upper-level coursework shall be \$105.07 per credit hour.
- (b) The Board of Governors may establish tuition for graduate and professional programs and out-of-state fees for all programs. Except as otherwise provided in this section, the sum of tuition and out-of-state fees assessed to nonresident students must be sufficient to offset the full instructional cost of serving such students. However, adjustments to out-of-state fees or tuition for graduate programs and professional programs may not exceed 15 percent in any year.
- (c) The Board of Governors may consider and approve flexible tuition policies as requested by a university board of trustees in accordance with subsection (15) only to the extent such policies are in alignment with the mission of the university and do not increase the state's fiscal liability or obligations, including, but not limited to, any fiscal liability or obligation for programs authorized under ss. 1009.53-1009.538 and ss. 1009.97-1009.984.
- (d) The sum of the activity and service, health, and athletic fees a student is required to pay to register for a course may not exceed 40 percent of the tuition established in law or in the General Appropriations Act. No university shall be required to lower any fee in effect on the effective date of this act in order to comply with this subsection. Within the 40 percent cap, universities may not increase the aggregate sum of activity and service, health, and athletic fees more than 5 percent per year unless specifically authorized in law or in the General Appropriations Act. A university may increase its athletic fee to defray the costs associated with changing National Collegiate Athletic Association divisions. Any such increase in the athletic fee may exceed both the 40 percent cap and the 5 percent cap imposed by this subsection. Any such increase must be approved by the athletic fee committee in the process outlined in subsection (12) and may not exceed \$2 per credit hour. Notwithstanding ss. 1009.534, 1009.535, and 1009.536, that portion of any increase in an athletic fee pursuant to this subsection which causes the sum of the activity and service, health, and athletic fees to exceed the 40 percent cap or the annual increase in such fees to exceed the 5 percent cap may not be included in calculating the amount a student receives for a Florida Academic Scholars award, a Florida Medallion Scholars award, or a Florida Gold Seal Vocational Scholars award. Notwithstanding this paragraph and subject to approval by the board of trustees, each state university may exceed the 5-percent cap on the annual increase to the aggregate sum of activity and service, health, and athletic fees for the 2010-2011 fiscal year. Any such increase may not exceed 15 percent or the amount required to reach the 2009-2010 fiscal year statewide average for the aggregate sum of activity and service, health, and athletic fees at the main campuses, whichever is greater. The aggregate sum of the activity and service, health, and athletic fees may not exceed 40 percent of tuition. Any increase in the activity and service fee, health fee, or athletic fee must be approved by the appropriate fee committee pursuant to subsection (10), subsection (11), or subsection (12).

- (e) This subsection does not prohibit a university from increasing or assessing optional fees related to specific activities if payment of such fees is not required as a part of registration for courses.
- (5) A university may implement a differential out-of-state fee in accordance with regulations developed by the Board of Governors for the following:
 - (a) A student from another state that borders the service area of the university.
- (b) A graduate student who has been determined to be a nonresident for tuition purposes pursuant to s. <u>1009.21</u> and has a .25 full-time equivalent appointment or greater as a graduate assistant, graduate research assistant, graduate teaching assistant, graduate research associate, or graduate teaching associate.
- (c) A graduate student who has been determined to be a nonresident for tuition purposes pursuant to s. <u>1009.21</u> and is receiving a full fellowship.
- (6) Students who are enrolled in Programs in Medical Sciences are considered graduate students for the purpose of enrollment and student fees.
- (7) A university board of trustees is authorized to collect for financial aid purposes an amount not to exceed 5 percent of the tuition and out-of-state fee. The revenues from fees are to remain at each campus and replace existing financial aid fees. Such funds shall be disbursed to students as quickly as possible. A minimum of 75 percent of funds from the student financial aid fee shall be used to provide financial aid based on absolute need. The Board of Governors shall develop criteria for making financial aid awards. Each university shall report annually to the Board of Governors and the Department of Education on the revenue collected pursuant to this subsection, the amount carried forward, the criteria used to make awards, the amount and number of awards for each criterion, and a delineation of the distribution of such awards. The report shall include an assessment by category of the financial need of every student who receives an award, regardless of the purpose for which the award is received. Awards which are based on financial need shall be distributed in accordance with a nationally recognized system of need analysis approved by the Board of Governors. An award for academic merit shall require a minimum overall grade point average of 3.0 on a 4.0 scale or the equivalent for both initial receipt of the award and renewal of the award.
 - (8)(a) The Capital Improvement Trust Fund fee is established as \$4.76 per credit hour per semester.
- (b) Beginning with the 2012 fall term, each university board of trustees may increase the Capital Improvement Trust Fund fee. Any increase in the fee must be recommended by a Capital Improvement Trust Fund committee, at least half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chair, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, with final approval by the university board of trustees. An increase in the fee may occur only once each fiscal year and must be implemented beginning with the fall term. The Board of Governors shall adopt regulations and timetables to implement the fee.
- (c) The fee may not exceed 10 percent of the tuition for resident students or 10 percent of the sum of tuition and out-of-state fees for nonresident students. The fee for resident students shall be limited to an increase of \$2 per credit hour over the prior year. The Capital Improvement Trust Fund fee may be used to fund any project or real property acquisition that meets the requirements of chapter 1013. The Division of Bond Finance of the State Board of Administration shall analyze any proposed reductions to the Capital Improvement Trust Fund fee to ensure consistency with prudent financial management of the bond program associated with the revenues from the fee. The Board of Governors shall approve any proposed fee reductions provided that no such reduction reduces the fee below the level established in paragraph (a).
- (9) Each university board of trustees is authorized to establish separate activity and service, health, and athletic fees. When duly established, the fees shall be collected as component parts of tuition and fees and shall be retained by the university and paid into the separate activity and service, health, and athletic funds. Notwithstanding any other provision of law to the contrary, a university may transfer revenues derived from the fees authorized pursuant to this subsection to a university direct-support organization of the university to be used only for the purpose of paying and securing debt on projects approved pursuant to s. 1010.62 and pursuant to a

written agreement approved by the Board of Governors. The amount transferred may not exceed the amount authorized for annual debt service pursuant to s. <u>1010.62</u>.

- (10)(a) Each university board of trustees shall establish a student activity and service fee on the main campus of the university. The university board may also establish a student activity and service fee on any branch campus or center. Any subsequent increase in the activity and service fee must be recommended by an activity and service fee committee, at least one-half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, with final approval by the university board of trustees. An increase in the activity and service fee may occur only once each fiscal year and must be implemented beginning with the fall term. The Board of Governors is responsible for adopting the regulations and timetables necessary to implement this fee.
- (b) The student activity and service fees shall be expended for lawful purposes to benefit the student body in general. This shall include, but shall not be limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university without regard to race, sex, or religion. The fund may not benefit activities for which an admission fee is charged to students, except for studentgovernment-association-sponsored concerts. The allocation and expenditure of the fund shall be determined by the student government association of the university, except that the president of the university may veto any line item or portion thereof within the budget when submitted by the student government association legislative body. The university president shall have 15 school days from the date of presentation of the budget to act on the allocation and expenditure recommendations, which shall be deemed approved if no action is taken within the 15 school days. If any line item or portion thereof within the budget is vetoed, the student government association legislative body shall within 15 school days make new budget recommendations for expenditure of the vetoed portion of the fund. If the university president vetoes any line item or portion thereof within the new budget revisions, the university president may reallocate by line item that vetoed portion to bond obligations guaranteed by activity and service fees. Unexpended funds and undisbursed funds remaining at the end of a fiscal year shall be carried over and remain in the student activity and service fund and be available for allocation and expenditure during the next fiscal year.
- (11) Each university board of trustees shall establish a student health fee on the main campus of the university. The university board of trustees may also establish a student health fee on any branch campus or center. Any subsequent increase in the health fee must be recommended by a health committee, at least one-half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, with final approval by the university board of trustees. An increase in the health fee may occur only once each fiscal year and must be implemented beginning with the fall term. The Board of Governors is responsible for adopting the regulations and timetables necessary to implement this fee.
- (12) Each university board of trustees shall establish a separate athletic fee on the main campus of the university. The university board may also establish a separate athletic fee on any branch campus or center. Any subsequent increase in the athletic fee must be recommended by an athletic fee committee, at least one-half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, with final approval by the university board of trustees. An increase in the athletic fee may occur only once each fiscal year and must be implemented beginning with the fall term. The Board of Governors is responsible for adopting the regulations and timetables necessary to implement this fee.

- (13) Each university board of trustees may establish a technology fee of up to 5 percent of the tuition per credit hour. The revenue from this fee shall be used to enhance instructional technology resources for students and faculty.
- (14) Except as otherwise provided in subsection (15), each university board of trustees is authorized to establish the following fees:
 - (a) A nonrefundable application fee in an amount not to exceed \$30.
 - (b) An orientation fee in an amount not to exceed \$35.
- (c) A fee for security, access, or identification cards. The annual fee for such a card may not exceed \$10 per card. The maximum amount charged for a replacement card may not exceed \$15.
- (d) Registration fees for audit and zero-hours registration; a service charge, which may not exceed \$15, for the payment of tuition and fees in installments; and a late-registration fee in an amount not less than \$50 nor more than \$100 to be imposed on students who fail to initiate registration during the regular registration period.
- (e) A late-payment fee in an amount not less than \$50 nor more than \$100 to be imposed on students who fail to pay or fail to make appropriate arrangements to pay (by means of installment payment, deferment, or third-party billing) tuition by the deadline set by each university. Each university may adopt specific procedures or policies for waiving the late-payment fee for minor underpayments.
 - (f) Fees for transcripts and diploma replacement, not to exceed \$10 per item.
- (g) A nonrefundable admissions deposit for undergraduate, graduate, and professional degree programs in an amount not to exceed \$200. The admissions deposit shall be imposed at the time of an applicant's acceptance to the university and shall be applied toward tuition upon enrollment. If the applicant does not enroll in the university, the admissions deposit shall be deposited in an auxiliary account of the university and used to expand financial assistance, scholarships, and student academic and career counseling services at the university. The Board of Governors shall adopt a policy that provides for the waiver of such admissions deposit on the basis of financial hardship.
- (h) A fee for miscellaneous health-related charges for services provided at cost by the university health center which are not covered by the health fee set under subsection (11).
- (i) Materials and supplies fees to offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, excluding the cost of equipment replacement, repairs, and maintenance.
- (j) Housing rental rates and miscellaneous housing charges for services provided by the university at the request of the student.
 - (k) A charge representing the reasonable cost of efforts to collect payment of overdue accounts.
 - (l) A service charge on university loans in lieu of interest and administrative handling charges.
- (m) A fee for off-campus course offerings when the location results in specific, identifiable increased costs to the university.
- (n) Library fees and fines, including charges for damaged and lost library materials, overdue reserve library books, interlibrary loans, and literature searches.
- (o) Fees relating to duplicating, photocopying, binding, and microfilming; copyright services; and standardized testing. These fees may be charged only to those who receive the services.
 - (p) Fees and fines relating to the use, late return, and loss and damage of facilities and equipment.
 - (q) A returned-check fee as authorized by s. 832.07(1) for unpaid checks returned to the university.
- (r) Traffic and parking fines, charges for parking decals, and transportation access fees. Only universitywide transportation access fees may be included in any state financial assistance award authorized under part III of this chapter, as specifically authorized by law or the General Appropriations Act.
 - (s) An Educational Research Center for Child Development fee for child care and services offered by the center.
- (t) A transient student fee that may not exceed \$5 per course for accepting a transient student and processing the transient student admissions application pursuant to s. <u>1006.735</u>.

With the exception of housing rental rates and except as otherwise provided, fees assessed pursuant to paragraphs (h)-(s) shall be based on reasonable costs of services. The Board of Governors shall adopt regulations and

timetables necessary to implement the fees and fines authorized under this subsection. The fees assessed under this subsection may be used for debt only as authorized under s. <u>1010.62</u>.

- (15)(a) The Board of Governors may approve:
- 1. A proposal from a university board of trustees to establish a new student fee that is not specifically authorized by this section.
- 2. A proposal from a university board of trustees to increase the current cap for an existing fee authorized pursuant to paragraphs (14)(a)-(g).
- 3. A proposal from a university board of trustees to implement flexible tuition policies, such as undergraduate or graduate block tuition, block tuition differential, or market tuition rates for graduate-level online courses or graduate-level courses offered through a university's continuing education program. A block tuition policy for resident undergraduate students or undergraduate-level courses shall be based on the per-credit-hour undergraduate tuition established under subsection (4). A block tuition policy for nonresident undergraduate students shall be based on the per-credit-hour undergraduate tuition and out-of-state fee established under subsection (4). Flexible tuition policies, including block tuition, may not increase the state's fiscal liability or obligation.
- (b) A proposal developed pursuant to paragraph (a) shall be submitted in accordance with guidelines established by the Board of Governors. Approval by the Board of Governors of such proposal must be made in accordance with the provisions of this subsection.
- (c) In reviewing a proposal to establish a new fee under subparagraph (a)1., the Board of Governors shall consider:
 - 1. The purpose to be served or accomplished by the new fee.
- 2. Whether there is a demonstrable student-based need for the new fee that is not currently being met through existing university services, operations, or another fee.
- 3. Whether the financial impact on students is warranted in light of other charges assessed to students for tuition and associated fees.
 - 4. Whether any restrictions, limitations, or conditions should be placed on the use of the fee.
- 5. Whether there are outcome measures to indicate if the purpose for which the fee was established is accomplished.
- (d) In reviewing a proposal to increase or exceed the current cap for an existing fee under subparagraph (a)2., the Board of Governors shall consider:
 - 1. The services or operations currently being funded by the fee.
- 2. Whether those services or operations can be performed more efficiently to alleviate the need for any increase.
 - 3. The additional or enhanced services or operations to be funded by the increase.
 - 4. Whether any alternative resources are available to meet the need.
- 5. Whether the financial impact on students is warranted in light of other charges assessed to students for tuition and associated fees.
- (e) In reviewing a proposal to implement a flexible tuition policy under subparagraph (a)3., the Board of Governors shall consider:
 - Whether the proposed tuition flexibility policy is aligned with the mission of the university.
- 2. Whether the proposed tuition flexibility policy increases the state's fiscal liabilities or obligations and, if so, the proposal shall be denied.
 - 3. Whether any restrictions, limitations, or conditions should be placed on the policy.
- 4. How the proposed tuition flexibility policy will be implemented to honor the advance payment contracts of students who are beneficiaries of prepaid tuition contracts under s. <u>1009.98</u>.
- (f) The Board of Governors shall submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor summarizing the proposals received by the board during the preceding year and actions taken by the board in response to such proposals. The Board of Governors shall also include in the annual report the following information for each fee established pursuant to subparagraph (a)1.:

- 1. The amount of the fee.
- 2. The total revenues generated by the fee.
- 3. Detailed expenditures of the revenues generated by the fee.
- (g) The aggregate sum of any fees established pursuant to subparagraph (a)1. that a student is required to pay to register for a course shall not exceed 10 percent of tuition.
- (h) Any fee established pursuant to subparagraph (a)1. shall not be included in any award under the Florida Bright Futures Scholarship Program established pursuant to ss. 1009.53-1009.538.
- (i) The revenues generated by a fee established pursuant to subparagraph (a)1. may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used for the purpose of paying or securing debt.
- (j) If the Board of Governors approves a university proposal to establish a fee pursuant to subparagraph (a)1., a fee committee shall be established at the university to make recommendations to the university president and the university board of trustees regarding how the revenue from the fee is to be spent and any subsequent changes to the fee. At least one-half of the committee must be students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chair, appointed jointly by the university president and the student body president, shall vote only in the case of a tie.
- (k) An increase to an existing fee or a fee established pursuant to subparagraph (a)1. may occur no more than once each fiscal year and must be implemented beginning with the fall term.
- (16) Each university board of trustees may establish a tuition differential for undergraduate courses upon receipt of approval from the Board of Governors. However, beginning July 1, 2014, the Board of Governors may only approve the establishment of or an increase in tuition differential for a state research university designated as a preeminent state research university pursuant to s. 1001.7065(3). The tuition differential shall promote improvements in the quality of undergraduate education and shall provide financial aid to undergraduate students who exhibit financial need.
- (a) Seventy percent of the revenues from the tuition differential shall be expended for purposes of undergraduate education. Such expenditures may include, but are not limited to, increasing course offerings, improving graduation rates, increasing the percentage of undergraduate students who are taught by faculty, decreasing student-faculty ratios, providing salary increases for faculty who have a history of excellent teaching in undergraduate courses, improving the efficiency of the delivery of undergraduate education through academic advisement and counseling, and reducing the percentage of students who graduate with excess hours. This expenditure for undergraduate education may not be used to pay the salaries of graduate teaching assistants. Except as otherwise provided in this subsection, the remaining 30 percent of the revenues from the tuition differential, or the equivalent amount of revenue from private sources, shall be expended to provide financial aid to undergraduate students who exhibit financial need, including students who are scholarship recipients under s. 1009.984, to meet the cost of university attendance. This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources. The total amount of tuition differential waived under subparagraph (b)7, may be included in calculating the expenditures for need-based financial aid to undergraduate students required by this subsection. If the entire tuition and fee costs of resident students who have applied for and received Pell Grant funds have been met and the university has excess funds remaining from the 30 percent of the revenues from the tuition differential required to be used to assist students who exhibit financial need, the university may expend the excess portion in the same manner as required for the other 70 percent of the tuition differential revenues.
 - (b) Each tuition differential is subject to the following conditions:
- 1. The tuition differential may be assessed on one or more undergraduate courses or on all undergraduate courses at a state university.
- 2. The tuition differential may vary by course or courses, by campus or center location, and by institution. Each university board of trustees shall strive to maintain and increase enrollment in degree programs related 440

math, science, high technology, and other state or regional high-need fields when establishing tuition differentials by course.

- 3. For each state university that is designated as a preeminent state research university by the Board of Governors, pursuant to s. 1001.7065, the aggregate sum of tuition and the tuition differential may be increased by no more than 6 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year. The tuition differential may be increased if the university meets or exceeds performance standard targets for that university established annually by the Board of Governors for the following performance standards, amounting to no more than a 2-percent increase in the tuition differential for each performance standard:
- An increase in the 4-year graduation rate for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System.
 - b. An increase in the total annual research expenditures.
- An increase in the total patents awarded by the United States Patent and Trademark Office for the most recent years.
- The aggregate sum of undergraduate tuition and fees per credit hour, including the tuition differential, may not exceed the national average of undergraduate tuition and fees at 4-year degree-granting public postsecondary educational institutions.
- Beneficiaries having prepaid tuition contracts pursuant to s. 1009.98(2)(b) which were in effect on July 1, 2007, and which remain in effect, are exempt from the payment of the tuition differential.
- 6. The tuition differential may not be charged to any student who was in attendance at the university before July 1, 2007, and who maintains continuous enrollment.
- The tuition differential may be waived by the university for students who meet the eligibility requirements for the Florida public student assistance grant established in s. 1009.50.
- Subject to approval by the Board of Governors, the tuition differential authorized pursuant to this subsection may take effect with the 2009 fall term.
- (c) A university board of trustees may submit a proposal to the Board of Governors to implement a tuition differential for one or more undergraduate courses. At a minimum, the proposal shall:
 - Identify the course or courses for which the tuition differential will be assessed.
 - 2. Indicate the amount that will be assessed for each tuition differential proposed.
 - Indicate the purpose of the tuition differential.
 - Indicate how the revenues from the tuition differential will be used.
- Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.
- The Board of Governors shall review each proposal and advise the university board of trustees of approval of the proposal, the need for additional information or revision to the proposal, or denial of the proposal. The Board of Governors shall establish a process for any university to revise a proposal or appeal a decision of the board.
- (e) The Board of Governors shall submit a report to the President of the Senate, the Speaker of the House of Representatives, and the Governor describing the implementation of the provisions of this subsection no later than February 1 of each year. The report shall summarize proposals received by the board during the preceding fiscal year and actions taken by the board in response to such proposals. In addition, the report shall provide the following information for each university that has been approved by the board to assess a tuition differential:
 - The course or courses for which the tuition differential was assessed and the amount assessed.
 - The total revenues generated by the tuition differential.
- 3. With respect to waivers authorized under subparagraph (b)7., the number of students eligible for a waiver, the number of students receiving a waiver, and the value of waivers provided.
 - Detailed expenditures of the revenues generated by the tuition differential.
- Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate

course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses.

- (f) No state university shall be required to lower any tuition differential that was approved by the Board of Governors and in effect prior to January 1, 2009, in order to comply with the provisions of this subsection.
- (17)(a) A state university may assess a student who enrolls in a course listed in the distance learning catalog, established pursuant to s. 1006.735, a per-credit-hour distance learning course fee. For purposes of assessing this fee, a distance learning course 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.
- (b) The amount of the distance learning course fee may not exceed the additional costs of the services provided which are attributable to the development and delivery of the distance learning course. If the distance learning course fee is assessed by a state university, the institution may not assess duplicative fees to cover the additional costs.
- (c) If an institution assesses the distance learning fee, the institution must provide a link to the catalog within the advising and distance learning sections of the institution's website, using a graphic and description provided by the Complete Florida Plus Program, informing students of the catalog.
 - (18) A state university may not charge any fee except as specifically authorized by law.
 - (19) The Board of Governors shall adopt regulations to implement the provisions of this section.
- (20) Each state university shall publicly notice and notify all enrolled students of any proposal to change tuition or fees at least 28 days before its consideration at a board of trustees meeting. The notice must:
 - (a) Include the date and time of the meeting at which the proposal will be considered.
- (b) Specifically outline the details of existing tuition and fees, the rationale for the proposed change, and how the funds from the proposed change will be used.
 - (c) Be posted on the university's website and issued in a press release.

History.—s. 403, ch. 2002-387; s. 3, ch. 2003-392; s. 1, ch. 2004-352; s. 49, ch. 2006-74; s. 133, ch. 2007-217; s. 2, ch. 2007-225; s. 5, ch. 2007-329; s. 189, ch. 2008-4; s. 4, ch. 2008-148; s. 1, ch. 2008-193; s. 9, ch. 2009-60; s. 3, ch. 2009-92; s. 3, ch. 2009-98; s. 21, ch. 2010-78; s. 12, ch. 2010-155; s. 13, ch. 2011-63; s. 22, ch. 2012-134; s. 14, ch. 2013-45; s. 24, ch. 2014-56; s. 4, ch. 2014-62; ss. 13, 36, ch. 2016-62; s. 5, ch. 2016-236; s. 17, ch. 2018-4.

Copyright © 1995-2018 The Florida Legislature • Privacy Statement • Contact Us

Select Year: 2018 ▼ Go

The 2018 Florida Statutes

Title XLVIII
K-20 EDUCATION CODE

Chapter 1007

View Entire Chapter

ARTICULATION AND ACCESS

1007.25 General education courses; common prerequisites; other degree requirements.—

- (1) The department shall identify the degree programs offered by public postsecondary educational institutions.
- (2) The department shall identify postsecondary career education programs offered by Florida College System institutions and district school boards. The department shall also identify career courses designated as college credit courses applicable toward a career education diploma or degree. Such courses must be identified within the statewide course numbering system.
- (3) The chair of the State Board of Education and the chair of the Board of Governors, or their designees, shall jointly appoint faculty committees to identify statewide general education core course options. General education core course options shall consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. The core courses may be revised, or the five-course maximum within each subject area may be exceeded, if approved by the State Board of Education and the Board of Governors, as recommended by the subject area faculty committee and approved by the Articulation Coordinating Committee as necessary for a subject area. Each general education core course option must contain high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course. Beginning with students initially entering a Florida College System institution or state university in 2015-2016 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. All public postsecondary educational institutions shall accept these courses as meeting general education core course requirements. The remaining general education course requirements shall be identified by each institution and reported to the department by their statewide course number. The general education core course options shall be adopted in rule by the State Board of Education and in regulation by the Board of Governors.
- (4) Beginning with students initially entering a Florida College System institution or state university in the 2018-2019 school year and thereafter, each student must demonstrate competency in civic literacy. Students must have the option to demonstrate competency through successful completion of a civic literacy course or by achieving a passing score on an assessment. The State Board of Education must adopt in rule and the Board of Governors must adopt in regulation at least one existing assessment that measures competencies consistent with the required course competencies outlined in paragraph (b). The chair of the State Board of Education and the chair of the Board of Governors, or their respective designees, shall jointly appoint a faculty committee to:
- (a) Develop a new course in civic literacy or revise an existing general education core course in American History or American Government to include civic literacy.
- (b) Establish course competencies and identify outcomes that include, at a minimum, an understanding of the basic principles of American democracy and how they are applied in our republican form of government, an understanding of the United States Constitution, knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance, and an understanding of landmark Supreme Court cases and their impact on law and society.
- (5) The department shall identify those courses offered by universities and accepted for credit toward a degree. The department shall identify courses designated as either general education or required as a prerequisite

for a degree. The courses shall be identified by their statewide course numbers.

- (6) The department shall identify common prerequisite courses and course substitutions for degree programs across all institutions. Common degree program prerequisites shall be offered and accepted by all state universities and Florida College System institutions, except in cases approved by the State Board of Education for Florida College System institutions and the Board of Governors for state universities. The department shall develop a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program.
- (7) The universities and Florida College System institutions shall work with their school districts to ensure that high school curricula coordinate with the general education curricula and to prepare students for college-level work. General education curricula for associate in arts programs shall be identified by each institution and include 36 semester hours in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.
- (8) An associate in arts degree shall require no more than 60 semester hours of college credit and include 36 semester hours of general education coursework. Beginning with students initially entering a Florida College System institution or state university in 2014-2015 and thereafter, coursework for an associate in arts degree shall include demonstration of competency in a foreign language pursuant to s. 1007.262. Except for developmental education required pursuant to s. 1008.30, all required coursework shall count toward the associate in arts degree or the baccalaureate degree.
- (9) A baccalaureate degree program shall require no more than 120 semester hours of college credit and include 36 semester hours of general education coursework, unless prior approval has been granted by the Board of Governors for baccalaureate degree programs offered by state universities and by the State Board of Education for baccalaureate degree programs offered by Florida College System institutions.
- (10) A student who received an associate in arts degree for successfully completing 60 semester credit hours may continue to earn additional credits at a Florida College System institution. The university must provide credit toward the student's baccalaureate degree for an additional Florida College System institution course if, according to the statewide course numbering, the Florida College System institution course is a course listed in the university catalog as required for the degree or as prerequisite to a course required for the degree. Of the courses required for the degree, at least half of the credit hours required for the degree shall be achievable through courses designated as lower division, except in degree programs approved by the State Board of Education for programs offered by Florida College System institutions and by the Board of Governors for programs offered by state universities.
- (11) Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.). The university must grant the student an associate in arts degree if the student has successfully completed minimum requirements for college-level communication and computation skills adopted by the State Board of Education and 60 academic semester hours or the equivalent within a degree program area, including 36 semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in the articulation agreement pursuant to s. 1007.23.
- (12) The Commissioner of Education shall appoint faculty committees representing both Florida College System institution and public school faculties to recommend to the commissioner for approval by the State Board of Education a standard program length and appropriate occupational completion points for each postsecondary career certificate program, diploma, and degree offered by a school district or a Florida College System institution.

History.—s. 351, ch. 2002-387; s. 107, ch. 2004-357; s. 115, ch. 2007-217; s. 20, ch. 2009-59; s. 93, ch. 2011-5; s. 8, ch. 2011-177; s. 10, ch. 2012-195; s. 15, ch. 2013-51; s. 18, ch. 2017-116.

Copyright © 1995-2018 The Florida Legislature • Privacy Statement • Contact Us

Select Year: 2018 ▼ Go

The 2018 Florida Statutes

<u>Title XLVIII</u> <u>Chapter 1004</u> <u>View Entire Chapter</u>

K-20 EDUCATION CODE

PUBLIC POSTSECONDARY EDUCATION

 $\frac{1}{2}$ 1004.341 University of South Florida campuses.—

- (1) The St. Petersburg and Sarasota/Manatee campuses of the University of South Florida are hereby established.
- (a) The St. Petersburg campus of the University of South Florida shall be known as the "University of South Florida St. Petersburg" and shall include any college of the University of South Florida which is headquartered or primarily located in Pinellas County.
- (b) The Sarasota/Manatee campus of the University of South Florida shall be known as the "University of South Florida Sarasota/Manatee" and shall include any college of the University of South Florida which is headquartered or primarily located in Sarasota County or Manatee County.
- (2) The University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee shall each have a campus board and a regional chancellor. The Chair of the Board of Trustees of the University of South Florida, based upon recommendations of the President of the University of South Florida, shall appoint:
- (a) Seven residents of Pinellas County to serve 4-year staggered terms on the Campus Board of the University of South Florida St. Petersburg. A member of the Board of Trustees of the University of South Florida who resides in Pinellas County shall jointly serve as a member of the Board of Trustees and as chair of the campus board. The chair of the faculty senate or the equivalent and the president of the student body of the campus shall serve as ex officio members.
- (b) Four residents of Manatee County and three residents of Sarasota County to serve 4-year staggered terms on the Campus Board of the University of South Florida Sarasota/Manatee. A member of the Board of Trustees of the University of South Florida who resides in Manatee County or Sarasota County shall be selected by the Chair of the Board of Trustees of the University of South Florida to serve jointly as a member of the Board of Trustees and as chair of the campus board. The chair of the faculty senate or the equivalent and the president of the student body of the campus shall serve as ex officio members.

The Board of Trustees may reappoint a member to the campus board, other than the chair, for one additional term.

- (3) Each campus board has the powers and duties provided by law, which include the authority to approve and submit an annual operating plan, budget, and legislative budget request to the Board of Trustees of the University of South Florida.
- (4) The Board of Trustees shall publish and approve an annual operating budget for each campus and a report on the distribution of funds, including student tuition and fees, preeminence funding, and performance-based funding, provided to each campus.
- (5) The Board of Trustees must publish on its website a biennial regional impact report, beginning July 1, 2021, which details the specific increased investments in university programs located in Pinellas, Manatee, and Sarasota Counties. The report shall include, at a minimum, trend information related to access to new degree programs for students in those counties, any changes in student enrollment and outcomes at each campus located in those counties, increased research conducted and research infrastructure added in those counties, and any fixed capital outlay projects or property acquisitions planned or completed in those counties.

(6) The faculty and students at each campus shall be represented in the academic and student governance structures of the University of South Florida as determined by the Board of Trustees.

History.—s. 10, ch. 2018-4. ¹Note.—Effective July 2, 2020.

Copyright © 1995-2018 The Florida Legislature • Privacy Statement • Contact Us

Select Year: 2018 ▼ Go

The 2018 Florida Statutes

Title XLVIII Chapter 1004 View Entire Chapter

K-20 EDUCATION CODE PUBLIC POSTSECONDARY EDUCATION

1004.26 University student governments.—

- (1) A student government is created on the main campus of each state university. In addition, each university board of trustees may establish a student government on any branch campus or center. Each student government is a part of the university at which it is established.
- (2) Each student government shall be organized and maintained by students and shall be composed of at least a student body president, a student legislative body, and a student judiciary. The student body president and the student legislative body shall be elected by the student body; however, interim vacancies and the student judiciary may be filled in a manner other than election as prescribed by the internal procedures of the student government.
 - (3) Each student government shall adopt internal procedures governing:
 - (a) The operation and administration of the student government.
 - (b) The execution of all other duties as prescribed to the student government by law.
- (4)(a) The qualifications, elections, and returns, the appointments, and the suspension, removal, and discipline of officers of the student government shall be determined by the student government as prescribed by its internal procedures.
- (b) Any elected or appointed officer of the student government may be removed from office by the majority vote of students participating in a referendum held under this paragraph. Each student government shall adopt internal procedures by which students may petition for a referendum to remove from office an elected or appointed officer of the student government. The grounds for removal of a student government officer by petition must be expressly contained in the petition and are limited to the following: malfeasance, misfeasance, neglect of duty, incompetence, permanent inability to perform official duties, or conviction of a felony. The referendum must be held no later than 60 days after the filing of the petition.
- (c) Each student government shall adopt internal procedures providing for the suspension and removal of an elected or appointed student government officer following the conviction of that officer of a felony.
- (5) There shall be no cause of action against a state university for the actions or decisions of the student government of that state university unless the action or decision is made final by the state university and constitutes a violation of state or federal law.

History.-s. 3, ch. 2002-188; s. 43, ch. 2004-41; s. 2, ch. 2010-219.

Copyright © 1995-2018 The Florida Legislature • Privacy Statement • Contact Us

Consolidation Planning Study and Implementation Task Force



Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)

USF System Accreditation Liaisons

USFSM: Bonnie Jones

USFSP: Michelle Madden

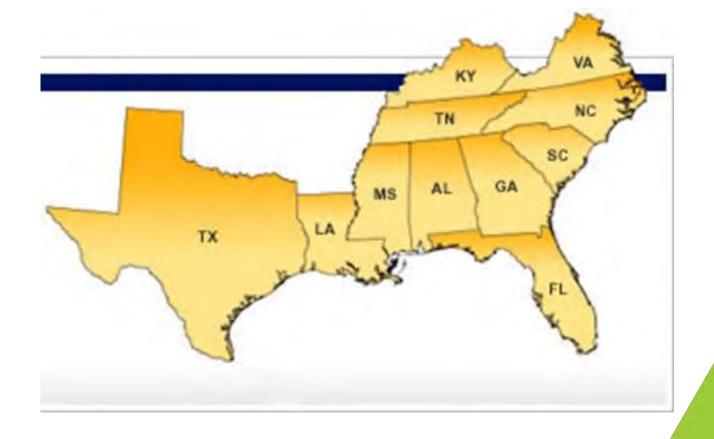
USFT: Michael Wrona

SACSCOC Mission

The enhancement of education quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community to address the needs of society and students.

SACSCOC Jurisdiction

- Southern states
- Latin America
- Other international sites as approved



Accreditation by SACSCOC

- 1. Institution has a mission appropriate to higher education
- 2. Institution has resources, programs and services sufficient to accomplish and maintain that mission
- 3. Institution maintains clearly specified education objective consistent with its mission and appropriate to the degrees it offers

Shared Governance Rationale

"The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs ...

Approval by the faculty ensures that programs ... contain appropriate courses reflecting current knowledge within a discipline and include courses appropriate for the students enrolled.

Approval by the administration affirms that educational programs are consistent with the mission of the institution and that the institution possesses both the organization and resources to ensure the quality of its educational programs."

Source: SACSCOC Resource Manual

SACSCOC and Shared Governance

- 1. Qualified administrative/academic officers who provide, assess, and improve appropriate student support services.
- 2. Sufficient numbers and qualifications of faculty for each educational program who identify, assess, and improve student learning outcomes.
- 3. Adequate financial and physical resources for educational programs and support services.
- 4. A general education program that ensures breadth of knowledge in humanities/fine arts, social/behavioral sciences, natural science/mathematics not narrowly focused on a particular occupation or profession and that is assessed and improved on a regular basis.
- 5. Academic governance by the faculty who have primary responsibility for the content, quality, and effectiveness of the curriculum.

Administrative/Academic Officers

5.4 Qualified Administrative/Academic Officers.

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Faculty

- **6.1 Full-time Faculty.** The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.
- **6.2.a Faculty Qualifications.** For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.
- **6.2.b Program Faculty.** For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
- **6.3 Faculty Appointment and Evaluation.** The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Resources

7.3 Administrative Effectiveness.

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

12.1 Student Support Services.

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

12.2 Student Support Services Staff.

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

Resources

13.1 Financial Resources.

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

13.3 Financial Responsibility.

The institution manages its financial resources in a responsible manner.

13.7 Physical Resources.

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

General Education

9.3 General Education Requirements.

The institution requires the successful completion of a general education component at the undergraduate level that: (a) is based on a coherent rationale, (b) is a substantial component of each undergraduate degree program, (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/ behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

Academic Governance

10.4 Academic Governance

The institution

- a) publishes and implements policies on the authority of faculty in academic and governance matters,
- b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and
- c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty."

Policies must "explicitly delineate the responsibilities and authority of faculty in academic and governance matters ... in relation to other constituencies regarding these fundamental aspects."

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Mission:

The Principles of Accreditation: Foundations for Quality Enhancement (p. 3): http://www.sacscoc.org/pdf/2018PrinciplesOfAcreditation.pdf

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of education quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, Latin America, and other international sites approved by SACSCOC that award associate, baccalaureate, master's, or doctoral degrees. SACSCOC also accepts applications from other international institutions of higher education.

Accreditation by SACSCOC signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

SACSCOC Standards Pertaining to Shared Governance/Transparency Focus Areas

- **5.4 Qualified Administrative/Academic Officers.** The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.
- **6.1 Full-time Faculty.** The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.
- **6.2.a Faculty Qualifications.** For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.
- **6.2.b Program Faculty.** For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
- **6.2.c Program Coordination.** For each of its educational programs, the institution assigns appropriate responsibility for program coordination.
- **6.3 Faculty Appointment and Evaluation.** The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.
- **6.5 Faculty Development.** The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.
- **7.3 Administrative Effectiveness.** The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

- **8.2 Student Outcomes.** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
- a. Student learning outcomes for each of its education programs.
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
- c. Academic and student services that support student success.
- **9.1 Program Content.** Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education.
- **9.3 General Education Requirements.** The institution requires the successful completion of a general education component at the undergraduate level that: (a) is based on a coherent rationale, (b) is a substantial component of each undergraduate degree program, (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/ behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.
- **9.6 Post-baccalaureate Rigor and Curriculum.** Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.
- **9.7 Program Requirements.** The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.
- **10.4 Academic Governance.** The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.
- **12.1 Student Support Services.** The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.
- **12.2 Student Support Services Staff.** The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.
- **13.1 Financial Resources.** The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.
- **13.3 Financial Responsibility.** The institution manages its financial resources in a responsible manner.
- **13.7 Physical Resources.** The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.
- **14.3 Comprehensive Institutional Reviews.** The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

USF System Strategic Plan & Supporting Information



Table of Contents

STR	А٦	TEGIC PLAN	3			
l.	E	Executive Summary	4			
II.	ı	Introduction	6			
III.	٦	The USF System Strategic Plan	10			
Α	١.	Mission	10			
В		Vision	10			
C		Values	10			
D).	Stakeholders	11			
Ε		Strategic Goals	12			
F		Strategic Goal Strategies	13			
G	ì.	Adaptive Strategic Planning	15			
Н	١.	Measuring Success	16			
SUPPORTING INFORMATION						
IV.	k	Key USF System Existing Shared Services/Resources	20			
Α	١.	USF Health	20			
В		Community Engagement and Role of Alumni	21			
С		Corporate Partnerships	22			
D).	Research & Innovation	23			
E	Ì.	Diversity, Inclusion & Equal Opportunity	23			
F		Brand Recognition	24			
G	ì.	Information Technology	25			
Н	١.	Finance and Administration	26			
1.		Risk Management	27			
J.		Athletics	29			
K		Government Affairs	31			
V.	k	Key Considerations for the Future of the USF System	34			
Α	١.	Reputation and Brand	34			
В		Criteria for New Degree Programs	34			
С		Synergies and Economies of Scale				
D).	Accreditation, Legislative Funding and Governance				
∑⁄)E		Collaboration				

VI.	Th	e System Institutions	.38
Α		Descriptions of the Institutions	.38
		Strategies of the Institutions	
	1.	USF Tampa	40
	2.	USF St. Petersburg	41
	3.	USF Sarasota-Manatee	42
VII.	Со	nclusion	45
VIII.	Аp	pendix	47
Α		Links to Cited Materials	47
В		Strategic Plan Development Process and Timeline Materials	47



I. Executive Summary



I. Executive Summary

In July 2016, the University of South Florida Board of Trustees requested University of South Florida System President Judy Genshaft and her team to update the 2010 USF System Strategic Plan. As such, she assembled a planning committee composed of leaders from throughout the USF System to guide the plan's development, and a writing subcommittee to compile and prepare the updated plan.

The plan update was based, in part, on a synthesis of the extensive community involvement and planning processes previously undertaken by the three institutions comprising the USF System - Tampa, St. Petersburg, and Sarasota-Manatee - during the development of their respective strategic plans¹. Each institution's plan was the product of a robust, collegial, transparent, and accountable process involving multiple key stakeholders, deliberate community engagement, and numerous meetings and communication sessions.

In building upon that framework, the USF System Strategic Plan is also based on stakeholder interviews, a review of best practices, feedback from academic and corporate planners, and the individual strategic plans of many of the existing USF System's shared resource units. The resulting approach provides a framework within which each individual institution can pursue its specific goals while simultaneously advancing the broader goals of the USF System.

These broader goals include leveraging System capabilities to allow member institutions to set more ambitious goals and achieve greater success than they would otherwise, activating key constituencies, and broadening the recognition of the USF System's reputation for excellence.

The 2017 Plan recognizes how the USF System has progressed over the past seven years, at the same time that it anticipates coming changes in higher education. It also recognizes there may be changes coming which cannot be anticipated, therefore the plan is meant to be a living document that will regularly be modified based on the evolving education landscape. Embedded in the plan is a process for ongoing reflection and amendment to keep the USF System improving for the benefit of its students and the community.



¹ The strategic plans for each institution are implemented by their respective leadership. The plans are summarized in Section VI of this document and a link to each full plan is available in the appendix.

II. Introduction



II. Introduction

The USF System is comprised of three separately accredited institutions - USF (where appropriate in this plan, for ease of reference, also called USF-Tampa), USF St. Petersburg, and USF Sarasota-Manatee. USF Tampa encompasses the main research campus, the College of Marine Sciences, and USF Health.

The USF System is defined in *USF Governance Policy 07-001* and is led by a single Board of Trustees and President which provide guidance, oversight, and synergistic shared services to each of the institutions to enable them to better meet and exceed goals. The *USF System Governance Policy* also outlines shared services and resources to be provided to System member institutions.² The USF System's purpose is to add value to each of the member institutions, enabling greater student success and community enrichment than each institution could achieve singularly.

The Florida Board of Governors (the overarching university governance body for the state of Florida) was created simultaneously with the University of South Florida Board of Trustees (which governs the USF System) in 2003.³

The University of South Florida was legislatively established as early as 1956⁴, subsequently, the regional institutions – the University of South Florida St. Petersburg and the University of South Florida Sarasota-Manatee – were legislatively recognized⁵. In 2005, legislation was adopted that required each institution to be separately accredited. Important to this plan, it should be noted that currently, each regional institution:

- a. Is operated and maintained as a separate organizational and budget entity of the University of South Florida;
- b. Seeks and achieves separate accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC);
- c. Has its own campus board appointed by the USF Board of Trustees;
- d. Reviews/approves annual legislative budget requests and operating plans/budgets; and subsequently submits these operating plans and budgets for review and approval by the USF System President and Board of Trustees, and
- e. Is administered by a Regional Chancellor, who is appointed by, reports to, and may receive assignments from the President of the USF System; administers institutional operations; and recommends annual legislative budget requests and an annual operating budget to the campus Board.



² A non-exhaustive summary of USF System Shared Services is provided in Section IV.

³ Florida Constitution; Art. IX, Sec. 7.

⁴ Florida Statute §1000.21

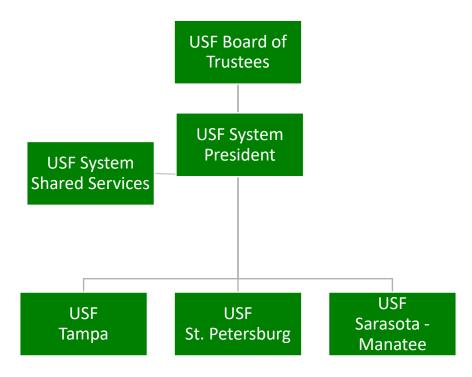
⁵ Pursuant to F.S. 1004.33 and 1004.34, respectively.

While each separately accredited institution conducts its admissions decisions locally, students enrolled at each institution are registered in a comprehensive and coordinated student information system.

Typical of most systems nationwide, the USF System is not accredited itself, does not report collectively to the Integrated Postsecondary Educations Data System (IPEDS), does not grant degrees, is not eligible for membership in the Association of American Universities (AAU), and is not able to participate in rankings such as published by *U.S. News & World Report*. However, these attributes are largely available to each member of the USF System, especially those entities accredited by the SACSCOC.

The USF System is complemented by eight direct support organizations (DSO's) which, by law⁶, are separate non-profit corporations. The mission of each is to support various University activities. Neither the role nor supportive function of each DSO is addressed in this plan; however, may be included in subsequent plan updates.

USF System governance is further illustrated in the chart below which reflects that all members and entities of the USF System report to one President and one Board.



What Makes the USF System Unique?



⁶ Florida Statute §1004.28

Utilizing its outstanding component parts, the resulting USF System is youthful, energetic, entrepreneurial, nimble, and collaborative. Its age gives it a competitive advantage in that it is unconstrained by long-held traditions; instead, it embraces the rapid change occurring around it to better serve its students and the community. The USF System is the only federation of multiple, separately accredited institutions in the State University System of Florida.

This USF System Strategic Plan contemplates, analyzes and leverages each institution's individual strategic plan, with an eye toward the USF System contributing to greater and speedier achievement of each institution's goals.



III. The USF System Strategic Plan



III. The USF System Strategic Plan

Following are the essential elements of the USF System Strategic Plan. As noted in the introduction, this plan is built upon the foundation established by the individual institution strategic plans, including the engagement process undertaken by each. It is intended to align with the *USF Governance Policy* and reflect the guidance provided by the members of the USF Board of Trustees.

A. Mission

The University of South Florida System, which includes USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives at and among its interdependent institutions to prepare students for successful 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

B. Vision

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff and students and for transforming the communities in which we operate as well as those where our graduates apply their skills.

C. Values

From January through April 2015, a work group on system-guiding principles was empaneled by then Academic and Campus Environment Chair Brian Lamb. The work group was chaired by Trustee Stan Levy. They were joined at each meeting by guests from each institution's administration, faculty, student leadership, staff, the USF System President, and the Regional Chancellors. There was unanimity of sentiment over the course of the meetings. To easily communicate the shared sentiment and vision, USF System-wide values are represented by the acronym "BULLISH" and are described below:

Bold: We think quickly on our feet, adapt readily to obstacles, and look for innovative solutions to the world's most challenging problems.

United: We are stronger together. We value unity. The whole is greater than the sum of its parts. Seeking new ways to work together and maximize efficiencies is part of our DNA.



Leaders: We are committed to the success of our people. We nurture talent and value opportunities to grow and develop professionally. We hold our people accountable.

Loyal: We treat each other with respect, trust and integrity. We do what we say we are going to do. We are loyal to each other and for the good of the USF System. We act in the spirit of academic and professional collegiality. We must celebrate each other's successes and advocate for each other's priorities.

Impactful: We make a difference. We are civically and economically tied to our communities. We are global citizens. We are engaged with each other, as well, and our work unites the Tampa Bay region. The USF System is a catalyst to regional economic development and success.

Student-centric: Students must be at the center of every decision we make that impacts students. We must work together with students to ensure that we maximize opportunities for their success and their ability to move across USF System in ways that align with separately accredited institutions and/or programs.

High-quality: This articulates USF System's passion for delivering quality service to students, faculty, staff, employers, community and other member institutions.

These values will serve to facilitate the execution of the current and future strategic plans as well as improve system-wide unity and collaboration. These values were embraced by the Board of Trustees ACE workgroup in May of 2015.

D. Stakeholders

The USF System has a large and diverse group of stakeholders. It is important to understand how all stakeholders interact with the USF System and how the USF System can best address their interests and needs. A non-exhaustive list of key stakeholder categories is noted below.

Students

- Current
- Prospective
- Alumni
- Parents and families
- Source institutions (K-12, colleges, others)

Faculty & Staff

- Faculty
- Shared services support
- Direct Support Organization (DSO) staff
- Other staff



Suppliers

- Value-added partners
- Mission critical resource partners

Community

- Peer institutions
- Economic development organizations
- Employers and Businesses small, medium and large
- Diversity groups
- Social advocacy groups
- Community enhancing services
- Media
- Research organizations, industry standards bodies (public and private)
- Skilled, qualified, informed and engaged citizens

Government

- Local
 - Elected officials
 - Regulating bodies
 - Qualified and informed voters
- State
 - Elected official
 - Board of Governors of the State University System
 - Qualified and informed voters
- Federal
 - Elected officials
 - Department of Education
 - Qualified and informed voters
- International
 - Peer institutions, faculty and students

E. Strategic Goals

As the umbrella organization of this highly complex organization, the USF System has both the responsibility and the opportunity to bring to bear the unique strengths of its component institutions and entities. United by common purposes, the USF System has three overarching goals. These have been developed through consultation with leaders and constituents from throughout the USF System and reflect the aspiration of the USF System to be of maximal service to its institutions and entities:

Goal 1: Leverage the USF System and its capabilities to enable each member institution to set more ambitious goals and achieve greater success than they would otherwise.

The USF System strives to become an internationally prominent and highly-collaborative system that propels its separately accredited member institutions and students to a higher level of achievement. Each element of the USF System will be recognized for being a leader in its respective class.



Goal 2: Activate key constituencies to provide value to our institutions, region and the State of Florida.

Strengthen community engagement, cultivate alumni involvement and promote economic leadership.

Goal 3: Be widely known for excellence.

Create a nationally and globally established brand that provides a competitive advantage for its students, faculty and staff.

F. Strategic Goal Strategies

Key strategies have been developed in conjunction with each goal to guide the USF System and focus our strategic efforts. These strategies are the culmination of a deeply deliberative and self-reflective process. They incorporate what has been achieved thus far, what is currently functioning well and what needs to be improved to rise to the challenges of higher education in the future. Some anticipated trends include: the continuing growth of online education; increased tuition costs; increasingly constrained resources; the need for public universities to better match their offerings with community needs and employment opportunities; and the growing acceptance of the European model of focus on joboriented skills and subsequent certificates, instead of just the traditional baccalaureate degree.

The strategies are outlined below along with their respective goals:

Goal 1: Leverage the USF System and its capabilities to enable each member institution to set more ambitious goals and achieve greater success than they would otherwise

- **1.** Maintain an intense focus on student achievement by all, in order to assist students in fulfilling their dreams.
- **2.** Continuously organize and adapt the shared service organizations to provide the best possible cost-effective solutions for the institutions.
- **3.** Establish an ongoing partnership with each institution's leadership team to understand the unique market dynamics and audiences of each and to assist in propelling them to reach their goals.
- **4.** Utilize technology and face-to-face meetings across departments, colleges and geography to accelerate innovation and collaboration throughout USF System.



- **5.** Ensure that the technology and processes enable students to have seamless access to educational opportunities across the USF System wherever possible.
- **6.** Connect with and build global relationships to offer value-added services and relationships to the institutions and their students.

Goal 2: Activate key constituencies to provide value to our institutions, region and the State of Florida

- 1. Engage key stakeholders, such as alumni who often serve as USF System ambassadors and advocates both in the Tampa Bay region and nationally and internationally, to provide zealous advocacy for the USF System in all applicable domains (community, business, legislative, media, etc.).
- **2.** Support the Office of Corporate Partnerships in developing its plan, track its progress, and find new ways to build value for students and the community.
- **3.** Utilize technology and face-to-face connectivity to engage alumni in meaningful ways so they see increased return for their educational investment and the results of their advocacy and philanthropy.
- **4.** Engage government agencies and elected officials in each institution's service area to build trust and a collaborative framework from which to achieve success.
- 5. Expand the leadership role the USF System plays in the community by placing USF System personnel, students, and alumni in community leadership positions that enhance student experiences and promote economic development such as chambers of commerce and other economic development organizations.
- **6.** Maintain and grow diversity across the institutions to cultivate the richness of offerings while building a competitive advantage.

Goal 3: Be widely known for excellence

- 1. Promote the USF System as the best education destination in Florida and as a magnetic place that will attract students to actualize their goals.
- **2.** Collaborate across the three institutions in communications and marketing for purposes of strengthening the USF System brand.
- **3.** Expand the communications capability for targeted outreach, inclusive of funders, value added partners, the media, and key communities.
- **4.** Establish and promote an updated visual identity and brand for the USF System that will represent the diversity and aspirations of the



- organization in accordance with the *USF System Governance Policy* #007-001.
- **5.** Establish and manage guidelines for separately branding and promoting each institution's unique capabilities and personalities in key markets.

G. Adaptive Strategic Planning

The USF Board of Trustees has requested that the USF System Strategic Plan be continuously updated through an adaptive process. The process will include the following functions and processes:

- A USF System Strategic Planning Committee, consisting of leaders and faculty representatives of the institutions and major entities, as well as a member of the USF Board of Trustees, will monitor and collect information relevant to the USF System Strategic Plan.
- The Strategic Planning Committee will meet at least once every six months
 to review the measures of the plan's success, the current state of changes in
 higher education and the relative position of the USF System and its
 institutions compared to current and aspirational peers.
- If more research or introspection is required, the Strategic Planning Committee may request system resources to conduct further study. The USF System Strategic Plan will be critically reviewed on a no-less-than semiannual basis.

It is anticipated that the following areas (at a minimum) will be addressed in future updates:

1. Role of the USF System

The role of the USF System is to serve as a resource that assists each institution in meeting and exceeding its respective goals. The USF System will need to collaborate with the three institutions and other entities to seek ways to continuously improve without adding an excessive burden of cost to its members.

2. Value Distribution & System Structure

Rather than create an expensive central office, the USF System tends to depend on leaders with shared roles and responsibilities. Value creation often occurs by collaboration and shared expertise. By way of example, the new residence halls at USFSP were funded with bonds collateralized by USF Tampa.



The organizational structure of the USF system, and the resources it employs, will need to be examined regularly to ensure that adequate capabilities are maintained, that representation is equitable, and that stakeholder needs are well-served.

3. Defining Stakeholders

System stakeholders have been roughly outlined in this plan. During the monitoring process the committee may want to add or further refine the list.

4. USF System Measures of Success

Unlike separately accredited institutions, systems do not have widely-accepted metrics, lack rankings by sources such as *U.S. News & World Report*, and tend to be far too heterogeneous to have adequate benchmarking data available. One clear measure of success will be improvements in rankings of members and entities, satisfaction of member leadership and the performance of the institutions against the goals they have set for themselves.

5. Future of Higher Education

Higher education is in a period of tumult not seen since the 1960s. Resources are increasingly constrained while expectations to improve affordability and accountability have never been greater. Universities are increasingly seen as economic engines that not only drive the local economy with their own spending, but also who partner with industry to create joint ventures in the region, provide a pipeline of future employees to businesses and generate intellectual property that advances the public good. These demands come at a time when there is increasing political polarization in our country and protests from both the right and the left are commonplace on American campuses. The USF System Strategic Planning Committee, with System leadership and the Board of Trustees, must be ever vigilant to steer the USF System on the ideal course in such turbulent waters, being mindful to find the most effective path to providing a quality educational experience, while managing the rising cost of tuition.

H. Measuring Success

At its most basic level, the success of this System Strategic Plan will be tracked on a continuous basis through the State University System (SUS) Work Plan process, with each institution submitting its own goals and objectives that roll-up to one System-wide plan. The metrics are evaluated annually by the Board of Governors as part of Annual Accountability Reports and the SUS Performance Based Funding model. The USF System's goals, at both System and local levels, will serve to maintain the USF System's leadership position among the SUS in terms of Performance-based funding.

0

Additional qualitative and quantitative metrics that will assist in evaluating the

progress of this plan include:

- Careful monitoring of the "reputation" component of national and international rankings, with the expectation of an upward trend and the eventual creation of a system halo-effect.
- Internal stakeholder survey results that assess member satisfaction, cost, and quality of key system capabilities, as well as explore the need for development of additional capabilities.
- Metrics to be developed by the Office of Corporate Partnerships, such as number of patents awarded, industry supported grants, and USF System start-up companies.

The USF System, its institutions and component parts continue to evolve. Working together, the USF System seeks to enhance the success of its members, engage, energize and provide ease of access to its community and key stakeholders in a unified manner, and better establish its reputation in the region, state, nation, and world.



Supporting Information



IV. Key USF System Existing Shared Services/Resources



SUPPORTING INFORMATION

IV. Key USF System Existing Shared Services/Resources

The USF System currently provides support to the three institutions and other System entities in the form of shared services or resources. Following is an outline of illustrative examples of several key services or resources to which all member institutions have access. Due to the length of this plan, many other key shared services, such as those of the USF Executive Vice President and Provost, Office of Decision Support, Financial Aid, General Counsel, the Library, Registrar, and USF World will be included in subsequent supportive resource plan documents.

For each of the areas below, their leadership summarized their respective services in the context of the USF System Goals. The descriptions that follow were submitted by the leadership of each area and are recounted, <u>in their own words</u>.

- Goal 1: Leverage the USF System and its capabilities to enable each member institution to set more ambitious goals and achieve greater success than they would otherwise
- Goal 2: Activate key constituencies to provide value to our institutions, region and the State of Florida
- Goal 3: Be widely known for excellence

A. USF Health⁷

USF Health spans many disciplines that range from laboratory investigation to direct patient care at the bedside. Unifying such academic diversity is one overall mission: "Making Life Better." To that end, USF Health has identified four strategic goals which will help guide management and operational decisions in the coming years and will make USF Health widely known for excellence.

First, produce global citizens of the highest caliber through its continuing commitment to student success at the professional, doctoral, masters and undergraduate level by:

- Increasing admission scores
- Increasing national exam test scores
- Recruiting residents with higher test scores
- Increasing international learning experiences
- Creating new degrees/programs tailored to meet future workforce needs



⁷ While USF Health is a shared resource to each of the USF Institutions, it is not one of the shared services as described in the USF System Governance Policy.

Second, expand high-impact and quality research to change lives, improve health and foster sustainable development and positive societal change, while obtaining enhanced research resources and hiring world class faculty/research staff by:

- Increasing NIH RO1 funded investigators
- Increasing national research rankings
- Increasing National Academy faculty members
- Increasing post doctorate fellow presence
- Increasing research endowments

Third, elevate the standards of clinical care by providing innovative, top quality, compassionate, culturally competent, and accessible heath care by:

- Expanding primary care offerings and physician providers.
- Empowering non-physician healthcare providers to be integral members of a cost-effective team
- Improving clinical operation and efficiency
- Enhancing excellent specialty care
- Creating and maintaining strategic partnerships

Fourth, achieve sound financial management and fiscal self-sufficiency by identifying appropriate resources to support USF Health, including:

- Emphasizing philanthropy via increased donors and donations
- Optimizing clinical operations to enhance physician group financial performance
- Aligning regional providers into a centrally integrated network (CIN)
- Retaining MCOM medical school and residency graduates in Florida

B. Community Engagement and Role of Alumni

USF Advancement, comprised of the USF Foundation and the USF Alumni Association, strengthens community engagement through cultivation of the key constituencies of alumni and friends of the USF System. Through our outreach efforts and development programs we engage individuals and businesses with the university, resulting in increased financial support and advocacy for the USF System.

The USF Foundation is poised to complete the "USF: Unstoppable" campaign, which will cross the \$1B threshold in 2017. Upon completion of the campaign efforts will continue with focus on:

- Matching USF System-identified strategic priorities with donor interests to achieve yearly fundraising commitments of \$70-\$100M or more
- Increasing the number of alumni donors



- Growing the base of support from the business community
- Continuing annual increases in the percentage participation of faculty and staff giving
- Growing the endowment to more than \$500M

The USF Alumni Association will continue to employ strategies for engaging alumni, students, and the broader community with programs and activities, communications, and opportunities designed to build loyalty to the university by:

- Hosting major annual events that appeal to general-interest audiences (e.g. Homecoming), and targeted audiences, (e.g. Fast 56 business awards).
- Increasing relationships with the business community through initiatives like "In the Bull's Eye," which offers major employers programming for their alumni employees to help them reconnect with USF.
- Providing leadership and support to 50-plus alumni based chapters and societies around the country which give alumni a "USF-home" wherever they reside.
- Utilizing print and digital communications tools to share news of interest and USF pride with alumni.
- Offering numerous service opportunities at USF for alumni and friends such as: serving as volunteers; raising money for student scholarships; and mentoring students in one-on-one relationships.

C. Corporate Partnerships

In 2017, the USF Office of Research & Innovation launched the new Office of Corporate Partnerships, creating a single point of entry for private industry to forge mutually-beneficial alliances that advance the academic, research and innovation goals of the USF System. Working through these enhanced partnerships, the goal of the office is to generate more research funding and greater access to highly specialized facilities; create jobs and internships for students; and make it easier for corporate entities to contribute new fellowships, in-kind gifts, foundation funding, event sponsorships and more.

The USF Office of Corporate Partnerships allows companies and the USF System institutions to connect in dynamic and highly productive new ways. It resolves what can be a confusing process for industry in reaching the appropriate contact within our large university system. A successful corporate relations program acts as an ultra-concierge service – pairing businesses seeking a relationship with the university with the right program for them. The Office of Corporate Partnerships will attract more companies to USF's Research Park to build offices and labs where USF faculty, students, and industry can collaborate on leading-edge projects and products. It ensures consistency, clarity and a seamless experience when a



company wants to become involved with other parts of the university, from individual colleges to specific programs. Ultimately, the Office seeks to proactively identify potential industry partners in the community to partner with the institutions of the USF System.

D. Research & Innovation

The mission of the USF Office of Research and Innovation is to create new knowledge and solutions for global problems, while preparing students to serve the future needs of society. At USF, special emphasis is placed on six focus areas of research: brain and spinal cord; data science; heart research; research translation and commercialization; human security; and water.

The following goals have been created by the USF Office of Research and Innovation to align with the USF System's strategic goals: increase USF rankings among public research universities; raise the visibility of research to increase national and international reputation; promote collaboration to foster a transdisciplinary research culture; and maximize the economic and social impact of research activities. The USF System Research Strategic Plan has devised the following strategies:

- To increase research rankings: Develop research infrastructure, seed funds and increase research capacity.
- To meet the goal of visibility: Increase visibility by defining the research brand and deploying greater communications efforts; increase opportunities for connection with external peers, and help faculty gain internal and external honors and recognition.
- To meet the goal of collaboration: Increase incentives and decrease barriers for collaborations and build and scale-up research support at USFSP and USFSM.
- To meet the goal of creating impact: Cultivate a start-up culture; foster university-industry collaborations, build strategic research partnerships among local organizations and enhance community-engaged research and economic development.

E. Diversity, Inclusion & Equal Opportunity

The USF System Office of Diversity, Inclusion, and Equal Opportunity (DIEO) is responsible for navigating the institutional efforts for diversity and equity for the USF System. Diversity work is both centralized in DIEO and decentralized throughout the USF System. DIEO partners with colleges, divisions, and units to enhance and develop their specific diversity goals and efforts. Diversity and



inclusion are core institutional values and directly contribute to the success of the USF System mission and goals.

The current strategic diversity system plan builds on the CLEAR diversity framework which is based on best diversity practices. Each area identifies specific goals, strategies and measures detailed in the full plan.

CLEAR encompasses six areas of emphasis for all three institutions:

- Climate (welcoming, supportive and safe environment)
- Leadership (building capacity to sustain diversity work and supplier diversity efforts)
- Excellence (preparing students for success in the global environment)
- Attainment (access, retention and success for underrepresented and diverse students)
- Representation (growing and retaining the diversity of the faculty and managerial staff)

DIEO also monitors compliance with the USF System policies and procedures to maintain a respectful learning and work environment. DIEO has jurisdiction to engage in conflict resolution and/or investigate complaints that can prove disruptive to the diversity and inclusion values of the USF System. Through a successful and diverse cadre of students, faculty, and staff, the DIEO helps the USF System to exceed its goals, activate key constituencies and be widely known for excellence.

F. Brand Recognition

As Trustee Zimmerman has pointed out, in the same manner that Buick, Chevrolet, GMC, and Cadillac all fall under the overarching General Motors brand, the University of South Florida System encompasses separately accredited institutions, a downtown medical district, and many other schools and programs, each of which nurtures an individual identity that is supportive of a single USF brand. Achieving national prominence and ensuring all audiences understand the success, diversity, opportunity and value of USF's brand begins with an intensive examination of the USF brand and a bold new strategy to add more value to that brand.

Ongoing research indicates that audiences will benefit from more understanding of USF's location, logos, other marks, and mission. Although potential students are surprisingly more aware of USF's marks and athletic programs than are parents, both of these demographics outside of Florida are opportunities for marketing regarding USF's location in the Tampa Bay area and the university's many accomplishments and recognitions as a high-end public research institution.



A strategic campaign is required, and this campaign should center on two primary efforts: 1) a consolidation and narrowing of the USF System's many marks, logos and templates; and 2) a brand placement and activation initiative to achieve national prominence, fully guided by continuous market research.

The USF System is currently using many different marks in a variety of formats as part of its marketing and communications, a characteristic that limits audience penetration and understanding of USF's brand, mission, accomplishments, and prominence. In short, the university is enabling many different brands rather than reinforcing one very strong brand. Consolidating the USF System's marks and focusing only on those that attract and reflect the predominance of stakeholders will help the university gain greater market penetration within a wider array of audiences.

In addition to its marks, the USF System should continue to employ in-depth market research to expand its understanding of opportunities, most productive language, imagery, and media. This research will guide understanding of the current brand, and the planning and development needed to achieve the university's future aspirational brand.

G. Information Technology

USF Information Technology's (IT) vision is to lead the use of disruptive technology to achieve the USF System goals. At our core is our mission - through a culture of excellence, we partner with the institutions to implement innovative and impactful technology across the USF System. Our agile culture is our strength and is the foundation for our team's processes and interactions. We embrace the values of focus, courage, openness, commitment, and respect.

Using transparent governance processes, our guiding principles will drive technology investment decisions and will lead us to focus on the success of the institutions, manage institutional risk, advance the institutional vision utilizing disruptive technologies strategically and ensure complete funding of initiatives and services.

In support of the USF System's strategic mission and goals, IT will partner with the USF community on the following goals:

Student Success – Create a globally accessible, digital ecosystem that transforms the student experience and supports student retention, timely graduation, and cost-effectiveness of education. This will be accomplished through modernization of our student information system; creation of internships and certificate programs, and use of predictive analytics and other strategic technologies to enhance student outcomes.



Research and Innovation – Provide the research community with technology solutions for world-class research. Accomplish this through implementation of efficient grant management solutions, expansion of innovative infrastructure, research and education facilitator programs, and a focus on pioneering emerging technologies.

Strategic Partnerships – Pursue local, national and global entrepreneurial partnerships to promote USF's brand, create academic and research job opportunities for students, and establish new collaboration opportunities for the USF community.

Sustainable Economic Base – Develop transparent funding models that sustain core services, support innovation and facilitate growth. Seek opportunities that leverage commodity technology services to reduce institutional costs. Develop new revenue streams that leverage our existing expertise and talent. Provide technology solutions to support Responsibility Center Management (RCM) and other financial and operational reporting. Continually analyze existing technologies and retire those that are no longer viable.

Process Efficiencies – Leverage IT employees' passion and expertise in process improvement frameworks including Scrum, Lean Six Sigma and Impact Mapping, as well as the platform of technology tools that enable efficiencies, such as intelligent business process management. Increase use and awareness of technology tools to improve the digital experience, increase self-service, and reduce work effort where possible. Seek opportunities to use digital assistants to scale services for a growing client base.

Patient/Provider Engagement – Create a superior patient and provider experience by leveraging cutting-edge technologies, including virtualized treatment, self-service, and self-help to improve satisfaction and quality outcomes.

Digital Foundation Transformation — Transform the underlying technology architecture to accommodate the digital ecosystem required by a world-class institution. Continue to improve the cybersecurity posture of the institution by using analytics, threat intelligence, and other innovative approaches. Prepare for a world of expanded digitization including electronic devices of all forms ("Internet of Things") using new methods of IT operations to increase productivity. Adopt innovative talent management approaches to recruit and retain top-notch talent. Embrace a "cloud first" and "mobile first" strategy.

H. Finance and Administration

Committed to excellent financial stewardship and operating under the USF System's Chief Operating Officer, the Finance and Administrative (F&A) systems provide efficient and effective services that support and enhance the core academic, research and public service missions of each USF System institution.



Centralizing many F&A functions, such as payroll, banking, and debt management, and allocating the costs proportionately eliminates unnecessary duplication of services and staff at each institution.

F&A supports the USF System Strategic Mission and Goals in a collaborative partnership through the following goals and initiatives:

- The University Controller's Office safeguards institutional resources and provides effective and efficient accounting and operational support while ensuring compliance with all federal, state, and regulatory guidelines. This includes collecting and disbursing funds and providing accurate, timely, and complete periodic financial reports.
- Through leadership in strategic decision-making and technology-based solutions, Resource Management and Analysis delivers critical information guiding financial planning (including at a State level) thereby supporting the USF System's goal of excellence and financial stability.
- The USF System's Treasurer's Office manages the investment portfolio and banking relationships across the USF System looking to maximize returns with minimal risk. In addition, this office provides guidance and support for major financial transactions such as the issuance of debt and other types of financing transactions.
- The Office of Human Resources optimizes the recruiting, training, and retention of employees. Its goal is to develop and administer an effective and efficient personnel program that delivers extraordinary customer service and the fair and equitable treatment of all employees.

Through efficient delivery of services such as those described above, finance and administration assist the institutions of the USF System in exceeding their goals.

I. Risk Management

The management of risk requires a delicate balance, dually serving the need to protect the USF System while avoiding the placement of onerous restrictions that stifle the ability to both grow and excel. The USF System utilizes a "Three Lines of Defense" model for the identification and management of risk. The first line of defense is at the operational level, where management is responsible for implementing a system of internal controls put in place to reduce the USF System's exposure to financial, operational, strategic, compliance, and reputational risks. Management designs internal controls to promote efficiency, minimize risk of asset loss, help ensure the reliability of financial information and insure compliance with applicable laws, rules, and regulations. The Board of Trustees is responsible for setting institutional expectations for internal controls and ensuring executive leadership is aware of these expectations. Executive management is



responsible for working with their management teams to bring the expectations of the Board of Trustees to fruition. When areas of "High Risk" are identified, such as Research or IT, organizational units may also have embedded compliance officers who directly assist their management team in mitigating these risks.

Our second line of defense is the compliance oversight function provided by the USF System Compliance & Ethics Program. Utilizing risk assessment, compliance gap analysis, education and training, monitoring, and response to reported issues, this program provides centralized, coordinated compliance oversight. These USF System-level compliance and ethics oversight functions are performed in accordance with the Federal Sentencing Guidelines and Board of Governors Regulation 4.003 as well as the USF Compliance & Ethics Program Plan, approved annually by the Board of Trustees. The USF System Compliance & Ethics Program is responsible for providing assurance to the Board of Trustees and executive management that compliance and risk mitigation efforts at the operational level are effective and compliant.

Our third line of defense is the monitoring and independent assurance function provided by USF System Audit. Utilizing testing and other assurance modalities, USF System Audit is responsible for reviewing the adequacy of departmental and institutional internal controls and for reporting any weaknesses to the appropriate management team and the Board of Trustees.

Strategies for improving our risk management program are currently being identified and implemented. Such strategies include, but are not limited to, the following:

- Creation of a new Board of Trustees Committee to focus specifically on the USF System's compliance, audit, and risk management programs.
- Closer integration of USF System Compliance and Ethics Program with unitembedded compliance officers through the creation of "accountable reporting" lines to the USF System Chief Compliance Officer.
- Expanded compliance review of university policies and procedures.
- Creation of an Executive Compliance and Ethics Committee. This
 committee will review and evaluate significant multi-unit compliance or
 risk issues and determine appropriate mitigation strategies and resource
 impacts.

Finally, our risk management approach is not entirely about avoiding and mitigating risk through our lines of defense. An equally important element involves setting an appropriate organizational *risk appetite*—the determination by executive management and the Board of Trustees of the amount and type of risk that is acceptable in the pursuit of the USF System's strategic objectives. Although appropriately conservative in the amount of *operational* risk that we accept, a



comparatively young, agile and vibrant institution such as USF must also embrace a certain amount of *strategic* risk to achieve its goals. Articulating the institution's appetite for risk is a critical component in aligning our risk management activities with strategic decision-making.

J. Athletics

By very definition, USF Athletics embraces the competitive spirit of the USF System, and seeks to be widely known for excellence, by helping student-athletes exceed their potential abilities.

USF Athletics has established five goals for the USF System athletic programs. Each goal is supported by specific strategies.

First, USF Athletics will achieve student-athlete academic excellence and success by providing a student-first learning environment, founded on ethics and integrity and dedicated to the academic, athletic, and post-graduation success of our diverse-body of student-athletes. Specific strategies to reach this goal will include:

- Enhancing student-athlete support services
- Developing programming and experiences to provide student-athletes every opportunity for career preparedness
- Collaborating with the Office of the Provost and Undergraduate Studies to continually ensure that all staff, coaches, and student-athletes are adhering to the academic integrity policies of the University
- Collaborating with System General Counsel to create a greater departmental awareness of NCAA, conference, and institutional rules and regulations

USF System Athletics will support the development of NCAA athletic programs at USFSP and USFSM within the appropriate divisional level. This could include: consultation, legal advice and fund raising support through the USF Foundation. In addition, Athletics will support intercollegiate athletics at USFSP and USFSM by:

- Ensuring and maintaining a safe environment for student-athletes free from hazing, harassment, sexual misconduct, and any other forms of harmful and inappropriate behavior
- Collaborating with the USF Office of Diversity, Inclusion and Equal Opportunity for completion of a gender-equity plan



The second goal of competitive greatness depends on having a Division I Athletic program that competes for conference championships and advance in NCAA post-season competition. To meet this level, we will:

- Provide all sport programs the necessary resources to compete successfully for conference championships
- Lead the conference in championships on an annual basis
- Recruit, develop and retain student-athletes and coaches
- Add a female sport program that is sponsored by our Conference
- Qualify all teams for NCAA postseason competition
- Lead the Conference in Learfield Sports Directors' Cup standings

For its third goal, USF Athletics will enhance its brand experience, gaining recognition as a premier college athletics program that provides first-class fanengagement experiences for each sport with outstanding customer service. Specific goals and activities include:

- Providing a compelling, exciting and memorable game-day experience
- Ensuring consistent usage of all brand marks on uniforms, communications platforms, and facilities
- Utilizing a comprehensive annual marketing plan for all sports
- Creating partnerships with Tampa Bay sports leaders to enrich game day involvement
- Building upon partnerships with the student body and university leaders to continue boosting home game attendance

Fourth, we will expand and diversify revenue and resources increasing financial sustainability within the ever-changing landscape of intercollegiate athletics while remaining fiscally responsible. We will do this by:

- Establishing USF Athletics as a Direct Support Organization of the USF System
- Creating an Athletic Director Leadership Council consisting of community members and leaders to enhance strategic priorities
- Expanding upon existing donor stewardship programming to enrich experience for all support levels
- Maximizing market potential for multi-media rights and apparel

Fifth, USF Athletics will provide all athletics teams with state-of-the-art facilities that support the academic and competitive mission of the department while enabling student-athletes and coaches to maximize training, recruiting, and competition. We will:



- Design, renovate and/or construct a USF tennis facility, Student-Athlete Enrichment Center (SAEC), football team meeting room, and baseball/softball clubhouse
- Complete feasibility study for an on-campus football stadium

K. Government Affairs

Essentially all authority for the activities carried out by the USF System and its member institutions — as well as large portions of the annual operating budgets of each USF System institution — are provided by governmental entities at various levels. These include not only the hundreds of millions of dollars in direct cash assistance appropriated by the Florida Legislature and Governor each year to operate each USF System institution, but also:

- the authority to set, collect and expend student tuition and fees;
- the authority to conduct research and to expend research contract and grant revenue (especially research funded by the Federal Government) and retain and reinvest any proceeds derived from the R&D effort; and
- the authority to conduct, collect and expend auxiliary activities and revenues derived from them, such as residence hall and meal contracts, other vending on campus, operating a medical practice plan, and other like activities ancillary

 but critical – to the successful operation of the three institutions.

Therefore, it is imperative that the USF System continue to have a coordinated and thoughtful approach to interactions with government at all levels to ensure success and continue the upward trajectories of the USF System and its institutions. The USF System's Office of Government Relations operates as a shared service for each institution to ensure that all interactions with government are coordinated under the System President but are geographically displaced across the Tampa Bay Region to maximize buy-in from elected and appointed government officials in the local communities they represent. It further ensures that to the extent possible the USF System's institutions are working in collaboration with each other on requests for government assistance and not in competition with one another, which would be short-sighted and ultimately detrimental to all. This approach has allowed the USF System to maximize its resources and has delivered results. By working together in a coordinated effort with local ties, the USF System has led the State University System of Florida (SUS) in the amount of new state construction dollars provided to any SUS institution over the most recent ten fiscal years.

Going forward, the level of direct cash assistance that governments will be able to provide to state universities across the nation is expected to decline; however the Florida Legislature and Governor Rick Scott have chosen to invest record levels of funding in the SUS and the USF System. This makes the necessity to continue to work together all the more critical and the ability to make record climbs in national rankings for USF System institutions all the more likely if strategically implemented. The USF



System Office of Government Relations is developing a plan to capitalize on the leadership positions that elected officials from across the Tampa Bay Region are expected to hold in local, state and federal government over the next eight years. These include mayors of local municipalities with ties to the USF System, key committee chairs and presiding officers of the Florida Legislature, a possible new Governor from the Tampa Bay Region in 2019, Members of Congress holding key leadership positions, and the President of the United States with a part-time residence in and close ties to Florida. The opportunities available to the USF System that these relationships present require an increased and dedicated level of effort in governmental relations with the probability of immense returns for the USF System in both new policy and funding initiatives.



V. Key Considerations for the Future of the USF System



V. Key Considerations for the Future of the USF System

During development of this plan, stakeholders provided feedback on both their current experience with the USF System, as well as their vision for optimizing the benefit of the USF System. This dialogue revealed certain key areas that present both opportunities and challenges. Following are areas where the advantage of a "system" is apparent. However, each also presents a unique set of challenges. Because of their critical importance to the USF System, each will be continuously assessed and solutions identified as this Plan undergoes adaptive strategic planning.

A. Reputation and Brand

The University of South Florida's brand has evolved quickly over its 61-year history from a relatively unknown commuter university, to a trend-setting and highly respected public research institution. Although USF is known as a very attractive choice for Florida's best and brightest aspiring scientists, physicians, researchers, engineers, business leaders and others, it may be a relatively unknown option for prospective out-of-state students. Market research indicates that many audiences throughout the United States are unaware of USF's impressive academic and research records; some are even uncertain about USF's location in Florida.

The USF System must embark on a branding campaign over the next three to five years to ensure that its reputation continues to grow, and even surpass, its objective measures of national and international achievement.

Special consideration should be given to create a system halo effect, while spotlighting the unique personalities of the institutions and major service areas

B. Criteria for New Degree Programs

The Florida Board of Governors closely regulates the addition of new degree programs so as not to unnecessarily duplicate course offerings/programs around the state. Based on a Board of Governors requirement, the USF System has its own guidelines for adding new programs. There must be:

- 1. Consistency of the program with the State University System Strategic Plan, the USF System Strategic Plan and the strategic plans of each of its member institutions (USF Tampa, USFSP, USFSM), with consideration of:
 - a. Demonstrated need for program graduates;
 - b. Demonstration that the program does not unnecessarily duplicate existing State University System (SUS) degree programs;
 - c. Sufficient financial planning and resources for implementation;



- d. Projected benefit of the program to the university, local community and state;
- e. Institutional need for core academic programs that support the mission of the university and provide an academic base expected of graduate degree granting institutions of higher learning; and
- f. Maintenance of access and articulation for all programs within the SUS and the Florida College System (FCS) for baccalaureate degree programs, with notification throughout the SUS and FCS as designated by the BOG.

2. Institutional Readiness as demonstrated by:

- a. The ability to implement a high-quality program
- b. A curriculum appropriate for the discipline and program level
- c. Sufficient qualified faculty
- d. Sufficient institutional resources

C. Synergies and Economies of Scale

The USF System has a number of services that are shared across the institutions. Some of these are located at USF Tampa, while others are direct support organizations that report to the USF System President with the Board of Trustees providing fiduciary oversight.

By sharing resources, the institutions can more affordably access a robust palette of resources, such as library journal licenses, information technology, general counsel, and administrative services. Each institution is charged back for these services through a rubric that is negotiated and agreed upon every five years, in accordance with the USF System Governance Policy # 07-001.

D. Accreditation, Legislative Funding and Governance

The Florida Board of Governors requires the institutions to report Work Plans, Annual Accountability reports and State University System Performance Based Funding metrics as a single entity - the USF System. As such, when Performance Based Funding is determined, which is an increasingly large component of each institution's budget, the performance of one institution can have a significant effect on the total allocation for the USF System.

Conversely, the institutions of the USF System have different internal reporting structures as is required for each by SACSCOC. The accrediting agencies require



each institution to report independently to the USF System President and Board of Trustees, as if it was a standalone organization. Similarly, the Florida State Legislature funds each institution and, to some extent, USF Health, in a separate line item budget.

E. Collaboration

While the departments, colleges and institutions within the USF System collaborate today, greater collaboration is not only possible, it is desirable. Institutional barriers are being reduced by technology, but more needs to be done to accelerate the connectivity among faculty, staff, and students.

The new USF Health Collaborative is an excellent example of cross-institution collegiality, System-level planning and sharing of expertise. The Collaborative convenes all the health stakeholders across the USF System to partner on research, training, and care.



VI. The System Institutions



VI. The System Institutions

A. Descriptions of the Institutions

Below is a brief description of each of the three institutions of the USF System as provided in their respective current strategic plans.

USF Tampa

The University of South Florida Tampa (USF Tampa) is a major metropolitan research university located in the heart of the Tampa Bay region. Founded in 1956, USF Tampa was the first independent state university conceived, planned and built in the 20th century. With a current enrollment of more than 40,000 students, the university has made incredible strides in 61 years, developing into one of the nation's leading research institutions dedicated to:

- Student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant locally- and globally-integrated universitycommunity collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

USF-Tampa has significant objective evidence that it is fulfilling its mission and goals:

- Designated as the first "Emerging Preeminent State University" in Florida, by the Florida Board of Governors in June 2016.
- Ranked No. 1 in the state of Florida and No. 6 in the nation in Black Student Success for eliminating the completion gap between white and black students.
- Recognized as a Top 50 public research university by multiple publications (TARU, ARWU, Times Higher Ed).
- First in the State University System of Florida in research funding per full-time faculty member.
- One of 40 public research universities nationwide with "very high research activity" that is designated as "community engaged" by the Carnegie Foundation for the Advancement of Teaching.
- Nine graduate programs are ranked among the top 50 according to the 2017
 U.S. News & World Report Graduate School Rankings.



USF St. Petersburg

USF St. Petersburg (USFSP) was founded in 1965 and serves approximately 7,000 students, providing a top-tier option for students and families who want a more personalized campus experience. Well over 20,000 graduates have passed through its doors.

USFSP serves as an anchor for the downtown business district and a cornerstone of the City's Innovation District. USFSP is Pinellas County's only residential, public, research-active university, offering more than 40 undergraduate and graduate programs in three colleges: Arts and Sciences, Business, and Education. In 2016, *U.S. News & World Report* ranked USFSP 24th among Southern Regional Public Universities.

During the 1980s and 1990s, USFSP's reputation grew, and distinctive, new programs attracted students from across the country. In 2006, USFSP earned separate accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. Now classified as a Master's Medium Institution by the Carnegie Commission on Higher Education, USFSP has also earned the elective Carnegie Classification of Community Engagement.

USFSP's Kate Tiedemann College of Business has earned AACSB International accreditation in both business and accounting, a distinction held by less than two percent of all business schools worldwide. The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) standards through the Council for the Accreditation of Educator Preparation (CAEP) Accreditation System, and the Department of Journalism and Media Studies earned reaccreditation in 2016 by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) for both undergraduate and graduate programs, including its online Master's program in digital journalism and design, one of only ten completely online accredited Master's degrees in the country.

USF Sarasota-Manatee

In 1974, the University of South Florida began offering evening courses in education, business, and liberal arts at six locations in Manatee and Sarasota counties. The Florida Legislature officially designated USF Sarasota-Manatee as a branch campus of USF in 1975. Throughout the 1980s and 1990s, the campus offered courses during the evening to serve part-time, commuter students with Associate's degrees working toward Bachelor's degrees in Arts & Sciences, Business, and Education. Master's degree offerings followed.



USF Sarasota-Manatee received separate budget authority in 2001, which established it as a distinctive member of the USF System. Five years later, USF Sarasota-Manatee moved from a shared space arrangement with New College of Florida to its own campus located on the Sarasota-Manatee county line.

In 2011, as required by state law, USF Sarasota-Manatee (USFSM) achieved separate regional SACSCOC accreditation to meet student demand and local needs. USFSM admitted its first freshman class and opened its first science laboratories on the campus of Mote Marine Laboratory in August 2013. The College of Business earned its own accreditation by AACSB in 2014 while USFSM Education programs received NCATE accreditation in 2015.

With approximately 2,000 students, USFSM is a comprehensive, non-residential regional university that serves Charlotte, Desoto, Manatee, and Sarasota Counties primarily. USFSM provides a high-quality bachelor's and master's-level education in a personalized learning community that prepares successful leaders and responsible citizens. The university remains student-centered, research-focused and community-engaged with significant economic and cultural impact in the region.

B. Strategies of the Institutions

Each of the three institutions has developed its own strategic plan which reflects its unique identity, vision, and aspirations. The aforementioned USF System goals must be understood not in a vacuum, but as a resolute intent to help each institution execute their respective plans. Below is a summary of the plans. Also included below may be content from each institution's prior work plans (submitted annually to both the USF BOT and the SUS BOG to provide a narrative update on the strategies being used to meet each institution's Strategic Plan). A link to their complete strategic plans can be found in the appendix of this document.

1. USF Tampa

As USF Tampa moves forward in positioning itself for AAU eligibility, it maintains its focused commitment to student success, along with embracing scholarship, research, innovation, community collaboration, and economic development at all levels, including USF Health. The foundation of its strategy is accountability, guided by the Board of Governors' Strategic Plan, USF Tampa's Strategic Plan and the Board of Governors' performance-funding model. By benchmarking progress to our current and aspirational peer institutions, a clear roadmap guides USF Tampa toward further excellence and, ultimately, AAU membership. Examples of key initiatives:



- USF Tampa continues to focus on the delivery of high quality, relevant and globally-informed academic programs to prepare graduates for leadership roles and workforce opportunities locally and across the world. USF Tampa's commitment to its global focus through its Quality Enhancement Plan for SACS reaccreditation has gained momentum and engaged faculty, students and staff university-wide. This initiative continues to work to enhance curriculum across USF Tampa with global, cross-cultural perspectives and to ensure that every student has an opportunity for a global experience—whether through a technology-enabled global classroom, a study abroad experience or meaningful interactions with international students and cultures.
- USF Tampa's commitment to producing high-impact research and innovation has resulted in an increase in its efforts to recruit and retain researchproductive new faculty. It also intensified its encouragement of undergraduate research that contributes to an overall positive education experience and enhanced student success. In addition, USF Tampa has implemented interdisciplinary initiatives to solve critical problems; provides training to increase external funding and continues to promote partnerships across the university and within the broader community.
- USF Tampa's focus on partnerships strengthens the Tampa Bay region and Florida as part of the global landscape. USF Tampa continually works to maximize efficiencies and use its resources in the most prudent ways possible—especially given the valued new infusion of performance-based funding investments. USF Tampa continues to work closely with its partners in the Florida Consortium of Metropolitan Research Universities—the University of Central Florida and Florida International University. The group has enjoyed great support from national grant-makers, notably the Helios Foundation, the Helmsley Charitable Trust and the Kresge Foundation. By sharing and developing best practices in predictive analytics, targeted support, high tech pathways and career readiness, the Consortium will continue to add value to the student success initiative at USF Tampa.

2. USF St. Petersburg

Initiatives at USFSP focus on the following strategic goals: enhancing student success and strengthening enrollment; communicating our distinctiveness and attracting students who are interested in USFSP as their destination of choice; improving student and employee diversity profile; investing in faculty excellence in research and innovative teaching; expanding strategic partnerships, building our infrastructure and ensuring financial sustainability. Specific strategies include:



- Developing a master academic plan outlining new programming for the next five years – one that envisions expanding the curriculum and developing new majors aligned with our strategic plan and responsive to the areas of strategic emphasis to meet regional, state and global needs while providing core academic programs that support the university's distinction as a regional comprehensive master's granting university.
- Fostering a culture of completion by increasing student persistence and timely progression to degree attainment through campus-wide support; delivering quality academic advising and holistic career development increasing opportunities for personalized learning experiences and internships and providing completion scholarships.
- Developing an intercollegiate athletics program in response to growing student interest in University athletics.
- Building adequate facilities to support our mission, programs and continued planned growth of our residential campus.
- Developing and implementing a Diversity Action Plan.
- Expanding philanthropic support by developing a fundraising strategy anchored to institutional priorities while continuing our success in obtaining legislative funding for those priorities.
- Ensuring that all USFSP students are globally prepared by providing affordable education abroad opportunities and daily interaction with international students which will comprise 10 percent of our student headcount.
- Providing input into the creation of USFSP logos for inclusion in the visual identity and graphic standards manual.
- Communicating to potential donors and partners to build the reputation of USFSP to tell the success stories and achieve our enrollment and fundraising goals.

3. USF Sarasota-Manatee

To prepare successful leaders and responsible citizens, USFSM has developed several key strategies to support the mission of providing high quality bachelor's and graduate-level education and scholarly activity in a personalized learning community. To meet this mission, strategic goals include: strengthening student success and student retention; advancing a culture of campus engagement; intentional enrollment management; enhance teaching and learning; support diverse scholarly activity, engage with the community and grow and diversify campus resources.

Specific strategies include:

 Enhancing student support services through early intervention, advising and the creation of career maps.



- Establishing dedicated space for student use and improving off-campus housing and academic program needs to better support student engagement on campus.
- Developing an enrollment management system to ensure sustainable growth in programs while also meeting market needs.
- Exploring and implementing innovative technologies, pedagogical methods and experiential opportunities such as international education opportunities, internships and service learning courses that increase student engagement in the learning process and improve student learning outcomes.
- Implementing a campus-wide community engagement plan that cultivates strategic partnerships to better serve the community in a mutually beneficial way.
- Creating financial sustainability through broadened external fundraising activities, supporting programs, endowments, sponsored research and partnerships while also leveraging shared-service-type arrangements to manage resources responsibly.



VII. Conclusion



VII. Conclusion

The USF System has established a strong foothold since its inception slightly more than a decade ago. Its member institutions and key capabilities have flourished, while the reputation of each has continued to be burnished. However, progress can be even more marked and timely. The USF System seeks to provide servant-leadership to its members, by providing a platform for greater collaboration, services and capabilities that help each institution reach never-imagined heights, while fostering an engaged community that is vested in its perpetual success.



VIII. Appendix



VIII. Appendix

- A. Links to Cited Materials
 - a) USF Tampa 2013-2018 http://www.usf.edu/ods/documents/strategicplans/usf-strategic-plan-2013-2018.pdf
 - b) USFSP adopted September 2014 https://www.usfsp.edu/vision2020/files/2014/09/USFSP_stratplan.pdf
 - c) USFSM Draft for 2015-2020 http://usfsm.edu/wpcontent/uploads/2015/01/USFSM StrategicPlan 2015 06 04.pdf
 - d) Governance Policy http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/bot-policy-07-001.pdf
- B. Strategic Plan Development Process and Timeline Materials



Strategic Plan Development Process

On August 11, 2016, the USF Board of Trustees and President Judy Genshaft discussed the strategic direction of the USF System. Soon afterwards, the Board of Trustees Strategic Initiatives Committee, as well as President Genshaft, charged SVP for Strategic Development and COO of USF Health, Dr. Edmund Funai, with creating a committee to develop a dynamic USF System Strategic Plan. In September 2016, President Genshaft invited select Faculty and Staff to participate in this committee. The invitation letter is below.

EXHIBIT A: LETTER TO PARTICIPATE IN THE STRATEGIC PLANNING COMMITTEE



September 25, 2016

Mr. XXXXX Mail Point XXXX

Dear XXXX,

It is with great pleasure that I invite you to serve on the USF System Strategic Planning Committee (SPC). At the first meeting I will charge the committee with creating an USF System strategic plan that aligns USF System's overall mission and vision with the individual plans of each of the different colleges and units within the USF System. This is a wonderful opportunity to put our newly articulated BULLISH values into practice; to develop a system plan that helps make each of our institutions greater than the sum of its parts. We also plan on addressing system issues not currently in extant plans, such as branding, technology, and community engagement.

I have asked Dr. Ed Funai, Sr. VP for USF System Strategic Development and Dr. Perry Schoon, ACE Fellow to co-chair the committee. The composition of the committee will reflect the USF System's commitment to diversity, inclusiveness, and equal opportunity. In addition, it will also have numerous *ad hoc* members representing areas that developed strategic plans in the past several years.

I would appreciate your assistance and collaboration in this exciting endeavor. Please let us know if you agree to participate by contacting April Ingram at ingram@health.usf.edu or (813) 974-2232, by October 15, 2016. We look forward to seeing you soon to begin this very important work.

Sincerely, Judy Genshaft USF System President

Cc: Dr. Funai



EXHIBIT B: STRATEGIC PLANNING COMMITTEE MEMBERS

USF System Strategic Planning Committee members

Roberta Burford John Robinson

Bill Carlson (Tucker Carlson) Dr. Perry Schoon

Dr. Terry Chisolm Dr. Sandra Stone

Dr. Ed Funai Dr. Cindy Visot

Dr. James Garey Mark Walsh

John Long Dr. Sophia Wisniewska

Dr. Terry Osborn Dr. Karen Holbrook

Carole Post

Steve Prevaux

USF System Strategic Planning sub-writing committee

Bill Carlson (Tucker Carlson)

Dr. Ed Funai

Carole Post

Steve Prevaux

John Robinson

Dr. Perry Schoon

Dr. Cindy Visot

April Ingram

Paige Beles Geers



EXHIBIT C: STRATEGIC PLANNING SCHEDULED PLANNING EVENTS

Meeting Dates	Meeting Times	Meeting Location
Tuesday February 21st (Writing)	1-3	Provost's Conference Room
Monday February 27 th	1-3	President's Conference Room
Monday March 6 th (Writing)	1-3	CMS, 3007
Monday March 27 th	1-2	President's Conference Room
Monday March 27 th (Writing)	2-3:45	President's Conference Room
Monday April 17 th (Writing)	1-3	Provost's Conference Room
Friday April 21st	3:30 -5	President's Conference Room
Monday May 8 th (Writing)	1-3	Patel, CGS 302
Tuesday May 23 rd (Writing)	3-4	President's Conference Room
Tuesday May 23 rd	4-5	President's Conference Room
Friday June 2 nd	3:30 – 5	HOLD Possible final meeting
Thursday June 8 th	9:30 – 12:30	BOARD MEETING – MSC



EXHIBIT D: STRATEGIC PLANNING TIMELINE

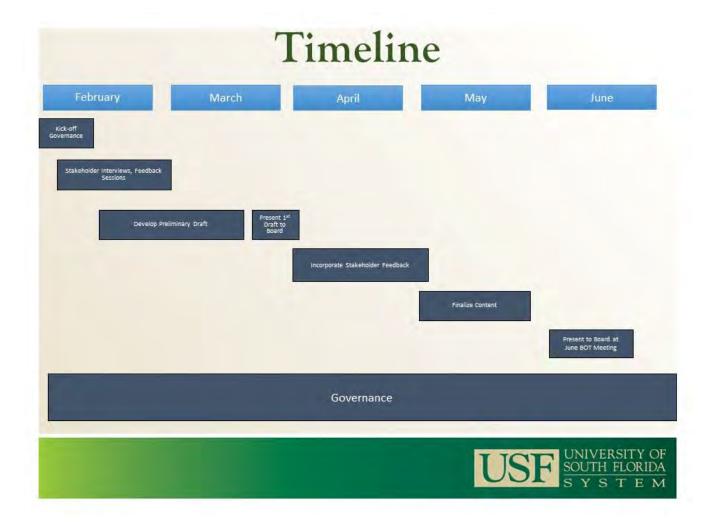


EXHIBIT E: STRATEGIC PLANNING PROCESS OUTLINE

Process

- 1. Refine outline and develop content based on:
 - Identification/analysis of key stakeholders
 - Existing Campus Strategic Plans
 - 2017 Strategic Plan Committee Recommendations (USF System leadership, including Regional CEOs)
 - Individual feedback and direction from each Trustee and Regional CEO
- 2. Facilitation of writing process by Bill Carlson (Tucker Hall) and the Strategic Plan Writing Sub-Committee



EXHIBIT F: STRATEGIC PLANNING STAKEHOLDERS AND INTERVIEWEES

Stakeholders and Interviewees

<u>Trustees</u> <u>Stakeholders/Interviewees</u>

President Judy Genshaft Provost Wilcox

Brian Lamb (Chair) Regional Chancellor Sophia Wisniewska Scott Hopes Regional Vice Chancellor Terry Osborn

Michael Carrere Dr. Paul Sanberg and Judy Lowry (Research)

Stephanie Goforth Joel Momberg, Dr. Ed Funai and Dr. Paul Sanberg

Jim Stikeleather (Trustee Liaison) (Community Development)

Jordan Zimmerman (Vice Chair) Mark Harlan (Athletics)

Hal Mullis Sidney Fernandes (IT)
James Garey Kathleen Moore

Stanley Levy Jose Hernandez (Diversity)

John Ramil Gerard Solis, John Long and Jeff Muir (Risk

Byron Shinn Management)

Nancy Watkins John Robinson and Dr. Funai (Branding)

Helen Levine Casey Welch





USF System

ABOUT

BOARD OF TRUSTEES

OFFICE OF THE PRESIDENT

COMMENCEMENT

SHARED RESOURCES

Shared Resources

USF System > Shared Resources > Overview



Overview

The USF System leverages shared resources and collaboration opportunities to maximize efficiencies among its three member institutions. While each institution has separate accreditation and state budget authority, they each benefit from System resources, including:

Advancement

Audit

Athletics

Business and Finance

Commencement

Communications and Marketing

Compliance Ethics

Controller

Decision Support

Diversity and Equal Opportunity

Environmental Health and Safety

Facilities Management

Financial Aid

General Counsel

120

Government Relations

Human Resources

Information Technology

Library

Ombuds

Registrar

Research & Innovation

Resource Management & Analysis

Treasurer

USF World



Copyright © 2018, University of South Florida. All rights reserved.

4202 E. Fowler Avenue, CGS 401, Tampa, FL 33620, USA • 813-974-2011

This website is maintained by **USF System**.

About This Site • Contact USF • Visit USF

About USF

Academics

Admissions Campus Life

Research

USF System

Work at USF

Emergency &

Safety

Partner with USF

USF Health

USF Athletics

USF Alumni

Support USF

USF Libraries

USF World

Administrative **Units**

Regulations &

Policies

Human

Resources

Additional Materials



USF Regulations & Policies

July 18, 2018



Evaluations and Updates

USF Regulations and Policies will need to be evaluated and updated. The Responsible Offices will evaluate each Regulation and Policy to determine appropriate changes. Below is an outline of those Regulations and Policies:

1. There are five BOT Policies that are maintained and apply to the BOT directly:

Regulation or Policy	Number	Category	Institution	
Board of Trustees Debt Management Policy	Policy	06-003	Board of Trustees	System
Board of Trustees Derivatives Policy	Policy	06-002	Board of Trustees	System
Board of Trustees Governance Policy	Policy	07-001	Board of Trustees	System
Board of Trustees Investment Policy	Policy	06-001	Board of Trustees	System
Board of Trustees Real Property Policy	Policy	09-001	Board of Trustees	System

 References to the Institutions will need to be removed and the governance outlined. Although not Regulations, USF treats them as Regulations for promulgation purposes and must be brought before the BOT for approval and sent to the BOG for review.

2. General Regulations and Policies:

• There is a comprehensive index available at:

(http://regulationspolicies.usf.edu/regulations-and-policies/regulations-policies-procedures.asp)

• All Regulations are System or Tampa and are noted in the header (example below):

Title	Regulation or Policy	Number	Category	Institution
Academic Curricular Offerings	Regulation	USF3.038	Academic Affairs	System
Academic Disruption	Regulation	USF3.025	Academic Affairs	System
Academic Integrity of Students	Regulation	USF3.027	Academic Affairs	System

To the extent the Regulations or Policies include references to the system institutions a
technical update can be made to remove those references. An example of the applicability
and authority that will need to be updated is:

[&]quot;The following applies to all institutions of the USF System; however, non-substantive procedural modifications to reflect the particular circumstances of each separately accredited institution are permitted. Information concerning these procedures is available through the Student Affairs Office at those institutions"



3. USFSP Policies and Procedures which will need to be repealed and integrated as listed below. There are corollary USF System or Tampa Policies so this integration will not be difficult and will not need BOG approval as they are not Regulations.

Title	Regulation or Policy	Number	Category	Institution
After the Fact Purchase Orders	Procedure		Administration & Financial Services	St. Petersburg
Animals on USFSP Campus	Policy	6-004 SP	Administration & Financial Services	St. Petersburg
Counseling Center	Policy	30-021 SP	Student Affairs	St. Petersburg
Course Notes and Recording	Policy	10-048 SP	Student Affairs	St. Petersburg
Facilities, Use of	Policy	6-024 SP	Administration & Financial Services	St. Petersburg
Graduate Office, Administration of	Policy	11-001 SP	Academic Affairs	St. Petersburg
Issuance of USFSP Policies and Procedures	Policy	0-0011 SP	Administration	St. Petersburg
Key Control and Rekeying of Facilities	Policy	6-012 SP	Administration & Financial Services	St. Petersburg
Opening of Rooms and Other Facilities	Policy	6-001 SP	Administration & Financial Services	St. Petersburg
Policy Administration Compliance	Policy	0-0012 SP	Administration & Financial Services	St. Petersburg
Public Records Charge Document	Form			St. Petersburg
Student Events Management	Policy	30-016 SP	Student Affairs	St. Petersburg
Student Publications Program	Policy	30-009 SP	Student Affairs	St. Petersburg
<u>Temporary Signage</u>	Policy	3-008 SP	Administration & Financial Services	St. Petersburg
Testing and Final Examinations	Policy	10-005 SP	Academic Affairs	St. Petersburg
USFSP Public Records	Procedure		Administration & Financial Services	St. Petersburg
<u>Veterans Services for Students</u>	Policy	34-001 SP	Student Affairs	St. Petersburg



- 4. Specific examples of Student Regulations that will need to be updated:
 - Student Government http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf6.028.pdf
 - Student Code of Conduct http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf