A bill to be entitled
An act relating to postsecondary educational
institutions; amending s. 1001.706, F.S.; revising
legislative intent; revising powers and duties of the
Board of Governors; amending s. 1001.7065, F.S.;
revising the academic and research excellence
standards for preeminent state research universities;
creating s. 1001.725, F.S.; providing requirements for
hiring state university faculty; providing
requirements for the employment, promotion, and
evaluation processes for certain state university
employees; authorizing state university boards of
trustees to review the tenure status of faculty
members; requiring such boards to confirm the
selection and reappointment of specified personnel;
providing requirements for certain employment
contracts and responsibilities; requiring state
university presidents to annually present specified
information to such boards; amending s. 1004.06, F.S.;
prohibiting certain entities from expending specified
funds for certain purposes; providing exceptions;
authorizing the State Board of Education and the Board
of Governors to adopt certain rules and regulations,
respectively; creating s. 1004.3841, F.S.; creating
the Institute for Risk Management and Insurance
Education within the College of Business at the University of Central Florida; requiring the institute to be located in a specified county; providing goals of the institute; amending s. 1004.6496, F.S.; conforming a provision to changes made by the act; amending s. 1004.6499, F.S.; renaming the "Florida Institute of Politics" as the "Florida Institute for Governance and Civics"; revising the goals of the institute; amending s. 1004.64991, F.S.; authorizing the Adam Smith Center for the Study of Economic Freedom within Florida International University to take specified actions; amending s. 1007.25, F.S.; revising the duties and responsibilities of specified faculty committees relating to general education core courses; deleting a provision authorizing certain course maximums to be exceeded; revising requirements for general education core courses; providing definitions; requiring public postsecondary educational institutions to offer and accept certain credits for certain general education core courses; creating s. 1007.55, F.S.; providing legislative findings; requiring the Articulation Coordinating Committee to submit certain courses to the State Board of Education and the Board of Governors; providing requirements for general education courses; providing

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requirements for public postsecondary educational institutions and their presidents and boards of trustees relating to general education courses; amending s. 1009.26, F.S.; providing that certain postsecondary fee waivers continue until specified criteria are met; providing effective dates.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Paragraphs (a) through (d) of subsection (5) and paragraph (b) of subsection (6) of section 1001.706, Florida Statutes, are amended to read:

1001.706 Powers and duties of the Board of Governors.—
(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; curriculum that promotes citizenship in a constitutional republic; the state's existing and emerging workforce needs; 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 board shall periodically review the mission of each constituent university and provide updates or revisions to such mission, as appropriate; upon completion of such review, examine
existing academic programs at each constituent university for alignment with the university's mission; and provide direction to each constituent university to remove from its programs any major or minor that is based on or otherwise utilizes pedagogical methodology associated with Critical Theory, including, but not limited to, Critical Race Theory, Critical Race Studies, Critical Ethnic Studies, Radical Feminist Theory, Radical Gender Theory, Queer Theory, Critical Social Justice, or Intersectionality, as defined in Board of Governors regulation, or any major or minor that includes a curriculum that promotes the concepts listed in s. 1000.05(4)(a). 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, curriculum that promotes citizenship in a constitutional republic, 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 Florida
Talent Development Council under s. 1004.015 and the Articulation Coordinating Committee under s. 1007.01.

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. The programs of emphasis list adopted by the Board of Governors before July 1, 2021, shall be used for the 2021-2022 academic year. Beginning in the 2022-2023 academic year, the Board of Governors shall adopt the criteria to determine value for and prioritization of degree credentials and degree programs established by the Credentials Review Committee under s. 445.004 for designating high-demand programs of emphasis. The Board of Governors must review designated programs of emphasis, at a minimum, every 3 years to ensure alignment with the prioritization of degree credentials and degree programs identified by the Credentials Review Committee.

5. Include criteria for nondegree credentials.

(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:

1. Information on the effectiveness of its plan for improving 4-year graduation rates. and
2. Information on 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 annually require a state university before 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 before 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.

(6) POWERS AND DUTIES RELATING TO PERSONNEL.—
(b) The Board of Governors may adopt a regulation requiring each tenured state university faculty member to undergo a comprehensive post-tenure review every 5 years and a post-tenure review at any time for cause. The board may include other considerations in the regulation, but the regulation must address all of the following:

1. Accomplishments and productivity.
2. Assigned duties in research, teaching, and service.
3. Performance metrics, evaluations, and ratings.
4. Recognition and compensation considerations, as well as improvement plans and consequences for underperformance.
5. Conditions that constitute cause for a post-tenure review under this paragraph, including, but not limited to, poor performance, negligence, inefficiency or inability to perform assigned duties, insubordination, violation of any applicable law or rule, conduct unbecoming a public employee, misconduct, drug abuse, or conviction of any crime.

Section 2. Subsection (3) of section 1001.7065, Florida Statutes, is amended, and paragraph (m) is added to subsection (2) of that section, to read:

1001.7065 Preeminent state research universities program.—
(2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.—The following academic and research excellence standards are established for the preeminent state research universities program and shall be reported annually in the Board of Governors
Accountability Plan:

(m) Total annual research expenditures of $50 million or more in STEM-related expenditures, funded from business and nonprofit partners.

(3) PREEMINENT STATE RESEARCH UNIVERSITY DESIGNATION.—

(a) The Board of Governors shall designate each state university that annually meets at least 12 of the 13 academic and research excellence standards identified in subsection (2) as a "preeminent state research university."

(b) The Board of Governors shall designate each state university that annually meets at least 7 of the 13 academic and research excellence standards identified in subsection (2) as an "emerging preeminent state research university."

Section 3. Section 1001.725, Florida Statutes, is created to read:

1001.725 State university boards of trustees; personnel.—

(1) Each state university board of trustees is responsible for hiring full-time faculty for the university. The president of the university may provide hiring recommendations to the board. The president and the board are not required to consider recommendations or opinions of faculty of the university or other individuals or groups.

(a) The board of trustees may delegate its hiring authority to the president; however, the president may not
delegate such hiring authority to anyone outside of the executive management team of the president's office.

(b) A state university may not solicit pledges, except pledges to uphold general and federal law, the United States Constitution, and the State Constitution, or statements or commitments for or against certain viewpoints about diversity, equity, and inclusion, Critical Race Theory rhetoric, or political identity or ideology, as part of any hiring, promotion, disciplinary, or evaluation process, including as part of applications for employment, promotion and tenure applications, conditions of employment, job qualifications, job descriptions, or performance evaluations, or as part of any admissions or student disciplinary process, including as part of any admissions applications or orientations. This paragraph applies to all students and employees at the university, including the president of the university.

(2) Each state university board of trustees may, at the request of its chair, review any faculty member's tenure status based on the considerations adopted in Board of Governors regulation pursuant to s. 1001.706(6)(b).

(3) Each state university board of trustees must confirm the president's selection and reappointment of each member of the university's executive management team, and his or her respective contract and annual salary, before such contracts and salaries become effective, in accordance with the personnel
program established by the Board of Governors. Contracts and responsibilities of the president and executive management team members, including, but not limited to, the provost, must explicitly delineate that the responsibilities of such positions, other than the president, are limited to administrative oversight and operational supervision of curricular, instructional, and research affairs, as applicable to the position.

(4) Each state university president shall annually present to the state university board of trustees for review the results of performance evaluations and associated annual salaries for all evaluated academic and administrative personnel earning an annual salary of $100,000 or more, regardless of the funding source for such salaries. The results may be presented in a summary or written format.

Section 4. Section 1004.06, Florida Statutes, is amended to read:

1004.06 Prohibited expenditures.—

(1) A no Florida College System institution, state university, Florida College System institution direct-support organization, or state university direct-support organization may not expend any funds, regardless of source, to purchase membership in, or goods and services from, any organization that discriminates on the basis of race, color, national origin, sex, disability, gender, or religion.
(2) A Florida College System institution, state university, Florida College System institution direct-support organization, or state university direct-support organization may not expend any state or federal funds to promote, support, or maintain any programs or campus activities that:

(a) Promote the concepts listed in s. 1000.05(4)(a);
(b) Advocate for diversity, equity, and inclusion;
(c) Promote or engage in political or social activism; or
(d) Include or espouse, as government speech or expressive activity of the Florida College System institution or state university or its direct-support organization speaking or acting on the Florida College System institution's or state university's behalf, preferential treatment or special benefits to individuals on the basis of race, color, national origin, sex, disability, or religion.

Student fees to support student-led organizations are permitted notwithstanding any speech or expressive activity by such organizations that would otherwise violate this subsection, provided that the public funds must be allocated to student-led organizations pursuant to written policies or regulations of each Florida College System institution or state university, as applicable.

(3) Programs or campus activities required for compliance with federal laws or regulations, or access programs for
military veterans, Pell Grant recipients, first generation
college students, nontraditional students, "2+2" transfer
students from the Florida College System, students from low-
income families, or students with unique abilities, are not
prohibited by this section.
(4) The State Board of Education and the Board of
Governors may adopt rules and regulations, respectively, to
implement this section.
Section 5. Section 1004.3841, Florida Statutes, is created
to read:

1004.3841 The Institute for Risk Management and Insurance
Education.—The Institute for Risk Management and Insurance
Education is established within the College of Business at the
University of Central Florida. Since insurance and risk
management is a major industry in the state, with a
concentration of such industry in Volusia County, the institute
shall be located in Volusia County. Like many other industries
in the state, the insurance and risk management industry is
being revolutionized by, among other things, the integration of
technology, predictive analytics, and data science, and is
becoming more complex given its exposure to transformative
trends in the economy and environment. The purpose of the
institute is to respond to the ever-evolving insurance and risk
management industry and the present and emerging needs of the
state and its residents. The goals of the institute are to:
(1) Pursue technological innovations that advance risk valuation models and operational efficiencies in the insurance industry.

(2) Drive the development of workforce competencies in data analytics, system-level thinking, technology integration, entrepreneurship, and actuarial science.

(3) Leverage the University of Central Florida's world class assets in data science, artificial intelligence, computer science, engineering, finance, economics, and sales.

(4) Take advantage of the University of Central Florida's robust portfolio of academic program offerings and draw on faculty and industry experts in diverse fields, including actuarial science, computer science, economics, engineering, environmental science, finance, forensics, law, management, marketing, and psychology.

(5) Develop and offer risk management and insurance education, including education that recognizes risks in areas such as the environment, pandemic disease, and digital security.

(6) Offer programs, workshops, case studies, and applied research studies that integrate technology and artificial intelligence with soft skills while preparing students and professionals for the technology-enabled insurance industry of the future.

Section 6. Paragraph (e) of subsection (2) of section 1004.6496, Florida Statutes, is amended to read:
1004.6496 Hamilton Center for Classical and Civic Education.—

(2) The goals of the center are to:

(e) Coordinate with the Florida Institute for Governance and Civics of Politics created pursuant to s. 1004.6499 and the Adam Smith Center for the Study of Economic Freedom created pursuant to s. 1004.64991 and assist in the curation and implementation of Portraits in Patriotism created pursuant to s. 1003.44.

Section 7. Section 1004.6499, Florida Statutes, is amended to read:

1004.6499 Florida Institute for Governance and Civics of Politics.—

(1) The Florida Institute for Governance and Civics of Politics is established at the Florida State University within the College of Social Sciences and Public Policy. The purpose of the institute is to provide the southeastern region of the United States with a world class, bipartisan, nationally renowned institute of politics.

(2) The goals of the institute are to:

(a) Provide students with access to an interdisciplinary hub that will develop academically rigorous scholarship and coursework on the origins of the American system of government, its foundational documents, its subsequent political traditions and evolutions, and its impact on comparative political systems.
Motivate students throughout the Florida State University to become aware of the significance of government and civic engagement at all levels and politics in general.

(b) Encourage civic literacy in the state through the development of educational tools and resources for K-12 and postsecondary students that foster an understanding of how individual rights, constitutionalism, separation of powers, and federalism function within the American system of government.

Provide students with an opportunity to be politically active and civically engaged.

(c) Model civic discourse that recognizes the importance of viewpoint diversity, intellectual rigor, and an evidence-based approach to history. Nurture a greater awareness of and passion for public service and politics.

(d) Plan and host forums to allow students and guests to hear from exceptional individuals who have excelled in government, industry, or civic engagement to highlight the possibilities created by individual achievement, philanthropic ideals, and entrepreneurial vision and interact with experts from government, politics, policy, and journalism on a frequent basis.

(e) Become a national and state resource on polling instruments and other assessments to measure civic literacy and make recommendations for improving civic education information and survey methodology.
(f) Provide fellowships and internship opportunities to students in government, nonprofit organizations, and community organizations.

(g) Create through scholarship, original research, publications, symposia, testimonials, and other means a body of resources that can be accessed by students, scholars, and government officials to understand the innovations in public policy in the state over a rolling 30-year time period. Provide training sessions for newly elected state and local public officials.

(h) Organize and sponsor conferences, symposia, and workshops throughout this state to educate and inform citizens, elected officials, and appointed policymakers regarding effective policymaking techniques and processes.

(i) Create and promote research and awareness regarding politics, citizen involvement, and public service.

(j) Collaborate with related policy institutes and research activities at the Florida State University and other institutions of higher education to motivate, increase, and sustain citizen involvement in public affairs.

Section 8. Subsection (3) is added to section 1004.64991, Florida Statutes, to read:

1004.64991 The Adam Smith Center for the Study of Economic Freedom. –

(3) In order to carry out the goals outlined in subsection
(2), the center is authorized to:

(a) Hire the necessary faculty and staff.
(b) Enroll students.
(c) Develop curriculum and offer new courses, including honors courses, certificates, and major and minor programs.
(d) Award degrees.
(e) Hold events, including fundraisers.
(f) Fulfill other actions approved by the president of the university.
(g) Generate resources based on student credit hour enrollment in the same manner as a college within the university.

Section 9. Subsection (3) of section 1007.25, Florida Statutes, is amended to read:

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

(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 review and recommend to the Articulation Coordinating Committee for approval by the Commissioner of Education and the Chancellor of the State University System identify statewide general education core course options for inclusion in the statewide course numbering system established in s. 1007.24. Faculty committees shall, by July 1, 2024, and by July 1 every 3 years thereafter, review and

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submit recommendations to the Articulation Coordinating Committee, the commissioner, and the Chancellor of the State University System for the removal, alignment, realignment, or addition of general education core courses that satisfy the requirements of this subsection.

(a) 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.

(b) 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.

(c) General education core courses may not distort significant historical events with misleading or incorrect presentations of fact and must not include curriculum that is based on or otherwise utilizes pedagogical methodology associated with Critical Theory, including, but not limited to, Critical Race Theory, Critical Race Studies, Critical Ethnic Studies, Radical Feminist Theory, Radical Gender Theory, Queer
Theory, Critical Social Justice, or Intersectionality, as defined in rules and regulations of the State Board of Education and the Board of Governors, respectively.

(d) General education core courses must meet all of the following standards:

1. Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.

2. Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western Canon.

3. Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and social, political, and economic issues, including issues from the past and present.

4. Natural science courses must afford students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.

5. Mathematics courses must afford students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving.
(e) 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. Beginning in the 2022-2023 academic year and thereafter, students entering a technical degree education program as defined in s. 1004.02(13) must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded.

(f) All public postsecondary educational institutions shall offer at least one general education core course in each of the identified subject areas and accept these courses as meeting general education core course requirements upon the transfer of credit for such course regardless of whether the receiving institution offers the identical general education core course. The remaining general education course requirements shall be identified by each institution as approved in accordance with s. 1007.55 and listed in the and reported to the department by their statewide course numbering system number.

(g) 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.

Section 10. Section 1007.55, Florida Statutes, is created to read:
1007.55 General education course principles, standards, and content.—

(1) The Legislature finds it necessary that every undergraduate student of a public postsecondary educational institution in the state graduates as an informed citizen through participation in rigorous general education courses that study and articulate the values and knowledge necessary to preserve the constitutional republic and the economic ingenuity of its citizens through proven, historically accurate, and high-quality coursework. Courses with a curriculum based on unproven, disproven, speculative, or exploratory content are best suited to fulfill elective or specific program prerequisite credit requirements, rather than general education credit requirements.

(2) In performing its duties under ss. 1007.24 and 1007.25, by December 1, 2024, and each December 1 thereafter, the Articulation Coordinating Committee shall submit to the State of Board of Education and the Board of Governors courses that have been approved to be used by public postsecondary educational institutions as meeting general education requirements.

(3) General education courses must meet all of the following:

(a) Be in the general education core subject areas and meet the course standards as provided in s. 1007.25.

(b) Be offered by at least half of all public
postsecondary educational institutions per system.

(c) Be identified as lower level in the statewide course numbering system.

(d) Whenever applicable, as defined by regulations or rules of the Board of Governors or the State Board of Education, respectively, provide instruction on the historical background and philosophical foundation of Western civilization and this nation's founding documents, including the Declaration of Independence, the United States Constitution, the Bill of Rights and subsequent amendments thereto, and the Federalist Papers.

(4) If a course is approved as a general education course, that course must be accepted as a general education course in the same subject area by all public postsecondary educational institutions regardless of whether it is offered by the institution.

(5) Each public postsecondary educational institution's board of trustees and president are responsible for annually reviewing and approving, at a public meeting, general education course requirements, as authorized and approved in accordance with s. 1007.24, s. 1007.25, and this section, at their institution. A public postsecondary educational institution that fails to comply with the requirements of this section may not be eligible to receive performance-based funding.

(6) Each public postsecondary educational institution must report courses meeting general education requirements to the
department by their statewide course number.

Section 11. Effective upon this act becoming a law, paragraph (b) of subsection (18) of section 1009.26, Florida Statutes, is amended to read:

1009.26 Fee waivers.—

(18)

(b) A waiver granted under this subsection is applicable only for upper-level courses and up to 110 percent of the number of required credit hours of the baccalaureate degree program for which the student is enrolled. A student granted a waiver under this subsection shall continue receiving the waiver until the student graduates, exceeds the number of allowable credit hours, or withdraws from an eligible program, regardless of whether the program is removed from the approved list of eligible programs subsequent to the student's enrollment.

Section 12. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2023.