

2013-14

Annual Accountability Report

UNIVERSITY OF SOUTH FLORIDA SYSTEM



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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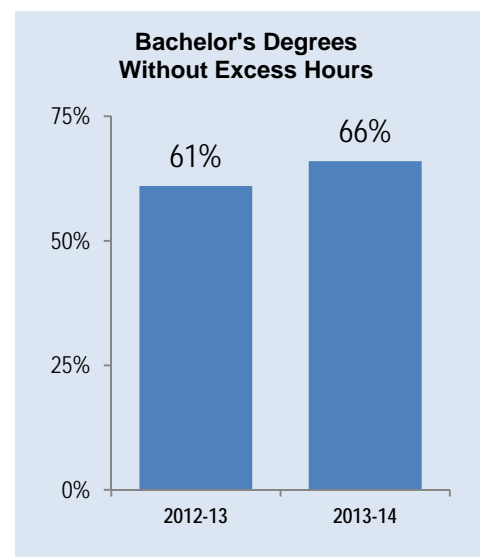
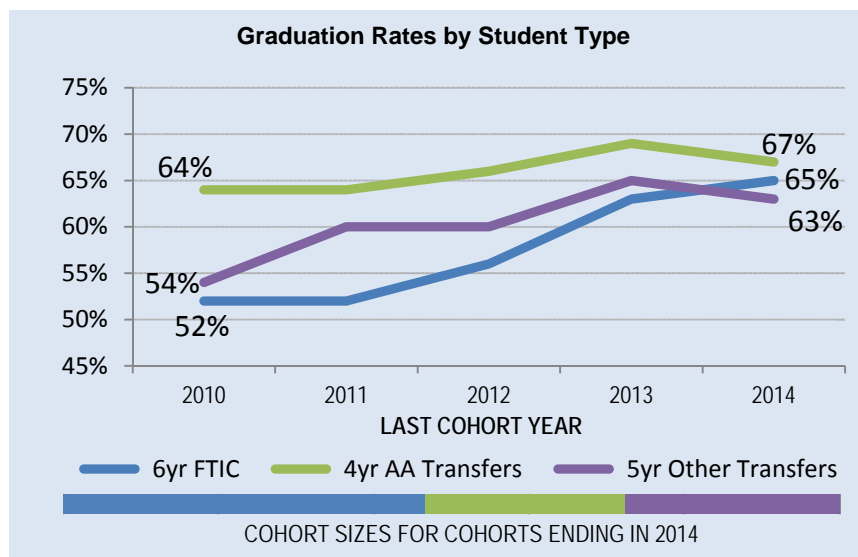
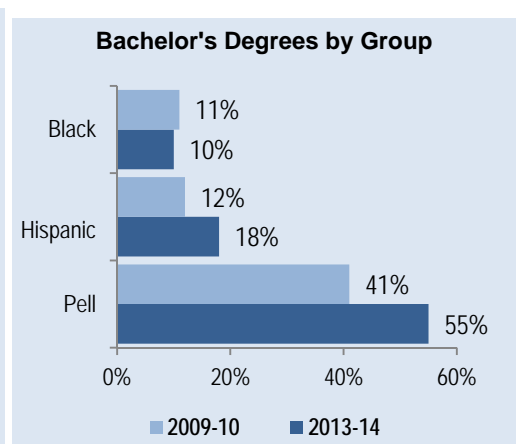
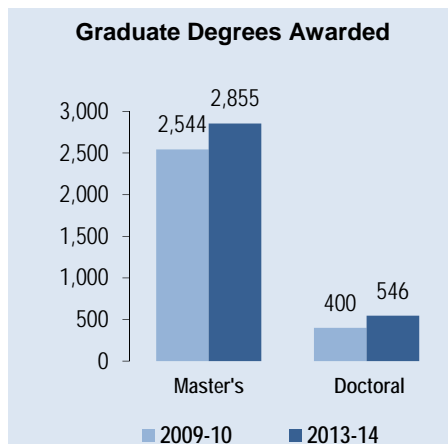
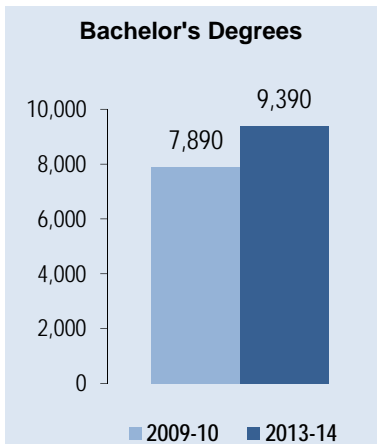
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Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				TOTAL (as of Spring 2014)	302		Basic:	The USF System is not classified by the Carnegie Foundation. The individual campus reports provide these classifications.
TOTAL	48,315	100%	1%	Baccalaureate	129		Undergraduate Instructional Program:	
White	27,564	57%	-3%	Master's	127		Graduate Instructional Program:	
Hispanic	8,063	17%	5%	Research Doctorate	42		Size and Setting:	
Black	4,789	10%	-2%	Professional Doctorate	4		Community Engagement:	
Other	7,899	16%	13%	Faculty (Fall 2013)		Full-Time		
Full-Time	32,469	67%	1%	TOTAL		Part-Time		
Part-Time	15,846	33%	2%	Tenure & Ten. Track	2,047	820		
Undergraduate	36,012	75%	0%	Non-Tenured Faculty	1,125	39		
Graduate	10,320	21%	6%		922	781		
Unclassified	1,983	4%	0%					

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

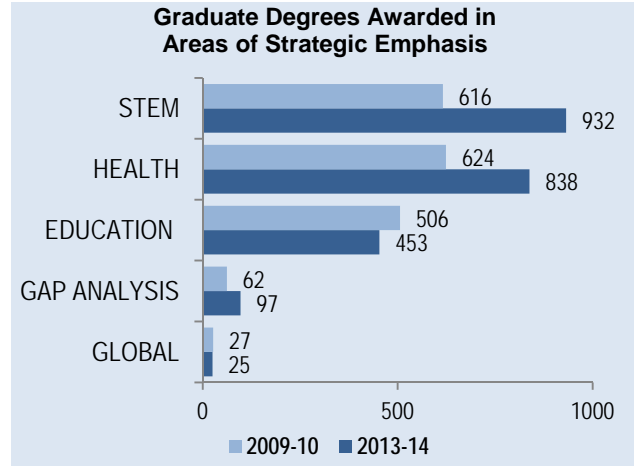
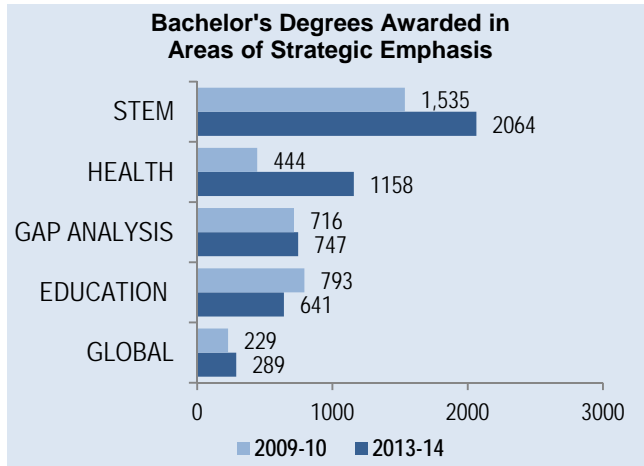


Note*: 2014 graduation rates are preliminary.



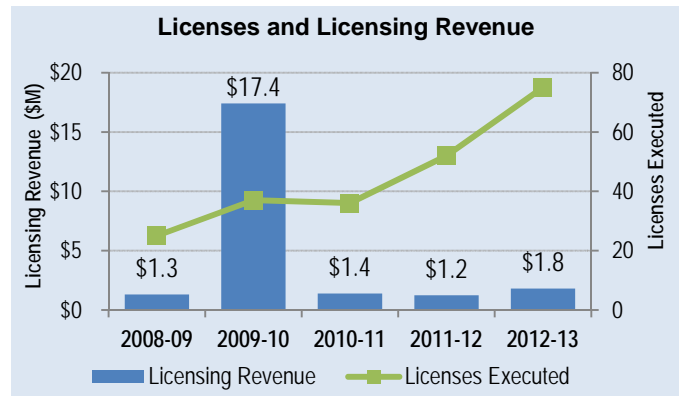
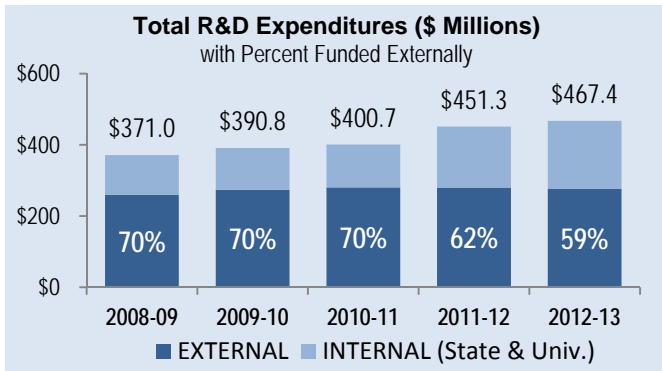
Dashboard

DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

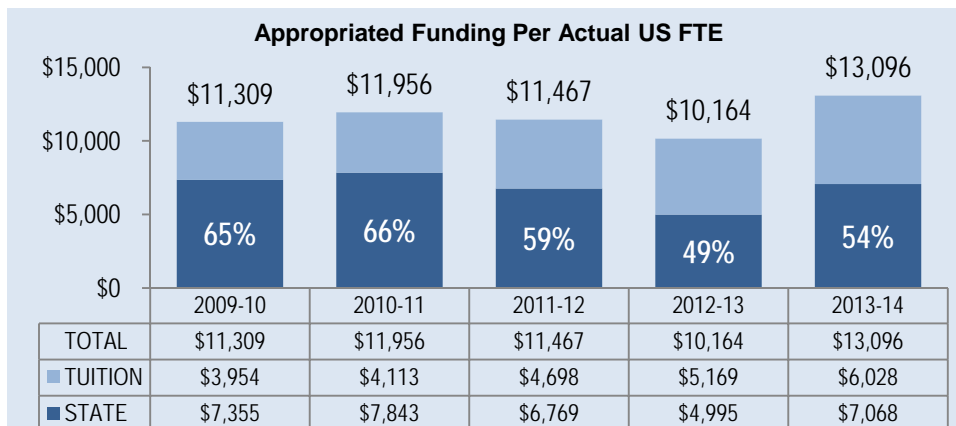


Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

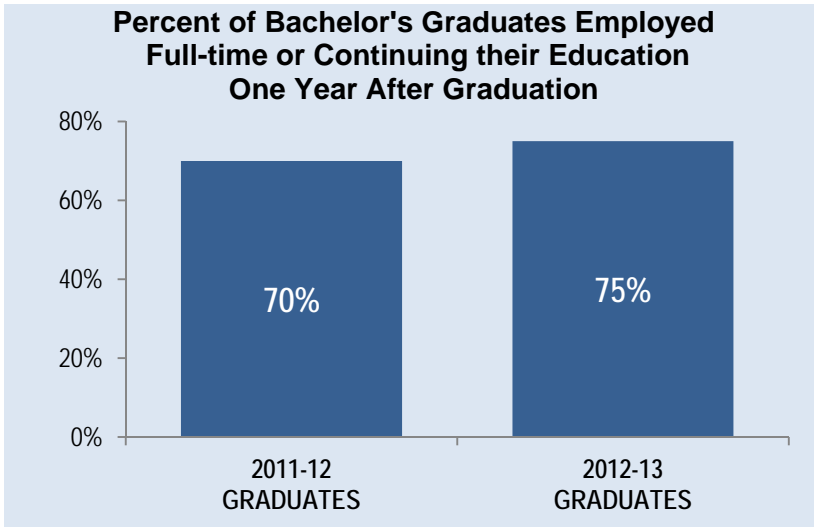


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.



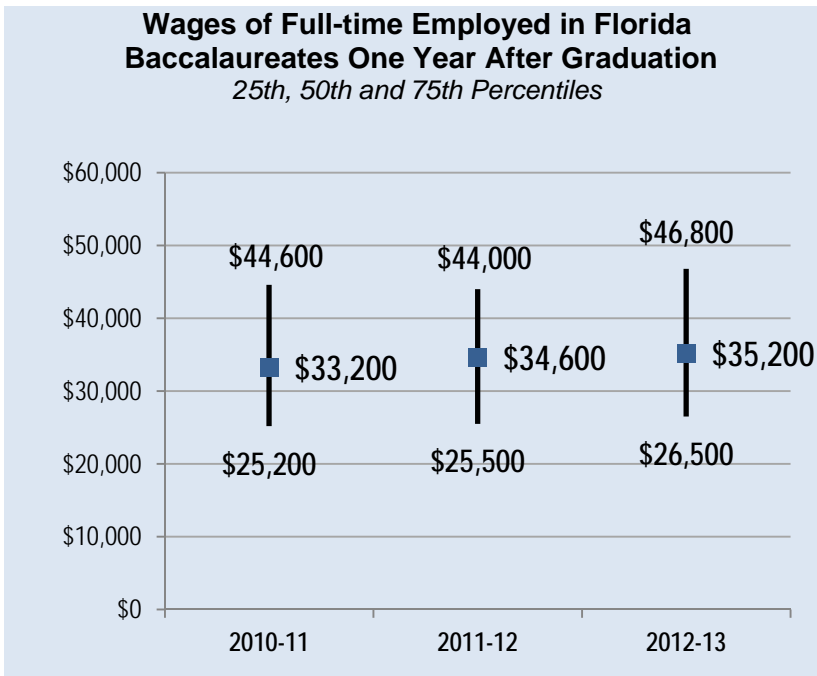
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 87% and 90% of the total graduating class for 2011-12 and 2012-13, respectively.

For more details see table 40 within this report.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data excludes graduates who were enrolled, regardless of their earnings. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 53%, 51% and 53% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.



Key Achievements (2013 -2014)

STUDENT AWARDS/ACHIEVEMENTS

1. Among the dozens of nationally competitive awards across the USF System, three USF students earned a Goldwater Scholarship Award, the most prestigious undergraduate award for science and research. Michael Calzadilla, Kaitlin Deutsch and Fiona Kearns are Florida's only 2013 Goldwater Scholars.
2. At USF St. Petersburg, two undergraduate Graphic Design students (S. Schneider and J. Foster) won 1st and 2nd place for their work from the Clearwater/Tampa Bay Chapter of the National Society of Arts and Letters.
3. USF Sarasota-Manatee student Eric Geimer, majoring in Interdisciplinary Social Sciences, published the paper "The Efficacy of Mathematics Education" in the *Science, Technology, Engineering, Art, and Mathematics Journal*.

FACULTY AWARDS/ACHIEVEMENTS

1. Six USF faculty members were named Fellows of the American Association of for the Advancement of Science – putting USF in the top 10 organizations worldwide for AAAS Fellows.
2. Dr. M. Durand, USFSP professor of psychology, was awarded the 2014 Princeton Lecture Series Fellowship in recognition of his contributions to the diagnosis and treatment of autism.
3. Dr. Cihan Cobanoglu, Dean of the USF Sarasota-Manatee College of Hospitality & Technology Leadership, was selected as recipient of the 2014 Bradenton Area Convention and Visitor's Bureau's 2014 Tourism Catalyst Award.

PROGRAM AWARDS/ACHIEVEMENTS

1. USF's graduate entrepreneurship program was ranked 13 nationally by Entrepreneur magazine and the Princeton Review. It is the only Florida school that made the list.
2. *US News and World Report* ranked USFSP's online MBA program in the top 100 for 2014.
3. USF Sarasota-Manatee's College of Education received the Innovation in Teacher Education Award from the Southern Regional Association of Teacher Educators (SRATE).

RESEARCH AWARDS/ACHIEVEMENTS

1. USF moved up 10 spots in national research rankings, now No. 43 in the National Science Foundation's rankings of public and private institutions' total research spending nationwide (#27 among public universities).
2. USF ranked No. 12 in the world for U.S. utility patents with 95 patents in 2013.
3. USFSP received \$1M SunSense grant from Duke Energy to install solar panels on the parking garage and to research solar energy generation and storage.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. For the second year in a row, USF was a leader in the Board of Governors' performance-based funding model, coming in at No. 2 in 2013-14 in key measures of student success.
2. USF had its best fundraising year yet in 2013, with a record-setting \$113 million raised in a single year for the USF Unstoppable campaign. The campaign has raised more than \$800 million toward its \$1 billion goal.
3. The USF Sarasota-Manatee College of Business earned accreditation from the Association to Advance Collegiate Schools of Business (AACSB).



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Across the USF System, we work through a spirit of collaboration to provide a wide array of high-quality education options to students across the Tampa Bay region. The distinctive identities of each of our institutions – USF, USF St. Petersburg, and USF Sarasota-Manatee – help to build our collective strength, and our myriad shared services help maximize efficiencies.

In Tampa, USF celebrated its strongest freshman class ever, the Class of 2017, with an average GPA of 4.0 and SAT score of 1200. Another high point: having three Goldwater Scholars, the only recipients of the coveted undergraduate science award in the State University System.

In St. Petersburg, the online MBA program was recognized among the top 100 online MBA programs in US News and World Report. Moreover, in a recent ranking in *Financial Engineer*, the USFSP MBA program was fifth in Florida among the MBA programs offered both at private and public universities.

USF Sarasota-Manatee achieved specialized accreditation from the Association to Advance Collegiate Schools of Business (AACSB) and met the preconditions for accreditation from the National Council for Accreditation of Teacher Education (NCATE). USF Sarasota-Manatee's undergraduate degree in Hospitality is well on its way for specialized accreditation under the Accreditation Commission for Programs in Hospitality Administration (ACPHA).

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

Degree productivity and program efficiency comes from a commitment to student success. Across the System, the student success movement has grown from a good idea to transformative culture. Our students are performing better than ever before, and they're moving toward graduation and jobs in a timely, productive fashion.

During the 2013-14 academic year, USF in Tampa again broke institutional records with a 63 percent graduation rate. The first- to second-year retention rate is another point of pride for USF at nearly 90 percent. To further improve this metric, USF developed new first-year programs to help students transition from high school to college life. These include new academic foundations curriculum offerings, a common reading experience, and a freshman summer institute (U-First) that provides personal support for first-year students – many of whom are the first in their families to go to college.

Similarly, USFSP has been working extremely hard to improve retention rates by improving the student-life experience: building new living-and-learning communities, placing a heavy emphasis on student involvement in organizations and campus events, and also offering a university success course.



USF Sarasota-Manatee is similarly focused on timely degree completion and retention, particularly as it works to increase its lower-level offerings, which provide a greatly needed service to area transfer students.

Across the System, each institution is also expanding alternative course deliveries, including online learning, to best meet students' needs. A quarter of our FTE enrollment in 2013-14 was offered via alternative methods of instruction. Students can now complete all of their general education courses online.

Each member of the USF community deserves credit for these efforts. When we set about making student success the centerpiece of our mission, we did so by making it the responsibility of every person and unit on our campuses and by sharing services and best practices to ensure maximized efficiencies. We set expectations high, and the USF System continues to rise to the challenge.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

In 2013-14, 51 percent of the USF System's undergraduate degrees were awarded in areas of strategic emphasis, including 21 percent in STEM; In graduate degrees, 69 percent of our degrees were in areas of strategic emphasis, including 27 percent in STEM. This reflects our focus on preparing our students for the high-demand jobs of the future.

These jobs include cybersecurity – the subject of one of USF's newest master's degrees under the umbrella of the statewide Florida Center for Cybersecurity. USF's new M.S. in cybersecurity, which includes four concentrations, attracted a strong first cohort of nearly 40 students for its launch in fall 2014, with a similarly sized cohort expected for spring of 2015.

Additionally, we had a record number of M.D. graduates in 2013-14, with 125 talented new doctors now entering the healthcare workforce across Florida and the nation.

At USFSP, biology is now the most popular major on campus – even though it is only a few years old. There are now 650 biology majors and 150 majors in health science, a reflection of the growing demand across the community for more science-based educational options.

USF Sarasota-Manatee was also approved to offer a bachelor's degree in biology, beginning in the fall of 2014. Faculty designed the degree program for students interested in preparing for graduate school, as well as those seeking careers in the health professions (e.g., MD, DDS, DVM).



Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

USF System research continues to make a major impact on Florida in the study of brain research, aging, heart health, infectious disease, drug discovery, robotics, biometrics, big data, cybersecurity, climate change, coastal biology and ecosystems, among others.

One of 40 public research universities nationwide designated as both “very high research activity” and “community engaged” by the Carnegie Foundation for the Advancement of Teaching, USF is classified in the top tier of research universities, a distinction attained by only 2.3 percent of all universities. USF moved up this year to 43rd in the nation for total research expenditures among all U.S. universities, public or private (#27 among all public universities), and 2nd in Florida, and was awarded a record \$467M in research contracts and grants, an increase of nearly \$15M. During 2013-2014, USF faculty were recognized with 70 AAU, TARU, NRC and other highly prestigious awards, including two Sloan research fellowships, four NSF CAREER awards, six AAAS Fellows, two Core Fulbrights, a AAAS-Lemelson Invention Ambassador and the Rome prize.

At USF St. Petersburg, faculty reputation and productivity continues to grow. For example, more than 60 percent of tenured or tenure-track faculty in English have published a book over the last three years, significantly outperforming English faculty at other SUS institutions in terms of the percentage of faculty with books. Additionally, in 2013-2014, Fulbright grants were awarded to three USFSP faculty. Meanwhile, USFSP faculty continue to engage with both undergraduate and graduate students in research projects, publishing peer-reviewed journal articles and conducting other projects that expose students to meaningful problem-solving and inquiry skills.

USF Sarasota-Manatee is focusing efforts to strengthen the quality and reputation of scholarship, research, and innovation through meaningful community relationships. In October 2013 USF Sarasota-Manatee announced a gift of \$2,000,000 from the McKibbon Foundation to establish the M3 Center for Hospitality Technology and Innovation. This funding elevates the former McKibbon Hotel Management Professorship to the McKibbon Hotel Management Endowed Chair, funds graduate assistants within the College of Hospitality and Technology Leadership, and underwrites student and faculty participation in national and international conferences.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

USF has cultivated a spirit of entrepreneurship and innovation across the System, aggressively pursuing grants and contracts, promoting interdisciplinary collaboration and working hard to bring scientific discoveries to the market.

As federal funding has waned, USF has proactively worked to increase funding through private partnerships (3.9 percent increase from last year) and state and local government (13.1 percent



increase) and to increase both grant proposals submitted by USF researchers (8 percent increase from last year) and dollars requested (14.3 percent increase) — a strategy that led to record-breaking award dollars in 2013-14.

A global leader in patenting, USF ranks 12th among universities worldwide receiving U.S. utility patents (IPO/NAI 2013) and has ranked in the top 15 for the past 4 years. 2013-14 was also a record-breaking year for USF commercialization activities, with 91 licenses and option agreements negotiated (21 percent increase from the previous year), 113 U.S. patents issued (49 percent increase) and 11 start-up companies created (12 percent increase).

The USF Tampa Bay Technology Incubator (TBTI) grew from 42 to 55 resident and affiliate companies in 2013-14. TBTI companies have created and retained 193 jobs with salaries averaging \$70,000. Current companies received \$103.7M in external funding and \$11.6M in sales revenue for 2013-14.

In November 2013, in partnership with USF's Center for Entrepreneurship, the Florida High Tech Corridor Council (The Corridor) and Hillsborough County, USF launched the Student Innovation Incubator, with 40 student-led companies vying for 15 spots in the first cohort to enter the collaborative, multidisciplinary environment for growing their businesses.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

USF research enjoys broad external support. Of USF's total \$428M in external research funding in 2014, nearly half came from community partnerships, mostly from private or foundation partners. Currently, USF has more than 200 active collaborative agreements in more than 60 countries with more than 170 institutions around the world, laying the foundation for the development of strengthening and enriching international educational and research experiences for both faculty and students.

The university also has numerous partnerships with hospitals and not-for-profit organizations in the metropolitan Tampa Bay area that provide for collaboration through shared facilities, faculty and equipment. In addition to partnerships for medical research and training with the H. Lee Moffitt Cancer Center & Research Institute, Tampa General Hospital, All Children's Hospital, and the James A. Haley Veterans Hospital, USF's affiliate partnerships with Mote Marine Laboratory, Draper Laboratory and others have increased research capacities and economic development. For example, in the Draper Bioengineering Center, housed in the USF Research Park, researchers work on funded projects with global health faculty. New partners continue to relocate to the USF Research Park, such as Lion Biotechnologies, which is developing novel cancer immunotherapies.

USFSP also attracts significant support for research activities from outside entities. The College of Education has received close to \$2.2M in new or repeat grants from the Florida College of Education. USFSP also received a \$1M SunSense grant from Duke Energy to install solar panels on the USFSP parking garage and to study solar energy generation and storage options.



At USF Sarasota-Manatee, collaborations are key. These include the College of Education's Partnership for Arts-Integrated Teaching Center with organizations such as the Lincoln Center Institute Imagination Conversations, Institute for the Arts in Education, Perlman Music Festival, Any Given Child, and the Kennedy Center. USF Sarasota-Manatee also partners with: Sarasota Sister Cities to host the International Sustainability Conference; the Florida Creativity Coalition, LLC, to support the Florida Creativity Weekend, to support innovation and problem-solving; and the 2014 Regional Housing Forum, sponsored by the Florida Department of Elder Affairs.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

High-impact community and business engagement is another key tenet of the USF System. This is important not only for providing a strong and sustainable future for Florida's economy, but also to retain students and support timely graduation. Students benefit greatly from programs outside the classroom that connect them with future employers and encourage reflection on future goals. Those students who complement their studies with "real world" experiences are also more likely to succeed academically.

USF's Office of Community Engagement and Partnerships promotes engagement through service-learning, internships and other activities. Service-learning opportunities are now available to students starting with their first year courses and continuing through upper-level and graduate seminars. These activities include recording oral histories, building waste-processing facilities, tutoring elementary school pupils, and many others. In 2013-14, 188 service learning course sections were offered at USF, serving 4,013 students.

USFSP works hard to cultivate relationships with partners across the city and surrounding region. As one example, the institution recently hosted Larry Langebrake, director of SRI St. Petersburg, who discussed the future of downtown St. Petersburg's Marine District. USFSP was also the host of the inaugural St Petersburg Conference on World Affairs. And USFSP continues to be the venue for the St Pete Science festival and the Tampa Bay Times Festival of Reading.

USF Sarasota-Manatee strengthened its collaboration with neighboring higher education institutions that comprise the Consortium Colleges of the Cultural Coast: Eckerd College; Florida State University/Ringling Museum and Cultural Center; New College of Florida; Ringling College of Art and Design; State College of Florida, Manatee-Sarasota; and University of South Florida Sarasota-Manatee.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

During 2013-14, USF in Tampa completely revamped its Career Services operation – recognizing the important value of increased engagement on both student success and the institution's reputation. This included the creation of a new Assistant Vice President for Career Services, whose No. 1 job is to secure external partnerships for engagement. Additionally, responsibility for promoting internships was given to a new Director of Internships, to be supervised by the AVP for Career Services.

In the midst of this transformation, high-quality support of engagement activities remained strong as ever. Overall employer attendance at job fairs actually increased by 10 percent, while student attendance



surged more than 30 percent. Career Services registered 1,750 new employers to the USF Employ-A-Bull online job database, and more than 9,000 new students registered to use the service.

This office in Tampa works closely with Career Services offices in St. Petersburg and Sarasota-Manatee to ensure that all USF System students can explore all the internship and job opportunities across the Tampa Bay region.

In addition to helping students secure a successful job, USF also works to prepare students for any financial obstacles they may face after graduation. Through a new Financial Literacy Program, which opened in August 2013, USF employs a variety of strategies to help students with a number of financial issues. In 2013-14, the program conducted seminars on budgeting and saving, establishing credit, and reading credit reports.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

The USF System maintains a consistent focus on the success of its students not only for the sake of academic achievements, but most importantly to ensure a productive career path after graduation. The university works hard to support Florida's community and business workforce with talented Florida students. This begins with the Career Services offices while students are on campus, but it also occurs with a laser-focus on life beyond graduation.

USF Career Services also actively seeks partners across the community who work to keep bright students employed in the Tampa Bay region. This includes a partnership with the Education Connection, a sub-committee of the Tampa Chamber of Commerce. The partnership was created to develop workforce talent, encourage industry-leading research, and inspire meaningful relationships to create one of the most respected communities in the world.

In St. Petersburg, USFSP has established a partnership with Pasco Hernando State College. Through this partnership USFSP provides programs leading to certification and degrees in Elementary and Special Education with endorsements in Reading and English Speakers of Other Languages (ESOL) and Educational Leadership at the New Port Richey campus of Pasco Hernando State College, as well as on some of its other campuses. The newly named USFSP Kate Tiedemann College of Business continues to offer the USFSP Banking Institute to provide management training for the C1 Bank Management Associate Program in the bank's new headquarters in downtown St. Petersburg.

Through a partnership among the USF Tampa College of Business, the USF Sarasota-Manatee College of Business, and the Small Business Development Network, a regional Small Business Development Center (SBDC) opened at the teaching site at USF Sarasota-Manatee at North Port.

USF Sarasota-Manatee also works to increase the community workforce through programs for high school students. USF Sarasota-Manatee and Take Stock in Children of Sarasota initiated a yearlong College Readiness Passport Program for local juniors and seniors in high school to ensure that they are prepared for college upon graduation. Take Stock in Children aids at-risk, low-income students to ensure that they not only graduate from high school but also move on toward a successful college and working career.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$262,674,613	\$239,016,278	\$230,779,497	\$248,172,676	\$276,361,482
Non-Recurring State Funds	\$3,873,018	\$2,656,583	-\$48,242,853	\$4,203,604	\$2,066,536
Tuition	\$129,324,373	\$136,448,693	\$141,487,748	\$148,736,779	\$156,587,307
Tuition Differential Fee	\$14,376,755	\$22,361,250	\$33,908,713	\$33,418,653	\$33,935,397
Misc. Fees & Fines	\$3,364,814	\$3,152,439	\$2,810,903	\$2,969,679	\$3,673,196
Phosphate Research TF	\$7,330,654	\$7,337,035	\$0	\$0	\$0
Federal Stimulus Funds	\$17,980,176	\$0	\$0	\$0	\$0
SUBTOTAL	\$438,924,403	\$410,972,278	\$360,744,008	\$437,501,391	\$472,623,918
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$61,824,195	\$63,127,971	\$65,793,008	\$71,529,136	\$72,556,899
Non-Recurring State Funds	\$1,175,000	\$250,000	\$0	\$1,409,562	\$2,100,000
Tuition	\$32,942,009	\$41,065,438	\$48,203,644	\$51,733,993	\$52,165,514
Tuition Differential Fee	\$947,321	\$1,703,379	\$2,956,633	\$3,248,580	\$3,711,724
Misc. Fees & Fines	\$1,280	\$2,568	\$41,978	\$83,414	\$87,858
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$4,351,772	\$0	\$0	\$0	\$0
SUBTOTAL	\$101,241,577	\$106,149,356	\$116,995,263	\$128,004,685	\$130,621,995
TOTAL	\$540,165,980	\$517,121,634	\$477,739,271	\$565,506,076	\$603,245,913

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by universities after the appropriation. Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. In 2013-2014, \$15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
MAIN OPERATIONS					
Instruction/Research	\$240,305,590	\$247,614,259	\$237,707,579	\$287,236,489	\$291,847,040
Administration and Support	\$21,579,605	\$24,095,427	\$23,893,443	\$32,410,560	\$30,296,584
PO&M	\$35,121,223	\$34,491,862	\$35,141,676	\$41,615,990	\$39,965,797
Student Services	\$21,119,119	\$20,347,800	\$18,207,622	\$16,781,322	\$12,004,895
Library/Audio Visual	\$14,138,213	\$13,010,468	\$13,297,996	\$10,411,967	\$14,004,521
Other	\$2,857,226	\$2,854,224	\$6,470,660	\$6,957,842	\$5,869,392
TOTAL	\$335,120,976	\$342,414,040	\$334,718,976	\$395,414,170	\$393,988,229
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$68,082,738	\$76,521,544	\$76,382,108	\$95,673,445	\$102,295,643
Administration and Support	\$5,033,768	\$6,375,343	\$5,076,837	\$8,132,708	\$6,263,326
PO&M	\$84,684	\$1,373,059	\$1,800,847	\$7,019,397	\$7,391,135
Library/Audio Visual	\$2,473,154	\$2,437,820	\$3,043,160	\$2,921,295	\$2,587,261
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$1,640	\$0	\$0	\$0
TOTAL	\$75,674,344	\$86,709,406	\$86,302,952	\$113,746,845	\$118,537,365
TOTAL	\$364,094,641	\$382,130,676	\$374,342,907	\$509,161,015	\$512,525,594

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well-being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



Section 1 – Financial Resources *(continued)*

TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	\$5,912	\$6,323	\$5,656	\$4,302	\$6,214
Lottery Funds	\$731	\$840	\$914	\$693	\$854
Tuition & Fees	\$3,954	\$4,113	\$4,698	\$5,169	\$6,028
Other Trust Funds	\$712	\$680	\$199	\$0	\$0
TOTAL	\$11,309	\$11,956	\$11,467	\$10,164	\$13,096
Actual Funding per FTE					
Tuition & Fees	\$3,551	\$3,952	\$4,394	\$4,877	\$5,184
TOTAL	\$10,905	\$11,795	\$11,163	\$9,873	\$12,252

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Auxiliary Enterprises					
Revenues	\$142,802,349	\$159,279,590	\$166,196,465	\$179,066,877	\$183,113,399
Expenditures	\$115,485,207	\$128,022,768	\$136,665,180	\$145,862,330	\$155,430,500
Contracts & Grants					
Revenues	\$296,910,481	\$280,658,090	\$253,155,100	\$277,146,064	\$280,938,042
Expenditures	\$300,467,449	\$305,640,232	\$309,631,943	\$309,533,722	\$322,685,124
Local Funds					
Revenues	\$408,521,266	\$442,397,152	\$445,195,358	\$447,961,430	\$452,561,412
Expenditures	\$406,432,437	\$440,842,216	\$444,874,604	\$451,386,947	\$456,000,627
Faculty Practice Plans					
Revenues	\$174,727,927	\$183,622,430	\$194,997,543	\$199,933,005	\$212,976,074
Expenditures	\$173,643,913	\$182,116,435	\$196,288,464	\$198,051,785	\$126,205,106

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615.



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value (\$1000s)	\$295,921	\$344,000	\$334,100	\$363,924	\$417,335
Gifts Received (\$1000s)	\$36,385	\$81,500	\$43,600	\$36,520	\$37,419
Percentage of Alumni Donors	10.2%	10.0%	9.9%	9.4 %	8.9 %

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education’s Voluntary Support of Education (VSE) survey in the section entitled “Gift Income Summary,” this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There’s a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education’s Voluntary Support of Education (VSE) survey in the section entitled “Additional Details,” this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. “Alumni,” as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$22,361,250	\$36,865,346	\$36,667,233
Students Receiving TDF Funded Award	5,235	9,224	9,862
Total Value of TDF Funded Financial Aid Awards	\$1,282	\$1,247	\$1,217

Florida Student Assistance Grant (FSAG) Eligible Students

	2011-12	2012-13	2013-14
Number of Eligible Students	8,147	13,431	10,402
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	\$0	\$0	\$0

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the the Tuition Differential Fee funds. **Florida Student Assistance Grant (FSAG) Eligible Students: Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.



Section 2 – Personnel

TABLE 2A. Personnel Headcount (in Fall term only)

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	747	760	755	733	790
Tenure-track Faculty	349	352	387	375	335
Non-Tenure Track Faculty	492	510	501	521	922
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	4,032	4,210	4,403	4,281	5,158
FULL-TIME SUBTOTAL	5,620	5,831	6,046	5,910	7,205
Part-time Employees					
Tenured Faculty	58	54	47	56	26
Tenure-track Faculty	21	25	21	19	13
Non-Tenure Track Faculty	145	231	381	728	781
Instructors Without Faculty Status	0	3	0	0	0
Graduate Assistants/Associates	1,863	2,071	2,059	2,026	2,096
Non-Instructional Employees	311	318	211	778	82
PART-TIME SUBTOTAL	2,398	2,699	2,719	3,607	2,998
TOTAL	8,018	8,530	8,765	9,517	10,203

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	47,307	47,800	47,362	47,854	48,315
UNDERGRADUATE					
FTIC (Regular Admit)	16,861	17,549	17,043	16,930	17,063
FTIC (Profile Admit)	281	227	196	173	155
AA Transfers	9,769	10,534	11,053	11,210	11,056
Other Transfers	8,923	7,982	7,471	7,844	7,736
Subtotal	35,834	36,292	35,763	36,157	36,010
GRADUATE					
Master's	6,538	6,522	6,395	6,481	6,806
Research Doctoral	2,141	2,289	2,362	2,336	2,294
Professional Doctoral	595	604	676	905	1,220
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>482</i>	<i>473</i>	<i>502</i>	<i>549</i>	<i>620</i>
<i>Nursing Practice</i>	<i>39</i>	<i>32</i>	<i>27</i>	<i>30</i>	<i>43</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>53</i>	<i>119</i>	<i>225</i>
<i>Physical Therapist</i>	<i>74</i>	<i>99</i>	<i>94</i>	<i>207</i>	<i>332</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Subtotal	9,274	9,415	9,433	9,722	10,320
UNCLASSIFIED					
	2,199	2,093	2,166	1,975	1,985

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code.



Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [State Fundable only]

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	9,378	9,291	9,378	9,126		8,906
Upper-Division	13,361	14,617	13,361	14,688		14,212
Master's (GRAD I)	3,680	3,503	3,680	3,447		3,437
Doctoral (GRAD II)	854	978	854	962		945
Subtotal	27,273	28,389	27,273	28,223		27,499
NON-FLORIDA RESIDENTS						
Lower-Division		504		633		771
Upper-Division		507		589		717
Master's (GRAD I)		542		643		809
Doctoral (GRAD II)		579		632		639
Subtotal	1,400	2,132	1,400	2,497		2,935
TOTAL FTE						
Lower-Division	.	9,796	.	9,759	9,764	9,677
Upper-Division	.	15,124	.	15,278	13,751	14,928
Master's (GRAD I)	.	4,045	.	4,090	4,298	4,246
Doctoral (GRAD II)	.	1,553	.	1,594	860	1,584
Total	28,673	30,518	28,673	30,720	28,673	30,434
Total (US Definition)	38,231	40,691	38,231	40,960	38,231	40,579

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



Section 3 – Enrollment *(continued)*

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction

	2010-11	2011-12	2012-13	2013-14
TRADITIONAL				
Lower-Division	8,301	8,140	8,134	8,213
Upper-Division	11,259	10,948	10,668	10,206
Master's (GRAD 1)	2,888	2,863	2,796	2,967
Doctoral (GRAD 2)	1,453	1,491	1,519	1,494
Total	23,901	23,442	23,117	22,880
HYBRID				
Lower-Division	22	48	97	67
Upper-Division	330	352	390	355
Master's (GRAD 1)	134	147	140	158
Doctoral (GRAD 2)	9	5	8	10
Total	495	489	635	589
DISTANCE LEARNING				
Lower-Division	1,557	1,607	1,528	1,396
Upper-Division	3,411	3,821	4,220	4,367
Master's (GRAD 1)	1,108	1,034	1,154	1,121
Doctoral (GRAD 2)	50	62	67	81
Total	6,126	5,070	6,969	6,965
TOTAL				
Lower-Division	9,880	9,795	9,759	9,677
Upper-Division	15,000	15,121	15,278	14,928
Master's (GRAD 1)	4,130	4,044	4,090	4,246
Doctoral (GRAD 2)	1,512	1,558	1,594	1,584
Total	30,522	30,518	30,720	30,434

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



Section 3 – Enrollment *(continued)*

TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MILITARY				
Unclassified	29	36	27	29
Undergraduate	850	933	1,014	1,025
Master's (GRAD 1)	148	153	178	187
Doctoral (GRAD 2)	18	26	27	18
Subtotal	1,045	1,148	1,246	1,259
ELIGIBLE DEPENDENT				
Unclassified	3	1	5	1
Undergraduate	168	174	190	198
Master's (GRAD 1)	14	14	15	20
Doctoral (GRAD 2)			1	1
Subtotal	185	189	211	220
NON-MILITARY				
Unclassified	2,061	2,128	1,942	1,953
Undergraduate	35,274	34,657	34,954	34,789
Master's (GRAD 1)	6,804	6,755	6,937	7,434
Doctoral (GRAD 2)	2,431	2,485	2,564	2,660
Subtotal	46,570	46,025	46,397	46,836
TOTAL	47,800	47,362	47,854	48,315

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	11,694	13,961	14,818	14,884	14,754
Percent with Pell Grant	33%	39%	42%	42%	42%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Biology (Sarasota-Manatee)	26.0101	Bachelors	Jun 6/13	2014 FALL	
Terminated Programs					
Interdisciplinary Studies (Tampa)	30.9999	Bachelors	Mar 6/14	2014 SUMMER	
Business Managerial Economics (Tampa)	52.0601	Bachelors	Mar 6/14	2014 SUMMER	
Elementary Ed (St. Petersburg)	13.1202	Bachelors	Mar 6/14	2014 SUMMER	
Special Education (St. Petersburg)	13.1001	Bachelors	Mar 6/14	2014 SUMMER	
Social Sciences, General (Lakeland)	45.0101	Bachelors	Jun 6/13	2013 SUMMER	
Psychology, General (Lakeland)	42.0101	Bachelors	Jun 6/13	2013 SUMMER	
Marketing Management (Lakeland)	52.1401	Bachelors	Jun 6/13	2013 SUMMER	
Information Technology (Lakeland)	11.0103	Bachelors	Jun 6/13	2013 SUMMER	
Industrial Engineering (Lakeland)	14.3501	Bachelors	Jun 6/13	2013 SUMMER	
Elementary Education & Teaching (Lakeland)	13.1202	Bachelors	Jun 6/13	2013 SUMMER	
Criminology (Lakeland)	45.0401	Bachelors	Jun 6/13	2013 SUMMER	
Business Administration and Management, General (Lakeland)	52.0201	Bachelors	Jun 6/13	2013 SUMMER	
Applied Science (Lakeland)	24.0102	Bachelors	Jun 6/13	2013 SUMMER	
Business, General (Lakeland)	52.0101	Bachelors	Jun 6/13	2013 SUMMER	
Programs Suspended for New Enrollments					
Information Science/Studies	11.0401	Bachelors	-	2010 FALL	
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Programs Suspended for New Enrollments** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
Cohort Size	4,304	4,947	4,027	4,508	4,490
% Retained	87%	85%	86%	87%	87%
% Retained <i>with GPA of 2.0 or higher</i>	83%	81%	84%	84%	85%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts. **Note: The historical retention rates with GPAs of 2 or higher have been revised since the 2012-13 Accountability report to fix an error that impacted every institutions rates.**

TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	4,140	4,101	4,271	3,984	4,395
% Graduated	53%	53%	57%	64%	66%
% Still Enrolled	9%	9%	9%	7%	6%
% Success Rate	62%	62%	66%	71%	72%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	4,468	4,185	4,482	4,348	4,996
Same University	28%	35%	37%	42%	43%
Other University in SUS	1%	1%	1%	2%	2%
Total from System	30%	36%	38%	43%	45%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	4,669	4,424	4,468	4,185	4,482
Same University	52%	52%	56%	63%	65%
Other University in SUS	5%	4%	4%	3%	4%
Total from System	57%	56%	60%	67%	69%

Notes: **Cohort size** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other University in SUS** provides data for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Graduation Rates

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	2,536	2,333	2,484	2,609	2,527
Same University	25%	29%	28%	28%	29%
Other SUS University	0%	0%	0%	0%	0%
State University System	26%	29%	28%	28%	29%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	2,009	2,216	2,536	2,333	2,484
Same University	64%	64%	66%	69%	67%
Other SUS University	1%	1%	1%	1%	1%
State University System	65%	66%	67%	70%	68%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2008-14 Preliminary
Cohort Size	2,498	2,592	2,842	2,257	2,654
Same University	54%	60%	60%	65%	63%
Other SUS University	2%	2%	2%	1%	1%
State University System	55%	62%	61%	66%	65%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	7,890	8,190	8,827	8,999	9,390
TOTAL (Second Majors)	139	147	210	198	213

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees” which are counted as separate degrees (i.e., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (i.e., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution’s criteria. The calculation for the number of second majors rounds each degree CIP’s fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. USF and BOG data have slight differences in the number of degrees awarded – the data presented above are from the State University Database System (SUDS).

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	1,535	1,635	1,897	2,071	2,064
HEALTH	444	446	708	895	1,158
GLOBALIZATION	229	243	284	249	289
EDUCATION	793	753	689	643	641
GAP ANALYSIS	716	743	787	699	747
SUBTOTAL	3,717	3,820	4,365	4,557	4,899
PSE PERCENT OF TOTAL	46%	46%	48%	50%	51%

Notes: This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see:

http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). USF and BOG data have slight differences in the number of degrees awarded – the data presented above are from the State University Database System (SUDS).



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	883	935	942	972	945
Percentage of Degrees	11%	12%	11%	11%	10%
Hispanic					
Number of Degrees	966	1,166	1,437	1,433	1,645
Percentage of Degrees	12%	14%	17%	16%	18%
Pell-Grant Recipients					
Number of Degrees	3,260	3,763	4,476	4,766	5,102
Percentage of Degrees	41%	46%	50%	54%	55%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2011-12 academic year. This reclassification will impact trends.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	47%	50%	57%	57%	64%
AA Transfers	58%	60%	60%	70%	73%
Other Transfers	49%	49%	40%	55%	60%
TOTAL	51%	53%	53%	61%	66%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	3,157	3,265	3,332	3,292	3,230

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	59%	58%	61%	62%	61%
30 to 49 Students	28%	28%	26%	25%	26%
50 to 99 Students	11%	11%	10%	10%	9%
100 or More Students	3%	3%	3%	3%	4%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.



Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	65%	66%	68%	66%	67%
Adjunct Faculty	21%	19%	17%	19%	18%
Graduate Students	13%	14%	15%	14%	14%
Other Instructors	1%	1%	1%	1%	1%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	27.3	24.0	26.1	24.0	24.0

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2009	2010	2011	2012	2013
Examinees	151	169	210	184	186
First-time Pass Rate	96%	96%	95%	93%	91%
<i>National Benchmark</i>	90%	89%	89%	92%	85%

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

Percent of Bachelor’s Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2008-09	2009-10	2010-11*	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	69%	70%	75%
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>91%</i>	<i>89%</i>	<i>92%</i>

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not.

Note*: Non-Florida employment data was not available for the 2010-11 graduates.

Percent Found refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.

For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.

For more information about FEDES see: <http://www.ubalt.edu/ffi/fedes/>.

Median Wages of Bachelor’s Graduates Employed Full-time in Florida, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$33,200	\$34,600	\$35,200
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>53%</i>	<i>51%</i>	<i>53%</i>

Notes: **Median Wage** data is based on Florida’s annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Computer Science	11.0701	Masters	Dec. 3, 2013	2014 SPRING		
Cybersecurity	43.0303	Masters	Oct. 23, 2013	2014 FALL		
Child and Adolescent Behavioral Health	44.0000	Masters	Mar. 6, 2014	2014 SPRING		
Cell and Molecular Biology	26.0406	Research Doctorate		2013 FALL	June 20, 2013	
Integrative Biology	26.1399	Research Doctorate		2013 FALL	June 20, 2013	
Rehabilitation Science	51.2314	Research Doctorate	Dec. 5, 2013	2013 FALL	June 19, 2014	
Terminated Programs						
Bioethics and Medical Humanities	51.3201	Masters	Mar. 6, 2014	2014 SUMMER		
Ed of Specific Learning Disabled	13.1011	Masters	Mar. 6, 2014	2014 SUMMER		
Ed of the Emotionally Handicapped	13.1005	Masters	Mar. 6, 2014	2014 SUMMER		
Ed of the Mentally Handicapped	13.1006	Masters	Mar. 6, 2014	2014 SUMMER		
Biology	26.0101	Research Doctorate	Mar. 21, 2013	2013 FALL	June 20, 2013	
Classics	16.1200	Masters	Dec. 5, 2013	2014 SUMMER		
Programs Suspended for New Enrollments						
None						
New Programs Considered By University But Not Approved						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	2,944	3,010	3,159	3,209	3,401
TOTAL (Second majors)	0	0	0	0	0
Masters and Specialist (first majors)	2,544	2,585	2,742	2,761	2,855
Research Doctoral (first majors)	244	269	271	295	330
Professional Doctoral (first majors)	156	156	146	153	216
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>116</i>	<i>109</i>	<i>112</i>	<i>106</i>	<i>120</i>
<i>Nursing Practice</i>	<i>10</i>	<i>12</i>	<i>6</i>	<i>5</i>	<i>6</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Physical Therapist</i>	<i>30</i>	<i>35</i>	<i>28</i>	<i>42</i>	<i>90</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for the Professional Doctoral degrees. USF and BOG data have slight differences in the number of degrees awarded – the data presented above are from the State University Database System (SUDS).

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	616	658	730	845	932
HEALTH	624	747	729	762	838
GLOBALIZATION	27	27	31	29	25
EDUCATION	506	551	572	493	453
GAP ANALYSIS	62	55	66	90	97
SUBTOTAL	1,835	2,038	2,128	2,219	2,345
PSE PERCENT OF TOTAL	62%	68%	67%	69%	69%

Notes: This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors.



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Medicine: US Medical Licensing Exam - Step 1 *(for 2nd year MD students)*

	2010	2011	2012	2013	2014 Preliminary
Examinees	116	110	125	145	147
First-time Pass Rate	97%	99%	91%	96%	95%
<i>National Benchmark</i>	91%	94%	96%	96%	96%

Medicine: US Medical Licensing Exam - Step 2 Clinical Knowledge *(for 4th year MD students)*

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	128	122	115	152	136
First-time Pass Rate	100%	99%	99%	100%	98%
<i>National Benchmark</i>	97%	97%	98%	98%	97%

Medicine: US Medical Licensing Exam - Step 2 Clinical Skills *(for 4th year MD students)*

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	116	122	100	128	142
First-time Pass Rate	96%	100%	98%	99%	91%
<i>National Benchmark</i>	97%	98%	97%	98%	96%

Physical Therapy: National Physical Therapy Examinations

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees	51	81	96	93	92
First-time Pass Rate	86%	85%	87%	90%	94%
<i>National Benchmark</i>	87%	87%	89%	89%	89%

Note: Due to the low number of examinees, this table reports a three-year average pass rate for first-time examinees on the National Physical Therapy Examinations by exam year.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$371,037	\$390,828	\$400,679	\$451,259	\$467,355
Federally Funded (\$ 1,000s)	\$213,163	\$246,016	\$245,410	\$239,902	\$228,460
Percent Funded From External Sources	70%	70%	70%	62%	59%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$339,467	\$356,595	\$360,323	\$395,148	\$421,801
Technology Transfer					
Invention Disclosures	141	161	172	177	185
U.S. Patents Issued	36	66	91	98	76
Patents Issued Per 1,000 Full-Time, Tenured and Tenure- Earning Faculty	33	60	82	86	69
Licenses/ Options Executed	25	37	36	52	75
Licensing Income Received (\$)	\$1,300,000	\$17,411,625	\$1,390,871	\$1,243,425	\$1,802,233
Number of Start-Up Companies	3	5	8	10	9

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure-track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	Center for Drug Discovery and Innovation (CDDI)	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2007		
Research Effectiveness			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		194	34
Value of Competitive Grants Applied For (\$)		\$133,194,149	\$22,074,285
Number of Competitive Grants Received		68	11
Value of Competitive Grants Received (\$)		\$37,956,326	\$9,527,785
Total Research Expenditures (\$)		\$19,607,857	\$1,451,754
Number of Publications in Refereed Journals From Center Research		193	21
Number of Invention Disclosures		50	8
Number of Licenses/Options Executed		7	4
Licensing Income Received (\$)		\$164,071	\$1,000
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		68	6
Collaborations with Private Industry		103	9
Collaborations with K-12 Education Systems/Schools		48	0
Undergraduate and Graduate Students Supported with Center Funds		84	17
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		1	1
Jobs Created By Start-Up Companies Associated with the Center		5	2
Specialized Industry Training and Education		14	0
Private-sector Resources Used to Support the Center's Operations		0	0
Narrative Comments on next page.			



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center for Drug Discovery and Innovation (CDDI)
Narrative Comments [Most Recent Year]:	
<p>(1) On December 1, 2013, Dr. Michael White was awarded an NIH 5 year R01 grant totaling \$2,123,111 to further research on malaria related diseases. Other CDDI faculty members that are collaborators on this grant includes Assistant Research Professor, Dr. Elena Suvorova and Medicinal Chemist, Dr. James Leahy.</p> <p>(2) Dr. Bill Baker, Director, CDDI, was awarded a \$1.7 million grant from NSF to further research on marine ecology in Antarctica. This four grant will support the collaborative efforts between the University of South Florida and the University of Alabama at Birmingham.</p> <p>(3) CDDI recently acquired the latest in benchtop liquid chromatography-mass spectrometry (LC-MS) system for high-throughput screening for its Proteomics Lab. Funds for the purchasing of this new equipment, which cost \$500,000, were secured through a collaborative effort between USF Research & Innovation, College of Medicine, College of Arts & Science, Public Health, Global Health and the Center for Drug Discovery and Innovation.</p>	