

2012-13

Annual Accountability Report

FLORIDA STATE UNIVERSITY



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



TABLE OF CONTENTS

EXECUTIVE SUMMARY

DASHBOARD	p. 2
KEY ACHIEVEMENTS	p. 5
NARRATIVE	p. 6

DATA TABLES

SECTION 1. FINANCIAL RESOURCES	p. 16
SECTION 2. PERSONNEL	p. 20
SECTION 3. ENROLLMENT	p. 21
SECTION 4. UNDERGRADUATE EDUCATION	p. 23
SECTION 5. GRADUATE EDUCATION	p. 32
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT	p. 36

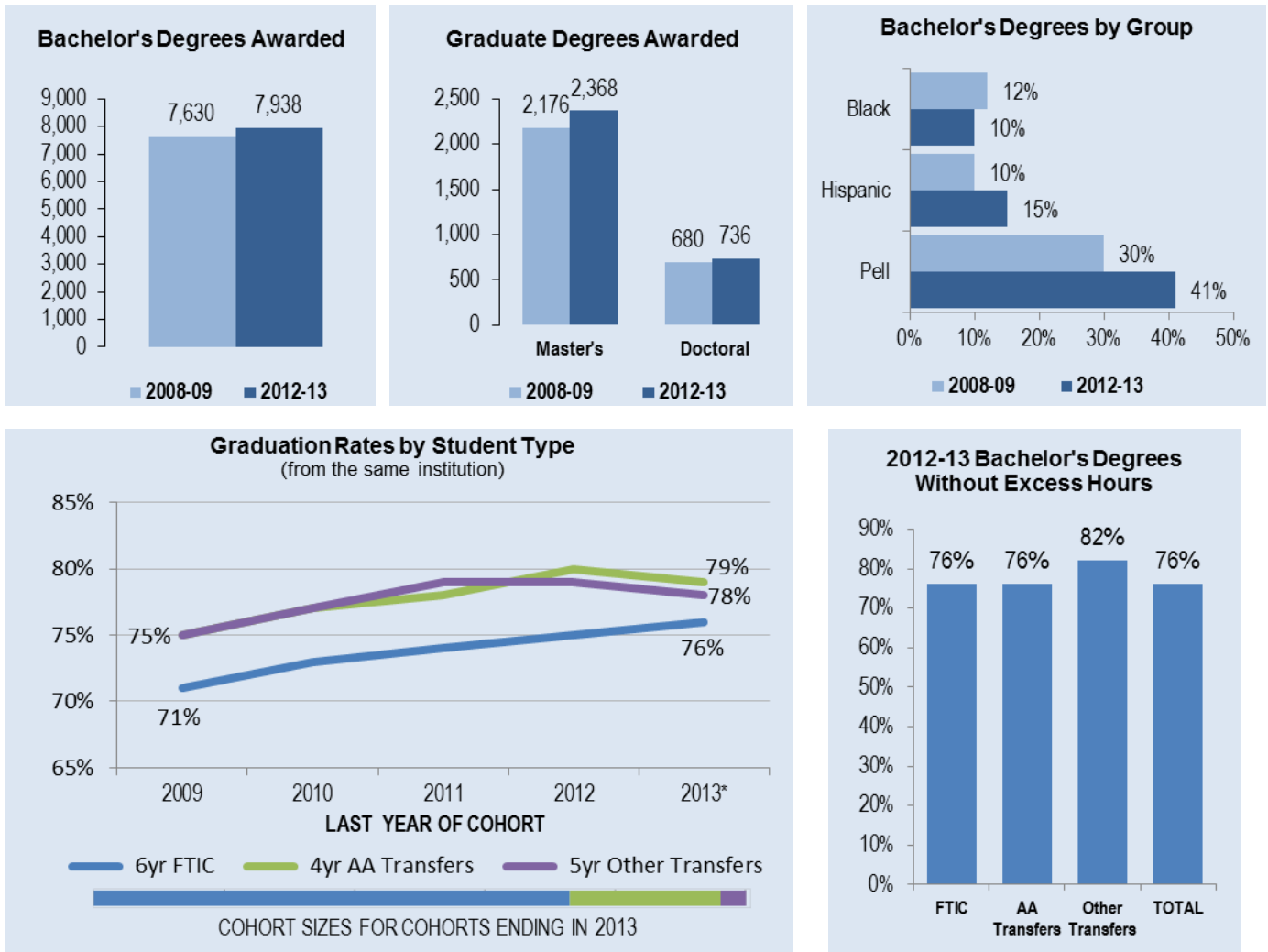


Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			Carnegie Classifications (as of 2012)	
				Faculty (Fall 2012)	Full-Time	Part-Time		
TOTAL	41,226	100%	1%	TOTAL (as of Spring 2013)			270	
White	27,281	66%	-6%*	Baccalaureate			95	
Hispanic	5,730	14%	40%*	Master's			108	
Black	3,584	9%	-18%*	Research Doctorate			64	
Other	4,631	11%	36%*	Professional Doctorate			3	
Full-Time	35,170	85%	3%				Basic: Research Universities (very high research activity)	
Part-Time	6,056	15%	-13%				Undergraduate Instructional Program: Balanced arts & sciences/professions, high graduate coexistence	
Undergraduate	31,896	77%	2%				Graduate Instructional Program: Comprehensive doctoral with medical/veterinary	
Graduate	8,139	20%	-5%				Size and Setting: Large four-year, primarily nonresidential	
Unclassified	1,191	3%	13%				Community Engagement: Curricular Engagement and Outreach and Partnerships	
				TOTAL	1,716	493		
				Tenure & Ten.	1,021	6		
				Non-Tenured Faculty	695	487		

Note*: The U.S. Dept. of Education definition for race changed in Summer 2010 - resulting in an increase for Hispanic & Other, and a decrease for White and Black subgroups (see p.28).

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

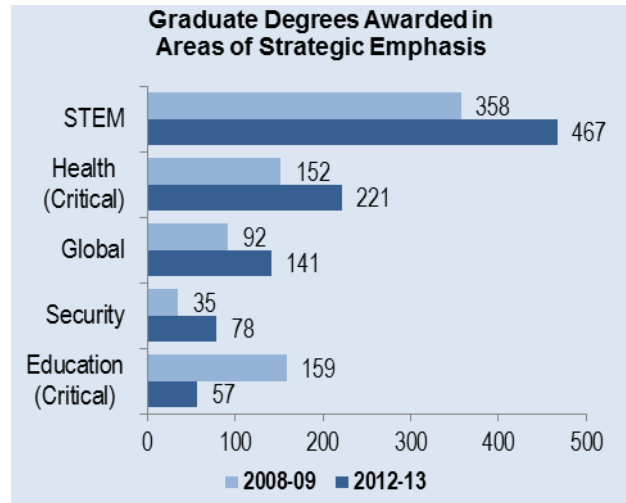
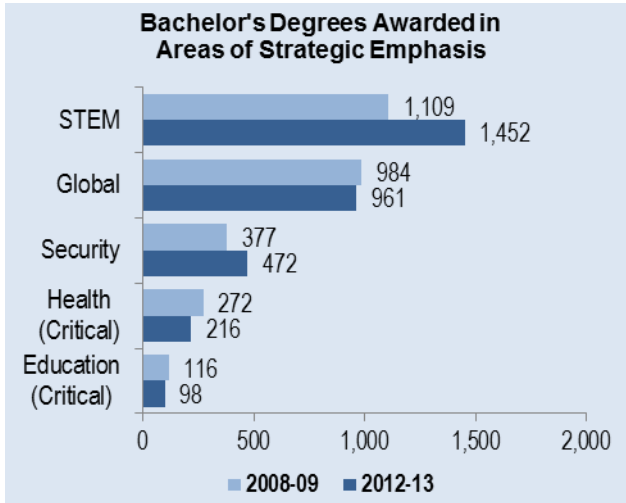


* Based on 2013 preliminary data

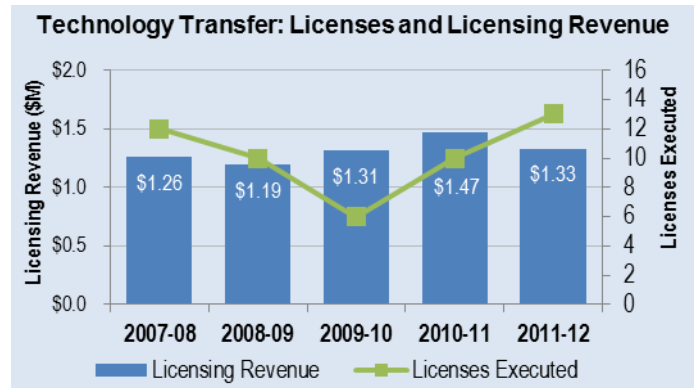
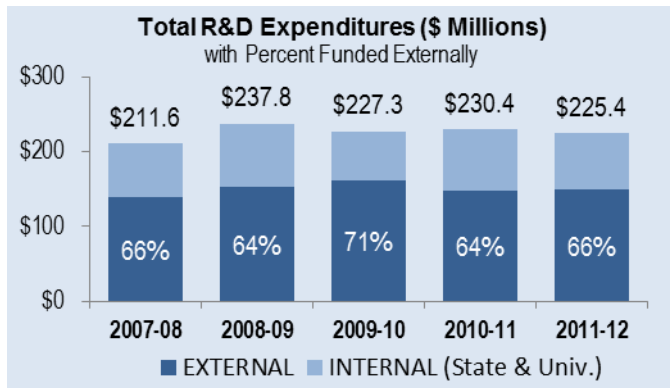


Dashboard

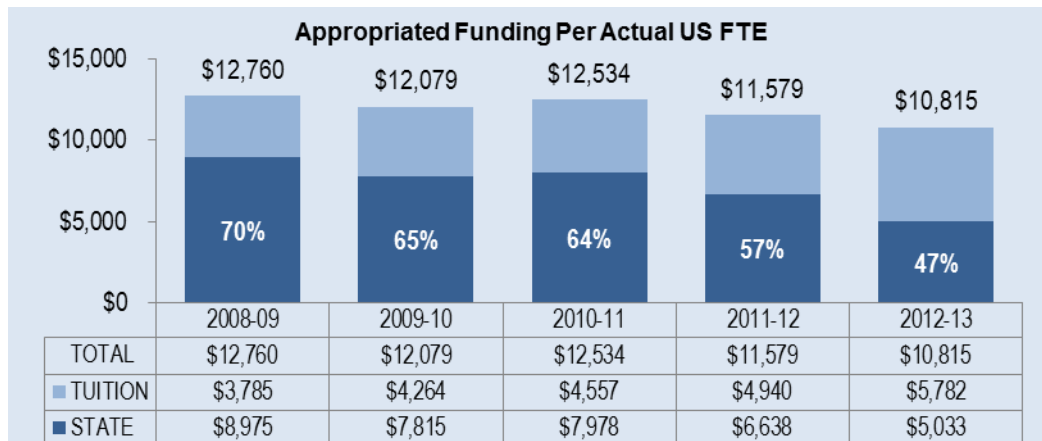
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

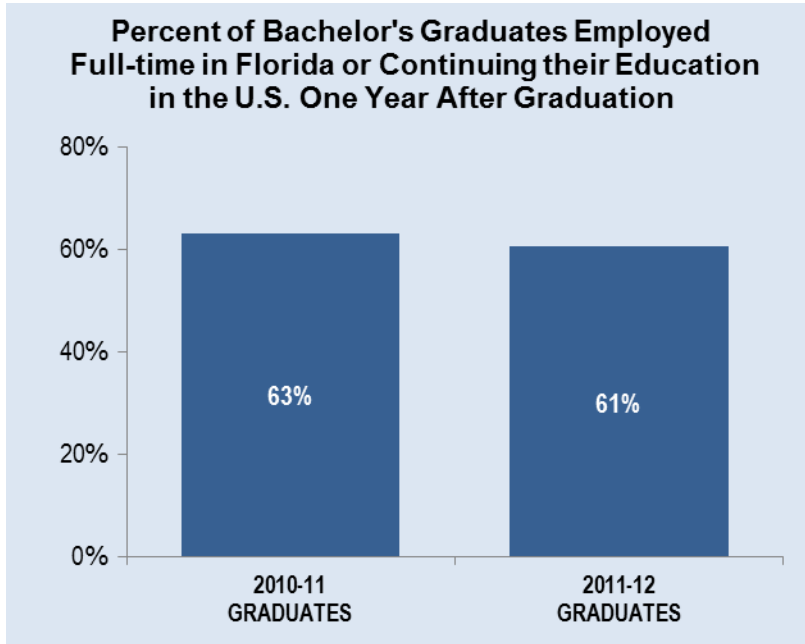


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs that follow the student are included in tuition data. Student FTE are actual (not funded) and based on the national definition.

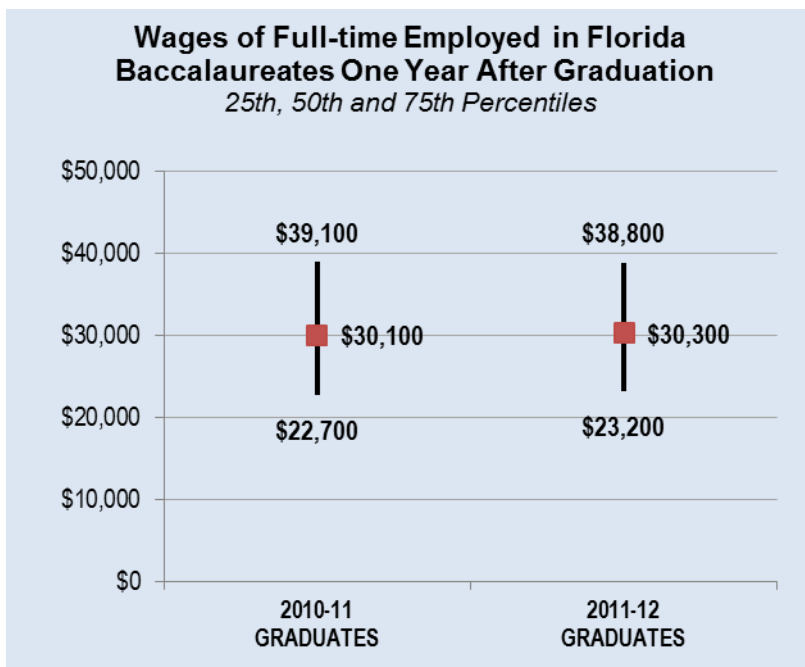


Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). 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 88% and 83% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



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 includes graduates who were both employed and enrolled. 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 39% and 37% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.



Key Achievements (2012 -2013)

STUDENT AWARDS/ACHIEVEMENTS

1. FSU student Madison Marks was selected as a finalist for the 2013 Rhodes Scholarship and two students — Joseph “Tony” Manning and Matthew Vedrin — were awarded Boren Undergraduate Scholarships, and Vedrin also received a 2013 Goldwater Scholarship.
2. For the second year in a row, Florida State University is one of the nation's top research institutions for producing student Fulbright scholars, according to the Chronicle of Higher Education. Florida State also leads the State in the number of students who received Fulbright fellowships for the 2013-2014 academic year with 10 FSU awardees.
3. For the third time in four years, a FSU College of Medicine student has received the prestigious Herbert W. Nickens Medical Student Scholarship awarded by the Association of American Medical Colleges outstanding third-year medical students who have led efforts to eliminate inequities in medical education and health care and demonstrated leadership in addressing minorities' educational, societal and health-care needs. This year's recipient is Shermeeka Hogans-Mathews.

FACULTY AWARDS/ACHIEVEMENTS

1. Matthew Goff (Religion) was named a Humboldt Research Fellow and Svetla Slaveva (Classics) was awarded a Research Fellowship from the Humboldt Foundation.
2. Bryan Cuevas (Religion) was awarded a Guggenheim Fellowship and a National Endowment for the Humanities Fellowship.
3. Jon Maner (Psychology) received the distinguished early career award from the American Psychological Association and Roy Baumeister (Psychology) was named the William James Fellow for Lifetime Achievement.

PROGRAM AWARDS/ACHIEVEMENTS

1. The FSU College of Business was named at the top of “Best for Vets: Business Schools” rankings by *Military Times*.
2. The FSU College of Law was ranked fifth among the nation's law schools and the FSU College of Medicine was ranked eighth among the nation's medical schools by the *Hispanic Business' 2013 Best Schools for Hispanics*.
3. According to *U.S. News & World Report's* 2014 edition of *Best Graduate Schools*, the FSU College of Criminology is ranked 7th in the nation.

RESEARCH AWARDS/ACHIEVEMENTS

1. FSU successfully negotiated with the National Science Foundation a 5-year renewal of the National High Magnetic Field Laboratory.
2. Professor Alan Marshall (Chemistry) was named a fellow of the highly prestigious American Academy of Arts and Sciences and Greg Erickson (Biology) was named a fellow of the American Association for the Advancement of Science.
3. Two FSU professors, Sungmoon Jung (Engineering) and Zhenghao Zhang (Computer Science), received NSF Career Awards.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. *U.S. News & World Report (USNWR)* ranked Florida State as the nation's most efficient public university in December because of its success in providing students with a quality education despite having fewer financial resources. Florida State also ranks high on the U.S. Department of Education's “College Scorecard”, which evaluates schools on their affordability and value.
2. According to USNWR, the university's quality ranking among all universities moved up 6 places to 91 and among public universities to 40.
3. FSU ranked in the Top 10 Best Colleges for Veterans this year by the *Military Times*.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

FSU is on the path to becoming a National Top 25 Public University. Our national ranking is highly dependent on investment in faculty hires, particularly in STEM fields. With targeted investment, we expect to maintain at least one STEM program in the top 5, achieve two STEM programs in the top 10, one in the top 15, two in the top 20, and move Engineering into the top 50. With these advances in recognition of our STEM programs, FSU would be among the premier public universities in the STEM disciplines and move into the top 25 ranking of all public universities. In the past two years, Florida State has added 100 new faculty members. We had a net increase in the number of tenured/tenure track faculty this year for the first time in many years. Increasing the faculty is critical to all of the university's goals from meeting students' needs (thereby increasing retention and graduation rates) to increasing our research activities to strengthening the quality and reputation of the university.

Despite our relatively high student-to-faculty ratio (26.3:1) and low financial resources (according to USNWR we're ranked 211 on this dimension), FSU academic programs continue to receive accolades for their accomplishments. According to the rankings in *U.S. News & World Report's* 2014 edition of "Best Graduate Schools", FSU's School of Library and Information Studies placed 13th in the nation, with its school library media program ranked No. 1 in the nation; its services for children and youth ranked 5th; and its digital librarianship ranked 11th. Florida State's College of Education was ranked 44th in the nation, and the College of Law was ranked 48th. As previously noted, for Best Ph.D. Programs in Social Studies and Humanities, Florida State ranked 7th in *Criminology*. Florida State's *Askew School of Public Administration and Policy* was ranked 16th in the nation among public affairs schools. Our College of Law graduates ranked first among Florida's 11 law schools on the February 2013 administration of the Florida Bar examination. Florida State law graduates have ranked first or second in the state on 10 of the last 15 administrations of the exam. The *National Jurist* magazine has ranked Florida State University College of Law the 9th best value law school in the nation.

Moving forward, the university will continue to use our ongoing Quality Enhancement Review process to identify strengths and challenges of our academic programs with the goal of achieving/maintaining excellence. This year we launched a new initiative to increase recognition and encouragement of faculty scholarship linked directly to prestigious national awards earned by faculty. Finally, a major undertaking this year is extensive revisions of our Liberal Studies curriculum. With the state-wide changes in General Education scheduled to go into effect soon, the university took this as an opportunity to do a thorough review of our Liberal Studies curriculum. This self-study led to a number of recommendations that we are now in the process of implementing. These revisions include increased focus on critical thinking, communication skills (oral and written), and the application of scholarship to practice.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

We had nearly 37,000 applicants for the approximately 6,100 freshman slots last year. Consistent with past years, the academic quality of the freshman class increased; the average high school grade point average was 4.0, with an average total SAT score of 1831 and an average ACT composite score of 28.

The best way to increase degree production and efficiency is to retain our students and graduate them in a timely manner. For the past five years, we've retained at least 90% of our freshman class (including those with GPAs of 2.0 or higher). While we continue to investigate ways to boost our retention rates, sustaining this level of retention in difficult economic times is a challenge. Over the past 5 years there has



been a substantial increase in the percentage of baccalaureate degrees awarded to Pell-Grant recipients, from 30% in 2008-09 to 41% in 2012-13. The rise in Pell-Grant recipients coupled with changes to the Bright Futures program raise concerns about the possible negative impact that economic disadvantage may have on retention of students. The university has committed additional funding for need-based scholarships to minimize loss of students due to financial hardships.

We have a number of programs in place to improve retention. We are expanding our outreach to high school and community college students in an effort to better prepare students for the transition to the university. Advising First, our team of advisors who specialize in working with lower division students, hosted the first annual College Survival 101 day camp for local high school seniors. FSU's Center for Academic Retention and Enhancement (CARE) continues to enroll, assist and support a highly diverse population of first generation and socio-economically disadvantaged FSU undergraduate students. We had 342 students enrolled in our Summer Bridge Program and, for the first time, a parent orientation session was added. CARE, in partnership with faculty from the College of Social Work, launched a new program, Unconquered Scholars, designed to provide additional academic and personal support to students previously classified as foster care, homeless, wards of the State, or relative care.

FSU was recently recognized as one of the top 10 colleges in the country for veterans. We consider our Student Veteran Center to be a model for the nation. It serves as the focal point for all campus veteran support services, from transition assistance, to VA benefit certification, to educational assistance. The Center also promotes awareness of Seminole veteran heritage and veteran related issues to campus and alumni populations alike. Annual events like the Student Veteran Film Festival, now in its third year, is an example of the campus activities aimed at promoting a supportive and inviting campus for veterans. The annual festival encapsulates the shared vision and commitment by Florida State to become the most veteran-friendly university in the country.

There has been a steady increase in graduation rates of our FTIC students each year for the past 3 years. Over the past 5 years, our 4- and 6-year graduation rates for FTIC students increased by 12 and 5 percentage points, respectively. While we are pleased with these improvements, we continue to explore ways to increase these numbers. We plan to expand and strengthen academic support and tutoring to determine the impact on reduced time to degrees. Last year, we logged almost 17,000 student tutoring contacts, a 93% increase over the previous (first) year of operation. We are also exploring more accelerated academic programs that enable students to get an early start on graduate studies. Our most recent program is a 3 + 3 accelerated BA/BS/JD degree. Students in the program complete their major requirements in 3 years and are taking first year law school courses in their 4th year. By offering more of these types of accelerated degrees we hope to increase degree productivity as well as program efficiency.

Finally, limiting excess hours is another important way to increase efficiency. While more than three-quarters of our students graduate without excess hours, we are investigating ways to increase these numbers. We are devoting resources to enhanced advising of students who enter as exploratory majors and to those who change majors after a few years. We also believe that creation of more accelerated academic programs may also reduce excess hours of some of our best and brightest students.

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

The number of graduate degrees awarded across all programs of strategic emphasis has increased only modestly over the past 5 years (from 28% to 31%) but the increase of STEM graduate degrees is substantially higher with about a 30% increase in degrees since 2008. The single most important factor for increasing graduate degrees in these programs is the addition of faculty. The university is targeting faculty hires to address the needs of programs of strategic emphasis. The state-supported increases in



funding for graduate students and the university's efforts to improve health benefits for our students should help the university to successfully compete for top applicants to these programs.

There has been a steady rise in the number of baccalaureate degrees awarded in programs of strategic emphasis, especially STEM programs. There was an increase in Baccalaureate degrees in STEM fields of 12% over the previous year and an increase of 31% over the past 5 years. The university's investment in faculty hires in STEM fields is critical to ensuring that we are able to offer the courses and research experiences to retain and graduate STEM students. The university is also ramping up our efforts to recruit top students interested in STEM majors. We are identifying high school students with high achievement in math and science and getting the word out that FSU is an ideal place for them to pursue their studies. A newly formed team of students called the STEM Leadership Corps (SLC) will travel to high schools across the state of Florida to encourage students to come to FSU. The SCL consists of FSU students from a variety of STEM majors who are focused on service learning opportunities in STEM fields and who participate in outreach to schools for STEM education and recruiting. They produce videos, web sites and social media campaigns focused on student engagement and mentoring in STEM. Second, we are investing in scholarships for STEM-ready students, those with high SAT/ACT quantitative scores and an interest in a STEM major. We are also pursuing opportunities for external funding in support of scholarships for STEM students. For example, the university recently submitted a proposal to the NSF for a focus on student veterans to encourage and support their pursuit of majors in STEM. Another example is the funding for scholarships recently awarded to our Department of Computer Science from the U.S. Department of Education and the National Science Foundation.

Once students are enrolled at FSU, we are working hard to retain them in STEM majors. Tutoring is readily available to students, particularly for those gateway courses that may deter some students from continuing STEM studies. We have substantially increased opportunities for undergraduate research, beginning in the freshman year; an effort we believe will help students remain engaged in their studies and committed to pursuing STEM majors. One of the investments the university has made is in our Undergraduate Research Opportunities Program (UROP). This program is in high student demand, particularly among our Honors students. While this program is open to all students, a majority of the students participating in the UROP program are STEM majors. Students are also invited to submit proposals for presentation at the university's "Showcase of Undergraduate Research Excellence" a bi-annual event co-sponsored by the Office of Undergraduate Research and the Office of National Fellowships. In addition to opportunities for research, we are also increasing opportunities for students to participate in project-based competitions that allow them to put their scholarship into practice. A good example of this is our new multidisciplinary DIGITECH week that promotes and rewards the development of digital technology applications and our campus-based competitive fair *inNOLEvation*.

As part of revisions to our Liberal Studies program we are promoting the development of capstone courses that will help students put their scholarship into practice. There is a concerted effort to increase project-based courses because these experiential learning experiences increase student engagement and help to prepare them for the workforce. An example of this type of course is the two-semester capstone course in our College of Engineering. The "Senior Design Project" requires students to work in teams to tackle projects that are submitted by engineering firms and organizations.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

Attaining our goal of becoming a Top 25 public university is highly dependent on investment in STEM fields. We are moving aggressively on this front by making strategic hires of faculty in the STEM fields. Materials for energy and defense, protecting the environment, and maximizing human health and quality of life are likely to remain as enduring challenges, for which the potential for innovation is high and the



value to the State of Florida is significant. We instituted three interdisciplinary faculty hiring initiatives in these areas.

Materials research was the lynchpin in the digital revolution and a pre-requisite for the explosive growth of Silicon Valley. Today, materials research is characterized by innovations that cross almost every sector of society from the artificial growth of human bone and targeted delivery of cancer-fighting drugs that are revolutionizing human health to placing high-powered computers in the palm of a hand. It is also the lynchpin for solving the problems that limit the use of renewable energies – energy storage and transmission. The marriage between materials and energy has high potential to be transformative and this plays to Florida State's strengths. Consequently, FSU is leveraging current capabilities to attract the best and brightest – crossing physics, chemistry, biology and engineering to solve the problems that currently limit the use of renewable energies, as well as strengthen our role in innovation across a broad number of industries and products. Last year we attracted over 450 applications and hired three top scholars in energy and materials. This year's recruitment has attracted an even larger and more impressive pool of applicants. We anticipate hiring as many as 6-9 new faculty members this year in this important area of research.

FSU initiated a second interdisciplinary hiring initiative this year in the area of Marine and Coastal Ecosystems. This initiative builds on our excellent programs and faculty in Oceanography and Marine Biology. FSU is the lead institution of a large consortium involving 10 universities who are engaged in the interdisciplinary study of deep sea to coast connectivity in the northeastern Gulf of Mexico that was initiated in response to the BP oil spill. New hires will be important additions to this work. Over the next two years, we expect to hire up to 9 tenure track faculty members with expertise in these areas.

Finally, the university launched an interdisciplinary faculty hiring initiative in the area of Brain Health and Disease this year. We anticipate hiring up to 9 tenure-track faculty members in this area of research over the next two years. Related to this hiring initiative, the university proposes to create an FSU Institute for Successful Longevity (ISL). This institute is devoted to interdisciplinary research, training and service focused on understanding the mechanisms of age-associated disorders and functional/cognitive declines; developing holistic interventions to promote healthy aging and high quality of life; disseminating this knowledge to the community, to aging adults and to their caregivers; and cultivating the scientific, social, and political leadership on this issue that will engage the nation.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Our faculty continues to do well in attracting external support of their research. The number of grant awards in FY 2013 was \$202.2M and our externally-funded research expenditures equaled \$201.8M. As reported in Table 1D, both revenues and expenditures from Contracts and Grants increased from 2011-12 to 2012-13. We estimate yet another increase in both measures for the current year. This is impressive in light of the current funding climate at the Federal, State and private levels.

In support of research activities of our faculty, post-doctoral fellows, and students, the university expanded and enhanced its Research Computing Center (RCC). The RCC is a key player in supporting groundbreaking research. RCC staff members offer free consulting services, from writing grant proposals to developing complex workflows. The RCC provides services at subsidized rates for university faculty and students, making research affordable for those who would otherwise have to spend money at outside resources to aid their studies.

As for increasing commercialization activity, FSU has a deliberate approach in translating intellectual property to the marketplace and we are moving in several areas to accelerate the process. FSU begins with a large number of invention and creative work disclosures, to file a significant number of patent



applications that result in a set of patents, and then a smaller set of licenses and startup companies. Startup companies tend to be the riskiest. The last three years had a higher disclosure rate than any prior three-year period (statistics compiled since FY 2000). We have a record number of 124 patent applications pending, we received a record number of patents (43) as well as a record number of new licenses (15; with five additional licenses in progress) and we initiated a record number of new startup companies (4).

FSU typically awards GAP funding in a competitive process to create startup companies, about a third of which occupy leased space enabled by the Office of Research. In addition, we seek licensing and option agreements with the private sector to assess intellectual property and take our inventions and creative works to the market. Despite record numbers, FSU is working to accelerate this process. We are working to create a unique partnership through the formation of a LLC with the private sector that hires the expertise to attract investors and develop proposals for small business funding (SBIR and STTR) to advance our technology to the level of product delivery and to create additional royalty income for the university. This now creates three mechanisms for taking intellectual property to the market: (1) university incentivized start-ups, (2) direct partnership with companies, and (3) a private sector partnership designed to attract dollars for applied research and development leading to the delivery of a product. FSU is also active in promoting Florida's Institute for Commercialization of Public Research, which finances loans to startups as an additional acceleration mechanism. Like many universities, Florida State University also offers a Sneak Peek which is an opportunity for investors to gain a first look at FSU creative works. In addition, FSU is proposing to develop a team to study startup companies generated by universities since 1980, using 150 universities as the source of data for generation of startups, creation of jobs, and paths to the marketplace.

A few examples of our success in moving research to the marketplace include:

- Two researchers at Florida State University's **NHMFL** launched a new business based on research into the development of synthetic crystals. NHMFL scientist Jeffrey Whalen and his business partner, physicist Theo Siegrist, brainstorm new formulas for synthetic crystals and produce them in special ovens at temperatures equivalent to what have been recorded inside volcanoes. They plan to market two new crystals this year after patenting their crystal growth technique and compositions through FSU, and to eventually become a world-class competitor with companies in China and Russia that sell crystals similar to those they produce. Bing Energy International has an exclusive commercialization agreement to use Florida State University professor Dr. Jim P. Zheng's patented breakthrough nanotechnology to create a more commercially viable fuel cell. Building on the groundbreaking work of Dr. Ben Wang, inventor of buckypaper, Zheng has pioneered a fuel cell that incorporates a thin membrane composed of carbon nanotubes, reducing the need for expensive platinum that, until now, have made fuel cells too expensive to be widely marketed (from <http://bingenergyinc.com/index.php/us>).

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

As previously mentioned, FSU is building on its strengths with targeted interdisciplinary hiring initiatives in the areas of Energy and Materials, Marine and Coastal Ecosystems, and Brain Health and Disease. These initiatives are expected to foster cross-disciplinary research collaborations of the type that will increase our success in competing for program project and center grants.

Our initiative in Energy and Materials research builds on the strength of having the National High Magnetic Field Laboratory (NHMFL) on our campus. This year the university successfully negotiated with the National Science Foundation a five-year renewal of the NHMFL. The NHMFL continues to attract



hundreds of visiting scholars each year and to set world records. For example, NHMFL scientists broke the 100 tesla barrier setting a world record of 100.75 tesla for a non-destructive magnet. Advances in instrumentation enabled NHMFL scientists to perform experiments that were not previously possible. NHMFL scientists at its Applied Superconductivity Center have shown that the critical current for wires processed at 25 bar is more than five times higher than samples processed at 1 bar with closed ends, a geometry that mimics a coil-length wire. These results demonstrate a wire fabrication process that makes it an attractive conductor for future high field magnets. In collaboration with theoreticians from Spain and Japan, FSU experimentalists at the NHMFL used a pulsed laser vaporization source coupled to an ultrahigh-resolution Fourier Transform Ion Cyclotron Resonance (FT-ICR) mass spectrometer to detect the smallest fullerene. Fullerenes ("Buckyballs") have fascinated chemists since the original discovery of C₆₀, leading to the 1996 Nobel Prize in Chemistry for Curl, Kroto, and Smalley. Although fullerenes of various sizes have since been observed, the theoretically smallest fullerene, C₂₈, has until now escaped detection, due to its high curvature and thus high reactivity. The NHMFL scientists stabilized the C₂₈ fullerene by encapsulation of an appropriate metal ion, such as titanium, zirconium, or uranium directly into the buckyball from carbon vapor.

The hiring initiative in Marine and Coastal Ecosystems builds on our excellent programs in Marine Biology and Oceanography. FSU faculty members working in this area have been successful in collaborating with other universities to successfully compete for major external funding of their research. The best example of this is the **Deep-C** (Deep Sea to Coast Connectivity in the Eastern Gulf of Mexico) Consortium, a long-term, interdisciplinary study of deep sea to coast connectivity in the northeastern Gulf of Mexico. The study is investigating the consequences of petroleum hydrocarbon release in the deep Gulf on living marine resources and ecosystem health. Deep-C consists of ten major institutions that have been actively involved in assessing the impact of the Gulf oil spill. The institutions are Florida State University (lead institution), Georgia Institute of Technology, Dauphin Island Sea Lab, Naval Research Laboratory at the Stennis Space Center, Norwegian Meteorological Institute, University of Miami Rosenstiel School of Marine & Atmospheric Science, Science Application International Corporation, University of South Florida, University of West Florida and the Woods Hole Oceanographic Institution.

Creation of interdisciplinary institutes is another way that the university builds research collaborations. For example, our Learning Systems Institute (LSI) brings together researchers in psychology, education, communication, and several other academic units on campus to tackle research pertaining to best practices in K-12 education. This institute, which includes the Florida Center for Reading Research (FCRR), has been very successful in competing for federal research grants. For example, three of FCRR's current interdisciplinary research awards total more than \$70M. Another one of LSI's centers, the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM), received a \$2.9M grant from the Florida Department of Education's Race to the Top program to study the impact of an intervention developed by FSU researchers to improve math and science achievement in K-12 students.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

Florida State is in the midst of transforming, with the city and county, one of the most blighted areas in Tallahassee. Beginning with a vision that incorporates a revitalized Civic Center, a new FSU-branded conference hotel with retail and restaurants and College Town (a mixed-use housing and retail development), and in combination with the city's investment in Gaines Street, Tallahassee will have a major pedestrian-friendly "Madison Mile" that stretches from the Civic Center to the FSU Stadium. It provides an outstanding venue for visitors and residents, particularly before and after major events at the Civic Center or at the Stadium. Our vision moves us from a dilapidated set of old warehouses to a



stretch of retail and restaurants that match up with similar venues in Boulder Colorado or Madison Wisconsin. This new venue should help attract conferences, more visitors to our events, and positively alter the perspectives of those who are considering a move to the region. The master plan for the region is a full partnership between the community and Florida State University. As a testament to the positive reputation FSU has with the local community, our proposal to bring a major hotel chain to the campus received the most support of all proposals submitted to the community planning council.

Our reputation of commitment to the community is also strengthened by the beneficial partnerships that have developed between the university and community businesses and organizations. For example, FSU's College of Nursing partnered with Tallahassee Memorial HealthCare to develop a new facility in which to collaborate on research to optimize health care for patients, their families and the community through improved nursing practices. This facility, the Tallahassee Memorial HealthCare Center for Research and Evidence-based Practice, marks the largest direct investment in research infrastructure in the 60-year history of the College of Nursing. The center will serve as the focal point for interdisciplinary health care research collaborations across the FSU campus and with Tallahassee Memorial HealthCare's nursing staff. It provides the structure and opportunities for Tallahassee's healthcare professionals and FSU students and faculty to make significant contributions to the advancement of nursing science and practice.

Through its academic programs, the university is also able to improve availability of services to the region. A good example of this is the recently expanded services of the L.L. Schendel Speech and Hearing Clinic, operated by Florida State University's School of Communication Science & Disorders (SCSD). With the expertise of our faculty, this clinic is now providing services for the hearing impaired that includes programming of cochlear implants — a service that previously had not been available in North Florida.

Finally, the university is strengthening its commitment to community and business engagement through its focus on entrepreneurship opportunities on our campus. At most universities, business courses are available only to business majors, yet entrepreneurs span a wide variety of majors, and to limit such valuable education to only those majoring in business is to lose out on opportunities to strengthen the value of degrees in other fields (e.g., consider the increased value of a degree in engineering if it is combined with courses in business and entrepreneurship). In addition to business courses, there is a considerable benefit to having our students learn from individuals who are "professors" by virtue of practice and experience. We are in the process of hiring entrepreneurs-in-residence for all our colleges. We expect these hires to have considerable benefit to our students in terms of career preparation and success. These hires will also benefit the university by providing in-house expertise on taking ideas to the marketplace.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Tallahassee has three unique higher education institutions within a 5-mile radius that together offer an extraordinarily broad set of degree and associate degree opportunities. We have agreed to work together to promote economic development. The power of the three institutions in attracting new business opportunities to the region and to Florida has not been tapped, yet the potential is enormous. To reach this potential, FSU, FAMU, and TCC are actively developing opportunities to collaborate. This commitment is contained in a brochure "Educate your Business" which is being distributed through the local Chamber and the Economic Development Council (EDC). This is another example of FSU efforts to connect with business and to be part of the team in attracting new businesses to the region, and doing so in a manner that helps guide students toward job opportunities. The three institutions have created a consortium to promote the success of our student veterans, by expanding their educational opportunities, creating a broader sense of community, and creating strong linkages to potential employers.



In addition to our partnership with other educational institutions, the research, training and service activities of FSU make important contributions to increasing the workforce. For example, Florida State's Information Institute, part of the School of Library and Information Studies in the College of Communication and Information received a four-year, \$847,000 award from the National Science Foundation-Advanced Technological Education (NSF-ATE) program to support a study of the educational and career pathways of information technology technicians who support broadband deployment in rural Northwest Florida communities. The project, "Assessing Information Technology Educational Pathways that Promote Deployment and Use of Rural Broadband," was prompted by the growth of broadband use in all industries that has resulted in a significant workforce need for IT/broadband workers. The project team will identify the workplace roles of broadband technicians; the education needed to develop skills to be successful in these roles; and the processes to sustain partnerships between educational and industry stakeholders. Another example is our computer science department's contributions to increasing the workforce in this critical field. They were recently awarded more than \$3.2 million from the U.S. Department of Education and the National Science Foundation to provide scholarships to support students studying computer science, computer criminology, computational biology, information security and computer and network system administration. These scholarships are helping to increase the number of graduates with the expertise to meet local, regional and national workforce needs.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

FSU now participates in economic development councils at a high level. The President is a member of the steering committee of Imagine Tallahassee and is a member of the board of the Economic Development Council (EDC). FSU's Chief of Staff is a new member of the Tallahassee Chamber of Commerce. The Vice President for Research and Vice President for University Relations are also actively involved in EDC efforts to promote economic opportunities generated through partnerships with the university.

Florida State is actively incubating companies based on university-wide and college-based efforts. At the university level, companies are incubated based on GAP funding and enabling the leasing of space in Tallahassee. In the College of Business, the *InNOLEvation Accelator* – is a focal point for undergraduate business start-up activity providing student entrepreneurs with resources needed during start-up. A dedicated facility with private office space supports as many as eight early stage ventures and offers common areas for students to take time out to discuss their ideas in a relaxed environment. Tallahassee is currently host to a variety of efforts to provide incubator space and expertise to developing companies. FSU is contributing to these efforts through provision of space, expertise, resources, and perhaps most important, the new ideas and technology that form the basis for a number of the start-ups populating these efforts. The university is also exploring additional partnerships, including with the city and county, to enable new companies to find their start in Tallahassee.

Finally, the university engages the business community through our Career Center. Local, regional and national employers visit our campus multiple times per year to participate in career fairs hosted by the Career Center. Our Career Center staff work closely with local employers to develop internship sites for students who want the opportunity to "learn on the job". Internships not only benefit our students by helping prepare them for the workforce but our students also provide valuable services to local businesses and organizations.



Data Tables

FINANCIAL RESOURCES

- Table 1A. Education and General Revenues
- Table 1B. Education and General Expenditures
- Table 1C. Funding per Student FTE
- Table 1D. Other Budget Entities
- Table 1E. Voluntary Support of Higher Education
- Table 1F. Tuition Differential Fee

PERSONNEL

- Table 2A. Personnel Headcount

ENROLLMENT

- Table 3A. Full-time Equivalent (FTE) Enrollment
- Table 3C. Enrollment by Method of Instruction

UNDERGRADUATE EDUCATION

- Table 4A. Baccalaureate Degree Program Changes in AY 2011-2012
- Table 4B. Retention Rates
- Table 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates
- Table 4D. Full- and Part-time FTIC Graduation Rates
- Table 4E. AA Transfers Graduation Rates
- Table 4F. Other Transfers Graduation Rates
- Table 4G. Baccalaureate Degrees Awarded
- Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
- Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
- Table 4J. Baccalaureate Degrees Without Excess Credit Hours
- Table 4K. Undergraduate Course Offerings
- Table 4L. Faculty Teaching Undergraduates
- Table 4M. Student/Faculty Ratio
- Table 4N. Licensure/Certification Exam: Nursing (NCLEX)

GRADUATE EDUCATION

- Table 5A. Graduate Degree Program Changes in AY 2011-2012
- Table 5B. Graduate Degrees Awarded
- Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
- Table 5D. Licensure/Certification Exams for Graduate Programs

RESEARCH & ECONOMIC DEVELOPMENT

- Table 6A. Research and Development Expenditures
- Table 6B. Centers of Excellence



Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$265,809,497	\$273,217,211	\$247,765,002	\$252,310,487	\$279,054,474
Non-Recurring State Funds	\$1,787,303	\$3,844,700	\$2,823,515	-\$65,234,110	\$5,498,000
Tuition	\$130,882,549	\$140,903,123	\$153,495,138	\$158,160,491	\$157,125,555
Tuition Differential Fee	\$5,245,544	\$12,421,375	\$19,147,556	\$30,035,814	\$31,359,674
Misc. Fees & Fines	\$5,711,387	\$5,783,712	\$6,377,254	\$7,179,624	\$2,121,877
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$21,182,461	\$20,268,504	\$0	\$0	\$0
SUBTOTAL	\$430,618,741	\$456,438,625	\$429,608,465	\$382,452,306	\$475,159,580
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$35,378,869	\$35,246,051	\$34,662,201	\$33,279,050	\$34,153,228
Non-Recurring State Funds	\$0	\$1,000,000	\$0	\$0	\$0
Tuition	\$7,071,434	\$7,894,971	\$8,547,978	\$9,101,202	\$9,893,955
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$3,001,632	\$2,858,522	\$0	\$0	\$0
SUBTOTAL	\$45,451,935	\$46,999,544	\$43,210,179	\$42,380,252	\$44,047,183
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$476,070,676	\$503,438,169	\$472,818,644	\$424,832,558	\$519,206,763

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 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. **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 2011-12); beginning 2012-13 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 Estimates**
MAIN OPERATIONS					
Instruction/Research	\$252,082,010	\$259,812,809	\$237,616,044	\$285,127,925	\$313,842,013
Administration and Support	\$35,486,573	\$36,745,132	\$31,354,315	\$35,282,352	\$40,308,287
PO&M	\$54,220,159	\$57,542,069	\$54,384,805	\$56,201,439	\$67,298,749
Student Services	\$27,644,474	\$30,173,047	\$15,712,650	\$34,038,160	\$31,461,896
Library/Audio Visual	\$14,682,252	\$17,107,062	\$15,094,791	\$15,547,168	\$16,300,288
Other	\$5,924,732	\$5,431,028	\$4,619,559	\$4,919,406	\$5,948,347
TOTAL	\$390,040,200	\$406,811,147	\$358,782,164	\$431,116,450	\$475,159,580
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$41,655,775	\$43,221,515	\$39,841,149	\$48,506,228	\$43,260,161
Administration and Support	\$59,608	\$52,372	\$57,093	\$60,964	\$158,282
PO&M	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$1,901,520	\$2,051,848	\$574,721	\$769,739	\$628,740
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
TOTAL	\$43,616,903	\$45,325,735	\$40,472,963	\$49,336,931	\$44,047,183
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
TOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$433,657,103	\$452,136,882	\$399,255,127	\$480,453,381	\$519,206,763

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. Note**: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	\$8,140	\$6,524	\$6,597	\$5,720	\$4,322
Lottery Funds	\$835	\$718	\$837	\$918	\$711
Tuition & Fees	\$3,785	\$4,264	\$4,557	\$4,940	\$5,782
Other Trust Funds	\$0	\$573	\$544	\$0	\$0
TOTAL	\$12,760	\$12,079	\$12,534	\$11,579	\$10,815
Actual Funding per FTE					
Tuition & Fees	\$3,505	\$3,839	\$4,269	\$4,742	\$5,256
TOTAL	\$12,480	\$11,654	\$12,246	\$11,381	\$10,289

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. Estimated year data from the Allocation Summary document. 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 Estimates
Auxiliary Enterprises					
Revenues	\$183,987,592	\$199,558,734	\$206,079,051	\$235,018,302	\$228,157,579
Expenditures	\$177,652,697	\$180,919,052	\$186,556,714	\$200,517,708	\$250,899,547
Contracts & Grants					
Revenues	\$196,076,393	\$212,546,825	\$208,789,835	\$221,442,160	\$242,687,123
Expenditures	\$193,835,991	\$195,015,895	\$188,083,314	\$203,704,258	\$225,404,459
Local Funds					
Revenues	\$194,234,953	\$220,810,551	\$229,060,800	\$208,220,360	\$218,828,014
Expenditures	\$194,024,673	\$215,254,938	\$208,904,815	\$212,306,365	\$241,713,668
Faculty Practice Plans					
Revenues	\$5,368,618	\$6,303,145	\$6,680,295	\$9,137,413	\$12,231,600
Expenditures	\$5,375,563	\$6,296,128	\$6,686,903	\$8,919,308	\$12,142,208

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value (\$1000s)	\$570,730	\$409,666	\$452,544	\$525,260	\$497,708
Gifts Received (\$1000s)	\$57,462	\$47,325	\$53,946	\$50,820	\$55,582
Percentage of Alumni Donors	18%	16%	14%	16%	16%

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)

	2010-11	2011-12	2012-13
TDF Revenues Generated	\$12,421,375	\$19,147,556	\$30,035,814
Students Receiving TDF Funded Award	2,201	3,385	4,127
Total Value of TDF Funded Financial Aid Awards	\$1,614	\$1,697	\$1,688

Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13
Number of Eligible Students	8,343	9,669	9,737
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)

	2008	2009	2010	2011	2012
Full-time Employees					
Tenured Faculty	760	778	778	769	783
Tenure-track Faculty	311	296	256	214	238
Non-Tenure Track Faculty	664	647	606	667	695
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	4,394	4,181	4,171	4,163	4,234
FULL-TIME SUBTOTAL	6,129	5,902	5,811	5,813	5,950
Part-time Employees					
Tenured Faculty	1	1	3	3	3
Tenure-track Faculty	4	4	3	3	3
Non-Tenure Track Faculty	460	419	433	445	487
Instructors Without Faculty Status	157	179	198	199	175
Graduate Assistants/Associates	2,812	2,946	2,997	3,033	2982
Non-Instructional Employees	104	95	89	84	107
PART-TIME SUBTOTAL	3,538	3,644	3,723	3,767	3,757
TOTAL	9,667	9,546	9,534	9,580	9,707

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.



Section 3 – Enrollment

TABLE 3A. Full-Time Equivalent (FTE) Enrollment

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
LOWER-DIVISION	9,327	9,837	9,327	10,189	9,327	9,908
UPPER-DIVISION	10,713	11,682	10,713	11,643	10,713	11,658
MASTER'S (GRAD I)	2,536	2,331	2,482	2,269	2,482	2,131
DOCTORAL (GRAD II)	1,743	1,981	1,797	2,009	1,797	1,933
TOTAL	24,319	25,831	24,319	26,109	24,319	25,630
NON-FLORIDA RESIDENTS						
LOWER-DIVISION	.	492	.	511	.	509
UPPER-DIVISION	.	461	.	469	.	492
MASTER'S (GRAD I)	.	479	.	508	.	518
DOCTORAL (GRAD II)	.	692	.	714	.	729
TOTAL	2,483	2,123	2,483	2,202	2,483	2,249
TOTAL FTE						
LOWER-DIVISION	.	10,329	.	10,700	.	10,417
UPPER-DIVISION	.	12,143	.	12,112	.	12,150
MASTER'S (GRAD I)	.	2,810	.	2,777	.	2,649
DOCTORAL (GRAD II)	.	2,673	.	2,723	.	2,662
TOTAL	26,802	27,954	26,802	28,311	26,802	27,879
TOTAL US Definition	35,736	37,272	35,736	37,748	35,736	37,172
Headcount for Medical Doctorates						
FLORIDA RESIDENTS	480	472	480	470	480	471
NON-RESIDENTS	0	3	0	6	0	5
TOTAL	480	475	480	476	480	476

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. 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). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **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.



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
TRADITIONAL			
LOWER-DIVISION	10,033	10,161	9,584
UPPER-DIVISION	11,675	11,627	11,368
MASTER'S (GRAD I)	2,300	2,373	2,183
DOCTORAL (GRAD II)	2,630	2,684	2,620
TOTAL	26,638	26,845	25,755
HYBRID			
LOWER-DIVISION	73	131	215
UPPER-DIVISION	49	51	94
MASTER'S (GRAD I)	166	110	145
DOCTORAL (GRAD II)	6	4	8
TOTAL	294	295	461
DISTANCE LEARNING			
LOWER-DIVISION	222	409	618
UPPER-DIVISION	419	434	689
MASTER'S (GRAD I)	345	293	322
DOCTORAL (GRAD II)	37	35	35
TOTAL	1,023	1,171	1,664
TOTAL			
LOWER-DIVISION	10,329	10,700	10,417
UPPER-DIVISION	12,143	12,111	12,150
MASTER'S (GRAD I)	2,810	2,777	2,649
DOCTORAL (GRAD II)	2,673	2,723	2,662
TOTAL	27,954	28,311	27,879

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. 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 3A, 3B.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2012-13

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Professional Communication	09.0900	B	10/30/2012	Spring 2013	
Terminated Programs					
International Business Management	52.1101	B	10/30/2012	Spring 2013	
Graphic Design	50.0409	B	6/8/2012	Spring 2014	
Inactive Programs					
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, 2012 and May 4, 2013.

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.

Inactive Programs 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.

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

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	5,009	5,981	5,964	6,149	5,749
% Retained	91%	92%	92%	91%	91%
% Retained with GPA of 2.0 or higher	90%	90%	91%	90%	90%

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.

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

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
<i>Cohort Size</i>	6,059	6,198	6,052	6,191	6,126
% Graduated	71%	74%	74%	75%	76%
% Still Enrolled	2%	2%	2%	2%	2%
% Success Rate	73%	76%	76%	77%	78%

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 Progression and Graduation Rates *(includes Full- and Part-time students)*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	6,078	6,232	6,184	5,039	5,992
<i>From Same University</i>					
% Graduated	49%	53%	56%	61%	61%
% Still Enrolled	29%	26%	25%	23%	23%
<i>From Other SUS University</i>					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	5%	4%	4%	3%	3%
<i>From State University System</i>					
% Graduated	51%	55%	58%	63%	63%
% Still Enrolled	34%	30%	29%	26%	26%
% Success Rate	85%	85%	87%	89%	89%
6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort	6,093	6,235	6,078	6,232	6,184
<i>From Same University</i>					
% Graduated	71%	73%	74%	75%	76%
% Still Enrolled	2%	2%	2%	2%	2%
<i>From Other SUS University</i>					
% Graduated	6%	6%	6%	5%	5%
% Still Enrolled	2%	2%	2%	2%	1%
<i>From State University System</i>					
% Graduated	77%	79%	80%	80%	81%
% Still Enrolled	4%	4%	4%	4%	3%
% Success Rate	81%	83%	84%	84%	84%

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (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 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort	1,480	1,542	1,956	1,894	1,892
<i>From Same University</i>					
% Graduated	46%	45%	44%	41%	39%
% Still Enrolled	43%	45%	45%	49%	49%
<i>From Other SUS University</i>					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	2%	2%	3%	2%	2%
<i>From State University System</i>					
% Graduated	46%	45%	44%	41%	39%
% Still Enrolled	45%	47%	48%	51%	51%
% Success Rate	91%	92%	92%	92%	90%
4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	1,510	1,448	1,480	1,542	1,956
<i>From Same University</i>					
% Graduated	75%	77%	78%	80%	79%
% Still Enrolled	5%	4%	4%	5%	4%
<i>From Other SUS University</i>					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	1%	1%	1%	1%	1%
<i>From State University System</i>					
% Graduated	77%	79%	80%	82%	81%
% Still Enrolled	6%	5%	5%	6%	5%
% Success Rate	83%	84%	85%	88%	86%

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.



Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	910	742	744	756	330
<i>From Same University</i>					
% Graduated	75%	77%	79%	79%	78%
% Still Enrolled	2%	2%	2%	1%	3%
<i>From Other SUS University</i>					
% Graduated	4%	3%	4%	5%	3%
% Still Enrolled	1%	1%	1%	1%	1%
<i>From State University System</i>					
% Graduated	79%	80%	83%	84%	81%
% Still Enrolled	3%	3%	3%	2%	4%
% Success Rate	82%	83%	86%	86%	85%

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	7,630	7,926	7,886	7,860	7,938

Note: Table 4G represents the counts of distinct baccalaureate degrees. In those cases where baccalaureate degrees are awarded under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Dual degrees are counted as separate degrees (i.e., counted twice), and include those cases where the second major differs substantially from the first because either the college is different, the degree designation is different (e.g., BA, BS, BBA, BFA, etc.), or the degree CIP is in a different 2-digit range (e.g., 51* vs. 52*); in these cases, the second degree CIP receives a “degree fraction” of 1.0. If these conditions do not apply, the second major is considered a dual major, and the degree associated with it is not counted a second time; in these cases, each dual major degree CIP receives a degree fraction of .5 apiece. The calculation of degree fractions is made according to each institution’s criteria. In those rare cases where there are three or more awarded baccalaureate degree CIPs, analogous logic is extended to cover the additional degree CIPs and their corresponding degree fractions.

TABLE 4H. Baccalaureate Degrees Awarded in Programs of Strategic Emphasis

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	1,109	1,154	1,212	1,289	1,452
Health Professions <i>*only disciplines in critical need</i>	272	305	234	195	216
Security and Emergency Services	377	414	422	513	472
Globalization	984	1,051	1,064	1,047	961
Education <i>*only disciplines in critical need</i>	116	119	101	75	98
SUBTOTAL	2,858	3,043	3,033	3,119	3,199
<i>Percentage of All Baccalaureate Degrees (includes second majors)</i>	<i>33%</i>	<i>34%</i>	<i>33%</i>	<i>34%</i>	<i>35%</i>

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Hispanic Black					
Number of Degrees	862	810	778	788	735
Percentage of Degrees	12%	10%	10%	10%	10%
Hispanic					
Number of Degrees	766	893	926	1,020	1,155
Percentage of Degrees	10%	11%	12%	13%	15%
Pell-Grant Recipients					
Number of Degrees	2,238	2,409	2,664	2,922	3,194
Percentage of Degrees	30%	31%	34%	38%	41%

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 2010-11 academic year. This reclassification established Hispanics of any race as a dominant category, and non-Hispanics of various races as secondary categories (including a new category: 'Two or More Races'). This re-classification may cause students who previously were identified as White or Black to now select Hispanic or 'Two or More Races'.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	74%	77%	77%	76%	76%
AA Transfers	83%	82%	80%	79%	76%
Other Transfers	79%	79%	76%	82%	82%
TOTAL	77%	78%	78%	78%	76%

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*: 2012-13 data are not comparable to prior year data due to changes made in the data collection process and methodology.

TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	3,814	3,847	3,806	3,764	3,836
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	64%	64%	63%	64%	65%
30 to 49 Students	21%	21%	21%	21%	21%
50 to 99 Students	10%	10%	10%	10%	8%
100 or More Students	6%	6%	6%	6%	6%

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	59%	59%	58%	58%	60%
Adjunct Faculty	11%	11%	12%	12%	11%
Graduate Students	27%	29%	29%	28%	28%
Other Instructors	2%	2%	2%	2%	2%

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. Totals may exceed 100% due to rounding.

TABLE 4M. Student/Faculty Ratio

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	25.1	25.1	26.0	26.5	26.3

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). In 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. Do not count undergraduate or graduate student teaching assistants as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: National Council Licensure Examination for Registered Nurses

	2008	2009	2010	2011	2012
Examinees	142	131	154	108	110
Pass Rate	92%	93%	92%	95%	96%
National Benchmark	88%	90%	89%	89%	92%

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 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2012-13

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						
Curriculum and Instruction	13.0301	M, S	6/8/2012	Spring 2013		
Curriculum and Instruction	13.0301	R	6/8/2012	Spring 2013	6/21/2012	
Information Technology	11.0103	M	6/8/2013	Fall 2012		
Corporate and Public Communication	9.09	M	10/30/2012	Spring 2013		
Terminated Programs						
Pre-Elem/Early Childhood Teach Ed	13.1210	M,S	6/8/2012	Spring 2013		
Pre-Elem/Early Childhood Teach Ed	13.1210	R	6/8/2012	Spring 2013	6/21/2012	
Ed of Blind & Visually Handicapped	13.1009	M,S	6/8/2012	Spring 2013		
Elementary Teacher Ed	13.1202	M,S	6/8/2012	Spring 2013		
Elementary Teacher Ed	13.1202	R	6/8/2012	Spring 2013	6/21/2012	
English Teacher Ed	13.1305	M,S	6/8/2012	Spring 2013		
English Teacher Ed	13.1305	R	6/8/2012	Spring 2013	6/21/2012	
Foreign Languages Teacher Ed	13.1306	M, S	6/8/2012	Spring 2013		
Foreign Languages Teacher Ed	13.1306	R	6/8/2012	Spring 2013	6/21/2012	
Mathematics Teacher Ed	13.1311	M, S	6/8/2012	Spring 2013		
Mathematics Teacher Ed	13.1311	R	6/8/2012	Spring 2013	6/21/2012	
Reading Teacher Ed	13.1315	M, S	6/8/2012	Spring 2013		
Reading Teacher Ed	13.1315	R	6/8/2012	Spring 2013	6/21/2012	
Recreation	31.0301	M	3/8/2013	Summer 2013		
Science Teacher Ed	13.1316	M, S	6/8/2012	Spring 2013		
Science Teacher Ed	13.1316	R	6/8/2012	Spring 2013	6/21/2012	
Social Sciences Teacher Ed	13.1317	M, S	6/8/2012	Spring 2013		
Social Sciences Teacher Ed	13.1317	R	6/8/2012	Spring 2013	6/21/2012	
Education of Specific Learning Disabled	13.1001	M	6/8/2012	Spring 2013		
Education of Specific Learning Disabled	13.1001	S	6/8/2012	Spring 2013		
Education of Specific Learning Disabled	13.1001	R	6/8/2012	Spring 2013	6/21/2012	



TABLE 5A. Graduate Degree Program Changes in AY 2012-13

Inactive Programs						
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, 2012 and May 4, 2013.

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.

Inactive Programs 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.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	2,856	2,928	3,095	3,051	3,104
Masters and Specialist	2,176	2,245	2,277	2,201	2,368
Research Doctoral	343	340	429	428	370
Professional Doctoral	337	343	389	422	366
<i>a) Medicine</i>	74	94	113	118	112
<i>b) Law</i>	263	249	276	288	239
<i>c) Pharmacy</i>	0	0	0	0	0

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	358	357	431	432	467
Health Professions <i>*only disciplines in critical need</i>	152	191	231	203	221
Security and Emergency Services	35	53	70	52	78
Globalization	92	129	150	139	141
Education <i>*only disciplines in critical need</i>	159	138	144	113	57
SUBTOTAL	796	868	1,026	939	964
<i>Percent of All Graduate Degrees</i>	<i>28%</i>	<i>30%</i>	<i>33%</i>	<i>31%</i>	<i>31%</i>

Notes: This is a count of graduate degrees awarded in specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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). *This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.

Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 5B.



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: Florida Bar Exam

	2009	2010	2011	2012	2013
Examinees	215	222	237	245	213
Pass Rate	87%	86%	88%	88%	88%
<i>State Benchmark*</i>	79%	79%	82%	81%	80%

Note*: excludes non-Florida schools.

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

	2009	2010	2011	2012	2013 Preliminary
Examinees	119	115	118	118	115
Pass Rate	90%	90%	92%	92%	96%
<i>National Benchmark</i>	91%	94%	96%	96%	96%

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	78	94	115	117	114
Pass Rate	99%	100%	97%	100%	99%
<i>National Benchmark</i>	96%	97%	97%	98%	98%

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	78	94	115	117	114
Pass Rate	100%	100%	98%	100%	99%
<i>National Benchmark</i>	97%	97%	98%	97%	98%



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2007-08	2008-09	2009-10	2010-11	2011-12
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$211,557	\$237,794	\$227,329	\$230,411	\$225,378
Federally Funded (\$ 1,000s)	\$121,901	\$127,104	\$134,794	\$140,850	\$140,419
Percent Funded From External Sources	66%	64%	71%	64%	66%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$188,890	\$222,030	\$221,475	\$222,835	\$229,276
Technology Transfer					
Invention Disclosures	45	41	37	60	65
U.S. Patents Issued	11	10	21	36	27
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	10	9	20	34	27
Licenses/ Options Executed	12	10	6	10	13
Licensing Income Received (\$)	\$1,257,266	\$1,192,448	\$1,314,917	\$1,467,981	\$1,333,065
Number of Start-Up Companies	3	2	2	4	2

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 of Excellence in Advanced Materials	Cumulative (since inception to June 2013)	Fiscal Year 2012-13
Year Created:	2007		
Research Effectiveness			
<i>Only includes data for activities directly 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		191	17
Value of Competitive Grants Applied For (\$)		188,092,996	\$5,527,077
Number of Competitive Grants Received		200	7
Value of Competitive Grants Received (\$)		\$24,927,822	\$5,128,765
Total Research Expenditures (\$)		\$19,290,839	\$2,473,110
Number of Publications in Refereed Journals From Center Research		127	34
Number of Invention Disclosures		29	6
Number of Licenses/Options Executed		3	1
Licensing Income Received (\$)		\$0	\$7,500
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		27	2
Collaborations with Private Industry		57	3
Collaborations with K-12 Education Systems/Schools		62	12
Undergraduate and Graduate Students Supported with Center Funds		305	51
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		3	0
Jobs Created By Start-Up Companies Associated with the Center		19	2
Specialized Industry Training and Education		16	2
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 of Excellence in Advanced Materials
Narrative Comments [Most Recent Year]:	
<p>Despite a continued transition in leadership during the reporting period, the Florida Center of Excellence in Advanced Materials (CEAM) is continuing to grow and develop by leveraging the Center of Excellence award funding and other partnerships.</p>	
<p>CEAM technologies resulted in 4 patents being awarded during the reporting period: US 8404162- Composite materials and methods for selective placement of nano-particulates within composites, US 8387469-Systems, methods, and apparatus for structural health monitoring, US 8354490- Method for functionalization of nanoscale fibers and nanoscale fiber films, and US 8351220- Electromagnetic interference shielding structure including carbon nanotube or nanofiber films and methods.</p>	
<p>As previously reported, Bing Energy moved to Tallahassee in large part due to incentives from FSU, the Center and the state. Bing Energy has licensed the Center’s buckypaper technology to manufacture polymer electrolyte membrane fuel cells, which will be more efficient, durable and less expensive. The waiver of licensing fees expired at the end of 2012, so FSU received the first payment in June, which is reported. Another payment was received in October, which will be reflected on the next report. Bing eventually anticipates creating at least 244 jobs, paying an average wage of \$41,655.</p>	
<p>Building on CEAM developments, FSU entered into a partnership with Nanovision, a local start-up company. In this partnership, CEAM personnel were working with Nanovision to construct a prototype of a machine capable of producing 6-inch wide sheets of nanotubes, called buckypaper, at a rate of 5 feet per minute. Due to a problem with one of the subcontractors engaged by Nanovision, the project did not continue; however, Nanovision retains the option to license the buckypaper technology and has hired 2 additional people during the reporting period. Despite this setback, the National Science Foundation awarded FSU a \$1,465,477 award to scale-up production of the buckypaper, which will be led by CEAM personnel. This award will be reflected in the next report.</p>	
<p>During the reporting period, building on CEAM developments, CEAM personnel began a project for the Department of Veterans Affairs for over \$4.4M to build more comfortable sockets for amputees. These sockets will have embedded sensors that will provide real time information of potential issues to the wearer and practitioners. For this project, FSU has issued subcontracts to Saint Petersburg College and two small companies in Orlando.</p>	
<p>Outreach programs are continuing and expanding. CEAM personnel are working with Tallahassee Community College (TCC) in its National Science Foundation sponsored Students in Engineering Technology (SET), which is a project that address employers’ needs by producing highly skilled and educated technicians who are prepared to enter and succeed in the field of Engineering Technology. This involves creating a strong, community-based partnership of education and industry in</p>	



north Florida. The project has started with working with one rural high school in Wakulla County (Wakulla HS) and a more urban school in Tallahassee (Godby HS). For the sixth consecutive summer, CEAM personnel worked with (TCC) in sponsoring two 1-week Composite Materials Summer Camps for high school students in which 24 students built skateboards, while learning skills involved in composites and manufacturing.

During the summer for the third year, CEAM and the College of Engineering through the Challenger Learning Center hosted students from 10 Title I elementary schools to inspire the students to pursue the STEM disciplines.

Leveraging resources from CEAM, NSF and AFRL, for the past six years, FSU hosted approximately 14 excellent undergraduate students from throughout the nation in a Research Experience for Undergraduate program to encourage them to pursue engineering graduate degrees at FSU. One of the competitive proposals reported as submitted is to renew NSF funding for this project.



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

TABLE 6B. Centers of Excellence *(continued)*

Name of Center:	Florida Center for Advanced Aero-Propulsion	Cumulative (since inception to June 2013)	Fiscal Year 2012-13
Year Created:	2008		
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		351	52
Value of Competitive Grants Applied For (\$)		\$139,376,777	\$33,309,258
Number of Competitive Grants Received		261	40
Value of Competitive Grants Received (\$)		\$45,967,558	\$2,668,356
Total Research Expenditures (\$)		\$22,125,838	\$6,447,724
Number of Publications in Refereed Journals From Center Research		244	34
Number of Invention Disclosures		19	4
Number of Licenses/Options Executed		13	4
Licensing Income Received (\$)		\$0	\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		59	16
Collaborations with Private Industry		79	4
Collaborations with K-12 Education Systems/Schools		27	0
Undergraduate and Graduate Students Supported with Center Funds		285	50
Economic Development Effectiveness			
Number of Start-Up companies with a physical presence, or employees, in Florida		4	0
Jobs Created By Start-Up Companies Associated with the Center		285	0
Specialized Industry Training and Education		2	1
Private-sector Resources Used to Support		\$400,164	\$400,164



the Center's Operations		
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Name of Center	Florida Center for Advanced Aero-Propulsion
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Narrative Comments [Most Recent Year]: 2012-13

Research Highlights- FSU ONLY
 Grants Applied for and Received: **40**
 Total Research Expenditures: **\$3,375,717.00**
 Publications in Refereed Journals: **21**
 Invention Disclosures Filed and Patents Awarded: **7**
 Collaborations with Other Post-Secondary Institutions: **14**
 Collaborations with Private Industry: **3**
 Students Supported with Center Funds: **50**
 Specialized Industry Training and Education: **1**
 Private Sector Resources Used: **\$385,631.00**