2011-12

Annual Accountability Report

UNIVERSITY OF FLORIDA

STATE UNIVERSITY SYSTEM *of* FLORIDA

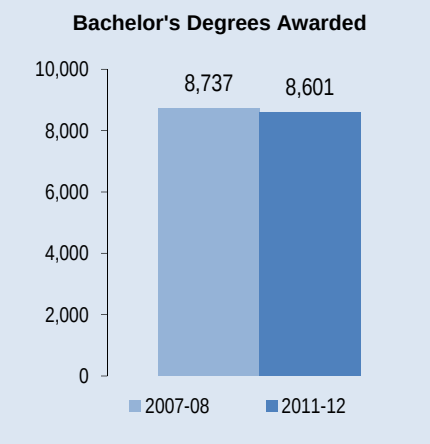
Board of Governors

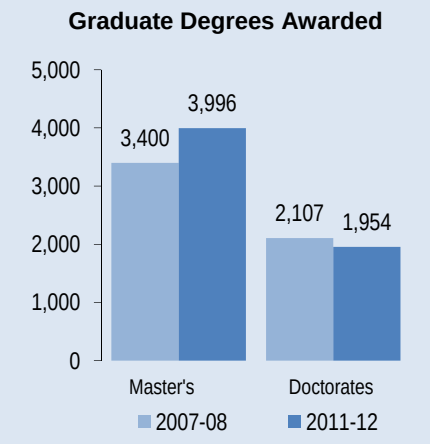
TABLE OF CONTENTS

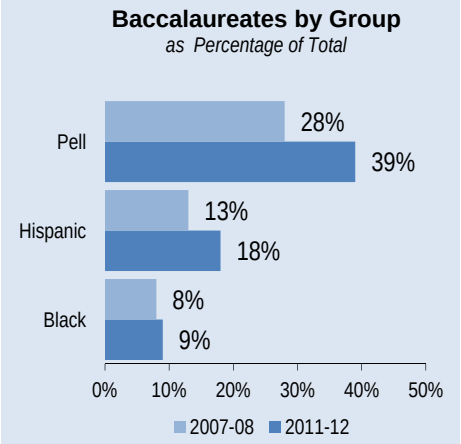
Dashboard

Sites and Campuses			Main Campus, Jacksonville Site, St. Petersburg Site, Orlando Site			
Enrollments	Headcount	%	Degree Programs Offered *(as of Spr. 2012)*		Carnegie Classification	
TOTAL (Fall 2011)	49,785	100%	TOTAL	320	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	3,685	7%	Baccalaureate	96	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	7,083	14%	Master's & Specialist's	134		
White	28,305	57%	Research Doctorate	80	Enrollment Profile:	Majority undergraduate
Other	10,712	22%	Professional Doctorate	10	Undergraduate Profile:	Full-time four-year, more selective, lower transfer-in
Full-Time	42,959	86%	Faculty (Fall 2011) / Full-Time / Part-Time		Size and Setting:	Large four-year, primarily residential
Part-Time	6,826	14%			Basic:	Research Universities (very high research activity)
Undergraduate	32,008	64%	TOTAL	4,285 / 855		
Graduate	16,272	33%	Tenured & Track	2,519 / 128	Community Engagement:	N/A
Unclassified	1,505	3%	Non-Tenure	1,766 / 727		

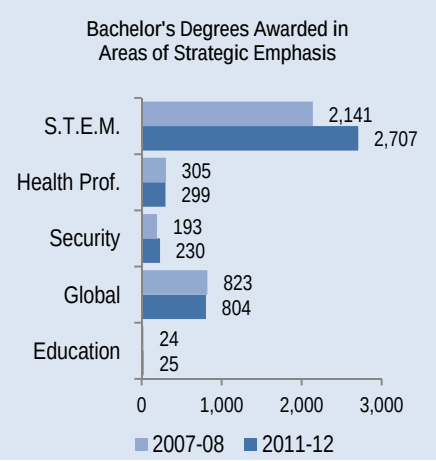
ACCESS TO AND PRODUCTION OF DEGREES

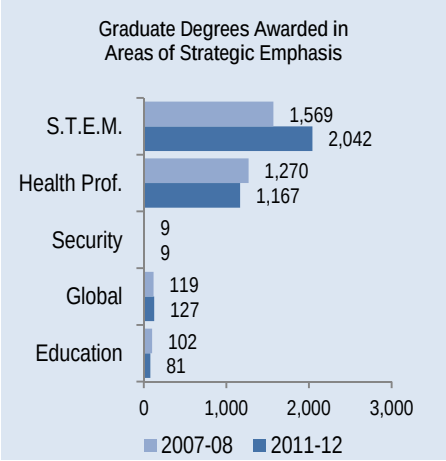






MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS





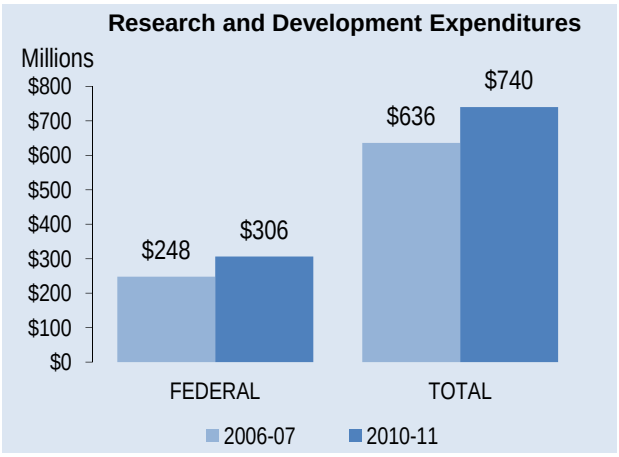
2011-12 Certification/Licensure Exams

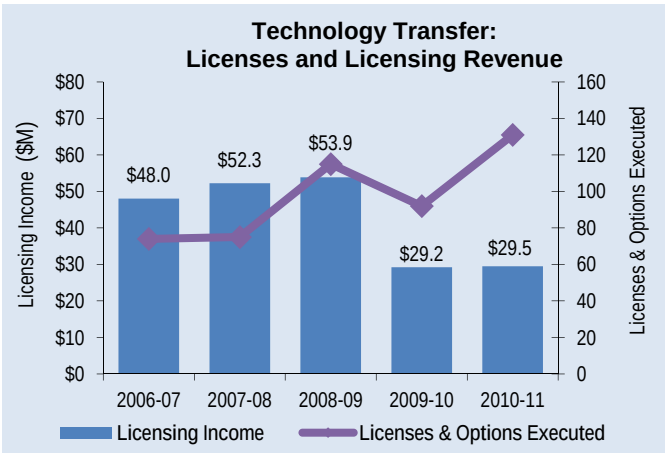
Exam	1st time Pass Rate	Compared to Benchmark
Nursing	99%	10%
Law	90%	9%
Medicine (1)	98%	2%
Medicine (2CK)	98%	0%
Medicine (2CS)	100%	3%
Dental (1)	100%	4%
Dental (2)	99%	4%
Veterinary	98%	2%
Pharmacy	97%	1%
Occup. Thrpy*	90%	9%
Physical Thrpy*	93%	4%

Notes for Areas of Strategic Emphasis:* Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline.
Note on Exams: Based on 2008-2010 average due to small number of examinees.

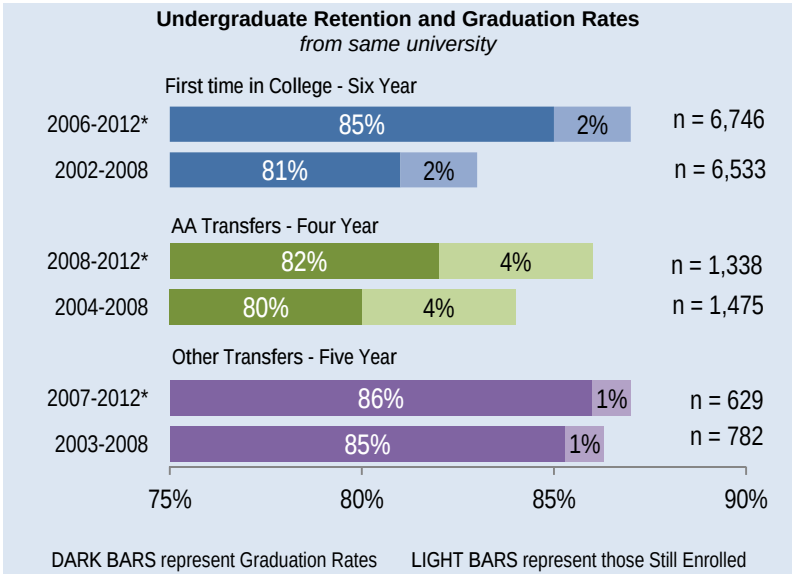
Dashboard

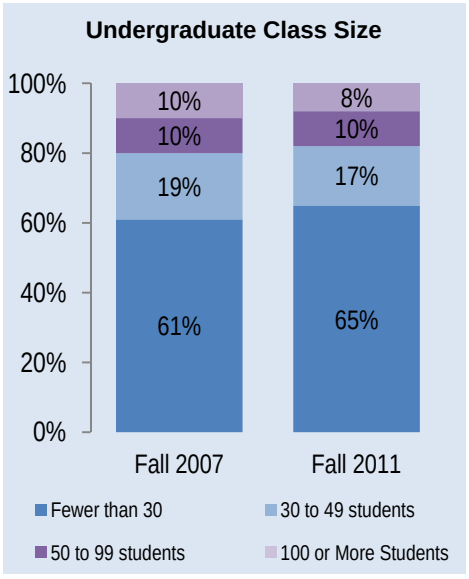
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



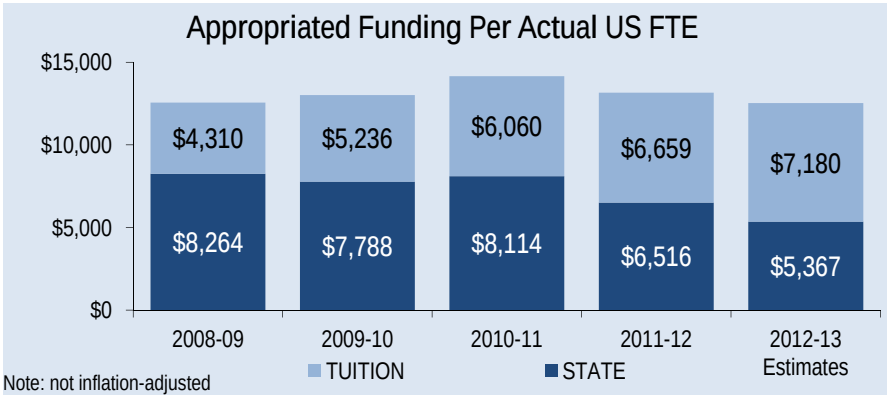


RESOURCES, EFFICIENCIES, AND EFFECTIVENESS





* Indicates most recent data are still preliminary rates.



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). Student FTE are actual (not funded) and based on the national definition.

Key Achievements (July 2011 – June 2012)

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UF was ranked No. 2 overall in Kiplinger's 10 top values in public colleges, 2012.
2. UF was ranked No. 12 overall for bachelor's, No. 14 overall for master's, and No. 3 overall for doctorates granted in Hispanic Magazine's top 100 colleges awarding degrees to Hispanics, 2011.
3. U.S. News & World Report ranked UF No. 1 among AAU publics in the 2012 and 2013 editions for least debt load for our graduates.

RESEARCH AWARDS/ACHIEVEMENTS

1. Research awards to UF faculty totaled $644.4 million in 2012, a $25 million increase over 2011.
2. UF researchers and colleagues at six other institutions have received a $63 million, seven-year grant from the NIH National Heart, Lung and Blood Institute to develop heart disease therapies that use a patient's own bone marrow and heart cells to generate new healthy heart cells and restore function.
3. The UF College of Education will receive $25 million over the next five years to address a concern that has plagued American schools for more than two decades — inadequate teaching of children with disabilities.

FACULTY AWARDS/ACHIEVEMENTS

1. Crop genetics expert Harry Klee was elected to the National Academy of Sciences in May 2012.
2. An associate professor of counselor education at UF's College of Education, was elected president of the American Counseling Association, the nation's largest counseling professional organization.
3. Maureen Goodenow, of the UF College of Medicine was named a 2012-2013 Jefferson Science Fellow by the U.S. Department of State.

PROGRAM AWARDS/ACHIEVEMENTS

1. The Citrus Research and Development Foundation, a University of Florida direct-support organization, will receive a $9 million federal grant to try to prevent the insect that transmits citrus greening from spreading the disease.
2. The Bob Graham Center for Public Service's Civil Debate Wall website — www.civildebatewall.com — has won one of the nation's most prestigious communication awards, a 2012 Communicator Award.
3. The UF Research and Academic Center at Lake Nona opens November 2012.

STUDENT AWARDS/ACHIEVEMENTS

1. Eleven students from the University of Florida won Fulbright awards for 2012-2013. This is the third time in last four years that UF has been recognized as a top producer of Fulbright Student Scholars.
2. Two University of Florida students have been named Goldwater Scholars for the 2012-2013 year by the Barry M. Goldwater Scholarship and Excellence in Education Foundation.
3. The University of Florida's chapter of the Public Relations Student Society of America was named the outstanding chapter in the nation at the 2011 F.H. Teahan National Chapter Awards ceremony last month.

Narrative

ACCESS TO AND PRODUCTION OF DEGREES

As of November 5, 2012, UF had received over 27,000 applications for entry to the freshman class in 2013-14. UF expects to enroll a freshman class of 6,400 in Fall 2013 with an additional cohort entering the Innovation Academy (IA) in January 2014.

The first IA cohort matriculates in January 2013. It will exceed 300 students, and the goal is to achieve a steady state admissions rate of 500 per year. It is notable that 2,225 students applied for admission to the January 2013 IA cohort. This year, we have already received over 3,700 applications for IA, so interest is growing. Students in IA will attend UF in residence in the Spring and Summer terms and have the option to choose a major in over 25 disciplines. At the same time, they will engage with a minor curriculum emphasizing innovation, entrepreneurship, and creativity. During the Fall terms when they are not studying in residence, IA students will have the opportunity to pursue study abroad, research experiences, and internships.

The credentials of the applicants are outstanding. As of November 2012, the Admissions Office has only sampled the GPAs and SATS of the applicants. Applicants' GPAs range between 3.7 and 4.3, while SAT scores range between 1650 and 1960.

Since UF admits a talented freshman class each year, we should expect these students to graduate in a timely fashion. **67% of UF's freshman cohort graduates in 4 years. 85% of the class graduates in 6 years.** These graduation rates are outstanding when compared with average graduation rates in the SUS, among AAU institutions, and among all 4-year public institutions.

UF also admits 2,800 transfer students each year, most of whom have received an AA degree from a Florida public community or state college. Over 82% of these students graduate by the end of their fourth year at UF.

UF is also providing increased access to its programs through online distance learning and typically enrolls five to six thousand students in these programs each year. UF joined *Coursera* this year. *Coursera* is an international startup that seeks to make course content available at low- or no-cost to people around the world. UF feels it is important to be on the cutting edge of this new development of Massive Open Online Courses (MOOCs), especially because they are a disruptive technology that may affect the business models of higher education. UF will make available five courses on their platform in 2013.

Affordability. UF's low tuition and generous student financial aid awards make a UF undergraduate education affordable. UF meets the financial aid needs of all undergraduate students who complete financial aid applications by the deadline. In 2011-12, 77% of undergraduates received a Bright Futures award, 30% arrived with Prepaid Tuition contracts, and 31% received Pell Grants. In addition, 38% of undergraduates either did not apply for student financial aid through the university or were determined to have no financial need.

Loan indebtedness statistics also suggest the relatively low financial burden borne by UF students. Only 41% of undergraduates graduated from UF with loan debt. (*Note: that statistic is based on FTICs and does not incorporate transfer students since we do not have complete records of loan debt they may have assumed before arriving at UF.)* Their average indebtedness upon graduation in 2011-12 stood at $19,636, while the national average was $26,600.

At the graduate level, UF offers Master degrees, Ph.D. degrees, and professional degrees and doctorates. Although the Ph.D. programs drive UF's reputation, UF's array of Master degree programs provide Florida residents the opportunity to enhance their skills and contribute at a professional level to the State workforce.

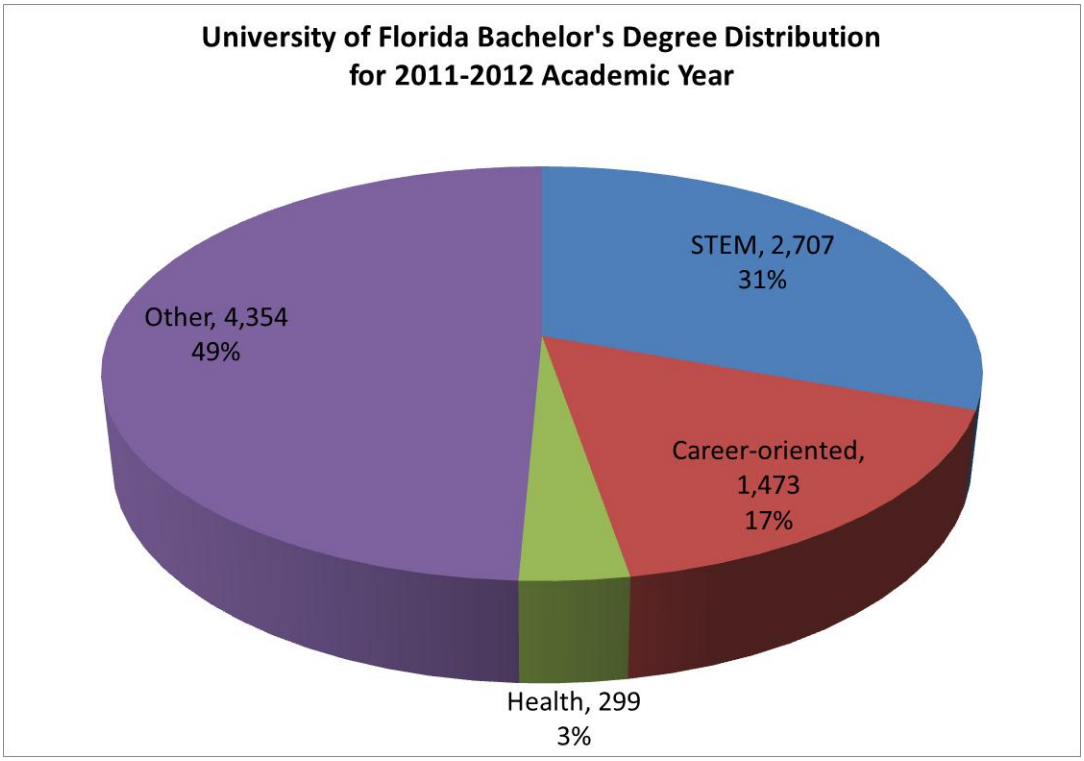
As a national research university, UF is a major player in graduate education. Last year, nearly 4,000 Master's degrees, over 900 Ph.D.s, and nearly 1,200 professional doctorates or medical professional degrees were awarded.

UF graduate programs are widely accessible through distance education.

MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

Undergraduate

UF responds to the critical need areas defined by the State, including STEM, the health sciences, teacher preparation, and other career-oriented fields, through undergraduate degree production and curricular and pedagogical development in these areas. Pie Chart 1 illustrates that over 50% of UF undergraduate degrees are in STEM, Health-related, and Career-oriented fields.

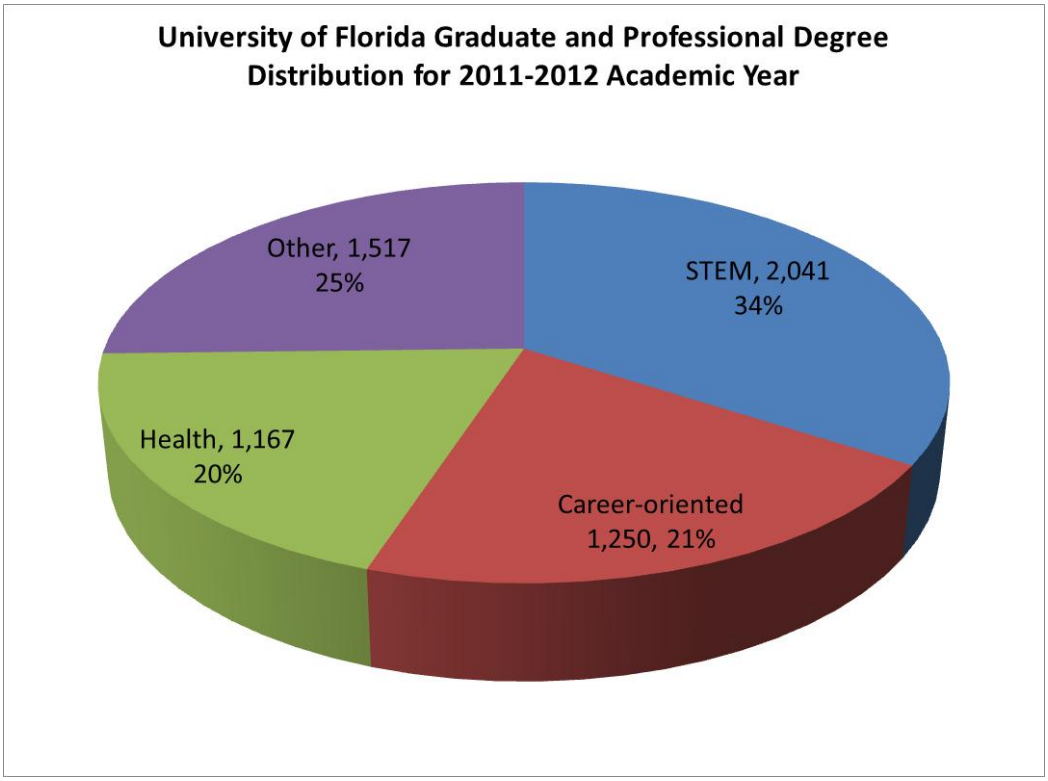


UF works continually to provide high quality education in these critical fields. UF is a national leader in the reformulation of undergraduate STEM education under the auspices of a Howard Hughes Medical Institute grant. Through UFTeach, UF is participating in an acknowledged best practice program to increase the production of high school science and mathematics teachers. UF also participates in the Association of Public and Land-Grant Universities' (APLU) Science and Mathematics Teacher Imperative (SMTI) program and a recent curricular initiative launched by AAU.

The **Innovation Academy** will foster an innovative and entrepreneurial mindset among undergraduates. Students in this program will choose among 25-30 majors buttressed with a minor in entrepreneurship, innovation and creativity. They will emerge understanding the practical implications of their major, how new intellectual property is carried to market, and how new enterprises arise. In partnership with UF's new Innovation Hub, Innovation Square, and an Innovation Dormitory, the Innovation Academy will provide students with capstone experiences in entrepreneurship and innovation. More detail on the Innovation Academy can be found at http://innovationacademy.aa.ufl.edu/

Graduate

Pie Chart 2 shows that 75% of all graduate and professional degrees are awarded in STEM disciplines, in health science disciplines, and in other career-oriented disciplines. UF produces a steady supply of highly-trained professionals whose special expertise is poised to advance the State's program of economic development. UF adjusts its graduate programs aggressively to meet critical needs of the State, to promote economic development, and to remain on the cutting edge of national and international concerns.



BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

In FY 12, UF was awarded over $640 million in external grants and contracts and received over $29 million in technology transfer income from licensing and startups, inventions, and intellectual property discovered at the university. UF consistently ranks among the top U.S. public institutions in terms of research expenditures.

UF research programs serve many purposes. They are critical to attracting and retaining businesses in the State and to the quality of undergraduate and graduate education. They support the statewide land-grant mission to improve the quality of life for citizens through outreach and education. They provide a

steady stream of new discoveries and intellectual property that spur vigorous economic development when coupled with effective tech-transfer and business incubator efforts.

As a comprehensive research university, UF has the breadth, capacity, and expertise to tackle the challenging scientific, social, and economic problems we all face. Here are some examples of major research thrusts under way:

- The health of the elderly is of particular concern in Florida, where almost 19 percent of the State's residents are older than 65. The **Institute on Aging** is developing a dynamic research plan that spans public health, health services, and behavioral, clinical and basic sciences. Its research focuses on mechanisms, etiology, prevention and rehabilitation of cognitive and physical disability to maximize the life potential of older adults. The Institute received a $73 million National Institutes of Health research grant in support of its research program.
- The **Emerging Pathogens Institute** fuses key disciplines to develop research, education, and outreach capabilities designed to prevent or contain new and re-emerging diseases.
- The **Clinical and Translational Science** Institute was founded in 2008 to improve human health by transforming the University's ability to conduct clinical and translational research and to speed the movement of new drugs and medical discoveries from laboratory bench to bedside. It is funded by multiple NIH grants.
- **The Nanoscience Institute for Medical and Engineering Technology** (NIMET) focuses and coordinates research and educational activities in nanoscale science and nanotechnology. It involves the research of over eighty faculty and staff in physics, chemistry, biology, medicine, engineering, and materials science.
- **The Florida Museum of Natural History** was named the national hub for the Advancing Digitization of Biological Collections Initiative by NSF with a $10 million grant.
- The **McKnight Brain Institute** and Departments of Neurosurgery, Neurology and Neuroscience are developing one of the best brain tumor research centers in the nation with a $10 million contribution from a donor. Investigators at the MBI also conduct research in brain and spinal cord injuries. Another important MBI program is on age-related brain disorders, including Alzheimer's disease, Parkinson's disease and stroke. These efforts are highly collaborative, involving multiple UF colleges, centers and institutes as well as other universities.
- The College of Pharmacy has a robust program of drug discovery, and has licensed several compounds that are in clinical trial. The college is establishing a **Center for Pharmacometrics Research** to study how to move new drugs quickly and safely to market.

These vignettes accompany impressive statistics. During the fiscal year 2011-12, UF faculty produced over 5,000 research proposals that resulted in more than 2,400 new external research awards supported by **$644** million in public and private funding. UF is also one of the dominant research enterprises nationally, ranking 14th in research and development expenditures among U.S. public 4- year universities in FY10 according to the most recent National Science Foundation Higher Education Research & Development report.

UF's external grants and contracts budget is a direct source of employment and economic stimulation in the State. In 2011, 10,746 people were employed either full-time or part-time on contracts and grants. If we convert this employment figure to full-time-equivalents, 4,744 FTE were employed in 2011.

Florida Innovation Hub. http://www.floridainnovationhub.ufl.edu is a 45,000 square foot facility that serves as a catalyst for startup companies. It provides them with the infrastructure, logistics and resources needed to run efficiently and effectively. The Innovation Hub is part of a 40-acre project with a

focus on research and high-tech companies dubbed Innovation square http://innovationsquare.ufl.edu a developing public-private partnership.

UF is seeding the next generation of entrepreneurs through its **Innovation Academy** and planned Innovation Dormitory. The Innovation Academy http://innovationacademy.aa.ufl.edu/ is a unique experiment in American higher education in which a cohort of 2,000 students will attend UF in Spring and summer terms to pursue one of 35 majors and a minor in entrepreneurship, innovation, and creativity. They will learn about and participate in new entrepreneurial activities and, with UF encouragement, initiate their own.

UF's **Satellite Research and Academic Center in Lake Nona** http://magazine.ufl.edu/2011/02/lake-nona/ will have its dedication in November 2012. This facility will promote research and collaboration between UF and the adjacent Sanford-Burnham Medical Research Institute. The center also will support UF's Institute on Aging and the UF College of Pharmacy.

MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

This year is the 150th anniversary of the Morrill Act, which created the nation's system of land-grant universities. UF is the state's major land-grant university and in that capacity has a unique role to play in meeting community and state needs through education, outreach and research.

Economic Impact. One important component of this imperative is a program to foster economic growth and prosperity in the State. UF has an overall economic impact of **$8.76 billion** annually and provides more than 106,000 jobs directly and indirectly. For a comprehensive review of UF's economic impacts on the State, please consult the brochure "The University of Florida Economic Impact 2009-10" at http://www.urel.ufl.edu/economicImpact/ and the comprehensive report "Economic Impacts of the University of Florida in 2009-10"

Cooperative Extension Service. Extension plays a vital role across the state. Extension programs educate people about sustainable agriculture and horticulture, community development, conservation and protection of our natural resources and the environment, food safety and nutrition, consumer finances, parenting skills, and youth development. Extension also educates Floridians to maintain a safe and affordable food supply, to combat pests and invasive species, and to apply best practices for using land wisely and sustainably. This past year, state and county faculty responded to more than 5 million citizen requests for help. Faculty responded with one-on-one consultations and group educational events, distributed more than 41,000 research-based materials, and used the Internet and other mass media to reach clientele. By recruiting and training volunteers, UF/IFAS Extension provides services to communities that ordinarily could not afford them.

UF Health Science Center. The UF Health Science Center and Shands HealthCare collaborate closely as UF&Shands, the University of Florida Academic Health Center. UF&Shands employs 19,000 faculty and staff. Patient care is at the heart of UF&Shands, where patients from every county in Florida receive treatment. Thirty percent are referred from outside UF's primary service area for highly specialized diagnostics and treatment. The UF&Shands campus in Gainesville has nationally recognized programs for neurosurgery, brain tumors, movement disorders, specialized care of the elderly, Type 1 diabetes, rare metabolic childhood disorders, heart, lung and bone marrow transplantation, heart valve diseases, stroke and addiction medicine. In Jacksonville, UF&Shands is nationally known for treatment of

developmental disabilities. It is also home to northeast Florida's Level 1 trauma center and the UF Proton Therapy Institute.

The College of Nursing places students and practicing faculty members in more than 30 counties in Florida. Most graduates work in Florida to address critical shortages in health care and nursing education. Most of the state's experts in specialized fields such as neonatal intensive care and nurse midwifery are UF graduates. The College has a particular focus on preparing nurses for practice in rural and underserved areas of the state.

The College of Pharmacy has students and faculty who practice and train in community and institutional settings in both metropolitan and rural areas across the state. Through its Statewide Network for Community Oral Health, the College of Dentistry improves access to dental care for Floridians. The college has become one of the largest providers of low-cost dental care in Florida, contributing nearly 10 percent of all indigent care to Floridians.

The College of Public Health and Health Professions, through six clinics, offers a range of specialized health care services including physical therapy, occupational therapy, speech and language therapy, audiology and clinical psychology.

The UF College of Veterinary Medicine, the only school of its kind in Florida, provides advanced care for companion animals as well for the equine, cattle and aquatic industries of the state. It also supports the State's wildlife resources and conducts environmental studies. The UF Veterinary Medical Center is a major veterinary referral center, treating more than 18,000 animals annually. Its new $58 million Small Animal Hospital includes a linear accelerator, cardiology catheterization laboratory and state-of-the-art diagnostic equipment, including MRI and CT.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS *(as outlined in University Work Plan)*

Graduation Rate. Following three years of rapid increase, the four-year graduation rate has stabilized at 67%.

Distance Education. UF continues to grow its stable of online degree programs. This year, gross revenues from distance education exceeded $70 million. UF joined the *Coursera* consortium and will initiate delivery of 5 Massive Open Online Courses (MOOCs) in 2013.

Improved Access through Innovation Academy. The first cohort of approximately 330 students is expected to enroll in January. Recruitment for the next entering class is underway with high applicant interest. This experiment was recently presented to a national audience at the APLU meeting and generated substantial interest.

Dedication of Lake Nona Research and Education Center. November 2012.

Completion of Capital Campaign. Supporters contributed over $1.7 billion during the capital campaign.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES AND EFFECTIVENESS

UF is highly efficient and cost effective. A comprehensive study of efficiency completed in September 2011 at the University of Texas, Austin concluded that UF is the most efficient public research university in the nation: see http://www.utexas.edu/news/attach/2011/campus/analysis_efficiency.pdf

UF has taken major steps to promote greater efficiency and cost effectiveness. Over the past three years, UF implemented a Responsibility-Centered Management (RCM) budgeting system. The system is intended to create incentives for entrepreneurial behavior at the unit level. Revenues from entrepreneurial activities are retained entirely by those units undertaking entrepreneurial risks. The activities must meet the strategic goals of the University. The RCM system distributes the State budget to the responsibility centers (primarily the colleges) via an algorithm driven primarily by student credit hour production and weighted cost of delivery. Colleges are responsible for paying all the bills they incur and services they use. As a consequence, colleges have a great incentive to generate additional revenue, to reduce costs, and to increase efficiencies.

UF has begun to implement a shared services model on the campus. The College of Liberal Arts and Sciences, the largest college on campus, has introduced this model with good results. UF is now engaged in a demonstration project to move IFAS to a shared services model.

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

PERSONNEL

Table 2A. Personnel Headcount

ENROLLMENT AND SPACE

Table 3A. Full-time Equivalent (FTE) Enrollment
Table 3B. Enrollment by Location
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. FTIC Graduation Rates (Full-time)
Table 4D. FTIC Graduation Rates (Full- and Part-time)
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. Undergraduate Instructional Faculty Compensation
Table 4N. Student/Faculty Ratio
Table 4O. Licensure/Certification Exam: Nursing (NCLEX)
Table 4P. Tuition Differential Fee

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
Table 6C. State University Research Commercialization Assistance Grants
Table 6D. 21st Century World Class Scholars Program

Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Recurring State Funds	$365,715,654	$322,790,445	$329,372,744	$282,072,644	$241,301,077
Non-Recurring State Funds	$19,152,571	$2,201,242	$5,570,794	$3,733,260	$0
Tuition	$189,871,839	$203,420,076	$225,575,994	$237,366,286	$250,351,802
Tuition Differential Fee	$2,092,456	$6,228,342	$12,908,185	$19,924,508	$27,548,030
Misc. Fees & Fines	$4,564,641	$4,543,364	$4,864,089	$4,037,039	$4,765,000
Phosphate Research Trust Fund	$0	$0	$0	$0	$0
Federal Stimulus Funds	$0	$26,088,317	$24,962,688	$0	$0
SUBTOTAL	**$581,397,161**	**$565,271,786**	**$603,254,494**	**$547,133,737**	**$523,965,909**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$96,356,349	$96,731,692	$101,526,159	$101,645,085	$94,269,050
Non-Recurring State Funds	$949,201	$0	$2,400,000	$0	$0
Tuition	$26,987,979	$29,391,013	$31,693,185	$35,433,164	$37,311,571
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$87,727	$87,874	$88,578	$0	$90,000
Phosphate Research Trust Fund	$13,744,423	$11,148,439	$13,367,628	$18,780,736	$17,045,216
Federal Stimulus Funds	$0	$7,266,066	$6,927,333	$0	$0
SUBTOTAL	**$138,125,679**	**$144,625,084**	**$156,002,883**	**$155,858,985**	**$148,715,837**
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Recurring State Funds	$129,273,382	$122,854,148	$132,455,375	$132,950,565	$136,563,650
Non-Recurring State Funds	$1,281,391	$0	$0	$0	$1,117,000
Tuition	$0	$0	$0	$0	$0
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$0	$0	$0	$0	$0
Phosphate Research Trust Fund	$14,830,589	$15,413,537	$16,781,718	$17,366,892	$18,702,732
Federal Stimulus Funds	$0	$8,978,531	$0	$0	$0
SUBTOTAL	**$145,385,362**	**$147,246,216**	**$149,237,093**	**$150,317,457**	**$156,383,382**
TOTAL	**$864,908,202**	**$857,143,086**	**$908,494,470**	**$853,310,179**	**$829,065,128**

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Instruction/Research	$375,048,646	$381,417,480	$399,617,022	$369,229,940	$379,055,194
Administration and Support Services	$37,484,551	$32,154,617	$37,183,216	$34,106,924	$39,316,994
PO&M	$47,121,156	$50,793,115	$47,425,494	$43,591,990	$34,986,262
Student Services	$22,941,151	$21,642,874	$23,998,630	$29,850,078	$28,379,908
Institutes and Research Centers	$13,711,745	$2,608,085	$2,842,260	$2,532,176	$3,061,134
Radio/TV	$1,277,308	$1,358,198	$1,242,180	$1,285,149	$884,456
Library/Audio Visual	$24,875,500	$24,956,772	$25,545,830	$24,695,285	$25,882,855
Museums and Galleries	$9,544,931	$9,219,304	$9,322,851	$9,632,067	$9,583,238
Agricultural Extension	$0	$0	$0	$0	$0
Intercollegiate Athletics	$424,697	$404,697	$404,697	$395,549	$384,462
Academic Infrastructure Support Org.	$0	$10,806,638	$10,594,177	$9,276,348	$496,740
SUBTOTAL	**$532,429,685**	**$535,361,780**	**$558,176,357**	**$524,595,506**	**$522,031,243**
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$69,217,179	$75,658,922	$97,731,524	$85,560,576	$76,255,289
Administration and Support Services	$15,239,365	$14,742,119	$8,398,086	$9,477,654	$14,210,191
PO&M	$30,669,772	$32,238,666	$31,195,289	$28,484,747	$37,158,275
Teaching Hospital & Allied Clinics	$15,753,373	$15,186,913	$16,431,794	$18,811,107	$18,601,999
Library/Audio Visual	$4,154,442	$3,533,958	$3,266,682	$3,362,235	$3,245,459
Student Services	$0	$0	$0	$0	$0
SUBTOTAL	**$135,034,131**	**$141,360,578**	**$157,023,375**	**$145,696,319**	**$149,471,213**
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Instruction/Research	$0	$0	$0	$0	$0
Institutes and Research Centers	$73,184,626	$71,486,103	$74,318,320	$73,235,066	$78,789,555
Agricultural Extension	$41,304,133	$39,716,740	$42,284,783	$41,409,931	$46,289,349
PO&M	$15,017,009	$16,950,590	$14,894,635	$14,289,202	$15,046,462
Administration and Support Services	$10,208,066	$6,782,382	$6,766,270	$7,185,500	$13,155,069
Student Services	$0	$0	$0	$0	$0
SUBTOTAL	**$139,713,834**	**$134,935,815**	**$138,264,008**	**$136,119,699**	**$153,280,435**
TOTAL	**$807,177,650**	**$811,658,173**	**$853,463,740**	**$806,411,524**	**$824,782,891**

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. Also, the table does not include expenditures from funds carried forward from previous years. 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 effectives; 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 Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). 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. 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 Estimates
Appropriated Funding per FTE					
General Revenue	$7,513	$6,528	$6,714	$5,565	$4,666
Lottery Funds	$751	$681	$837	$951	$701
Tuition & Fees	$4,310	$5,236	$6,060	$6,659	$7,180
Other Trust Funds	$0	$579	$563	$0	$0
Total	$12,575	$13,024	$14,173	$13,175	$12,546
Actual Funding per FTE					
Tuition & Fees	$4,220	$4,751	$5,486	$5,958	$6,287
Total	$12,484	$12,540	$13,599	$12,474	$11,654

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; (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected; and (5) estimated funding includes annual adjustments of risk management insurance premiums for the estimated year.

TABLE 1D. University Other Budget Entities

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Auxiliary Enterprises					
Revenues	$331,993,460	$319,287,205	$319,312,388	$318,156,810	$323,270,120
Expenditures	$289,886,408	$297,550,942	$322,039,187	$333,401,920	$337,625,695
Contracts & Grants					
Revenues	$1,116,344,763	$982,143,506	$1,045,444,092	$1,111,573,155	$1,139,444,874
Expenditures	$924,534,909	$978,332,287	$1,021,605,276	$1,075,100,893	$1,128,617,582
Local Funds					
Revenues	$505,477,553	$523,131,919	$559,745,623	$566,476,137	$539,173,269
Expenditures	$488,895,872	$523,597,165	$557,819,207	$552,152,515	$548,269,654
Faculty Practice Plans					
Revenues	$537,436,936	$573,451,089	$609,860,444	$631,069,417	$668,956,192
Expenditures	$534,283,559	$555,403,176	$592,026,926	$639,051,475	$673,211,549

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.

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2006-07	2007-08	2008-09	2009-10	2010-11
Endowment Value ($1000s)	$1,219,026	$1,250,603	$1,010,590	$1,104,573	$1,295,313
Gifts Received ($1000s)	$182,617	$206,835	$202,574	$182,741	$201,029
Percentage of Alumni Donors	17.2%	16.2%	14.7%	14.8%	14.3%

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.

Section 2 – Personnel

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

	2007	2008	2009	2010	2011
Full-time Faculty					
Tenured Faculty	1,965	1,899	1,885	1,847	1,850
Tenure-track Faculty	815	759	677	713	669
Non-Tenure Track Faculty	1,647	1,661	1,645	1,655	1,766
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Executive/Administrative	427	437	448	626	669
Other Professional	3,685	3,621	3,579	3,416	3,418
Non-Professional	4,483	4,369	4,214	4,266	4,310
FULL-TIME SUBTOTAL	**13,022**	**12,746**	**12,448**	**12,523**	**12,682**
Part-time Faculty					
Tenured Faculty	80	101	112	119	110
Tenure-track Faculty	22	16	22	22	18
Non-Tenure Track Faculty	638	598	648	684	727
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	4,440	4,473	4,403	4,480	4,354
Executive/Administrative	3	4	5	10	13
Other Professional	126	124	118	99	110
Non-Professional	105	83	71	68	56
PART-TIME SUBTOTAL	**5,414**	**5,399**	**5,379**	**5,482**	**5,388**
TOTAL	**18,436**	**18,145**	**17,827**	**18,005**	**18,070**

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 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. Executive/Administrative refers to all executive, administrative and managerial positions regardless of faculty status. Other Professional refers to support and service positions regardless of faculty status.

Section 3 – Enrollment

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

	2010-11		2011-12		2012-13	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	10,182	9,855	10,182	9,822	10,182	10,182
Upper	13,258	13,279	13,258	13,156	13,258	13,258
Grad I	3,824	2,483	3,824	2,329	2,798	2,798
Grad II	2,933	3,927	2,933	3,779	3,521	3,521
Total	**30,197**	**29,544**	**30,197**	**29,086**	**29,759**	**29,759**
NON-FLORIDA RESIDENTS						
Lower	.	294	.	330	.	346
Upper	.	418	.	389	.	436
Grad I	.	1,187	.	1,236	.	1,244
Grad II	.	1,828	.	1,856	.	1,936
Total	**4,049**	**3,727**	**4,049**	**3,810**	**4,049**	**3,962**
TOTAL FTE						
Lower	.	10,149	.	10,152	.	10,528
Upper	.	13,697	.	13,545	.	13,694
Grad I	.	3,670	.	3,564	.	4,042
Grad II	.	5,755	.	5,635	.	5,457
Total FTE	**34,246**	**33,271**	**34,246**	**32,896**	**33,808**	**33,721**
Total FTE *(US Definition)*	**45,661**	**44,361**	**45,661**	**43,861**	**45,077**	**44,961**
Headcount for Medical Doctorates						
Residents	1,162	1,185	1,166	1,200	1,166	1,178
Non-Residents	23	40	23	48	23	37
Total	1,185	1,225	1,189	1,248	1,189	1,215

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). Estimated enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment by Location

	2010-11 Actual	2011-12 Actual	2012-13 Estimated
MAIN CAMPUS			
Lower	9,000	8,696	8,440
Upper	11,131	11,034	10,742
Master's (Grad I)	3,109	3,055	2,987
Doctoral (Grad II)	4,462	4,445	3,838
TOTAL	**27,702**	**27,230**	**26,006**
SITE: *Jacksonville*			
Lower	0	0	0
Upper	0	0	0
Master's (Grad I)	24	25	27
Doctoral (Grad II)	235	243	251
TOTAL	258	268	278
SITE: *St. Petersburg*			
Lower	0	0	0
Upper	0	0	0
Master's (Grad I)	37	41	46
Doctoral (Grad II)	268	250	233
TOTAL	305	291	279
SITE: *Orlando*			
Lower	0	0	0
Upper	2	2	1
Master's (Grad I)	2	2	1
Doctoral (Grad II)	257	251	244
TOTAL	261	254	247
OTHER PHYSICAL LOCATIONS			
Lower	1,150	1,456	2,088
Upper	2,563	2,509	2,951
Master's (Grad I)	499	442	981
Doctoral (Grad II)	533	447	891
TOTAL	4,745	4,854	6,911
TOTAL			
Lower	10,149	10,152	10,528
Upper	13,697	13,545	13,694
Master's (Grad I)	3,670	3,565	4,042
Doctoral (Grad II)	5,755	5,635	5,457
TOTAL	**33,271**	**32,896**	**33,721**

Notes: "Site" refers to each distinct physical location that has or is planned to have more than 150 State-fundable FTE enrollments. 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, and 3C. See table 3C for details on Distance Learning.

Section 3 – Enrollment *(continued)*

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

[State-funded]

	2010-11	2011-12
TRADITIONAL		
LOWER-DIVISION	8,709	8,619
UPPER-DIVISION	11,449	11,103
MASTER'S (GRAD I)	3,143	3,132
DOCTORAL (GRAD II)	5,184	5,098
TOTAL	**28,484**	**27,953**
HYBRID		
LOWER-DIVISION	347	142
UPPER-DIVISION	169	331
MASTER'S (GRAD I)	85	65
DOCTORAL (GRAD II)	199	258
TOTAL	**800**	**796**
DISTANCE LEARNING		
LOWER-DIVISION	1,094	1,391
UPPER-DIVISION	2,079	2,110
MASTER'S (GRAD I)	442	367
DOCTORAL (GRAD II)	372	279
TOTAL	**3,987**	**4,148**
TOTAL		
LOWER-DIVISION	10,149	10,152
UPPER-DIVISION	13,697	13,545
MASTER'S (GRAD I)	3,670	3,564
DOCTORAL (GRAD II)	5,755	5,635
TOTAL	**33,271**	**32,896**

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). Total FTE are equal in tables 3A, 3B, and 3C.

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2011-12

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
International Studies	30.2001	Bachelor of Arts	06/10/11	Fall 2011	
Terminated Programs					
Insurance & Risk Mgmt	52.1701	Bachelor of Science	06/10/11	Summer 2011	
Inactive Programs					
Packaging Science	01.0401	Bachelor of Science		Fall 2011	
Real Estate	52.1501	Bachelor of Science		Summer 2011	
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, 2011 and May 4, 2012. 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. Retention Rates

Full-time FTIC Retained in the Second Fall Term at Same University

	2007-08	2008-09	2009-10	20010-11	2011-12 Preliminary
Cohort Size	6,442	6,394	6,301	6,381	6,420
% Retained	95%	96%	96%	95%	96%
% Retained *with GPA of 2.0 or higher*	94%	95%	94%	95%	95%

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. FTIC Six-Year Graduation Rates

for Full-Time, First-Time-in-College (FTIC) Undergraduate Students at Same University

Term of Entry	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Cohort Size	6,467	6,565	6,684	7,216	6,683
% Graduated	82%	82%	84%	84%	85%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
% Success Rate	*84%*	*84%*	*86%*	*86%*	*87%*

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

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Full- & Part-time Cohort	6,771	7,271	6,746	6,493	6,451
From Same University					
% Graduated	59%	58%	64%	65%	67%
% Still Enrolled	*30%*	*30%*	*26%*	*26%*	*24%*
From Other SUS University					
% Graduated	1%	1%	1%	1%	1%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	59%	59%	65%	65%	67%
% Still Enrolled	*32%*	*32%*	*28%*	*28%*	*26%*
% Success Rate	*92%*	*91%*	*92%*	*93%*	*93%*

6 – Year Rates	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Full- & Part-time Cohort	6,533	6,626	6,771	7,271	6,746
From Same University					
% Graduated	81%	82%	84%	83%	85%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From Other SUS University					
% Graduated	3%	3%	2%	3%	2%
% Still Enrolled	*2%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	85%	85%	86%	86%	87%
% Still Enrolled	*4%*	*4%*	*3%*	*3%*	*4%*
% Success Rate	*88%*	*89%*	*90%*	*89%*	*90%*

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	2006-08	2007-09	2008-10	2009-11	2010-12 Preliminary
Cohort	1,735	1,808	1,338	1,495	1,453
From Same University					
% Graduated	42%	43%	41%	49%	42%
% Still Enrolled	*49%*	*48%*	*51%*	*44%*	*51%*
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	42%	43%	41%	49%	42%
% Still Enrolled	*52%*	*51%*	*53%*	*46%*	*53%*
% Success Rate	*94%*	*94%*	*94%*	*95%*	*95%*

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Cohort	1,475	1,568	1,735	1,808	1,338
From Same University					
% Graduated	80%	81%	82%	83%	82%
% Still Enrolled	*4%*	*4%*	*4%*	*4%*	*4%*
From Other SUS University					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	*2%*	*1%*	*2%*	*2%*	*1%*
From State University System					
% Graduated	82%	83%	84%	84%	85%
% Still Enrolled	*6%*	*5%*	*6%*	*5%*	*5%*
% Success Rate	*88%*	*88%*	*90%*	*90%*	*90%*

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	2003-08	2004-09	2005-10	2006-11	2007- 12 Preliminary
Cohort Size	783	722	687	666	629
From Same University					
% Graduated	85%	85%	85%	85%	86%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From Other SUS University					
% Graduated	2%	3%	2%	3%	2%
% Still Enrolled	*0%*	*1%*	*0%*	*1%*	*1%*
From State University System					
% Graduated	88%	88%	88%	88%	88%
% Still Enrolled	*1%*	*1%*	*1%*	*2%*	*2%*
% Success Rate	*89%*	*89%*	*89%*	*90%*	*89%*

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

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	8,737	9,205	9,302	8,685	8,601

Notes: This is a count of baccalaureate degrees granted. 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.

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	2,141	2,341	2,512	2,481	2,707
Health Professions **only disciplines in critical need*	305	315	295	302	299
Security and Emergency Services	193	192	190	204	230
Globalization	823	874	883	855	804
Education **only disciplines in critical need*	24	29	30	25	25
SUBTOTAL	**3,486**	**3,751**	**3,910**	**3,867**	**4,065**
Percent of ALL Baccalaureate Degrees	*39%*	*40%*	*41%*	*43%*	*46%*

Notes: This is a count of baccalaureate majors for 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).

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2007-08	2008-09	2009-10	2010-11	2011-12
Non-Hispanic Black					
Number of Degrees	683	687	771	859	753
Percentage of Degrees	8%	8%	9%	10%	9%
Hispanic					
Number of Degrees	1,074	1,220	1,384	1,368	1,439
Percentage of Degrees	13%	14%	16%	17%	18%
Pell-Grant Recipients					
Number of Degrees	2,406	2,526	2,818	2,909	3,283
Percentage of Degrees	28%	28%	31%	34%	39%

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. The number of degrees awarded to Pell recipients in 2010-11 is significantly higher in this year's report than last year's report due to a timing issue of when financial aid data is updated.

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2007-08	2008-09	2009-10	2010-11	2011-12
FTIC	70%	71%	69%	70%	71%
AA Transfers	79%	78%	78%	79%	77%
Other Transfers	78%	81%	73%	64%	76%
TOTAL	**73%**	**74%**	**71%**	**72%**	**72%**

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.

TABLE 4K. Undergraduate Course Offerings

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of Course Sections	3,377	3,210	3,114	4,028	3,413
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	61%	60%	60%	66%	65%
30 to 49 Students	19%	18%	19%	19%	17%
50 to 99 Students	10%	12%	12%	9%	10%
100 or More Students	10%	11%	10%	7%	8%

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 Faculty

	2007-08	2008-09	2009-10	2010-11	2011-12
Faculty	63%	64%	56%	65%	63%
Adjunct Faculty	5%	7%	7%	8%	10%
Graduate Students	21%	21%	30%	23%	23%
Other Instructors	11%	8%	6%	5%	4%

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

TABLE 4M. Undergraduate Instructional Faculty Compensation

	2007-08	2008-09	2009-10	2010-11	2011-12
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	$95,435	$95,901	$102,617	$105,997	$112,611

Note: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

TABLE 4N. Student/Faculty Ratio

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ratio	21.7	20.3	20.4	20.5	20.5

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.

Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Professional Licensure/Certification Exams

Nursing: *National Council Licensure Examination for Registered Nurses*

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	181	168	194	182	146
Pass Rate	97%	95%	98%	97%	99%
National Benchmark	86%	88%	90%	89%	89%

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.

TABLE 4P. Tuition Differential Fee (TDF)

	2010-11	2011-12	2012-13 Projected
TDF Revenues Generated	$12,908,185	$19,924,508	$27,548,030
Students Receiving TDF Funded Award	1,403	1,368	n/a
Value of TDF Funded Award	$2,766	$4,361	n/a
Florida Student Assistance Grant (FSAG) Eligible Students			
Number of Eligible Students	3,472	4,501	n/a
Number Receiving a TDF Waiver	0	0	n/a
Value of TDF Waivers	$0	$0	n/a

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. 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 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2011-12

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						
None						
Terminated Programs						
None						
Inactive Programs						
Biochemistry	26.021	Research Doctorate		Summer 2011		
New Programs Considered By University But Not Approved						

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, 2011 and May 4, 2012. 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

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	**5,507**	**5,648**	**5,989**	**6,075**	**5,949**
Masters and Specialist	3,400	3,620	3,862	3,948	3,995
Research Doctoral	675	664	771	774	713
Professional Doctoral	1,432	1,364	1,356	1,353	1,241
a) Medicine	*115*	*124*	*130*	*127*	*134*
b) Law	*488*	*424*	*377*	*410*	*334*
c) Pharmacy	*492*	*474*	*483*	*484*	*461*

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	1,569	1,711	1,946	1,949	2,041
Health Professions **only disciplines in critical need*	1,270	1,247	1,309	1,197	1,167
Security and Emergency Services	9	10	8	9	9
Globalization	119	107	134	132	127
Education **only disciplines in critical need*	102	116	97	102	81
SUBTOTAL	**3,069**	**3,191**	**3,494**	**3,389**	**3,425**
Percent of All Graduate Degrees	*56%*	*56%*	*58%*	*55%*	*57%*

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. Degree counts include first and second majors. *This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2008	2009	2010	2011	2012
Examinees	414	365	347	354	306
Pass Rate	89%	84%	86%	89%	90%
*State Benchmark**	*84%*	*79%*	*79%*	*82%*	*81%*

Note*: excludes non-Florida schools.

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

	2008	2009	2010	2011	2012
Examinees	129	128	129	134	137
Pass Rate	98%	97%	98%	99%	98%
National Benchmark	*93%*	*93%*	*91%*	*94%*	*96%*

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	117	123	136	111	129
Pass Rate	100%	99%	99%	99%	98%
National Benchmark	*96%*	*96%*	*97%*	*97%*	*98%*

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	115	123	133	39	124
Pass Rate	99%	98%	99%	100%	100%
National Benchmark	*97%*	*97%*	*97%*	*97%*	*97%*

Veterinary Medicine: *North American Veterinary Licensing Exam*

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	83	84	89	87	82
Pass Rate	95%	91%	97%	100%	98%
National Benchmark	*92%*	*93%*	*96%*	*98%*	*96%*

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs

Pharmacy: *North American Pharmacist Licensure Exam*

	2007	2008	2009	2010	2011
Examinees	300	294	302	297	286
Pass Rate	99%	99%	98%	97%	97%
National Benchmark	95%	97%	97%	94%	96%

Dentistry: *National Dental Board Exam (Part 1)*

	2007	2008	2009	2010	2011
Examinees	82	82	77	85	80
Pass Rate	99%	98%	100%	100%	100%
National Benchmark	97%	93%	95%	94%	96%

Dentistry: *National Dental Board Exam (Part 2)*

	2007	2008	2009	2010	2011
Examinees	83	82	81	81	84
Pass Rate	100%	98%	89%	99%	99%
National Benchmark	94%	95%	87%	94%	95%

Physical Therapy: *National Physical Therapy Examinations*

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	83	86	99	141	153
Pass Rate	81%	89%	95%	91%	93%
National Benchmark	*86%*	*86%*	*87%*	*87%*	*89%*

Occupational Therapy: *National Board for Certification in Occupational Therapy Exam*

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	102	134	134	135	133
Pass Rate	97%	99%	94%	92%	90%
National Benchmark	*85%*	*86%*	*83%*	*82%*	*81%*

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test. *The DPT Program in Physical Therapy graduated its first class in 2007 with 10 graduates that year. The numbers prior to 2007 reflect MPT students.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2006-07	2007-08	2008-09	2009-10	2010-11
R&D Expenditures					
Total ($ 1,000s)	$635,956	$632,681	$644,241	$681,548	$739,931
Federally Funded ($ 1,000s)	$247,722	$240,367	$242,964	$279,649	$306,349
Percent Funded From External Sources	55%	55%	57%	49%	49%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$227,371	$227,582	$242,378	$266,022	$289,036
Technology Transfer					
Invention Disclosures	327	299	304	295	322
U.S. Patents Issued	77	53	73	59	86
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	29	20	29	25	34
Licenses/ Options Executed	74	75	115	92	131
Licensing Income Received ($)	$48,035,273	$52,252,469	$53,880,476	$29,235,006	$29,493,522
Number of Start-Up Companies	9	14	10	9	12

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:	Regenerative Health Biotechnology	**Cumulative** (since inception to June 2012)	**Fiscal Year 2011-12**
Year Created:	2003		
Research Effectiveness *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.*			
Number of Competitive Grants Applied For		149	38
Value of Competitive Grants Applied For *($)*		$ 44,845,808	$ 13,962,904
Number of Competitive Grants Received		97	15
Value of Competitive Grants Received *($)*		$ 23,037,122	$ 3,835,074
Total Research Expenditures *($)*		$ 27,220,320	$ 5,663,212
Number of Publications in Refereed Journals From Center Research		160	28
Number of Invention Disclosures		2	2
Number of Licenses/Options Executed		6	1
Licensing Income Received *($)*		$ 120,956	$73,241
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		161	40
Collaborations with Private Industry		261	27
Collaborations with K-12 Education Systems/Schools		243	84
Undergraduate and Graduate Students Supported with Center Funds		308	12
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		3	1
Jobs Created By Start-Up Companies Associated with the Center		268	17
Specialized Industry Training and Education		132	81
Private-sector Resources Used to Support the Center's Operations		70	13
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Regenerative Health Biotechnology

Narrative Comments [Most Recent Year]:

Established in 2003 with launch of operations in 2006, the University of Florida's Center of Excellence for Regenerative Health Biotechnology (CERHB, http://cerhb.ufl.edu/) is a biomedical translational research support center with the mission to stimulate promising research and facilitate first-in-man studies leading to commercialization of technologies that will provide treatments for human diseases, as well as create new companies and high-wage jobs. Expertise, training programs, and drug manufacturing services are provided to the biotechnology industry and to biomedical research institutions. Our 23,500ft2 GMP Manufacturing facility was designed, built-out, outfitted, commissioned, and validated (called Florida Biologix®, http://www.floridabiologix.ufl.com/) utilizing state and federal funding (funded by US Dept. of Commerce EDA). Drug products made in this facility are suitable for pre-clinical, and Phase I and II human clinical trials. Client sponsors currently include Florida companies, multi-national and foreign companies, domestic private and public companies, and the NIH. The CERHB Education Center (http://cerhb.ufl.edu/education_index.html) was established as a state resource. Hands-on curricula were developed in Industrial Biotechnology at the College and High School levels including student and teacher training (funded by NSF). In anticipation of these new course offerings, the CERHB submitted a 3-year curriculum in industrial biotechnology to the Florida DOE, this curriculum was approved for CTE and Science credit in December 2006 and offered for the first time in the Fall of 2007 and over 850 students in 16 schools (12 school districts) now take the courses, with first graduates in May 2010. Teacher and student credentialing exams were created and are administered by UF CERHB. In addition, hands-on curricula in Industrial Biotechnology were developed (funded in-part by WorkForce Florida), and additional courses continue to be developed, for entry-level and incumbent workers throughout the state. An Advisory Council has been assembled comprised of leaders from industry, workforce boards, and economic development agencies from across the state. Industry focus groups, a needs assessment, and surveys have been conducted to determine the current and future needs of companies from around the state. Courses were offered for the first time in 2007, and now over 445 students have graduated. Combined classroom and wet lab training leads to industry-recognized certificates. The CERHB has established an extensive support and participation network of over 85 partners including companies, Research Institutes, Professional Societies, Industry Organizations, Chambers of Commerce, materials and equipment suppliers, Business Development Boards, Community Colleges, school districts, and Regional Workforce Boards. These partners are motivated to work with CERHB to implement the programs and services statewide, nationally, and internationally. In 2011- 2012, CERHB expanded its capabilities for drug development services. New and continuing research grants were awarded from domestic and international sources. CERHB also expanded the reach of the education programs, with higher visibility, increased enrollments, more school districts offering the curriculum, education at all levels (high-school, college, university, and professional), and international collaboration.

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

TABLE 6B. Centers of Excellence

Name of Center:	FISE Energy Technology Incubator	Cumulative (since inception to June 2012)	Fiscal Year 2011-12
Year Created:	2007		
Research Effectiveness *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.*			
Number of Competitive Grants Applied For		304	52
Value of Competitive Grants Applied For *($)*		$659M	$51,217,529
Number of Competitive Grants Received		426	40
Value of Competitive Grants Received *($)*		$76,312,795	$13,556,718
Total Research Expenditures *($)*		$45.17M	$5,681,950
Number of Publications in Refereed Journals From Center Research		779	89
Number of Invention Disclosures		38	3
Number of Licenses/Options Executed		3	0
Licensing Income Received *($)*		$60K	0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		148	27
Collaborations with Private Industry		138	18
Collaborations with K-12 Education Systems/Schools		N/A	N/A
Undergraduate and Graduate Students Supported with Center Funds		502	69
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		9	0
Jobs Created By Start-Up Companies Associated with the Center		107	0
Specialized Industry Training and Education		32	4
Private-sector Resources Used to Support the Center's Operations		N/A	N/A
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	FISE Energy Technology Incubator

Narrative Comments [Most Recent Year]:

The FISE Energy Technology Incubator serves as an umbrella Center for a number of energy-related research activities across the university. The Interim Director is Dr. Jennifer Curtis, who also serves as the Associate Dean for Research and Facilities in the College of Engineering. The FISE Energy Technology Incubator Center of Excellence includes two coordinated operations, namely the Prototype Development & Demonstration Laboratory and the Florida Center for Renewable Chemicals and Fuels. Last year, the operation of the Prototype Development & Demonstration Laboratory experimental user facility was transitioned into the Major Analytical Instrumentation Center (MAIC), which is a Service Center with pre-existing infrastructure to manage user facilities. In addition, FISE funding that was used to renovate the space housing the Prototype Development & Demonstration Laboratory experimental user facility, also was leveraged to additionally house the $1.5million Wintek-funded project “Bipolar transistor driven OLED displays” (PI: Franky So, MSE). The Florida Center for Renewable Chemicals and Fuels continues to function under the leadership of Dr. Lonnie Ingram. The FISE Energy Technology Incubator remains one of few state-of-the-art facilities in Florida for rapid prototyping of energy technology and related devices. Despite the ongoing economic downturn, companies are continuing to visit the FISE laboratories and are actively seeking funding for projects there.

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

TABLE 6B. Centers of Excellence

Name of Center:	Center for Nano-Bio Sensors (CNBS)	Cumulative (since inception to June 2012)	Fiscal Year 2011-12
Year Created:	2007		
Research Effectiveness *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.*			
Number of Competitive Grants Applied For		106	7
Value of Competitive Grants Applied For *($)*		$110,416,030	$822,114
Number of Competitive Grants Received		51	6
Value of Competitive Grants Received *($)*		$22,456,352	$672,143
Total Research Expenditures *($)*		$3,796,643	$56,950
Number of Publications in Refereed Journals From Center Research		149	9
Number of Invention Disclosures		59	1
Number of Licenses/Options Executed		7	0
Licensing Income Received *($)*			
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		11	0
Collaborations with Private Industry		8	1
Collaborations with K-12 Education Systems/Schools		5	0
Undergraduate and Graduate Students Supported with Center Funds		10/36	0/1
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		3	0
Jobs Created By Start-Up Companies Associated with the Center		54	1
Specialized Industry Training and Education		5	0
Private-sector Resources Used to Support the Center's Operations		~$37.4M	~$14.4M
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center for Nano-Bio Sensors (CNBS)

Narrative Comments [Most Recent Year]:

The Center for Nano-Bio sensors (CNBS) at the University of Florida was formed in 2007 to invest strategic resources on the development and commercialization of a number of promising nano-bio technologies that focus on applications in medical diagnostics and homeland security. The operation and success of CNBS is based on a comprehensive model that includes several foci:

- Leverage: Seed funding from CNBS is markedly enhancing the ability of researchers to seek leveraging funding from a number of state, federal and private sources. CNBS sponsorship has facilitated funding success for CNBS researchers of about 43% (funded vs. solicited) during FY 11-12.
- Multidisciplinary and Interdisciplinary Teams Promoting Enabling Synergy. The CNBS structure promotes for faculty and researchers to team up to develop inventions and technologies.
- Research Effectiveness: CNBS sponsored technologies are based on strong intellectual property platforms that would facilitate commercialization. In the current fiscal year, 1 invention disclosure was made and a team of researchers are collaborating with a small company (NanoHygienix) to develop antimicrobial coatings for reduction of infections in healthcare and assisted living facilities and has led to a supplemental award from NSF (Accelerating Innovation Research) and a pending SBIR proposal.
- Economic Development Effectiveness. CNBS continues to promote, facilitate, and enhance the growth of 3 startup companies in Florida (Banyan Biomarkers, Xhale Inc., and Xhale Innovations Inc.). CNBS has also aided in the creation and maintenance of over 50 positions in the State of Florida during the life of the Center, and has facilitated the acquisition of approximately $37M in venture capital and other investments for companies associated with CNBS.

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

TABLE 6C. State University Research Commercialization Assistance Grants

Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
Phase I Grants			
Phase II Grants			
Mtechnology for Improved Energy Efficiency; Emerald Endeavors, Inc	2010	$80,000	$68,400
CureFAKtor	2008	$75,000	$75,000
Phase III Grants			
ID-Cap; eTech LLC	2010	$175,000	$175,000
NanoPhotonica	2010	$175,000	$175,000
Audigence	2008	$184,293	$184,293
Sharklet	2008	$250,000	$250,000
Total for all SURCAG Grants		**$939,293**	**$927,693**

Narrative Comments: For each project, provide a brief update on (1) the project's progress towards completing its key milestones/deliverables; and (2) the project's return on investment for the university and state.

Phase II Grants

Emerald Endeavors, Inc.

Emerald Endeavors has met half of their first milestone to Complete development of prototype consisting of integrated gas sensor and controls technology and test in a relevant energy related system (e.g., gas turbine) to extract information about improvements in energy efficiency and reduced pollution. Gain market insight by comparing technology with currently available products. The return on investment is Emerald Endeavors has hired 10 people into the company.

CureFAKtor

The company has been unresponsive to requests for information. To the best of our knowledge the company is still in operation in Buffalo, NY.

Phase III Grants

ID-Cap; eTech LLC

eTect Milestone status is as follows:
- Custom ID-Cap microchip [Completed June 2011]
- Biocompatible substrate, antenna and gastrointestinal sensor [Baseline design completed June 2011, revisions in process]
- ID-Cap reader [In process, initial prototype scheduled for complete 11/11]
- Medication Adherence Improvement Software [not started]
- In-vitro testing [Completed]
- In-vivo animal testing [no longer needed and canceled, replaced with human trial starting November 2011]
- Report detailing results as part of submission to Institutional Review Board for approval to utilize ID-Cap in a human clinical trial
- Stability testing [Completed July 2011]
- Dissolution testing [Completed February 2011]
- Manufacturing integration [in process, planned completion mid 2012] First in Human Clinical Study
- 30 healthy volunteers given a placebo enabled with ID-Cap tag [scheduled for March 2012]
- Report on any adverse reactions to the ID-Cap tag
- Document communications reliability and performance

The return on investment is that eTect has hired 7 people into the company.

	As of 6/30/11/	Funding received between 7/1/11 to 6/30/12	Total current funding
Private Funds	600,000	1,100,000	1,700,000
Public Funds	1,100,000	300,000	1,400,000

	# of Positions as of 6/30/11	# of Positions added 7/1/11 - 6/30/12	Total positions to date
Full-time Employees	4	0	4
Part-time Employees	5	4	9

NanoPhotonica

The SURCAG grant enabled NanoPhotonica to successfully achieve its commercialization milestones over a 12 month period. Development of prototypes that demonstrated the capabilities of our technology, engagements with complimentary technology vendors and relationships with users of the technology (device manufacturers and service providers) resulted in joint developments with major customers that are advancing toward mass production. The return on investment is the company has hired 3 people into the company. In addition, NanoPhotonica raised capital in the $1M -$1.5M range from private and state sources, among them SURCAG. SURCAG was instrumental to NanoPhotonica because it was “early money” that provide the runway to quickly engage/win large customers. NanoPhotonica will have 10 employees by EOY, and expects to grow to 25-35 by the end of 2012.

Audigence

The company itself is inactive. The patents have been transferred to another larger company that may further develop the technology.

	# of Positions as of 6/30/11	# of Positions added 7/1/11 - 6/30/12	Total positions to date
Full-time Employees	0	0	0
Part-time Employees	0	0	0

	As of 6/30/11/	Funding received between 7/1/11 to 6/30/12	Total current funding
Private Funds	4,000,000		
Public Funds	-		

Sharklet

Sharklet signed a license agreement with Cook Medical to bring their first medical device, a urinary catheter, to market in 2013. Sharklet initiated multiple development agreements with large companies to develop additional medical devices and consumer goods, and earned two additional SBIR phase 1 grants for development of an Endotracheal tube and a central venous catheter. Sharklet is projecting to reach profitability in 2013.

	# of Positions as of 6/30/11	# of Positions added 7/1/11 - 6/30/12	Total positions to date
Full-time Employees	7	1	8
Part-time Employees	1	1	2

	As of 6/30/11/	Funding received between 7/1/11 to 6/30/12	Total current funding
Private Funds	2,700,000	400,000	3,200,000
Public Funds (source: FL Hi Tech Corridor, SBIR)	1,600,000	213,000	1,813,000

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

TABLE 6D. 21st Century World Class Scholars Program

World Class Scholar(s)	Scholar's Field	Grant Amount Awarded *(Thousand $) State Dollars Only*	Report the cumulative activity since each scholar's award.		
			External Research Awards *(Thousand $)*	Patent Filed / Issued	Licensing Revenues Generated *($)*
Linda Bartoshuk	Behavioral Neuroscience	$3,000	$3,221	0	
Kirk Conrad	Functional Genomics	$1,000	$2,839	11	
Martin Glicksman	Materials Science and Engineering	$1,000	$200	0	
Grant McFadden	Molecular Genetics - Microbiology	$1,000	$5,221	2	$3,000
Scott Perry	Materials Science and Engineering	$1,000	$2,279	0	
Johannes Vieweg	Genetic and Cellular Immunology	$1,000	*$6,425	11	
TOTAL		**$ 8,000**	**$ 20,185**	**24**	**$ 3,000**

For the most recent year of reporting, please provide a brief paragraph on the teaching, research, and service activities of each 21st Century World Class Scholar.

Note*: The External Research Award dollars for Johannes Vieweg are lower this year due to UF now counting only competitive grants received from this year onwards. This results in residency training dollars from Shands not being counted towards any particular individual, since they go to the department chair. In the past years, the house staff allocation from Shands was included in the totals for Dr. Vieweg.

Linda Bartoshuk

Prof. Linda M Bartoshuk (Community Dentistry and Behavioral Sciences, College of Dentistry) is a member of the UF Center for Smell and Taste as well as the UF Plant Innovation Program (PIP) in the Institute of Food and Agricultural Studies (IFAS). Prof. Bartoshuk lectures on the sense of taste in courses in the College of Dentistry and in the Food Science Department of IFAS; she mentors students in neuroscience and food science. Prof. Bartoshuk lectures nationally (most recently at the Culinary Institute of America) as well as locally (e.g., Rotary Club of Gainesville, Oak Hammock Retirement Community). Her recent research focused on disorders of taste led to the discovery that middle ear infections and tonsillectomies damage taste leading to central changes in the perception of foods; high fat foods become more palatable leading to weight gain. Most recently, she has collaborated with other members of PIP in a study aimed at enhancing the palatability of tomatoes as well as other fruit. This led her to discover that some volatiles in fruit can enhance the perception of sweetness in the brain; this may lead to a new way to naturally sweeten foods/beverages thus reducing the intake of sugars as well as artificial sweeteners. This discovery resulted in a patent application by UF. She recently was awarded the John P. McGovern Award in Behavioral Sciences by AAAS. She continues to be a member of the Board on Behavioral, Cognitive and Sensory Sciences (BBCSS), which oversees NRC reports on the behavioral sciences for the NAS. She was featured in a series sponsored by the Association for Psychological Science, "Inside the Psychologist's Studio" (http://www.psychologicalscience.org/index.php/video/inside-the-psychologists-studio-linda-bartoshuk.html#.UJEpZGI27F8) and videos of some of her lectures are available on YouTube.

Kirk Conrad

My major assignment is Medical Research. In this regard, my major accomplishment this past year was winning a Program Project Grant from the National Institute of Child Health and Human Development (PO1 HD065647) titled "Corpus Luteal Contribution to Maternal Pregnancy Physiology and Outcomes in ART", of which I am Program Director. The winning of this grant culminated 3-4 years of intensive planning and coordination resulting in the award of $4,600,756 (Direct Costs) to the University of Florida over a 5-year period. Because Indirect Costs are approximately 48%, the Total Award to the University of Florida is approximately $6.5 million. More importantly, this award is Translational in nature, and founded on my previous 25 years of preclinical research.

Another major accomplishment is that my preclinical research conducted over the past 15 years on the study of the vasodilatory mechanisms of normal pregnancy served as major scientific motivation for successful phase 2 and promising 3 trials of the pregnancy hormone relaxin in the treatment of acute heart failure. The Phase 3 trial just finished Fall 2012 (Novartis). We predicted that given the beneficial attributes of relaxin which we discovered that it would be a useful therapeutic in heart failure. This is very gratifying indeed, because as a Physician Scientist, my ultimate goal is to improve human health.

From the standpoint of teaching, I have a considerable commitment. In particular I am interested in nurturing and mentoring undergraduate minority students to become Physician Scientists, and in particular, in the discipline of Perinatal Medicine. The US needs Physician Scientists to replenish the ranks of this dying breed, in order to maintain intellectual, competitive and economic primacy over the rest of the world, which is rapidly catching up. This is the only arena in which I am "nationalistic", i.e., US intellectual capital and the paramount need above all else for the US government (e.g., NIH), Shands and the University of Florida to massively increase their investment in it beginning now.

My major "service" is serving as Secretary Treasurer for the Society of Gynecologic Investigation (2011-14), and as expert reviewer of NIH and other grants, and of numerous manuscripts submitted for publication to various journals.

Martin Glicksman

For the reporting period requested, July 2011 through July 30 2012, I have been appointed as a Research Professor (20% FTE) in the College of Engineering at the University of Florida (UF), and by agreement between both universities, as the Allen S. Henry Chair and University Professor (60% FTE) at the Florida Institute of Technology (FIT), Melbourne.

These joint appointments at UF and FIT permitted my teaching in the spring semester 2012, in the Mechanical & Aerospace Engineering Department, the new course, "Materials Considerations in Mechanical Engineering", MEA-5490, and continuing my research affiliation and contact with the Materials Science & Engineering Department, UF. I supervised to completion the Ph.D. Program of Dr. Sonalika Goyal, MSE Department, UF, who graduated in August 2011.

I authored a new major textbook in my research field of casting of metals and technical crystal growth, which is dedicated to the Materials Science & Engineering Department, College of Engineering, at UF: **"***Principles of Solidification"*, [ISBN 978-1-4419-7343-6], Springer USA, (2011). This 550 pp textbook acknowledges the valuable and timely support provided by Florida's 21st Century Distinguished Scholar Program, and UF's College of Engineering. This new textbook very much owes its existence to the 21st Scholar Program, and should be brought to the attention of the Board of Governors as an example of scholarly work within the Florida university system that benefited greatly from this state program.

Published research papers over the reporting period under joint affiliation with UF and FIT:

• B.A. Pletcher, K.G. Wang, and **M.E. Glicksman, "**Experimental, computational and theoretical studies of δ' phase coarsening in Al-Li ", *Acta Mat.,* **vol 60 (**2012*)* pp. 5803-5817*.*

• **M.E. Glicksman, "**Mechanism of Dendritic Branching", *Met. & Mat. Trans*. A, **43 A**, (2012) pp.391-404.

• **M.E. Glicksman,** "Capillary-mediated dendritic branching, *IOP Conf. Series:* Mat. Sci. & Engr. **33**, (2012) doi:10.1088/1757-899X/33/1/012097

• **M.E. Glicksman,** "Melting Kinetics in Microgravity", *Journal of Physics*, Conf. Series 327 012001, Proc. of the 4th International Conference on Physical Science in Space, Bonn-Bad Godesburg, Germany 2011.

Honors & Awards for the reporting period:

I was elected Chair, Materials Engineering Section, National Academy of Engineering, Washington, DC, for the period June 30, 2011 through June 30, 2012.

I was invited as a speaker at the 2011 Gordon Research Conference on Physical Metallurgy: "Deterministic Origin of Side Branching", held at Stonehill College, Easton, MA, August 2011.

I was selected to present the 89th Edward DeMille Campbell Memorial Lecture, ASM International, "*Mechanism of Dendritic Branching*" at the 2011 Materials Science & Technology Meeting, Columbus, OH, October 2011.

I was invited by the Deutsche Gesellschaft für Materialkunde e.v., to present the keynote lecture, "Capillary-Mediated Interface Energy Fields: Deterministic Dendritic Branching", at the Materials Science and Engineering Conference, honoring Prof. G. Gottstein, Darmstadt, Germany, September 2012.

I was the honoree at the 3-day symposium: "Solidification, Crystal Growth and Microstructural Correlation with Properties of Materials: To Celebrate 75th Birthday of Prof. Martin E. Glicksman", 2012 Materials Science & Technology Meeting, Pittsburgh, PA, October 2012.

Grant McFadden

In 2011-12, Dr. McFadden published 20 papers and reviews in peer reviewed journals. He is currently the recipient of 4 research grants (two from NCI, one from NIAID, and one from the Bankhead Coley Foundation). Two other NIH R01 grant applications are in the process of submission/review (one of which just recently scored in the top 4% of the panel that considered the application). He continues to fulfill his teaching assignments and currently mentors numerous undergraduate/graduate students and postdoctoral fellows at UF. Dr. McFadden was recently awarded a UF Research Foundation Professorship Award and was just appointed Chair of an NIH Study Section (Virology B). He serves on several University of Florida Faculty committees, as well as at the National and International levels. He is on the Editorial Board of 9 international scientific journals, and holds the position of Deputy Editor-in-Chief of PLoS Pathogens and senior editor of Journal of Virology. Dr. McFadden presented approximately two dozen invited research seminars at various Universities and Institutions, or at various scientific meetings. One patent, based on Dr. McFadden's research was filed in the past year to UF, and this patent (to develop myxoma virus to improve stem cell transplantation therapies for cancer) has been licensed to a biotech company called DNAtrix.

Scott Perry

Prof. Scott S. Perry of the Materials Science and Engineering Department continued to lead the department in terms of student teaching evaluations, delivering courses at the sophomore and senior level during this calendar year. Prof. Perry played a leadership role in mentoring two new faculty through the coordination of the course "Introduction to Materials Science and Engineering" to insure consistent coverage and testing over all sections being taught, as well as developing classroom demonstrations illustrative of materials principles. At the senior course level, Prof. Perry introduced a new course that guided graduating Materials majors through the process of developing an emerging materials technology into a hypothetical product. The course addressed topics of technical materials engineering, business model planning, marketing, ethics, and presentation development. Prof. Perry continued his research activities in the field of Interfacial Materials Science, focusing on the development of nanoscopic approaches to the measurement of materials properties. For example, work employing atomic force microscopy established that the macroscopic wear of interfacial materials can be expressed in terms of individual atomic events exhibiting an activated behavior. In terms of service, Prof. Perry chaired the department's inaugural safety committee, organizing a student-focused safety month involving peer review of safety practices and laboratories. Prof. Perry also chaired the departments student academic affairs petition committee during this time.

Johannes Vieweg

Thank you for the opportunity to update the Florida Board of Governors on my activities as a 21st Century World Class Scholar.

As inaugural Chairman of the University of Florida Department of Urology, I coordinate all Urologic service lines within the Shands network and the neighboring Veterans Administration Hospital. My duties include the oversight of fiscal performance, clinical quality and safety initiatives, strategic planning and business development for all urology service lines, as well as the education curriculum for our Urologic Residency Program. I presently manage 24 faculty, 45 staff members, and an annual departmental budget of approximately $20.6 million. Over the past three years, I have recruited 16 outstanding faculty members, including a new Division Chief of Pediatric Urology. The Department's clinical, research and educational programs are internationally recognized and, according to the U.S. News and World Report's 2010 national rankings, has moved up from unranked to #20 over the past 6 years. In addition to administrative duties and research commitments, I am an active surgeon focused on the surgical treatment of malignant and benign prostate disease. To support continued departmental growth, I have raised more than $13 million in philanthropic funds over the past 6 years, including a single gift of $4 million; and have launched a successful alumni program (former urology faculty, fellows and residents) that has since been modeled by several urologic training programs across the country.

In the research domain, I serve as the Executive Director of the University of Florida Prostate Disease Center. The UFPDC is the only interdisciplinary research program of its kind in the State of Florida and adjacent states, conducting cutting-edge basic and clinical research for discovery of advanced treatment methods for patients with malignant and benign urologic diseases. My vision and leadership in programmatic organization and recruiting

have facilitated the exploitation of many interdisciplinary research initiatives for the Center, as well as for collaborating programs. As a result, within three years, NIH funding in Urology has moved from being unranked to #18 in the nation. Most recently, the Center was recognized by the State of Florida legislature, with the passage of a bill charging the Center with the statewide coordination of prostate cancer outreach, research and education (HB137; SB414). In this context, I have assembled a state-wide prostate cancer taskforce that, with the assistance of the Florida Department of Health, is working on an Action Plan to enhance funding and awareness for prostate cancer research and education.

As reflected in my curriculum vitae, I have a long history of service as a conference presenter and grant reviewer at numerous NIH study sections, as well as the DOD Prostate Cancer Panel. I also serve as Editor-in-Chief for Current Opinion in Urology and Section Editor for Urologic Oncology. Through contacts nurtured over time, I have formed strong alliances within the NIH and the NCI and have been a frequent invitee to NCI-sponsored translational research conferences such as SPORE planning conferences and other strategic planning meetings. In July 2010, I was appointed Chair of Research by the American Urological Association (AUA) and am responsible for working to advance research progress across the entire spectrum of urologic disease, increasing and diversifying funding opportunities, and serving as a liaison with external organizations such as the NIH and its institutes, as well as with other federal agencies such as the VA and the Department of Defense.