2012-13

Annual Accountability Report

UNIVERSITY OF FLORIDA

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

BOT APPROVED 12-06-2013

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Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change
TOTAL	50,086	100%	-4%
White	28,102	56%	-14%
Hispanic	7,506	15%	25%
Black	3,488	7%	-19%
Other	10,990	22%	22%
Full-Time	42,868	86%	-4%
Part-Time	7,218	14%	0%
Undergraduate	32,038	64%	-7%
Graduate	16,332	33%	3%
Unclassified	1,716	3%	3%

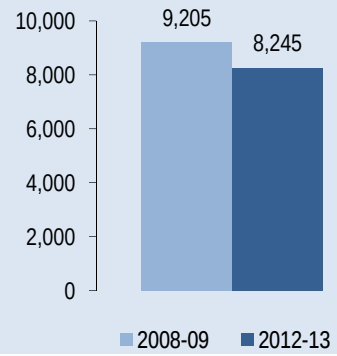
Degree Programs Offered	
TOTAL *(as of Spring 2013)*	317
Baccalaureate	95
Master's & Specialists	132
Research Doctorate	80
Professional Doctorate	10

Faculty (Fall 2012)	Full-Time	Part-Time
TOTAL	4,243	841
Tenure & Ten. Track	2,430	63
Non-Tenured Faculty	1,813	778

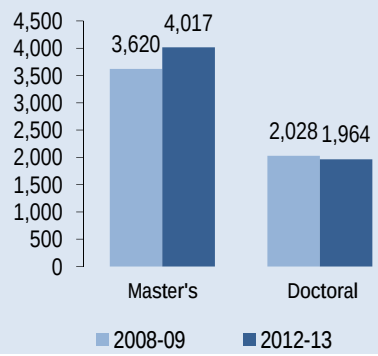
2012 Carnegie Classifications	
Basic:	Research Universities (very high research activity)
Undergraduate Instructional Program:	Balanced arts & sciences, professions, high graduate
Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Size and Setting:	Large four-year, primarily residential
Community Engagement:	n/a

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

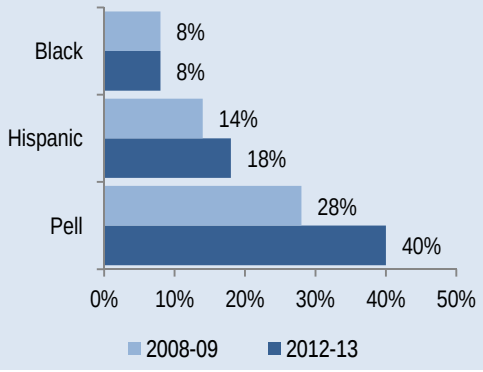
Bachelor's Degrees Awarded



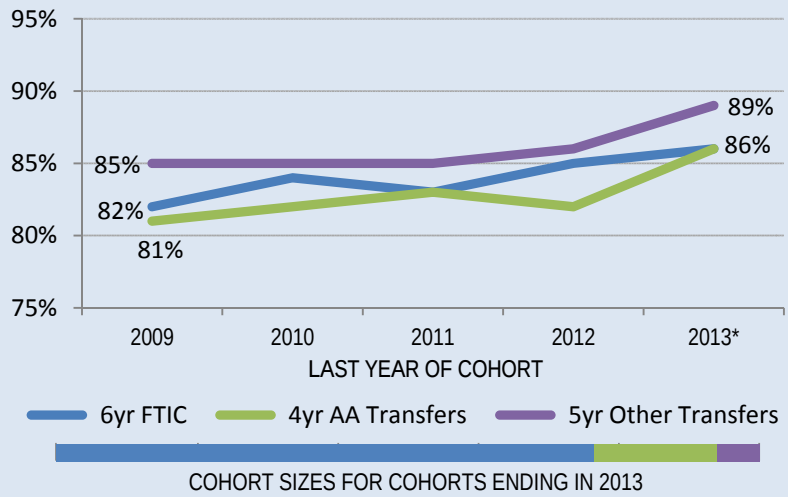
Graduate Degrees Awarded



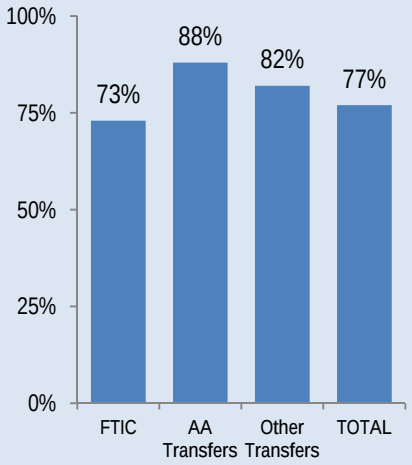
Bachelor's Degrees by Group



Graduation Rates by Student Type



2012-13 Bachelor's Degrees Without Excess Hours



* Based on 2013 preliminary data

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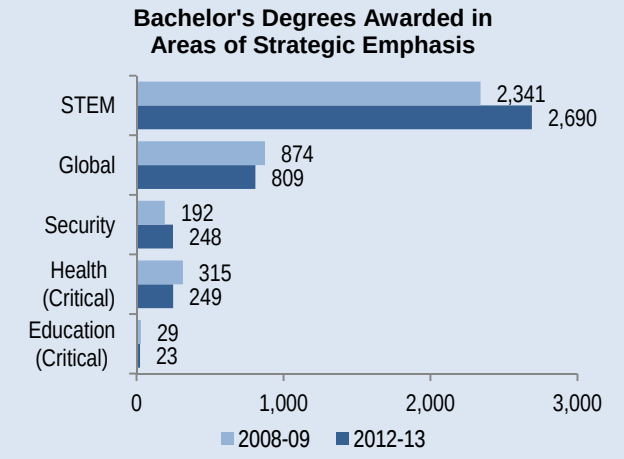
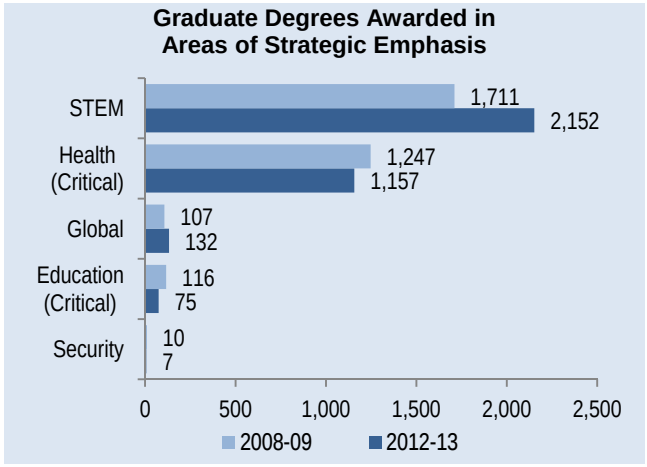
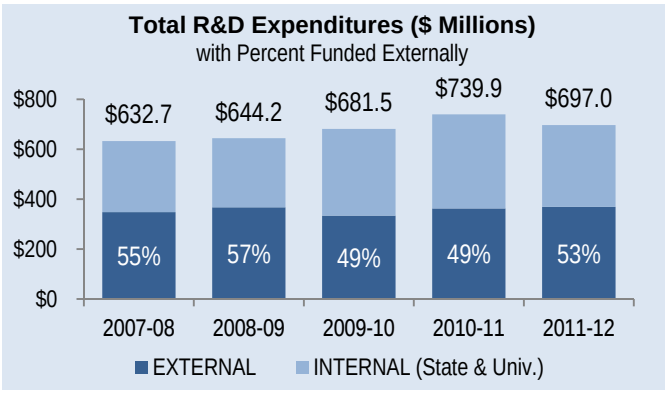
Dashboard

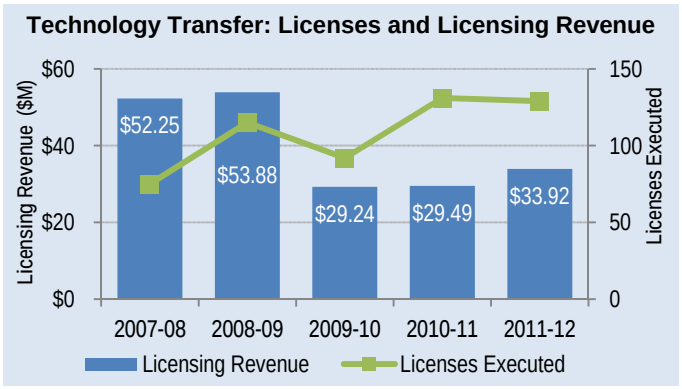
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



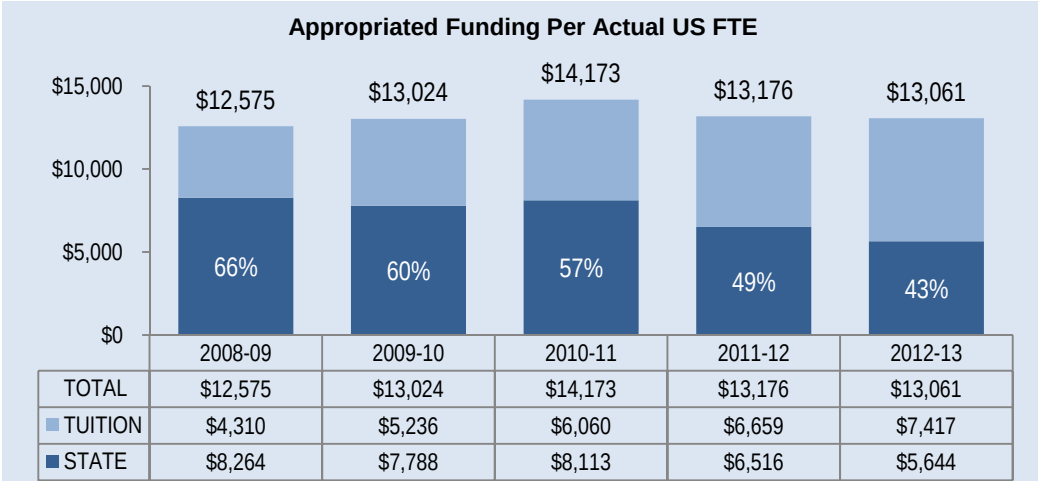


RESEARCH AND COMMERCIALIZATION ACTIVITY





RESOURCES



	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	$12,575	$13,024	$14,173	$13,176	$13,061
TUITION	$4,310	$5,236	$6,060	$6,659	$7,417
STATE	$8,264	$7,788	$8,113	$6,516	$5,644

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

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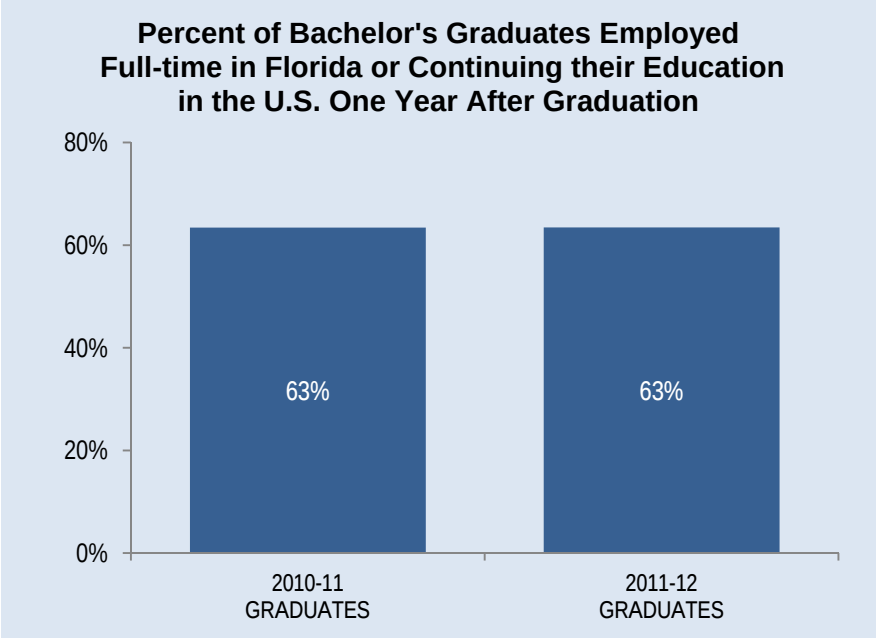
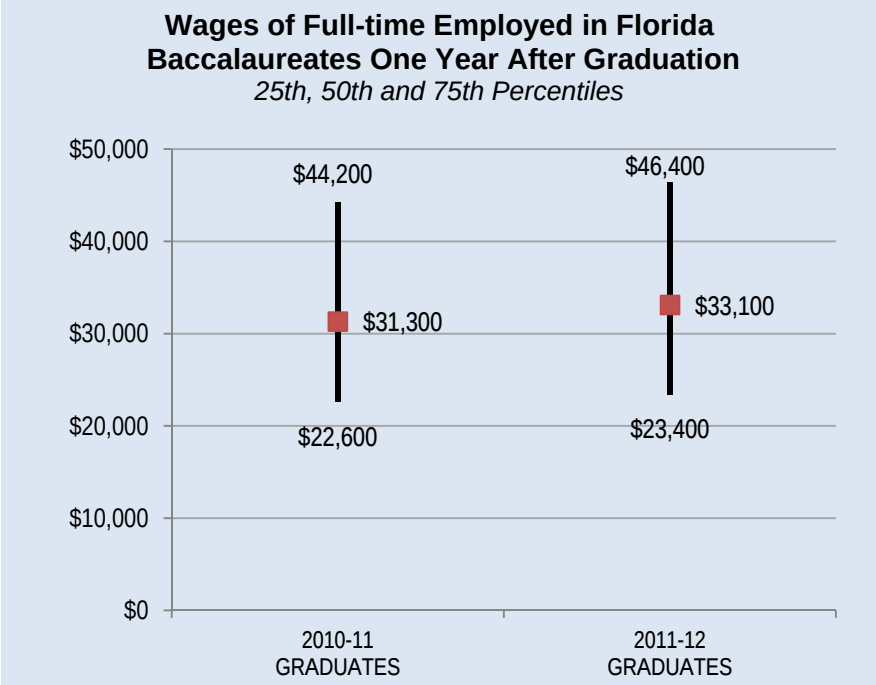
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 89% and 82% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data excludes graduates who were enrolled, regardless of their earnings. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 31% and 31% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.

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Key Achievements (2012 –2013)

STUDENT AWARDS/ACHIEVEMENTS

1. Doctoral students Natali Di Russo and Francisca Leal awarded Howard Hughes Medical Institute International Student Research Fellowships for 2013-14.
2. Four UF students won Fulbright awards for 2013-14.
3. The UF team captured the inaugural Southeastern Conference MBA Case Competition in April 2013, beating teams from the other 13 SEC member universities.

FACULTY AWARDS/ACHIEVEMENTS

1. Linda Bartoshuk was honored with the William James Lifetime Achievement Award, the Association for Psychological Science's highest honor.
2. Robert Holt and Michael Moseley were elected to the American Academy of Arts & Sciences.
3. Kelly Jordan was awarded an "Oscar of Innovation" in this year's R&D 100 Awards by R&D Magazine for development of one of the top 100 technology products of the year – "High Flux Neutron Source" beam instruments.

PROGRAM AWARDS/ACHIEVEMENTS

1. The UF Marching Band won the 2013 Sudler Trophy, described by an L.A. Times reporter as "the Heisman Trophy of the collegiate band world".
2. UF Preview Orientation Advising was selected by the National Academic Advising Association as an Outstanding Institutional Advising Program Award winner.
3. The National Ecological Observatory Network (NEON) launched deployment of major research and monitoring infrastructure at Ordway-Swisher Biological Station, the first of 20 sites to be deployed nationwide to monitor the continent's environment over a 30-year period.
4. The Thomas S. Johnson Master of Science in Entrepreneurship Program (MSE) at the Warrington College of Business Administration received the 2013 United States Association for Small Business and Entrepreneurship (USASBE) National Model Graduate Entrepreneurship Program award.

RESEARCH AWARDS/ACHIEVEMENTS

1. UF created HiPerGator, the fastest supercomputer in Florida, and this ranked UF #10 for fastest supercomputer among American public universities.
2. UF received an $8M award from the National Nuclear Security Administration to conduct high-performance computing simulations to address some of the world's most complex problems
3. Per a recent report from NSF, UF moved from 14th to 12th in national ranking of research and development spending at the top 30 public universities in 2011.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UF's Sid Martin Biotechnology Incubator was named the 2013 Incubator of the Year by the National Business Incubation Association.
2. UF ranked fourth nationally last year in the number of new business startups, following MIT, the entire University of California system, and the entire University of Texas system.
3. The Florida Agricultural Experiment Station released 66 new varieties of plants, fruits & vegetables, including several rootstocks that appear to be tolerant of citrus greening disease.

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Narrative

Teaching and Learning

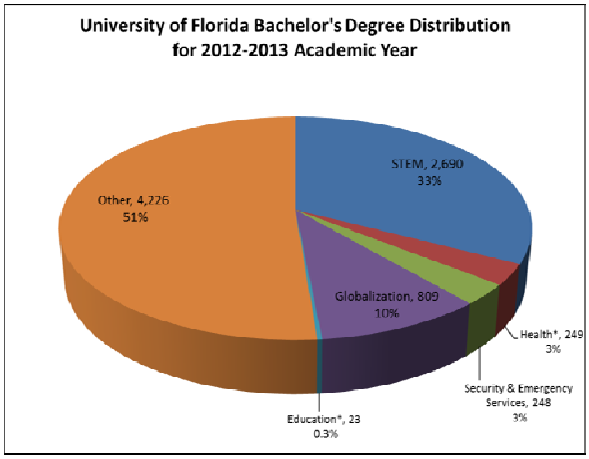
STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

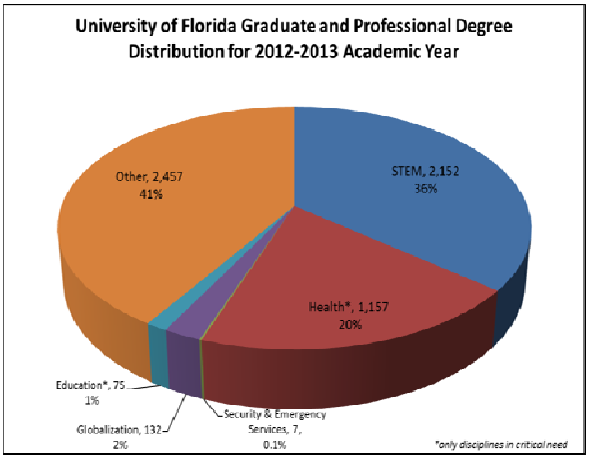
1. UF initiated a systematic review of doctoral education in 2011-12, culminating in a report by a committee of distinguished professors in Summer 2012 and discussions among deans, chairs and faculty in Fall 2012. In Summer 2013, UF subscribed to Academic Analytics, which provides quantitative assessments of scholarly productivity in Ph.D. programs and departments.
2. Academic year 2012-13 was the first year in which UF's first core course ("The Good Life") was required of all freshmen. With the passage of SB 1076, UF has authority to require up to 12 credits of a signature core course experience. The administration and the faculty are discussing the development of this program now.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

1. UF is steadily increasing the 4- and 6-year graduation rates of full-time students. The most recent 4-year graduation rate (for students who began Fall 2008) is 67%, up almost 2 percentage points from the previous year. The most recent 6-year graduation rate (for students who began Fall 2006) is 84.97%, up 1.3% from the previous year.
2. UF is increasing degree productivity primarily through online learning. UF has a burgeoning program at graduate and professional levels. With the passage of SB 1076, UF is creating UF Online to provide high quality, fully online, 4-year baccalaureate degree programs. Seven of these programs will be available January 1, 2014.

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





Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

1. Immediately following passage of SB 1076, UF solicited proposals from deans and directors for investment of the $15M preeminence funds into hiring new faculty in select research areas. The goal is to strengthen selected research areas, increase their prominence, and attract additional external research dollars.
2. To improve its research infrastructure, UF created the HiPerGator supercomputer. The machine is remarkably fast and powerful, so UF leaped from unranked in supercomputer speed to #10 among U.S. public universities for supercomputer speed.
3. The first class of students completed their freshman year in UF's Innovation Academy. Students in IA have a choice of over 25 majors and also follow a minor curriculum emphasizing innovation, entrepreneurship, and creativity.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

1. UF continues to develop the programs at its Innovation Hub and plans for an additional high-tech incubator and a student residential dormitory emphasizing entrepreneurship.
2. UF's tech transfer initiatives have been remarkably successful. The Sid Martin Biotechnology Incubator was named the 2013 Incubator of the Year by the National Business Incubation Association. UF ranked fourth nationally last year in the number of new business startups, following MIT, the entire University of California system, and the entire University of Texas system.
3. UF continues to attract industry to Gainesville and the state. In Spring 2013, Mobiquity, a leading professional services firm, selected Gainesville as the site for its expansion and will add 260 jobs over the next three years. Driven by significant company growth and industry demand for its mobile app development expertise, Mobiquity selected Gainesville as the perfect location to expand, leveraging the engineering talent at the University of Florida and in the broader community. Similarly, leading integrated retailer Sears Holdings Corp. selected Gainesville in Spring 2013, to establish its first "Center of Excellence," which will provide University of Florida engineering undergraduates a first-of-its-kind opportunity to land internships centered on software development while keeping talent local. The Council for Economic Outreach and UF partnered to bring this program from Sears Holdings, a Fortune 65 company, to Gainesville.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

1. In May 2013, UF became the first university to fully connect to the Internet2 Innovation Platform's three components, an achievement that will transform research at UF and provide a national model for research computing. The move will allow UF researchers to share enormous amounts of data at ultrahigh speeds in collaborations with scientists worldwide.
2. Per a recent report from NSF, UF moved from 14th to 12th in national ranking of research and development spending at top 30 public universities in 2011. UF's total sponsored research funding in fiscal year 2012-13 was $640,652,962.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

1. The UF Research and Academic Center at Lake Nona officially opened in November 2012. The $53 million roughly 106,000-square-foot facility extends UF's presence into the greater Orlando area through the following colleges, institutes and centers: College of Pharmacy, College of Medicine, Center for Pharmacometrics and Systems Pharmacology, Institute for Therapeutic Innovation, Institute on Aging, and the Clinical and Translational Science Institute. The center's proximity to the Sanford-Burnham Medical Research Institute, Nemours Children's Hospital and other health care organizations within the Lake Nona medical city complex and the wider Orlando area will foster collaboration that stimulates innovative approaches to research and patient care.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

1. In November 2012, the Florida Innovation Hub at UF launched "The Hatchery," a new incubator program to help aspiring entrepreneurs fine-tune concepts for technology-based businesses and turn these ideas into startup companies. Budding entrepreneurs gain round-the-clock access to a collaborative working environment, where they can benefit from educational seminars, networking opportunities and personalized advice from experts.
2. In July 2012, The University of Florida became the only university in the state and among only 10 universities in the region to receive a five-year federal grant to promote the formation of technology startup companies based on university research discoveries. The U.S. Department of Commerce's Economic Development Administration awarded $645,000, matched by the university over the next five years, to UF Tech Connect through its University Center Economic Development Program. UF Tech Connect, an EDA University Center housed in the UF Office of Technology Licensing at the Florida Innovation Hub, assists in commercializing university research discoveries by helping create startup companies. During fiscal year 2011-12, UF Tech Connect client companies created 230 new jobs and generated $180 million in private investment. The grant will allow the program to continue this work.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

1. In 2012-13, Mindtree began to bring a planned 400 jobs to Gainesville over the next five years.
2. Leading integrated retailer Sears Holdings Corp. is establishing its first "Center of Excellence," which will provide University of Florida engineering undergraduates a first-of-its-kind opportunity to land internships centered on software development while keeping talent local.
3. Mobiquity will add 260 jobs in Gainesville over the next three years.
4. The Thomas S. Johnson Master of Science in Entrepreneurship Program (MSE) at the Hough Graduate School of Business at the Warrington College of Business Administration received the 2013 United States Association for Small Business and Entrepreneurship (USASBE) National Model Graduate Entrepreneurship Program award.
5. The Thomas S. Johnson Master of Science in Entrepreneurship Program (MSE) at the Hough Graduate School of Business at the Warrington College of Business Administration was recognized by the Global Consortium of Entrepreneurship Centers (GCEC) with the "2012 Excellence in Specialty Entrepreneurship Education" award.

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RESEARCH & ECONOMIC DEVELOPMENT

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
MAIN OPERATIONS					
Recurring State Funds	$322,790,445	$329,372,744	$282,072,644	$278,338,117	$318,938,716
Non-Recurring State Funds	$2,201,242	$5,570,794	$3,733,260	-$36,460,787	$14,799,000
Tuition	$203,420,076	$225,575,994	$237,366,286	$254,750,464	$256,023,414
Tuition Differential Fee	$6,228,342	$12,908,185	$19,924,508	$27,899,543	$28,483,687
Misc. Fees & Fines	$4,543,364	$4,864,089	$4,037,039	$7,694,619	$3,850,000
Phosphate Research TF	$0	$0	$0	$0	$0
Federal Stimulus Funds	$26,088,317	$24,962,688	$0	$0	$0
SUBTOTAL	$565,271,786	$603,254,494	$547,133,737	$532,221,956	$622,094,817
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$96,731,692	$101,526,159	$101,645,085	$94,360,878	$106,507,219
Non-Recurring State Funds	$0	$2,400,000	$0	$0	$1,250,000
Tuition	$29,391,013	$31,693,185	$35,433,164	$37,469,368	$38,470,955
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$87,874	$88,578	$0	$0	$0
Phosphate Research TF	$11,148,439	$13,367,628	$18,780,736	$23,304,902	$22,184,471
Federal Stimulus Funds	$7,266,066	$6,927,333	$0	$0	$0
SUBTOTAL	$144,625,084	$156,002,883	$155,858,985	$155,135,148	$168,412,645
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Recurring State Funds	$122,854,148	$132,455,375	$132,950,565	$136,741,897	$142,623,548
Non-Recurring State Funds	$0	$0	$0	$1,117,000	$0
Tuition	$0	$0	$0	$0	$0
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$0	$0	$0	$0	$0
Phosphate Research TF	$15,413,537	$16,781,718	$17,366,892	$16,526,296	$15,151,860
Federal Stimulus Funds	$8,978,531	$0	$0	$0	$0
SUBTOTAL	$147,246,216	$149,237,093	$150,317,457	$154,385,193	$157,775,408
TOTAL	$857,143,086	$908,494,470	$853,310,179	$841,742,297	$948,282,870

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring $300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. Non-Recurring State Funds: State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. Tuition: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. Tuition Differential Fee: Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. Miscellaneous Fees & Fines: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. Phosphate Research Trust Fund: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. Federal Stimulus Funds: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
MAIN OPERATIONS					
Instruction/Research	$381,417,480	$399,617,022	$369,229,940	$396,457,031	$429,893,271
Administration and Support	$32,154,617	$37,183,216	$34,106,924	$36,055,368	$81,489,289
PO&M	$50,793,115	$47,425,494	$43,591,990	$36,757,488	$37,675,852
Student Services	$21,642,874	$23,998,630	$29,850,078	$30,896,111	$31,846,770
Library/Audio Visual	$24,956,772	$25,545,830	$24,695,285	$25,960,911	$26,141,511
Other	$24,396,922	$24,406,165	$23,121,289	$16,508,484	$14,426,488
TOTAL	$535,361,780	$558,176,357	$524,595,506	$542,635,393	$621,473,181
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$75,658,922	$97,731,524	$85,560,576	$82,495,438	$88,553,503
Administration and Support	$14,742,119	$8,398,086	$9,477,654	$13,443,683	$15,550,992
PO&M	$32,238,666	$31,195,289	$28,484,747	$34,523,759	$29,321,038
Library/Audio Visual	$3,533,958	$3,266,682	$3,362,235	$3,344,081	$3,835,652
Teaching Hospital & Clinics	$15,186,913	$16,431,794	$18,811,107	$18,222,133	$30,886,676
Student Services, and Other	$0	$0	$0	$0	$0
TOTAL	$141,360,578	$157,023,375	$145,696,319	$152,029,094	$168,147,861
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Instruction/Research	$0	$0	$0	$0	$0
Administration and Support	$6,782,382	$6,766,270	$7,185,500	$10,856,182	$17,900,240
PO&M	$16,950,590	$14,894,635	$14,289,202	$15,905,754	$15,140,544
Student Services	$0	$0	$0	$0	$0
Agricultural Extension	$39,716,740	$42,284,783	$41,409,931	$41,783,184	$46,938,935
Institutes & Centers, Other	$71,486,103	$74,318,320	$73,235,066	$74,878,235	$78,814,060
TOTAL	$134,935,815	$138,264,008	$136,119,699	$143,423,355	$158,793,779
TOTAL	$811,658,173	$853,463,740	$806,411,524	$838,087,842	$948,414,821

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A. Note**: Estimated year amounts are from FY 2013-14 appropriations only and do not include anticipated expenditures from university carry-forward funds.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional 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. Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Other: includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	$7,513	$6,528	$6,714	$5,565	$4,920
Lottery Funds	$751	$681	$837	$951	$724
Tuition & Fees	$4,310	$5,236	$6,060	$6,659	$7,417
Other Trust Funds	$0	$579	$563	$0	$0
TOTAL	$12,575	$13,024	$14,173	$13,176	$13,061
Actual Funding per FTE					
Tuition & Fees	$4,220	$4,751	$5,486	$5,958	$6,671
TOTAL	$12,484	$12,540	$13,599	$12,474	$12,315

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

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
Auxiliary Enterprises					
Revenues	$319,287,205	$319,312,388	$318,156,810	$338,263,665	$325,214,203
Expenditures	$297,550,942	$322,039,187	$333,401,920	$332,646,864	$322,250,842
Contracts & Grants					
Revenues	$982,143,506	$1,045,444,092	$1,111,573,155	$1,146,883,041	$998,945,417
Expenditures	$978,332,287	$1,021,605,276	$1,075,100,893	$1,092,573,367	$1,111,243,974
Local Funds					
Revenues	$523,131,919	$559,745,623	$566,476,137	$562,640,244	$515,956,042
Expenditures	$523,597,165	$557,819,207	$552,152,515	$561,772,973	$558,348,469
Faculty Practice Plans					
Revenues	$573,451,089	$609,860,444	$631,069,417	$686,956,090	$678,473,319
Expenditures	$555,403,176	$592,026,926	$639,051,475	$690,656,156	$681,132,768

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

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2008-09	2009-10	2010-11	2011-12	2012-13
Endowment Value ($1000s)	$1,010,590	$1,104,573	$1,295,313	$1,263,277	$1,359,643
Gifts Received ($1000s)	$202,574	$182,741	$201,029	$173,385	$210,951
Percentage of Alumni Donors	14.7%	14.8%	14.3%	13.2%	12.9%

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

TABLE 1F. Tuition Differential Fees (TDF)

	2010-11	2011-12	2012-13
TDF Revenues Generated	$12,908,185	$19,924,508	$27,899,543
Students Receiving TDF Funded Award	1,403	1,368	1,315
Total Value of TDF Funded Financial Aid Awards	$2,766	$4,361	$6,384
Florida Student Assistance Grant (FSAG) Eligible Students			
Number of Eligible Students	3,472	4,501	3,668
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	$0	$0	$0

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

Section 2 – Personnel

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

	2008	2009	2010	2011	2012
Full-time Employees					
Tenured Faculty	1,899	1,885	1,847	1,850	1,838
Tenure-track Faculty	759	677	713	669	592
Non-Tenure Track Faculty	1,661	1,645	1,655	1,766	1,813
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	8,427	8,241	8,308	8,397	8,493
FULL-TIME SUBTOTAL	**12,746**	**12,448**	**12,523**	**12,682**	**12,736**
Part-time Employees					
Tenured Faculty	101	112	119	110	47
Tenure-track Faculty	16	22	22	18	16
Non-Tenure Track Faculty	598	648	684	727	778
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	4,473	4,403	4,480	4,354	4,095
Non-Instructional Employees	211	194	177	179	168
PART-TIME SUBTOTAL	**5,399**	**5,379**	**5,482**	**5,388**	**5,104**
TOTAL	**18,145**	**17,827**	**18,005**	**18,070**	**17,840**

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

Section 3 – Enrollment

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

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
LOWER-DIVISION	10,182	9,855	10,182	9,822	10,182	9,715
UPPER-DIVISION	13,258	13,279	13,258	13,156	13,258	13,070
MASTER'S (GRAD I)	3,824	2,483	3,824	2,329	2,798	2,138
DOCTORAL (GRAD II)	2,933	3,927	2,933	3,779	3,521	3,711
TOTAL	**30,197**	**29,544**	**30,197**	**29,086**	**29,759**	**28,634**
NON-FLORIDA RESIDENTS						
LOWER-DIVISION	.	294	.	330	.	379
UPPER-DIVISION	.	418	.	389	.	412
MASTER'S (GRAD I)	.	1,187	.	1,236	.	1,394
DOCTORAL (GRAD II)	.	1,828	.	1,856	.	1,822
TOTAL	**4,049**	**3,727**	**4,049**	**3,810**	**4,049**	**4,007**
TOTAL FTE						
LOWER-DIVISION	.	10,149	.	10,152	.	10,094
UPPER-DIVISION	.	13,697	.	13,545	.	13,482
MASTER'S (GRAD I)	.	3,670	.	3,564	.	3,532
DOCTORAL (GRAD II)	.	5,755	.	5,635	.	5,533
TOTAL	**34,246**	**33,271**	**34,246**	**32,896**	**33,808**	**32,641**
TOTAL US Definition	**45,661**	**44,361**	**45,661**	**43,861**	**45,077**	**43,522**
Headcount for Medical Doctorates						
FLORIDA RESIDENTS	1,162	1,183	1,166	1,200	1,166	1,201
NON-RESIDENTS	23	39	23	48	23	73
TOTAL	**1,185**	**1,222**	**1,189**	**1,248**	**1,189**	**1,274**

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). Funded enrollment as reported in the General Appropriations Act and set by the legislature. Actual enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.

Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
TRADITIONAL			
LOWER-DIVISION	8,709	8,619	7,806
UPPER-DIVISION	11,449	11,103	10,558
MASTER'S (GRAD I)	3,143	3,132	2,744
DOCTORAL (GRAD II)	5,184	5,098	4,422
TOTAL	28,484	27,953	25,530
HYBRID			
LOWER-DIVISION	347	142	247
UPPER-DIVISION	169	331	119
MASTER'S (GRAD I)	85	65	26
DOCTORAL (GRAD II)	199	258	199
TOTAL	800	796	590
DISTANCE LEARNING			
LOWER-DIVISION	1,094	1,391	2,042
UPPER-DIVISION	2,079	2,110	2,805
MASTER'S (GRAD I)	442	367	762
DOCTORAL (GRAD II)	372	279	912
TOTAL	3,987	4,148	6,521
TOTAL			
LOWER-DIVISION	10,149	10,152	10,094
UPPER-DIVISION	13,697	13,545	13,482
MASTER'S (GRAD I)	3,670	3,564	3,532
DOCTORAL (GRAD II)	5,755	5,635	5,533
TOTAL	33,271	32,896	32,641

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

BOT APPROVED 12-06-2013

Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
African-American Studies	05.0201	B	3/22/2013	Fall 2013	
Terminated Programs					
None					
Inactive Programs					
None					
New Programs Considered By University But Not Approved					
None					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2012 and May 4, 2013.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.
Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.
Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.
New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates

Retained in the Second Fall Term at Same University

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	6,394	6,301	6,381	6,420	6,264
% Retained	96%	96%	95%	96%	96%
% Retained *with GPA of 2.0 or higher*	95%	94%	95%	95%	96%

Notes: Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Retained is based on student enrollment in the Fall term following their first year. Percent Retained with GPA Above 2.0 is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

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

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort Size	6,565	6,684	7,216	6,674	6,442
% Graduated	82%	84%	84%	85%	87%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
% Success Rate	*84%*	*86%*	*86%*	*87%*	*89%*

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

Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	7,271	6,737	6,493	6,451	6,314
From Same University					
% Graduated	58%	64%	65%	67%	66%
% Still Enrolled	*30%*	*26%*	*26%*	*24%*	*24%*
From Other SUS University					
% Graduated	1%	1%	1%	1%	1%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	59%	65%	65%	67%	67%
% Still Enrolled	*32%*	*28%*	*28%*	*26%*	*26%*
% Success Rate	*91%*	*93%*	*93%*	*93%*	*93%*

6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort	6,626	6,771	7,271	6,737	6,493
From Same University					
% Graduated	82%	84%	83%	85%	86%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From Other SUS University					
% Graduated	3%	2%	2%	2%	2%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	85%	86%	86%	87%	88%
% Still Enrolled	*4%*	*3%*	*3%*	*4%*	*3%*
% Success Rate	*89%*	*90%*	*89%*	*91%*	*91%*

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort	1,808	1,338	1,495	1,453	1,538
From Same University					
% Graduated	43%	41%	49%	42%	40%
% Still Enrolled	*48%*	*51%*	*44%*	*51%*	*52%*
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
From State University System					
% Graduated	43%	41%	49%	42%	40%
% Still Enrolled	*50%*	*53%*	*46%*	*53%*	*54%*
% Success Rate	*93%*	*94%*	*95%*	*95%*	*94%*

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	1,568	1,735	1,808	1,338	1,495
From Same University					
% Graduated	81%	82%	83%	82%	86%
% Still Enrolled	*4%*	*4%*	*4%*	*4%*	*3%*
From Other SUS University					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	*1%*	*2%*	*2%*	*1%*	*1%*
From State University System					
% Graduated	83%	84%	85%	85%	88%
% Still Enrolled	*5%*	*6%*	*6%*	*5%*	*4%*
% Success Rate	*88%*	*90%*	*91%*	*90%*	*92%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	722	687	666	629	511
From Same University					
% Graduated	85%	85%	85%	86%	89%
% Still Enrolled	*1%*	*1%*	*1%*	*1%*	*1%*
From Other SUS University					
% Graduated	3%	2%	3%	1%	2%
% Still Enrolled	*1%*	*0%*	*1%*	*1%*	*1%*
From State University System					
% Graduated	88%	87%	88%	87%	92%
% Still Enrolled	*2%*	*1%*	*2%*	*2%*	*1%*
% Success Rate	*90%*	*88%*	*90%*	*89%*	*93%*

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	9,205	9,302	8,685	8,601	8,245

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	2,341	2,512	2,481	2,707	2,690
Health Professions **only disciplines in critical need*	315	295	302	299	249
Security and Emergency Services	192	190	204	230	248
Globalization	874	883	855	804	809
Education **only disciplines in critical need*	29	30	25	25	23
SUBTOTAL	**3,751**	**3,910**	**3,867**	**4,065**	**4,019**
Percentage of All Baccalaureate Degrees (includes second majors)	*40%*	*41%*	*43%*	*46%*	*47%*

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). The Board of Governors will review Board staff recommendations to update this list at their November 2013 meeting. Any changes from that meeting will be incorporated into subsequent Accountability Reports.
Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.

Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Hispanic Black					
Number of Degrees	687	771	859	753	665
Percentage of Degrees	8%	9%	10%	9%	8%
Hispanic					
Number of Degrees	1,220	1,384	1,368	1,439	1,450
Percentage of Degrees	14%	16%	17%	18%	18%
Pell-Grant Recipients					
Number of Degrees	2,526	2,818	2,909	3,283	3,294
Percentage of Degrees	28%	31%	34%	39%	40%

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

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

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2010-11 academic year. This reclassification will impact trends.

Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	71%	69%	70%	71%	73%
AA Transfers	78%	78%	79%	77%	88%
Other Transfers	81%	73%	64%	76%	82%
TOTAL	**74%**	**71%**	**72%**	**72%**	**77%**

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree.
Note*: Improvements were made to data collection process beginning with 2012-13 data.

TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	3,210	3,114	4,028	3,413	3,243
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	60%	60%	66%	65%	67%
30 to 49 Students	18%	19%	19%	17%	15%
50 to 99 Students	12%	12%	9%	10%	10%
100 or More Students	11%	10%	7%	8%	7%

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

Section 4 – Undergraduate Education *(continued)*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	64%	56%	65%	63%	64%
Adjunct Faculty	7%	7%	8%	10%	10%
Graduate Students	21%	30%	23%	23%	22%
Other Instructors	8%	6%	5%	4%	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. Student/Faculty Ratio

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	20.3	20.4	20.5	20.5	21.4

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

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	168	194	182	128	187
Pass Rate	95%	98%	97%	91%	96%
National Benchmark	*88%*	*90%*	*89%*	*89%*	*92%*

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

BOT APPROVED 12-06-2013

Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Health Science – Environmental and Global Health	51.2202	M	9/21/2012	Fall 2012		
Terminated Programs						
Aerospace Engineering	14.0201	E (Engineer)	6/7/2012	Summer 2011		
Agricultural/Biological Engineering	14.0301	E	6/7/2012	Summer 2011		
Computer Engineering	14.0901	E	6/7/2012	Summer 2011		
Nuclear Engineering	14.2301	E	6/7/2012	Summer 2011		
Electrical	14.1001	E	6/7/2012	Summer 2011		
Environmental Engineering	14.1401	E	6/7/2012	Summer 2011		
Health Science	51	Advanced Master	6/7/2012	Summer 2011		
Mechanical Engineering	14.1901	E	6/7/2012	Summer 2011		
Materials Engineering	14.1801	E	6/7/2012	Summer 2011		
Insurance and Risk Management	52.1701	M	12/6/2012	Summer 2011		
Inactive Programs						
Fire and Emergency Services	43.0203	M		Fall 2012		
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, 2012 and May 4, 2013.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.

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

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	**5,648**	**5,989**	**6,075**	**5,949**	**5,981**
Masters and Specialist	3,620	3,862	3,948	3,995	4,017
Research Doctoral	664	771	774	713	742
Professional Doctoral	1,364	1,356	1,353	1,241	1,222
a) Medicine	*124*	*130*	*127*	*134*	*131*
b) Law	*424*	*377*	*410*	*334*	*361*
c) Pharmacy	*474*	*483*	*484*	*461*	*427*

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	1,711	1,946	1,949	2,041	2,152
Health Professions **only disciplines in critical need*	1,247	1,309	1,197	1,167	1,157
Security and Emergency Services	10	8	9	9	7
Globalization	107	134	132	127	132
Education **only disciplines in critical need*	116	97	102	81	75
SUBTOTAL	**3,191**	**3,494**	**3,389**	**3,425**	**3,523**
Percent of All Graduate Degrees	*56%*	*58%*	*55%*	*57%*	*59%*

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 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2009	2010	2011	2012	2013
Examinees	365	347	354	306	343
Pass Rate	84%	86%	89%	90%	87%
*State Benchmark**	*79%*	*79%*	*82%*	*81%*	*80%*

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

	2009	2010	2011	2012	2013 Preliminary
Examinees	128	129	134	138	136
Pass Rate	97%	98%	99%	99%	99%
*National Benchmark**	*94%*	*92%*	*94%*	*96%*	*96%*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	123	136	111	129	133
Pass Rate	99%	99%	99%	98%	100%
*National Benchmark**	*97%*	*97%*	*97%*	*98%*	*98%*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	123	133	39	124	132
Pass Rate	98%	99%	100%	100%	99%
*National Benchmark**	*97%*	*97%*	*98%*	*97%*	*98%*

Veterinary Medicine: *North American Veterinary Licensing Exam*

	2008-09	2009-10	2010-11	2011-12	2012-13
Examinees	84	89	87	82	87
Pass Rate	91%	97%	100%	98%	100%
National Benchmark	*93%*	*96%*	*98%*	*96%*	*96%*

Notes about Benchmarks: The state of Florida benchmark for the Florida Bar Exam is based on first-time pass rate for students enrolled in Florida institutions (excludes students in non-Florida institutions), details are available under 'Exam Statistics' at: http://www.floridabarexam.org/. The national benchmarks for the US Medical Licensing Exams (USMLE) are based on the first-time pass rate performance data for students enrolled in MD programs within US/Canadian medical schools, and are available at: http://www.usmle.org/performance-data/.

Section 5 – Graduate Education *(continued)*

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

Pharmacy: *North American Pharmacist Licensure Exam*

	2008	2009	2010	2011	2012
Examinees	294	302	297	286	286
Pass Rate	99%	98%	97%	97%	97%
National Benchmark	97%	97%	94%	96%	*97%*

Dentistry: *National Dental Board Exam - Part 1*

	2008	2009	2010	2011	2012
Examinees	82	77	85	80	80
Pass Rate	98%	100%	100%	100%	100%
National Benchmark	*93%*	*94%*	*94%*	*95%*	*93%*

Dentistry: *National Dental Board Exam - Part 2*

	2008	2009	2010	2011	2012
Examinees	82	81	81	84	79
Pass Rate	98%	89%	95%	99%	99%
National Benchmark	*95%*	*86%*	*89%*	*95%*	*94%*

Physical Therapy: *National Physical Therapy Examinations*

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	86	99	141	153	161
Pass Rate	86%	93%	91%	94%	92%
National Benchmark	*86%*	*87%*	*88%*	*89%*	*89%*

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

	2006-08	2007-09	2008-10	2009-11	2010-12
Examinees	134	134	135	133	130
Pass Rate	99%	94%	92%	90%	95%
National Benchmark	*86%*	*83%*	*82%*	*81%*	*83%*

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.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2007-08	2008-09	2009-10	2010-11	2011-12
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$632,681	$644,241	$681,548	$739,931	$696,985
Federally Funded ($ 1,000s)	$240,367	$242,964	$279,649	$306,349	$305,607
Percent Funded From External Sources	55%	57%	49%	49%	53%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$227,582	$242,378	$266,022	$289,036	$276,691
Technology Transfer					
Invention Disclosures	299	304	295	322	345
U.S. Patents Issued	53	73	59	86	60
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	20	29	25	34	24
Licenses/ Options Executed	75	115	92	131	129
Licensing Income Received ($)	$52,252,469	$53,880,476	$29,235,006	$29,493,522	$33,922,249
Number of Start-Up Companies	14	10	9	12	15

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 2013)	**Fiscal Year 2012-13**
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		182	33
Value of Competitive Grants Applied For *($)*		$69,674,581	$24,828,773
Number of Competitive Grants Received		113	16
Value of Competitive Grants Received *($)*		$32,244,135	$9,207,013
Total Research Expenditures *($)*		$34,426,353	$7,206,033
Number of Publications in Refereed Journals From Center Research		175	15
Number of Invention Disclosures		3	1
Number of Licenses/Options Executed		6	0
Licensing Income Received *($)*		$205,940	$84,984
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		184	23
Collaborations with Private Industry		271	10
Collaborations with K-12 Education Systems/Schools		334	91
Undergraduate and Graduate Students Supported with Center Funds		314	6
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		279	11
Specialized Industry Training and Education		290	158
Private-sector Resources Used to Support the Center's Operations		72	2
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 1418 students in 15 schools (13 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 895 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 2012-2013, 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 2013)	**Fiscal Year 2012-13**
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		420	116
Value of Competitive Grants Applied For *($)*		$707M	$48,058,398
Number of Competitive Grants Received		576	150
Value of Competitive Grants Received *($)*		$118,850,682	$42,537,887
Total Research Expenditures *($)*		$45.17 M	$5.7 M
Number of Publications in Refereed Journals From Center Research		919	140
Number of Invention Disclosures		148	110
Number of Licenses/Options Executed		23	20
Licensing Income Received *($)*		$60K	0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		190	42
Collaborations with Private Industry		159	21
Collaborations with K-12 Education Systems/Schools		N/A	N/A
Undergraduate and Graduate Students Supported with Center Funds		564	62
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	0
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 Florida Institute for Sustainable Energy (FISE) is based at the University of Florida with a mission to create a clean and sustainable energy future. The institute aims to foster fundamental research on topics related to energy, and to educate the public regarding energy and environmental technologies. The institute also informs policy makers on urgent, global issues of sustainable energy.

The objective is to improve energy security in the United States by developing indigenous and environmentally sustainable energy resources, while promoting economical and environmentally safe energy policies. More locally, the institute seeks methods to make a positive impact on Florida's unique environment.

Dr. Sean Dr. Sean Meyn (ECE) is the new director of FISE effective July 1, 2013. Dr. Meyn received his B.A. degree in Mathematics from the University of California, Los Angeles (UCLA), in 1982 and his Ph.D. degree in Electrical Engineering from McGill University, Canada, in 1987. Sean currently holds the Robert C. Pittman Eminent Scholar Chair and serves as the Director of the Laboratory for Cognition & Control. His research interests include engineering markets, policy in energy systems theory, theory and applications of decision and control, stochastic processes, and optimization.

The FISE Energy Technology Incubator Center of Excellence includes two coordinated operations, namely the Prototype Development & Demonstration Laboratory and the Biofuel Pilot Plant. The operation of the Prototype Development & Demonstration Laboratory experimental user facility was transitioned into the Major Analytical Instrumentation Center (MAIC) in 2011. MAIC is a Service Center with pre-existing infrastructure to manage user facilities. MAIC usage during the reporting period is given below. The reported numbers includes other services within MAIC as well. The Biofuel Pilot Plant that was located at UF Agricultural and Biological Department was relocated to the Stan Mayfield Biorefinery in Perry FL to consolidate the biofuel research efforts and managed by the Florida Center for Renewable Chemicals and Fuels (FCRC) under the leadership of Dr. Lonnie Ingram. The FCRC annual report is attached for review.

MAIC Usage during the reporting period*

MAIC Manager	Inquiries	Internal Projects**	External Projects***	Total Use
Dr. Luisa A. Dempere	163	469	47	663

*Includes services other than FISE ETI (Prototype facility)
**Faculty/Student users
***Industry use (outside of university)

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 2013)	**Fiscal Year 2012-13**
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		108	2
Value of Competitive Grants Applied For *($)*		$111,249,030	$833,000
Number of Competitive Grants Received		52	1
Value of Competitive Grants Received *($)*		$22,589,352	$133,000
Total Research Expenditures *($)*		$3,853,389.60	$56,746.60
Number of Publications in Refereed Journals From Center Research		150	1
Number of Invention Disclosures		61	2
Number of Licenses/Options Executed		7	0
Licensing Income Received *($)*			
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		12	1
Collaborations with Private Industry		8	0
Collaborations with K-12 Education Systems/Schools		5	0
Undergraduate and Graduate Students Supported with Center Funds		11/38	1/2
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		63	8
Specialized Industry Training and Education		5	0
Private-sector Resources Used to Support the Center's Operations		$37.4M	0
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 of over $130,000 for CNBS researchers during FY 12-13.

- 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 past fiscal year, 2 invention disclosures were made and a team of researchers collaborated with a small company (NanoHygienix) to develop antimicrobial coatings for reduction of infections in healthcare and assisted living facilities. This has led to a supplemental award from NSF (Accelerating Innovation Research).

- 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.