# 2015-16
# Annual Accountability Report
# UNIVERSITY OF FLORIDA

BOT APPROVED MARCH 17,2017

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

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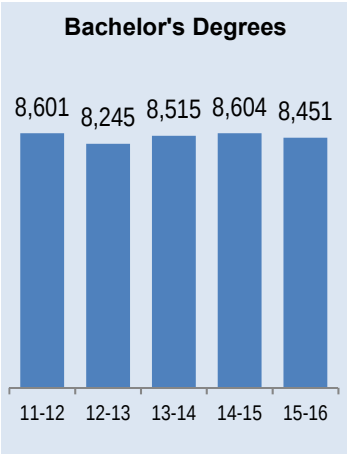
| Headcount Enrollments | Fall 2015 | % Total | 2014-15 % Change |
|---|---|---|---|
| TOTAL | 52,519 | 100% | 4% |
| White | 28,611 | 54% | 2% |
| Hispanic | 8,903 | 17% | 8% |
| Black | 3,232 | 6% | 0% |
| Other | 11,773 | 22% | 6% |
| Full-Time | 43,388 | 83% | 3% |
| Part-Time | 9,131 | 17% | 10% |
| Undergraduate | 34,002 | 65% | 4% |
| Graduate | 16,273 | 31% | 3% |
| Unclassified | 2,244 | 4% | 12% |

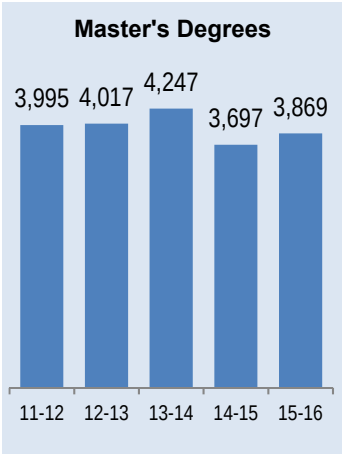
| Degree Programs Offered | |
|---|---|
| TOTAL *(as of Spring 2016)* | 313 |
| Baccalaureate | 99 |
| Master's | 121 |
| Research Doctorate | 83 |
| Professional Doctorate | 10 |

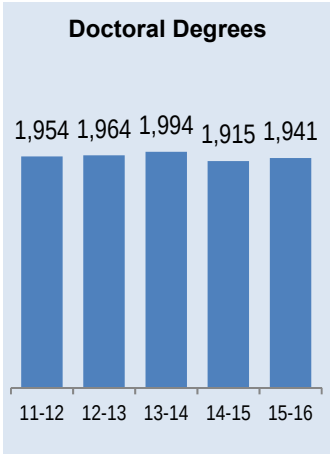
| Faculty (Fall 2015) | Full-Time | Part-Time |
|---|---|---|
| TOTAL | 4,244 | 1,083 |
| Tenure & Ten. Track | 2,347 | 115 |
| Non-Tenured Faculty | 1,897 | 968 |

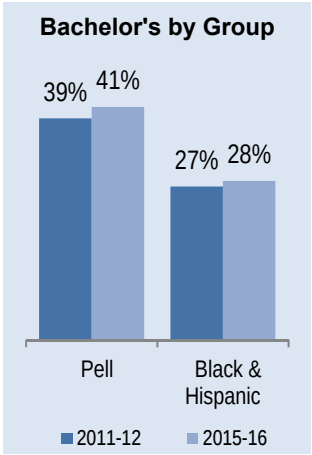
| 2015 Carnegie Classifications | |
|---|---|
| Basic: | Doctoral Universities: Highest Research Activity |
| Undergraduate Instructional Program: | Balanced arts & sciences/professions, high graduate |
| Graduate Instructional Program: | Research Doctoral: Comprehensive programs, with medical/veterinary |
| Size and Setting: | Four-year, large, primarily nonresidential |
| Community Engagement: | No |

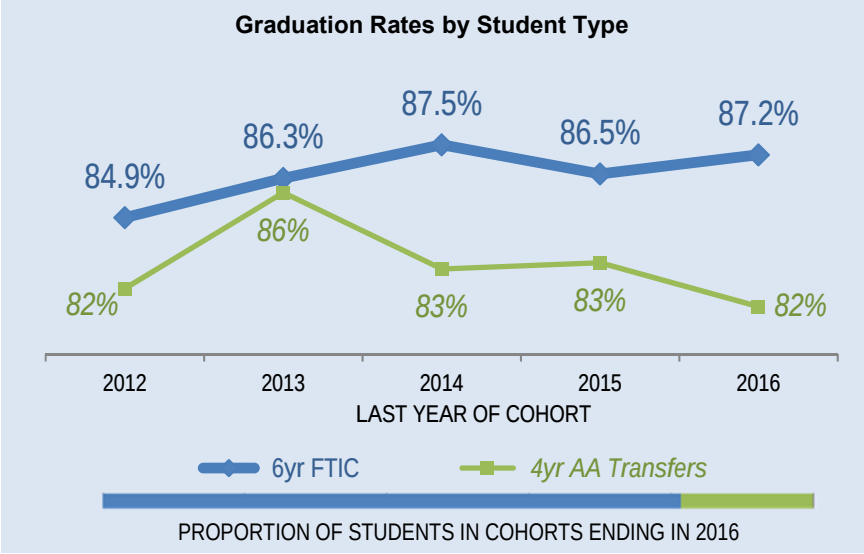
## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

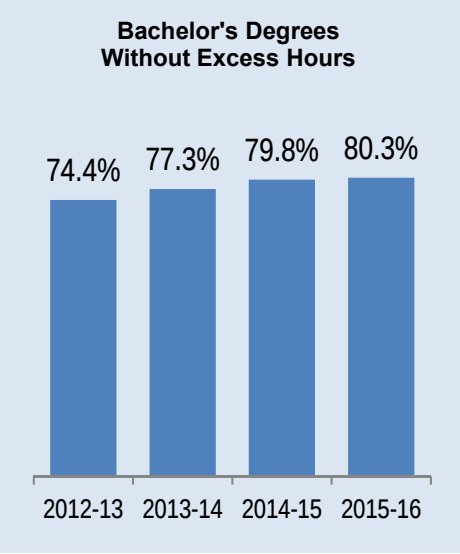


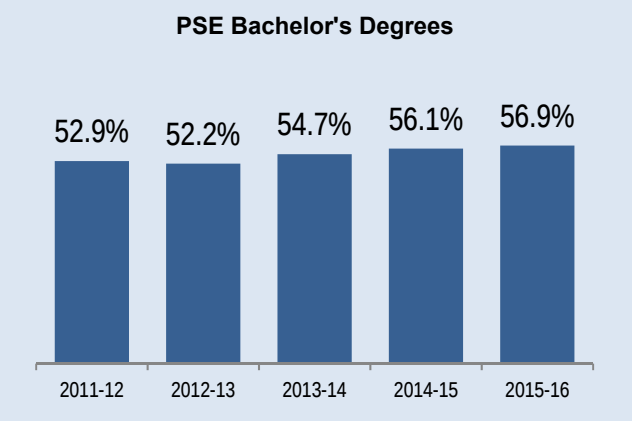



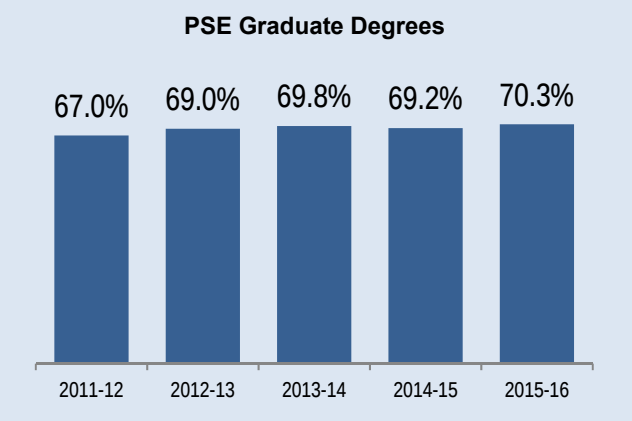



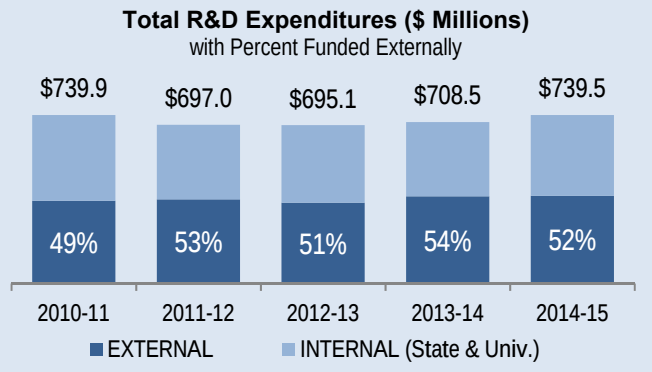
# Dashboard

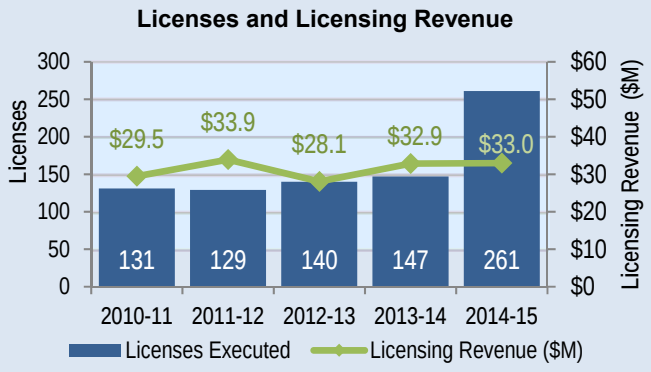
## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



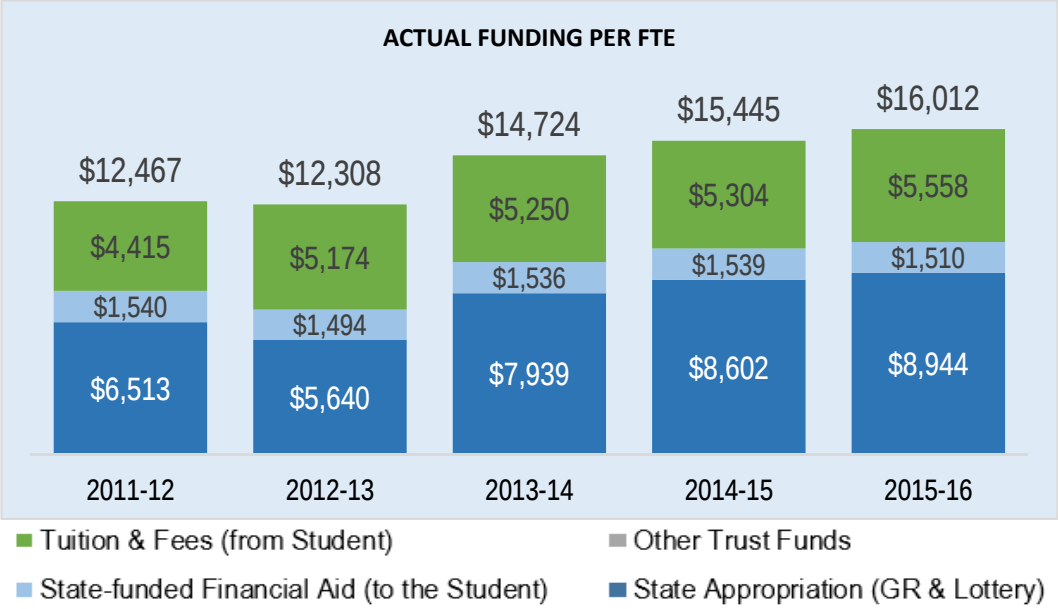




## RESEARCH AND COMMERCIALIZATION ACTIVITY



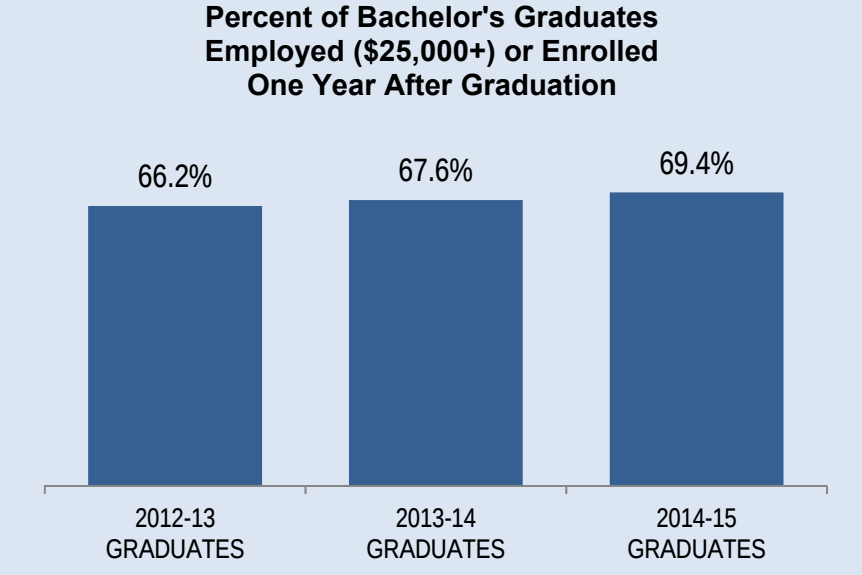

## RESOURCES




Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.

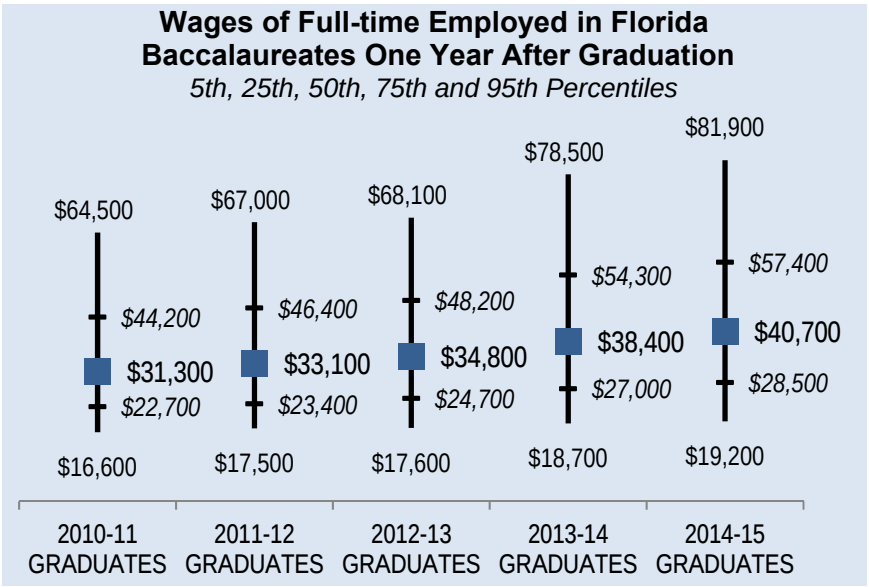
# Dashboard

## POST-GRADUATION METRICS




Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (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. Board of Governors staff found 91% of the total 2014-15 graduating class.

*See Table 4O within this report for additional information about this metric.*




Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 46% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.

# Performance Based Funding Metrics

| | | | | |
|---|---|---|---|---|
| | | 2013-14 | 2014-15 | CHANGE |
| 1 | Percent Employed Full-time or Continuing their Education | 67.6% | 69.4% | 1.8% |
| | | 2013-14 | 2014-15 | CHANGE |
| 2 | Median Wages of Bachelor's Graduates Employed Full-time in Florida | $38,400 | $40,700 | 6.0% |
| | | 2011-15 | 2012-16 | CHANGE |
| 3 | Net Tuition & Fees per 120 Credit Hours [NEW] | $10,060 | $10,660 | 6% |
| | | 2009-15 | 2010-16 | CHANGE |
| 4 | Six-Year Graduation Rate for First-time-in-College (FTIC) Students | 86.5% | 87.2% | 0.7% |
| | | 2014-15 | 2015-16 | CHANGE |
| 5 | Academic Progress Rate | 94.6% | 95.5% | 0.9% |
| | | 2014-15 | 2015-16 | CHANGE |
| 6 | Bachelor's Degrees Awarded within Programs of Strategic Emphasis | 56.1% | 56.9% | 0.8% |
| | | FALL 2014 | FALL 2015 | CHANGE |
| 7 | University Access Rate | 31.6% | 29.7% | -1.9% |
| | | 2014-15 | 2015-16 | CHANGE |
| 8 | Graduate Degrees Awarded within Programs of Strategic Emphasis | 69.2% | 70.3% | 1.1% |
| | | 2013 | 2014 | CHANGE |
| 9 | *Board of Governors Choice Metric:* Number of Faculty Awards | 15 | 21 | 6 |
| | | 2013-14 | 2014-15 | CHANGE |
| 10 | *Board of Trustees Choice Metric:* Licenses & Options Executed | 147 | 261 | 78% |

# Key Achievements (2015 –2016)

## STUDENT AWARDS/ACHIEVEMENTS

1. Daniel Aldridge and Nicholas Pasternak won Frost Scholarships to study at Oxford
2. Yevgin Sautin won a Gates Cambridge Scholarship to study at Cambridge
3. Susan Webster won a Schwarzmann Scholarship to study in China

## FACULTY AWARDS/ACHIEVEMENTS

1. Michele Manuel named as recipient of Presidential Early Career Award for Scientists & Engineers
2. Pam and Doug Soltis received the 2016 Darwin-Wallace medal from Linnean Society of London; Pam Soltis was elected to the National Academy of Sciences
3. Three UF faculty members were named AAAS Fellows

## PROGRAM AWARDS/ACHIEVEMENTS

1. The Innovation Academy graduated its first 82 students; they become IA's first alumni
2. UF was one of ten schools named in White House STEM initiative aimed at keeping students enrolled in STEM fields
3. UF named to Victory Media's 2016 Military Friendly Schools. UF was also selected as a top school by Military Advanced Education & Transition's 2016 *Guide to Colleges and Universities*

## RESEARCH AWARDS/ACHIEVEMENTS

1. UF is ranked third in the nation for executed licenses and options; 14th in invention disclosures; and 10th in patents issued
2. UF received a record $724M in research funding in 2015-16
3. Broke ground and construction underway on the second Innovation Hub incubator building to facilitate technology transfer and new business startups

## INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UF ranked #2 on Forbes' 2016 list of Best Value Public Colleges & #3 on the magazine's overall list of best value schools nationwide
2. The Urban Green Council in NYC honored UF's Reitz Union with its EBie Award in the "Exceptional Energy Savings" category.
3. Private companies licensing technology from UF infused nearly $2.3 billion into the state economy and accounted for the employment of more than 10,600 people. Overall, UF's economic impact on the state in FY 2014-15 was $12.56 billion in industry output or sales revenues, $7.83 billion in contribution to state gross domestic product, and 135,576 full-time and part-time jobs.

# Narrative

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

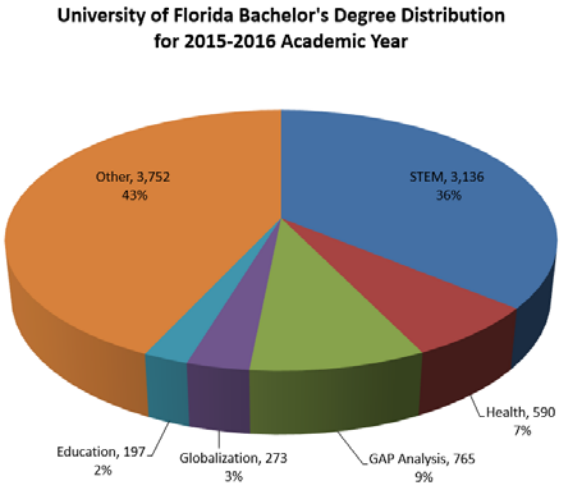
1. With the assistance of a UF Task Force, President Fuchs has developed a set of strategic goals for UF that has been endorsed by the UFBOT. See http://president.ufl.edu/initiatives/uf-strategic-planning UF colleges have followed suit by developing their own strategic plans and goals that align with the broad vision laid out in the document above.
2. At the request of the UFBOT, UF has established a dashboard illustrating progress in three sets of metrics: Performance Funding metrics, the "Metrics That Matter," and the statutory Preeminence metrics.
3. Online education has made significant progress in the past year. In the recently released rankings by US News, UF ranked as follows in the Best Online Programs. (While these rankings are indicative of UF's success in these areas, one should not attach too much importance to them since online education remains relatively new, and these rankings can be volatile.)
    a. #1 in graduate Education (i.e. College of Education)
    b. #5 in MBA
    c. #19 in Bachelor's degree programs (I.e. UF Online)
    d. #59 in graduate Engineering
4. UF Online has moved its marketing functions in-house to boost enrollment of highly qualified applicants. Following a significant vendor transition and the launch of a spring marketing campaign, student enrollments increased by over 30%. Students enrolled in UF Online may now opt into additional student services by paying the appropriate fees. This year, partners in the Division of Student Affairs, the Academic Advising Center, and the Colleges designed and delivered the first-ever, in-person online student "preview" or orientation.
5. UF is nearly complete in renovating Newell Hall. The renovation is repurposing the building to become student study space. This follows the recent conversion of a floor of the Marston Science Library into student study space. These two projects, taken together, represent the addition of nearly 1200 "seats" of modern student study space, configured for both individual study and group study.
6. UF has also nearly completed construction of the Joseph Hernandez Chemical Biology building that will provide modern instructional laboratories for undergraduate students and research space for faculty and graduate students.
7. UF has invested substantial scholarship funds in the Levin College of Law to raise the quality of the students recruited there. In addition, a substantial investment has been made in the Wertheim College of Engineering to fund new faculty and to improve engineering education.
8. The university is focusing its attention on the student-faculty ratio as one marker of the quality and reputation of its academic programs. At 21:1, it is currently too high in comparison with all of our peer universities.

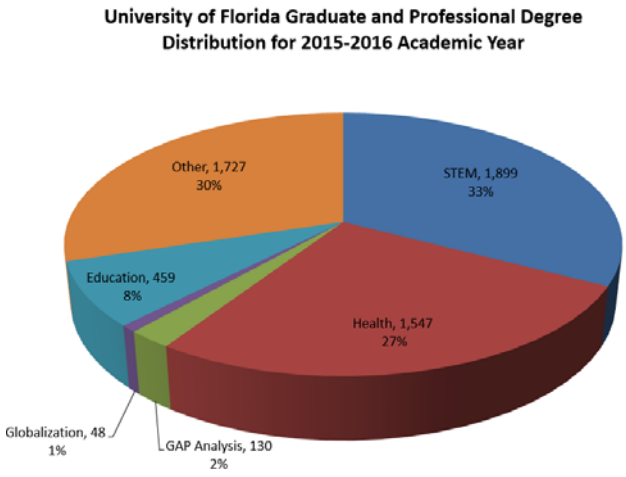
## INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

1. In an effort to achieve these goals, UF experimented in Summer 2016 with three pilot Student Financial Affairs (SFA) programs to increase retention and progress to degree. The initial results were so promising that the programs have been implemented for the undergraduate student body in AY 16-17:
    a. Each semester, the registrations of hundreds of undergraduates are cancelled for non-payment of institutional charges. Many of these students are unaware of financial aid options that can assist them. SFA now reaches out to these students proactively to provide guidance and assistance.
    b. UF processes over 1,000 formal withdrawals annually. Many students indicate that their reason for withdrawal is "financially" related. SFA reaches out to these students proactively to provide guidance and assistance.
    c. SFA now provides "micro-grants" of $200 to $1,000 to students in financial crisis and who have unpaid charges. Students receiving these micro-grants must meet with an academic advisor to ensure they are on the shortest path to a degree. They are also required to complete online financial literacy training. UF has allocated $500K from its Performance Funding allocation to test the efficacy of these three programs in AY 16-17.
2. UF has begun to institute programs to improve 4- and 6-year graduation rates. While these rates are already some of the best in the U.S. among public institutions, there is room for improvement. The following programs are underway:
    a. SFA efforts to prevent students from "stopping out" are in place as described in (1) above.
    b. There are groups of students that do not graduate in as timely a fashion as the general student population. A task force is examining these groups with an eye to identifying interventions to help them make better progress.
    c. UF is designing an informational and advising campaign to align student, parent, and advisor expectations with a 4-year graduation. Beginning with Preview orientation, students and parents will discuss paths to a 4-year graduation. Students will be expected to design programs of study that can be completed in 4 years or less. Departments are being encouraged to reexamine curricula to ensure students can make speedy progress.
3. The completion of the Joseph Hernandez Chemical Biology building will relieve a campus bottleneck in chemistry laboratories and ensure that students can get these laboratories when needed to advance in their degree programs.
4. The Innovation Academy graduated its first significant cohort of 82 students who met all the requirements for the Innovation minor and became the program's first alumni. This fall, there has been a 91% increase in applications to the Innovation Academy over last fall's numbers.
5. The PACE program is being institutionalized as a successful program. Students admitted into this program spend their first two years as UF Online students (although they are free to take residential courses at state colleges as well as online courses). After completing 60 credits, they are eligible to transfer to the residential campus into under-enrolled majors. This is proving to be a way to maximize use of faculty resources while increasing access for students who wish to obtain a UF degree.
6. According to the latest Survey of Earned Doctorates for 2015, UF ranks #6 among all US. Universities for production of doctoral degrees and #5 for doctorates awarded to Hispanic and Latino students.

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

1. UF has begun construction of the Nexus Engineering addition that will serve to modernize engineering education on campus. In addition, the Joseph Hernandez Chemical Biology building is near completion. It provides modern facilities for undergraduate chemistry instruction.
2. Mechanical Engineering is now the largest undergraduate major on the residential campus.
3. The pie charts below show the percentage of degrees offered in STEM and other fields. The chart on the left illustrates the distribution of baccalaureate degrees, while the one on the right illustrates the distribution of graduate and professional degrees. As the pie charts illustrate, UF is a large producer of STEM degrees, both in terms of numbers of degrees produced and in the percentage of degrees produced.




## Scholarship, Research and Innovation

### STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

1. UF is realizing substantial return on the Legislature's investment into the preeminence initiative. As of the end of September 2016, UF had hired 106 faculty members with these funds, and the quality of the hires is outstanding. At that point in time, they had won new external grants and contracts totaling $79M. In addition, as many of them transferred to UF employment, they brought with them an additional $43M in existing awards from their previous institutions. This ROI totals $122M, which averages out to be more than $1M per hire.
2. UF subscribes to Academic Analytics, a service that compiles and benchmarks the scholarly performance of faculty at research universities around the country. Scholarly performance includes the books and articles published, federal grants won, citations earned, and honors awarded. In December, we received the Academic Analytics summary reports for UF. It shows that 32 disciplines rank in the top ten nationally among all US research universities. Examples include Counselor Education, Zoology, Finance, Industrial Engineering, Pharmaceutics, Management, and Accounting. An additional 10 disciplines rank in the 11-20 range, including Computer Science, Computer Engineering, and Geography.
3. UF wishes to facilitate the ability of researchers to find collaborators with specific expertise on the campus. Academic Analytics has built such a tool for MIT, and we are in conversation with them about porting that tool to UF. Not only would this tool enable faculty members to find other faculty

on campus with specific expertise, but it may allow external companies and industry to find specific talent on campus, as well. In addition, it would provide a better understanding of faculty collaboration on campus with graphical displays of research, grant, and publication collaborations.

4. The College of Engineering's "Wertheim Transformation, powered by a $50M naming gift is underway with the hiring of new faculty and the construction of the Nexus Engineering Building that will facilitate the redesign of engineering education on the campus.
5. UF has initiated several strategies to achieve national prominence. One of these ideas is to act as a convener of national conferences in research areas where UF is a national leader. Planning for these conferences is underway, and two will take place in Spring 2017. The first conference will be held in Orlando and will convene national experts in Early Childhood Education. The second conference will also be held in Orlando and will focus on Tourism.
6. A second strategy is an effort to understand how UF's scholarly reputation forms across the U.S. The university's public relations unit has done extensive work to understand these dynamics, and we have a much better understanding now of the public perception of UF, what works well to influence that perception, and, equally importantly, what has little or no effect.

## INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

1. UF continues to develop the programs at its Innovation Hub. Construction of Phase II is well underway to provide expansion space for more developing companies. When complete, it will provide an additional 50,000 square feet adjoining the original business super-incubator at Innovation Square.
2. The College of Engineering established its first Innovation Station in Sarasota County. The UF Innovation Station Sarasota County focuses on establishing and growing partnerships with the private, academic, and public sectors in the region with the focus set clearly on growing the region's innovation economy. The Innovation Station works with Sarasota regional startups to large companies to establish an engineering talent pipeline. It connects UF technology opportunities to the Sarasota region entrepreneur and investor community with flexibility to accommodate opportunities ranging from early stage to growth. The Innovation Station also establishes access points to UF prototyping facilities and expertise for companies to grow. It works with the academic and private sectors to establish workforce development training opportunities such as coding boot camps, tech entrepreneurship training, and specialized offerings through distance education and hybrid models that serve to up-skill citizens for employment in high-tech fields. It matches regional research and technology needs with UF researcher expertise and one-of-a-kind infrastructure – resulting in short-term deliverables, focused and applied R&D, which can include company confidential or proprietary projects. The Innovation Station will also match long-term industry needs in fundamental research to UF faculty expertise, research programs, and labs.
3. The Director of the UF Office of Technology and Licensing, David Day, will retire this year, and UF is in the midst of a search for his replacement for this very important and successful enterprise.
4. UF is ranked third in the nation for licenses and options executed on technologies developed at the university level. In fiscal year 2015, the most recent statistics released by the Association of University Technology Managers, UF was in the top 20 in every single category in the survey when compared with all universities reporting to AUTM. With 261 licenses and options executed,

UF came in just behind the entire Minnesota system (268) and the University of Washington (337). That statistic includes agreements completed by UF's Office of Technology Licensing and IFAS. In addition, the survey listed UF as 14th in the number of invention disclosures received (337), 16th in patent applications files (206) and 10th in patents issued (118). UF ranked 10th in number of startups in 2014-15 with 15, and the university helped launch another 17 startups in the fiscals year that ended in June 2016.

5. In 2015, UF had active license agreements with 101 companies in Florida. UF's total royalties and fees from all companies, including Gatorade, was $26 million. The largest industry sector for technology licensing were biological product manufacturing, pharmaceutical preparation manufacturing, and pesticide and other agrochemical manufacturing.

## INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

1. UF is seeking a Washington DC lobbyist to assist with research and external support opportunities.
2. In FY 16, UF garnered a record $724.3M in external research grants and contracts. $451.3M of that sum originates from Federal awards. Research and Development Expenditures amounted to $739.5M. This places UF at #16 for R&D expenditures among public institutions.
3. UF has instituted a "term professorship" program. Through this program, 250 faculty members are recognized and rewarded each year for their scholarly accomplishments that help propel UF onto the national stage.
4. UF is in conversation about acquiring a "collaboration tool" that would help increase collaboration among faculty and would allow external constituencies, such as industry, to identify faculty collaborators with appropriate expertise. Such a tool already exists and is in use by a couple of large research universities. By inputting a few search terms, such as "neuroscience" and "optics", the tool identifies all faculty whose work centers on those terms. It displays their interaction graphically, indicating joint grants and joint publications. This tool does not require any input from faculty. Instead, it uses publicly available information, like publications and federal awards, although the university would be able to supplement the source database with other university information, such as patents and licenses, if desired.
5. UF is in the silent phase of a $3 billion capital campaign, a large portion of which is devoted to increasing the size, scope and quality of the research enterprise. Here are two examples of initiatives in the campaign. One example is: to dramatically increase the number of endowed professorships and chairs. These endowments are important for two reasons. They help deans and department chairs to recruit the very best faculty from around the country. Not only does a named chair carry prestige for its holder, but a portion of the earnings generated from the chair's endowment is used by the faculty member to advance the research agenda. A second example is: endowments in direct support of research initiatives housed in centers and institutes. An example of an endowed center is the Anita Zucker Center for Early Childhood Education. The underlying endowment provides funds that enable faculty to advance the research mission of the center and undertake projects such as the one described below.
6. In research areas in which UF is a national- and world-leader, the university is positioning itself as a "leader among leaders" and a "convener" of leaders. The major challenges facing society probably require the cooperative efforts of multiple great universities, foundations, government, etc. Few universities have attempted to galvanize consortia of these constituencies to cooperate in the solution of these challenges. UF is planning to do this in select areas. The first is in the

area of Early Childhood Education, and the university will host a major national symposium on the subject in February 2017. Forefront researchers from national institutions will participate, as will major national foundations interested in advancing early childhood education. The second major symposium is in the area of tourism. It will focus a little more on the southeast, but is intended, nevertheless, to draw together substantial constituencies interested in advancing the issue in a collaborative fashion.

## Community and Business Engagement

### STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

1. In December 2015, UF's Board of Trustees asked the university to put its campus master plan in context of the surrounding community, kicking off the strategic planning effort for UF's new Strategic Development Plan for UF and the Gainesville community. UF partnered with Boston-based firms Dumont Janks and Elkus Manfredi on the process, which began in February 2016 and included 97 interviews with community members, 114 interviews with UF stakeholders, eight public meetings and a symposium drawing on the experiences of universities and towns from Ohio State to the University of Virginia.

The plan recommends four initiatives for UF and the community to focus on when crafting the future of the university and city:

NEW AMERICAN CITY

Aligning the city and university could turn Gainesville into a proving ground for solutions to challenges facing cities nationwide. The plan calls for creating a joint planning group and a "Smart City Lab" to gather and analyze data to inform future decisions. It also suggests leveraging the expertise of UF researchers to address local issues and establishing an investment strategy to translate UF research and ideas into local start-ups. Finally, the plan recommends evaluating ways to establish a presence in downtown Gainesville for some of the university's programs, especially its cultural amenities.

PROXIMITY

To enhance collaboration and innovation, the university will concentrate future development in the eastern third of campus and coordinate with the city to encourage development between downtown and campus. Increasing density in these areas will foster interdisciplinary discovery as well as sustainable growth. The plan recommends studying transportation and parking, the best uses for existing space, facilities maintenance and growth, and ways to make Newell Drive a core connection between UF's academic core and medical center. Because living on campus supports student success, the plan also calls for re-evaluating the current student housing situation with a residential life plan that includes a strategy for the city's student housing stock.

Immediate plans to support this initiative include renovating the Plaza of the Americas and redesigning Newell Drive.

### INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

STRONG NEIGHBORHOODS

The plan recommends that the university and city collaborate to preserve historic neighborhoods, creating a diverse housing stock and improving amenities while defending them from gentrification. The

city-university collaboration would also examine the east-west corridors connecting downtown and campus. The plan also calls for improving the identity of Southwest 13th Street as a gateway to campus and the city.

STEWARDSHIP

When the consultants studied what people like about Gainesville, outdoor spaces emerged as some of its greatest attractions. With that in mind, the plan recommends studying open space, landscaping, street and utility networks, storm water and other infrastructure, and partnering with the city on large-scale open spaces, bike-pedestrian trails and stream-corridor restoration to advance the region's ecological health and outdoor amenities.

2. UF is establishing a "branch office" in Coral Gables to better connect with prospective students, alumni, and business and industry constituents. The office will open for the first time in February 2017.

## INCREASE COMMUNITY AND BUSINESS WORKFORCE

The University of Florida works in partnership with our city and county governments and our Chamber of Commerce in economic development efforts. These efforts are bringing jobs to Gainesville. We do this through:

- Support of area economic development efforts – including Innovation Square and underserved East Gainesville.
- Regular interface with Gainesville and Alachua County officials.
- Interface with surrounding counties/cities, many of which are dependent upon Gainesville businesses, the University of Florida and UF Health for employment, legal assistance, health care, retail and entertainment.
- Involvement with the Gainesville Area Chamber of Commerce (GACC) and the Council for Economic Outreach (CEO).

UF's efforts in technology transfer and startup companies bring new talent and investment dollars to the region. For example, last year, Alachua gene therapy company AGTC became the first UF startup to land a billion-dollar deal.

The College of Engineering established its first Innovation Station in Sarasota County. The UF Innovation Station Sarasota County focuses on establishing and growing partnerships with the private, academic, and public sectors in the region with the focus set clearly on growing the region's innovation economy. The Innovation Station works with Sarasota regional startups to large companies to establish an engineering talent pipeline. It connects UF technology opportunities to the Sarasota region entrepreneur and investor community with flexibility to accommodate opportunities ranging from early stage to growth. The Innovation Station also establishes access points to UF prototyping facilities and expertise for companies to grow. It works with the academic and private sectors to establish workforce development training opportunities such as coding boot camps, tech entrepreneurship training, and specialized offerings through distance education and hybrid models that serve to up-skill citizens for employment in high-tech fields. It matches regional research and technology needs with UF researcher expertise and one-of-a-kind infrastructure – resulting in short-term deliverables, focused and applied R&D, which can include company confidential or proprietary projects. The Innovation Station will also match long-term industry needs in fundamental research to UF faculty expertise, research programs, and labs.

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# Section 1 – Financial Resources

## TABLE 1A. University Education and General Revenues

| | 2012-13 Actual | 2013-14 Actual | 2014-15 Actual | 2015-16 Actual | 2016-17 Estimates |
|---|---|---|---|---|---|
| **MAIN OPERATIONS** | | | | | |
| Recurring State Funds | $278,338,117 | $325,992,708 | $365,480,734 | $356,667,088 | $369,666,109 |
| Non-Recurring State Funds | -$32,710,787 | $17,618,253 | $5,768,361 | $39,374,964 | $49,695,822 |
| Tuition | $254,750,464 | $260,713,331 | $262,730,535 | $277,150,720 | $285,246,479 |
| Tuition Differential Fee | $27,899,543 | $28,883,422 | $28,829,444 | $30,044,692 | $30,345,139 |
| Misc. Fees & Fines | $7,694,619 | $4,126,872 | $3,752,218 | $5,822,257 | $5,962,000 |
| Other Trust Funds | $0 | $0 | $0 | $0 | $0 |
| SUBTOTAL | $535,971,956 | $637,334,586 | $666,561,292 | $709,059,721 | $740,915,549 |
| **HEALTH SCIENCE CENTER / MEDICAL SCHOOL** | | | | | |
| Recurring State Funds | $94,360,878 | $107,750,528 | $109,302,486 | $110,315,306 | $112,551,136 |
| Non-Recurring State Funds | $0 | $1,468,994 | $1,250,000 | $1,000,000 | $1,250,000 |
| Tuition | $37,469,368 | $38,410,501 | $38,171,261 | $37,888,624 | $38,267,508 |
| Tuition Differential Fee | $0 | $0 | $0 | $0 | $0 |
| Misc. Fees & Fines | $0 | $0 | $0 | $0 | $0 |
| Other Trust Funds | $23,304,902 | $23,958,755 | $27,453,651 | $30,090,135 | $32,812,783 |
| SUBTOTAL | $155,135,148 | $171,588,778 | $176,177,398 | $179,294,065 | $184,881,427 |
| **IFAS** | | | | | |
| Recurring State Funds | $136,741,897 | $144,581,365 | $147,053,333 | $156,184,692 | $168,596,377 |
| Non-Recurring State Funds | $1,117,000 | $310,726 | $5,985,878 | $1,701,388 | $3,581,286 |
| Tuition | $0 | $0 | $0 | $0 | $0 |
| Tuition Differential Fee | $0 | $0 | $0 | $0 | $0 |
| Misc. Fees & Fines | $0 | $0 | $0 | $0 | $0 |
| Other Trust Funds | $16,526,296 | $16,906,873 | $22,567,202 | $19,011,567 | $27,748,666 |
| **SUBTOTAL** | $154,385,193 | $161,798,964 | $175,606,413 | $176,897,647 | $199,926,329 |
| **TOTAL** | $845,492,297 | $970,722,328 | $1,018,345,103 | $1,065,251,433 | $1,125,723,305 |

Recurring State 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: 2013-14 revenues include the non-recurring $300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* Non-Recurring State 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 that include all other non-recurring budget amendments allocated later in the fiscal year.* Note on Performance Funding: the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. 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/Other Trust Fund: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package*. *This data is not adjusted for inflation.*

# Section 1 – Financial Resources *(continued)*

## TABLE 1B. University Education and General Expenditures *(Dollars in Millions)*

| | 2011-12* | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| **MAIN OPERATIONS** | | | | | |
| Instruction/Research | $369,229,940 | $396,457,031 | $429,082,455 | $458,586,384 | $476,983,394 |
| Administration and Support | $34,106,924 | $36,055,368 | $45,920,170 | $47,833,471 | $47,991,628 |
| PO&M | $43,591,990 | $36,757,488 | $41,605,570 | $43,782,658 | $47,069,035 |
| Student Services | $29,850,078 | $30,896,111 | $33,467,109 | $35,776,918 | $38,787,235 |
| Library/Audio Visual | $24,695,285 | $25,960,911 | $26,937,947 | $28,602,075 | $28,212,815 |
| Other | $23,121,289 | $16,508,484 | $15,512,894 | $16,575,789 | $17,651,082 |
| SUBTOTAL | $524,595,506 | $542,635,393 | $592,526,145 | $631,157,295 | $656,695,189 |
| **HEALTH SCIENCE CENTER / MEDICAL SCHOOL** | | | | | |
| Instruction/Research | $85,560,576 | $82,495,438 | $101,578,811 | $105,130,318 | $104,237,063 |
| Administration and Support | $9,477,654 | $13,443,683 | $15,630,894 | $15,366,859 | $14,421,051 |
| PO&M | $28,484,747 | $34,523,759 | $30,658,775 | $32,479,037 | $34,005,013 |
| Library/Audio Visual | $3,362,235 | $3,344,081 | $3,557,678 | $3,781,354 | $4,338,325 |
| Teaching Hospital & Clinics | $18,811,107 | $18,222,133 | $18,300,431 | $20,213,152 | $22,613,852 |
| Student Services, and Other | $0 | $0 | $0 | $0 | $0 |
| SUBTOTAL | $145,696,319 | $152,029,094 | $169,726,589 | $176,970,720 | $179,615,304 |
| **IFAS** | | | | | |
| Instruction/Research | $0 | $0 | $0 | $0 | $0 |
| Administration and Support | $7,185,500 | $10,856,182 | $14,928,593 | $13,725,318 | $14,735,578 |
| PO&M | $14,289,202 | $15,905,754 | $17,769,832 | $18,635,302 | $20,881,096 |
| Student Services | $0 | $0 | $0 | $0 | $0 |
| Agricultural Extension | $41,409,931 | $41,783,184 | $46,018,498 | $49,221,975 | $54,233,752 |
| Institutes & Centers, Other | $73,235,066 | $74,878,235 | $78,554,232 | $83,989,383 | $89,116,714 |
| SUBTOTAL | $136,119,699 | $143,423,355 | $157,271,155 | $165,571,978 | $178,967,140 |
| TOTAL | $806,411,524 | $838,087,842 | $919,523,889 | $973,699,993 | $1,015,277,633 |

The table reports actual expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., 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 (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. *This data is not adjusted for inflation.* 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. Funding per Full-Time Equivalent (FTE) Student

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| State Appropriation *(GR & Lottery)* | $6,513 | $5,640 | $7,939 | $8,602 | $8,944 |
| Tuition & Fees *(State-funded Aid)* | $1,540 | $1,494 | $1,536 | $1,539 | $1,510 |
| Tuition & Fees *(from Student)* | $4,415 | $5,174 | $5,250 | $5,304 | $5,558 |
| Other Trust Funds | $0 | $0 | $0 | $0 | $0 |
| TOTAL | $12,467 | $12,308 | $14,724 | $15,445 | $16,012 |

Notes: State Appropriations includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). Tuition and Fee revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). Other Trust funds (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. Full-time Equivalent enrollment is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

## TABLE 1D. Cost per Bachelor's Degree

| | 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 |
|---|---|---|---|---|---|
| Cost to the Institution | $25,030 | $24,940 | $25,450 | $26,450 | $27,830 |

| [NEW] | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Cost to the Student:<br>Net Tuition & Fees per 120 Credit Hours | . | . | $9,950 | $10,060 | $10,660 |

Notes: Cost to the Institution reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. Source: State University Database System (SUDS), Expenditure Analysis: Report IV. Net Tuition & Fees per 120 Credit Hours represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*

# Section 1 – Financial Resources *(continued)*

## TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| **Auxiliary Enterprises** | | | | | |
| Revenues | $318,156,810 | $338,263,665 | $350,669,434 | $363,467,969 | $385,810,708 |
| Expenditures | $333,401,920 | $332,646,864 | $351,509,888 | $357,375,543 | $362,647,171 |
| **Contracts & Grants** | | | | | |
| Revenues | $1,111,573,155 | $1,146,883,041 | $1,226,545,535 | $1,414,173,370 | $1,363,463,808 |
| Expenditures | $1,075,100,893 | $1,092,573,367 | $1,128,761,594 | $1,199,621,679 | $1,319,847,540 |
| **Local Funds** | | | | | |
| Revenues | $566,476,137 | $562,640,244 | $557,195,480 | $578,827,647 | $594,092,745 |
| Expenditures | $552,152,515 | $561,772,973 | $558,286,365 | $600,663,314 | $585,992,671 |
| **Faculty Practice Plans** | | | | | |
| Revenues | $631,069,417 | $686,956,090 | $756,319,605 | $876,665,897 | $861,431,743 |
| Expenditures | $639,051,475 | $690,656,156 | $737,374,786 | $845,726,348 | $830,051,778 |

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. *This data is not adjusted for inflation.*

## TABLE 1F. Voluntary Support of Higher Education

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Endowment Value ($1000s) | $1,263,277 | $1,359,643 | $1,519,522 | $1,555,703 | $1,467,823 |
| Gifts Received ($1000s) | $173,385 | $210,951 | $215,183 | $215,579 | $243,666 |
| Percentage of Alumni Donors | 13.2% | 12.9% | 12.3% | 11.8% | 10.9% |

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. *This data is not adjusted for inflation.*

# Section 2 – Personnel

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

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| **Full-time Employees** | | | | | |
| Tenured Faculty | 1,850 | 1,838 | 1,827 | 1,789 | 1,754 |
| Tenure-track Faculty | 669 | 592 | 546 | 529 | 593 |
| Non-Tenure Track Faculty | 1,766 | 1,813 | 1,863 | 1,916 | 1,897 |
| Instructors Without Faculty Status | 0 | 0 | 0 | 0 | 0 |
| Graduate Assistants/Associates | 0 | 0 | 0 | 0 | 0 |
| Non-Instructional Employees | 8,397 | 8,493 | 8,730 | 8,930 | 9,023 |
| FULL-TIME SUBTOTAL | 12,682 | 12,736 | 12,966 | 13,164 | 13,267 |
| **Part-time Employees** | | | | | |
| Tenured Faculty | 110 | 47 | 57 | 63 | 99 |
| Tenure-track Faculty | 18 | 16 | 9 | 12 | 16 |
| Non-Tenure Track Faculty | 727 | 778 | 814 | 864 | 968 |
| Instructors Without Faculty Status | 0 | 0 | 0 | 0 | 0 |
| Graduate Assistants/Associates | 4,354 | 4,095 | 3,893 | 3,828 | 3,972 |
| Non-Instructional Employees | 179 | 168 | 185 | 199 | 230 |
| PART-TIME SUBTOTAL | 5,388 | 5,104 | 4,958 | 4,966 | 5,285 |
| **TOTAL** | 18,070 | 17,840 | 17,924 | 18,130 | 18,552 |

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

# Section 3 – Enrollment

## TABLE 3A. Headcount Enrollment by Student Type and Level

| | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|---|---|---|---|---|---|
| TOTAL | 49,785 | 50,086 | 50,095 | 50,536 | 52,519 |
| UNDERGRADUATE | | | | | |
| FTIC (Regular Admit) | 25,308 | 25,235 | 25,591 | 25,705 | 26,221 |
| FTIC (Profile Admit) | 632 | 641 | 632 | 631 | 618 |
| FCS AA Transfers | 4,930 | 4,942 | 4,890 | 5,142 | 5,480 |
| Other AA Transfers | 208 | 227 | 248 | 285 | 404 |
| Post-Baccalaureates | 0 | 0 | 0 | 0 | 0 |
| Other Undergraduates | 930 | 993 | 1,014 | 1,018 | 1,279 |
| Subtotal | 32,008 | 32,038 | 32,375 | 32,781 | 34,002 |
| GRADUATE | | | | | |
| Master's | 7,228 | 7,461 | 7,204 | 7,114 | 7,618 |
| Research Doctoral | 4,594 | 4,476 | 4,348 | 4,229 | 4,296 |
| Professional Doctoral | 4,450 | 4,395 | 4,377 | 4,411 | 4,359 |
| *Dentistry* | 331 | 327 | 341 | 348 | 360 |
| *Law* | 979 | 959 | 936 | 945 | 961 |
| *Medicine* | 546 | 545 | 542 | 553 | 564 |
| *Nursing Practice* | 174 | 173 | 203 | 251 | 240 |
| *Pharmacy* | 1,674 | 1,572 | 1,537 | 1,456 | 1,376 |
| *Physical Therapist* | 166 | 165 | 178 | 192 | 205 |
| *Veterinary Medicine* | 371 | 402 | 426 | 439 | 450 |
| *Other* | 209 | 252 | 214 | 227 | 203 |
| Subtotal | 16,272 | 16,332 | 15,929 | 15,754 | 16,273 |
| UNCLASSIFIED | | | | | |
| HS Dual Enrolled | 52 | 57 | 71 | 149 | 124 |
| Other | 1,453 | 1,659 | 1,720 | 1,852 | 2,120 |
| Subtotal | 1,505 | 1,716 | 1,791 | 2,001 | 2,244 |

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.

# Section 3 – Enrollment *(continued)*

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

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| RESIDENT FUNDABLE | | | | | |
| LOWER | 13,097 | 12,955 | 12,886 | 12,627 | 12,922 |
| UPPER | 17,547 | 17,435 | 17,653 | 17,700 | 17,951 |
| MASTERS (GRAD I) | 3,117 | 2,861 | 2,561 | 2,483 | 2,585 |
| DOCTORAL (GRAD II) | 5,044 | 4,953 | 4,858 | 4,753 | 4,525 |
| TOTAL | 38,805 | 38,204 | 37,958 | 37,564 | 37,984 |
| NON-RESIDENT FUNDABLE | | | | | |
| LOWER | 440 | 505 | 601 | 749 | 984 |
| UPPER | 519 | 549 | 640 | 777 | 877 |
| MASTERS (GRAD I) | 1,648 | 1,859 | 1,689 | 1,658 | 1,912 |
| DOCTORAL (GRAD II) | 2,474 | 2,429 | 2,394 | 2,411 | 2,527 |
| TOTAL | 5,081 | 5,343 | 5,325 | 5,594 | 6,300 |
| TOTAL FUNDABLE | | | | | |
| LOWER | 13,536 | 13,460 | 13,487 | 13,376 | 13,907 |
| UPPER | 18,066 | 17,984 | 18,293 | 18,477 | 18,829 |
| MASTERS (GRAD I) | 4,764 | 4,720 | 4,250 | 4,141 | 4,497 |
| DOCTORAL (GRAD II) | 7,518 | 7,383 | 7,252 | 7,164 | 7,051 |
| TOTAL | 43,885 | 43,547 | 43,283 | 43,158 | 44,284 |
| TOTAL NON-FUNDABLE | | | | | |
| LOWER | 306 | 312 | 251 | 230 | 278 |
| UPPER | 549 | 559 | 585 | 581 | 668 |
| MASTERS (GRAD I) | 1,716 | 1,836 | 2,085 | 2,221 | 2,369 |
| DOCTORAL (GRAD II) | 611 | 579 | 541 | 510 | 513 |
| TOTAL | 3,181 | 3,286 | 3,463 | 3,542 | 3,829 |
| TOTAL | | | | | |
| LOWER | 13,842 | 13,772 | 13,739 | 13,606 | 14,185 |
| UPPER | 18,615 | 18,543 | 18,878 | 19,058 | 19,497 |
| MASTERS (GRAD I) | 6,480 | 6,556 | 6,335 | 6,362 | 6,867 |
| DOCTORAL (GRAD II) | 8,129 | 7,962 | 7,794 | 7,674 | 7,564 |
| TOTAL | 47,066 | 46,833 | 46,746 | 46,700 | 48,113 |

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

# Section 3 – Enrollment *(continued)*

## TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Instructional Method

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| **TRADITIONAL** | | | | | |
| LOWER | 11,752 | 10,810 | 10,176 | 9,877 | 9,630 |
| UPPER | 15,173 | 14,612 | 13,759 | 13,550 | 13,345 |
| MASTERS (GRAD I) | 5,166 | 4,477 | 4,210 | 4,016 | 4,256 |
| DOCTORAL (GRAD II) | 7,347 | 6,199 | 5,967 | 5,798 | 5,938 |
| TOTAL | 39,437 | 36,099 | 34,112 | 33,240 | 33,168 |
| **HYBRID** | | | | | |
| LOWER | 192 | 331 | 291 | 302 | 363 |
| UPPER | 447 | 160 | 14 | 17 | 60 |
| MASTERS (GRAD I) | 105 | 52 | 47 | 11 | 3 |
| DOCTORAL (GRAD II) | 347 | 434 | 263 | 269 | 235 |
| TOTAL | 1,092 | 977 | 615 | 599 | 661 |
| **DISTANCE LEARNING** | | | | | |
| LOWER | 1,898 | 2,631 | 3,271 | 3,427 | 4,192 |
| UPPER | 2,995 | 3,771 | 5,105 | 5,491 | 6,092 |
| MASTERS (GRAD I) | 1,210 | 2,027 | 2,079 | 2,336 | 2,608 |
| DOCTORAL (GRAD II) | 434 | 1,329 | 1,564 | 1,607 | 1,391 |
| TOTAL | 6,537 | 9,757 | 12,020 | 12,861 | 14,284 |
| **TOTAL** | | | | | |
| LOWER | 13,842 | 13,772 | 13,739 | 13,606 | 14,185 |
| UPPER | 18,615 | 18,543 | 18,878 | 19,058 | 19,497 |
| MASTERS (GRAD I) | 6,480 | 6,556 | 6,335 | 6,362 | 6,867 |
| DOCTORAL (GRAD II) | 8,129 | 7,962 | 7,794 | 7,674 | 7,564 |
| TOTAL | 47,065 | 46,833 | 46,746 | 46,700 | 48,113 |

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.
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.*). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. 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 refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.
Academic year 2012-13 includes 373 traditional FTE that should have be categorized as distance learning.

# Section 3 – Enrollment *(continued)*

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

| | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|---|---|---|---|---|---|
| MILITARY | | | | | |
| Unclassified | 35 | 40 | 39 | 37 | 30 |
| Undergraduate | 246 | 234 | 208 | 222 | 210 |
| Master's (GRAD 1) | 268 | 262 | 255 | 234 | 240 |
| Doctoral (GRAD 2) | 53 | 60 | 57 | 44 | 41 |
| Subtotal | 602 | 596 | 559 | 537 | 521 |
| DEPENDENTS | | | | | |
| Unclassified | 3 | 5 | 6 | 11 | 7 |
| Undergraduate | 233 | 277 | 301 | 302 | 347 |
| Master's (GRAD 1) | 61 | 60 | 69 | 78 | 68 |
| Doctoral (GRAD 2) | 21 | 23 | 20 | 17 | 18 |
| Subtotal | 318 | 365 | 396 | 408 | 440 |
| NON-MILITARY | | | | | |
| Unclassified | 1,467 | 1,671 | 1,746 | 1,953 | 2,207 |
| Undergraduate | 31,529 | 31,527 | 31,866 | 32,257 | 33,445 |
| Master's (GRAD 1) | 11,513 | 10,825 | 10,582 | 10,512 | 11,014 |
| Doctoral (GRAD 2) | 4,356 | 5,102 | 4,946 | 4,869 | 4,892 |
| Subtotal | 48,865 | 49,125 | 49,140 | 49,591 | 51,558 |
| TOTAL | 49,785 | 50,086 | 50,095 | 50,536 | 52,519 |

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

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

| | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|---|---|---|---|---|---|
| Pell Grant Recipients | 10,527 | 10,425 | 10,377 | 10,220 | 9,959 |
| Percent with Pell Grant | 33.2% | 32.8% | 32.4% | 31.6% | 29.7% |

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

# Section 4 – Undergraduate Education

## TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16

| Title of Program | Six-digit CIP Code | Degree Level | Date of UBOT Action | Starting or Ending Term | Comments |
|---|---|---|---|---|---|
| **New Programs** | | | | | |
| Foreign Languages and Literatures | 16.0101 | Bachelors | 12/4/2015 | 2016 FALL | |
| Public Health | 51.2201 | Bachelors | 12/4/2015 | 2016 SUMMER | |
| **Terminated Programs** | | | | | |
| Packaging Science | 1.0401 | Bachelors | 4/1/2016 | 2016 SUMMER | |
| **Programs Suspended for New Enrollments** | | | | | |
| Agricultural and Food Products Processing | 1.0401 | Bachelors | - | 2011 FALL | |
| Real Estate | 52.1501 | Bachelors | - | 2011 SUMMER | |
| **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, 2015 and May 4, 2016.

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

# Section 4 – Undergraduate Education *(continued)*

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

*Retained in the Second Fall Term at Same University*

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| *Cohort Size* | *6,419* | *6,261* | *6,352* | *6,489* | *7,099* |
| % Retained *with Any GPA* | 96% | 96% | 96% | 96% | 96% |
| % Retained *with GPA 2.0 or higher* | 94.0% | 95.7% | 95.2% | 94.6% | 95.5% |

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 with Any GPA 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. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

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

| Term of Entry | 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 |
|---|---|---|---|---|---|
| *Cohort Size* | *6,590* | *6,375* | *6,334* | *6,253* | *6,344* |
| % Graduated | 86% | 87% | 88% | 86% | 87% |
| % Still Enrolled | *2%* | *1%* | *1%* | *1%* | 1% |
| % Success Rate | *87%* | *88%* | *89%* | *88%* | 88% |

Notes: Cohorts are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), 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. This data should match the IPEDS Graduation Rate Survey data that is due in late February.

# Section 4 – Undergraduate Education *(continued)*

## TABLE 4D. Graduation Rates *for* First-Time-in-College (FTIC) Students

| 4 – Year Rates (Full-time) | 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 |
|---|---|---|---|---|---|
| *Cohort Size* | *6,330* | *6,251* | *6,342* | *6,379* | *6,262* |
| Same University | 68% | 66% | 67% | 68% | 67% |
| Other University in SUS | 1% | 1% | 1% | 1% | 1% |
| Total from System | 68% | 67% | 68% | 69% | 68% |

| 6 – Year Rates (Full- & Part-time) | 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 |
|---|---|---|---|---|---|
| *Cohort Size* | *6,737* | *6,491* | *6,391* | *6,264* | *6,361* |
| Same University | 84.9% | 86.3% | 87.5% | 86.5% | 87.2% |
| Other University in SUS | 2% | 2% | 2% | 2% | 2% |
| Total from System | 87% | 88% | 90% | 89% | 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). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. **Full-time (FT) and Part-time (PT)** status refers to the credit load during the student's first Fall semester freshmen year. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree are removed from the cohorts. **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides a snapshot of graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.
**Same University** provides graduation rates for students in the cohort who graduated from the same institution.
**Other University in SUS** provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

The six-year graduation rate from the same university is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.

# Section 4 – Undergraduate Education *(continued)*

## TABLE 4E. Graduation Rates *for* AA Transfer Students from Florida College System

| Two – Year Rates | 2010-12 | 2011-13 | 2012-14 | 2013-15 | 2014-16 |
|---|---|---|---|---|---|
| *Cohort Size* | *1,453* | *1,538* | *1,460* | *1,427* | *1,559* |
| Same University | 42% | 41% | 40% | 40% | 39% |

| Four – Year Rates | 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 |
|---|---|---|---|---|---|
| *Cohort Size* | *1,338* | *1,495* | *1,453* | *1,538* | *1,460* |
| Same University | 82% | 86% | 83% | 83% | 82% |

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. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

## TABLE 4F. Graduation Rates *for* Other Transfer Students

| 5 – Year Rates | 2007-12 | 2008-13 | 2009-14 | 2010-15 | 2011-16 |
|---|---|---|---|---|---|
| *Cohort Size* | *629* | *511* | *461* | *447* | *399* |
| Same University | 86% | 89% | 88% | 87% | 84% |

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.

# Section 4 – Undergraduate Education *(continued)*

## TABLE 4G. Baccalaureate Degrees Awarded

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| First Majors | 8,601 | 8,245 | 8,515 | 8,604 | 8,451 |
| Second Majors | 232 | 255 | 264 | 303 | 262 |
| TOTAL | 8,833 | 8,500 | 8,779 | 8,907 | 8,713 |

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

## TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)
### [Includes Second Majors]

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| STEM | 2,917 | 2,904 | 3,117 | 3,178 | 3,136 |
| HEALTH | 658 | 520 | 552 | 628 | 590 |
| GLOBALIZATION | 209 | 234 | 257 | 299 | 273 |
| EDUCATION | 231 | 194 | 205 | 204 | 197 |
| GAP ANALYSIS | 655 | 585 | 668 | 690 | 765 |
| SUBTOTAL | 4,670 | 4,437 | 4,799 | 4,999 | 4,961 |
| PSE PERCENT OF TOTAL | 52.9% | 52.2% | 54.7% | 56.1% | 56.9% |

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

# Section 4 – Undergraduate Education *(continued)*

## TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| **Non-Hispanic Black** | | | | | |
| Number of Degrees | 753 | 665 | 657 | 627 | 549 |
| Percentage of Degrees | 9% | 8% | 8% | 8% | 7% |
| **Hispanic** | | | | | |
| Number of Degrees | 1,439 | 1,450 | 1,555 | 1,628 | 1,668 |
| Percentage of Degrees | 18% | 18% | 19% | 20% | 21% |
| **Pell-Grant Recipients** | | | | | |
| Number of Degrees | 3,282 | 3,283 | 3,528 | 3,547 | 3,433 |
| Percentage of Degrees | 39% | 40% | 42% | 42% | 41% |

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

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

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

# Section 4 – Undergraduate Education *(continued)*

## TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

| | 2011-12* | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| FTIC | 71% | 71% | 74% | 77% | 78% |
| AA Transfers | 77% | 83% | 85% | 86% | 86% |
| Other Transfers | 76% | 79% | 86% | 86% | 84% |
| TOTAL | 72.4% | 74.4% | 77.3% | 79.8% | 80.3% |

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (e.g., 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 which excludes those who previously earned a baccalaureate degree.
Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

## TABLE 4K. Undergraduate Course Offerings

| | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|---|---|---|---|---|---|
| Number of Course Sections | 3,413 | 3,243 | 3,095 | 3,070 | 3,246 |
| **Percentage of Undergraduate Course Sections by Class Size** | | | | | |
| Fewer than 30 Students | 65% | 67% | 68% | 69% | 70% |
| 30 to 49 Students | 17% | 15% | 16% | 15% | 15% |
| 50 to 99 Students | 10% | 10% | 9% | 9% | 9% |
| 100 or More Students | 8% | 7% | 7% | 7% | 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

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Faculty | 63% | 64% | 64% | 66% | 68% |
| Adjunct Faculty | 10% | 10% | 11% | 12% | 13% |
| Graduate Students | 23% | 22% | 21% | 18% | 16% |
| Other Instructors | 4% | 4% | 4% | 4% | 3% |

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 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|---|---|---|---|---|---|
| Ratio | 21 | 21 | 21 | 21 | 21 |

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

## TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Examinees | 128 | 186 | 239 | 188 | 185 |
| First-time Pass Rate | 91% | 96% | 92% | 90% | 93% |
| *National Benchmark* | *89%* | *92%* | *85%* | *85%* | *87%* |

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

# Section 4 – Undergraduate Education *(continued)*

## TABLE 4O. Post-Graduation Metrics

### Percent of Bachelor's Graduates Employed or Continuing their Education, One Year After Graduation

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|
| Employed ($25,000+) or Enrolled | *n/a* | *n/a* | 66.2% | 67.6% | 69.4% |
| Employed (Full-time) or Enrolled | 63% | 67% | 73% | 74% | 75% |
| *Percent Found* | *n/a* | *86%* | *89%* | *92%* | *91%* |
| *Number of States/Districts Searched* | *1* | *36* | *38* | *39* | *41* |

Notes: **Enrolled or Employed (Earning $25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least $25,000, or continuing their education within one year after graduation. **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.
The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. 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. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php. For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm. For more information about FEDES see: http://www.ubalt.edu/jfi/fedes/.

### Median Wages of Bachelor's Graduates Employed Full-time, One Year After Graduation

| | 2010-11 | 2011-12 | 2012-13 | 2013-14* | 2014-15* |
|---|---|---|---|---|---|
| 5th PERCENTILE WAGE | $16,600 | $17,500 | $17,600 | $18,700 | $19,200 |
| 25th PERCENTILE WAGE | $22,700 | $23,400 | $24,700 | $27,000 | $28,500 |
| MEDIAN WAGE | $31,300 | $33,100 | $34,800 | $38,400 | $40,700 |
| 75th PERCENTILE WAGE | $44,200 | $46,400 | $48,200 | $54,300 | $57,400 |
| 95th PERCENTILE WAGE | $64,500 | $67,000 | $68,100 | $78,500 | $81,900 |
| *Percent Found* | *31%* | *31%* | *34%* | *46%* | *46%* |
| *Number of States/Districts Searched* | *1* | *1* | *1* | *39* | *41* |

Notes: **Median Wage** data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.
Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "WRIS 2"). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.

# Section 5 – Graduate Education

## TABLE 5A. Graduate Degree Program Changes in AY 2015-16

| Title of Program | Six-digit CIP Code | Degree Level | Date of UBOT Action | Starting or Ending Term | Date of Board of Governors Action | Comments |
|---|---|---|---|---|---|---|
| **New Programs** | | | | | | |
| Computer and Information Sciences, General | 11.0101 | Research Doctorate | | 2015 FALL | 6/18/2015 | |
| **Terminated Programs** | | | | | | |
| Industrial & Systems Engineering | 14.2701 | Engineer | 12/4/2015 | 2016 SPRING | | |
| **Programs Suspended for New Enrollments** | | | | | | |
| Fire Science/Fire-fighting | 43.0203 | Masters | - | 2012 FALL | | Accepting new enrollments effective Summer 2016 |
| German Language and Literature | 16.0501 | Research Doctorate | - | 2008 SUMMER | | |
| Philosophy | 38.0101 | Research Doctorate | - | 2008 SUMMER | | |
| **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, 2015 and May 4, 2016.

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

# Section 5 – Graduate Education *(continued)*

## TABLE 5B. Graduate Degrees Awarded

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| First Majors | 5,949 | 5,981 | 6,241 | 5,612 | 5,810 |
| Second majors | 26 | 0 | 0 | 1 | 0 |
| TOTAL | 5,975 | 5,981 | 6,241 | 5,613 | 5,810 |
| Masters and Specialist (1st majors) | 3,995 | 4,017 | 4,247 | 3,697 | 3,869 |
| Research Doctoral (1st majors) | 713 | 742 | 796 | 766 | 737 |
| Professional Doctoral (1st majors) | 1,241 | 1,222 | 1,198 | 1,149 | 1,204 |
| *Dentistry* | *82* | *79* | *83* | *78* | *79* |
| *Law* | *334* | *361* | *304* | *308* | *323* |
| *Medicine* | *134* | *131* | *129* | *132* | *133* |
| *Nursing Practice* | *35* | *26* | *28* | *35* | *41* |
| *Pharmacy* | *461* | *427* | *430* | *386* | *368* |
| *Physical Therapist* | *55* | *54* | *55* | *50* | *65* |
| *Veterinary Medicine* | *84* | *86* | *98* | *101* | *111* |
| *Other Professional Doctorate* | *56* | *58* | *71* | *59* | *84* |

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for some of the Professional Doctoral degrees.

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

[Includes Second Majors]

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| STEM | 1,847 | 1,912 | 2,101 | 1,783 | 1,899 |
| HEALTH | 1,508 | 1,562 | 1,528 | 1,456 | 1,547 |
| GLOBALIZATION | 64 | 72 | 52 | 56 | 48 |
| EDUCATION | 422 | 428 | 532 | 465 | 459 |
| GAP ANALYSIS | 162 | 152 | 142 | 124 | 130 |
| SUBTOTAL | 4,003 | 4,127 | 4,355 | 3,884 | 4,083 |
| PSE PERCENT OF TOTAL | 67.0% | 69.0% | 69.8% | 69.2% | 70.3% |

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

# Section 5 – Graduate Education *(continued)*

## TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|
| Examinees | 306 | 343 | 283 | 285 | 282 |
| First-time Pass Rate | 90% | 87% | 89% | 87% | 77% |
| *State Benchmark* | *81%* | *80%* | *74%* | *69%* | *66%* |

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

| | 2012 | 2013 | 2014 | 2015 | 2016 Preliminary |
|---|---|---|---|---|---|
| Examinees | 138 | 137 | 137 | 132 | 139 |
| First-time Pass Rate | 99% | 98% | 96% | 95% | 95% |
| *National Benchmark* | *96%* | *97%* | *96%* | *96%* | *96%* |

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

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 Preliminary |
|---|---|---|---|---|---|
| Examinees | 129 | 133 | 136 | 191 | 142 |
| First-time Pass Rate | 98% | 100% | 98% | 98% | 99% |
| *National Benchmark* | *98%* | *98%* | *97%* | *95%* | *96%* |

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

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 Preliminary |
|---|---|---|---|---|---|
| Examinees | 124 | 132 | 138 | 141 | 154 |
| First-time Pass Rate | 100% | 99% | 97% | 98% | 99% |
| *National Benchmark* | *97%* | *98%* | *96%* | *96%* | *97%* |

Veterinary Medicine: *North American Veterinary Licensing Exam*

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|
| Examinees | 82 | 87 | 97 | 101 | 110 |
| First-time Pass Rate | 95% | 99% | 97% | 95% | 98% |
| *National Benchmark* | *96%* | *96%* | *90%* | *90%* | *95%* |

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on Feb. and July administrations every calendar year. The State benchmark excludes non-Florida institutions. The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). The NAVLE national exam pass rate is reported online by the National Board of Veterinary Medical Examiners (NBVME).

# Section 5 – Graduate Education *(continued)*

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

### Pharmacy: *North American Pharmacist Licensure Exam*

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Examinees | 280 | 286 | 274 | 276 | 273 |
| First-time Pass Rate | 97% | 97% | 95% | 96% | 95% |
| *National Benchmark* | *94%* | *97%* | *95%* | *95%* | *93%* |

### Dentistry: *National Dental Board Exam - Part 1*

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Examinees | 79 | 80 | 82 | 80 | 92 |
| First-time Pass Rate | 100% | 100% | 100% | 100% | 100% |
| *National Benchmark* | *95%* | *93%* | *93%* | *96%* | *96%* |

### Dentistry: *National Dental Board Exam - Part 2*

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Examinees | 87 | 79 | 81 | 80 | 79 |
| First-time Pass Rate | 99% | 99% | 100% | 96% | 99% |
| *National Benchmark* | *95%* | *94%* | *94%* | *92%* | *92%* |

### Physical Therapy: *National Physical Therapy Examinations*

| | 2009-11 | 2010-12 | 2011-13 | 2012-14 | 2013-15 |
|---|---|---|---|---|---|
| Examinees | 153 | 161 | 163 | 163 | 162 |
| First-time Pass Rate | 94% | 92% | 94% | 94% | 96% |
| *National Benchmark* | *89%* | *89%* | *89%* | *90%* | *91%* |

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

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Examinees | | | 46 | 43 | 44 |
| 'New Graduate' Pass Rate | . | . | 100% | 100% | 100% |
| *System Average* | *.* | *.* | *97%* | *98%* | *100%* |

Note: The NAPLEX national exam pass rates are reported online by the National Association of Boards of Pharmacy. This national pass rate is for graduates from ACPE Accredited Programs. National pass rates for the National Dental Board Exam are provided by the universities. Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. 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.

# Section 6 – Research and Economic Development

## TABLE 6A. Research and Development

| R&D Expenditures | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|
| Total (S&E and non-S&E) ($ 1,000s) | $739,931 | $696,985 | $695,063 | $708,526 | $739,522 |
| Federally Funded ($ 1,000s) | $306,349 | $305,607 | $296,199 | $289,327 | $287,230 |
| Percent Funded From External Sources | 49% | 53% | 51% | 54% | 52% |
| Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member | $289,036 | $276,691 | $286,034 | $298,578 | $319,035 |

| Technology Transfer | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|
| Invention Disclosures | 322 | 345 | 335 | 352 | 337 |
| Licenses & Options Executed | 131 | 129 | 140 | 147 | 261 |
| Licensing Income Received ($) | $29,493,522 | $33,922,249 | $28,067,988 | $32,865,349 | $32,972,356 |
| Number of Start-Up Companies | 12 | 15 | 16 | 16 | 15 |

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Utility Patents Issued | 60 | 75 | 97 | 91 | 115 |
| Plant Patents Issued | 5 | 4 | 14 | 12 | 15 |

Notes: 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 (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). Invention Disclosures reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. Licenses & Options Executed that were executed in the year indicated for all technologies – as reported by AUTM. 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 – as reported on the AUTM survey. Number of Start-up Companies that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. US Patents Issued awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design or other patent types.

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

## TABLE 6B. Centers of Excellence

| Name of Center: | Regenerative Health Biotechnology | Cumulative (since inception to June 2016) | Fiscal Year 2015-16 |
|---|---|---|---|
| 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 | | 241 | 0 |
| Value of Competitive Grants Applied For *($)* | | $109,056,439 | $0 |
| Number of Competitive Grants Received | | 159 | 0 |
| Value of Competitive Grants Received *($)* | | $56,881,671 | $0 |
| Total Research Expenditures *($)* | | $59,700,399 | $478,704 |
| Number of Publications in Refereed Journals From Center Research | | 202 | N/A |
| Number of Invention Disclosures | | 3 | N/A |
| Number of Licenses/Options Executed | | 6 | N/A |
| Licensing Income Received *($)* | | $552,318 | $131,521 |
| **Collaboration Effectiveness** *Only reports on relationships that include financial or in-kind support.* | | | |
| Collaborations with Other Postsecondary Institutions | | 222 | 6 |
| Collaborations with Private Industry | | 292 | 5 |
| Collaborations with K-12 Education Systems/Schools | | 388 | 10 |
| Undergraduate and Graduate Students Supported with Center Funds | | 315 | 0 |
| **Economic Development Effectiveness** | | | |
| Number of Start-Up companies *with a physical presence, or employees, in Florida* | | 4 | 0 |
| Jobs Created By Start-Up Companies Associated with the Center | | 325 | 0 |
| Specialized Industry Training and Education | | 709 | 127 |
| Private-sector Resources Used to Support the Center's Operations | | 87 | 2 |

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

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

| Name of Center | |
|---|---|

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) was created with the mission to stimulate promising research and facilitate commercialization of technologies to provide treatments and cures for human diseases, as well as create new companies and high wage jobs for Florida. The two major operations of CERHB included; 1) *Biotility*, which provides workforce credentialing services, teacher certification, curricula development, and direct industry training in technical and regulatory details unique to the biotechnology industry; and 2) *Florida Biologix*, a biopharmaceutical manufacturing and testing services facility. In November, 2015, *Florida Biologix* separated from UF with financial backing from Ampersand Capital Partners. The newly formed company recruited the majority of Florida Biologix employees (120), and the operations remain in the university-owned facility through a lease agreement. In April, 2016 Florida Biologix merged with Brammer Biopharmaceuticals to become Brammer Bio, and has since hired another 30 employees at the Alachua, Florida facility. This transaction supports the primary goals of the EDA award, i.e., promotion of innovation and competitiveness; preparing the region for growth and success; fostering entrepreneurship, innovation, and productivity; and attracting capital investments and higher skill, higher wage jobs.

*Biotility*, within the CERHB (http://biotility.research.ufl.edu) was established concurrently with Florida Biologix, and serves as a state resource to expand and improve workforce talent for Florida's bioscience industry. Efforts are directed to three key areas; 1) Direct industry training and certificate short-courses; 2) Secondary/postsecondary program development and support, including teacher training and certification; and 3) Development and administration of the industry-recognized Biotechnician Assistant Credentialing Exam (BACE) within Florida and nationally. With the re-defined mission of the Center to further develop and promote Florida's workforce talent, increased funding was directed to these efforts in Q3 and Q4 of the fiscal year to hire additional personnel, and to update equipment used for current instruction and training. With established short-courses, and industry workforce credentialing systems in place, the Center is transitioning to a revenue generating/self-sustaining model, earning $131,521 during the 2015-16 fiscal year.

Industry Training/Certificate Short-Courses: Developed for direct workforce training (funded in part by Workforce Florida, Inc., 2006-12), courses are attended by graduate students and post-docs interested in careers outside of academia, incumbent industry employees seeking compliance training or skills updating, and individuals seeking to make a career change. Industry focus groups, a needs assessment, and surveys are periodically conducted to determine current and future needs of companies, for which additional courses are developed. Courses were offered for the first time in 2007, and over 800 students have earned one or more specialized workforce training certificates. Efforts are currently underway to transition lecture-based topics to an online format, and to offer additional specialized credentials aligned with Florida's maturing industry. Secondary/Postsecondary Programs & Teacher Training: Biotility and its partners (NSF funding, 2006-09) submitted a 3-year framework for a secondary industrial biotechnology program to the Florida DOE, which was approved for CTE and Science credit in December 2006. Offered in 13 schools statewide, enrollment is approximately 1000 students annually. Biotility also works directly with Project Lead the Way's secondary Biomedical program, which has 35 schools in Florida. In 2015-2016, Biotility lead the Florida Department of Education's Industrial Biotechnology framework review with industry partners and teachers, to ensure the program remains relevant to industry needs. Biotility continues to participate in curriculum development, disseminate statewide articulation opportunities, conduct teacher training and mentoring, participate on advisory boards, and assist with student recruitment. In 2015-2016, Biotility participated in 17 industrial biotechnology career-themed outreach activities with elementary and secondary schools, reaching over 1900 students. Biotility's *Industrial Biotechnology Teacher Experience* (IBTE) is the only program in the state, approved by Florida's DOE, to provide district certification for teachers of the Industrial Biotechnology courses. Additional training is offered throughout the year on industry relevant skills. Biotechnician Assistant Credentialing

Exam (BACE): Florida legislation (Career and Professional Education (CAPE) act) requiring career-themed programs to provide opportunities for students to earn an industry-recognized credential, lead to the development of Biotility's Biotechnician Assistant Credentialing Exam (BACE) (Florida DOE funding, 2008-2011). The exam includes both a written and practical component, and has been vetted by BioFlorida for relevance and question accuracy. Over 1100 participants from 25 Florida high schools have earned the workforce credential. Successful completers (currently 79%) passage rate) also earn articulated credit to any of Florida's postsecondary A.S. degree programs in biotechnology. Similar legislation to has been passed in other states, including Arizona, which adopted the BACE as an industry-recognized workforce credential in 2016. Efforts are underway to further disseminate the use of the BACE nationally. Biotility has partnered with BioLink members, and the "Community College Consortium for Bioscience Credentials", and is working with state industry organizations for national recognition of the Biotechnician Assistant credential.

Regenerative Health Biotechnology -Florida Biologix

The Center of Excellence for Regenerative Health Biotechnology (CERHB) was established in 2003 through a major grant from the state of Florida to UF. It is located in Progress Corporate Park in Alachua, just north of Gainesville, FL. The mission of CERHB is to stimulate promising research and facilitate commercialization of technologies that will provide treatments and cures for human diseases, as well as create new companies and high wage jobs for Florida.
Two major operations of CERHB are **Biotility** – provides education in technical and regulatory details unique to biotechnology industry and **Florida Biologix** – state-of-the-art 23,500 sq. ft. biopharmaceutical manufacturing and testing services facility that has provided a broad range of drug development services since 2006

Florida Biologix was a University-owned and operated contract development and manufacturing organization that provided specialized, high-value biologics production services to the biopharmaceutical industry. The biopharmaceutical manufacturing and testing services operation began in 2006. The key infrastructure component is the cGMP biopharmaceutical manufacturing facility. cGMP refers to the Current Good Manufacturing Practice regulations enforced by the FDA to assure proper design, monitoring, and control of manufacturing processes and facilities used in human pharmaceuticals.

Using $5M in state funds and a $2M grant from the EDA, the cGMP Manufacturing facility was designed, built-out, outfitted with equipment, commissioned, and validated. Since 2003, the State of Florida and the University have invested $14.5M into the Florida Biologix facility and operation. An additional $9.4M was invested into ancillary programs within CERHB.

The primary focus of Florida Biologix was production, testing, and filling of cGMP compliant biopharmaceutical materials for Phase I and II human clinical trials. Florida Biologix does not provide products for Phase III trials as this requires significant expansion of manufacturing facilities

The University did not predict success for Florida Biologix without expansion to include manufacture for Phase III. The Florida Biologix operation developed to the point that it no longer fell within the primary mission of the University; neither would the University be able to make the investments that would be necessary to maintain its operations successfully into the future.

Beginning in 2010, the University actively sought to spin off Florida Biologix to the private sector, ideally finding an entity that would keep the operation within the State of Florida given the tremendous investment that has been made in the operation by the State of Florida and the University, including the EDA funds.

In November, 2015, *Florida Biologix* separated from the University with financial backing from Ampersand Capital Partners. The newly formed company recruited the majority of Florida Biologix employees (120), and the operations remain in the university-owned facility through a lease agreement with the University of Florida. In April, 2016 Florida Biologix merged with Brammer Biopharmaceuticals to become Brammer Bio, and has since hired another 30

employees at the Alachua, Florida facility. This transaction supports the primary goals of the EDA award, i.e., promotion of innovation and competitiveness; preparing the region for growth and success; fostering entrepreneurship, innovation, and productivity; and attracting capital investments and higher skill, higher wage jobs. The newly formed company remains in its current location in Alachua, executing a long-term lease of the University-owned facility. The basis of the lease agreement is an independent broker opinion of fair market value obtained by the University from Cushman & Wakefield in September of 2013. The operations remain in the university-owned facility with renovations and future expansions. Utilization of the current facility through a lease agreement with the University is also deemed to be essential by the investment group.

The privatization of Florida Biologix is of significant importance to the University of Florida. Economic development was the motivation for the substantial investment by the state, continued support from the University, and the successful efforts to secure additional resources from EDA. This transaction optimized the potential of Florida Biologix to promote innovation and competiveness in North Central Florida. The University determined that consummating this transaction would foster entrepreneurship, innovation, and productivity, accelerate business development, attract private capital, and foster higher-skill, higher-wage jobs, to stimulate economic growth. The organizers of the company have attracted private investment using a sound business plan that involves additional development and construction that are designed to expand and sustain the facility well into the future.

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

## TABLE 6B. Centers of Excellence

| Name of Center: | FISE Energy Technology Incubator | Cumulative (since inception to June 2016) | Fiscal Year 2015-16 |
|---|---|---|---|
| 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 | | 867 | 94* |
| Value of Competitive Grants Applied For *($)* | | $825,135,559 | $46,655,559* |
| Number of Competitive Grants Received | | 729 | 101* |
| Value of Competitive Grants Received *($)* | | $185,226,659 | $36,726,659* |
| Total Research Expenditures *($)* | | $71,200,000 | $9,000,000* |
| Number of Publications in Refereed Journals From Center Research | | 1221 | 92* |
| Number of Invention Disclosures | | 204 | 0* |
| Number of Licenses/Options Executed | | 37 | 5* |
| Licensing Income Received *($)* | | $188,460 | $1,460 |
| **Collaboration Effectiveness** *Only reports on relationships that include financial or in-kind support.* | | | |
| Collaborations with Other Postsecondary Institutions | | 239 | 12* |
| Collaborations with Private Industry | | 203 | 23* |
| Collaborations with K-12 Education Systems/Schools | | N/A | N/A |
| Undergraduate and Graduate Students Supported with Center Funds | | 783 | 94* |
| **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 | | 129 | 0 |
| Private-sector Resources Used to Support the Center's Operations | | 9 | 0 |

The Florida Institute for Sustainable Energy (FISE) created in 2007, had the vision to create a clean and sustainable energy future. In recent years, the FISE mission of fostering fundamental research on topics related to energy and to educate the public regarding energy and environmental technologies has dispersed to other core activities within the campus. The operation of the Prototype Development & Demonstration Laboratory experimental user facility was transitioned into the Major Analytical Instrumentation Center (MAIC) in 2011. The MAIC is a service center with pre-existing infrastructure to manage user facilities. The Biofuel Pilot Plant was housed at UF Agricultural and Biological Department when it was first built. It was relocated to the Stan Mayfield Biorefinery in Perry, FL when the refinery became operational to consolidate the biofuel research efforts. The Stan Mayfield Biorefinery has since ceased operations. Dr. Norton has therefore requested that the FISE be sunset effective November 2016.

# 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 2016) | Fiscal Year 2015-16 |
|---|---|---|---|
| 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 | | 118 | 0 |
| Value of Competitive Grants Applied For *($)* | | $112,946,144 | $0 |
| Number of Competitive Grants Received | | 61 | 0 |
| Value of Competitive Grants Received *($)* | | $24,136,495 | $0 |
| Total Research Expenditures *($)* | | $3,979,011.01 | $960.00 |
| Number of Publications in Refereed Journals From Center Research | | 174 | 7 |
| Number of Invention Disclosures | | 77 | 1 |
| Number of Licenses/Options Executed | | 8 | 0 |
| Licensing Income Received *($)* | | $0 | $0 |
| **Collaboration Effectiveness** *Only reports on relationships that include financial or in-kind support.* | | | |
| Collaborations with Other Postsecondary Institutions | | 12 | 0 |
| Collaborations with Private Industry | | 9 | 0 |
| Collaborations with K-12 Education Systems/Schools | | 5 | 0 |
| Undergraduate and Graduate Students Supported with Center Funds | | 55 | 0 |
| **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 | | 67 | 0 |
| Specialized Industry Training and Education | | 5 | 0 |
| Private-sector Resources Used to Support the Center's Operations | | $55.6M | $3.8 |

# 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]: 2015-2016

The Center for Nano-Bio Sensors (CNBS) at the University of Florida was formed in 2007 to invest strategic resources in overcoming technological barriers to the development and commercialization of a number of promising nano-bio technologies that focus on applications in medical diagnostics, healthcare, 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 $672,143 for CNBS researchers during FY 14-15.

- Multidisciplinary and Interdisciplinary Teams Promoting Enabling Synergy. The CNBS structure promotes for faculty and researchers to team up to develop novel technological solutions.

- Research Effectiveness: CNBS supported technologies are based on strong intellectual property platforms that would facilitate commercialization. Previously, a small company collaborator (NanoHygienix) developed antimicrobial coatings for reduction of infections in healthcare and assisted living facilities. Those efforts were suspended due to fiscal and other reasons. Identifying a new company collaborator is in progress. In the past, collaborative efforts led to a supplemental award from an NSF-AIR (Accelerating Innovation Research) program to evaluate the efficacy of the antimicrobial coatings with real pathogens. A local UF spin off company (BCS Inc.) was engaged to carry out the NSF-AIR suggested testing with real pathogens.

- 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 60 positions in the State of Florida during the life of the Center, and CNBS support has facilitated the acquisition of approximately $55.6M in venture capital and other investments for companies associated with CNBS.