

UWVF

2012-13 Work Plan



University of West Florida

Work Plan Presentation for 2012-13 Board of Governors Review



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency; and, 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2012-13 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

VISION STATEMENT (What do you aspire to?)

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being "different by design."

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. The majority of UWF's students come from the Panhandle, but UWF is helping to address higher education access needs by enrolling an increasing number of students from the Florida peninsula and beyond. A significant number of UWF's students come from families with a military connection. UWF will manage growth strategically at the main campus, at other sites, and online, and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds. Through its partnerships with the K-12 sector and other institutions of higher education (e.g., Florida Colleges in NW Florida, other SUS institutions), UWF will facilitate students' transition to the University and provide students with access to academic programs that might otherwise not be available to them. To enhance the collegiate experience for the traditional-aged student, UWF is investing in improving campus life and expanding high-quality advising and tutoring services. UWF is addressing nontraditional learners' needs through the proposed statewide Degree Completion Initiative; providing one-stop services to military-affiliated students through its Military/Veterans Center; strengthening its articulation programs with state colleges; establishing high-demand online programs to strengthen Florida's workforce; and reinforcing UWF's innovative online curriculum through participation in *Quality Matters* to assure high-quality instruction. UWF is committed to offering undergraduate and graduate degrees that meet regional workforce needs, including implementing practices that help students prepare effectively for life beyond graduation.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

UWF has evolved into a vibrant, distinctive, educational institution with an undergraduate collegiate culture characteristic of a regional comprehensive university, but with expanded graduate and targeted research programs, nationally recognized online programs, and extensive community service and engagement. UWF favors smaller classes with fully qualified teacher-scholars who deliver personalized, innovative, hands-on learning and leadership opportunities. UWF takes pride in the strong, mutually beneficial collaborations (reflected in its curriculum and its focus on applied research, as well as its public-private partnerships) that have emerged with UWF's partners in the community, business, military, and education.

UWF's institution-wide strategic planning discussions have targeted various opportunities and challenges for improvement, including, but not limited to, (1) purposeful enrollment growth; (2) student retention and graduation rates; (3) strengthened student professional workforce skills; (4) physical infrastructure enhancements; (5) comprehensive degree planning to ensure viable programs that meet regional needs; (6) efforts to increase the number of Floridians with degrees in areas such as STEM, Education, Health Professions (including building on the success UWF has had in its outreach to students in the K-12 sector to create and encourage their interests in these critical areas).

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. **Strategic Priority -- Foster student learning and development to include the knowledge, skills, and dispositions that optimize students' prospects for personal and professional success.**
 - » Starting with General Studies and continuing through the undergraduate major and graduate studies, emphasize 21st Century skills, including student learning outcomes associated with professional readiness and career development.
 - » Collaborate with business, educational, and community partners to expand opportunities for students to engage in high-impact, experiential learning activities that educational research indicates improve student engagement, learning, retention, and subsequent job placement and professional success (e.g., internships, research, service learning, study abroad, practicum placements, related professional experiences). [Academic Quality and Return on Investment]
2. **Strategic Priority -- Improve student persistence and timely progression to degree attainment.**
 - » Develop and implement a University-wide comprehensive plan to improve undergraduate student retention and timely degree completion through strong academic programs, improved academic support, and robust student life experiences. [Refer to the Undergraduate Student Success Initiative listed in the Tuition Differential Request for more details.]
[Academic Quality, Operational Efficiency, and Return on Investment]
3. **Strategic Priority -- Maximize the acquisition and deployment of resources, and strategically align and integrate planning, budgeting, assessment, and continuous improvement efforts.**
 - » Develop new revenue streams and increase total financial resources to ensure UWF has sufficient funds to support the mission, vision, and values of the University.
 - » Develop and execute a University-wide coordinated and strategic recruitment and enrollment plan that defines an optimal student profile within the context of UWF's mission and available resources. Develop strategies for enhancing the degree to which prospective students select UWF as their first choice for higher education. [Operational Efficiency and Return on Investment]



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators, from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

¹ The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	5 YEAR TREND <i>(05-06 to 10-11)</i>	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS <i>(2014-15)</i>
Academic Quality					
National Ranking for University and Programs					
<u>Describe plans for increasing national preeminence of University and select programs.</u>					
<ul style="list-style-type: none"> Maintain recognition from Forbes Magazine as one of America's Top Colleges, from The Princeton Review as one of the best colleges in the Southeast and as a "Green College," from U.S. News and World Reports as one of the Top Online Education Programs, from The Chronicle of Higher Education as one of the "Great Colleges to Work For," and from G.I. Jobs Magazine as a Military Friendly School. Increase success in fielding student competitors who win in state, regional, and national academic competitions (e.g., logistics; Model UN, forensics). Continue success in documenting through Program Reviews that UWF academic programs and institutes and centers deliver on the promises of their respective mission and vision statements. Develop and implement an academic program master plan that, within the context of UWF's mission and available resources, includes strategies for moving select academic and research programs to greater levels of distinction; and aligns resources to support these initiatives. 					
Avg. SAT Score	1.8% ¹	1542	1481	1509	1565
Avg. High School GPA (on 4.0 scale)	0.0%pt	3.6	3.4	3.4	3.5
Professional/Licensure Exam					
First-time Pass Rates²					
Exams Above National/State Benchmark	n/a	1	1	1	1
Exams Below National/State Benchmark	n/a	0	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2012.			
SUBTOTAL OF IMPROVING METRICS	1	1	2	3	
Operational Efficiency					
Freshman Retention Rate	-2.1%pt	73.5 %	73.8%	74.2%	74.8%
FTIC Graduation Rates					
In 4 years (or less)	-1.2%pt	19.9%	20.2%	20.6%	21.2%
In 6 years (or less)	0.2%pt	46.4%	46.7%	47.1%	47.7%
AA Transfer Graduation Rates					
In 2 years (or less)	-4.6%pt	29.3%	29.6%	30.0%	30.6%
In 4 years (or less)	-6.3%pt	61.2%	62.8%	64.5%	68.0%
Percent of Bachelor's Degrees Without Excess Hours		Board staff is currently updating the methodology for this metric			
SUBTOTAL OF IMPROVING METRICS	1	6	6	6	

Notes: (1) SAT trends are based on 3 year average, (2) Professional licensure pass rates are based on the 2010-11 Annual Accountability Report with data that spans multiple time periods.



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	5 YEAR TREND (05-06 to 10-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Return on Investment					
Bachelor's Degrees Awarded	11.5%	1903	2012	2061	2158
Percent of Bachelor's Degrees in STEM	0.5%pt	16.5%	16.1%	16.3%	16.8%
Graduate Degrees Awarded	48.9%	621	565	579	606
Percent of Graduate Degrees in STEM	9.1%pt	16.1%	11.9%	12.2%	12.7%
Percent of Baccalaureate Graduates Employed in Florida	-4.0%pt	60% ³	60.8%	61.6%	63.2%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	1.0%pt	19% ³	19.2%	19.4%	19.8%
Annual Gifts Received (\$M)	13.5%	\$ 2.6	\$ 3.5	\$ 3.85	\$ 4.2
Endowment (\$M)	1.2%	\$ 55.7	\$ 62.5	\$ 65.0	\$ 70.0
SUBTOTAL OF IMPROVING METRICS	7		5	8	8
TOTAL OF IMPROVING METRICS	9		12	16	17

Notes: (1) SAT trends are based on 3 year average, (2) Professional licensure pass rates are based on the 2010-11 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2009-10 data from FETPIP. (4) ^P references PRELIMINARY DATA.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Average Time to Degree for FTICs	Number of Faculty Designated a Highly Cited Scholar
Bachelor's Degrees Awarded to Minorities	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Number of Adult (age 25+) Undergraduates Enrolled	Percentage of Students Participating in Identified Community and Business Engagement Activities
Percent of Course Sections Offered via Distance and Blended Learning	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Average Time to Degree for FTICs (4-year trend)	-8.5%	5.1	5.0	4.9	4.7
Number of Adult (age 25+) Undergraduates Enrolled	8.0%	2,976	3,022	3,069	3,165

Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)

Develop and implement an institutional plan to coordinate and focus the University's continuing efforts to identify community stakeholders, cultivate partnerships, and learn more about specific economic, workforce, educational, research, and cultural needs and opportunities. Collaborate with partners to promote engagement and service opportunities through a broad array of programs, research, and other activities to address identified needs within the context of UWF's mission and available resources. [Activities will include student, faculty, and staff participation in identified community and business engagement activities.] Prepare documentation for submission to Carnegie.

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. Improve student engagement as measured on the National Survey of Student engagement (NSSE).

NSSE Results on five select subsections for seniors: (1) Level of Academic Challenge, (2) Active and Collaborative Learning, (3) Student-Faculty Interaction, (4) Enriching Educational Experiences, and (5) Supportive Campus Environment [Metric: Number of five subsections showing improvement]	NA	NA	5	NA	5
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Goal 2. Facilitate student's access to UWF by increasing donor support for student financial aid.

Total Privately Funded Scholarships Awarded	30.4%	\$1,142,594	\$1,076,145	\$1,140,000	\$1,222,000
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OPERATIONS



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Appropriations
Education & General – Main Operations						
State Funds	\$ 76,836,830	\$ 65,006,959	\$ 61,440,568	\$ 63,019,452	\$ 53,181,126	\$ 41,434,296
Tuition	\$ 25,958,672	\$ 26,633,995	\$ 31,331,183	\$ 36,055,946	\$ 38,574,235	n/a
TOTAL MAIN OPERATIONS	\$ 102,795,502	\$ 91,640,954	\$ 92,771,751	\$ 99,075,398	\$ 91,755,361	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds						
Tuition						n/a
TOTAL HSC						n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds						
Tuition						n/a
TOTAL IFAS						n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 102,795,502	\$ 91,640,954	\$ 92,771,751	\$ 99,075,398	\$ 91,755,361	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2012-13 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 12,732,929	\$ 14,675,742	\$ 14,648,590	\$ 16,202,669	\$ 15,957,497	n/a
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Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 19,357,694	\$ 16,897,264	\$ 20,167,307	\$ 19,619,573	\$ 17,782,242	n/a
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Local Funds

Resources 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.

Revenues	\$ 45,364,574	\$ 50,478,974	\$ 72,296,518	\$ 78,825,868	\$ 87,093,509	n/a
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Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues						n/a
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OTHER BUDGET ENTITY TOTAL REVENUES	\$ 77,455,197	\$ 82,051,980	\$ 107,112,415	\$ 114,648,110	\$ 120,833,248	n/a
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UNIVERSITY REVENUES GRAND TOTAL	\$ 180,250,699	\$ 173,692,934	\$ 199,884,166	\$ 213,723,508	\$ 212,588,609	n/a
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FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2010-11 ACTUAL	FY 2011-12 ACTUAL	FY 2012-13 REQUEST	FY 2013-14 PLANNED	FY 2014-15 PLANNED
Base Tuition	\$2,870.10	\$3,099.60	\$3,099.60	\$3,099.60	\$3,099.60
Tuition Differential Fee	\$384.00	\$642.60	\$1,203.90	\$1,849.20	\$2,591.40
Percent Increase	15%	15%	15%	15%	15%
Required Fees ¹	\$1,539.60	\$1,683.00	\$1,972.50	\$2,074.50	\$2,074.50
TOTAL TUITION AND FEES	\$4,793.70	\$5,425.20	\$6,276.00	\$7,023.30	\$7,765.50

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2007-08 ACTUAL	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ESTIMATE
Percent of Bachelor's Recipients with Debt	48%	49%	49%	49%	52%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,346	\$14,590	\$14,925	\$16,342	\$17,893
Student Loan Cohort Default Rate (2nd Year)	3.5%	3.8%	5.5%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)			8.4%	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2011-12)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$4,702	\$1,200	\$8,094	\$1,000	\$2,400	\$17,396
AT HOME	\$4,702	\$1,200	\$3,100	\$1,700	\$2,100	\$12,802

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2011-12)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	2,117	43.67%	\$9,086	(\$2,405)	\$7,272	\$7,633
\$40,000-\$59,999	652	13.45%	\$11,252	\$391	\$4,573	\$6,958
\$60,000-\$79,999	497	10.25%	\$12,236	\$1,575	\$3,365	\$7,178
\$80,000-\$99,999	480	9.9%	\$12,750	\$2,121	\$2,847	\$7,089
\$100,000 Above	1,094	22.57%	\$13,163	\$2,426	\$2,561	\$7,079
Missing	8	.17%	\$15,274	\$2,833	\$1,862	\$7,250
TOTAL	4,848	100%	AVERAGE \$10,827	(\$241)	\$5,165	\$7,331

Notes: This data only represents Fall and Spring financial aid data, and is accurate as of March 31, 2012. Please note that small changes to Spring 2012 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 14, 2012
Implementation Date (month/year):	Fall 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	All locations.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$3,498,890
Total differential fee revenue generated in 2012-13 (projected):	\$7,776,088
Intended Uses	
Describe how the revenue will be used.	
Of the total of \$3,498,890, 30% or \$1,049,667 will be used for need based aid. The remaining \$2,449,223 will be used for the following initiatives:	
<ol style="list-style-type: none"> 1. Support for the Student Persistence and Completion Initiative (\$201,714) – The primary objective of this initiative is to improve retention and graduation rates for undergraduate students. This initiative, supported by funds from differential tuition, will focus on First-Time-In-College (FTIC) students but also addresses students' progress throughout their career at UWF. The goal during the three year planning period is to increase the first year retention rate by 1.0% above the baseline of 73.5% for Fall 2010 to Fall 2011. This experience will target activities that focus on improving students' academic strategies to successfully progress through their curriculum. Highlights of the initiative are described below: <ol style="list-style-type: none"> i. Create a first year success team which will systematically review and evaluate the effectiveness of student success programs and strategies and intervene where necessary. ii. Enhance the Academic Foundations Seminar offerings, generally known as first year experience courses, which are considered best practice in introducing students to the university learning experience and institutional services and support that are available to them. 	



- iii. Enhance the early warning program which is a program designed to assist FTIC students who demonstrate academic hardship or red flag behaviors at the midterm of the semester.
 - iv. Create policies and systems to increase institutional intervention with students withdrawing from courses or failing to register for subsequent semesters.
 - v. Develop a four-year coherent plan of career services for FTIC's to gain more clarity about selecting a major that leads to a career path.
2. **Recruit and Hire Additional Full Time Faculty (\$1,931,057)** – The primary objectives of this initiative are to improve retention and graduation rates and to maintain a student-to faculty-ratio of 24:1. Since 2007, UWF has increased its enrollment particularly at the lower division (22.6%) despite sizable reductions in state support. To accommodate the additional enrollment growth, UWF will use approximately \$1.75 million of the total tuition differential to hire approximately 21 additional full-time faculty adding an estimated 147 undergraduate course sections. The remainder of the funding (approximately \$187,000) will be used to hire adjunct faculty to teach an estimated 83 undergraduate course sections. Overall, this funding initiative will assist the University in its efforts to schedule a sufficient number of undergraduate course offerings to help students seeking a baccalaureate degree to graduate sooner.

Since 2010, differential funds have enabled UWF to retain four faculty that would have been lost due to budget reductions and to hire an additional 37 full-time faculty for a total of 41 full-time faculty. This funding initiative has in turn enabled UWF to add/continue an estimated 287 course sections. Many of the new faculty hired are in targeted fields of critical importance to the region and state such as in STEM (Science, Technology, Engineering, and Mathematics), health professions, hospitality, and education. Any non-recurring CF funds generated from this allocation will be used to support the new faculty hired in the first year (equipment and faculty development).

3. **Create an Office of Undergraduate Research (\$45,000)** – The primary objectives of this initiative are to improve retention and graduation rates. NSSE (National Survey of Student Engagement) indicators measure the level of student engagement in high impact learning areas because these activities are shown to relate to higher levels of student success. The newly created Office of Undergraduate Research will provide enhanced opportunities for undergraduate students to participate in high-impact learning experiences through fieldwork and other applied learning activities including active, hands-on research.

As one of its unique key performance indicators, UWF has identified as a metric improvement in student engagement as measured by NSSE. Those NSSE indicators that we anticipate will be positively impacted by this funding initiative are (1) Level of Academic Challenge, (2) Active and Collaborative Learning, (3) Student-Faculty Interaction, and (4) Enriching Educational Experiences.

4. **Enhance Support for the Office of Financial Aid (\$82,466)** – The Office of Financial Aid is a “first-line” office for students seeking information on financial aid and on how to afford an education. UWF’s financial aid program is an investment in UWF’s students and their futures. This is a highly complex program which is subject to strict federal regulatory compliance and federal and state audits. Enhanced support is needed to help meet the growing needs of our students and to help ensure compliance with laws, rules, and regulations. A position will be saved utilizing these resources.
5. **Enhance Support for the Marine Services Center (\$120,000)** – UWF’s Marine Services Center (MSC) provides diving platforms, research vessels, and support staff for academic programs including Marine Biology and Underwater Archaeology. The MSC makes it possible for UWF to provide these undergraduates with high-impact experiential education and research opportunities that enhance their learning, as well as their competitiveness upon graduation. Providing students with these unique kinds of options requires UWF to maintain certain safety standards. The MSC has a Dive Safety Program administered by a Dive Safety Officer. This program ensures that diving required for UWF’s unique marine programs and related research is conducted in a manner that maximizes the protection of our divers from accidental injury and/or illness. Funds will be used to hire the Dive Safety Officer on permanent funding and for expenses related to the ongoing operation and maintenance of the vessels.



6. **Provide funding for the 2UWF Program (\$68,986)** – The objective of this initiative is to develop alternative methods of increasing transfer enrollment. An advisor position will be funded at Gulf Coast State College to create a seamless transition for students transferring from GCSC to UWF through institutional collaboration and tailored advising. The initiative creates a new path to earning both an associate's and a bachelor's degree and provides students with greater access to enhanced services and amenities from both institutions.

Describe the Impact to the Institution if Tuition Differential is Not Approved

Retention and graduation rates are a system-wide goal. All of these initiatives are designed to improve/increase UWF's retention and graduation rates.

In addition, UWF has experienced significant enrollment growth at a time of diminished resources. The student to faculty ratio has increased from 19:1 to 24:1 from Fall 2007 to Fall 2011 while many of our peer institutions report a ratio of 19:1. UWF is also last among its peer and aspirant institutions in the number of full time faculty. If tuition differential is not approved UWF will lag further behind on this critical measure.

Request to Modify or Waive Tuition Differential Uses

(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))

UWF is actively estimating and monitoring the level of Need Based Aid necessary for our students. At this time, our estimates indicate that the full 30% of differential will be necessary for financial aid awards to our students. We will continue to monitor this critical area to ensure we are fulfilling the requirements of the statute before considering any alternative uses of the 30% portion of the differential fee.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Hired 21 full-time faculty.	In total, UWF has hired 41 faculty/instructor-advisors which include the 21 faculty hired in 2011-2012. If the tuition increase is approved, UWF will hire an additional 21 faculty in 2012-2013 for a grand total of 62 full time faculty paid from differential tuition.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	40
Total Number of Advisors Hired or Retained (funded by tuition differential):	1
Total Number of Course Sections Added or Saved (funded by tuition differential):	287
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Provide need based aid for the student body who demonstrated need based on FAFSA evaluation.	A total of 672 students benefitted.
Provide need based aid for low income, first-generation-in-college students.	Of the 672 students, 197 were first-generation-in-college students.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	672
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,240
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$108
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,500



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2011-12	2012-13
	-----	-----
<u>FTE Positions:</u>		
Faculty	40.0	61.0
Advisors	1.0	2.0
Staff	0.0	5.0
Total FTE Positions:	41.0	68.0
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 293,484.00	\$ 509,154.00
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 293,484.00	\$ 509,154.00
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 4,220,840.00	\$ 7,776,088.00
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 4,220,840.00	\$ 7,776,088.00
<u>Expenditures</u>		
Salaries & Benefits	\$ 2,954,885.00	\$ 5,103,019.00
Other Personal Services	-	266,707.00
Expenses	-	73,536.00
Operating Capital Outlay	-	-
Student Financial Assistance	756,801.00	2,332,826.00
Expended From Carry forward Balance	293,484.00	509,154.00
**Other Category Expenditures	-	-
Total Expenditures:	\$ 4,005,170.00	\$ 8,285,242.00
Ending Balance Available:	\$ 509,154.00	\$0.00

*Since the 2011-12 year has not been completed, provide an estimated actual.
 **Provide details for "Other Categories" used.



FISCAL INFORMATION (continued) UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition (per Credit Hour):							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	5.74	\$12.80	\$21.42	\$40.13	\$61.64	\$86.38	\$114.83
Total Base Tuition & Differential per Credit Hour	\$94.33	\$108.47	\$124.74	\$143.45	\$164.96	\$189.70	\$218.15
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per Credit Hour):							
Student Financial Aid ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.20	\$12.67	\$13.30	\$13.30	\$13.30	\$13.30	\$13.30
Health	\$5.19	\$6.62	\$7.23	\$7.23	\$7.23	\$7.23	\$7.23
Athletic	\$14.22	\$15.91	\$17.49	\$19.39	\$20.79	\$20.79	\$20.79
Transportation Access	\$1.80	\$1.80	\$3.00	\$8.00	\$10.00	\$10.00	\$10.00
Technology ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee				\$0.75	\$0.75	\$0.75	\$0.75
Marshall Center							
Other fees (insert other Board approved fees) ⁴							
Total Fees	\$46.01	\$51.32	\$56.10	\$65.75	\$69.15	\$69.15	\$69.15
Total Tuition and Fees per Credit Hour	\$140.34	\$159.79	\$180.84	\$209.20	\$234.11	\$258.85	\$287.30
% Change		13.9%	13.2%	15.7%	11.9%	10.6%	11.0%
Fees (Block per Term):							
Activity & Service							
Health							
Athletic							
Marshall Center							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,948.80	\$5,691.00	\$6,544.50
Total Fees for 30 Credit Hours	\$1,380.30	\$1,539.60	\$1,683.00	\$1,972.50	\$2,074.50	\$2,074.50	\$2,074.50
Total Tuition and Fees for 30 Credit Hours	\$4,210.20	\$4,793.70	\$5,425.20	\$6,276.00	\$7,023.30	\$7,765.50	\$8,619.00
\$ Change		\$583.50	\$631.50	\$850.80	\$747.30	\$742.20	\$853.50
% Change		13.9%	13.2%	15.7%	11.9%	10.6%	11.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid ³	\$20.44	\$20.44	\$20.44	\$20.44	\$20.44	\$20.44	\$20.44
Total per credit hour	\$429.38	\$429.38	\$429.38	\$429.38	\$429.38	\$429.38	\$429.38
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,948.80	\$5,691.00	\$6,544.50
Total Fees for 30 Credit Hours	\$14,261.70	\$14,421.00	\$14,564.40	\$14,853.90	\$14,955.90	\$14,955.90	\$14,955.90
Total Tuition and Fees for 30 Credit Hours	\$17,091.60	\$17,675.10	\$18,306.60	\$19,157.40	\$19,904.70	\$20,646.90	\$21,500.40
\$ Change		\$583.50	\$631.50	\$850.80	\$747.30	\$742.20	\$853.50
% Change		3.4%	3.6%	4.6%	3.9%	3.7%	4.1%
Housing/Dining							
	\$7,576.00	\$7,856.00	\$8,006.00	\$8,976.00	\$9,478.00	\$10,010.00	\$10,570.00
\$ Change		\$280.00	\$150.00	\$970.00	\$502.00	\$532.00	\$560.00
% Change		3.7%	1.9%	12.1%	5.6%	5.6%	5.6%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee.

² capped in statute.

⁴ insert other Board approved fees such as; Green Fee, Student Life Fee



ENROLLMENT PLANNING

Planned Growth by Student Type *(for E&G students at all campuses)*

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL HEADCOUNT		2012-13 PLANNED HEADCOUNT		2013-14 PLANNED HEADCOUNT		3 YEAR (2014-15) PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	25%Δ	3,921	42.8%	4,451	44.9%	4,843	44.3%	5,169	47.2%
FTIC (Profile Admit)	-14%Δ	178	1.9%	171	1.7%	174	1.7%	176	1.6%
AA Transfers*	28%Δ	2,631	28.7%	2,919	29.5%	3,034	29.0%	3,123	28.5%
Other Transfers	1%Δ	2,432	26.5%	2,530	25.5%	2,580	24.7%	2,631	24.0%
Subtotal	17%Δ	9,162	100%	10,071	100%	10,631	100%	11,099	100%
GRADUATE STUDENTS									
Master's	54%Δ	1,567	89.2%	1,595	89.2%	1,611	89.2%	1,636	89.2%
Research Doctoral	-13%Δ	189	10.8%	194	10.8%	196	10.9%	199	10.8%
Professional Doctoral	NA	NA	00%	NA	00%	NA	00%	NA	00%
Subtotal	42%Δ	1,756	100%	1,789	100%	1,807	100%	1,835	100%
NOT-DEGREE SEEKING	20%Δ	727		800		813		830	
MEDICAL	NA	NA		NA		NA		NA	
TOTAL	21%Δ	11,645		12,660		13,251		13,764	

Note*: AA transfers refer only to transfers from the Florida College System.

Planned Growth by Method of Instruction *(for E&G students at all campuses)*

UWF does not systematically track hybrid/blended FTE from traditional FTE; therefore, the hybrid FTE's listed below for "10/11 Actual" are shown as 0. In 12/13, UWF will track these separately and these metrics will be adjusted accordingly in the next work plan cycle.

	5 YEAR TREND (2005-06 to 2010-11)	2010-11		2012-13		2013-14		3 YEAR (2014-15)	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	187%Δ	1,549	25.4%	1,682	25.12%	1,743	24.62%	1,747	23.60%
HYBRID (50%-79%)	%Δ	0	0%	46	0.69%	141	1.99%	274	3.70%
TRADITIONAL (<50%)	-1%Δ	4,548	74.6%	4,969	74.19%	5,197	73.39%	5,383	72.71%
TOTAL	19%Δ	6,097	100%	6,697	100%	7,081	100%	7,403	100%
GRADUATE									
DISTANCE (80%)	178%Δ	518	56.7%	577	63.20%	606	65.66%	636	67.95%
HYBRID (50%-79%)	%Δ	0	0%	4	0.44%	12	1.30%	20	2.14%
TRADITIONAL (<50%)	-13%Δ	396	43.3%	332	36.36%	305	33.04%	280	29.91%
TOTAL	43%Δ	914	100%	913	100%	923	100%	936	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than 49%* of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2011-12	Estimated 2011-12	Funded 2012-13	Planned 2012-13	Planned 2013-14	3 Year Planned 2014-15	5 Year Planned 2016-17	5-Year Projected Average Annual Growth Rate
<i>Florida Resident</i>								
LOWER DIVISION	1,886	2,332	1,886	2,435	2,568	2,622	2,814	3.83%
UPPER DIVISION	3,232	3,475	3,232	3,720	3,908	4,023	4,396	4.81%
GRAD I	599	644	599	650	657	667	694	1.51%
GRAD II	54	78	54	79	80	81	84	1.49%
TOTAL	5,771	6,529	5,771	6,884	7,213	7,393	7,988	4.12%
<i>Not a Florida Resident</i>								
LOWER DIVISION		221		254	292	386	510	18.20%
UPPER DIVISION		265		288	313	372	443	10.82%
GRAD I		176		178	180	182	190	1.54%
GRAD II		6		6	6	6	6	0.00%
TOTAL	444	668	444	726	791	946	1,149	11.46%
<i>TOTAL</i>								
LOWER DIVISION		2,553		2,689	2,860	3,008	3,324	5.42%
UPPER DIVISION		3,740		4,008	4,221	4,395	4,839	5.29%
GRAD I		820		828	837	849	884	1.51%
GRAD II		84		85	86	87	90	1.39%
TOTAL	6,215	7,197	6,215	7,610	8,004	8,339	9,137	4.89%
TOTAL (US FTE)	8,287	9,596	8,287	10,147	10,672	11,119	12,183	4.89%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32.



ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2012-13 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
NA						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Professional MS in Geographic Information Systems (GIS)	45.0702	STEM	FSU	Yes	150	2012-2013 (date dependent on hiring ability)
DOCTORAL PROGRAMS						
NA						

New Programs To Be Considered by University in 2013-15 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS in Mechanical Engineering	14.1901	STEM	UF; UNF; USF; FAU; FSU; FIU; FAMU; UCF	No	150	2013-2014
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Robotics	14.4201	STEM	None	No	50	2014-2015
DOCTORAL PROGRAMS						
Ed.D. in Educational Technology	13.0501	Education	None	Yes	50	2013-2014
DOCTORAL PROGRAMS TO BE OFFERED AT UWF IN CONCERT WITH OTHER SUS INSTITUTIONS						
Doctor of Nursing Practice (DNP) <i>(Coordinated with SUS partner institution)</i>	51.3818	Critical Needs in Health Care	USF; UF; FAU; FIU; FSU; Jacksonville University; UCF; UNF; University of Miami	Will include hybrid components	TBD	2012-2013
Doctor of Physical Therapy (DPT) <i>(Coordinated with USF)</i>	51.2308	Critical Needs in Health Care	USF; UF; FIU; UCF; UNF; FAMU; FGCU	Will include hybrid components	36	In Process



KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted and Registered FTIC (B,E) students.
Avg. HS GPA (on 4.0 scale)	The average HS GPA for Admitted and Registered FTIC (B,E) students.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2010-11 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2012 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term.
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. Note: Students of degree programs longer than four years are included in the cohorts. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. Students with unreported gender are included.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	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. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the second or fourth academic year. Both full-time and part-time students are used in the calculation. Note: Students of degree programs longer than four years are included in the cohorts. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	The percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. Excluding students with dual majors, this metric computes total academic credit as a percentage of catalog hours required for the students major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida.



Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees granted. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks.
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory.
Graduate Degrees Awarded	This is a count of graduate degrees granted.
Percent of Graduate Degrees in STEM	The percentage of graduate degrees that are classified as STEM by the Board of Governors in the SUS program inventory.
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data.
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data.
Annual Gifts Received (\$M)	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.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see http://mup.asu.edu/research2010.pdf
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine.
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS).



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences).
Return on Investment	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey.
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds).
Patents Issued	The number of patents issued in the fiscal year as reported to AUTM.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported annually to the AUTM Licensing Survey. Each agreement is counted separately.
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the AUTM Licensing Survey.
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation (see http://www.nsf.gov/statistics/nsf11313/content.cfm?pub_id=4065&id=2 , table 36 <i>minus</i> table 52).
National rank is higher than predicted by Financial Resources Ranking <i>based on US News & World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually.
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually.