2013-14

Annual Accountability Report

FLORIDA POLYTECHNIC UNIVERSITY

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Key Achievements (2013 –2014)

STUDENT AWARDS/ACHIEVEMENTS

Not applicable as students did not start until August 2014.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Robert MacCuspie served on an NSF review and spoke at a leading global nanotechnology conference, NSTI NanoTech 2014, held in Washington, D.C. The subject of his talk was "Measurement Methods and Approaches for Studying Silver Nanomaterial Release."
2. Dr. Sesha Srinivasan was a panelist who helped to evaluate SMART graduate research proposals for the National Science Foundation and the U.S. Department of Defense.
3. Dr. Harvey Hyman gave the following invited talks: "The Human Element of Information Retrieval" (Envy Labs, Orlando); "Building a Big Data Economy" (Orlando Data Science Group), and "An eHealth Process Model of Visualization and Exploration to Support Improved Patient Discharge, Knowledge Management, Data Analytics and Information Retrieval," which was a finalist for best paper.
4. Dr. Sesha Srinivasan was nominated and elected as a planning committee member for the 2016 Quadrennial Physics Congress. He was a contributor to the following publications:
    a. Associate Editor of *Physics, Materials Science and Astronomy*.
    b. Chapter 8; "Application of Bulk and Nanostructured Polyaniline in Hydrogen Storage," Sesha Srinivasan, Springer Book Series on *Electrospan Fibers for Energy and Environmental Applications*. Edited by Bin Ding, ISBN 978-3-642-54159-9 (183-226).
    c. "Nanomaterials Driven Energy, Environmental and Biomedical Research," Prakash C. Sharma, Sesha Srinivasan, Jeremiah F. Wilson, AIP Conf. Proc., 1590, 243 (2014).
5. Dr. Harvey Hyman authored the textbook, *Applied Information Science Approaches: For Technology and Business Process.* He also authored several journal articles: "The Information Science Matrix: A Theoretical Model for Guiding Knowledge Discovery, Knowledge Management, Data Analytics and Information Retrieval," " A Process Model for Goal-Based Information Retrieval," and "A Framework for Identifying Performance Targets for Sustainable Nanomaterials," co-authored by Dr. Robert MacCuspie.
6. Dr. Robert MacCuspie authored a book chapter, "Characterization of Nanomaterials for Environmental Health & Safety Risk Assessment," and a peer-reviewed journal article, titled "Identification and Avoidance of Potential Artifacts and Misinterpretations in Nanomaterial Ecotoxicity Measurements."
7. Dr. Brian Birky convened the NORM Task Force (expert panel) of the International Fertilizer Industry Association (IFA) Technical Committee. He and Dr. Patrick Zhang represented the United States as technical consultants to the International Atomic Energy Agency.
8. Dr. Patrick Zhang served on the Editorial Board for the *Mineral Processing and Extractive Metallurgy Review Journal*. He also was Honorary Chair for the Center for Comprehensive Utilization and Sustainable Development of Phosphate Resources, China University of Geosciences. Dr. Zhang served as Session Chair for the 7th International Conference on Rare Earths Development and Application.
9. Dr. Sesha Srinivasan was recognized by Tuskegee University through the Academic Enrichment Faculty Award.

PROGRAM AWARDS/ACHIEVEMENTS

Not applicable as programs didn't begin until August 2014.

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. Sesha Srinivasan received the Sigma-Xi Research Honor award (full member).
2. Dr. Sesha Srinivasan won an education grant of $63K (co-PI) for the Renewable Energy and Sustainability Education funded by the Florida Energy Systems Consortium.
3. Dr. Robert MacCuspie achieved the industry-sponsored research grant; NG Biotech (France), Naonotechnology Research.
4. Florida Industrial and Phosphate Research Institute (FIPR) was awarded the research project; Recovery of REEs and Uranium from Phosphate Ore Processing funded by the Ames Laboratory, Critical Materials Institute established with DOE funding.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Florida Polytechnic University offers industry focused, cutting-edge STEM degree programs in the College of Engineering and the College of Innovation and Technology.

Florida Poly's polytechnic pedagogy provides a learn-by-doing approach in a student-centered academic environment that relies upon academic rigor, industry involvement, and our core values. Students will benefit from our polytechnic philosophy in the following ways:

- Immersion in the field of study early in the student's enrollment;
- Capstone courses focused on industry innovation, collaboration, leadership, and entrepreneurial experience;
- Opportunities to work with clients on real-world problems. Student teams will define a problem, measure performance, analyze, model, generate creative solutions, identify design trade-offs, document requirements, and prepare technical and managerial reports;
- Hands-on/learn-by-doing practice in the lab provides a real-world link between engineering theory and practice;
- Faculty with business and industry experience;
- Renowned field-specific visiting faculty;
- Team learning approach and integrated teaching;
- Integrated interaction between graduate and undergraduate research; and
- Rich exchange among disciplines.

A high priority is placed upon the academic success of our students. Academic coaching, tutoring, and technological support is available to students. Enrolling qualified students, retaining them through graduation, and ensuring placement in the high tech industry will provide a strong workforce for the State of Florida.

Florida Poly graduates will be prepared to meet 21st century engineering and technology challenges and to enter the profession or graduate school.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

As a new university, we have the ability to adapt and be responsive to our industry partners' needs in a timely manner. Florida Polytechnic University is devoted to offering our graduate and undergraduate students strong technology and engineering degrees designed to meet cutting-edge high-tech employment demands. To that end, the curriculum is cross-discipline and includes lab and design experiences, research opportunities, and internships with industry partners.

The curriculum is also designed to maximize operational efficiency by expanding and extending the scheduling of classrooms, laboratories, and other academic space. The university is also exploring the best use of online delivery methods to increase efficiency. Additionally we are increasing operational efficiencies by right-sizing the organization and hiring essential staff.

The University developed academic programs to cultivate leaders in the STEM industries. The curriculum includes innovative instructional methods, advanced technology and the latest resources and reference materials. Florida Polytechnic University's diverse set of academic programs is focused on academic quality, operational efficiency, leadership development, and the acquisition of business, technology and engineering skills, which will prepare our students for placement in Florida's high tech workforce.

The quality of program delivery is dependent upon the quality of faculty. The University has hired, and is hiring teaching faculty with business and industry experience focused on applied research. The University are partnering with industry to build visiting faculty relationships looking to national research laboratories for experienced scientists, and searching other research universities for faculty interested in a new and innovative environment.

Florida Polytechnic University has begun the process that leads to SACS COC Candidacy. The SACS COC application will be submitted in late December 2014 and institutional effectiveness measures are in place.

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

All Florida Polytechnic programs have STEM CIP codes and will award STEM Degrees in BOG areas of Strategic Emphasis.

College of Engineering		
Title of Program	**Six-digit CIP Code**	**Degree Level**
Computer Engineering	14.0901	BS
Electrical Engineering	14.1001	BS
Mechanical & Industrial Engineering	14.1901	BS
Engineering	14.0101	MS
College of Innovation and Technology		
Title of Program	**Six-digit CIP Code**	**Degree Level**
Advanced Technology	11.0802	BS
Science & Technology Mgmt.	52.0203	BS
Computer Science and Information Technology	11.0899	BS
Advanced Technology	11.0802	MS

Florida Polytechnic University has a unique mission that allows students to meet statewide STEM workforce needs. We are responding to the unmet need for technology and engineering programs that are designed to fulfill the polytechnic culture (i.e. traditional learning combined with practical experience as it relates to leadership and management). To that end we work with our industry partners to provide employment demand solutions in areas of strategic emphasis.

Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

1. Florida Industrial and Phosphate Research Institute (FIPR) was active in the following research activities (funded by FIPR):
    a. *Innovative RTS Technology for Efficient Separation of Dolomite from Phosphate* - University of Kentucky
    b. *Remote Real-time Industrialized Analyzer of Phosphate Rock* - R Squared S, Inc.
    c. *Isolation and Characterization of RE Mineral Particles in Florida Phosphate Rock by DE Rapid Scan Radiography and HRXMT* - University of Utah
    d. *Improving the Dolomite Flotation Technology for Florida Phosphate Pebbles: Removing the Last Hurdle to Commercialization* - FIPR-Bluestar Lehigh Engineering Corporation
    e. *Extraction and Recovery of Rare Earth Elements from Phosphate Using PX-107 and Chelok® - Polymers P*eriodic Products, LLC
    f. *Commercial Development and Validation of a Disposable Personal Sampler for Inorganic Acid Mist Measurement* - University of Florida
    g. *Impact of Phosphate Fertilizer, Phosphoric Acid and Animal Feed Production Processes on Levels and Distribution of Toxic Metals in Air, Water and Soils* - SENES
    h. *Hydrology of Clay Settling Areas* - University of South Florida
    i. *Natural Channel Design of Low-Order Streams at Florida Phosphate Mines* - AMEC, University of Florida
    j. *Screening of a New Candidate Biological Control Agent of Brazilian Peppertree* - University of Florida
    k. *Vegetation Management on Reclaimed Lands* - FIPR with Department of Environmental Protection, Bureau of Mining and Minerals Regulation

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Florida Polytechnic University is researching and developing proprietary research platforms that will cultivate significant derivative work and solve intellectual property challenges as innovation and entrepreneurship is integrated into the learning process. The collaborations and partnerships with industry are part of this process.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

Florida Polytechnic University is forming strategic partnerships with industry leaders, trade associations and policy makers to initiate collaborative student-driven applied research. The University is cultivating lasting relationships with industry ranging from direct funding to in-kind equipment donations to the critical need of technical staff contributing their guidance by interacting with students to prepare them for industry and specific knowledge. This includes leveraging the existing networks of faculty, government and community leaders to form initial collaborations.

Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

Florida Polytechnic University aspires to be a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida's high-tech industries. The student learning experience has a focus on practical and applied research, internships with industry partners and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.

One early example of student experiential learning occurred in the summer of 2013. The faculty at Florida Polytechnic University launched the Medical Engineering and Robotics Innovation for Tomorrow (Merit) summer camp, in partnership with All Saints Academy, the Robotics Institute and Center for Urology at Winter Haven Hospital. The four-week program offered 12 high school students a hands-on learning experience in the areas of medical imaging, radiation, pharmacotherapy, renewable energy, sterilization, and surgical robotics. Students operated ultrasound, CT and MRI equipment at Winter Haven Hospital, studied the medical field's use of toxic gases, learned the basics of radiation oncology and observed robotic microsurgery. The class also participated in a research project using Romo the Robot, a personal robot operated by a smartphone. All three sponsoring institutions contributed their individual talents and resources: The doctors demonstrated their skills, industry leaders featured advanced technology, and Florida Poly highlighted its focus on education and engineering. The University also hosted the camp at temporary classroom space in downtown Lakeland. This Merit program will be an ongoing initiative for Florida Polytechnic University.

The FIPR Institute reinforced community and business engagement by providing conference space and resource materials for local community and business organizations. The FIPR Institute's K-12 Education Program activities for the fiscal year are summarized below.

- The FIPR Institute mentored award winning science fair students in the community and provided numerous public and private school STEM education, expanding its offerings in STEM curriculum. The Institute's Education Coordinator and faculty participated in a variety of community organizations: Mulberry Phosphate Museum's Advisory Board, Polk Regional Science Fair's SRC (Scientific Review Committee), involved with LE/AD (Lakes Education Action Drive) to educate the public about phosphate in the environment, aquatics expert for Tampa Bay Regional Envirothon, reviewed grant proposals for National Science Teachers Association (NSTA), and gave presentations on how to incorporate STEM into curriculum at Florida Association of Science Teachers conference.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

Florida Polytechnic University continues to be actively engaged in strategic external affairs initiatives. Key administrators and faculty have had numerous one-on-one meetings with elected officials, community leaders and civic organizations. The leadership team understands and is committed to the importance of creating a reputation of being a community partner and a transformative economic engine for our State.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Florida Polytechnic University is reaching out to business and industry leaders to establish an ongoing exchange of information which will help identify the knowledge and skills needed by our graduates to succeed in the industries related to Florida Polytechnic's programs. Partnerships with STEM-related businesses grew over this period through the following activities:

- Hosted Industry Partner Summit September 2013
- Signed Harris Corporation as first industry partner in November 2013
- Signed 65 additional stem related industry partners through June 2013
- Regularly attended economic development meetings with Lakeland EDC, Central Florida Development Council, Tampa Bay Partnership, Central Florida Partnership
- Regularly attended Central Florida Stem Council meetings
- Regularly attended Tampa Bay Technology Forum events
- Attended iSummit Conference in Orlando October 2013
- Attended Florida Chamber capital days February 2014
- Attended Emerge Americas Miami May 2014
- Participated in 2013 Annual Regional Phosphate Conference October 2013
- Participated in Disney Green Expo May 2014
- Participated in Central Florida Leadership Conference June 2014
- Participated in Polk Vision Economic Development Task Force
- Hosted Leadership Orlando
- Developed educational partnership with other Lakeland universities

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
MAIN OPERATIONS					
Recurring State Funds	.	.	$22,461,504	$28,737,653	$30,725,857
Non-Recurring State Funds	.	.	$0	$4,301	$0
Tuition	.	.	$0	$0	$1,282,449
Tuition Differential Fee	.	.	$0	$0	$0
Misc. Fees & Fines	.	.	$0	$101,842	$0
Phosphate Research TF	.	.	$2,056,079	$9,153,794	$2,160,000
Federal Stimulus Funds	.	.	$0	$0	$0
SUBTOTAL	.	.	$24,517,583	$37,997,590	$34,168,306
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds					
Non-Recurring State Funds					
Tuition					
Tuition Differential Fee					
Misc. Fees & Fines					
Phosphate Research TF					
Federal Stimulus Funds					
SUBTOTAL					
TOTAL	$x,xxx,xxx	$x,xxx,xxx	$x,xxx,xxx	$x,xxx,xxx	$x,xxx,xxx

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2013-14 this figure includes the non-recurring $300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. Non-Recurring State Funds: State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. Tuition: Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. Tuition Differential Fee: Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. Miscellaneous Fees & Fines: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. Phosphate Research Trust Fund: State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 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. Federal Stimulus Funds: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
MAIN OPERATIONS					
Instruction/Research	.	.	.	$2,309,762	$3,589,670
Administration and Support	.	.	.	$2,249,629	$7,077,716
PO&M	.	.	.	$0	$696,430
Student Services	.	.	.	$0	$1,163,413
Library/Audio Visual	.	.	.	$0	$116,768
Other	.	.	.	$0	$778,462
TOTAL	.	.	.	$4,559,391	$13,422,459
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research					
Administration and Support					
PO&M					
Library/Audio Visual					
Teaching Hospital & Clinics					
Student Services, and Other					
TOTAL					
TOTAL	$.	$.	$.	$4,559,391	$13,422,459

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

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectives; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). Administration & Support Services: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). PO&M: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Other: includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).

Section 1 – Financial Resources *(continued)*

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

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Appropriated Funding per FTE					
General Revenue	.	.	.	.	.
Lottery Funds	.	.	.	.	.
Tuition & Fees	.	.	.	.	.
Other Trust Funds	.	.	.	.	.
TOTAL	.	.	.	.	.
Actual Funding per FTE					
Tuition & Fees	.	.	.	.	.
TOTAL	.	.	.	.	.

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

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
Auxiliary Enterprises					
Revenues	.	.	.	$788,814	$787,333
Expenditures	.	.	.	$337,317	$124,426
Contracts & Grants					
Revenues	.	.	.	$0	$0
Expenditures	.	.	.	$0	$0
Local Funds					
Revenues	.	.	.	$0	$0
Expenditures	.	.	.	$0	$0
Faculty Practice Plans					
Revenues	.	.	.	.	.
Expenditures	.	.	.	.	.

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

Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2008-09	2009-10	2010-11	2011-12	2012-13
Endowment Value ($1000s)	.	.	.	.	$0
Gifts Received ($1000s)	.	.	.	.	$0
Percentage of Alumni Donors	.	.	.	.	0%

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

TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	.	.	.
Students Receiving TDF Funded Award	.	.	.
Total Value of TDF Funded Financial Aid Awards			

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	.	.	.
Number Receiving a TDF Waiver	.	.	.
Total Value of TDF Waivers	.	.	.

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

Section 2 – Personnel

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

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	.	.	.	.	.
Tenure-track Faculty	.	.	.	.	.
Non-Tenure Track Faculty	.	.	.	2	5
Instructors Without Faculty Status	.	.	.	.	.
Graduate Assistants/Associates	.	.	.	.	.
Non-Instructional Employees	.	.	.	.	.
FULL-TIME SUBTOTAL	.	.	.	2	5
Part-time Employees					
Tenured Faculty	.	.	.	.	.
Tenure-track Faculty	.	.	.	.	.
Non-Tenure Track Faculty	.	.	.	.	2
Instructors Without Faculty Status	.	.	.	.	.
Graduate Assistants/Associates	.	.	.	.	.
Non-Instructional Employees	.	.	.	.	.
PART-TIME SUBTOTAL	.	.	.	.	2
TOTAL	.	.	.	2	7

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 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Advanced Technology	11.0802	BS	21 – Jan-14	Fall 2014	
Science & Technology Management	52.0203	BS	21 – Jan-14	Fall 2014	
Computer Science and Information Technology	11.0899	BS	21 – Jan-14	Fall 2014	
Computer Engineering	14.0901	BS	21 – Jan-14	Fall 2014	
Electrical Engineering	14.1001	BS	21 – Jan-14	Fall 2014	
Mechanical & Industrial Engineering	14.1901	BS	21 – Jan-14	Fall 2014	
Terminated Programs					
Inactive Programs					
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, 2013 and May 4, 2014.

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

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

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

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

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2013-14

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						
Innovation and Technology	11.0899	MS	21 – Jan-14	Fall 2014	March 2014	
Engineering	14.0101	MS	21 – Jan-14	Fall 2014	March 2014	
Terminated Programs						
Inactive Programs						
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, 2013 and May 4, 2014.

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