2013-14

Annual Accountability Report

UNIVERSITY OF FLORIDA

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

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Dashboard

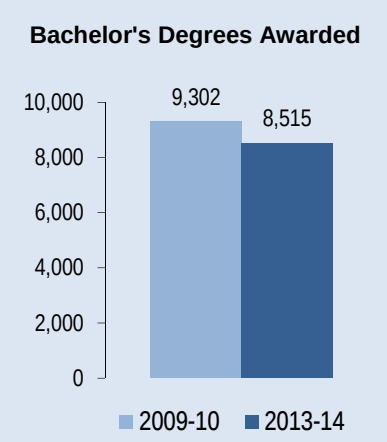
Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change
TOTAL	50,095	100%	0%
White	27,932	56%	-1%
Hispanic	7,850	16%	5%
Black	3,322	7%	-5%
Other	10,991	22%	0%
Full-Time	42,401	85%	-1%
Part-Time	7,694	15%	4%
Undergraduate	32,375	65%	1%
Graduate	15,929	32%	-2%
Unclassified	1,791	4%	4%

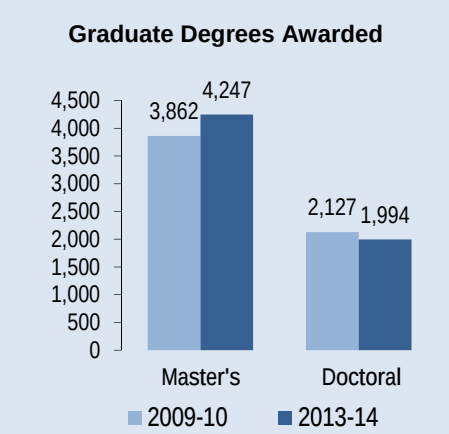
Degree Programs Offered	
TOTAL *(as of Spring 2014)*	318
Baccalaureate	97
Master's	131
Research Doctorate	80
Professional Doctorate	10

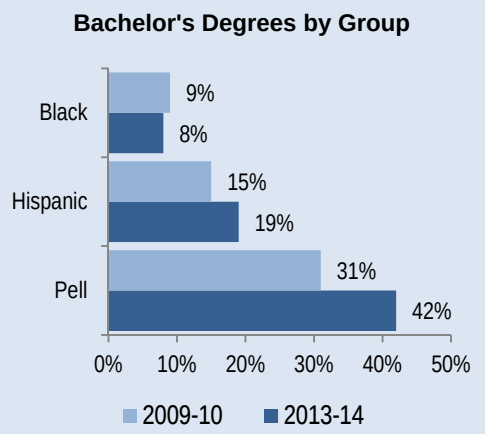
Faculty (Fall 2013)	Full-Time	Part-Time
TOTAL	4,236	880
Tenure & Ten. Track	2,373	66
Non-Tenured Faculty	1,863	814

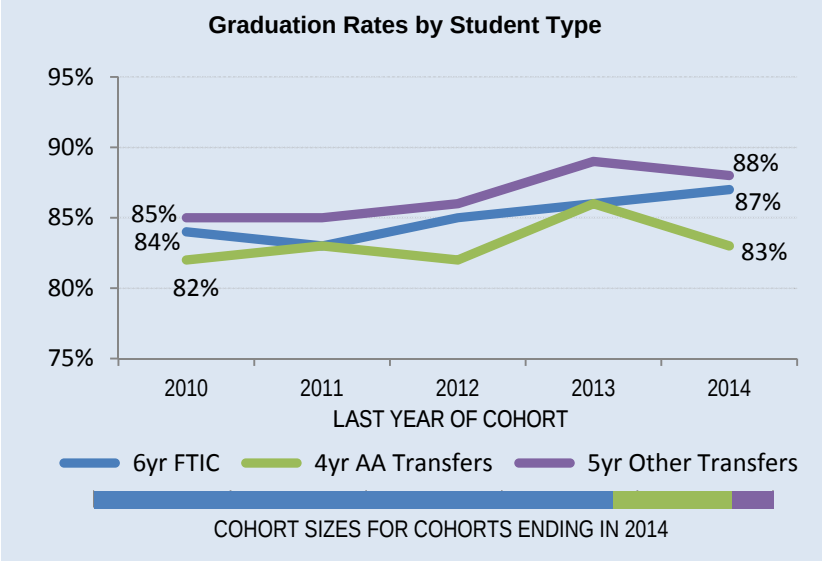
2012 Carnegie Classifications	
Basic:	Research Universities (very high research activity)
Undergraduate Instructional Program:	Balanced arts & sciences, professions, high graduate
Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Size and Setting:	Large four-year, primarily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

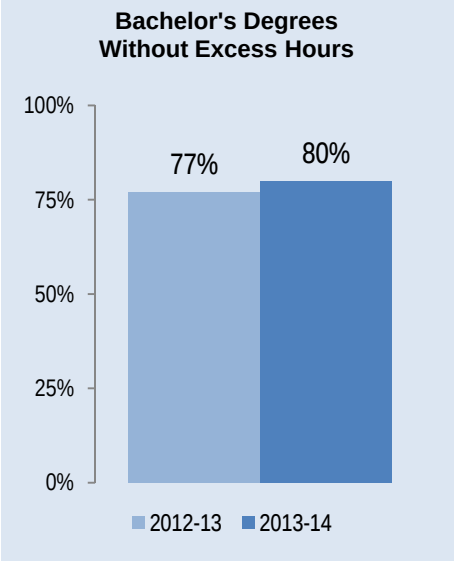
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY







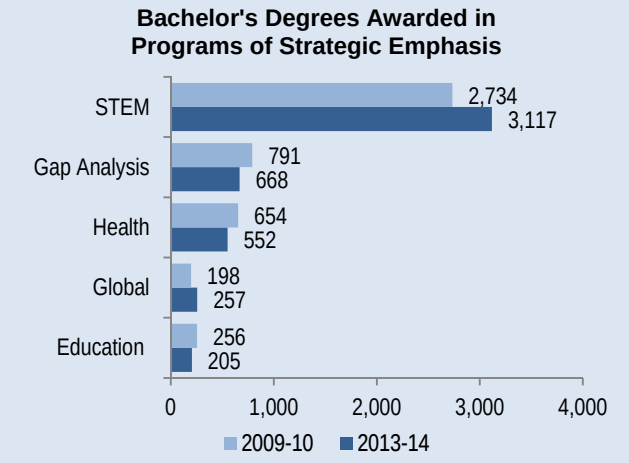


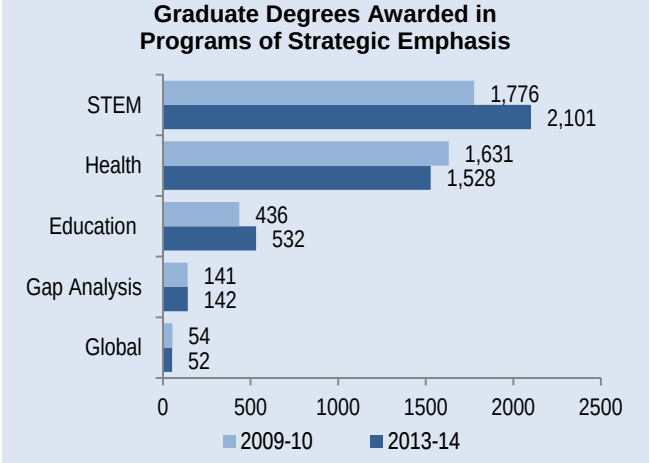


* Based on 2014 preliminary data

Dashboard

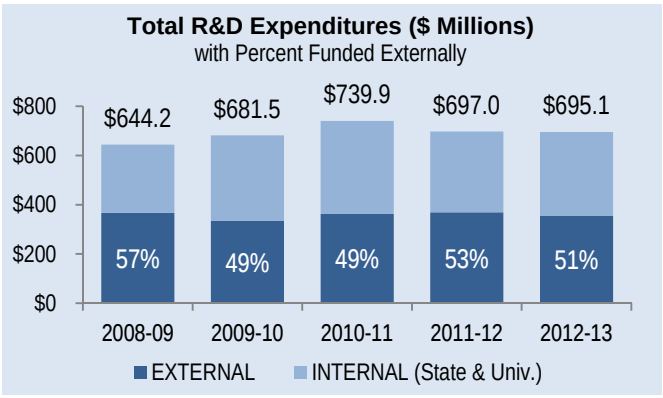
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

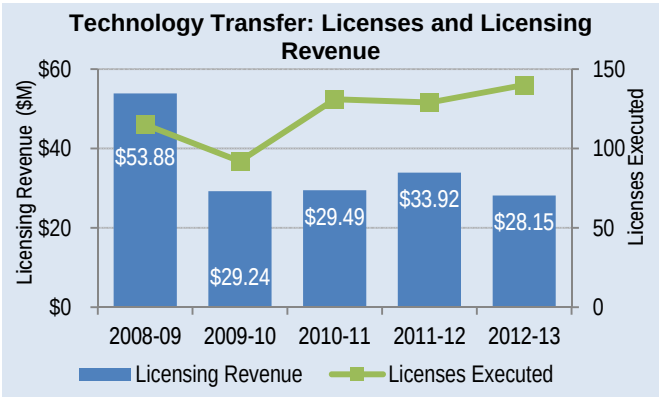




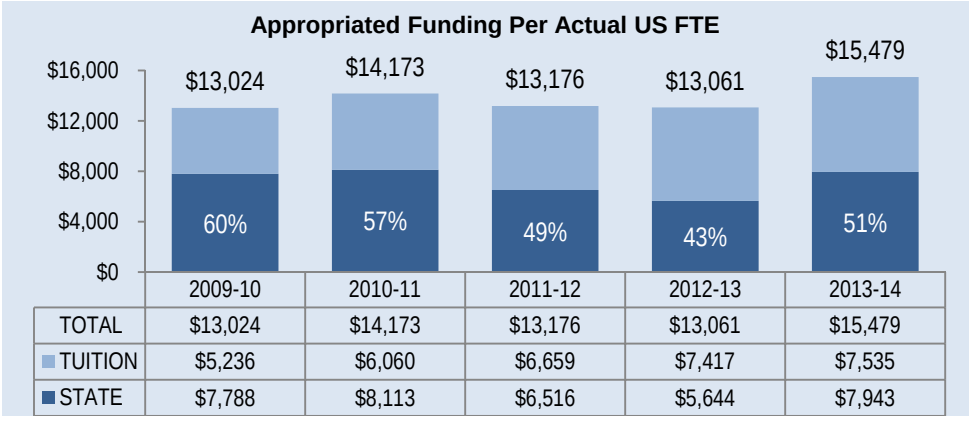
* Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

RESEARCH AND COMMERCIALIZATION ACTIVITY





RESOURCES

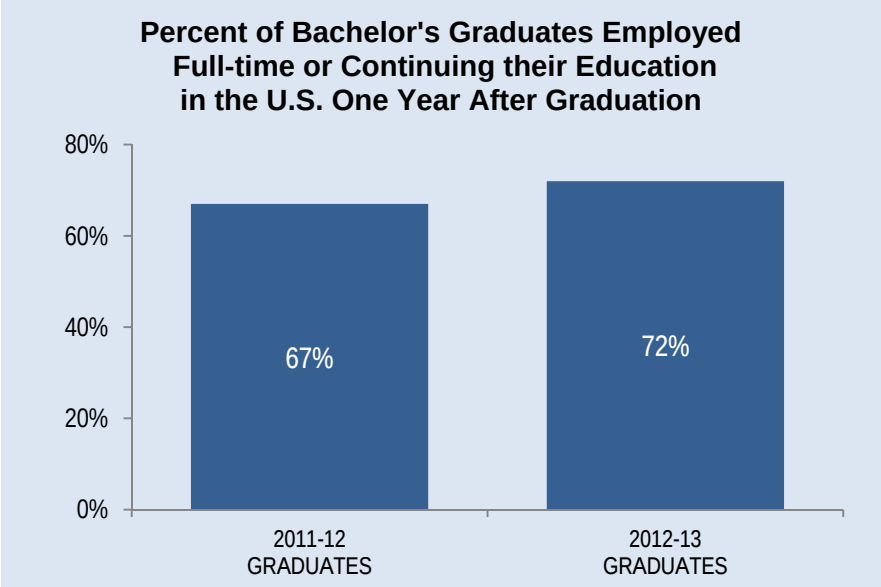


	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL	$13,024	$14,173	$13,176	$13,061	$15,479
TUITION	$5,236	$6,060	$6,659	$7,417	$7,535
STATE	$7,788	$8,113	$6,516	$5,644	$7,943

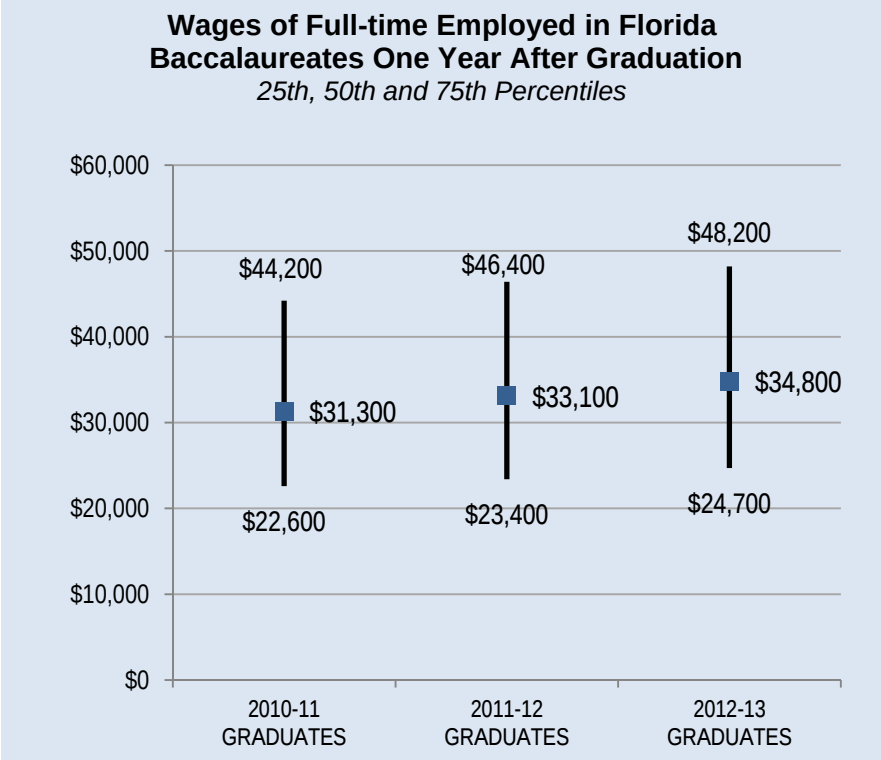
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.

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. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 86% and 90% of the total graduating class for 2011-12 and 2012-13, respectively.
For more details see table 4O within this report.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 31%, 31%and 34% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.

Key Achievements (2013 –2014)

STUDENT AWARDS/ACHIEVEMENTS

1. Epidemiology Ph.D. candidate Margo Klar has received nearly half a million dollars from the Bill & Melinda Gates Foundation to conduct feasibility testing of a ceramic umbilical cord cutting device she created for use in low-resource countries.
2. In March, the UF chapter of the National Broadcasting Society won chapter of the year at the association's 2014 National Convention. In addition, Chapter President Lauren Rautenkranz was named Member of the Year. UF also dominated the student competition with four awards.
3. Two students were named Frost Scholars to study at the University of Oxford. Four students received Boren fellowships for international study. Five students won Fulbright awards to study abroad.

FACULTY AWARDS/ACHIEVEMENTS

1. Finance Professor Mark Flannery was named Chief Economist for the Securities & Exchange Commission.
2. Professors Lillian Guerra and John Palmer were awarded 2014 Fellowships from the John Simon Guggenheim Memorial Foundation.
3. Florida Museum of Natural History Director Douglas S. Jones was elected president of the Association of Science Museum Directors. Performing Arts Director Michael Blachly was elected to a three-year term as Chair of the Association of Performing Arts Presenters Board of Directors.
4. Dean Julie Johnson was elected to the Institute of Medicine of the National Academies.

PROGRAM AWARDS/ACHIEVEMENTS

1. UF ranked fifth in the Best Online Bachelor's Programs category of U.S. News & World Report, with two online programs among the top 10 nationally.
2. The Sid Martin Biotechnology Incubator won the State Science & Technology Institute's 2014 Excellence in Technology-Based Economic Development Award for its exceptional achievement in the technology commercialization category.
3. NSF awarded six grants totaling about $7.5M to digitize biodiversity collections, a nationwide effort coordinated by the iDigBio program based at the University of Florida.

RESEARCH AWARDS/ACHIEVEMENTS

1. The American Physical Society recognized Pierre Ramond with the Dannie Heineman Prize for Mathematical Physics for his "pioneering foundational discoveries in supersymmetry and superstring theory" and Art Hebard with the Oliver E. Buckley Condensed Matter Physics Prize for his "discovery and pioneering investigations of the superconductor-insulator transition, a paradigm for quantum phase transitions."
2. Juan Gilbert's Prime III, an electronic voting machine a decade in the making, has debuted in primary elections in several states. It increases accessibility in the design of voting systems..
3. UF received a record $702M in research awards in the 2013-14 fiscal year.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UF was awarded the 19th annual Achievement of Excellence in Procurement Award for 2014 from the National Procurement Institute.
2. UF, University of Michigan, Indiana University, and Colorado State University became the founding members of Unizin to develop a repository for learning objects and a robust set of tools for learning analytics.
3. UF ranked No. 3 among Kiplinger's Best-Value Public Colleges.

Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

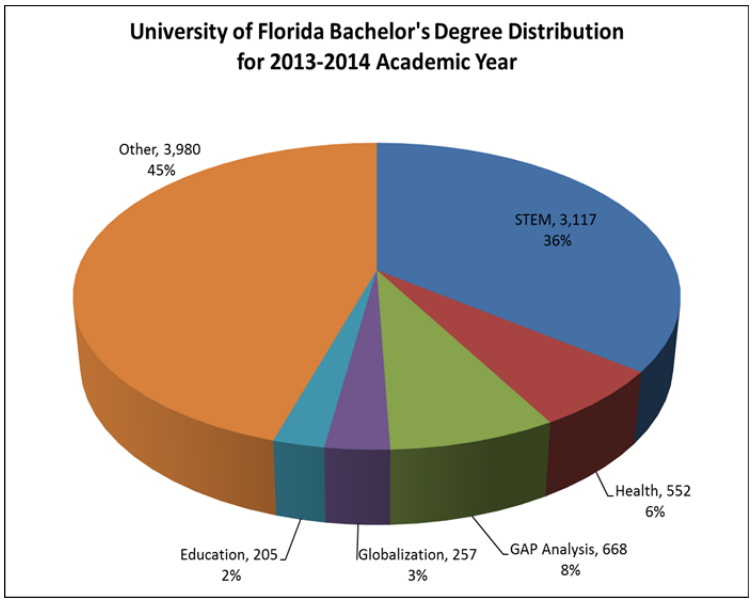
1. Upon being named the state's highest-achieving preeminent university, UF initiated a program of investment designed to strengthen the quality and reputation of many departments and research initiatives. Many of the benefits of this program will accrue to the institution's graduate, professional and research programs, but they also assist in the undergraduate teaching arena by helping to stabilize the student-faculty ratio and by bringing undergraduates in contact with some of the world's leading scholars.
2. Following the university's adoption in summer 2013 of Academic Analytics as a tool to track scholarly productivity, deans and department chairs have increased their familiarity with and use of this resource. This benchmarking tool is currently used by more than half the AAU universities and by the AAU itself.
3. UF has one course required of all freshmen ("The Good Life" course). The Preeminence legislation authorized additional required courses, and UF has two additional courses under development, one in the sciences, and one in the social sciences. The first is "Climate Change Science and Solutions," and the second is "An Informed Life: People and Data." They are being taught this fall in small sections to vet the format and material. If successful, they may evolve into courses offered on a large scale and could become required material.
4. UF has continued to expand its presence online with the further development of UF Online. In order to further secure a foothold in the online marketplace and to enhance program quality, UF and several other universities created and capitalized Unizin. Unizin's mission is to acquire/develop a repository for learning objects and tools and to acquire/develop learning analytics tools to be used on a common learning management system (Canvas). Current members of Unizin include: University of Wisconsin, University of Michigan, Indiana University, Oregon State University, Colorado State University, University of Florida, University of Minnesota, Penn State University, and Ohio State University. UF is also a member of the Association of Public and Land Grant Universities (APLU) Personalized Learning Consortium that is dedicated to the development of personalized learning. One of UF's preeminence initiatives is the development of a group of faculty dedicated to research into online learning and academic technology. Three of the projected four hires in this area have been completed and have arrived on campus and an Online Learning Institute is emerging.
5. UF celebrated the opening of Heavener Hall, which houses UF's undergraduate programs in the Warrington College of Business Administration.
6. UF broke ground for the construction of the Chemical Biology building.
7. UF ranked number 3 among Kiplinger's Best Value Public Colleges.

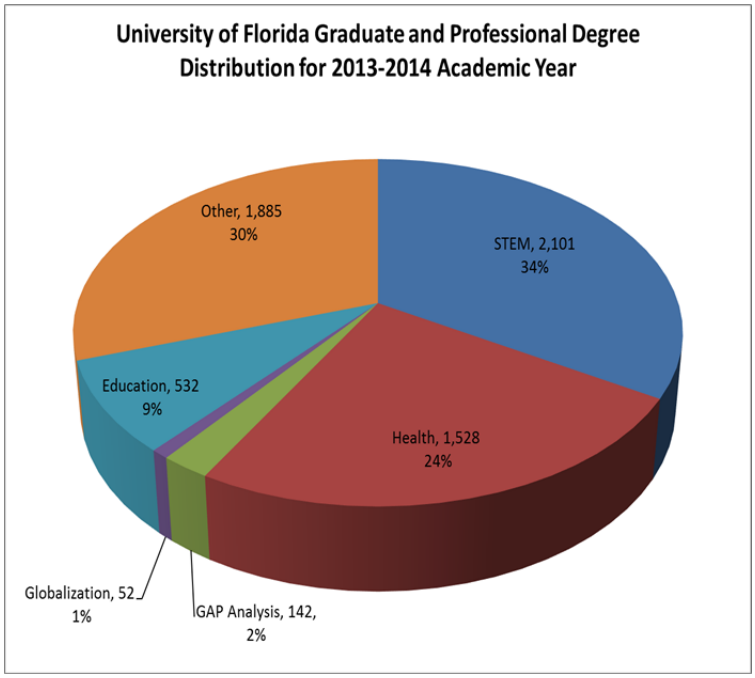
INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

1. UF will report to IPEDS that its six-year graduation rate for the Fall 2008 cohort is estimated at 87.4%, a small increase over last year's rate of 86.51%.
2. UF's four-year graduation rate for the Fall 2010 cohort is 67%. This is an increase of 1% over last year's 2009 cohort rate and is a return to 2008's 67% rate.
3. UF is continuing to increase the number of undergraduate degrees offered through UF Online. The following degree programs are currently available to students enrolling as freshmen: Biology, Business Administration, Computer Science, Criminology and Law, Environmental Management, Geology, Health Education and Behavior, Psychology, Sociology, Sport Management, and Telecommunications. UF is working to increase access to the university through UF Online. Two noteworthy experiments:
    a. PACE – (Pathway to On-Campus Education) – Following admission decisions for residential education in February 2015, several hundred additional students will be offered the opportunity to enroll in UF Online with the promise, contingent upon satisfactory progress, that they can enroll in the residential program by the beginning of their junior year.
    b. UF is pursuing a program with the U.S. Navy to establish a pipeline of enlisted service men and women into UF Online degree programs.
4. UF renovated over 20,000 square feet of space in the Marston Science Library into a state-of-the-art student learning commons. It accommodates over 700 students in various types of study configurations and includes small study rooms, a visualization room, and a room configured to help students learn how to create apps.
5. UF has completed plans for the renovation of Newell Hall into an additional student-centered space.

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

The pie charts below show the distribution of Graduate and Professional Degrees and Bachelor's degrees for the 2013-14 academic year. BOG made broad changes in the definitions of what was included in the different areas, such as STEM or Health degrees. Comparing total strategic emphasis degrees using the new categories, UF shows an increase of 8% in undergraduate programs and 6% in graduate programs over 2012-13 data.





Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

1. Immediately following passage of SB 1076, UF solicited proposals from deans and directors for investment of the $15M in preeminence funds (later increased to $20M) into hiring new faculty in select research areas. The goal is to strengthen these research areas, increase their visibility, attract additional external research dollars, and propel the university to further prominence. At this point in time, over 60 faculty members have accepted offers of employment, and most of these have arrived on campus. Searches for approximately 60 additional faculty are underway.
2. To facilitate research computing, including its thrust into Big Data, UF created the HiPerGator supercomputer. The results have exceeded expectations, with well over $300M in research being performed on it. We project that HiPerGator will reach 75% capacity before the end of the Spring semester, necessitating planning for HiPerGator2.
3. UF has broken ground for its new Chemical Biology building. This building will provide modern teaching laboratories for STEM undergraduates, and it will also provide critically-needed space for faculty, graduate students, and postdoc research groups.
4. IBM donated to UF its “PureData for Analytics” system, valued at $500,000. The system will speed up processing capabilities for structured datasets and allow scientists working in many fields, including biological and environmental research, business informatics and healthcare, to crunch data faster. The “PureData for Analytics” system reduces the time needed to process large data queries of 10 million to 100 million records from 27 hours to a mere 3 seconds, a boon for UF researchers and the scientific community.
5. In support of campus efforts in Big Data, UF created the Informatics Institute. The College of Engineering has also created a new cybersecurity institute, named SENSEI, an acronym for SouthEasterN Security for Enterprise and Infrastructure.
6. UF physicists were part of the team at the Large Hadron Collider in Switzerland that proved the existence of the Higgs boson, nicknamed the “God particle.”

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

1. UF continues to develop the programs at its Innovation Hub. Plans are complete for an additional high-tech incubator slated to break ground in the next year. Last month, in a public-private partnership, Signet Corp. and UF broke ground for the Innovation Dormitory. This dormitory is across the street from the Innovation Hub and will serve as a live-work environment for students pursuing innovation and entrepreneurship.
2. UF’s tech transfer initiatives continue to be remarkably successful. Following last year’s recognition of the Sid Martin Biotechnology Incubator as the 2013 Incubator of the Year, it was recognized this year with the State Science & Technology Institute’s 2014 Excellence in Technology-Based Economic Development Award for its exceptional achievement in the technology commercialization category. UF ranked fourth nationally in 2013 in the number of new business startups, following MIT, the entire University of California system, and the entire University of Texas system.

3. The number of US Patents issued for FY 2013-14 was 109. The Office of Technology and Licensing also received almost 300 new invention disclosures and helped start 17 new companies based on university research.
4. UF continues to attract industry to Gainesville and the state, including Mobiquity and Mindtree in the past several years. This year, the UF College of Engineering played a key role in Northrop-Grumman's decision to expand greatly its operations in Melbourne FL.
5. In the most recent data we have available comparing research and development expenditures at public institutions in 2012, UF ranked 14th in the nation.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

1. UF received a record $702 million in external grants and contracts in the 2013-14 fiscal year. Total federal agency funding (awards) for FY 2014 was over $465 million.
2. UF is establishing the One Florida Clinical Research Consortium to facilitate statewide coordination and data exchange for human subject clinical research.
3. We are reengineering the university's proposal development and submission system to create a fully integrated, streamlined electronic platform that captures all pre-award sponsored program functions (UF Integrated Research Support Tool – UFIRST).
4. Total technology transfer income for FY 2014 was over $24 million. Nearly $21 million of this sum was royalty payments with the remainder being various license/option fees and other one-time payments.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

1. In its first dozen years of operation, the University of Florida's Tech Connect program has helped launch 157 technology-based startup companies that in turn generated more than $1 billion in private funding, $530 million in public funding and 2,000 new jobs. During the fiscal year that ended June 30, the program's affiliated companies hired more than 345 new employees and raised more than $106 million in private funding and $105 million in public funding.
2. UF is exploring innovative paths to translating university research into startups through its ongoing STTR/SBIR Accelerator Program.
3. UF is also addressing gender disparity in entrepreneurship through its Empowering Women in Technology Startup Program.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The UF Office of Community Relations is responsible for developing and maintaining relationships with individuals, governments and the business communities within the North Central Florida region. The office:

- Serves as an information resource and a point of contact for the community.
- Interfaces with public officials and community leadership for the identification and resolution of issues of concern to both the university and all sectors of the community.
- Promotes the university as a resource to the region - as part of the UF land grant mission.
- Creates opportunities for interface between the university and the community.
- Oversees the annual $1 million campaign for local charities.
- Serves as a community link for UF expertise.
- Maintains the Community Outreach database – showcasing the many outreach efforts on campus including medical care, outreach to schools, technical assistance, and pro bono legal work. http://www.urel.ufl.edu/community-relations/community-outreach/.
- Coordinates the Community Outreach Group – a monthly meeting of those at UF who interface with our community. The purpose is the sharing of information and the coordination of communication.
- Organizes the Eye Opener Discovery Breakfasts – monthly breakfasts for campus and community featuring a variety of speakers from UF and from the community.

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. In addition to a monthly meeting with the Assistant City Manager, we recently held a very productive day-long meeting with the Gainesville City Commission and UF leadership to share current UF activities and initiatives.
- 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).

Data Tables

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	$329,372,744	$282,072,644	$278,338,117	$325,992,708	$365,253,345
Non-Recurring State Funds	$5,570,794	$3,733,260	($32,710,787)	$17,618,253	$5,768,361
Tuition	$225,575,994	$237,366,286	$254,750,464	$260,713,331	$259,421,947
Tuition Differential Fee	$12,908,185	$19,924,508	$27,899,543	$28,883,422	$29,449,829
Misc. Fees & Fines	$4,864,089	$4,037,039	$7,694,619	$4,126,872	$4,129,000
Other Operating TF	$0	$0	$0	$0	$0
Federal Stimulus Funds	$24,962,688	$0	$0	$0	$0
SUBTOTAL	$603,254,494	$547,133,737	$535,971,956	$637,334,586	$664,022,482
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	$101,526,159	$101,645,085	$94,360,878	$107,750,528	$109,438,435
Non-Recurring State Funds	$2,400,000	$0	$0	$1,468,994	$1,250,000
Tuition	$31,693,185	$35,433,164	$37,469,368	$38,410,501	$38,584,413
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$88,578	$0	$0	$0	$0
Other Operating TF	$13,367,628	$18,780,736	$23,304,902	$23,958,755	$26,019,522
Federal Stimulus Funds	$6,927,333	$0	$0	$0	$0
SUBTOTAL	$156,002,883	$155,858,985	$155,135,148	$171,588,778	$175,292,370
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Recurring State Funds	$132,455,375	$132,950,565	$136,741,897	$144,581,365	$147,020,461
Non-Recurring State Funds	$0	$0	$1,117,000	$310,726	$5,985,878
Tuition	$0	$0	$0	$0	$0
Tuition Differential Fee	$0	$0	$0	$0	$0
Misc. Fees & Fines	$0	$0	$0	$0	$0
Other Operating TF	$16,781,718	$17,366,892	$16,526,296	$16,906,873	$10,944,499
Federal Stimulus Funds	$0	$0	$0	$0	$0
SUBTOTAL	$149,237,093	$150,317,457	$154,385,193	$161,798,964	$163,950,838
TOTAL	$908,494,470	$853,310,179	$845,492,297	$970,722,328	$1,003,265,690

Recurring State Funds: State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state. 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. 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. In 2013-2014, $15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative.

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	$381,417,480	$399,617,022	$369,229,940	$396,457,031	$429,082,455
Administration and Support	$32,154,617	$37,183,216	$34,106,924	$36,055,368	$45,920,170
PO&M	$50,793,115	$47,425,494	$43,591,990	$36,757,488	$41,605,570
Student Services	$21,642,874	$23,998,630	$29,850,078	$30,896,111	$33,467,109
Library/Audio Visual	$24,956,772	$25,545,830	$24,695,285	$25,960,911	$26,937,947
Other	$24,396,922	$24,406,165	$23,121,289	$16,508,484	$15,512,894
TOTAL	$535,361,780	$558,176,357	$524,595,506	$542,635,393	$592,526,145
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	$75,658,922	$97,731,524	$85,560,576	$82,495,438	$101,578,811
Administration and Support	$14,742,119	$8,398,086	$9,477,654	$13,443,683	$15,630,894
PO&M	$32,238,666	$31,195,289	$28,484,747	$34,523,759	$30,658,775
Library/Audio Visual	$3,533,958	$3,266,682	$3,362,235	$3,344,081	$3,557,678
Teaching Hospital & Clinics	$15,186,913	$16,431,794	$18,811,107	$18,222,133	$18,300,431
Student Services, and Other	$0	$0	$0	$0	$0
TOTAL	$141,360,578	$157,023,375	$145,696,319	$152,029,094	$169,726,589
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Instruction/Research	$0	$0	$0	$0	$0
Administration and Support	$6,782,382	$6,766,270	$7,185,500	$10,856,182	$14,928,593
PO&M	$16,950,590	$14,894,635	$14,289,202	$15,905,754	$17,769,832
Student Services	$0	$0	$0	$0	$0
Agricultural Extension	$39,716,740	$42,284,783	$41,409,931	$41,783,184	$46,018,498
Institutes & Centers, Other	$71,486,103	$74,318,320	$73,235,066	$74,878,235	$78,554,232
TOTAL	$134,935,815	$138,264,008	$136,119,699	$143,423,355	$157,271,155
TOTAL	$811,658,173	$853,463,740	$806,411,524	$838,087,842	$919,523,889

The table reports the actual 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	$6,528	$6,714	$5,565	$4,920	$7,066
Lottery Funds	$681	$837	$951	$724	$877
Tuition & Fees	$5,236	$6,060	$6,659	$7,417	$7,535
Other Trust Funds	$579	$563	$0	$0	$0
TOTAL	$13,024	$14,173	$13,176	$13,061	$15,479
Actual Funding per FTE					
Tuition & Fees	$4,751	$5,486	$5,958	$6,671	$6,790
TOTAL	$12,540	$13,599	$12,474	$12,315	$14,733

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. 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	$319,287,205	$319,312,388	$318,156,810	$338,263,665	$350,669,434
Expenditures	$297,550,942	$322,039,187	$333,401,920	$332,646,864	$351,509,888
Contracts & Grants					
Revenues	$982,143,506	$1,045,444,092	$1,111,573,155	$1,146,883,041	$1,226,545,535
Expenditures	$978,332,287	$1,021,605,276	$1,075,100,893	$1,092,573,367	$1,128,761,594
Local Funds					
Revenues	$523,131,919	$559,745,623	$566,476,137	$562,640,244	$557,195,480
Expenditures	$523,597,165	$557,819,207	$552,152,515	$561,772,973	$558,286,365
Faculty Practice Plans					
Revenues	$573,451,089	$609,860,444	$631,069,417	$686,956,090	$756,319,605
Expenditures	$555,403,176	$592,026,926	$639,051,475	$690,656,156	$737,374,786

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value ($1000s)	$1,104,573	$1,295,313	$1,263,277	$1,359,643	$1,519,522
Gifts Received ($1000s)	$182,741	$201,029	$173,385	$210,951	$215,183
Percentage of Alumni Donors	14.8%	14.3%	13.2%	12.9%	12.3%

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

TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	$19,924,508	$27,899,543	$28,883,422
Students Receiving TDF Funded Award	1,368	1,315	1,273
Total Value of TDF Funded Financial Aid Awards	$4,361	$6,384	$6,807

Florida Student Assistance Grant (FSAG) Eligible Students

Number of Eligible Students	8,807*	9,648	10,378
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	$0	$0	$0

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the the Tuition Differential Fee funds. Florida Student Assistance Grant (FSAG) Eligible Students: **Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver. Note*: The 2011-12 number of FSAG eligible students is an estimate.

Section 2 – Personnel

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

	2009	2010	2011	2012	2013
Full-time Employees					
Tenured Faculty	1,885	1,847	1,850	1,838	1,827
Tenure-track Faculty	677	713	669	592	546
Non-Tenure Track Faculty	1,645	1,655	1,766	1,813	1,863
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	8,241	8,308	8,397	8,493	8,730
FULL-TIME SUBTOTAL	12,448	12,523	12,682	12,736	12,966
Part-time Employees					
Tenured Faculty	112	119	110	47	57
Tenure-track Faculty	22	22	18	16	9
Non-Tenure Track Faculty	648	684	727	778	814
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	4,403	4,480	4,354	4,095	3,893
Non-Instructional Employees	194	177	179	168	185
PART-TIME SUBTOTAL	5,379	5,482	5,388	5,104	4,958
TOTAL	17,827	18,005	18,070	17,840	17,924

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
TOTAL	50,842	50,116	49,785	50,086	50,095
UNDERGRADUATE					
FTIC (Regular Admit)	25,703	25,137	25,308	25,235	25,591
FTIC (Profile Admit)	775	748	632	641	632
AA Transfers	5,404	5,166	5,138	5,168	5,137
Other Transfers	1,133	1,013	930	994	1,015
Subtotal	33,015	32,064	32,008	32,038	32,375
GRADUATE					
Master's	7,038	7,276	7,228	7,461	7,204
Research Doctoral	4,552	4,694	4,594	4,476	4,348
Professional Doctoral	4,707	4,559	4,450	4,395	4,377
Dentistry	330	330	331	327	341
Law	1,098	1,044	979	959	936
Medicine	528	535	546	545	542
Nursing Practice	140	173	174	173	203
Pharmacy	1,876	1,735	1,674	1,572	1,537
Physical Therapist	163	164	166	165	178
Veterinary Medicine	348	360	371	402	426
Other	224	218	209	252	214
Subtotal	16,297	16,529	16,272	16,332	15,929
UNCLASSIFIED					
	1,530	1,523	1,505	1,716	1,791

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. 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.

Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [State Fundable only]

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	10,182	9,822	10,182	9,715	10,122	9,664
Upper-Division	13,258	13,156	13,431	13,070	13,852	13,233
Master's (GRAD I)	2,798	2,329	2,423	2,138	1,981	1,912
Doctoral (GRAD II)	3,521	3,779	3,686	3,711	3,830	3,642
Subtotal	29,759	29,086	29,722	28,634	29,785	28,450
NON-FLORIDA RESIDENTS						
Lower-Division	.	330	.	379	.	451
Upper-Division	.	389	.	412	.	480
Master's (GRAD I)	.	1,236	.	1,394	.	1,267
Doctoral (GRAD II)	.	1,856	.	1,822	.	1,796
Subtotal	4,049	3,810	4,049	4,007	4,049	3,994
TOTAL FTE						
Lower-Division	.	10,152	.	10,094		10,115
Upper-Division	.	13,545	.	13,482		13,713
Master's (GRAD I)	.	3,564	.	3,532		3,178
Doctoral (GRAD II)	.	5,635	.	5,533		5,437
Total	33,808	32,896	33,771	32,641	33,834	32,444
Total (US Definition)	*45,077*	43,861	45,028	43,522	45,112	43,258

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. Funded enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. Actual enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.

Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13	2013-14
TRADITIONAL				
Lower-Division	8,709	8,619	7,806	7,504
Upper-Division	11,449	11,103	10,558	10,100
Master's (GRAD 1)	3,143	3,132	2,744	2,561
Doctoral (GRAD 2)	5,184	5,098	4,422	4,334
Total	28,484	27,953	43,894	24,499
HYBRID				
Lower-Division	347	142	247	217
Upper-Division	169	331	119	11
Master's (GRAD 1)	85	65	26	6
Doctoral (GRAD 2)	199	258	199	21
Total	800	796	590	255
DISTANCE LEARNING				
Lower-Division	1,094	1,391	2,042	2,394
Upper-Division	2,079	2,110	2,805	3,603
Master's (GRAD 1)	442	367	762	611
Doctoral (GRAD 2)	372	279	912	1,083
Total	3,987	4,148	6,521	7,690
TOTAL				
Lower-Division	10,149	10,152	10,094	10,115
Upper-Division	13,697	13,545	13,482	13,713
Master's (GRAD 1)	3,670	3,564	3,532	3,178
Doctoral (GRAD 2)	5,755	5,635	5,533	5,437
Total	33,271	32,896	32,641	32,444

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

Section 3 – Enrollment *(continued)*

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MILITARY				
Unclassified	30	35	40	39
Undergraduate	240	246	234	208
Master's (GRAD 1)	283	268	262	255
Doctoral (GRAD 2)	46	53	60	57
Subtotal	599	602	596	559
ELIGIBLE DEPENDENT				
Unclassified	2	3	5	6
Undergraduate	218	233	277	301
Master's (GRAD 1)	44	61	60	69
Doctoral (GRAD 2)	19	21	23	20
Subtotal	283	318	365	396
NON-MILITARY				
Unclassified	1,491	1,467	1,671	1,746
Undergraduate	31,606	31,529	31,527	31,866
Master's (GRAD 1)	11,720	11,513	10,825	10,582
Doctoral (GRAD 2)	4,417	4,356	5,102	4,946
Subtotal	49,234	48,865	49,125	49,140
Total	50,116	49,785	50,086	50,095

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 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	8,762	9,822	10,527	10,425	10,377
Percent with Pell Grant	27%	31%	33%	33%	32%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students (excludes Non-Resident Aliens) 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.

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					
Dietetics	51.3101	Bachelors	28-Mar-14	2014 FALL	On BOG agenda for Nov. 2014
Nutritional Sciences	30.1901	Bachelors	28-Mar-14	2014 FALL	
Terminated Programs					
Asian Studies	05.0103	Bachelors	06-Dec-13	2012 FALL	
Programs Suspended for New Enrollments					
Agricultural and Food Products Processing	01.0401	Bachelors		2011 FALL	
Real Estate	52.1501	Bachelors		2011 SUM	
New Programs Considered By University But Not Approved					
Mass Communications - 09.0102					
Comp Eng Technology - 15.1201					
Environ Eng Technology - 15.050					
Mech Eng Technology - 15.0805					
Indus Eng Technology - 15.0612					
Mfg Eng Technology - 15.0613					
Comm Studies - 09.0100					
Environ Analysis/Design 04.0401					
Educational Technology 13.0501					
Marine Sciences 30.0201					
Ag Operations Mgmt 01.0106					
Public Health 51.2201					

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. **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

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
Cohort Size	6,301	6,381	6,420	6,263	6,348
% Retained	96%	95%	96%	96%	96%
% Retained *with GPA of 2.0 or higher*	94%	95%	95%	96%	95%

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

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

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	6,684	7,216	6,674	6,440	*6,387*
% Graduated	84%	84%	85%	87%	87%
% Still Enrolled	*2%*	*2%*	*2%*	*2%*	*2%*
% Success Rate	*86%*	*86%*	*87%*	*88%*	*89%*

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

Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	6,737	6,491	6,444	6,314	6,393
Same University	64%	65%	67%	66%	67%
Other SUS University	1%	1%	1%	1%	1%
TOTAL	65%	66%	67%	67%	68%

6 – Year Rates	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
Cohort Size	6,771	7,271	6,737	6,491	6,444
Same University	84%	83%	85%	86%	87%
Other SUS University	2%	2%	2%	2%	2%
TOTAL	86%	86%	87%	88%	89%

Notes: (1) **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). 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. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **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 preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other SUS University** provides data for students in the cohort who graduated from a different SUS institution. **Total** provides the total number of the original cohort that graduated anywhere within the State University System. The rates from 'Same University' and 'Other SUS' may not add to the reported Total due to rounding.

Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Graduation Rates

2 – Year Rates	2008-10	2009-11	2010-12	2011-13	2012-14 Preliminary
Cohort Size	1,338	1,495	1,453	1,538	1,460
Same University	41%	49%	42%	41%	41%
Other SUS University	0%	0%	0%	0%	0%
State University System	41%	49%	42%	41%	41%

4 – Year Rates	2006-10	2007-11	2008-12	2009-13	2010-14 Preliminary
Cohort Size	1,735	1,808	1,338	1,495	1,453
Same University	82%	83%	82%	86%	83%
Other SUS University	2%	2%	2%	2%	2%
State University System	84%	85%	85%	87%	84%

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

TABLE 4F. Other Transfer Graduation Rates

5 – Year Rates	2005-10	2006-11	2007-12	2008-13	2008-14 Preliminary
Cohort Size	687	666	629	511	461
Same University	85%	85%	86%	89%	88%
Other SUS University	2%	3%	1%	2%	3%
State University System	87%	88%	87%	92%	90%

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

Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	9,302	8,685	8,601	8,245	8,515
TOTAL (Second Majors)	216	215	232	255	264

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 (i.e., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. Second Majors include all dual/second majors (i.e., 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]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	2,734	2,672	2,917	2,904	3,117
HEALTH	654	654	658	520	552
GLOBALIZATION	198	225	209	234	257
EDUCATION	256	227	231	194	205
GAP ANALYSIS	791	677	655	585	668
SUBTOTAL	4,633	4,455	4,670	4,437	4,799
PSE PERCENT OF TOTAL	49%	50%	53%	52%	55%

Notes: 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

	2009-10	2010-11	2011-12	2012-13	2013-14
Non-Hispanic Black					
Number of Degrees	771	859	753	665	657
Percentage of Degrees	9%	10%	9%	8%	8%
Hispanic					
Number of Degrees	1,384	1,368	1,439	1,450	1,555
Percentage of Degrees	16%	17%	18%	18%	19%
Pell-Grant Recipients					
Number of Degrees	2,818	2,909	3,283	3,294	3,556
Percentage of Degrees	31%	34%	39%	40%	42%

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

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	69%	70%	71%	73%	76%
AA Transfers	78%	79%	77%	88%	90%
Other Transfers	73%	64%	76%	82%	89%
TOTAL	71%	72%	72%	77%	80%

Notes: This table is based on statute 1009.286 (see link), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. For more information on the methodology used to calculate these data see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF__Excess_Hours_Methodology_FINAL.pdf.

TABLE 4K. Undergraduate Course Offerings

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	3,114	4,028	3,413	3,243	3.095
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	60%	66%	65%	67%	68%
30 to 49 Students	19%	19%	17%	15%	16%
50 to 99 Students	12%	9%	10%	10%	9%
100 or More Students	10%	7%	8%	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

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	56%	65%	63%	64%	64%
Adjunct Faculty	7%	8%	10%	10%	11%
Graduate Students	30%	23%	23%	22%	21%
Other Instructors	6%	5%	4%	4%	4%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	20.4	20.5	20.5	21.4	21.0

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*

	2009	2010	2011	2012	2013
Examinees	194	182	128	186	239
First-time Pass Rate	98%	97%	99%	96%	92%
National Benchmark	*90%*	*89%*	*89%*	*92%*	*85%*

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 Full-time or Continuing their Education, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	n/a	67%	72%
Percent Found	*n/a*	*n/a*	*n/a*	*86%*	*90%*

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Full-time employment is based on those who earned wages equal to or 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.
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 in Florida, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	$31,300	$33,100	$34,800
Percent Found	*n/a*	*n/a*	*31%*	*31%*	*34%*

Notes: **Median Wage** data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This 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.

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						
Information Systems and Operations Management	11.0501	Masters	28-Mar-14	2014 FALL		
Arts	50.0799	Masters	28-Mar-14	2014 FALL		
Entrepreneurship	52.0701	Masters	28-Mar-14	2014 SUM		
International Business	52.1101	Masters	28-Mar-14	2014 FALL		
Terminated Programs						
Higher Ed Administration	13.0406	Specialist	27-Mar-14	2014 SUM		
College Student Counseling and Personnel Services	13.1102	Specialist	27-Mar-14	2014 SUM		
Measurement and Statistics	13.0603	Specialist	27-Mar-14	2014 SUM		
Programs Suspended for New Enrollments						
Fire Science/Fire-fighting	43.0203	Masters		2012 FALL		
German Language and Literature	16.0501	Res Doctorate		2008 SUM		
Biochemistry & Molecular Biology	26.0210	Res Doctorate		2011 SUM		
Philosophy	38.0101	Res Doctorate		2008 SUM		
New Programs Considered By University But Not Approved						
Dance - 50.0301 Case Management - 51.0001 Human-Centered Comp -11.0104 Advanced Legal Research - 22.0201 Human-Centered Comp - 11.0104 Family, Youth & Comm Sciences - 19.0707						

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. **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

	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL (First Majors)	5,989	6,075	5,949	5,981	6,241
TOTAL (Second majors)	50	44	26	0	0
Masters and Specialist (first majors)	3,862	3,948	3,995	4,017	4,247
Research Doctoral (first majors)	771	774	713	742	796
Professional Doctoral (first majors)	1,356	1,353	1,241	1,222	1,198
Dentistry	91	83	82	79	83
Law	377	410	334	361	304
Medicine	130	127	134	131	129
Nursing Practice	32	25	35	26	28
Pharmacy	483	484	461	427	430
Physical Therapist	52	54	55	54	55
Veterinary Medicine	89	87	84	86	98
Other	102	83	56	58	71

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 the Professional Doctoral degrees.

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

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	1,776	1,742	1,847	1,910	2,101
HEALTH	1,631	1,549	1,508	1,562	1,528
GLOBALIZATION	54	65	64	72	52
EDUCATION	436	550	422	428	532
GAP ANALYSIS	141	151	162	152	142
SUBTOTAL	4,038	4,057	4,003	4,124	4,355
PSE PERCENT OF TOTAL	67%	66%	67%	69%	70%

Notes: 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*

	2010	2011	2012	2013	2014
Examinees	347	354	306	343	283
First-time Pass Rate	86%	89%	90%	87%	89%
*State Benchmark**	*79%*	*82%*	*81%*	*80%*	*74%*

Note*: excludes non-Florida schools.

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

	2010	2011	2012	2013	2014 Preliminary
Examinees	129	134	138	137	137
First-time Pass Rate	98%	99%	99%	98%	96%
National Benchmark	*91%*	*94%*	*96%*	*96%*	*96%*

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	136	111	129	133	136
First-time Pass Rate	99%	99%	98%	100%	98%
National Benchmark	*97%*	*97%*	*98%*	*98%*	*97%*

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	133	39	124	132	138
First-time Pass Rate	99%	100%	100%	99%	97%
National Benchmark	*97%*	*98%*	*97%*	*98%*	*96%*

Veterinary Medicine: *North American Veterinary Licensing Exam*

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	89	87	82	87	94
First-time Pass Rate	97%	100%	98%	100%	97%
National Benchmark	*96%*	*98%*	*96%*	*96%*	*90%*

Section 5 – Graduate Education *(continued)*

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

Pharmacy: *North American Pharmacist Licensure Exam*

	2009	2010	2011	2012	2013
Examinees	302	297	286	286	274
First-time Pass Rate	98%	97%	97%	97%	95%
National Benchmark	*97%*	*94%*	*96%*	*97%*	*95%*

Dentistry: *National Dental Board Exam - Part 1*

	2009	2010	2011	2012	2013
Examinees	77	85	80	80	81
First-time Pass Rate	100%	100%	100%	100%	100%
National Benchmark	*95%*	*94%*	*96%*	*93%*	*94%*

Dentistry: *National Dental Board Exam - Part 2*

	2009	2010	2011	2012	2013
Examinees	81	81	84	79	81
First-time Pass Rate	89%	99%	99%	99%	100%
National Benchmark	*87%*	*94%*	*95%*	*94%*	*94%*

Physical Therapy: *National Physical Therapy Examinations*

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees	99	141	153	161	163
First-time Pass Rate	95%	91%	93%	92%	94%
National Benchmark	*87%*	*87%*	*89%*	*89%*	*90%*

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

	2009	2010	2011	2012	2013
Examinees	.	.	.	.	42
First-time Pass Rate	.	.	.	.	100%

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

Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2008-09	2009-10	2010-11	2011-12	2012-13
R&D Expenditures					
Total (S&E and non-S&E) ($ 1,000s)	$644,241	$681,548	$739,931	$696,985	$695,063
Federally Funded ($ 1,000s)	$242,964	$279,649	$306,349	$305,607	$296,199
Percent Funded From External Sources	57%	49%	49%	53%	51%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member *($)*	$242,378	$266,022	$289,036	$276,691	$286,034
Technology Transfer					
Invention Disclosures	304	295	322	345	335
U.S. Patents Issued	73	59	86	60	107
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	29	25	34	24	44
Licenses/ Options Executed	115	92	131	129	140
Licensing Income Received ($)	$53,880,476	$29,235,006	$29,493,522	$33,922,249	$ 28,146,919
Number of Start-Up Companies	10	9	12	15	16

Note: R&D Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey. Licensing Income Received refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia. Number of Start-up Companies that were dependent upon the licensing of University technology for initiation.

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

TABLE 6B. Centers of Excellence

Name of Center:	Regenerative Health Biotechnology	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
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		216	34
Value of Competitive Grants Applied For *($)*		$86,861,544	$17,186,963
Number of Competitive Grants Received		140	27
Value of Competitive Grants Received *($)*		$ 43,127,452	$ 10,883,317
Total Research Expenditures *($)*		$ 44,886,001	$ 10,459,648
Number of Publications in Refereed Journals From Center Research		186	11
Number of Invention Disclosures		3	0
Number of Licenses/Options Executed		6	0
Licensing Income Received *($)*		$ 347,030	$ 141,090
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		213	29
Collaborations with Private Industry		280	9
Collaborations with K-12 Education Systems/Schools		367	33
Undergraduate and Graduate Students Supported with Center Funds		315	1
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		4	1
Jobs Created By Start-Up Companies Associated with the Center		312	33
Specialized Industry Training and Education		472	182
Private-sector Resources Used to Support the Center's Operations		78	6
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Regenerative Health Biotechnology

Narrative Comments [Most Recent Year]:

Established in 2003 with launch of operations in 2006, the University of Florida's Center of Excellence for Regenerative Health Biotechnology (CERHB, http://cerhb.ufl.edu/) is a biomedical translational research support center with the mission to stimulate promising research and facilitate first-in-man studies leading to commercialization of technologies that will provide treatments for human diseases, as well as create new companies and high-wage jobs. Expertise, training programs, and drug manufacturing services are provided to the biotechnology industry and to biomedical research institutions.

Our 23,500ft 2 GMP Manufacturing facility was designed, built-out, outfitted, commissioned, and validated (called Florida Biologix®, http://www.floridabiologix.ufl.com/) utilizing state and federal funding (funded by US Dept. of Commerce EDA). Drug products made in this facility are suitable for pre-clinical, and Phase I and II human clinical trials. Client sponsors currently include Florida companies, multi-national and foreign companies, domestic private and public companies, and the NIH.

The CERHB Education Center (http://cerhb.ufl.edu/education_index.html) was established as a state resource. Hands-on curricula were developed in Industrial Biotechnology at the College and High School levels including student and teacher training (funded by NSF). In anticipation of these new course offerings, the CERHB submitted a 3-year curriculum in industrial biotechnology to the Florida DOE, this curriculum was approved for CTE and Science credit in December 2006 and offered for the first time in the Fall of 2007 and over 933 students in 13 schools (13 school districts) now take the courses. Teacher and student credentialing exams were created and are administered by UF CERHB, with 338 students taking the “Biotechnician Assistant Credentialing Exam (BACE) in the spring of 2014. In addition to the secondary Industrial Biotechnology program, UF CERHB also works directly with Project Lead the Way’s secondary Biomedical program, which has 35 schools (1113 students) in Florida. These students are also prepared to sit for the Biotechnician Assistant Credentialing Exam. Curricula for direct industry workforce training were developed (funded in-part by WorkForce Florida), and additional courses continue to be developed, for entry-level and incumbent workers throughout the state. An Advisory Council has been assembled comprised of leaders from industry, workforce boards, and economic development agencies from across the state. Industry focus groups, a needs assessment, and surveys have been conducted to determine the current and future needs of companies from around the state. Courses were offered for the first time in 2007, and now over 1077 students have graduated. Combined classroom and wet lab training leads to industry-recognized certificates. The CERHB has established an extensive support and participation network of over 85 partners including companies, Research Institutes, Professional Societies, Industry Organizations, Chambers of Commerce, materials and equipment suppliers, Business Development Boards, Community Colleges, school districts, and Regional Workforce Boards. These partners are motivated to work with CERHB to implement the programs and services statewide, nationally, and internationally. In 2013- 2014, CERHB expanded its capabilities for drug development services. New and continuing research grants were awarded from domestic and international sources. CERHB also expanded the reach of the education programs, with higher visibility, increased enrollments, more school districts offering the curriculum, education at all levels (high-school, college, university, and professional), and international collaboration.

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

TABLE 6B. Centers of Excellence

Name of Center:	FISE Energy Technology Incubator	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
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		558	138
Value of Competitive Grants Applied For *($)*		$747M	$39,522,485
Number of Competitive Grants Received		761	185
Value of Competitive Grants Received *($)*		$141.7M	$22,845,775
Total Research Expenditures *($)*		$54.6 M	$9.4 M*
Number of Publications in Refereed Journals From Center Research		1043	124*
Number of Invention Disclosures		202	54
Number of Licenses/Options Executed		32	9
Licensing Income Received *($)*		$60K	0
Collaboration Effectiveness *Only reports on relationships that include financial or in-kind support.*			
Collaborations with Other Postsecondary Institutions		208	18*
Collaborations with Private Industry		162	3
Collaborations with K-12 Education Systems/Schools		N/A	N/A
Undergraduate and Graduate Students Supported with Center Funds		600	36*
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		9	0
Jobs Created By Start-Up Companies Associated with the Center		107	0
Specialized Industry Training and Education		32	0
Private-sector Resources Used to Support the Center's Operations		N/A	N/A
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

Name of Center	FISE Energy Technology Incubator

Narrative Comments [Most Recent Year]:

The Florida Institute for Sustainable Energy (FISE) is based at the University of Florida with a mission to create a clean and sustainable energy future. The institute aims to foster fundamental research on topics related to energy, and to educate the public regarding energy and environmental technologies. The institute also informs policy makers on urgent, global issues of sustainable energy.

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

The FISE Energy Technology Incubator Center of Excellence at its inception included two coordinated operations, namely the Prototype Development & Demonstration Laboratory and the Biofuel Pilot Plant. The operation of the Prototype Development & Demonstration Laboratory experimental user facility was transitioned into the Major Analytical Instrumentation Center (MAIC) in 2011. MAIC is a Service Center with pre-existing infrastructure to manage user facilities. The Biofuel Pilot Plant that was located at UF Agricultural and Biological Department was relocated to the Stan Mayfield Biorefinery in Perry FL to consolidate the biofuel research efforts. The facility is managed by the Florida Center for Renewable Chemicals and Fuels (FCRC) under the leadership of Dr. Lonnie Ingram.

Dr. Sean Meyn (ECE) became director of FISE effective July 1, 2013. Due to changes in the administration of centers and institutes within the College of Engineering at UF, and with the recruitment of Dr. Meyn as the director of FISE, the past year saw goals of FISE being redefined.

The FISE does not support the preparation or submission of grants. In addition, grants will not be administered through FISE. FISE will now function as an Institute that will provide an environment to nucleate collaborations between faculty engaged in energy-related research at UF. These activities can include brown-bag sessions, seminar series, among other activities all focused on creating a collaborative environment. In addition, FISE will also assume a role in energy-related education by developing courses, and offering certificates in energy-related fields. The director of FISE will also serve as UF's liaison to FESC – the Florida Energy Systems Consortium.

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 2014)	Fiscal Year 2013-14
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		111	3
Value of Competitive Grants Applied For *($)*		$112,124,030	$875,000
Number of Competitive Grants Received		55	3
Value of Competitive Grants Received *($)*		$23,464,352	$875,000
Total Research Expenditures *($)*		$3,913,706.84	$60,317.24
Number of Publications in Refereed Journals From Center Research		157	7
Number of Invention Disclosures		75	14
Number of Licenses/Options Executed		8	1
Licensing Income Received *($)*		$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		8	0
Collaborations with K-12 Education Systems/Schools		5	0
Undergraduate and Graduate Students Supported with Center Funds		14/40	3/1
Economic Development Effectiveness			
Number of Start-Up companies *with a physical presence, or employees, in Florida*		3	0
Jobs Created By Start-Up Companies Associated with the Center		66	3
Specialized Industry Training and Education		5	0
Private-sector Resources Used to Support the Center's Operations		$37.4M	0
Narrative Comments on next page.			

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

TABLE 6B. Centers of Excellence (continued)

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

Narrative Comments [Most Recent Year]:

The Center for Nano-Bio Sensors (CNBS) at the University of Florida was formed in 2007 to invest strategic resources 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 $875,000 for CNBS researchers during FY 2013-14.

- Multidisciplinary and Interdisciplinary Teams Promoting Enabling Synergy. Even though CNBS was established in 2007, the synergy between the CNBS focus on technology commercialization and solving industry problems, and Particle Engineering Research Center (PERC) along with its industrial partners, formed the basis for a successful proposal to the NSF for establishing the Center for Particulate and Surfactant Systems (CPaSS) in 2008.

- Research Effectiveness: CNBS supported technologies are based on strong intellectual property platforms that would facilitate commercialization. In the past fiscal year, a small company collaborator (NanoHygienix) developed antimicrobial coatings for reduction of infections in healthcare and assisted living facilities has suspended operations due to fiscal and other reasons. Identifying a new company collaborator is in progress. Collaborative efforts so far have 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.) has been engaged to carry out the NSF-AIR suggested testing with real pathogens.

Banyan obtained a $200,000 grant in collaboration with the University of Florida from GE-NFL Head Health Challenge I (NineSigma) for detecting sports-related concussive head injury (April 2014). Banyan also signed a licensing agreement with Abbott Diagnostic for the two biomarkers (UCH-L1, GFAP) for potential product development (8/28/2014). If the product is successfully commercialized and obtained FDA approval, since University of Florida originally licensed the TBI biomarker IP to Banyan – there will be significant product-related royalty payment coming back to UF for years to come.

Xhale, Inc. (www.xhale.com) is a University of Florida (UF) "spinoff" company located in Gainesville, FL that is focused on developing patient centric technologies to make health care safer and more cost effective. Xhale began product development in 2006. To date, Xhale has licensed over 70 UF patents, and raised over $45M in funding to advance these technologies from "bench to bedside" from various sources, including private equity, foundations,

pharmaceutical companies, and seven SBIR grants from the National Institutes of Health. For this CNBS reporting period, Xhale has 38 employees. Although Xhale has a significant pipeline of personalized medicine technologies, three will be succinctly described below (additional details on each provided in attached product summaries):

HyGreen®: By 2010, Xhale had successfully commercialized HyGreen® (www.hygreen.com), and the product was spun out as a stand-alone company. HyGreen® is a 24/7 hand hygiene monitoring and recording system, which was developed to effectively address the huge problem of healthcare associated infections (HAIs) related to poor hand hygiene. In studies at Miami Children's Hospital, the implementation of HyGreen® reduced HAIs and lowered health care costs. HyGreen® was recently included in the Agency for Healthcare Research and Quality (AHRQ) Innovations Exchange. It has now been installed in hospitals around the United States, including several VA facilities and Kaiser Permanente, and internationally (e.g., Saudi Arabia).

SMART® (Self Monitoring and Reporting Therapeutics) Adherence System: Poor medication adherence adversely impacts clinical research, drug development, and clinical outcomes. The SMART® Adherence System is a breath-based technology that definitively (fool proof manner) documents the administration of drugs. Across diseases, adherence is the single most important modifiable factor that compromises treatment outcome. From a disease management perspective, in the U.S. poor drug adherence annually causes 125,000 deaths and costs the U.S. economy $290B in avoidable medical spending (New England Health Institute, 2009). Similarly, non-adherence in trials causes major inefficiencies and wrong conclusions. The cost of drug development is not sustainable with current strategies. According to Forbes (Matthew Harper, 2Feb2012), the average R&D cost per new drug approval for the top 12 pharma companies was $5.8B (range: $3.7B to $11.8B), primarily due to the large number and size of clinical trials. Understanding adherence will streamline the execution of clinical trials (≈$60B global market for all types) by not only reducing study duration and/or trial size, but also by providing a superior safety and efficacy dataset for optimal decision making by pharma. By verifying real time that the right person took the right dose of the right medication via the right route at the right time, SMART® will become the "gold standard" to measure, monitor, and even improve adherence in the home environment for clinical trials and disease management. The portable SMART® device communicates HIPAA-compliant adherence data using cellular upload. Although SMART® is being developed initially to document ingestion of solid oral dosage forms (SODFs), it can be applied to any route of drug administration. The FDA has designated the SMART® system as a drug development tool (DDT), which will enable it be readily integrated across clinical trials in a seamless manner. We anticipate qualification of SMART® Adherence System as a DDT in Q1 2015. We have a number of on-going trials and/or collaborative R&D programs with the FDA, NIH and pharmaceutical companies.

Assurance Biosense™: According to the Anesthesia Patient Safety Foundation (APSF), there is an epidemic of drug (e.g., opioid)-induced cases of respiratory depression in the hospital environment that cause significant morbidity and mortality. Monitoring of these individuals is suboptimal, primarily due to limitations in existing technologies. The Assurance Biosense™ system is a novel single point of care (SPOC) sensor that monitors real time cardiorespiratory function in a highly reliable and cost effective manner using a unique anatomical area - the nasal alar region. By providing highly accurate measures of airway flow, respiratory rate, heart rate, oxygenation,

and brain blood flow, this new technology will become the "gold standard" to effectively monitor the cardiorespiratory function of patients, particularly those receiving in hospital opioid therapy. The Assurance sensor is also far more reliable (i.e., always provides a signal if the heart is beating) at monitoring oxygenation than conventional oximetry sites (e.g., finger). The Assurance system was initially cleared using a 510(k) mechanism in December 2012. A second Assurance system was recently (November 2014) submitted to the FDA for a second 510(k) clearance.

- 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.). Banyan was able to maintain 5 research positions in Alachua County Florida location. Dr. Wang also transitioned back to the University of Florida (Psychiatry) and hired three full time positions (Research Assistant, Biological Scientist, and a postdoctoral fellow) based on continuing research direction in the TBI biomarkers research (chronic phase of the disorder) and enhancement of detection technology., 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 $37M in venture capital and other investments for companies associated with CNBS.