



Item: II. A.

Tuesday, December 17, 2013

**SUBJECT: APPROVAL OF FAU'S 2012-13 STATE UNIVERSITY SYSTEM
ACCOUNTABILITY REPORT**

PROPOSED BOARD ACTION

Approval of FAU's 2012-13 State University System Accountability Report for submission to the Florida Board of Governors.

BACKGROUND INFORMATION

In 2009 the Board of Governors (BOG) developed a planning and accountability framework for SUS institutions to begin submitting annual performance reports on key measures and progress on meeting institutional goals.

FAU's 2012-13 report is now complete and being presented for your approval. This report includes data that was submitted to the BOG by FAU on such things as enrollment, degree awards, expenditures, student retention and other metrics related to the University's progress.

FAU's Office of Institutional Effectiveness has reviewed this data and found it to be accurate. The report also contains a narrative to go along with the data trends. The narrative includes recent and noteworthy accomplishments that demonstrate progress in meeting University priorities as identified in FAU's Work Plan as well as BOG Strategic Planning Goals. The report concludes with a section on FAU's success in achieving higher efficiencies in various divisions of the University.

IMPLEMENTATION PLAN/DATE

N/A

FISCAL IMPLICATIONS

N/A

Supporting Documentation: FAU 2012-13 State University System Accountability Report

Presented by: Dr. Gary Perry, Interim Provost

Phone: 561-297-3061

2012-13
Annual Accountability Report

**FLORIDA
ATLANTIC
UNIVERSITY**

PENDING BOARD OF TRUSTEES APPROVAL



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors



TABLE OF CONTENTS

EXECUTIVE SUMMARY

DASHBOARD	p. 2
KEY ACHIEVEMENTS	p. 5
NARRATIVE	p. 6

DATA TABLES

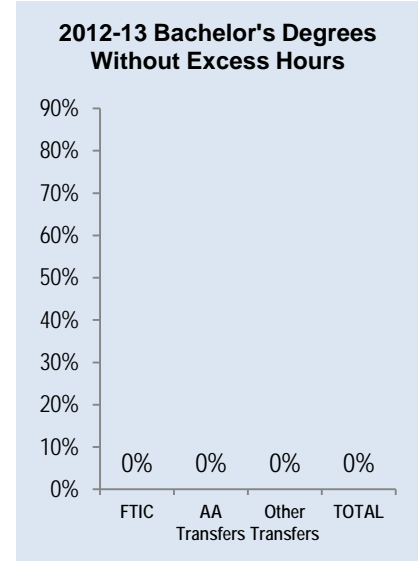
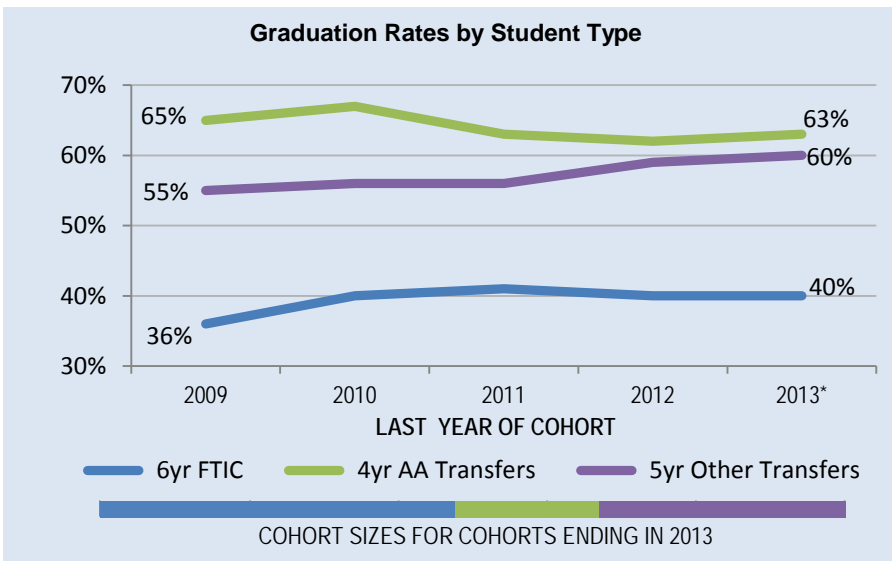
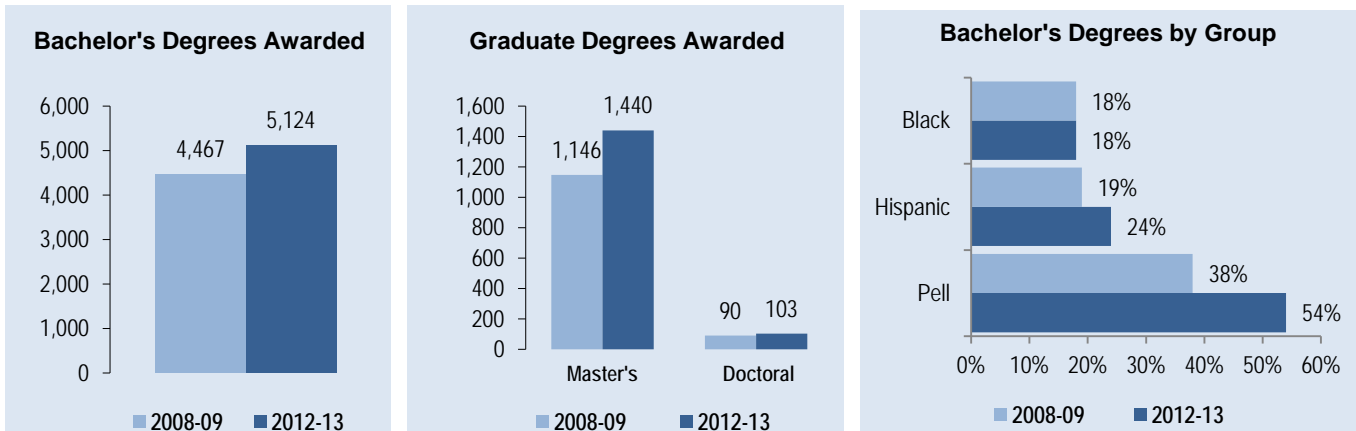
SECTION 1. FINANCIAL RESOURCES	p. 16
SECTION 2. PERSONNEL	p. 20
SECTION 3. ENROLLMENT	p. 21
SECTION 4. UNDERGRADUATE EDUCATION	p. 23
SECTION 5. GRADUATE EDUCATION	p. 32
SECTION 6. RESEARCH & ECONOMIC DEVELOPMENT	p. 35



Dashboard

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2012)	Full-Time	Part-Time		
TOTAL	30,282	100%	14%	TOTAL (as of Spring 2013)				
White	15,143	50%	1%	Baccalaureate	61		Basic:	Research Universities (high research activity)
Hispanic	6,758	22%	46%	Master's	62		Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate
Black	5,363	18%	18%	Research Doctorate	20		Graduate Instructional Program:	Doctoral, professions dominant
Other	3,018	10%	28%	Professional Doctorate	2		Size and Setting:	Large four-year, primarily nonresidential
Full-Time	17,646	58%	24%				Community Engagement:	n/a
Part-Time	12,636	42%	3%	TOTAL	814	499		
Undergraduate	24,233	80%	17%	Tenure & Ten.	553	3		
Graduate	4,604	15%	26%	Non-Tenured Faculty	261	496		
Unclassified	1,445	5%	-36%					

DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

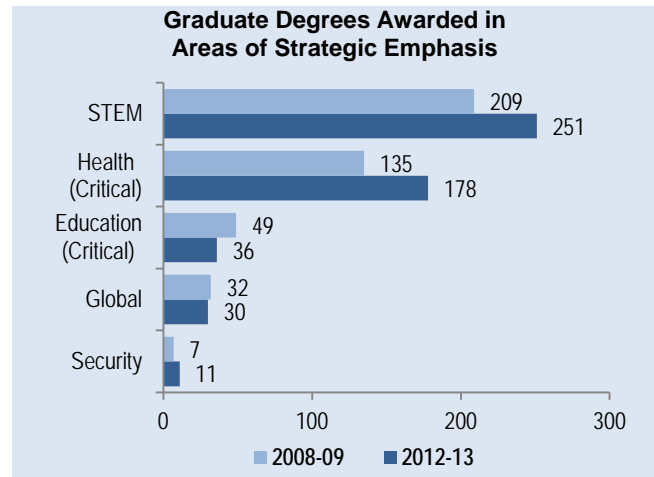
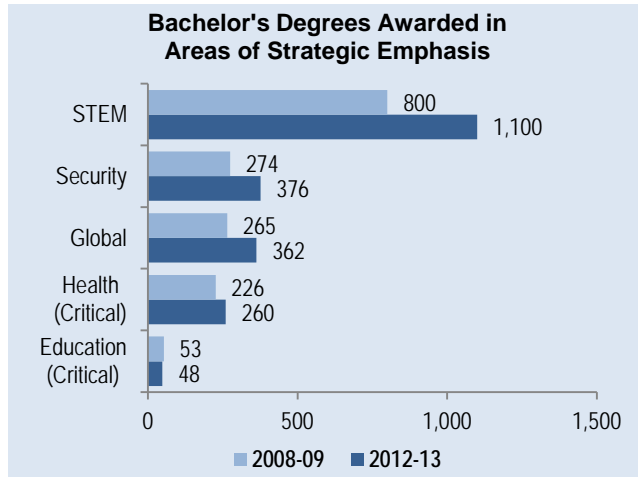


* Based on 2013 preliminary data

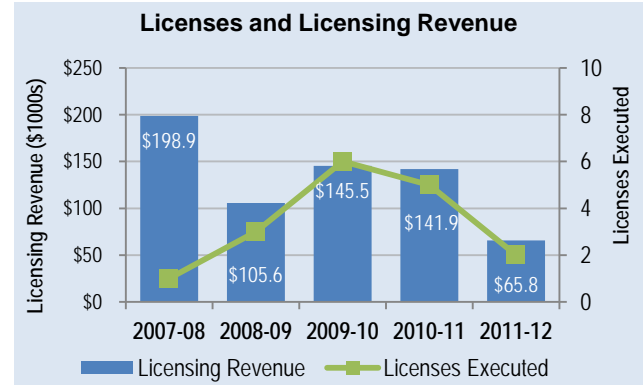
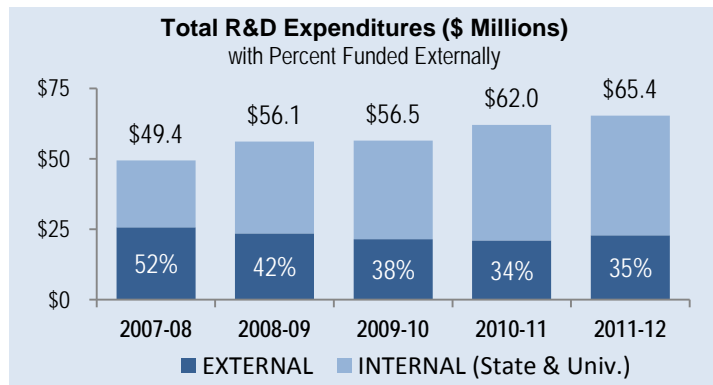


Dashboard

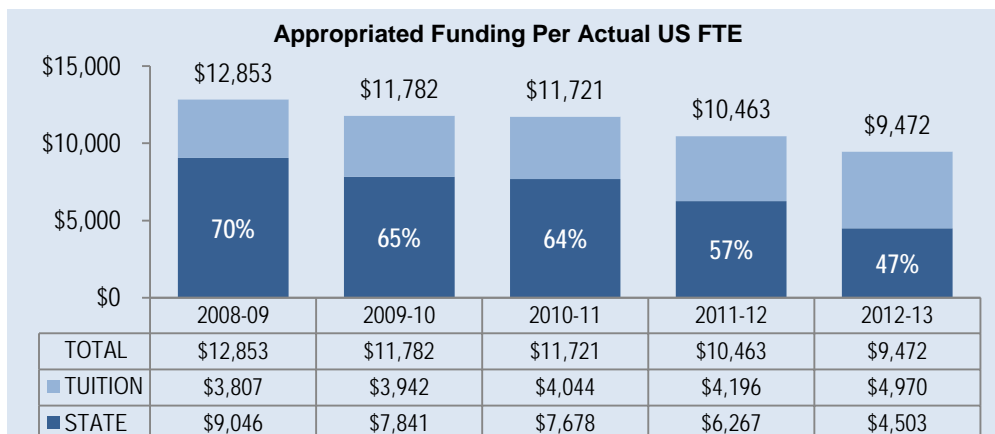
DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

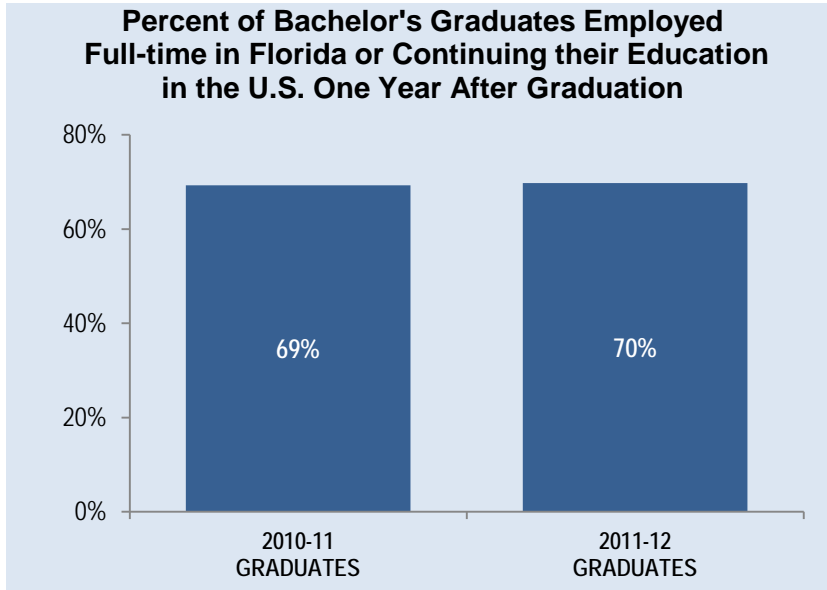


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs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

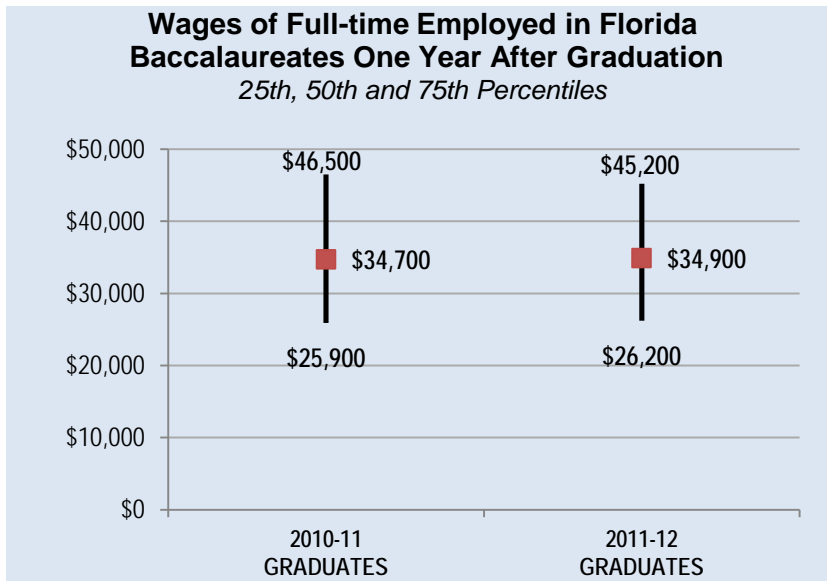


Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 90% and 88% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data 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 53% and 54% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.



Key Achievements (2012 -2013)

STUDENT AWARDS/ACHIEVEMENTS

- The Spring 2013 cohort of Accounting Scholars achieved 100% employment at leading firms.
- James Martin, FAU High '12, BS summa cum laude '13, interned in the molecular biology laboratory of Nobel Laureate Dr. Eric Weischaus at Princeton University.
- Usar Suragarn, MSN '13, won a Fulbright Award.
- Ph.D. student Marcus Bright spoke at the 50th Anniversary of the March on Washington.
- FAU's team won first place for use of composite materials at the 12th International Submarine Races.

FACULTY AWARDS/ACHIEVEMENTS

- Dr. Jeffrey Morton received the Foreign Policy Association Medal of the World Leadership Forum, joining past honorees that include Bill Clinton, Colin Powell and Madeleine Albright.
- Dr. Kate Detwiler was on a research team that discovered a new species of African monkey.
- Dr. Herbert Weissbach was named a charter fellow of the National Academy of Inventors.
- Dr. Douglas McGetchin and Dr. Carmen Cañete Quesada received Fulbright Awards.
- Ms. Ayşe Papatya Bucak received two top literary awards - the PEN/O.Henry and Pushcart prizes.

PROGRAM AWARDS/ACHIEVEMENTS

- The Southeast National Marine Renewable Energy Center, based at FAU, received federal approval to install the world's first ocean current turbine test berth in the Gulf Stream.
- The College of Medicine received provisional accreditation and its internal medicine residency program received full accreditation.
- FAU's Weppner Center for Civic Engagement & Service was named to the U.S. President's Higher Education Community Service Honor Roll for the fifth year.

RESEARCH AWARDS/ACHIEVEMENTS

- Dr. Joseph Ouslander and Dr. Ruth Tappen received more than \$1.7 million to further their research on reducing re-hospitalizations of nursing home residents.
- Dr. Erika Hoff received \$630,000 from the National Institute of Child Health and Human Development to support her study on early dual language development in children.
- Dr. Vijaya Iragavarapu received \$433,000 from the National Institutes of Health to analyze a substance that is believed to accelerate breast cancer metastasis, thereby suggesting treatment opportunities.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

- FAU received the highest possible evaluation from the SACS visiting team.
- The FAU Life Science Initiative was launched to advance collaborations with Max Planck and Scripps.
- For the second year, FAU served as statewide administrator for the Troops to Teachers program and was named a Military Friendly School by *G.I. Jobs* magazine.



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

Florida Atlantic University (FAU) continues to grow in quality and reputation. Exceptional educational opportunities are provided through ten distinguished colleges which offer more than 180 degree programs in fields that span the arts and humanities, the sciences, medicine, nursing, accounting, business education, public administration, social work, architecture, engineering, computer science and more. Academically accomplished students take advantage of honors programs on the Boca Raton campus and the complete all-honors programs in the Honors College on the Jupiter campus.

The reputation and quality of these academic programs attracted over 28,000 freshmen applications for the fall 2012 semester. FAU had the largest enrollment in its history, exceeding 30,000 students for the fall 2012 semester. This large enrollment reinforces the fact that prospective students and their families from Florida and around the country are expressing confidence in the academic programs. FAU students represent all of Florida's 67 counties, all 50 states, and more than 180 countries.

Confirming FAU's high level of quality, the university received a perfect score from the on site reaffirmation of accreditation visitation team from the Southern Association of Colleges and Schools (SACS). The SACS team reported that no additional action was needed prior to submission to the entire SACS Commission on Colleges in December 2013 at its annual meeting. The SACS findings were a result of a thorough review of FAU's compliance audit documents on every aspect of the University, visits to FAU's campuses, and meetings with key individuals and groups that provided leadership for this critically important initiative. Such a report is achieved by only 2 percent of colleges and universities undergoing similar reviews.

FAU's academic programs are comprised of nationally and internationally recognized faculty members that work with students to reach their full academic potential as they prepare for future careers. FAU's faculty and student accomplishments demonstrate the quality and reputation of the university.

Examples include:

- Shihong Huang, Ph.D., associate professor in the Department of Engineering and Computer Science, received a collaborative three-year, \$200,000 National Science Foundation *Transforming Undergraduate Education in Science, Technology, Engineering and Mathematics (TUES)* grant in conjunction with San Francisco State University and Fulda University in Germany to find out the effectiveness and efficacy of teamwork in students learning experience. This research is in response to demands of the software engineering industry and is the first to apply novel machine learning techniques to understand, assess and predict student learning of software engineering in teamwork across globally distributed teams.
- Dr. Kate Detwiller, Assistant Professor of Anthropology, was recognized for her part of a research team in the Congo that discovered a new species of African monkey. This is only the second new species of African monkey discovered in the last 28 years. Graduate and undergraduate



students benefit from Dr. Detwiller's expertise when working with her in her laboratory on campus as well as onsite in the various countries.

- Jeffrey S. Morton, Ph.D., political science professor, received the prestigious Foreign Policy Association Medal.
- Josephine Beoku-Betts, director of the FAU Center for Women, Gender and Sexuality Studies (CWGSS) in the Dorothy F. Schmidt College of Arts and Letters, received the 2012 Florida Commission on the Status of Women Florida Achievement Award.
- Charles E. Schmidt College of Medicine announced the release of new INTERACT Version 3.0 Tools. Interventions to Reduce Acute Care Transfers (INTERACT), a quality improvement program, facilitates the early identification, evaluation, documentation and communication about changes in the status of residents in skilled nursing facilities (SNF), and provides the necessary tools to manage conditions before they become serious enough to necessitate a hospital transfer.
- The Liaison Committee on Medical Education (LCME) has granted provisional accreditation to the Charles E. Schmidt College of Medicine at Florida Atlantic University. The LCME is the nationally recognized accrediting authority for medical education programs leading to the Doctor of Medicine (M.D.) in the United States and Canada. LCME accreditation provides assurance that programs awarding the M.D. degree meet the national standards for educational quality.
- Scientists Esther Guzmán, Ph.D. and co-investigator Amy Wright, Ph.D. at FAU's Harbor Branch Oceanographic Institute (HBOI) were awarded a grant of \$345,716 by the National Institutes of Health (NIH) to identify marine natural products for their potential use in the treatment of pancreatic cancer.
- Weppner Center for Civic Engagement and Service received recognition from the Corporation for National and Community Service (CNCS) for its commitment to service and civic engagement on campus, in the community and the nation. The honor reflects the high level of participation by FAU students in innovative community volunteer programs and service-learning projects.
- Danielle Howard and Samantha Amat, seniors in the Charles E. Schmidt College of Science at Florida Atlantic University, placed first and second respectively for poster presentations at the inaugural Life Sciences South Florida (LSSF) STEM Research Symposium.
- FAU's Diplomacy Program received the Distinguished Delegation Award for its participation in the 2013 National Model United Nations competition in New York City. FAU undergraduates participated in the annual six-day simulation of the United Nations along with more than 6,000 university students from around the world. This marks the seventh consecutive year that FAU has received a national award in this competition.
- Raphael Dalleo, associate professor of English in Florida Atlantic University's Dorothy F. Schmidt College of Arts and Letters, was selected as a Scholar-in-Residence by the New York Public Library's Schomburg Center for Research in Black Culture receiving a 30,000 grant for a six month residency.
- Alexa Robinson, student at the Harriet L. Wilkes Honors College, was the 2013 winner of a \$15,000 seed grant to launch her social venture, Sun Equipment Rentals, in collaboration with El Sol, Jupiter's Neighborhood Resource Center. The grant is part of a \$295,000 gift from the William R. Kenan, Jr. Charitable Trust to fund the Kenan Social Engagement Program at FAU's John D. MacArthur Campus in Jupiter.



- Researcher Xavier Comas, Ph.D., has been awarded \$347,942 from the National Oceanic and Atmospheric Administration (NOAA) for research related to multi-scale characterization of carbon flux dynamics and biogenic gas distribution in the Florida Everglades. The three-year study will measure the accumulation and release of naturally produced greenhouse gases, particularly methane and carbon dioxide, into the atmosphere using non-invasive hydrogeophysical tools and how they relate to climate change.
- Kevin Wagner, associate professor and director of graduate studies in Florida Atlantic University's Department of Political Science, was chosen to be an Academic Fellow on the study of terrorism by The Foundation for the Defense of Democracies (FDD), a non-partisan policy institute headquartered in Washington, D.C. Wagner will travel to Israel in June for an intensive course on terrorism studies, focusing on how democracies can defeat the worldwide terrorist threat.
- College of Business's AACSB-accredited M.B.A. in Sport Management program was ranked fifth in North America and eighth in the world in the 2013 SportBusiness International rankings of Master-level Sport "Courses." FAU is the only school in the state of Florida listed in the top 25 world rankings.
- Ayşe Papatya Bucak, associate professor in the Schmidt College of Arts and Letters was awarded the prestigious Pushcart Prize, an award given annually for the best poetry, short fiction and essays published in the small press. Others who have received this honor include Joyce Carol Oates, John Irving and Tim O'Brien. Bucak also was awarded the PEN/O. Henry Prize for her story "The History of Girls."
- Faculty members from Department of Computer and Electrical Engineering and Computer Science, and local industry partners, served on a panel at the Economic and Social Council Civil Society Forum, titled "Building Partnerships in the Field of Education through Science, Technology and Innovation," at the United Nations (U.N.) headquarters in New York. Borko Furht, Ph.D., chair and professor of the Department of Computer and Electrical Engineering and Computer Science at FAU is a special advisor for the U.N. Global Millennium Development Foundation.
- The Charles E. Schmidt College of Medicine at Florida Atlantic University received notice of accreditation from the national Accreditation Council for Graduate Medical Education (ACGME) for its residency program in internal medicine. Boca Raton Regional Hospital is the primary site for the program with participation from Bethesda Hospital East and Delray Medical Center, three of the five hospitals participating in the Graduate Medical Consortium (GME) supporting FAU residency programs. This residency, the first for the cities of Boca Raton, Boynton Beach and Delray Beach, marks an important milestone in bringing additional trained physicians into these communities and is FAU's first university-sponsored graduate medical education program.
- College of Engineering's Society of Automotive Engineers (SAE) racing team ranked eighth in the acceleration test among more than 100 participants at the 2013 Formula SAE®, at the Michigan International Speedway in Brooklyn, Mich. With limited time and budget, the team was able to design and build a car from the ground up with the help of FAU faculty, staff and local business owners.
- For the second year in a row, Florida Atlantic University was named to G.I. Jobs magazine's list of Military Friendly Schools for 2013, based on research and a recent survey conducted of more than 12,000 schools. This honor ranks FAU in the top 15 percent of all colleges, universities and trade schools nationwide.



INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

FAU has continuous improvement mechanisms in place to ensure program efficiency through the study of alternative methods of instruction. As a result, FAU increased opportunities for students to take courses on-line or in hybrid format this past year. The number of online FTE increased by 25% while the hybrid FTE increased by 352% from 2008-2012. Our Center for ELearning is working to carefully develop programs using non-traditional formats in order to accommodate our students' busy schedules without necessitating career interruptions.

There are an increasing number of academic programs on-line. An excellent example of this new mode of offerings is in the College of Business. FAU's online business degrees ranked first for "Best Online Masters in Accounting" and 13th out of 60 for "Best Online MBA Rankings-AACSB Accredited." In addition the COB offers courses taught using the Lecture Capture and Video Streaming (LCVS) technology, capturing live and recorded lectures in high definition and making them accessible to students anywhere, anytime, on any device, including PCs, smart phones and tablets.

Business students on campus can now participate in the newly designed Trading Room. The combination of the Bloomberg software solution and FAU's state-of-the-art stations in trading room brings a world-class facility for trading simulations, training, and execution to students, faculty, and financial professionals. The room features an external glass wall to allow the campus community to view the state-of-the-art technology, including a ticker board which displays market data for a variety of stocks, indices, bonds, currencies and commodities.

While technology has increased and enhanced our course offerings this past year, more students have elected to immerse themselves in international cultures through Study Abroad Programs. Students participating in Study Abroad programs increased 13% from 2011-2012. FAU has numerous active international agreements and partnerships with world universities for student exchange, faculty exchange, research and other shared projects.

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

FAU continues to increase the number of undergraduate degrees awarded in STEM and other areas of strategic emphasis. Overall, the number of STEM degrees increased 3% with the total number of degrees provided in the STEM areas comprising 40% of all awarded. FAU has received high rankings nationally for conferring degrees in engineering, business, and social sciences to Hispanic students. Hispanic undergraduate engineering degrees increased by 54 % with Hispanic students earning bachelors and master's degrees in social sciences rose by 27% and 300%, respectively.

Overall, the number of masters and specialist degrees awarded this past year increased by 10%. In the STEM area, the increase was slightly higher at 13%. FAU continues to explore ways to increase student interest in STEM and other important areas. FAU College of Engineering and Computer Science in a partnership with Broward County Schools new STEM initiative works with teachers in the science, technology, engineering and mathematics (STEM) Magnet classes at each of the Broward County Public



School's (BCPS) This joint partnership is intended to help increase student achievement and create interest in STEM disciplines at the post-secondary level, as well as in a variety of STEM-related careers.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

The Division of Research (DOR) works to strengthen the quality and reputation of scholarship, research and innovation at FAU through support of undergraduate and graduate research as well as a commitment to supporting all research initiatives taking place at FAU.

The DOR strongly supports the University's Quality Enhancement Plan (QEP) to enhance a culture of undergraduate research and inquiry and has committed to additional Faculty Research Seed Grant Award funding for awardees that include undergraduate students in their research. Additionally, the DOR is providing financial and marketing support of "Research Week." Additional funding and expansion of professional development opportunities for undergraduate researchers will be provided. The DOR will also offer additional training of graduate teaching assistants to encourage them in their roles as mentors for undergraduate students. Finally, the DOR will provide increased marketing and communication of student achievement and student opportunities through its newsletter, website and social media outlets.

In support of graduate student scholarship and research, the DOR supports the Graduate and Professional Student Association's Annual Graduate Student Research Day by serving on the organizing committee. The DOR also supports graduate student participation in the statewide Graduate Research Symposium to create possible research collaborations at SUS Institutions across Florida.

In addition to its daily functions in support of all research initiatives, the DOR directly supports new research and innovation through the Faculty Research Seed Grant program. In 2013, more than \$200,000 was awarded to 14 recipients to assist FAU faculty in obtaining preliminary data to secure external research grants. One of the awards funded through the seed grant program led to a \$389,000 grant from the National Institutes of Health to study the effects of "Sit N Fit" yoga for patients with osteoarthritis. The DOR is currently accepting applications for the 2014-year and expects to award up to \$350,000.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

FAU's Office of Technology Transfer changed its name to the Office of Technology Development in order to better represent the mission of the office and the relational process of commercializing FAU Intellectual Property (IP) through creative partnerships with industry.

The DOR's Office of Technology Development has led the following initiatives to increase research and commercialization at FAU:

- Dr. Ken Dawson-Scully, Charles E. Schmidt College of Science, received a grant of \$353,000 from the start-up company Eco Neurologics, Inc., to support his efforts to develop novel drugs for the treatment of febrile epilepsy, migraine and brain injury caused by stroke. He's the lead



scientific consultant to the company and is working to commercialize intellectual property developed at FAU.

- Dr. Joseph Ouslander, Charles E. Schmidt College of Medicine, and Dr. Ruth Tappen, Christine E. Lynn College of Nursing, received more than \$1.7 million in funding to further their research on ways to reduce re-hospitalizations of nursing home residents through a program called INTERACT. Software innovator PointClickCare licensed INTERACT's clinical guidelines and built them into its electronic health records software for long-term care facilities. Web-based training for INTERACT was created by Med-Pass Industries, Inc., and a \$7 million grant from the Centers for Medicare Services was established involving Brookdale Senior Living, the largest owner and operator of senior living communities in the U.S.
- FAU's National Science Foundation funded Industry/University Cooperative Research Center for Advanced Knowledge Enablement (CAKE) has secured more than 25 industry partners, including Motorola Mobility (Google), with memberships exceeding \$1.3 million. Several completed projects and related results, products and systems are now commercialized and being applied by local companies that include Pronto Progress, Relli Technologies, Adventure Technologies and Avocent.
- Lockheed-Martin and members of FAU's engineering faculty have been holding ongoing meetings to discuss research related to Autonomous Underwater Vehicles (AUV) as well as the utility of lasers in detecting underwater objects.
- The restructuring of a past IP agreement with CHS Pharma has led to increased interest in the company from parties such as serial entrepreneur Dr. Robert Langer of MIT, who has joined the board of this FAU start-up. CHS Pharma's portfolio is based on IP from FAU's Dr. Herbert Weissbach and other FAU faculty members.
- FAU's Office of Technology Development has been working closely with the state-funded Florida Institute for the Commercialization of Public Research, and both CHS Pharma and Eco Neurologics have benefited from advocacy and business advice from experienced and knowledgeable Institute staff.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

The DOR is working to establish relationships with industry, other research-based organizations and government in order to increase collaboration and external support for research activity. Highlights include the following:

- FAU and Modernizing Medicine, Inc., a company located in the FAU Research Park and led by CEO Daniel Cane (a recently appointed member of the FAU Board of Trustees), signed a memorandum of understanding to explore creative joint research projects.
- FAU joined the *Lilly Open Innovation Drug Discovery* program, which provides a platform for collaboration and lowers the barrier for interactions between FAU faculty members and Eli Lilly and Company scientists.
- FAU's Dr. Leonard Berry, College of Science, initiated the highly successful collaboration called the Florida Climate Institute, which involves interdisciplinary faculty from UF, FSU, USF, UCF and



the University of Miami. The group's goal is to form a strong coalition to better understand state-wide issues in climate variability and change.

- Dr. Amy Wright, Center of Excellence in Biomedical and Marine Biotechnology, continues to establish innovative partnerships to commercialize the results of her work in drug development utilizing natural compounds from the sea. She has developed partnerships with Sanford Burnham, UCF, Moffitt Cancer Center and a number of pharmaceutical companies such as the Tampa-based Magellan Biosciences.
- As part of a \$433,000 grant from the National Institutes of Health, Dr. Vijaya Iragavarapu, Charles E. Schmidt College of Medicine, will partner with Boca Raton Regional Hospital to analyze the role of a compound that is believed to accelerate breast cancer metastasis. She will utilize breast tissue from consenting Boca Raton Regional patients to study how the tumors react when various therapies are initiated.
- Dr. Warner Miller, Charles E. Schmidt College of Science, received a \$675,000 grant from the U.S. Department of Defense for a three-year project that will involve a team from FAU, Harvard University and Stony Brook University to characterize and possibly control information-based cyber applications. Dr. Miller took part in a one-year sabbatical at Harvard with famed mathematician Dr. Shing-Tung Yau, a recipient of the Fields Medal.
- Six FAU neuroscience faculty and their staff and graduate students moved from the Boca Raton campus to newly renovated laboratories formerly occupied by Scripps Florida and Max Planck Florida on the Jupiter campus. Additionally, a prolific neuroscientist, Dr. Gregory McLeod from the University of Texas Health Science Center at San Antonio, was hired to join this team. All of these faculty members will participate in the joint FAU/Max Planck Ph.D. in Integrative Biology and Neuroscience program, which is expected to lead to increased funding for this group.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

This past year, Florida Atlantic University impacted more than \$6.3 billion on the service area, employing 3,540 and FAU activities were responsible for more than 60,450 in-state jobs. FAU's commitment to community and businesses was demonstrated by trustee-level membership at Fort Lauderdale, Boca Raton, Delray Beach, Palm Beaches, and Northern Palm Beach Chambers and served on the Broward Alliance and Palm Beach Business Development Board. FAU was host to numerous events on campus, inviting members of the community to participate:

- The College of Business hosted the 21st annual Fall and Spring Executive Forum lecture series providing students, alumni, and the business community exposure to entrepreneurs and executives from a wide variety of industries.
- Lifelong Learning Society (LLS) located on the Boca Raton and Jupiter campuses, grew to more than 17,000 active members. LLS continues to be a national model of exemplary lifelong learning offering non-credit, university-level courses for learners of all ages, backgrounds and interests.



- Annual Business Competition Plan provided opportunities for participants to compete and test their business ideas. Students, alumni and members of the business community competed for a share of \$200,000 in cash and prizes. This past program added a new track or students' grades seven to 12.
- College of Engineering and Computer Science hosted a STEM Summer Teachers Academy and Student Academy in partnership with Broward County Public Schools to increase student achievement and interest in STEM disciplines at the post-secondary level, as well as in a variety of STEM-related careers.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

At every level of the university, FAU students, faculty, staff and alumni were engaged in the community. FAU actively supported community needs. The FAU community exceeded the goal for participation with United Way and supported local community events such as CARD 5k, American Heart Association Walk, Keep Memories Alive, and Stand Among Friends. Other examples include:

- FAU Libraries signed an agreement to share copies of articles and documents with American University of Nigeria Library. The university, located in Nigeria struggles with research and teaching programs.
- FAU hosted an international group of mathematicians at the Group Theory, Combinatorics and Computing Conference in 2012. Scientists from US, Canada, Mexico, UK, Germany, Russia, Italy, South Africa, Poland, Greece and Bulgaria attended.
- Office of Alumni Affairs hosted monthly "Corporate Orientations" for South Florida companies introduced their executive leadership to departments, colleges and units with the goal of enhancing outreach and partnership opportunities.
- FAU Research Park, the only state university affiliated research park in South Florida, remains home to 24 high tech, high wage companies and five support organizations.
- Students in the inaugural class of the College of Medicine worked with eight not-for-profit groups in south Palm Beach and North Broward counties to improve the lives of children, families and individuals.
- Students from the School of Social Work in the College for Design and Social Inquiry contributed 151,800 community service hours to 281 local agencies with an economic impact estimated at \$3,187,800

INCREASE COMMUNITY AND BUSINESS WORKFORCE

Through partnerships with employers, faculty and staff, FAU helped students make career choices based on self-appraisals to guide their educational plans to achieve their goals. The Career Development Center is centralized, and comprehensive to assist all FAU students from freshman year through graduation with career management:

- The Cooperative Education/Internship program integrates classroom study with periods of paid, supervised work experience related to their majors. Students apply concepts from the classroom to "real world" situations.
- FAU was named the 2012 Education and Workforce Development honoree by the Greater Fort Lauderdale Chamber of Commerce for efforts bring opportunity and economic prosperity to the community through diversity, education, and entrepreneurship.



- The Military & Veterans Affairs Office of FAU partnered with Edge4Vets to help veterans translate their strengths from the military into tools for civilian success and help them find a job and career. They received support from business mentors to help them identify strengths developed in the military.

The Charles E. Schmidt College of Medicine received the “Gold Award Winner” from the School District of Palm Beach County for Healthcare Careers Outreach Program (HCOP) targeting disadvantaged and minority students to introduce them to the field of medicine as well as provide tools necessary to excel in college, medical school, and other post-graduate training.



Data Tables

FINANCIAL RESOURCES

- Table 1A. Education and General Revenues
- Table 1B. Education and General Expenditures
- Table 1C. Funding per Student FTE
- Table 1D. Other Budget Entities
- Table 1E. Voluntary Support of Higher Education
- Table 1F. Tuition Differential Fee

PERSONNEL

- Table 2A. Personnel Headcount

ENROLLMENT

- Table 3A. Full-time Equivalent (FTE) Enrollment
- Table 3C. Enrollment by Method of Instruction

UNDERGRADUATE EDUCATION

- Table 4A. Baccalaureate Degree Program Changes in AY 2011-2012
- Table 4B. Retention Rates
- Table 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates
- Table 4D. Full- and Part-time FTIC Graduation Rates
- Table 4E. AA Transfers Graduation Rates
- Table 4F. Other Transfers Graduation Rates
- Table 4G. Baccalaureate Degrees Awarded
- Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis
- Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups
- Table 4J. Baccalaureate Degrees Without Excess Credit Hours
- Table 4K. Undergraduate Course Offerings
- Table 4L. Faculty Teaching Undergraduates
- Table 4M. Student/Faculty Ratio
- Table 4N. Licensure/Certification Exam: Nursing (NCLEX)

GRADUATE EDUCATION

- Table 5A. Graduate Degree Program Changes in AY 2011-2012
- Table 5B. Graduate Degrees Awarded
- Table 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis
- Table 5D. Licensure/Certification Exams for Graduate Programs

RESEARCH & ECONOMIC DEVELOPMENT

- Table 6A. Research and Development Expenditures
- Table 6B. Centers of Excellence



Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$128,698,033	\$134,802,623	\$128,698,033	\$134,802,623	\$128,698,033
Non-Recurring State Funds	-\$23,290,484	\$1,500,000	-\$23,290,484	\$1,500,000	-\$23,290,484
Tuition	\$96,515,651	\$102,373,980	\$96,515,651	\$102,373,980	\$96,515,651
Tuition Differential Fee	\$18,889,777	\$18,619,593	\$18,889,777	\$18,619,593	\$18,889,777
Misc. Fees & Fines	\$2,046,435	\$2,878,316	\$2,046,435	\$2,878,316	\$2,046,435
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$222,859,412	\$260,174,512	\$222,859,412	\$260,174,512	\$222,859,412
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$0	\$0	\$0	\$12,778,503	\$14,035,791
Non-Recurring State Funds	\$0	\$0	\$0	\$0	\$500,000
Tuition	\$0	\$0	\$1,915,750	\$4,156,775	\$6,128,180
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$30,100	\$32,140	\$30,100
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$0	\$0	\$1,945,850	\$16,967,418	\$20,694,071
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$245,049,352	\$260,640,878	\$251,299,674	\$239,826,830	\$280,868,583

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



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Estimates**
MAIN OPERATIONS					
Instruction/Research	\$131,337,055	\$159,238,845	\$157,218,493	\$159,202,558	\$183,135,218
Administration and Support	\$46,438,614	\$32,055,748	\$27,936,139	\$29,657,315	\$19,935,328
PO&M	\$21,277,368	\$22,458,162	\$19,086,143	\$24,871,467	\$24,027,929
Student Services	\$19,941,007	\$22,470,655	\$22,690,761	\$24,958,044	\$23,474,941
Library/Audio Visual	\$13,190,772	\$11,163,099	\$11,381,321	\$10,887,021	\$10,048,259
Other	\$651,147	\$1,097,679	\$672,893	\$855,884	\$654,410
TOTAL	\$232,835,963	\$248,484,188	\$238,985,750	\$250,432,289	\$261,276,085
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$0	\$0	\$11,737,749	\$15,683,697	\$18,927,307
Administration and Support	\$0	\$0	\$464,461	\$690,252	\$1,341,764
PO&M	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$0	\$0	\$434	\$425,000	\$425,000
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$12,202,644	\$16,798,949	\$20,694,071
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
TOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$232,835,963	\$248,484,188	\$251,188,394	\$267,231,238	\$281,970,156

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

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



Section 1 – Financial Resources *(continued)*

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual
Appropriated Funding per FTE					
General Revenue	\$8,247	\$6,601	\$6,407	\$5,479	\$3,909
Lottery Funds	\$799	\$664	\$744	\$788	\$594
Tuition & Fees	\$3,807	\$3,942	\$4,044	\$4,196	\$4,970
Other Trust Funds	\$0	\$576	\$527	\$0	\$0
TOTAL	\$12,853	\$11,782	\$11,721	\$10,463	\$9,472
Actual Funding per FTE					
Tuition & Fees	\$3,546	\$3,775	\$4,136	\$4,535	\$5,017
TOTAL	\$12,591	\$11,615	\$11,814	\$10,802	\$9,520

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

TABLE 1D. University Other Budget Entities

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Estimates
Auxiliary Enterprises					
Revenues	\$81,727,283	\$80,466,112	\$78,628,181	\$70,370,203	\$99,324,134
Expenditures	\$63,914,126	\$67,814,574	\$59,545,127	\$71,872,969	\$112,601,885
Contracts & Grants					
Revenues	\$48,833,361	\$47,911,301	\$48,692,640	\$48,641,888	\$61,238,651
Expenditures	\$47,791,285	\$47,323,819	\$48,718,106	\$46,883,329	\$67,714,890
Local Funds					
Revenues	\$165,926,932	\$194,337,005	\$215,062,778	\$220,993,378	\$224,855,032
Expenditures	\$162,709,964	\$189,697,094	\$208,769,851	\$218,078,799	\$227,960,673
Faculty Practice Plans					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Endowment Value (\$1000s)	\$182,306	\$142,274	\$156,417	\$179,739	\$172,318
Gifts Received (\$1000s)	\$10,917	\$6,928	\$8,150	\$7,830	\$9,419
Percentage of Alumni Donors	1.6%	1.9%	1.9%	1.9%	1.40%

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

TABLE 1F. Tuition Differential Fees (TDF)

	2010-11	2011-12	2012-13
TDF Revenues Generated	\$5,325,394	\$9,439,615	\$18,889,777
Students Receiving TDF Funded Award	4,745	5,523	5,988
Total Value of TDF Funded Financial Aid Awards	\$337	\$513	\$952

Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13
Number of Eligible Students	4,700	5,055	5,629
Number Receiving a TDF Waiver	724	802	748
Average Value of TDF Waivers	\$311	\$534	\$997

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 Tuition Differential Fee funds. Florida Student Assistance Grant (FSAG) Eligible Students: **Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.



Section 2 – Personnel

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

	2008	2009	2010	2011	2012
Full-time Employees					
Tenured Faculty	399	411	416	431	439
Tenure-track Faculty	184	167	148	136	114
Non-Tenure Track Faculty	271	265	275	283	261
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	1,727	1,642	1,667	1,696	1,657
FULL-TIME SUBTOTAL	2,581	2,485	2,506	2,546	2,471
Part-time Employees					
Tenured Faculty	0	5	3	3	3
Tenure-track Faculty	0	0	0	0	0
Non-Tenure Track Faculty	553	580	517	560	496
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	893	924	990	1,044	1,039
Non-Instructional Employees	47	44	39	40	163
PART-TIME SUBTOTAL	1,493	1,553	1,549	1,647	1,701
TOTAL	4,074	4,038	4,055	4,193	4,172

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. Full-Time Equivalent (FTE) Enrollment

	2010-11		2011-12		2012-13	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
LOWER-DIVISION	4,461	5,394	4,461	6,026	4,461	6,251
UPPER-DIVISION	7,910	8,217	7,910	8,357	7,910	8,388
MASTER'S (GRAD I)	1,764	1,703	1,764	1,666	1,764	1,658
DOCTORAL (GRAD II)	194	286	194	286	194	284
TOTAL	14,329	15,600	14,329	16,336	14,329	16,581
NON-FLORIDA RESIDENTS						
LOWER-DIVISION	.	317	.	347	.	334
UPPER-DIVISION	.	339	.	353	.	362
MASTER'S (GRAD I)	.	176	.	173	.	181
DOCTORAL (GRAD II)	.	116	.	105	.	101
TOTAL	910	947	910	977	910	978
TOTAL FTE						
LOWER-DIVISION	.	5,711	.	6,373	.	6,584
UPPER-DIVISION	.	8,556	.	8,710	.	8,751
MASTER'S (GRAD I)	.	1,879	.	1,838	.	1,838
DOCTORAL (GRAD II)	.	402	.	391	.	385
TOTAL	15,239	16,547	15,239	17,313	15,239	17,559
TOTAL US Definition	20,319	22,063	20,319	23,084	20,319	23,411
Headcount for Medical Doctorates						
FLORIDA RESIDENTS	0	0	51	52	103	106
NON-RESIDENTS	0	0	13	12	25	21
TOTAL	0	0	64	64	128	127

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



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12	2012-13
TRADITIONAL			
LOWER-DIVISION	5,549	6,126	5,699
UPPER-DIVISION	7,808	7,647	7,293
MASTER'S (GRAD I)	1,436	1,378	1,346
DOCTORAL (GRAD II)	364	350	344
TOTAL	15,157	15,502	14,682
HYBRID			
LOWER-DIVISION	12	103	659
UPPER-DIVISION	58	150	299
MASTER'S (GRAD I)	32	43	35
DOCTORAL (GRAD II)	6	6	4
TOTAL	109	302	997
DISTANCE LEARNING			
LOWER-DIVISION	149	144	226
UPPER-DIVISION	690	913	1,159
MASTER'S (GRAD I)	410	417	458
DOCTORAL (GRAD II)	32	35	37
TOTAL	1,282	1,509	1,880
TOTAL			
LOWER-DIVISION	5,711	6,373	6,584
UPPER-DIVISION	8,556	8,710	8,751
MASTER'S (GRAD I)	1,879	1,838	1,838
DOCTORAL (GRAD II)	402	391	385
TOTAL	16,547	17,313	17,559

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



Section 4 – Undergraduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
Human Resources Management	52.1001	B	5/24/2012	Spring 2012	
Inactive Programs					
None					
New Programs Considered By University But Not Approved					
None					

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

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

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2008-09	2009-10	2010-11	2011-12	2012-13 Preliminary
Cohort Size	2,688	2,449	2,635	3,202	3,037
% Retained	79%	80%	79%	78%	75%
% Retained with GPA of 2.0 or higher	71%	73%	73%	73%	70%

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

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

Term of Entry	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
<i>Cohort Size</i>	2,036	2,278	2,080	2,193	2,563
% Graduated	39%	42%	43%	41%	41%
% Still Enrolled	9%	8%	10%	10%	10%
% Success Rate	48%	51%	52%	51%	51%

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



Section 4 – Undergraduate Education *(continued)*

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

4 – Year Rates	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	2,359	2,374	2,723	2,841	2,616
<i>From Same University</i>					
% Graduated	17%	15%	15%	17%	19%
% Still Enrolled	40%	40%	42%	43%	41%
<i>From Other SUS University</i>					
% Graduated	2%	3%	2%	2%	4%
% Still Enrolled	7%	6%	7%	8%	6%
<i>From State University System</i>					
% Graduated	19%	18%	16%	19%	23%
% Still Enrolled	46%	47%	48%	51%	47%
% Success Rate	65%	65%	65%	69%	70%
6 – Year Rates	2003-09	2004-10	2005-11	2006-12	2007-13 Preliminary
Cohort	2,491	2,600	2,359	2,374	2,723
<i>From Same University</i>					
% Graduated	36%	40%	41%	40%	40%
% Still Enrolled	10%	9%	10%	11%	11%
<i>From Other SUS University</i>					
% Graduated	7%	7%	7%	8%	7%
% Still Enrolled	3%	2%	2%	2%	3%
<i>From State University System</i>					
% Graduated	43%	47%	48%	48%	47%
% Still Enrolled	13%	11%	12%	13%	13%
% Success Rate	56%	58%	61%	61%	60%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2007-09	2008-10	2009-11	2010-12	2011-13 Preliminary
Cohort	1,278	1,004	1,111	1,512	1,491
<i>From Same University</i>					
% Graduated	23%	21%	22%	24%	23%
% Still Enrolled	63%	63%	63%	61%	62%
<i>From Other SUS University</i>					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	1%	1%	2%	1%	2%
<i>From State University System</i>					
% Graduated	23%	21%	22%	25%	23%
% Still Enrolled	64%	64%	65%	62%	63%
% Success Rate	87%	86%	87%	87%	86%
4 – Year Rates					
	2005-09	2006-10	2007-11	2008-12	2009-13 Preliminary
Cohort	1,262	1,232	1,278	1,004	1,111
<i>From Same University</i>					
% Graduated	65%	67%	63%	62%	63%
% Still Enrolled	11%	10%	12%	12%	11%
<i>From Other SUS University</i>					
% Graduated	2%	2%	1%	1%	1%
% Still Enrolled	1%	1%	1%	1%	1%
<i>From State University System</i>					
% Graduated	67%	69%	65%	63%	63%
% Still Enrolled	12%	11%	13%	14%	13%
% Success Rate	79%	80%	77%	76%	76%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2004-09	2005-10	2006-11	2007-12	2008- 13 Preliminary
Cohort Size	1,937	1,823	1,722	1,589	1,883
<i>From Same University</i>					
% Graduated	55%	56%	56%	59%	60%
% Still Enrolled	5%	6%	8%	6%	6%
<i>From Other SUS University</i>					
% Graduated	2%	3%	2%	2%	2%
% Still Enrolled	1%	1%	1%	1%	1%
<i>From State University System</i>					
% Graduated	57%	59%	58%	61%	62%
% Still Enrolled	6%	7%	9%	7%	7%
% Success Rate	63%	66%	67%	68%	69%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
Degree Count	4,467	4,511	4,593	4,892	5,124

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	800	776	897	971	1,100
Health Professions <i>*only disciplines in critical need</i>	226	259	216	246	260
Security and Emergency Services	274	281	313	343	376
Globalization	265	264	294	342	362
Education <i>*only disciplines in critical need</i>	53	61	47	48	48
SUBTOTAL	1,618	1,641	1,767	1,950	2,146
<i>Percentage of All Baccalaureate Degrees (includes second majors)</i>	33%	34%	36%	37%	40%

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

Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 4G.



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2008-09	2009-10	2010-11	2011-12	2012-13
Non-Hispanic Black					
Number of Degrees	770	833	808	954	920
Percentage of Degrees	18%	19%	18%	20%	18%
Hispanic					
Number of Degrees	816	831	907	1,069	1,208
Percentage of Degrees	19%	19%	20%	22%	24%
Pell-Grant Recipients					
Number of Degrees	1,646	1,672	1,979	2,403	2,733
Percentage of Degrees	38%	39%	44%	50%	54%

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

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

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours *(pending confirmation)*

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	50%	51%	51%	51%	xx%
AA Transfers	80%	79%	79%	64%	xx%
Other Transfers	73%	76%	70%	59%	xx%
TOTAL	70%	70%	67%	59%	xx%

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

Note*: Improvements were made to data collection process beginning with 2012-13 data.

TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	2,214	2,041	2,057	2,110	2,009
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	67%	62%	61%	61%	59%
30 to 49 Students	22%	24%	24%	24%	24%
50 to 99 Students	7%	8%	9%	9%	10%
100 or More Students	4%	6%	5%	6%	6%

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



Section 4 – Undergraduate Education *(continued)*

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty	65%	65%	65%	67%	69%
Adjunct Faculty	24%	22%	22%	21%	19%
Graduate Students	10%	12%	12%	11%	11%
Other Instructors	1%	1%	1%	1%	1%

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

TABLE 4M. Student/Faculty Ratio

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ratio	18.8	20.1	21.0	20.0	22.0

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). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: National Council Licensure Examination for Registered Nurses

	2008	2009	2010	2011	2012
Examinees	120	71	98	62	76
First-time Pass Rate	92%	96%	85%	94%	92%
National Benchmark	88%	90%	89%	89%	92%

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



Section 5 – Graduate Education

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

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
German	16.0501	M	5/24/2012	Summer 2012		
Liberal Arts & Studies	24.0101	M	5/24/2012	Summer 2013		
Inactive Programs						
None						
New Programs Considered By University But Not Approved						
None						

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

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

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

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

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2008-09	2009-10	2010-11	2011-12	2012-13
TOTAL	1,236	1,312	1,463	1,405	1,543
Masters and Specialist	1,146	1,220	1,375	1,288	1,440
Research Doctoral	84	88	74	108	90
Professional Doctoral	6	4	14	9	13
<i>a) Medicine</i>	0	0	0	0	0
<i>b) Law</i>	0	0	0	0	0
<i>c) Pharmacy</i>	0	0	0	0	0

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

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Science, Technology, Engineering, and Math	209	202	216	247	251
Health Professions <i>*only disciplines in critical need</i>	135	166	177	158	178
Security and Emergency Services	7	6	15	6	11
Globalization	32	23	35	32	30
Education <i>*only disciplines in critical need</i>	49	77	68	52	36
SUBTOTAL	432	474	511	495	506
<i>Percent of All Graduate Degrees</i>	35%	36%	35%	35%	33%

Notes: This is a count of graduate degrees for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). *This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Note: The denominator used in the percentage includes second majors that are not reported in the degree count in table 5B.



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

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

	2009	2010	2011	2012	2013 Preliminary
Examinees	62
First-time Pass Rate	97%
<i>National Benchmark</i>	96%



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2007-08	2008-09	2009-10	2010-11	2011-12
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$49,410	\$56,127	\$56,472	\$62,024	\$65,377
Federally Funded (\$ 1,000s)	\$17,780	\$15,335	\$17,268	\$15,579	\$17,226
Percent Funded From External Sources	52%	42%	38%	34%	35%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$83,463	\$96,273	\$97,702	\$109,972	\$115,303
Technology Transfer					
Invention Disclosures	29	19	25	13	26
U.S. Patents Issued	2	3	3	4	3
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	3	5	5	6	5
Licenses/ Options Executed	1	3	6	5	2
Licensing Income Received (\$)	\$198,880	\$105,562	\$145,476	\$141,899	\$65,769
Number of Start-Up Companies	0	0	0	0	0

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:	Southeast National Marine Renewable Energy Center	Cumulative (since inception to June 2013)	Fiscal Year 2012-13
Year Created:	2006		
Research Effectiveness			
<i>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.</i>			
Number of Competitive Grants Applied For		23	11
Value of Competitive Grants Applied For (\$)		\$26,318,858	\$7,056,642
Number of Competitive Grants Received		8	1
Value of Competitive Grants Received (\$)		\$19,006,068	\$1,822,424
Total Research Expenditures (\$)		\$16,562,037	\$5,080,861
Number of Publications in Refereed Journals From Center Research		30	0
Number of Invention Disclosures		1	0
Number of Licenses/Options Executed		0	0
Licensing Income Received (\$)		\$0	\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		52	4
Collaborations with Private Industry		50	19
Collaborations with K-12 Education Systems/Schools		133	2
Undergraduate and Graduate Students Supported with Center Funds		79	8
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		0	0
Jobs Created By Start-Up Companies Associated with the Center		0	0
Specialized Industry Training and Education		2	0
Private-sector Resources Used to Support the Center's Operations (\$)		\$176,500	\$106,020
Narrative Comments on next page.			



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

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

Name of Center	Southeast National Marine Renewable Energy Center
Narrative Comments [Most Recent Year]:	
<p>The nationally-designated Southeast National Marine Renewable Energy Center (SNMREC) at Florida Atlantic University will soon hold the U.S.’s first lease to conduct energy production and testing activities offshore on the outer continental shelf which promises to help propel technology development closer to commercial realization. Companies with prototype technologies are queuing to demonstrate their innovations and attract investment. This new industry is not, however, limited to job-creation in technology areas, but also engages various socio-economic, policy, and scientific sectors. Research areas include nearly every engineering discipline, marine science, business, government and policy, and education.</p> <p>Although achieving utility-scale MHK energy generation can significantly decrease Florida’s dependence on imported fuels and thus decrease costs, increase security, and generate new jobs in-state, it will also enable export to other areas of the U.S. (primarily the southeast, including states like North Carolina) and the world. For example, countries like South Africa, Japan, Brazil, and some Caribbean islands have encouraged development of MHK resources similar to Florida’s off their coasts. While currently leading the race in ocean current development, it is imperative to sustain momentum by investing in early demonstration and development efforts to help encourage the formation of a new energy sector.</p> <p>Although the concept of deploying electrical generating systems in the Florida Current goes back at least a half-century, there have been only a few scale-models tests over the years, and these were of very limited duration with only a single device at a time. In contrast, full-scale, commercial deployments of the future are likely to involve arrays of devices, possibly numbering in the thousands, with networked cable-to-shore systems to connect the power generated to the electrical grid. At this scale, it is clear that the interaction between the equipment and the marine environment will be two-way, with questions arising in both directions:</p> <ul style="list-style-type: none"> • How will commercial-scale arrays of generating devices affect the marine environment? • How will the marine environment affect the equipment? 	



One advantage of the SNMREC strategy of deploying single-device prototypes for testing purposes is that these questions can be addressed on very small scales before the investment in arrays is made. It is clear that single devices will have negligible lasting effect on the large-scale marine environment (although the marine environment will undoubtedly affect them), but small scale influences can be measured and scaled up to predict the effects of arrays.

Large-scale observations of the structure of the Florida Current reveal a “core” of relatively high-speed (~2 m/s) flow near the surface about 20 km offshore of the southeast coast of Florida. Although, on average, all of the water in the Florida Straits flows northward, it is this core of the Florida Current that is of the most interest to energy developers, because the power that can be obtained from a moving fluid is proportional to the cube of the fluid’s speed.

What is less well understood is the variability of the speed and position of this high-speed core. Because such variability is of great interest to the ocean-energy community, SNMREC has undertaken an observational program using long-term deployments of acoustic current profilers. These systems use underwater sound waves much in the same fashion that radar uses radio waves in the atmosphere. By positioning an upward-looking acoustic current profiler near the bottom, it is possible to obtain the current speed and direction throughout the water column. Such current profiles are measured every half hour; by using several of these profiling systems, variations over both time and space can be inferred, analyzed, and assessed for their implications for marine renewable energy recovery.

SNMREC has also deployed shore-based radar systems that use backscattering from the sea surface to infer the surface current over a large offshore area, one that includes the positions of the acoustic profiling systems. The combination of these two approaches will provide a more detailed assessment of the Florida Current and its small-scale variations than has been previously available.



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

TABLE 6B. Centers of Excellence

Name of Center:	Center for Biomedical and Marine Biotechnology	Cumulative (since inception to June 2013)	Fiscal Year 2012-13
Year Created:	2003		
Research Effectiveness			
<i>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.</i>			
Number of Competitive Grants Applied For		47	5
Value of Competitive Grants Applied For (\$)		\$129,069,695	\$3,152,360
Number of Competitive Grants Received		16	9
Value of Competitive Grants Received (\$)		\$26,971,931	\$632,984
Total Research Expenditures (\$)		\$375,000,209	\$1,166,362
Number of Publications in Refereed Journals From Center Research		74	8
Number of Invention Disclosures		9	2
Number of Licenses/Options Executed		20	0
Licensing Income Received (\$)		\$30	\$0
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		20	4
Collaborations with Private Industry		11	1
Collaborations with K-12 Education Systems/Schools		2,525	250
Undergraduate and Graduate Students Supported with Center Funds		30	4
Economic Development Effectiveness			
Number of Start-Up companies with a physical presence, or employees, in Florida		4	0
Jobs Created By Start-Up Companies Associated with the Center		2	0
Specialized Industry Training and Education		1	0
Private-sector Resources Used to Support the Center's Operations (\$)		\$430	\$430
Narrative Comments on next page.			



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

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center for Biomedical and Marine Biotechnology
Narrative Comments [Most Recent Year]:	
<p>The mission of the Center of Excellence in Biomedical and Marine Biotechnology (CEBMB) is to establish a coordinated program involving academia and industry aimed at developing Florida's marine biota as a pharmaceutical resource. The Center brings together groups with established expertise in ocean engineering, marine biotechnology, functional genomics and bioinformatics in a synergistic fashion with the overall goal of discovering and developing new medicines. The Center will establish core laboratories with capabilities in genomics and proteomics, and will create training programs at the pre-doctoral and post-doctoral levels. These activities will attract new businesses to south Florida and provide the highly skilled workforce necessary to sustain Florida's growing biotechnology industry. A central objective of the Center is to transfer technology related to marine drug discovery to the industrial sector. The mission of the Center seeks to meet the needs of the community by training the high-tech workforce for the biotechnology industry. Additionally, the Center enhances the University's research programs by providing a platform to attract and retain highly qualified graduate teaching, research assistants and faculty. Through the work of the Center in the area of biotechnology, it fosters a culture of enriched scholarly inquiry that connects audiences inside and outside of FAU.</p> <p>In 2012, a new Center Director was appointed (Dr. Amy Wright) who began by using the 2012-2013 year as a planning/rebuilding year to revitalize the Center. Also, in addition to the director and co-directors, several faculty were added to the Center's internal structure. During the planning year, a Symposium was held in April 2013 to reintroduce the Center to University researchers and other biotechnology researchers in Florida. The one-day Symposium held at the HBOI site of FAU had over 50 participants including faculty from FIU, the Smithsonian, the Sanford Burnham Medical Research Institute in Lake Nona and participants from the commercial sector. The Keynote speaker was Dr. John Cronan from Magellan Biosciences a biotech company located in Tampa, FL. An updated web-site describing the Center has also been created. The Director's attention has been focused on</p>	



reestablishing the Center's relationships with external partners in addition to working on a major proposal to explore a new research thrust.

Researchers within the Center are making important discoveries with regard to commercial development of marine natural products. Examples include:

- Discovery of a marine natural product that targets *Mycobacterium tuberculosis* only when inside host macrophages and which acts via a novel mechanism. This discovery was made in collaboration with UCF.
- Discovery of a series of marine natural products that inhibit the growth of drug-resistant *Plasmodium falciparum*. This discovery was made in collaboration with UCF.
- Discovery of the ability of the marine alkaloid mazamine A to inhibit autophagy in pancreatic cancer cells through targeting the V-ATPase and observation of manzamine's ability to very significantly reduce tumor volume in experimental models of pancreatic cancer.
- Discovery of a new bisindole alkaloid that inhibits growth of methicillin resistant *Staphylococcus aureus*
- Discovery of anti-fungal carbazoles with a rare skeleton from a deep-water marine sponge.
- Discovery of novel synthetic analogs of aphrocallistin with low nM activity against a drug resistant breast cancer cell line and a spheroid model of breast cancer which has now been selected by NCI for the next stages of development. These discoveries were made in collaboration with the Sanford Burnham Medical Research Institute in Lake Nona, FL and LaJolla CA.
- Licensing discussions are on-going with a Florida-based Biotech company to develop a series of anti-inflammatory compounds isolated by HBOI researchers and for which the University holds a number of patents. This could expand into a larger collaboration for development of compounds discovered through the Center.