

# FAU

## 2012-13 Work Plan



**Florida Atlantic University**

*Work Plan Presentation for 2012-13 Board of Governors Review*

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



## INTRODUCTION

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

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

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

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

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



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## MISSION STATEMENT (What is your purpose?)

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

## VISION STATEMENT (What do you aspire to?)

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

## STATEMENT OF STRATEGY (How will you get there?)

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

### Statement of Strategy

Florida Atlantic University's 2012-17 Strategic Plan, titled "Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction," provides strategies for addressing and leading our market (<http://www.fau.edu/planning/files/2012-2017-Strategic-Plan-Approved-by-FAU-BOT.pdf>). Summarized below are the goals and strategies included in the plan.

#### **Goal I: Enrich the educational experience**

Strategies included under this goal are expanding the breadth and scope of FAU's honors programs and STEM initiatives. FAU will increase the number of students, programs, scholarships and degree awards in both of these areas.

**Goal II: Inspire research, scholarship and creative activity**

FAU plans to double funded research in 5 years by hiring additional faculty and leading scholars and by facilitating current faculty interactions with relevant funding agencies. Also included under this goal is a plan for a new SACS Quality Enhancement Plan (QEP) focused on weaving research experiences throughout the undergraduate curriculum.

**Goal III: Increase FAU's community engagement**

One strategy for making this goal a reality is to foster private-public partnerships and maximize the value of the University's expertise in its region. Examples include increasing the following: number of interns placed in the Research Park, corporate sponsorship of FAU events, industry funded research, community engagement through advisory boards, and opportunities for experiential learning for FAU students and service for faculty.

**Goal IV: Leverage momentum toward achieving FAU's strategic goals by being good stewards of its human, technological, physical and financial resources**

FAU is committed to implementing strategic choices that result in growth and enhanced stature. For this to occur it is essential that the institution ensure the viability of its financial resources and enhance its efficiency and effectiveness. Examples of strategies include developing funding policies, trend analysis, and guidelines for best practices in various administrative areas. Other strategies include implementing administrative program review, building state-of-the-art IT infrastructure, enhancing master planning, and making effective use of existing facilities.

**FAU's Signature Themes**

In setting the goal of attaining very high standards in research, the University is striving to enhance its role as an intellectual leader and take its ability to serve as a creative force to new heights by naming the following as three signature themes for the institution:

- Marine and Coastal Issues
- Biotechnology
- Contemporary Societal Challenges



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities and opportunities (aka "weaknesses") for improvement?*

FAU prides itself in having a new Medical College and will continue to invest and consolidate the standing of this program so it matures into one that is noted for its excellence in teaching, research and patient care. The presence of a strong Medical College on campus will position the entire University to work with greater synergy in pursuing interdisciplinary research in healthcare areas. The potential of NSF/NIH and other funding will tie together teaching, research, policy and practice for numerous FAU's departments, thus creating opportunities for signature programming.

One of FAU's strengths lies in its strong partnerships with preeminent organizations, including Scripps Florida and Max Plank Florida Institute, which are both housed on FAU's Jupiter campus, Torrey Pines Institute for Molecular Studies, and Vaccine Gene Therapy Institute (VGTI). While FAU's plans to build a noteworthy and differentiated mission for each of its branch campuses, the Jupiter campus is currently designated as a destination for science, research and graduate education.

Distance education is also identified as an area of FAU strength as it will bring significant transformation and growth in the delivery of the institution's programs. The University expects to make sizeable investments in this area and hopes to capitalize on the availability of new and existing technologies to expand distance offerings.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. FAU's updated 2012-17 Strategic Plan provides a roadmap for achieving the goal of attaining the Carnegie designation of a very high research institution. Identifying three signature themes in the area of Marine and Coastal Issues, Biotechnology, and Contemporary Societal Challenges is one strategy that will move the institution in the desired direction. These themes allow the University to pursue selective initiatives, within a broad range of academic and research offerings, to advance targeted areas of distinction and strength. This will result in the University developing its niche and thus attaining preeminence in notable areas.

At this time FAU envisions faculty hiring in disciplinary fields involving signature themes. Increased graduate and teaching assistantships are to be allocated to promote the goals of this program. Increased support will be made available for undergraduate research and attempts will be made to enhance the curriculum to reflect FAU's specialized strength. Community partnerships in these areas will be enhanced due to the visibility of support for new academic programs. Finally, the institution will enhance support for interdisciplinary grant activity with the goal of pursuing higher targets in research funding under these themes.



2. FAU plans to incorporate undergraduate research as an integral part of the curriculum through implementation of the SACS Quality Enhancement Plan (QEP). The focus of the QEP is improving student learning through integrating and expanding a culture of research and inquiry on campus. The QEP will provide a significant increase in the following: (1) student opportunities to actively participate in undergraduate research and inquiry; (2) fundamental skills necessary for students to engage in this important activity; and (3) retention and recruitment of high-ability students.
  
3. The University has adopted stronger and more effective strategies aimed at partnering with various public, private and civic organizations that will result in economic development in the region. For example, FAU's signature themes strive to address an often unmet public need for understanding academic research and its relevance to local challenges and opportunities. The signature themes will provide an umbrella for grouping together the work of several academic disciplines to address current and emerging real-life challenges. At the intersection of teaching, research and service, is an opportunity for FAU faculty and staff to extend their role as practitioners and collaborators in a very broad sense. The University is committed to achieving this through a variety of strategies, one of which is the implementation of strategic themes that create a platform for new avenues for economic development in the region.



## KEY PERFORMANCE INDICATORS

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

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

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





## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (06-07 to 10-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
<b>Academic Quality</b>					
National Ranking for University and Programs					
FAU plans to increase national preeminence by hiring senior faculty in marine and coastal studies, neurosciences, ocean and mechanical engineering, and nursing.					
Avg. SAT Score	4%	1600	1600	1635	1675
Avg. High School GPA (on 4.0 scale)	3%	3.3	3.4	3.5	3.6
Professional/Licensure Exam First-time Pass Rates					
Exams Above National/State Benchmark	n/a	0	1	1	2
Exams Below National/State Benchmark	n/a	1	0	0	0
<i>(Note: Med School grads will take exam in 2014-15)</i>					
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2012.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	6%	79%	81%	83%	85%
FTIC Graduation Rates					
In 4 years (or less)	1%	15%	17%	19%	21%
In 6 years (or less)	5%	41%	43%	45%	47%
AA Transfer Graduation Rates					
In 2 years (or less)	-3%	22%	24%	26%	28%
In 4 years (or less)	3%	63%	65%	67%	69%
Percent of Bachelor's Degrees Without Excess Hours	n/a	Board staff is currently updating the methodology for this metric.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	6%	4,593	5,025	5,125	5,228
Percent of Bachelor's Degrees in STEM	17%	19%	22%	24%	26%
Master's Degrees Awarded	23%	1,348	1,304	1,330	1,357
Percent of Master's Degrees in STEM	21%	14%	16%	18%	20%
Percent of Baccalaureate Graduates Employed in Florida	70%	70%	72%	74%	76%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	18%	17%	19%	21%	23%
Annual Gifts Received (\$M)	53%	\$8.12	\$9.2	\$9.6	\$10.3
Endowment (\$M)	6.7%	\$179.9	\$175.9	\$187.6	\$200.3
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>14</b>	<b>14</b>	<b>16</b>	<b>16</b>	<b>17</b>

Note: Performance metrics are defined on pages 18-21.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (06-07 to 10-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
<b>Academic Quality</b>					
Faculty Awards	67%	3 <sup>1</sup>	3	4	5
National Academy Members	0%	1	1	1	2
Number of Post-Doctoral Appointees	8%	9	10	12	14
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures <i>(based on 8 broad discipline areas, and includes private universities)</i>	n/a	2	2	2	3
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>		<b>1</b>	<b>2</b>	<b>4</b>
<b>Operational Efficiency</b>					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
<b>Return on Investment</b>					
Total Research Expenditures (\$M) <i>(includes non-Science &amp; Engineering disciplines)</i>	-21%	\$ 43.0	\$ 46	\$ 57.0	\$ 66.0
Science & Engineering Research Expenditures (\$M)	-20%	\$ 26.1	\$ 25.2	\$ 32.2	\$ 38.2
Percent of Research Expenditures funded from External Sources	1%	86%	86%	87%	89%
Patents Issued	50%	3	4	4	5
Licenses/Options Executed	50%	6	4	5	6
Licensing Income Received (\$M)	121%	\$ 145,476	\$ 151,887	\$ 175,910	\$ 200,000
Number of Start-up Companies	100%	2	2	2	2
Science & Engineering R&D Expenditures in non-Medical/Health Sciences	-29%	\$18.1	\$17.5	\$17.9	19.2
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News &amp; World Report)</i>	n/a	NR-FR	n/a	n/a	n/a
Research Doctoral Degrees Awarded	19%	74	97	108	120
Percent of Research Doctoral Degrees Awarded in STEM	4%	64%	66%	68%	70%
Professional Doctoral Degrees Awarded	n/a	14	20	22	88
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>7</b>		<b>6</b>	<b>9</b>	<b>10</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>9</b>		<b>7</b>	<b>11</b>	<b>14</b>



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

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

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

	5 YEAR TREND (06-07 to 10-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Bachelors Degrees Awarded to Minorities	16%	2,001	2,101	2,311	2,311
Percent of Course Sections Offered via Distance and Blended Learning	11.7%	21.8%	22.9%	23.5%	27.6%
Percentage of Students Participating in Identified Community and Business Engagement Activities	N/A	16%	12.7%	14%	15.7%

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

1) This year Florida Atlantic University opened the newest medical school in America. The growth of the College of Medicine is a major University priority. The most critical objective is provisional accreditation by the LCME. Another objective is to increase the number of students supported by scholarships through philanthropy. A third goal is to develop four new residency programs over the next three to five years through the Graduate Medical Education Consortium of five local hospitals. The Medical School plans to hire eight faculty this year for both education and the research. Lastly, the College aims to establish a clinical practice in conjunction with local area hospitals and is planning to have at least five faculty providing clinical care by the end of the 2012-2013 academic year.

Metric	5 YEAR TREND	2010-11 Actual	2011-12 Estimates	2012-13 Goals	3 YEAR GOALS
Faculty working in community clinics	n/a	0	0	5	10



2) Florida Atlantic University's Harbor Branch Oceanographic Institute recently completed a new strategic plan that identified research and education initiatives for the next five years. Goals associated with these initiatives include: a) sponsorship of both national and regional workshops on estuarine observing systems in support of the Indian River Lagoon Observatory; b) hiring three faculty that can contribute to the research initiatives; c) enhancing educational programs at HBOI by developing advanced degrees in marine science in collaboration with the Charles E Schmidt College of Science and by completing an analysis of the potential to expand undergraduate programs; d) beginning a fundraising program for our research initiatives in collaboration with the Harbor Branch Oceanographic Institute Foundation with a goal of raising \$800,000 during the next year, three times the previous annual fundraising success.

Metric	5 YEAR TREND	2010-11 Actual	2011-12 Estimates	2012-13 Goals	3 YEAR GOALS
Faculty	0%	0	0	3	6
Non-FAU students in Semester-by-the-Sea	0%	0	0	2	7



# OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 188.5	\$ 180.7	\$165.4	\$169.3	\$144.8	\$ 105.4
Tuition	\$ 67.9	\$70.8	\$ 79.6	\$91.2	\$96.8	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 256.5</b>	<b>\$ 251.6</b>	<b>\$ 245.0</b>	<b>\$ 260.6</b>	<b>\$ 241.7</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	\$12.8
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL HSC</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 256.5</b>	<b>\$251.6</b>	<b>\$ 245.0</b>	<b>\$ 260.6</b>	<b>\$ 241.7</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident students (as reported in the Annual Accountability Report). Note\*: 2012-13 Appropriated tuition is based on the appropriated budget authority.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

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

Revenues	\$82.9	\$ 91.3	\$ 81.7	\$ 80.4	\$ 88.7	n/a
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#### Contracts & Grants

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

Revenues	\$38.4	\$ 54.8	\$ 48.8	\$ 47.9	\$ 48.9	n/a
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#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 120.5	\$ 141.3	\$165.9	\$ 194.3	\$195.9	n/a
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#### Faculty Practice Plans

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

Revenues	n/a	n/a	n/a	n/a	n/a	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 241.8</b>	<b>\$ 287.4</b>	<b>\$ 296.4</b>	<b>\$ 322.7</b>	<b>\$ 333.6</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 498.4</b>	<b>\$ 539.1</b>	<b>\$ 541.5</b>	<b>\$ 583.5</b>	<b>\$ 575.3</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

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

	FY 2010-11 ACTUAL	FY 2011-12 ACTUAL	FY 2012-13 REQUEST	FY 2013-14 PLANNED	FY 2014-15 PLANNED
Base Tuition	\$2,870.10	\$3,099.60	\$3,099.60	\$3,099.60	\$3,099.60
Tuition Differential Fee	\$384.00	\$642.62	\$1,203.95	\$1,849.48	\$2,591.84
Percent Increase	15%	15%	15%	15%	15%
Required Fees <sup>1</sup>	\$1,670.00	\$1,741.46	\$1,769.36	\$1,798.09	\$1,827.69
<b>TOTAL TUITION AND FEES</b>	<b>\$4,924.10</b>	<b>\$5,483.68</b>	<b>\$6,072.90</b>	<b>\$6,747.17</b>	<b>\$7,519.13</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 19.

### Student Debt Summary

	2007-08 ACTUAL	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ESTIMATE
Percent of Bachelor's Recipients with Debt	46%	48%	47%	49%	53%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$17,252	\$18,174	\$19,022	\$18,136	\$20,670
Student Loan Cohort Default Rate (2nd Year)	3.9%	4.8%	5.4%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	6.9%	7.6%	n/a	n/a	n/a

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

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

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,372	\$939	\$10,940	\$1,993	\$1,678	\$20,922
AT HOME	\$5,372	\$939	\$1,356	\$2,868	\$1,678	\$12,213

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	3,987	40%	\$13,955	\$(4,481)	\$7,624	\$3,740	
\$40,000-\$59,999	1,152	12%	\$15,393	\$(1,664)	\$4,821	\$3,523	
\$60,000-\$79,999	838	08%	\$15,867	\$155	\$3,018	\$3,646	
\$80,000-\$99,999	681	07%	\$16,070	\$491	\$2,671	\$3,665	
\$100,000 Above	1,927	20%	\$15,987	\$553	\$2,652	\$2,666	
Missing	1,292	13%	N/A	\$2,264	\$692	\$122	
<b>TOTAL</b>	<b>9,877</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$14,941</b>	<b>\$(1,552)</b>	<b>\$4,688</b>	<b>\$3,019</b>

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



**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13**

Effective Date	
University Board of Trustees Approval Date:	June 21, 2012
Implementation Date (month/year):	Fall, 2012 semester
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University – all locations, where applicable
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42 (2011-12) \$40.13 (2012-13)
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$13,169,253
Total differential fee revenue generated in 2012-13 (projected):	\$22,597,935
Intended Uses	
Describe how the revenue will be used.	
To support undergraduate instruction; specifically, faculty salaries, advising salaries, etc. Given recent years reduction in general revenue by the State of Florida, tuition differential will replace prior allocations that have been cut so that FAU will be able to maintain our current enrollment objectives.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Without these funds, our budget will undergo yet another severe reduction to our base operations. A reduction of \$13M represents an additional 5.5% base cut over the \$24Million already cut to our 2012-13 budget. Over 75 faculty, 9 advisors and 500 course sections would face elimination.	
Request to Modify or Waive Tuition Differential Uses (this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	





## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

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

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
To ensure access, degree completion, meet student demand, continue FTE goals, and augment advising	FTE production increased by 4.7% despite budget cutbacks by the State of Florida
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	75
Total Number of Advisors Hired or Retained (funded by tuition differential):	9
Total Number of Course Sections Added or Saved (funded by tuition differential):	500
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
To augment existing need based funds.	\$2,855,747 is estimated to be added to the Financial Aid need-based pool of funds for students
<b>Additional Information (estimates as of April 30, 2012):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,383
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,649
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$64
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,000



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

University Tuition Differential Budget Entity: 48900100 (Educational & General) SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<b><u>FTE Positions:</u></b>		
Faculty	75.00	189.00
Advisors	9.00	9.00
Staff	0.00	0.00
Total FTE Positions:	84.00	198.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$9,230,909	\$ 22,597,935
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 9,230,909	\$ 22,597,935
<b><u>Expenditures</u></b>		
Salaries & Benefits	6,461,636	15,818,555
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	\$ 2,769,273	\$ 6,779,381
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 9,230,909	\$ 22,597,935
Ending Balance Available:	\$ 0.00	\$ 0.00
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



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

<b>University: Florida Atlantic University</b>							
<b><u>Undergraduate Students</u></b>	<b>-----Actual-----</b>			<b>-----Projected-----</b>			
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.39	\$114.85
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$94.33</b>	<b>\$108.47</b>	<b>\$124.74</b>	<b>\$143.45</b>	<b>\$164.97</b>	<b>\$189.71</b>	<b>\$218.17</b>
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.40	\$11.96	\$11.96	\$12.28	\$12.65	\$13.03	\$13.03
Health	\$7.80	\$8.97	\$9.42	\$9.70	\$9.99	\$10.19	\$10.19
Athletic	\$14.30	\$16.45	\$16.45	\$17.27	\$17.79	\$17.97	\$17.97
Transportation Access	\$0.00						
Technology <sup>1</sup>	\$3.54	\$4.42	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$45.22</b>	<b>\$51.34</b>	<b>\$52.91</b>	<b>\$54.33</b>	<b>\$55.51</b>	<b>\$56.27</b>	<b>\$56.27</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$139.55</b>	<b>\$159.81</b>	<b>\$177.65</b>	<b>\$197.78</b>	<b>\$220.48</b>	<b>\$245.98</b>	<b>\$274.44</b>
% Change		14.5%	11.2%	11.3%	11.5%	11.6%	11.6%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access	\$62.50	\$64.90	\$64.90	\$76.90	\$79.21	\$81.58	\$84.03
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Block Fees per term</b>	<b>\$62.50</b>	<b>\$64.90</b>	<b>\$64.90</b>	<b>\$76.90</b>	<b>\$79.21</b>	<b>\$81.58</b>	<b>\$84.03</b>
% Change		3.8%	0.0%	18.5%	3.0%	3.0%	3.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$2,829.90</b>	<b>\$3,254.10</b>	<b>\$3,742.20</b>	<b>\$4,303.50</b>	<b>\$4,949.10</b>	<b>\$5,691.30</b>	<b>\$6,545.10</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,481.60</b>	<b>\$1,670.00</b>	<b>\$1,717.10</b>	<b>\$1,783.70</b>	<b>\$1,823.71</b>	<b>\$1,851.27</b>	<b>\$1,856.16</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$4,311.50</b>	<b>\$4,924.10</b>	<b>\$5,459.30</b>	<b>\$6,087.20</b>	<b>\$6,772.81</b>	<b>\$7,542.57</b>	<b>\$8,401.26</b>
<b>\$ Change</b>		<b>\$612.60</b>	<b>\$535.20</b>	<b>\$627.90</b>	<b>\$685.61</b>	<b>\$769.75</b>	<b>\$858.69</b>
<b>% Change</b>		<b>14.2%</b>	<b>10.9%</b>	<b>11.5%</b>	<b>11.3%</b>	<b>11.4%</b>	<b>11.4%</b>
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$423.41	\$423.41	\$457.28	\$471.00	\$471.00	\$471.00	\$471.00
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$25.87	\$25.95	\$27.40	\$28.70	\$28.70	\$28.70	\$28.70
Total per credit hour	\$449.28	\$449.36	\$484.68	\$499.70	\$499.70	\$499.70	\$499.70
% Change		0.0%	7.9%	3.1%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$16,308.30</b>	<b>\$16,734.90</b>	<b>\$18,282.60</b>	<b>\$19,294.50</b>	<b>\$19,940.10</b>	<b>\$20,682.30</b>	<b>\$21,536.10</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,257.70</b>	<b>\$2,448.50</b>	<b>\$2,539.10</b>	<b>\$2,644.70</b>	<b>\$2,684.71</b>	<b>\$2,712.27</b>	<b>\$2,717.16</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$18,566.00</b>	<b>\$19,183.40</b>	<b>\$20,821.70</b>	<b>\$21,939.20</b>	<b>\$22,624.81</b>	<b>\$23,394.57</b>	<b>\$24,253.26</b>
<b>\$ Change</b>		<b>\$426.60</b>	<b>\$1,547.70</b>	<b>\$1,011.90</b>	<b>\$645.60</b>	<b>\$742.20</b>	<b>\$853.80</b>
<b>% Change</b>		<b>2.6%</b>	<b>9.2%</b>	<b>5.5%</b>	<b>3.3%</b>	<b>3.7%</b>	<b>4.1%</b>
<b>Housing/Dining<sup>4</sup></b>							
	\$8,728.00	\$8,894.00	\$9,071.88	\$9,344.04	\$9,624.36	\$9,913.09	\$10,210.48
<b>\$ Change</b>	<b>\$0.00</b>	<b>\$166.00</b>	<b>\$177.88</b>	<b>\$272.16</b>	<b>\$280.32</b>	<b>\$288.73</b>	<b>\$297.39</b>
<b>% Change</b>		<b>1.9%</b>	<b>2.0%</b>	<b>3.0%</b>	<b>3.0%</b>	<b>3.0%</b>	<b>3.0%</b>

<sup>1</sup> can be no more than 5% of tuition.

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

<sup>2</sup> capped in statute.

<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

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

	5 YEAR TREND <i>(2006-07 to 2010-11)</i>	2010-11 ACTUAL HEADCOUNT	2012-13 PLANNED HEADCOUNT	2013-14 PLANNED HEADCOUNT	3 YEAR <i>(2014-15)</i> PLANNED HEADCOUNT
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	3%	2,772	3,080	3,500	3,650
FTIC (Profile Admit)	40%	28	45	45	48
AA Transfers	3%	2,414	2,800	2,864	2,900
Other Transfers	(22%)	1,034	980	1,001	1,050
Subtotal	0%	6,248	6,905	7,410	7,648
<b>GRADUATE STUDENTS</b>					
Master's	78%	4,292	4,421	4,553	4,690
Research Doctoral	15%	878	904	931	959
Professional Doctoral	7%	52	54	55	57
Subtotal	100%	5,222	5,379	5,539	5,706
NOT-DEGREE SEEKING	(23%)	1,730	2,128	2,617	3,219
MEDICAL	n/a	0	128	192	256
<b>TOTAL</b>		<b>13,200</b>	<b>14,540</b>	<b>15,758</b>	<b>16,829</b>

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

	3 YEAR TREND <i>(2008-09 to 2010-11)</i>	2010-11 ACTUAL FTE	2012-13 PLANNED FTE	2013-14 PLANNED FTE	3 YEAR <i>(2014-15)</i> PLANNED FTE
<b>UNDERGRADUATE</b>					
DISTANCE (>80%)	19%	839	990	1169	1379
HYBRID (50%-79%)	12%	70	84	94	106
TRADITIONAL (<50%)	4%	13593	14137	14703	15291
TOTAL			15212	15966	16775
<b>GRADUATE</b>					
DISTANCE (80%)	2%	443	456	479	503
HYBRID (50%-79%)	14%	39	45	51	58
TRADITIONAL (<50%)	6%	1820	1911	2007	2107
TOTAL		2302	2412	2537	2668

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



## ENROLLMENT PLANNING (continued)

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

	Funded 2011-12	Estimated 2011-12	Funded 2012-13	Planned 2012-13	Planned 2013-14	3 Year Planned 2014-15	5 Year Planned 2016-17	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>								
LOWER DIVISION	4,461	6,030	4461	6,449	6,897	7,376	8,437	8%
UPPER DIVISION	7,910	8,363	7910	8,882	9,433	10,018	11,299	7%
GRAD I	1,764	1,663	1764	1,710	1,758	1,807	1,910	3%
GRAD II	194	284	194	302	321	341	384	7%
<b>TOTAL</b>	<b>14,329</b>	<b>16,339</b>	<b>14,329</b>	<b>17,343</b>	<b>18,409</b>	<b>19,543</b>	<b>22,030</b>	<b>7%</b>
<b>Not a Florida Resident</b>								
LOWER DIVISION	n/a	351	n/a	375	401	429	491	8%
UPPER DIVISION	n/a	357	n/a	379	402	427	481	7%
GRAD I	n/a	175	n/a	180	185	190	200	3%
GRAD II	n/a	104	n/a	110	117	124	140	7%
<b>TOTAL</b>	<b>910</b>	<b>986</b>	<b>910</b>	<b>1,044</b>	<b>1,105</b>	<b>1,170</b>	<b>1,312</b>	<b>7%</b>
<b>TOTAL</b>								
LOWER DIVISION	n/a	6,380	n/a	6,824	7,298	7,805	8,927	8%
UPPER DIVISION	n/a	8,720	n/a	9,261	9,835	10,445	11,781	7%
GRAD I	n/a	1,837	n/a	1,889	1,942	1,996	2,109	3%
GRAD II	n/a	388	n/a	412	438	465	525	7%
<b>TOTAL</b>	<b>15,239</b>	<b>17,325</b>	<b>15,239</b>	<b>18,386</b>	<b>19,513</b>	<b>20,711</b>	<b>22,342</b>	<b>7%</b>
<b>TOTAL (US FTE)</b>	<b>n/a</b>	<b>23,100</b>	<b>n/a</b>	<b>24,516</b>	<b>26,019</b>	<b>27,616</b>	<b>31,123</b>	<b>7%</b>

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.

### Medical Student Headcounts (FTE does not apply)

<b>Medicine Headcounts</b>								
FLORIDA RESIDENT	51	51	103	103	154	206	206	61%
NON-RESIDENT	13	13	25	25	38	50	50	57%
<b>TOTAL</b>	<b>64</b>	<b>64</b>	<b>128</b>	<b>128</b>	<b>192</b>	<b>256</b>	<b>256</b>	<b>60%</b>
<b>Dentistry Headcounts</b>								
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>Veterinary Headcounts</b>								
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>



## ACADEMIC PROGRAM COORDINATION

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
BA Environmental Education	03.0103	STEM	FIU		25	May 2013
BS Environmental Engineering	14.1401		FIU,UCF,UF		250	May 2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
M Instructional Technology	13.0501	STEM	FSU,UCF,UWF	UWF	59	May 2013
M Secondary Education	13.1205	EDUC	FGCU,FSU,UNF		40	May 2013
M Educational Psychology	42.1801		FSU		30	May 2013
PSM Marine Science	26.1302	STEM			30	May 2013
MS Global Health/Bioethics	51.2210	HEALTH			24/30	May 2013
<b>DOCTORAL PROGRAMS</b>						
DSW Social Work	44.0701	HEALTH			70	May 2013
PhD Civil Engineering	14.0801	STEM	FAMU, FIU, FSU, UCF, UF, USF		20	May 2014



## KEY PERFORMANCE INDICATOR DEFINITIONS

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



Return on Investment	
j. Bachelor's Degrees Awarded	This is a count of baccalaureate degrees granted. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks.
k. Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory.
l. Master's Degrees Awarded	This is a count of graduate degrees granted.
m. Percent of Master's Degrees in STEM	The percentage of graduate degrees that are classified as STEM by the Board of Governors in the SUS program inventory.
n. Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data.
o. Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data.
p. Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
q. Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
a. Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
b. National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine.
c. Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS).





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