

2015-16

Annual Accountability Report

UNIVERSITY OF
SOUTH FLORIDA
SYSTEM



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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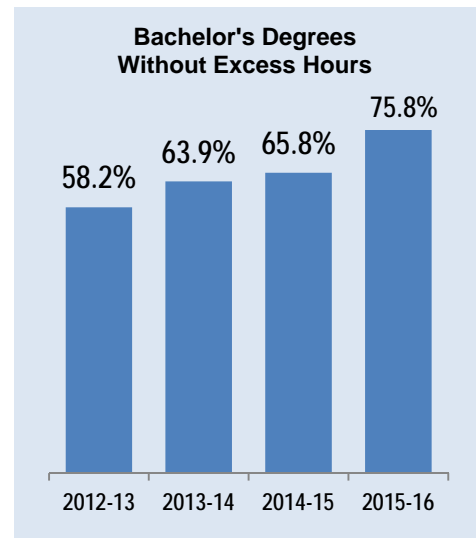
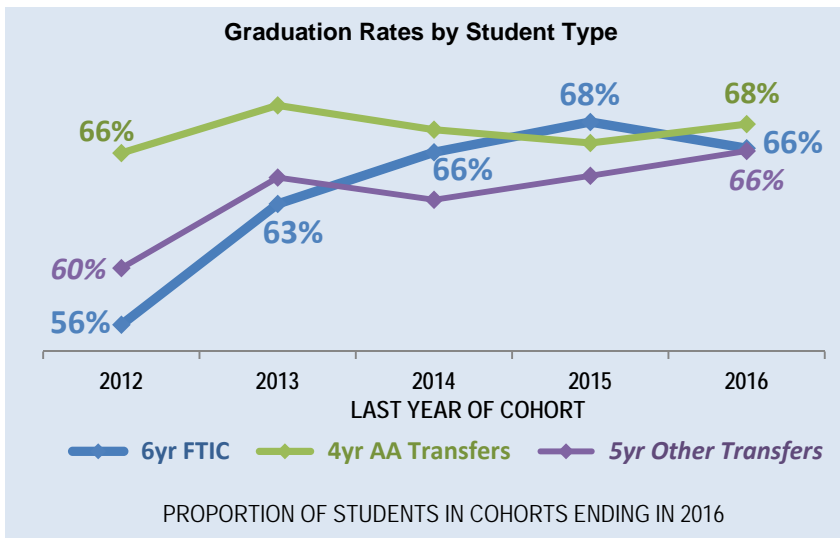
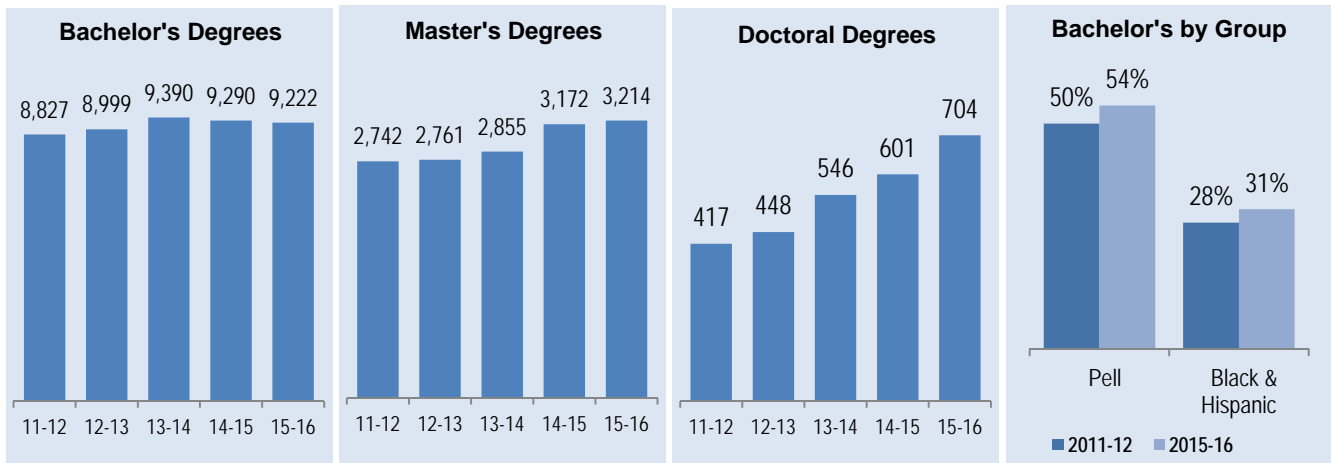
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Dashboard

Headcount Enrollments	Fall 2015	% Total	2014-2015 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				Faculty (Fall 2015)	Full-Time	Part-Time	Basic:	The USF System is not classified by the Carnegie Foundation. The individual campus reports provide these classifications.
TOTAL	48,984	100%	1%	TOTAL (as of Spring 2016)			306	
White	26,002	53%	-2%	Baccalaureate			115	
Hispanic	8,605	18%	3%	Master's			142	
Black	4,666	10%	-2%	Research Doctorate			45	
Other	9,711	20%	10%	Professional Doctorate			4	
Full-Time	33,614	69%	2%	TOTAL			1,954	
Part-Time	15,370	31%	-3%	Tenure & Ten. Track			41	
Undergraduate	35,990	73%	1%	Non-Tenured Faculty			820	
Graduate	10,698	22%	1%				771	
Unclassified	2,296	5%	4%					

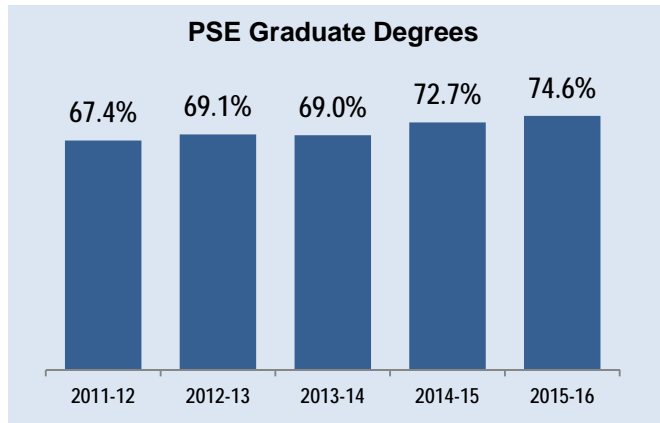
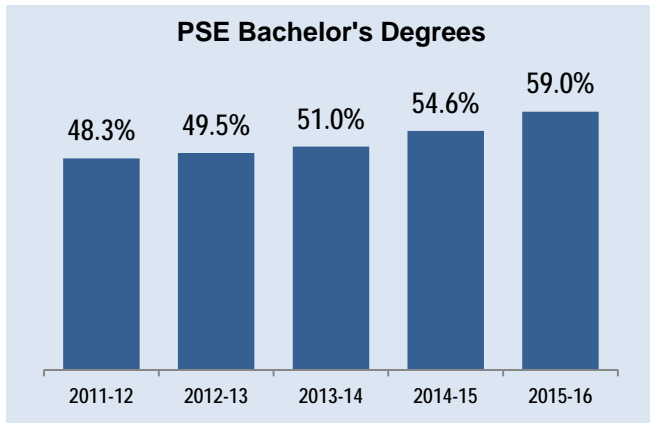
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



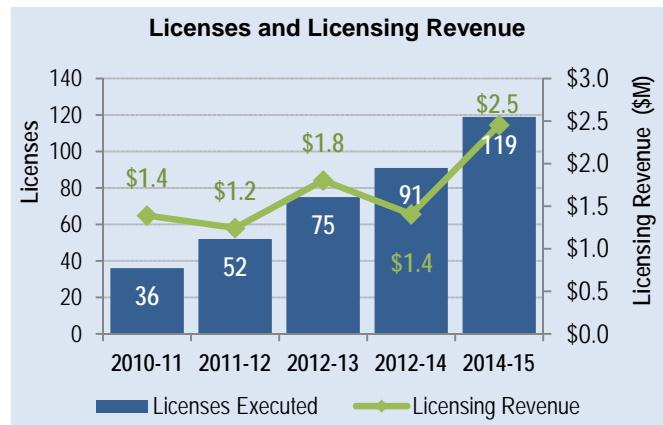
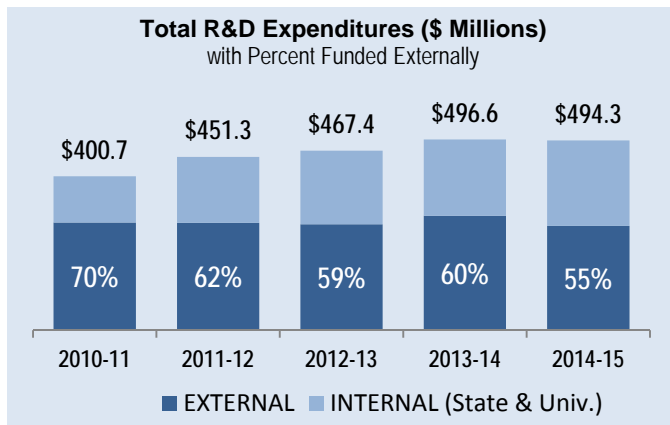


Dashboard

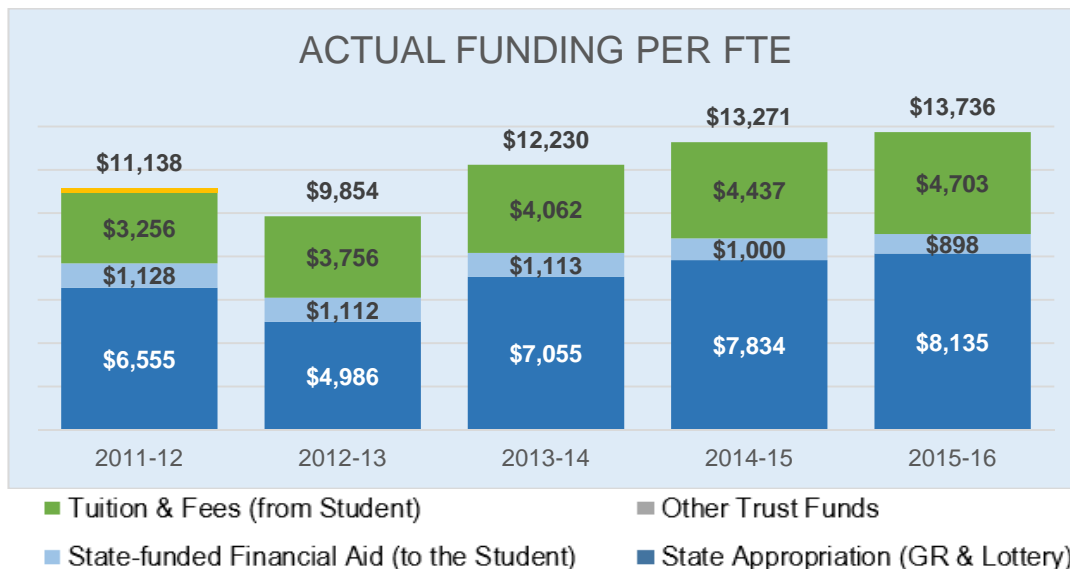
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES

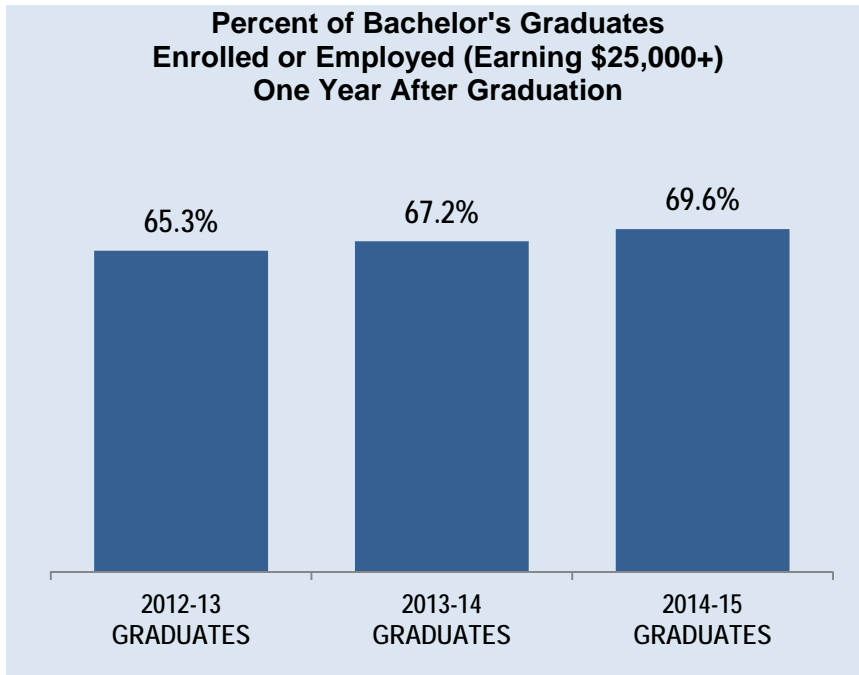


Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.



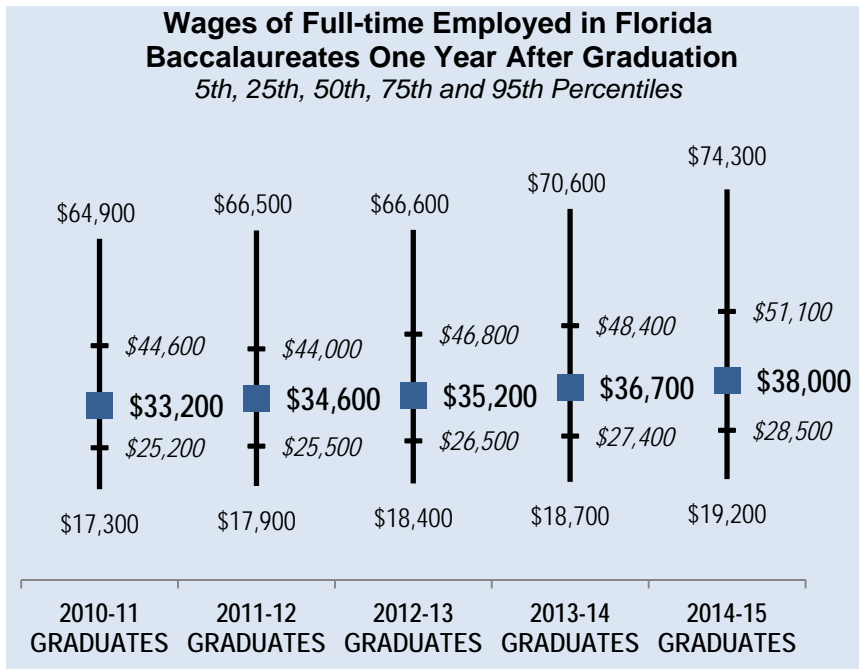
Dashboard

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. (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. Board of Governors staff found 93% of the total 2014-15 graduating class.

See Table 40 within this report for additional information about this metric.



Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 60% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed (\$25,000+) or Enrolled One Year After Graduation	67.2%	69.6%	2.4%
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	\$36,700	\$38,000	3.5%
		2011-15	2012-16	CHANGE
3	Cost to the Student: Net Tuition & Fees per 120 Credit Hours	\$13,540	\$13,170	-2.7%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	67.75%	66.3%	-1.5%
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	85.05%	86.14%	1.1%
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	54.59%	58.99%	4.4%
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	43.01%	41.21%	-1.8%
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	72.67%	74.60%	1.9%
		2014-15	2015-16	CHANGE
9	<i>Board of Governors Choice Metric:</i> Bachelor's Degrees Without Excess Hours	65.77%	75.58%	9.8%
		FALL 2013	FALL 2014	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Number of post-doctoral appointees	321	300	-6.5%



Key Achievements (2015 -2016)

STUDENT AWARDS/ACHIEVEMENTS

1. The USF System was home to 50 national scholarship winners and fellowship student awardees during the 2015-16 academic year including Boren, Fulbright, Gilman, and Goldwater.
2. USFSM welcomed its first Fulbright scholar, Nefike Gunden, a master's student in Hospitality and Tourism Management.
3. Research on the impact of climate change led USFSP graduate student Adam Flanery to Cameroon on a 20-day trip to collect thesis data on the forest communities in the country's southwest region.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Kathy Black, Professor of Social Work at USFSM, was named the director of Age-Friendly Sarasota and addressed a committee of the World Health Organization in Geneva, Switzerland, through a presentation about the multi-partner initiative to make Sarasota County friendlier for people across their lifespans.
2. Drs. Kathryn and John Arthur of USFSP made an anthropological discovery of an ancient skeleton in the highlands of Ethiopia and it was confirmed by scientists at Cambridge University to contain the world's first, complete African genome – news that was covered by *Science*, the National Science Foundation and *The New York Times*, among other publications.
3. USF Tampa microbiologist Dr. Lindsey N. Shaw and USF chemistry professor Dr. Bill Baker discovered an Antarctic Sponge Extract that can help kill MRSA.

PROGRAM AWARDS/ACHIEVEMENTS

1. USF was ranked #1 Best College for Veterans by Military Times (2016), up from #2 in 2015's rankings.
2. Using data reported by the National Center for Education Statistics (NCES), AffordableSchools.net ranked USFSP in its "25 Most Exclusive Public Bachelor's College by Admission Rate", alongside the U.S. Naval Academy, the University of California Berkeley and the University of North Carolina at Chapel Hill.
3. USFSM opened a Student Veteran Success Center supported by an anonymous \$50,000 donation.

RESEARCH AWARDS/ACHIEVEMENTS

1. Dr. James McHale, director of the USFSP Family Study Center, and his team were awarded a \$2.9 million grant from the National Institutes of Health (NIH) to examine the role of co-parenting and family group dynamics.
2. USF ranks 9th in the nation among public universities and 21st worldwide for granted U.S. patents among all universities according to the Intellectual Property Owners Association/NAI. In 2015/16 USF registered 105 new patents, 133 licenses/options, and nine new startups.
3. Dr. Fawn Ngo, Associate Professor of Criminology, USFSM, was named editor of a criminologist journal.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. USFSP marked the mid-point of construction (topping-out) of the Kate Tiedemann College of Business with a \$1 million gift from businesswoman Ellen Cotton, followed closely by a \$5 million gift from former Raymond James executive Lynn Pippenger.
2. USF Tampa was designated as a Florida Emerging Preeminent Research University in June 2016.



Narrative

Limit narrative to one page per section (a 9pg max). Arial 11 point font.

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

USF Tampa continues to strengthen the quality and reputation of our programs – evidenced by the record setting fall FTIC student profile. With SAT scores of 1226/HS and an average GPA of 4.08, this is the highest achieving freshman class in USF history.

To better serve the higher education needs of our surrounding communities USFSM established a College of Science & Mathematics (CSM), realigning four colleges and strengthening the quality of academic programs. Additionally, the new College of Liberal Arts & Social Sciences includes three distinct areas: a School of Education, a Department of Liberal Arts, and a Department of Social Sciences. The combination of these three departments will provide hands-on research and learning opportunities at the undergraduate and graduate levels.

The department of Journalism and Media Studies at USFSP received accreditation for its new Digital Journalism and Design Program by The Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), making it one of fewer than 10 programs nationally to have the accreditation. At the same time, ACEJMC re-accredited the existing bachelor's and traditional master's degrees.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

The USF System is highly ranked in the SUS for employment, with nearly 78 percent of undergraduates employed (full-time) or enrolled one year after graduation. USF System is also a leader in median wages at \$38,000.

In November 2015, USFSP opened a new Military Veterans Success Center, serving an estimated 300 student veterans, active military and dependents.

At USFSM students are benefitting from a new personal system of advising that includes a "Career Success Map" and teams of professionals to guide them during their education, assist with job choices, and help as they transition toward meaningful new careers. This career-centric approach to student advising showcases the commitment to high levels of excellence and career preparedness that is part of the fabric of all institutions throughout the USF System.

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

USF System continues to be a leader in the state for degrees awarded in Areas of Strategic Emphasis, with 59 percent of the USF System's undergraduate degrees and 74 percent of our graduate degrees awarded in areas of strategic emphasis, including 40 percent in STEM in 2015-16.

In spring 2016, the USFSM College of Science and Mathematics (CSM) and USF Tampa's College of Engineering partnered to develop a 2+2 pathway for aspiring engineering students, while, USFSP added new concentrations in Healthcare and Business Analytics to their highly ranked MBA program.



Narrative

Scholarship, Research, and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH, AND INNOVATION

USF Tampa is classified by the Carnegie Foundation for Advancement of Teaching in the Doctoral Universities: Highest Research Activity category, a distinction shared by only 2.5 percent of all universities.

In order to assist in the identification, securing and administering of the scholarly, research, and innovation initiatives USFSM has hired a grant support specialist, along with the continued appointment of a research coordinator. USFSP has developed a new Minority Post-Doctoral Program to increase diversity among faculty while providing research support to current team members.

USFSP professor of Psychology, Dr. V. Mark Durand, was elected President of the American Psychological Association's Division 33. This division focuses on Intellectual and Developmental Disabilities/Autism Spectrum Disorder (ASD).

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

As a leading metropolitan research university in the State of Florida, USF is dedicated to high-impact research and innovation. A commitment realized in the USF Tampa Bay Technology Incubator which is home to over 60 companies with \$73.2M in funding, \$37.1M in sales, and 230 jobs created. Additionally, the USF Innovation Enterprise infuses \$400 Million yearly into Florida's economy.

Further affirming our dedication; is the USFSP Geo-Spatial Analytics Lab, under the leadership of Dr. Barnali Dixon, which was commissioned to provide a complete analysis of vegetation and habitat change within the Seminole Tribe reservation of Florida from 1940 to 2014, using GIS and remote sensing techniques.

While USFSM formed a consortium with New College of Florida Manatee-Sarasota, Ringling College of Art and Design, and Eckerd College. This newly formed Consortium of Colleges on the Creative Coast (C4) is pursuing opportunities to collaboratively increase research and commercialization.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

The College of Business at USFSM engaged with local businesses, and non-profits to allow their students the opportunity for hands-on research and valuable experience. From marketing studies to the development of business plans, students work side-by-side with the businesses to fill the needs of the community while also developing connections with the community, and experience they can add to their resumes.

James McHale, director of the USFSP Family Study Center, was funded for \$395,680 by the Juvenile Welfare Board of Pinellas County to support the work of infant family mental health. McHale also received approximately \$40,000 from Pinellas County to support the efforts.

With seven teams selected, USF Tampa ranked 1st in Florida (and 3rd in the nation behind the University of Michigan and Georgia Tech), in the National Science Foundation's (NSF) I-Corps program which translates technology into commercial products.



Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

USFSM established an Office of Community Engagement to cultivate strategic partnerships throughout the region including government entities, schools, non-profits, service clubs, local businesses, and community organizations.

Working closely with the City of St. Petersburg, USFSP's Sustainability Office created a Climate Action Plan, pledging to reduce baseline Greenhouse Gas emissions by 50 percent by 2035 and to achieve carbon neutrality by 2050.

USF Tampa has been recognized as a "Top Producer" of Peace Corps Volunteers, ranking 16th in the Nation (among universities larger than 15K) for Peace Corps Volunteers in 2016.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The Florida Legislature named the Center for Partnerships for Arts-Integrated Teaching (PAInT) at USFSM as a state-wide Center in Florida. PAInT partners with the Circus Arts Conservatory, a 501c3 located in Sarasota and currently serves approximately 4,000 students and continues to strengthen STEM education.

USF Tampa has established the largest P3 (public, private partnership) in the history of the SUS, by announcing the construction of The Village, a new student housing project on the USF campus. This district will be home to over 2,000 students, recreation facilities, as well as a Publix grocery store.

USFSP has expanded its role in St. Petersburg's new Innovation District. Regional Chancellor Wisniewska was named President, leading District partners through a strategic planning process to include identifying opportunities for growth, a signage and way-finding program and branding.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

A total of 162 employers were on the USFSP campus during 2015-2016, taking part in events, programs, and job fairs in collaboration with the Career Center, representing a 2 percent increase over 2014-15.

Continuing their efforts to ensure that graduates are well-prepared for the workforce, USF Tampa implemented new programs such as; Suit-A-Bull, a free suit rental service for students, Handshake a career services platform that allows students and employers to connect seamlessly and Revature, a leading technology talent development company, that provides online Coding programs to all USF System students and alumni.

USFSM leverages community partnerships to bridge the gap between the classroom and the workforce. As an example, the ongoing collaboration between Mote Marine Laboratory, a world-renowned aquarium and research center, and the USF Sarasota-Manatee Biology program focuses on the discovery process and a learning environment that engages students outside of the classroom.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates	2016-17 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$230,779,497	\$248,172,676	\$276,107,424	\$269,856,524	\$276,143,999
Non-Recurring State Funds	-\$48,242,853	\$4,203,604	\$2,066,536	\$24,966,845	\$34,808,363
Tuition	\$141,487,748	\$148,736,779	\$156,109,761	\$164,385,077	\$178,059,907
Tuition Differential Fee	\$33,908,713	\$33,418,653	\$33,242,501	\$34,039,814	\$34,440,300
Misc. Fees & Fines	\$2,810,903	\$2,969,679	\$3,698,982	\$4,558,890	\$4,513,532
Phosphate/Other TF	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$360,744,008	\$437,501,391	\$471,225,204	\$497,807,150	\$527,966,101
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$65,793,008	\$71,529,136	\$72,577,386	\$72,910,072	\$74,243,025
Non-Recurring State Funds	\$0	\$1,409,562	\$2,100,000	\$1,000,000	\$250,000
Tuition	\$48,203,644	\$51,733,993	\$47,109,158	\$51,663,328	\$61,002,027
Tuition Differential Fee	\$2,956,633	\$3,248,580	\$3,339,071	\$3,282,304	\$3,288,193
Misc. Fees & Fines	\$41,978	\$83,414	\$107,281	\$389,424	\$407,400
Phosphate/Other TF	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$116,995,263	\$128,004,685	\$125,232,896	\$129,245,128	\$139,190,645
TOTAL	\$477,739,271	\$565,506,076	\$596,458,100	\$627,052,278	\$667,156,746

Recurring State 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: 2013-14 revenues include the non-recurring \$300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* **Non-Recurring State 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 that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding:** the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **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/Other Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package. This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Dollars in Millions)*

	2011-12*	2012-13	2013-14	2014-15	2015-16
MAIN OPERATIONS					
Instruction/Research	\$237,707,579	\$287,236,489	\$291,847,040	\$306,815,335	\$327,426,088
Administration and Support	\$23,893,443	\$32,410,560	\$30,296,584	\$36,591,191	\$43,525,885
PO&M	\$35,141,676	\$41,615,990	\$39,965,797	\$44,188,957	\$52,794,254
Student Services	\$18,207,622	\$16,781,322	\$12,004,895	\$26,773,012	\$28,949,026
Library/Audio Visual	\$13,297,996	\$10,411,967	\$14,004,521	\$14,235,047	\$14,978,164
Other	\$6,470,660	\$6,957,842	\$5,869,392	\$7,862,423	\$8,531,424
SUBTOTAL	\$334,718,976	\$395,414,170	\$393,988,229	\$436,465,965	\$476,204,841
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$76,382,108	\$95,673,445	\$102,295,643	\$116,949,551	\$116,505,565
Administration and Support	\$5,076,837	\$8,132,708	\$6,263,326	\$7,116,200	\$6,317,189
PO&M	\$1,800,847	\$7,019,397	\$7,391,135	\$11,558,700	\$6,893,395
Library/Audio Visual	\$3,043,160	\$2,921,295	\$2,587,261	\$2,961,575	\$2,818,268
Teaching Hospital & Clinics	\$0	\$0	\$0	\$0	\$0
Student Services, and Other	\$0	\$0	\$0	\$4,686	\$533,836
SUBTOTAL	\$86,302,952	\$113,746,845	\$118,537,365	\$138,590,712	\$133,068,253
TOTAL	\$374,342,907	\$509,161,015	\$512,525,594	\$575,056,677	\$609,273,094

The table reports actual expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., 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 (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. *This data is not adjusted for inflation.*

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. Funding per Full-Time Equivalent (FTE) Student

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation <i>(GR & Lottery)</i>	\$6,555	\$4,986	\$7,055	\$7,834	\$8,135
Tuition & Fees <i>(State-funded Aid)</i>	\$1,128	\$1,112	\$1,113	\$1,000	\$898
Tuition & Fees <i>(from Student)</i>	\$3,256	\$3,756	\$4,062	\$4,437	\$4,703
Other Trust Funds	\$199	\$0	\$0	\$0	\$0
TOTAL	\$11,138	\$9,854	\$12,230	\$13,271	\$13,736

Notes: **State Appropriations** includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). **Tuition and Fee** revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). **Other Trust funds** (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. **Full-time Equivalent enrollment** is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Bachelor's Degree

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	\$23,280	\$24,340	\$25,490	\$26,990	\$29,220
[NEW]	2011-12	2012-13	2013-14	2014-15	2015-16
Net Tuition & Fees per 120 Credit Hours	.	.	\$14,490	\$13,540	\$13,170

Notes: **Cost to the Institution** reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. **Net Tuition & Fees per 120 Credit Hours** represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board's webpage, at: http://www.flbog.edu/about/budget/performance_funding.php. *This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Dollars in Millions)*

	2011-12	2012-13	2013-14	2014-15	2015-16
Auxiliary Enterprises					
Revenues	\$166,196,465	\$179,066,877	\$183,113,399	\$204,184,437	\$212,151,945
Expenditures	\$136,665,180	\$145,862,330	\$155,430,500	\$174,301,754	\$179,301,182
Contracts & Grants					
Revenues	\$253,155,100	\$277,146,064	\$280,938,042	\$281,293,065	\$310,861,310
Expenditures	\$309,631,943	\$309,533,722	\$322,685,124	\$335,670,724	\$366,958,129
Local Funds					
Revenues	\$445,195,358	\$447,961,430	\$452,561,412	\$434,954,904	\$431,958,738
Expenditures	\$444,874,604	\$451,386,947	\$456,000,627	\$435,058,108	\$436,513,886
Faculty Practice Plans					
Revenues	\$194,997,543	\$199,933,005	\$212,976,074	\$229,157,514	\$237,163,547
Expenditures	\$196,288,464	\$198,051,785	\$126,205,106	\$229,678,555	\$246,116,367

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. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$334,100	\$363,924	\$417,335	\$417,415	\$395,324
Gifts Received (\$1000s)	\$43,600	\$36,520	\$37,419	\$59,903	\$45,583
Percentage of Alumni Donors	9.9%	9.4%	8.9%	8.6%	11.3%

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



Section 2 – Personnel

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

	2011	2012	2013	2014	2015
Full-time Employees					
Tenured Faculty	755	733	790	785	803
Tenure-track Faculty	387	375	335	329	331
Non-Tenure Track Faculty	501	521	922	695	820
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	4,403	4,281	5,158	5,307	5,758
FULL-TIME SUBTOTAL	6,046	5,910	7,205	7,116	7,712
Part-time Employees					
Tenured Faculty	47	56	26	39	32
Tenure-track Faculty	21	19	13	18	9
Non-Tenure Track Faculty	381	728	781	761	771
Instructors Without Faculty Status	0	0	0	0	1
Graduate Assistants/Associates	2,059	2,026	2,096	2,068	2,118
Non-Instructional Employees	211	778	82	73	62
PART-TIME SUBTOTAL	2,719	3,607	2,998	2,959	2,993
TOTAL	8,765	9,517	10,203	10,075	10,705

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level [REVISED]

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
TOTAL	47,362	47,854	48,330	48,578	48,984
UNDERGRADUATE					
FTIC (Regular Admit)	17,043	16,930	17,062	17,176	17,499
FTIC (Profile Admit)	196	173	155	202	205
FCS AA Transfers	9,284	9,498	9,416	9,172	9,108
Other AA Transfers	1,769	1,712	1,640	1,565	1,495
Post-Baccalaureates	0	0	0	1,110	1,025
Other Undergraduates	7,472	7,845	7,739	6,583	6,658
Subtotal	35,764	36,158	36,012	35,808	35,990
GRADUATE					
Master's	6,395	6,481	6,806	6,950	7,160
Research Doctoral	2,362	2,336	2,294	2,226	2,229
Professional Doctoral	676	905	1,235	1,379	1,309
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>502</i>	<i>549</i>	<i>620</i>	<i>658</i>	<i>699</i>
<i>Nursing Practice</i>	<i>27</i>	<i>30</i>	<i>43</i>	<i>89</i>	<i>129</i>
<i>Pharmacy</i>	<i>53</i>	<i>119</i>	<i>225</i>	<i>322</i>	<i>348</i>
<i>Physical Therapist</i>	<i>94</i>	<i>207</i>	<i>347</i>	<i>310</i>	<i>133</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Subtotal	9,433	9,722	10,335	10,555	10,698
UNCLASSIFIED					
HS Dual Enrolled	0	0	42	14	24
Other	2,165	1,974	1,941	2,201	2,272
Subtotal	2,165	1,974	1,983	2,215	2,296

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.



Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [REVISED]

	2011-12	2012-13	2013-14	2014-15	2015-16
RESIDENT FUNDABLE					
LOWER	12,394	12,174	11,880	11,630	11,744
UPPER	19,512	19,609	18,973	18,653	18,538
MASTERS (GRAD I)	4,747	4,663	4,644	4,576	4,445
DOCTORAL (GRAD II)	1,308	1,285	1,261	1,261	1,161
TOTAL	37,961	37,730	36,758	36,120	35,888
NON-RESIDENT FUNDABLE					
LOWER	672	845	1,028	1,181	1,419
UPPER	675	786	955	1,175	1,455
MASTERS (GRAD I)	723	857	1,078	1,226	1,477
DOCTORAL (GRAD II)	772	843	852	877	925
TOTAL	2,842	3,330	3,913	4,459	5,276
TOTAL FUNDABLE					
LOWER	13,066	13,018	12,907	12,812	13,163
UPPER	20,187	20,395	19,928	19,828	19,993
MASTERS (GRAD I)	5,470	5,520	5,722	5,802	5,922
DOCTORAL (GRAD II)	2,080	2,128	2,113	2,138	2,085
TOTAL	40,803	41,060	40,671	40,580	41,163
TOTAL NON-FUNDABLE					
LOWER	418	473	536	607	632
UPPER	422	396	471	434	430
MASTERS (GRAD I)	250	314	441	594	630
DOCTORAL (GRAD II)	6	7	5	21	49
TOTAL	1,097	1,189	1,454	1,656	1,742
TOTAL					
LOWER	13,484	13,491	13,443	13,419	13,795
UPPER	20,609	20,790	20,400	20,262	20,423
MASTERS (GRAD I)	5,720	5,833	6,164	6,396	6,553
DOCTORAL (GRAD II)	2,086	2,135	2,118	2,159	2,134
TOTAL	41,899	42,250	42,125	42,236	42,905

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



Section 3 – Enrollment *(continued)*

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

[REVISED]	2011-12	2012-13	2013-14	2014-15	2015-16
TRADITIONAL					
LOWER	11,229	11,279	11,447	10,961	11,039
UPPER	14,934	14,528	13,949	13,452	13,501
MASTERS (GRAD I)	4,007	3,973	4,226	4,292	4,560
DOCTORAL (GRAD II)	1,996	2,033	1,997	2,008	1,950
TOTAL	32,166	31,813	31,619	30,714	31,050
DISTANCE LEARNING					
LOWER	2,189	2,079	1,904	2,362	2,739
UPPER	5,186	5,725	5,963	6,383	6,703
MASTERS (GRAD I)	1,509	1,656	1,717	1,920	1,960
DOCTORAL (GRAD II)	84	91	108	130	149
TOTAL	8,968	9,551	9,693	10,796	11,550
HYBRID					
LOWER	66	133	92	95	18
UPPER	488	537	488	427	219
MASTERS (GRAD I)	205	205	221	184	34
DOCTORAL (GRAD II)	6	10	13	20	35
TOTAL	765	885	813	726	305
TOTAL					
LOWER	13,484	13,491	13,443	13,419	13,795
UPPER	20,609	20,790	20,400	20,262	20,423
MASTERS (GRAD I)	5,720	5,834	6,164	6,396	6,553
DOCTORAL (GRAD II)	2,086	2,135	2,118	2,159	2,134
TOTAL	41,899	42,250	42,125	42,236	42,905

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.

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.). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **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** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - per SUDS data element 2052. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE.



Section 3 – Enrollment *(continued)*

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
MILITARY					
Unclassified	36	27	29	31	23
Undergraduate	933	1,014	1,025	1,079	1,149
Master's (GRAD 1)	153	178	187	189	228
Doctoral (GRAD 2)	26	27	18	23	22
Subtotal	1,148	1,246	1,259	1,322	1,422
DEPENDENTS					
Unclassified	1	5	1	2	4
Undergraduate	174	190	198	199	200
Master's (GRAD 1)	14	15	20	16	14
Doctoral (GRAD 2)		1	1	0	1
Subtotal	189	211	220	217	219
NON-MILITARY					
Unclassified	2,128	1,942	1,953	2,182	2,269
Undergraduate	34,657	34,954	34,789	34,530	34,641
Master's (GRAD 1)	6,755	6,937	7,434	7,712	7,930
Doctoral (GRAD 2)	2,485	2,564	2,660	2,615	2,503
Subtotal	46,025	46,397	46,836	47,039	47,343
TOTAL	47,362	47,854	48,315	48,578	48,984

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	14,818	14,884	14,754	14,371	13,743
Percent with Pell Grant	42.1%	42.0%	42.1%	43.0%	41.2%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award - this count excluded Non-Resident Aliens (NRA). The bottom row provides the percentage of eligible students that received a Pell Grant award. The denominator is based on students who had a record in the courses taken table during the term - and, excludes NRA, Post-Baccs (student type=P or S), and Fee_Class_Kind='I'. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
World Languages and Cultures (Tampa)	16.0101	Bachelors	3/3/2016	2016 FALL	
Terminated Programs					
Classics (Tampa)	16.1200	Bachelors	3/3/2016	2016 FALL	
American Studies (Tampa)	05.0102	Bachelors	12/3/2015	2016 FALL	
Foreign Languages Teacher Ed (Tampa)	13.1306	Bachelors	12/3/2015	2016 SPRING	
French (Tampa)	16.0901	Bachelors	3/3/2016	2016 FALL	
German (Tampa)	16.0501	Bachelors	3/3/2016	2016 FALL	
Information Sciences & Studies (Tampa)	11.0401	Bachelors	6/4/2015	2015 FALL	
Italian (Tampa)	16.0902	Bachelors	3/3/2016	2016 FALL	
Russian (Tampa)	16.0402	Bachelors	3/3/2016	2016 FALL	
Spanish (Tampa)	16.0905	Bachelors	3/3/2016	2016 FALL	
Exceptional Student Education (Sarasota-Manatee)	13.1001	Bachelors	6/4/2015	2015 FALL	
English Teacher Education (St. Petersburg)	13.1305	Bachelors	6/4/2015	2015 FALL	
Programs Suspended for New Enrollments					
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, 2015 and May 4, 2016.

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

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Programs Suspended for New Enrollments** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

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



Section 4 – Undergraduate Education *(continued)*

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

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Cohort Size</i>	4,027	4,508	4,490	4,650	4,783
% Retained <i>with Any GPA</i>	86%	87%	87%	88%	89%
% Retained <i>with GPA 2.0 or higher</i>	83.8%	84.5%	85.3%	85.1%	86.1%

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 with Any GPA** 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. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see:

http://www.flbog.edu/about/budget/performance_funding.php.

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

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	4,271	3,980	4,259	4,241	4,928
% Graduated	57%	64%	67%	68%	66%
% Still Enrolled	9%	7%	6%	5%	4%
% Success Rate	66%	71%	72%	73%	70%

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), 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. This data should match the IPEDS Graduation Rate Survey data that is due in late February.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates for First-Time-in-College (FTIC) Students

4 – Year Rates (FT only)	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	4,259	4,241	4,928	4,027	4,508
Same University	38%	42%	43%	48%	51%
Other University in SUS	1%	2%	2%	2%	2%
Total from System	39%	43%	45%	51%	53%

6 – Year Rates (FT & PT)	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	4,468	4,181	4,436	4,326	4,976
Same University	56.5%	63.2%	66.1%	67.8%	66.3%
Other University in SUS	4%	3%	4%	4%	5%
Total from System	60%	67%	70%	72%	71%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor’s degree are removed from the cohorts.

Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

The six-year graduation rate from the same university is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. Graduation Rates for AA Transfer Students from Florida College System

Two – Year Rates	2010-12	2011-13	2012-14	2013-15	2014-16
<i>Cohort Size</i>	2,484	2,609	2,527	2,558	2,558
Same University	28%	28%	29%	28%	30%

Four – Year Rates	2008-12	2009-13	2010-14	2011-15	2012-16
<i>Cohort Size</i>	2,536	2,333	2,484	2,609	2,527
Same University	66%	69%	67%	67%	68%

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. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

TABLE 4F. Graduation Rates for Other Transfer Students

5 – Year Rates	2007-12	2008-13	2009-14	2010-15	2011-16
<i>Cohort Size</i>	2,842	2,257	2,654	2,502	2,675
Same University	60%	65%	63%	65%	66%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	8,827	8,999	9,390	9,290	9,222
Second Majors	210	198	213	194	162
TOTAL	9,037	9,197	9,603	9,484	9,384

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees” which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution’s criteria. The calculation for the number of second majors rounds each degree CIP’s fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	1,897	2,071	2,064	2,055	2,212
HEALTH	708	895	1,158	1,596	1,727
GLOBALIZATION	284	249	289	268	276
EDUCATION	689	643	641	475	487
GAP ANALYSIS	787	699	747	783	834
SUBTOTAL	4,365	4,557	4,899	5,177	5,536
PSE PERCENT OF TOTAL	48.3%	49.6%	51.0%	54.6%	59.0%

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. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2011-12	2012-13	2013-14	2014-15	2015-16
Non-Hispanic Black					
Number of Degrees	916	972	945	977	979
Percentage of Degrees	11%	11%	10%	11%	11%
Hispanic					
Number of Degrees	1,390	1,433	1,645	1,728	1,777
Percentage of Degrees	16%	16%	18%	19%	20%
Pell-Grant Recipients					
Number of Degrees	4,371	4,724	5,047	5,014	4,859
Percentage of Degrees	50%	53%	55%	55%	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 2011-12 academic year. This reclassification will impact trends.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	57%	54%	61%	65%	70%
AA Transfers	60%	68%	72%	74%	84%
Other Transfers	40%	52%	58%	58%	72%
TOTAL	53%	58.20%	63.87%	65.77%	75.58%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., 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 which excludes those who previously earned a baccalaureate degree.

Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	3,037	3,031	2,963	2,968	2,923
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	59%	59%	58%	62%	62%
30 to 49 Students	27%	26%	28%	24%	24%
50 to 99 Students	11%	11%	10%	10%	10%
100 or More Students	3%	3%	4%	4%	4%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	68%	66%	67%	65%	65%
Adjunct Faculty	17%	19%	18%	20%	20%
Graduate Students	15%	14%	14%	13%	12%
Other Instructors	1%	1%	1%	3%	3%

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	26	24	24	22	23

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2011	2012	2013	2014	2015
Examinees	210	184	186	189	193
First-time Pass Rate	95%	93%	91%	86%	90%
<i>National Benchmark</i>	89%	92%	85%	85%	87%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

Percent of Bachelor’s Graduates Employed or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed (\$25,000+) or Enrolled	<i>n/a</i>	<i>n/a</i>	65.3%	67.2%	69.6%
Employed (Full-time) or Enrolled	69%	70%	74%	76%	78%
<i>Percent Found</i>	<i>91%</i>	<i>89%</i>	<i>92%</i>	<i>93%</i>	<i>93%</i>
<i>Number of States/Districts Searched</i>	<i>1</i>	<i>36</i>	<i>38</i>	<i>39</i>	<i>41</i>

Notes: **Employed (Earning \$25,000+)** or **Enrolled** is based on the number of recent baccalaureate graduates who are either employed, and earning at least \$25,000, or continuing their education within one year after graduation. **Employed Full-Time or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.

The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.

For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm. For more information about FEDES see: <http://www.ubalt.edu/jfi/fedes/>.

Median Wages of Bachelor’s Graduates Employed Full-time, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	\$17,300	\$17,900	\$18,400	18,700	19,200
25th PERCENTILE WAGE	\$25,200	\$25,500	\$26,500	27,400	28,500
MEDIAN WAGE	\$33,200	\$34,600	\$35,200	\$36,700	\$38,000
75th PERCENTILE WAGE	\$44,600	\$44,000	\$46,800	48,400	51,100
95th PERCENTILE WAGE	\$64,900	\$66,500	\$66,600	70,600	74,300
<i>Percent with FT wages</i>	<i>53%</i>	<i>51%</i>	<i>53%</i>	<i>59%</i>	<i>60%</i>
<i>Number of States/Districts Searched</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>39</i>	<i>41</i>

Notes: Wage data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. Percent with FT Wages refers to the percentage of graduates found in the dataset who earned wages above the full-time threshold.

Note*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as “WRIS 2”). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2015-16

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						
Nurse Anesthetist (Tampa)	51.3804	Masters	6/4/2015	2015 FALL		
Pharmaceutical Nanotechnology (Tampa)	51.2099	Masters	9/16/2015	2016 SPRING		
Terminated Programs						
American Studies (Tampa)	5.0102	Masters	12/3/2015	2016 FALL		
Exceptional Student Education (Sarasota-Manatee)	13.1001	Masters	6/4/2015	2015 FALL		
Programs Suspended for New Enrollments						
Journalism (Tampa)	9.0401	Masters	-	2015 FALL		
Social Work (Tampa)	44.0701	Research Doctorate	-	2016 SPRING		
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, 2015 and May 4, 2016.

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

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

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

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



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	3,159	3,209	3,401	3,773	3,918
Second majors	0	0	0	0	0
TOTAL	3,159	3,209	3,401	3,773	3,918
Masters and Specialist (1st majors)	2,742	2,761	2,855	3,172	3,214
Research Doctoral (1st majors)	271	295	330	321	314
Professional Doctoral (1st majors)	146	153	216	280	390
<i>Dentistry</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Law</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Medicine</i>	<i>112</i>	<i>106</i>	<i>120</i>	<i>124</i>	<i>172</i>
<i>Nursing Practice</i>	<i>6</i>	<i>5</i>	<i>6</i>	<i>12</i>	<i>17</i>
<i>Pharmacy</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>49</i>	<i>53</i>
<i>Physical Therapist</i>	<i>28</i>	<i>42</i>	<i>90</i>	<i>95</i>	<i>148</i>
<i>Veterinary Medicine</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Other Professional Doctorate</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for some of the Professional Doctoral degrees.

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

[Includes Second Majors]

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	730	845	932	1,088	1,167
HEALTH	729	762	838	1,050	1,196
GLOBALIZATION	31	29	25	42	31
EDUCATION	572	493	453	455	413
GAP ANALYSIS	66	90	97	107	116
SUBTOTAL	2,128	2,219	2,345	2,742	2,923
PSE PERCENT OF TOTAL	67.36%	69.15%	68.95%	72.67%	74.60%

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors.



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

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

	2012	2013	2014	2015	2016 Preliminary
Examinees	125	145	147	168	155
First-time Pass Rate	91%	96%	95%	97%	94%
<i>National Benchmark</i>	96%	97%	96%	96%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16 Preliminary
Examinees	115	152	136	157	176
First-time Pass Rate	99%	100%	98%	97%	99%
<i>National Benchmark</i>	98%	98%	97%	95%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16 Preliminary
Examinees	100	128	142	131	135
First-time Pass Rate	98%	99%	91%	96%	96%
<i>National Benchmark</i>	97%	98%	96%	96%	97%

Physical Therapy: National Physical Therapy Examinations

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	96	93	92	87	98
First-time Pass Rate	87%	90%	94%	97%	95%
<i>National Benchmark</i>	89%	88%	89%	90%	91%

Note: Note on Benchmarks: The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2010-11	2011-12	2012-13	2013-14	2014-15
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$400,679	\$451,259	\$467,355	\$496,575	\$494,241
Federally Funded (\$ 1,000s)	\$245,410	\$239,902	\$228,460	\$225,564	\$221,045
Percent Funded From External Sources	70%	62%	59%	60%	55%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$360,323	\$395,148	\$421,801	\$441,400	\$443,663
Technology Transfer					
Invention Disclosures	172	177	185	190	185
Licenses & Options Executed	36	52	75	91	119
Licensing Income Received (\$)	\$1,390,871	\$1,243,425	\$1,802,233	\$1,405,713	\$2,455,124
Number of Start-Up Companies	8	10	9	11	11
	2011	2012	2013	2014	2015
Utility Patents Issued	89	84	98	110	90

Notes: **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 (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). **Invention Disclosures** reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. **Licenses & Options Executed** that were executed in the year indicated for all technologies – as reported by AUTM. **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 – as reported on the AUTM survey. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. **Utility Patents Issued** by the United States Patent and Trademark Office (USPTO) by Calendar year – this does not include design, plant or other patent types.



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

TABLE 6B. Centers of Excellence

Name of Center:	Center for Drug Discovery and Innovation (CDDI)	Cumulative (since inception to June 2016)	Fiscal Year 2015-16
Year Created:	2007		
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		242	22
Value of Competitive Grants Applied For (\$)		\$189,109,484	\$23,971,125
Number of Competitive Grants Received		98	17
Value of Competitive Grants Received (\$)		\$51,857,018	\$7,230,600
Total Research Expenditures (\$)		\$21,392,621	\$874,560
Number of Publications in Refereed Journals From Center Research		214	9
Number of Invention Disclosures		61	7
Number of Licenses/Options Executed		12	0
Licensing Income Received (\$)		\$172,071	\$8,000
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		81	5
Collaborations with Private Industry		109	4
Collaborations with K-12 Education Systems/Schools		51	0
Undergraduate and Graduate Students Supported with Center Funds		136	28
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		1	0
Jobs Created By Start-Up Companies Associated with the Center		5	0
Specialized Industry Training and Education		14	0
Private-sector Resources Used to Support the Center's Operations		0	0
Narrative Comments on next page.			



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

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

Name of Center	Center for Drug Discovery and Innovation (CDDI)
Narrative Comments [Most Recent Year]: 2015-16	
<p>(1) On June 1, 2016, Dr. Gary Daughdrill was awarded an NIH 5 year R01 grant totaling \$1,610,260, with the primary focus of the study on the interaction between disordered and ordered proteins domains and the cellular consequences.</p> <p>(2) On June14, 2016, Dr. Michael White was awarded an NIH 5 year R01 grant totaling \$2,643,135 to further research on malaria related diseases. Other CDDI faculty members that are collaborators on this grant include Assistant Research Professor, Dr. Elena Suvorova and Research Associate, Dr. Anatoli Naumov.</p>	