

2011-12

Annual Accountability Report

FLORIDA A&M UNIVERSITY



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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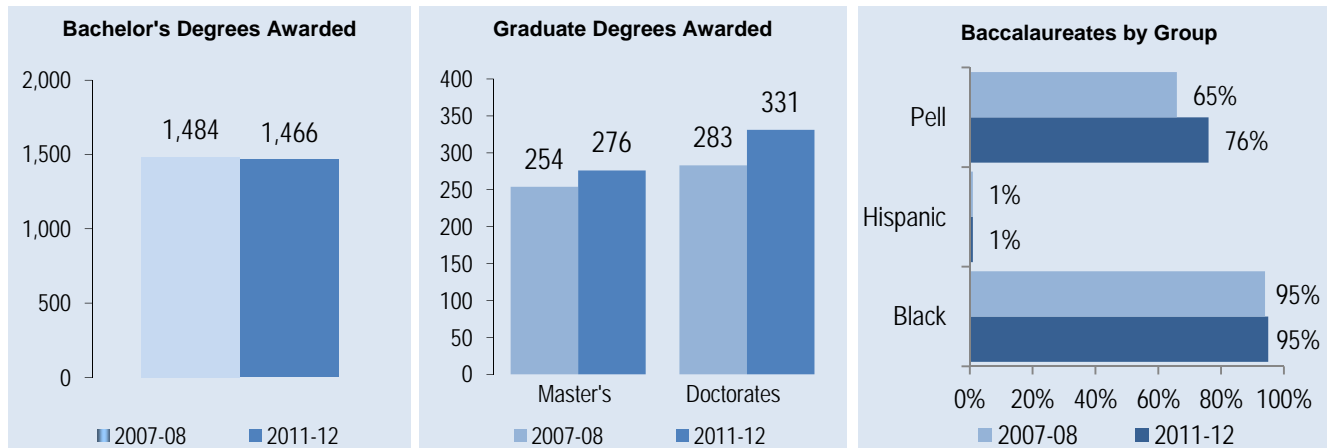
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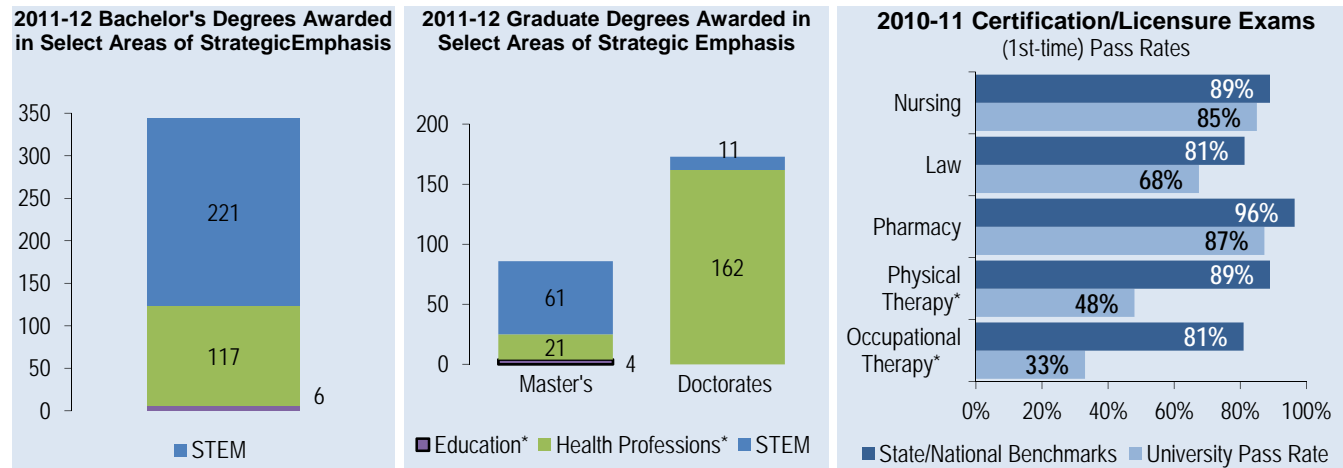
Dashboard

Campuses			Degree Programs Offered (as of Spr. 2012)			Carnegie Classification	
Enrollments	Headcount	%					
TOTAL (Fall 2011)	13,207	100%	TOTAL	94		Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate coexistence
Black	12,080	91%	Baccalaureate	51		Graduate Instructional Program:	Doctoral, professions dominant
Hispanic	233	2%	Master's & Specialist's	28			
White	593	4%	Research Doctorate	12		Enrollment Profile:	High undergraduate
Other	301	2%	Professional Doctorate	3		Undergraduate Profile:	Full-time four-year, inclusive
Full-Time	11,933	90%	Faculty (Fall 2011)	Full-Time	Part-Time	Size and Setting:	Large four-year, highly residential
Part-Time	1,274	10%		537	2		
Undergraduate	11,022	83%	TOTAL	537		Basic:	Doctoral/Research Universities
Graduate	2,009	15%	Tenured & Track	407		Community Engagement:	N/A
Unclassified	176	1%	Non-Tenure	130			

ACCESS TO AND PRODUCTION OF DEGREES



MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

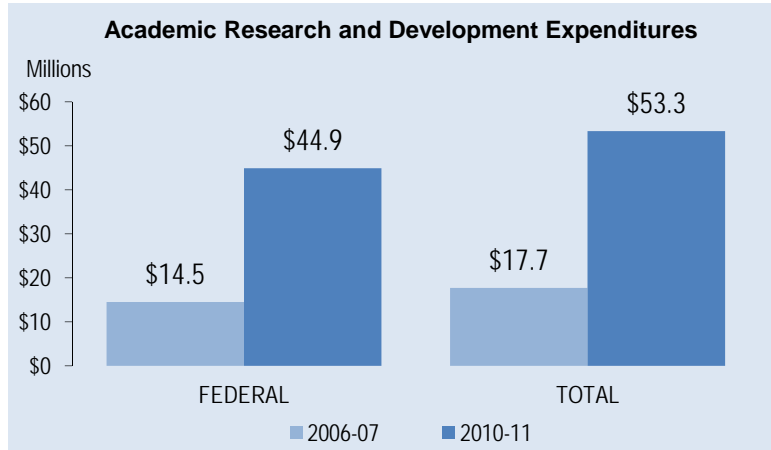


Notes for Areas of Strategic Emphasis: * Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline.
Note on Exams: Based on 2008-2010 average due to small number of examinees.

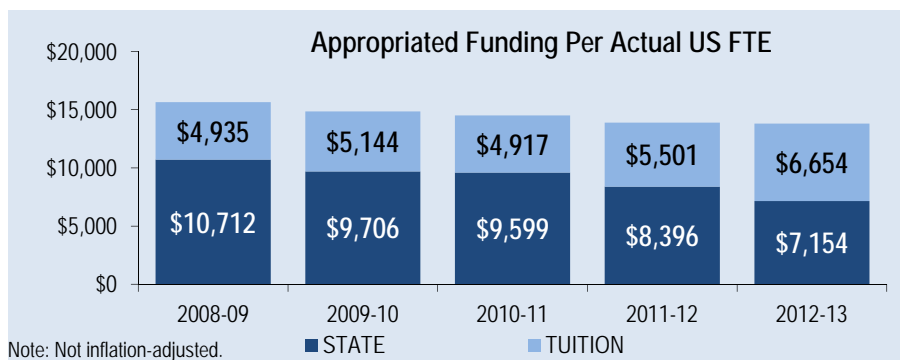
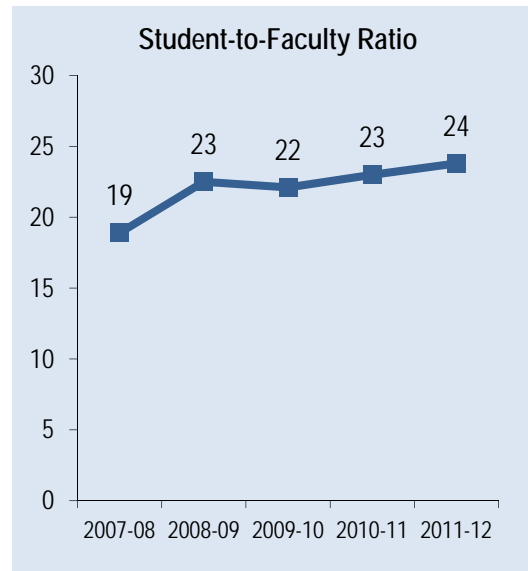
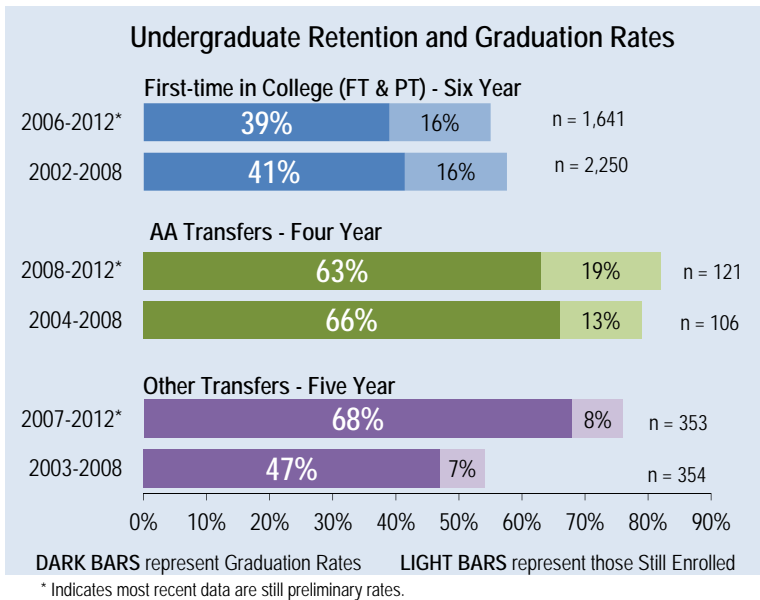


Dashboard

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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



Key Achievements

Selected Accomplishments for Florida A&M University (July 2011 – June 2012)

STUDENT AWARDS/ACHIEVEMENTS

1. The FAMU-FSU College of Engineering Senior Design Team won the 2012 IEEE SoutheastCon Student Hardware Competition beating out over 50 other teams.
2. Environmental science students were 1st Place winners in the 6th National Oceanic and Atmospheric Administration (NOAA) Educational Partnership Program (EPP) Education and Science Forum Poster and Oral Competition.
3. School of Business and Industry (SBI) students were crowned national champions of the National Black MBA Association's (NMBBAA) as well as the Deloitte National Student Case Competitions.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Primus V. Mtenga, FAMU-FSU College of Engineering, was a Fulbright Scholar grantee to teach courses in structural engineering at the University of Dar-es-Salaam (UDSM), Tanzania.
2. Dr. Nazarius Saah Lamango, College of Pharmacy and Pharmaceutical Sciences, received a patent for work to treat cancers using compounds that block the activity of a unique enzyme.
3. Dr. Seth Ablordeppey, College of Pharmacy and Pharmaceutical Sciences, received a patent for work on substances used in treatment of fungal infections and parasitic infestations.

PROGRAM AWARDS/ACHIEVEMENTS

1. In the *Diverse: Issues In Higher Education Top 100 Producers of Minority Degrees 2012* publication, FAMU again ranked #1 in the nation in the number of professional degrees awarded to African Americans in Pharmacy.
2. FAMU was designated as a National Center of Academic Excellence in Information Assurance Education by the National Security Agency and the Department of Homeland Security.
3. FAMU was recognized as a top 10 producer of doctoral degrees awarded to African Americans in engineering and in health professions and related programs by *Diverse*.

RESEARCH AWARDS/ACHIEVEMENTS

1. NOAA awarded an education and research grant totaling \$15 million to meet the agency's workforce needs in areas of science, technology, engineering and mathematics (STEM).
2. The National Institutes of Health (NIH) awarded a \$5,626,785 grant over five years to address the development of innovative cancer research in the most significant factors affecting the minority and socioeconomically disadvantaged populations.
3. The Department of Physics completed construction and conducted initial experiments inside one of the largest Spheromak fusion reactors in the world. The experiments may in the long term produce a sustainable clean energy source of electrical power.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FAMU was ranked the No. 1 public historically black colleges and universities (HBCUs) in the 2012 U.S. News & World Report ranking for HBCUs.
2. FAMU was named one of the best colleges in the Southeast by The Princeton Review.
3. FAMU was ranked as a top 100 National University by the Washington Monthly magazine in recognition of its contribution to social mobility, research and service.



Narrative

In the 2011-12 academic year, Florida A&M University (FAMU) began its implementation of the “Excellence in a New Era: Developing the Millennial FAMUan” plan. This plan afforded the University the opportunity to restructure its administrative and academic areas to increase its overall effectiveness in operational procedures and productivity in student related outcomes. Several new initiatives were launched to focus on student success, faculty development and productivity, research efforts and community outreach.

ACCESS TO AND PRODUCTION OF DEGREES

The University has, for over 125 years, strived to recruit, retain and graduate students who will make a global impact on the society as a whole. In 2011-12, the University recognized the need to develop and implement programs and activities to attract the best and brightest students from Florida and throughout the nation. During this period, the University has developed and implemented the following:

Recruitment of First-Time-In-College (FTIC) Students

In order to increase student success, the FAMU Board of Trustees (BOT) has focused on the academic preparation of FTIC admits. This initiative concentrated on reducing the number of FTIC students who were admitted as profile admits, while continuing to address the needs of underserved students. In Fall 2010, the University enrolled 1,317 profile admits and in Fall 2011, based on the new BOT policy, the number of profile admits enrolled was reduced to 822, a reduction of 37.6%. On November 1, 2012, the Board of Trustees approved a further reduction in the number of profile admits to a maximum of 500 FTICs annually. In addition to reducing the number of FTIC profile admits, the university has reestablished efforts to increase the number of high achieving students with a record of greater academic success in high school, which research has proven is significantly correlated to successful graduation from college. From Fall 2010 to Fall 2011, the average grade point average (GPA) of incoming freshmen increased from 3.03 to 3.15.

Recruitment of Transfer Students

The University continued its efforts in recruiting Associate of Arts (AA) graduates from colleges within the Florida College System. As part of this initiative, the University held several recruitment fairs across the state and signed articulation agreements with six colleges. Additionally, the University offers scholarships to well qualified Florida College System students. As a result, the number of AA transfer students increased by 14.9% from Fall 2010 to Fall 2011. Most students who elect to attend FAMU choose to come directly as freshmen. Therefore, the current percent of transfer students is relatively small.

Recruitment of Graduate Students

In an effort to increase graduate student enrollment, the School of Graduate Studies implemented several initiatives in 2011 which included a continuation of off-campus recruiting events at national conferences, utilization of the SUS Graduate Candidate Identification System database, and extensive work with the deans of the schools and colleges to identify prospective doctoral students. As a result of these initiatives, the University increased its enrollment of new graduate students by 22.9% from Fall 2010 to Fall 2011. With the additional funding to attract highly qualified graduate students, the University increased the number of new students who are pursuing a doctorate degree by 107% in Fall 2011, compared to Fall 2010.



Retention, Progression and Graduation Rates

The University's top strategic priority is to increase student retention, progression and graduation rates. With the implementation of the Strategic Plan in 2010, the University began a focused and systematic effort to increase student retention and graduation rates. FAMU's retention and graduation rate is significantly affected by the relatively high number of profile admits the University has accepted as part of its historic mission. The graduation rate of regular admits at FAMU is comparable to several other SUS institutions. The Board of Trustees' adopted a vigorous plan to sharply reduce the number of Profile Admits while keeping in mind that FAMU has a historic mission to serve underserved student populations and to provide educational opportunities to those who may not otherwise have the chance. Because Profile Admits tend to have lower graduation rates than regular admits, reducing this number should have a positive impact on the graduation rates.

In 2011-12, the University began its initial efforts to develop a comprehensive Retention Plan to be launched during the 2012-13 academic year. The Plan is being implemented by the newly reorganized Office of Retention under an umbrella Academic Success Program, which will focus on the implementation of an Online Academic Mapping/Advisement Module; a student early alert system; First Year Experience Course; intrusive advising; Tutor Training and Enhanced Tutorial Services; peer mentoring and enhanced training for peer mentors; an academic success course and a career development course. The Retention Plan was approved by the Board of Governors in September 2012. The University will conduct ongoing assessment of these activities to evaluate their effectiveness.

MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

Online Programs and Courses

In Fall 2011, the University began to offer its first online degree programs on a cost-recovery basis to meet the needs of students seeking educational opportunities beyond the traditional campus environment. The first programs offered were: Master of Business Administration, Master of Public Health, and Master of Science in Nursing. The initial programs enrolled 75 students. The University also initiated five online courses fulfilling general education requirements to increase availability of high demand courses to aid in student progression. The University is planning to increase online programs and courses over the next three years to meet the needs of the workforce. FAMU is exploring other online initiatives such as Massive Open Online Courses (MOOCs), which is managed by third party companies, to include in our catalog of online course offerings. By the Spring, 2013 semester, the University will determine whether these initiatives will be feasible to adopt into its online program.

Professional Degrees

FAMU continues to offer a large number of professional degrees in business, pharmacy, allied health, nursing, public health, social work, journalism and graphic design, education, law, architecture and engineering. To further enhance its offerings in 2012, FAMU began offering a major in Facilities Management within its BS in Business Administration, designed to produce facility management professionals who are in high demand, domestically and internationally. This new major was a collaborative effort between the School of Business and Industry (SBI) and the School of Architecture (SOA). On October 23, 2012, the program received provisional accreditation from the International Facilities Management Association (IFMA). The program is the only one in the state of Florida and the only one at a historically black college or university (HBCU).



Crestview Center

Florida A&M received approval from the Florida Board of Governors to expand its educational reach with a new educational center in Crestview, Florida. FAMU began offering a Doctor of Pharmacy program in the new center beginning in Fall 2012, with an enrollment of 21 students. A site visit by the Accreditation Council for Pharmacy Education in Fall 2012 concluded successfully.

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

As the nation's largest, single-campus Historically Black College and University (HBCU), FAMU is a premier doctoral/research institution with research and training expenditures exceeding \$47 million. In 2011-12, the University was awarded the following major grants:

- National Oceanic and Atmospheric Administration (NOAA) awarded an education and research grant totaling \$15 million over the next five years to meet the agency's workforce needs in areas of science, technology, engineering and mathematics (STEM).
- The National Science Foundation (NSF) awarded \$987,000 for a project titled "2011 FGLSAMP Bridge to the Doctorate." This program aims to provide support for the education and training of underrepresented minorities pursuing the doctorate in STEM disciplines. This program ensures that 100% of the students complete the Ph.D. with transformative mentoring, retention and community building strategies.
- The National Institute of Health (NIH) awarded the College of Pharmacy and Pharmaceutical Sciences a major grant in the amount of \$5,626,785 for five years. In addition, FAMU will receive \$1,477,585 over five years as indirect cost (F&A). The overall goal and objective of the grant is to focus on developing innovative cancer research (breast and lung) utilizing an interdisciplinary and synergistic approach toward addressing some of the most significant health consequences in minority and socioeconomic disadvantaged populations.

During the 2011-12 year, three faculty members and one director received a total of five U.S. patents. In the College of Pharmacy and Pharmaceutical Sciences, Dr. Nazarius Saah Lamango received a patent to treat cancers using compounds that block the activity of a unique enzyme, and a patent for Cancer diagnosis by measuring polyisprenylate methylated protein methyl esterase activity. Also in the College of Pharmacy and Pharmaceutical Sciences, Dr. Seth Ablordeppey received a patent for substances used in treatment of fungal infections and parasitic infestations, and Dr. John Cooperwood received a patent for treatment of estrogen receptor-mediated disorders. The Division of Research, Director of the Office of Technology Transfer Licensing & Commercialization (OTTLC), Tanaga A. Boozer, was awarded a patent for a web-based system designed to substantially reduce the cost and expense of running a small technology transfer office.

The University completed construction and conducted initial experiments inside one of the largest Spheromak fusion reactors in the world and the only one constructed and located at a historically black university. The experiments may in the long term produce a sustainable clean energy source of electrical power.

The University hosted the 6th NOAA Educational Partnership Program Education and Science Forum: "Developing STEM Talent: Increasing Innovation and National Competitiveness". The Sixth Forum focused on expanding academic training in NOAA-mission science, technology, engineering and mathematics (STEM) disciplines, through partnership activities. The forum provided a venue to exchange



results of collaborative research between NOAA and the academic community and discuss new engagement opportunities with NOAA scientists, academia, private and public sectors.

Doctoral Research Students

The initiatives to increase doctoral research students mirror the initiatives to increase recruitment of graduate students described under "ACCESS TO AND PRODUCTION OF DEGREES."

MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Degrees Awarded

Florida A&M University continues to remain one of the top producers of African American students earning baccalaureate degrees. According to the most recent *Diverse Issues Top 100 Degree Producers*, FAMU is ranked as one of the top 10 producers of African American baccalaureates in 2010-2011 for the following fields: Health Professions and Related Programs (3); Health and Medical Administrative Services (ranked #4 for African American graduates and #7 total degrees awarded to all minorities); History (4); Homeland Security, Law Enforcement, Firefighting and Related Protective Services (6); Agriculture and Related Sciences (7); Visual and Performing Arts (8); Engineering Technologies (9); and Communication and Journalism (10). For all disciplines combined, FAMU is ranked #4 for the total number of baccalaureate degrees awarded to African Americans in the 2010-2011 academic year.

In the production of graduate degrees at the master's level, FAMU also ranks in the top 10 producers of African American students for the following areas: Physical Sciences (1); Social Sciences (ranked #1 for African American graduates and #2 total degrees awarded to all minorities); Architecture and Related Services (5); and Rehabilitation and Therapeutic Professions (5). In the same academic year, FAMU ranked in the top 10 producers of doctoral degrees awarded to African Americans in Engineering (7) and Health Professions and Related Programs (8).

For professional degrees, FAMU ranked #1 in the number of degrees awarded to African Americans in Pharmacy, Pharmaceutical Sciences, and Administration. For all minorities combined, FAMU was ranked #7 in the nation for producers of first professional graduates in Pharmacy, Pharmaceutical Sciences, and Administration. In the field of Rehabilitation and Therapeutic Professions, FAMU ranked #3 in degrees awarded to African Americans and also ranked #5 in degrees awarded to African Americans in Law. For all disciplines combined, FAMU ranked #2 in the nation by *Diverse Issues* in the production of African American graduates earning a first professional degree.

Source: Diverse: Issues In Higher Education analysis of U.S. Department of Education reports submitted by institutions. Rankings are based on the review of 2010-2011 preliminary data.

Center for Public Computing and Workforce Development

After receiving a grant for nearly \$1.9 million from the U.S. Department of Commerce National Telecommunications and Information Administration in 2011, FAMU opened the Center for Public Computing and Workforce Development. Currently, the Center is available at no cost to citizens of Gadsden, Jefferson, Leon and Wakulla counties. According to the U.S. Department of Commerce, the three-county region of northern Florida targeted by FAMU has poverty and unemployment rates well above the state and national averages, and many residents lack the 21st century skills necessary for industry certifications and job preparation. To address the needs of these three counties, FAMU's Center for Public Computing and Workforce Development provides access to computing and training resources as well as programs and services designed to increase the number of skilled individuals for current and future employments needs. It also provides a number of training courses to residents and has future



plans to serve as a resource to other public computing centers in the region.

The Center plans to train 14,500 residents with approximately 87,000 hours of teacher-led training conducted annually over the three years of the project. The project's training and broadband programs include specific disciplines important to the northern part of the state.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS *(as outlined in University Work Plan)*

Goal 1: Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates

In 2011-12, the University enhanced initiatives to address the retention, progression and graduation of its students and prepare its students to compete and succeed in a global economy. As part of the Restructuring Initiative, the University created an Academic Success Program to focus on the challenges facing the University in regards to student success. FAMU remains committed to student academic success by improving academic progression, performance and graduation rates. FAMU will continue to focus on interventions that address these issues with the ultimate goals to reduce time to degree and indebtedness for all undergraduates. In Summer 2012, the University developed a new comprehensive retention plan (Academic Success Program) which was presented to the Florida Board of Governors at its September 2012 meeting. The Plan, consistent with the BOG Strategic Plan, University Work Plan and national best practices, outlines initiatives that will be implemented to target problem areas that have been identified as barriers to student success. These initiatives include: Diagnostic Testing, Developmental Studies program, intrusive advisement and counseling, advisor training, a First Year Experience Program, Peer Mentoring and enhanced training for Peer mentors, tutor training and enhanced tutorial services, electronic monitoring of student progression through an early alert system and ongoing assessment to determine effectiveness as described below:

- Increasing student participation in First Year Experience activities
 - The First Year Experience course, which is now a mandatory requirement for all first-time-in-college freshmen, has been implemented to assist students with using critical thinking skills to successfully aid them in navigating through problems they may encounter while at the University. The students are introduced to topics including, health, diversity, finances, time management, educational planning, and career planning. The students also attended evening seminars which focused on various topics including Academic Success and Critical Thinking.
 - Change of Major Fairs are conducted to assist students who desire to change majors.
 - Career Development Workshops provide students with resources to guide their academic success. The workshops provide students with a deeper understanding of self-exploration, as well as values, interests and skills that will develop and allow students to make an informed decision regarding the selection of a major.
 - Academic Success Seminars are provided throughout the academic year to focus on student academic success, critical thinking and other topics that focused on student success. In Fall 2012, over 550 students attended each of the sessions.
- Increasing student engagement in curricular and co-curricular initiatives
 - In Fall 2012, freshman orientation and academic advising sessions targeted at least 1,212 incoming FTIC students to help students build their class schedules and begin acclimation to the university environment. The orientation and advising sessions, in particular, help to ensure that students were taking the appropriate number of general education courses required for the major and also taking advantage of the One Stop Shop services, if



- needed. These services combined provide a strong foundation for retention, progression, and graduation of students in a timely manner, and could result in reducing the number of excess hours accumulated from taking unnecessary courses.
- Tutoring and Peer Training opportunities for students and faculty/advisors
 - The FAMU Writing Resource Center trained 21 undergraduate and professional tutors between October 1, 2011, and September 30, 2012. During this time tutors received training on how to write and respond to different essay types frequently written by students in first year composition courses. Tutors also received training on how to conduct in-class workshops with regard to content and management, how to operate the My Writing Lab (online tutorial system), and how to conduct in-class orientation sessions.
 - The Mathematics Tutorial Lab trained 12 tutors in one month from September to October 2012. Topics included: tutoring strategies, team building exercises, and learning styles.
 - The Peer Mentor Training initiative resulted in 84 peer mentors receiving training in topics related to expectations and ethics, effective communication, listening skills, conflict resolution, confidentiality, team building and lesson facilitation.
 - Enhancing the electronic monitoring of student progression
 - Two (2) academic advisors/counselors were hired in Fall 2012 to complete the Online Academic Curriculum Mapping/Academic Advisement Module within the iRattler system.
 - An early alert system will be introduced in the 2012-13 to three (3) colleges as a pilot.
 - Ongoing Assessment to determine effectiveness
 - The University will conduct ongoing assessment of the initiatives to determine their effectiveness and make changes as needed.

The University is utilizing tuition differential funds in 2012-13 to hire 22 new, full-time, tenure-track faculty to teach an additional 80 course sections, particularly in core academic areas (math, English, chemistry, and biology) by the start of this academic year. This will reduce bottlenecks in key courses and will also reduce the number of adjunct faculty who teach these courses, thereby helping to increase student progression.

Goal 2: Enhance visibility and productivity as a Doctoral/Research University

FAMU actively engages in research, training, development, and grants amassing 215 in current activities throughout FAMU’s academic units. In 2011-12, FAMU faculty submitted 221 contracts and grants proposals, received new awards totaling over \$40.2 million, and had research expenditures over \$47.7 million.

Research Awards

At the beginning of the 2012-13 award year, the University has been awarded more than \$13 million in funding from various agencies to provide education and training for underrepresented minority students pursuing the Ph.D. in science, technology, engineering and mathematics (STEM) and professional disciplines, and to strengthen ongoing research in plant and animal sciences. The funding agencies, amounts and programs are as follows:

Agency	Amount
National Institute of Food and Agriculture/USDA	\$1,067,323
U.S. Department of Education	\$1,435,075
Health Resources and Services Administration	\$6,400,000
National Science Foundation	\$4,587,000



During the period of July 1, 2012 to October 9, 2012, the University has received 104 awards from federal, state and private sponsors totaling \$26,646,855, a 5.4% increase from last year at this time. During this same period, 56 proposals were submitted to federal, state and private sponsors, totaling \$32,811,367, which is a 16.6% increase in the amount sought in proposals last year at this time.

Patents

In 2011-12, three faculty members and one director received five patents as described in the BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY section above. This was a 150% increase in the number of patents issued from the 2010-11 year.

Doctoral Degrees Awarded

In 2011-12, FAMU awarded 23 research doctorates, a 4.5% increase over 2010-11. To increase the number of research doctoral degrees awarded and graduation rates, the following initiatives are taking place:

- Implementing the revised Graduate Academic Policies to better track the academic progress of students;
- Providing increased opportunities for students to gain information on thesis/dissertation writing and research statistics;
- Offering Graduate Student Research Awards and Travel Grants to assist students with research efforts and to present research findings at professional meetings.

Goal 3: Increase online courses and online academic degree programs

In Fall 2011, FAMU began to offer its first degree programs online, on a cost-recovery basis. The first programs offered were : Master of Business Administration, Master of Public Health, and Master of Science in Nursing. The initial programs enrolled 75 students. The University also initiated five online courses fulfilling general education requirements to increase availability of high demand courses to aid in student progression. . The University plans to increase online programs and courses over the next three years to meet the needs of the workforce. In addition, the University is collaborating with other institutions nationwide, to include members of the SUS, who have demonstrated success in delivering online education. Finally, FAMU is exploring other online initiatives such as Massive Open Online Courses (MOOCs), which is managed by third party companies, to include in our catalog of online course offerings. By the Spring, 2013 semester, the University will determine whether these initiatives will be feasible to adopt into its online program. In addition, the Crestview Center is utilizing technology to deliver a number of courses from the main campus to the Pharmacy students at Crestview.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES AND EFFECTIVENESS

Restructuring Plan Implementation

In 2011-12, as part of the University restructuring, the College of Arts and Sciences was split into two colleges, the College of Science and Technology and the College of Social Sciences, Arts and Humanities. In the 2010-2020 Strategic Plan, the University has a goal to increase the number of African American graduates in the STEM fields. The College of Science and Technology emerges as a premier area for the production of African American graduates in the STEM disciplines and will serve as the catalyst in meeting this goal.

SUS Collaboration

FAMU partnered with the Charles E. Schmidt College of Medicine at Florida Atlantic University to establish a first-of-its-kind Medical Honors Program (MHP) between the two institutions. FAMU and FAU have signed an affiliation agreement to formally establish the MHP with the overall goal of attracting and



enrolling outstanding high school seniors who have made an early and informed decision to ultimately pursue a doctoral degree in the field of medicine. The primary goal of this program is to admit academically talented high school students to the MHP at FAMU, with a conditional acceptance to FAU's College of Medicine. The students will have to successfully complete the MHP and satisfy the requirements of the Liaison Committee on Medical Education, American Association of Medical Colleges, American Medical College Application Service and FAU's College of Medicine.

Reengineering of Business Processes

The Transformation through Technology Enhancements (T3E) project continues to fully leverage the capabilities of our PeopleSoft (iRattler) system so that the University can improve dramatically its core business processes including faster processing of travel reimbursements requests for travelers. In 2011-12, the University implemented the travel module of the iRattler system, which now requires all units to submit travel requests and reimbursements through the electronic system.

Campus Energy Efficiency

FAMU is the only HBCU chosen in 2011 and 2012 for The Princeton Review's list of the top "green campuses" in the U.S. and Canada. To maintain that recognition, the university must control its energy usage campus wide. For that reason, FAMU has partnered with Siemens Corporation, a global powerhouse in electronics and electrical engineering, to make the campus more energy efficient. Having completed a previous energy conservation project with Siemens in 2010, resulting in significant annual savings, in April 2012, the University entered into a \$12.3 million guaranteed energy savings contract which added the following energy conservation measures: (a) partial decentralization of the steam generation and distribution system; (b) improvements in the efficiency of the University's central chilled water plant; (c) automatically controlling and scheduling the temperatures in selected buildings to minimize energy consumption; and (d) solar thermal heating for the swimming pool and the Student Recreation Center. These conservation measures will result in annual energy savings of approximately \$1.2 million.

Anti-Hazing Initiative

In response to the November 2012 tragic incident, the University has implemented several initiatives and taken corrective actions to help prevent hazing in future, including the following:

- Suspended the Marching Band indefinitely
- Established a Crisis Management Team
- Developed an Anti-Hazing Plan
- Created two new positions (Special Assistant to the President for Anti-Hazing and Band Compliance Officer) to monitor and enforce academic policies
- Revised the Anti-Hazing Policy (approved by Board of Trustees in April 2012)
- Conducted several educational and town-hall meetings
- Instituted mandatory acceptance of Anti-Hazing Resolution (Spring 2013) for students
- Reviewed current University Policies and Procedures
- Revised intake procedures for all certified clubs and organizations
- Collaborated with SUS on Anti-hazing Initiatives
- Launched Anti-Hazing Website to report any potential hazing issues and inform students on University Anti-hazing position
- Improved communication between student affairs, campus safety and audit and compliance.



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Section 1 – Financial Resources

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	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$113,475,881	\$99,264,736	\$101,521,534	\$91,821,312	\$72,298,926
Non-Recurring State Funds	\$1,093,586	\$669,622	\$6,379,472	\$6,000,982	\$5,000,000
Tuition	\$50,925,033	\$56,148,042	\$66,438,001	\$69,519,546	\$63,756,605
Tuition Differential Fee	\$0	\$1,102,404	\$3,245,773	\$5,840,726	\$7,278,470
Misc. Fees & Fines	\$609,853	\$835,513	\$973,993	\$716,105	\$971,476
Phosphate Research TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$7,936,118	\$8,460,902	\$0	\$0
SUBTOTAL	\$166,104,353	\$165,956,435	\$187,019,675	\$173,898,671	\$149,305,477
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$166,104,353	\$165,956,435	\$187,019,675	\$173,898,671	\$149,305,477

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



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Instruction/Research	\$95,231,299	\$93,846,937	\$98,191,207	\$83,721,468	\$83,480,936
Administration and Support	\$26,634,365	\$26,852,328	\$26,150,741	\$26,165,237	\$26,534,792
PO&M	\$21,388,605	\$20,330,222	\$18,401,551	\$17,016,571	\$20,591,773
Student Services	\$12,643,537	\$12,050,479	\$11,846,764	\$10,663,345	\$11,355,852
Institutes and Research Centers	\$98,773	\$123,257	\$114,650	\$236,416	\$277,138
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$5,730,715	\$5,929,520	\$5,943,759	\$5,469,947	\$6,676,165
Museums and Galleries	\$170,657	\$156,550	\$148,141	\$146,962	\$147,284
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics	\$235,921	\$263,036	\$320,879	\$298,680	\$352,414
Acad. Infrst. Support Org.	\$0	\$0	\$0	\$0	\$0
SUBTOTAL	\$162,133,872	\$159,552,329	\$161,117,692	\$143,718,626	\$149,416,354
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
SUBTOTAL	\$0	\$0	\$0	\$0	\$0
TOTAL	\$162,133,872	\$159,552,329	\$161,117,692	\$143,718,626	\$149,416,354

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Also, the table does not include expenditures from funds carried forward from previous years. **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 Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **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. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



Section 1 – Financial Resources *(continued)*

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

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Appropriated Funding per FTE					
General Revenue	\$9,636	\$8,075	\$7,934	\$7,284	\$6,237
Lottery Funds	\$1,076	\$917	\$967	\$1,112	\$917
Tuition & Fees	\$4,935	\$5,144	\$4,917	\$5,501	\$6,654
Other Trust Funds	\$0	\$714	\$698	\$0	\$0
TOTAL	\$15,647	\$14,850	\$14,516	\$13,897	\$13,808
Actual Funding per FTE					
Tuition & Fees	\$4,819	\$5,171	\$5,828	\$6,530	\$6,654
TOTAL	\$15,531	\$14,877	\$15,427	\$14,926	\$13,808

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

TABLE 1D. University Other Budget Entities

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Auxiliary Enterprises					
Revenues	\$25,179,702	\$22,808,023	\$25,267,943	\$25,552,427	\$28,423,453
Expenditures	\$23,351,697	\$20,755,632	\$20,695,955	\$22,200,051	\$29,086,856
Contracts & Grants					
Revenues	\$63,093,814	\$52,808,492	\$56,742,558	\$53,333,017	\$57,665,732
Expenditures	\$60,695,388	\$54,634,109	\$55,271,357	\$54,064,567	\$57,779,501
Local Funds					
Revenues	\$50,523,788	\$63,365,611	\$78,439,036	\$69,027,997	\$84,351,879
Expenditures	\$46,516,278	\$60,432,397	\$75,777,718	\$67,413,694	\$84,566,244
Faculty Practice Plans					
Revenues	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0

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



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2006-07	2007-08	2008-09	2009-10	2010-11
Endowment Value (\$1000s)	\$74,271	\$112,354	\$87,770	\$96,154	\$111,516
Gifts Received (\$1000s)	\$3,866	\$4,695	\$5,007	\$3,795	\$4,291
Percentage of Alumni Donors	1.9%	2.8%	3.7%	4.5%	9.7%

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.



Section 2 – Personnel

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

	2007	2008	2009	2010	2011
Full-time					
Tenured Faculty	319	308	297	281	276
Tenure-track Faculty	130	160	161	153	131
Non-Tenure Track Faculty	130	130	165	142	130
Instructors Without Faculty Status	38	39	0	38	40
Graduate Assistants/Associates	0	0	0	0	0
Executive/Administrative	157	195	193	195	177
Other Professional	573	536	551	447	427
Non-Professional	544	555	541	602	537
FULL-TIME SUBTOTAL	1,891	1,923	1,908	1,858	1,718
Part-time					
Tenured Faculty	0	0	0	0	0
Tenure-track Faculty	0	1	1	1	1
Non-Tenure Track Faculty	0	0	0	0	1
Instructors Without Faculty Status	140	156	139	148	164
Graduate Assistants/Associates	170	132	253	236	231
Executive/Administrative	0	0	0	1	0
Other Professional	0	0	0	0	3
Non-Professional	10	9	7	5	4
PART-TIME SUBTOTAL	320	298	400	391	404
TOTAL	2,211	2,221	2,308	2,249	2,122

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 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. **Executive/Administrative** refers to all executive, administrative and managerial positions regardless of faculty status. **Other Professional** refers to support and service positions regardless of faculty status.



Section 3 – Enrollment

TABLE 3A. Full-Time Equivalent (FTE) Enrollment

	2010-11		2011-12		2012-13	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	3,601	4,293	3,601	3,860	3,601	3,258
Upper	2,868	2,702	2,868	2,764	2,868	2,776
Grad I	651	477	651	433	651	384
Grad II	627	812	627	867	627	941
Total	7,747	8,284	7,747	7,924	7,747	7,359
NON-FLORIDA RESIDENTS						
Lower	.	327	.	345	.	339
Upper	.	263	.	235	.	237
Grad I	.	76	.	84	.	48
Grad II	.	142	.	150	.	133
Total	1,119	808	1,119	814	1,119	757
TOTAL FTE						
Lower	.	4,620	.	4,205	.	3,597
Upper	.	2,965	.	2,999	.	3,013
Grad I	.	553	.	518	.	432
Grad II	.	954	.	1,017	.	1,074
Total FTE	8,866	9,092	8,866	8,738	8,866	8,116
Total FTE <i>(US Definition)</i>	11,821	12,123	11,821	11,651	11,821	10,821

Headcount for Medical Doctorates

Residents	0	0	0	0	0	0
Non-Residents	0	0	0	0	0	0
Total	0	0	0	0	0	0

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



Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment by Location

	2010-11 Actual	2011-12 Actual	2012-13 Estimated
MAIN CAMPUS			
LOWER-DIVISION	4,610	4,196	3,591
UPPER-DIVISION	2,909	2,937	2,949
MASTER'S (GRAD I)	547	512	430
DOCTORAL (GRAD II)	383	418	514
TOTAL	8,449	8,063	7,484
SITE: COLLEGE OF LAW			
LOWER-DIVISION	0	0	0
UPPER-DIVISION	0	0	0
MASTER'S (GRAD I)	0	1	1
DOCTORAL (GRAD II)	569	598	559
TOTAL	569	599	560
OTHER PHYSICAL LOCATIONS			
LOWER-DIVISION	10	8	6
UPPER-DIVISION	56	62	64
MASTER'S (GRAD I)	5	5	1
DOCTORAL (GRAD II)	2	2	1
TOTAL	74	76	72
TOTAL			
LOWER-DIVISION	4,620	4,205	3,597
UPPER-DIVISION	2,965	2,999	3,013
MASTER'S (GRAD I)	553	518	432
DOCTORAL (GRAD II)	954	1,018	1,074
TOTAL	9,092	8,738	8,116

Notes: "Site" refers to each distinct physical location that has or is planned to have more than 150 State-fundable FTE enrollments. Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3A, 3B, and 3C. See table 3C for details on Distance Learning.



Section 3 – Enrollment *(continued)*

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

	2010-11	2011-12
TRADITIONAL		
LOWER-DIVISION	4,402	4,053
UPPER-DIVISION	2,965	2,997
MASTER'S (GRAD I)	553	517
DOCTORAL (GRAD II)	954	1,017
TOTAL	8,874	8,584
HYBRID		
LOWER-DIVISION	3	0
UPPER-DIVISION	0	0
MASTER'S (GRAD I)	0	0
DOCTORAL (GRAD II)	0	0
TOTAL	3	0
DISTANCE LEARNING		
LOWER-DIVISION	0	13
UPPER-DIVISION	0	2
MASTER'S (GRAD I)	0	0
DOCTORAL (GRAD II)	0	0
TOTAL	0	15
TOTAL		
LOWER-DIVISION	4,405	4,066
UPPER-DIVISION	2,965	2,999
MASTER'S (GRAD I)	553	518
DOCTORAL (GRAD II)	954	1,017
TOTAL	8,878	8,600

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



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2011-12

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
None					
Terminated Programs					
None					
Inactive Programs					
None					
New Programs Considered By University But Not Approved					
BS, Pharmaceutical Sciences (51.2099)					

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, 2011 and May 4, 2012. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Retention Rates

Full-time FTIC Retained in the Second Fall Term at Same University

	2007-08	2008-09	2009-10	2010-11	2011-12 Preliminary
Cohort Size	1,854	2,046	2,331	2,685	1,975
% Retained	84%	78%	81%	79%	80%
% Retained <i>with GPA of 2.0 or higher</i>	64%	62%	62%	59%	65%

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

TABLE 4C. FTIC Graduation Rates

for Full-Time, First-Time-in-College (FTIC) Undergraduate Students at Same University

Term of Entry	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Cohort Size	2,210	2,513	2,203	1,637	1,614
% Graduated	42%	41%	42%	40%	40%
% <i>Still Enrolled</i>	16%	15%	13%	15%	16%
% <i>Success Rate</i>	58%	56%	55%	55%	56%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Progression and Graduation Rates

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Full- & Part-time Cohort	2,245	1,674	1,641	1,869	2,067
<i>From Same University</i>					
% Graduated	12%	11%	10%	12%	12%
% Still Enrolled	53%	53%	53%	54%	49%
<i>From Other SUS University</i>					
% Graduated	0%	0%	0%	0%	1%
% Still Enrolled	3%	2%	2%	2%	2%
<i>From State University System</i>					
% Graduated	13%	12%	10%	12%	13%
% Still Enrolled	56%	55%	55%	57%	51%
% Success Rate	68%	67%	65%	69%	63%
6 – Year Rates	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Full- & Part-time Cohort	2,250	2,552	2,245	1,674	1,641
<i>From Same University</i>					
% Graduated	41%	40%	41%	40%	39%
% Still Enrolled	16%	15%	13%	15%	16%
<i>From Other SUS University</i>					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	1%	2%	2%	2%	2%
<i>From State University System</i>					
% Graduated	44%	42%	44%	42%	41%
% Still Enrolled	18%	17%	15%	17%	18%
% Success Rate	61%	59%	59%	58%	59%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2006-08	2007-09	2008-10	2009-11	2010-12 Preliminary
Cohort	92	81	106	116	192
<i>From Same University</i>					
% Graduated	24%	17%	30%	25%	17%
% Still Enrolled	65%	70%	59%	65%	64%
<i>From Other SUS University</i>					
% Graduated	1%	1%	2%	0%	0%
% Still Enrolled	3%	0%	1%	3%	4%
<i>From State University System</i>					
% Graduated	25%	19%	32%	25%	17%
% Still Enrolled	68%	70%	60%	68%	68%
% Success Rate	93%	89%	92%	93%	85%
4 – Year Rates					
	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Cohort	121	85	92	81	106
<i>From Same University</i>					
% Graduated	66%	68%	61%	67%	63%
% Still Enrolled	13%	6%	13%	12%	19%
<i>From Other SUS University</i>					
% Graduated	1%	7%	4%	2%	2%
% Still Enrolled	2%	0%	1%	0%	1%
<i>From State University System</i>					
% Graduated	67%	75%	65%	69%	65%
% Still Enrolled	15%	6%	14%	12%	20%
% Success Rate	82%	81%	79%	81%	85%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2003-08	2004-09	2005-10	2006-11	2007- 12 Preliminary
Cohort Size	354	300	270	377	353
<i>From Same University</i>					
% Graduated	47%	48%	47%	68%	68%
% Still Enrolled	7%	7%	8%	9%	8%
<i>From Other SUS University</i>					
% Graduated	3%	4%	4%	2%	2%
% Still Enrolled	3%	2%	1%	1%	2%
<i>From State University System</i>					
% Graduated	50%	52%	51%	70%	70%
% Still Enrolled	10%	9%	9%	11%	10%
% Success Rate	60%	61%	60%	81%	79%

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	1,484	1,435	1,243	1,296	1,466

Notes: This is a count of baccalaureate degrees granted for first majors only. 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.

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	260	260	203	205	221
Health Professions <i>*only disciplines in critical need</i>	79	97	78	80	117
Security and Emergency Services	144	139	120	145	165
Globalization	101	75	76	71	85
Education <i>*only disciplines in critical need</i>	12	11	2	5	6
SUBTOTAL	596	582	479	506	594
<i>Percent of ALL Baccalaureate Degrees</i>	<i>40%</i>	<i>40%</i>	<i>38%</i>	<i>39%</i>	<i>40%</i>

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2007-08	2008-09	2009-10	2010-11	2011-12
Non-Hispanic Black					
Number of Degrees	1,374	1,331	1,166	1,224	1,382
Percentage of Degrees	94%	94%	95%	95%	95%
Hispanic					
Number of Degrees	20	21	12	16	21
Percentage of Degrees	1%	1%	1%	1%	1%
Pell-Grant Recipients					
Number of Degrees	963	938	841	917	1,098
Percentage of Degrees	66%	66%	68%	71%	76%

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. The number of degrees awarded to Pell recipients in 2010-11 is significantly higher in this year's report than last year's report due to a timing issue of when financial aid data is updated.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2007-08	2008-09	2009-10	2010-11	2011-12
FTIC	24%	16%	17%	18%	21%
AA Transfers	48%	34%	47%	45%	44%
Other Transfers	36%	26%	35%	27%	36%
TOTAL	28%	20%	23%	23%	27%

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

TABLE 4K. Undergraduate Course Offerings

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of Course Sections	1,455	1,428	1,361	1,430	1,422

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	58%	61%	53%	50%	48%
30 to 49 Students	30%	25%	29%	30%	33%
50 to 99 Students	9%	13%	17%	16%	15%
100 or More Students	3%	2%	1%	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

	2007-08	2008-09	2009-10	2010-11	2011-12
Faculty	77%	77%	78%	73%	72%
Adjunct Faculty	12%	20%	19%	26%	27%
Graduate Students	0%	2%	3%	0%	0%
Other Instructors	11%	2%	1%	1%	1%

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

TABLE 4M. Undergraduate Instructional Faculty Compensation

	2007-08	2008-09	2009-10	2010-11	2011-12
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$74,527	\$72,483	\$85,462	\$80,647	\$82,595

Note: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

TABLE 4N. Student/Faculty Ratio

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ratio	16.7	17.0	18.3	20.0	21.3

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



Section 4 – Undergraduate Education *(continued)*

TABLE 4O. Professional Licensure/Certification Exams

Nursing: *National Council Licensure Examination for Registered Nurses*

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	60	70	70	72	73
Pass Rate	75%	87%	90%	85%	85%
National Benchmark	86%	88%	90%	89%	89%

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.

TABLE 4P. Tuition Differential Fee (TDF)

	2010-11	2011-12	2012-13 Projected
TDF Revenues Generated	\$3,245,773	\$5,840,726	\$7,278,470
Students Receiving TDF Funded Award	359	1,593	n/a
Value of TDF Funded Award	\$1,894	\$1,209	n/a

Florida Student Assistance Grant (FSAG) Eligible Students

	2010-11	2011-12	2012-13 Projected
Number of Eligible Students	5,567	5,215	n/a
Number Receiving a TDF Waiver	1	2	n/a
Value of TDF Waivers	\$320	\$1,285	n/a

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



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2011-12

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
None						
Inactive Programs						
None						
New Programs Considered By University But Not Approved						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2011 and May 4, 2012. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	537	582	661	630	607
Masters and Specialist	254	276	348	298	276
Research Doctoral	11	19	16	22	23
Professional Doctoral	272	287	297	310	308
<i>a) Medicine</i>	0	0	0	0	0
<i>b) Law</i>	122	160	143	158	152
<i>c) Pharmacy</i>	150	116	140	139	135

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

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

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	37	45	58	56	72
Health Professions <i>*only disciplines in critical need</i>	185	164	194	184	183
Security and Emergency Services	0	0	0	0	0
Globalization	0	0	0	0	0
Education <i>*only disciplines in critical need</i>	7	2	4	4	4
SUBTOTAL	229	211	256	244	259
<i>Percent of All Graduate Degrees</i>	<i>43%</i>	<i>36%</i>	<i>39%</i>	<i>39%</i>	<i>43%</i>

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



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: Florida Bar Exam

	2007	2008	2009	2010	2011
Examinees	105	139	108	144	123
Pass Rate	66%	53%	61%	63%	68%
<i>State Benchmark*</i>	84%	79%	79%	82%	81%

Note*: Excludes non-Florida schools.

Pharmacy: North American Pharmacist Licensure Exam

	2007	2008	2009	2010	2011
Examinees	109	145	116	133	142
Pass Rate	94%	88%	82%	72%	87%
<i>National Benchmark</i>	95%	97%	97%	94%	96%

Physical Therapy: National Physical Therapy Examinations

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	30	52	58	59	40
Pass Rate	30%	33%	40%	45%	48%
<i>National Benchmark</i>	86%	86%	87%	87%	89%

Occupational Therapy: National Board for Certification in Occupational Therapy Exam

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	*	*	*	16	33
Pass Rate	*	*	*	44%	33%
<i>National Benchmark</i>	85%	86%	83%	82%	81%

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



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2006-07	2007-08	2008-09	2009-10	2010-11
R&D Expenditures					
Total (\$ 1,000s)	\$17,695	\$25,515	\$27,018	\$53,474	\$53,326
Federally Funded (\$ 1,000s)	\$14,502	\$23,657	\$23,535	\$45,856	\$44,905
Percent Funded From External Sources	94%	99%	98%	90%	88%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$35,892	\$56,826	\$57,731	\$116,755	\$122,871
Technology Transfer					
Invention Disclosures	17	15	16	13	12
U.S. Patents Issued	4	1	0	6	2
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	8	2	0	12	5
Licenses/ Options Executed	1	2	0	0	0
Licensing Income Received (\$)	\$7,500	\$7,500	\$7,500	\$0	\$0
Number of Start-Up Companies	0	0	0	0	0

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



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

TABLE 6C. State University Research Commercialization Assistance Grants

Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
Phase I Grants			
Phase II Grants			
FAMU's Innovative Approach to Accelerating the Commercialization of Five (5) Patented Technologies: A Holistic Approach	2010	\$65,000	\$65,000
Phase III Grants			
Total for all SURCAG Grants		\$65,000	\$65,000

Narrative Comments: For each project, provide a brief update on (1) the project's progress towards completing its key milestones/deliverables; and (2) the project's return on investment for the university and state.

Phase II Grants: Projects Progress

The Florida A&M University (FAMU) Office of Technology Transfer, Licensing and Commercialization (OTTLC) entered into a grant agreement with the Florida Technology Research and Scholarship Board on October 2, 2010, at which time a PHASE TWO grant award of \$65,000 was disbursed in conjunction with the State University Research Commercialization Assistance Grant (SURCAG) initiative.

Project Objectives:

For FAMU's **Innovative Approach to Accelerating the Commercialization of Five (5) Patented Technologies**, the three main project objectives are as follows:

1. Prepare comprehensive business plans for five patented technologies at FAMU
2. Provide a commercialization training program and forum for faculty innovators
3. Support SBIR-type training and assistance for project inventors

Five Patented Technologies

1. **Threshold Cerenkov Detector with Radial Segmentation**
[Dr. Elliot Treadwell] US Patent No. 7,683,335
2. **Novel Cancer Agents for the Treatment of Triple Negative Breast Cancer**
[Dr. John Cooperwood] US Patent No. 7,687,486
3. **Haloperidol-like Antipsychotic Compounds**
[Dr. Seth Ablordeppey] US Patent No. 7,700,587
4. **Topical Herbal Formulation for Preventing and Treating Dyshidrosis**
[Drs. Elizabeth Mazzio & Karam Soliman] US Patent No. 7,351,950 & US Patent No. 7,666,451



**5. Polyisoprenylation Methylated Protein Methyl Etherase for Diagnosing Breast Cancer
[Dr. Nazarius Lamango] US Patent Application No. 12,098,712**

Project Deliverables

General Project Deliverables

- Hire Commercialization Coordinator
- Hire Commercialization Assistant

Deliverables for Objective #1 (Business Plan and Commercialization Strategy)

- Prepare business plans for inventions (SmartStart) and conduct market research for each technology (TreMonti)
- Develop commercialization strategy
- Develop OTTLC Website

Deliverables for Objective #2 (Commercialization Forum & Training)

- Host Commercialization Forum
- Attend meeting with venture capitalists and angel investors
- Prepare investor presentations (PowerPoint slides, elevator pitch, etc.)
- Establish for-profit startup companies

Deliverables for Objective #3 (SBIR Training and Faculty Entrepreneurial Development)

- Develop SBIR-Phase Zero Program
- Refine research effort; commercialization assistance with data collection (i.e., Dr. Lamango’s diagnostic tools & inhibitors)
- Review/Analyze / Discuss business plans with inventors
- Identify SBIR opportunities

Project Objective ONE:

Develop Comprehensive Business Plans & Commercialization Strategy

A. Business Plans and Market Research

Business Plans:

FAMU retained the services of SmartStart Consulting LLC and Tremonti LLC to prepare business plans and marketing plans for each of the five technologies. The business plans were prepared and provided recommendations on the most viable options.

Project Objective TWO

Commercialization Forum & Inventor Support

Project Objective TWO

A. Commercialization Forum:

The Office of Technology Transfer, Licensing and Commercialization at Florida A&M University hosted the spring



2011 meeting of the Licensing Executives Society - Florida Chapter. The meeting was held on March 29 and 30. 70 LES members attended. There were four sessions.

1. Analysis of Speakers
2. Qualitative Analysis & Interpretation of quantitative analysis
3. Explanation of how forum feeds into commercialization
 - a. Evaluation of Commercialization Forum.

B. Inventor Support

1. *National Cancer Institute*
2. *Preparation of Presentations to investors*
3. *Guidance in establishing for-profit small business startups*

Project Objective THREE:

Provide SBIR Training & Faculty Entrepreneurial Development

Provide SBIR Training & Faculty Entrepreneurial Development

A. SBIR Training

1. SBIR Phase Zero Grant Program
2. NIH SBIR Workshop (Bethesda)
3. NIH SBIR Workshop (Morehouse College, Atlanta)

B. Faculty Entrepreneurial Development

1. Entrepreneur Excellence Program (Economic Development Council)
2. James & Esther King Technology Transfer Grant
3. Business Plan Review and analysis
4. Limited Liability Companies (LLCs) Research
5. SBIR Opportunities and Proposal Assistance

C. Summary & Evaluation of Project Objective THREE

A. SBIR Training

1. *SBIR Phase Zero Grant Program*

[May 2010] SURCAG dollars were used to create and implement the SBIR Phase Zero Grant Program as part of the "**Innovative Technologies for Commercialization...**" project. The SBIR Phase Zero grant program provided travel assistance (up to \$1,500) to project inventors to attend an SBIR conference.

Two FAMU inventors, Dr. Nazarius Lamango and Dr. John Cooperwood, submitted travel applications in response to the SBIR Phase Zero grant program. Dr. Lamango traveled with Gina Kinchlow (Project Coordinator) to the NIH SBIR Conference in Bethesda, MD. Dr. Cooperwood traveled with Tanaga Boozer (Principal Investigator) and Devora Simmons (Project Assistant) to the SBIR Workshop at Morehouse College in Atlanta, Georgia.

SBIR Opportunities and Proposal Assistance

SBIR Webinar Series

Webinars Presented included:



7/15/11: "Managing a Technology and Product Pipeline"
8/17/11: "Securing Your Intellectual Property"
10/12/11: "Anatomy of Deal Structuring and Negotiating"

Phase II Grants: Projects Return on Investment (ROI)

(2) The exact dollar figure representing the State's return on its investment of a \$65,000 grant awarded to Florida A&M University vis-à-vis the SURCAG project is not measureable in dollars at this time. Despite providing a definitive ROI measured in dollars, this is a project with incredible long-term returns that are yet to be realized, because this project allowed five of FAMU's strongest inventors to gain the visibility, connectedness, and exposure needed to take their inventions to the next level of development. For example, as a result of the dollars invested in the commercialization projects, the patented technologies and inventors have been entered into a national/international network of technologies and professional with complimentary technologies that can be match with the needs of industry, government agencies, angel investors, venture capitalists, and other sources for continued commercialization work. The long-term, ongoing return on this investment to the State will be new startup businesses and/or licensing revenues for the SURCAG inventions based on market assessments and business plans. SURCAG has enabled the assessment of each technology and a recommended pathway to commercialization--startup company or license--two distinct paths that benefit both the state and FAMU. From the business plans to the commercialization strategy; from the commercialization forum to the investor presentations; the project has been a springboard for these novel technologies to increase the likelihood that the five inventions will be successfully commercialized and funds leveraged with the federal SBIR Program.