Florida State University
President’s Report
Board of Trustees

September 13, 2013
Topics

- Two Aspects of Preeminence
  - Advancing the University (Path to Top 25)
  - Job Creation and Student Career Success
Advancing the University
(Update only)

US News and World Report (September 10, 2013)

Overall – tied for 91 (97 last year)
Publics – tied for 40 (42 last year)

Passed 7 publics since 2010 and 13 overall

Improvements:
Acceptance rate
4-year average retention rate
Average graduation rate
Graduation performance rate (+11)
Job Creation and Student Career Success

Promise to Governor and Legislature:
Not just rankings but jobs and career success

Comprehensive 7-Point Plan for FSU
Draft text for BOT review and comment

Plan presentations to BOG, Legislature and Governor as part of Preeminence reporting
1. Entrepreneurial University

1.1 Open the doors of the College of Business
   New minor (faculty hired)

1.2 Entrepreneurs-in-residence
   Funded Preeminence – first 10 requests

1.3 Partnerships (e.g. Chempreneurs)
   Expand from current success

1.4 Competitions
   GAP; Digitech; IT incubator; COB shark tank, $

1.5 Attracting investors
   FSU branding for angel and venture capital

1.6 Student Innovation Foundation
   BOT approved; not yet staffed

Double impact – jobs and student career success
2. Patents, Licenses, Startups

“Funnel”

Invention and creative works disclosure
Patent applications
Patents
Four-prong approach to marketplace
  Sneak Peek
  FSU enabled startup (typically with GAP funding)
  License directly to company
  S-Bridge – private sector marketing; resources (NEW)

3-year average:
  Highest disclosure rate than any other 3-year period
  Filed a record number of patents
  Satisfied 12th preeminence metric (43; 100+) for patents
  Record number of new licenses (15; 5 pending)
  Record number of new startups (4)

New study team to examine top 150 universities
3. Investing in Innovation

A. Enhancing Career Opportunities – focus on high-paying jobs
   • Institutional rank matters on salaries and employment
   • Subject correlated with starting salaries
   • Lowest (agriculture; education, library sciences, fine arts, theology and religious studies)
   • Highest (petroleum and natural gas engineering, material sciences, electrical and mechanical engineering, military technologies)
   • Substantial variation with market forces (e.g. nuclear industry, oil and gas prices)
   • University mix of degrees – small college may be as highly ranked as large universities
   • Care on incomplete data sets (urban and regional versus major research universities)

Problem: Can’t Predict 4-years out what the market will be
3. Investing in Innovation

B. Focus on Quality (rank) and Innovation Potential

C. New materials, energy, environment & human health are enduring issues

- Materials – innovation across every sector of society
- Energy – materials key to cost-effective renewables
- Human Health – Successful Longevity

D. Use of Preeminence Funding (targeted)

- Coastal Marine Sciences
- Brain Initiative (successful longevity)
- Phase II – energy and materials
4. Economic Development - Tallahassee

A. Economic Development Council; Chamber of Commerce; Imagine Tallahassee

A. Incubation of startup companies (1/3 of GAP awards)

A. Revitalized Civic Center; Hotel and Retail; College Town, Madison Mile
5. Power of FSU, FAMU, TCC

Two Examples of Collaboration:

A. “Education Your Business”
   1. Workforce promise
   2. Recruiting companies

B. Student Veterans
   1. Retention and graduation
   2. Access to jobs
6. Embedding Student Success in the Curriculum

A. Academic Program Guide
   1. Academic Map
   2. Likely job titles and potential employers
   3. Salary data

B. Faculty-led experiential learning/career success

C. Survey of employer opinion

D. Broader use of internships
7. Advancing Career Readiness

A. Career Center
   1. Career advising, counseling, programming, college liaisons
   2. Internships, career shadowing, mentoring
   3. Data base of career opportunities
   4. Expanding employer opportunities
   5. Career fairs, networking events, employer recruiting visits
   6. Employability skills

B. Alumni Association – networking, advising, internships and employment opportunities
END NOTE

A. Preeminence – two parts

1. Academic Excellence (Path to the Top 25)
   a. Good News – Reached Top 40

2. Career Success and Job Creation
   a. Comprehensive approach – 7 point plan
   b. Job creation and career readiness – many links
Student Government Association

Contreras Saxner Kurleman Administration
2013-2014
HIGH TOWERING PINES
OVER
HERE & sons
our voices well, Praising those great
& daughters FAITHFUL and true
stand, FSU
1851
Commencement – August 2013
Commencement – August 2013
Commencement – August 2013
Commencement – August 2013
Commencement – August 2013
Commencement – August 2013
2013 2014
SEVEN DAYS OF OPENING NIGHTS
AT FLORIDA STATE UNIVERSITY
sevendaysfestival.org
SEVEN DAYS OF OPENING NIGHTS

Tickets go on sale to the general public September 17.

For priority ticket ordering, learn about Seven Days Memberships.

Upcoming Shows

9/24
Adam Johnson
Tuesday, September 24, 2013, 8:00PM
Richard G. Fallon Theatre
BUY TICKETS MORE INFORMATION

9/25
An Evening with Clint Black
Wednesday, September 25, 2013, 7:30PM
Ruby Diamond Concert Hall
BUY TICKETS MORE INFORMATION

2013-2014 Season Video

Become A Member
Join now to support Seven Days of Opening Nights’ programs and educational initiatives
Click Here to Join Online
Click Here For the
Visit “floridachannel.org/programs-coverage/florida-crossroads” to watch the entire Florida Crossroads series.
Excerpt From "Florida Crossroads"
FLORIDA'S UNDERGROUND RAILROAD: SOUTHERN ROUTE TO FREEDOM

Visit “floridachannel.org/programs-coverage/florida-crossroads” to watch the entire Florida Crossroads series
Visit “floridachannel.org/programs-coverage/florida-crossroads” to watch the entire Florida Crossroads series.
Excerpt From "Florida Crossroads"

Florida's Underground Railroad: Southern Route to Freedom

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Winner
2013 NABJ Salute to Excellence Award
Florida's Underground Railroad: Southern Routes to Freedom

Theresa Marsenburg Producer
Thomas Jones Videographer/Editor
www.thefloridachannel.org

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University Communications: Integrated marketing and communications strategy

Enhancing Florida State’s national reputation

Focusing on key initiatives and alignment with campaign

Developing a comprehensive brand platform

Creating a culture of collaboration
Media relations impact
(June to August 2013)

Focus
- 40% research/faculty
- 35% college, unit or student focus
- 25% other features, issues management and/or editorials

Broadcast Media
- 1,080 Florida State mentions in major television markets across the country

Geographic Summary
- 55% national
- 25% regional and local
- 20% international
Media hits

Detroit Free Press
TEASING OBESE PEOPLE MAY CAUSE THEM TO GAIN MORE WEIGHT

Trying to motivate overweight and obese friends and family to shed pounds through tough love, name-calling and teasing may raise their risk for becoming or staying obese, new research has found.

While some may be well-intentioned when they point out a peer's extra pounds, the new four-year study of thousands of overweight individuals shows it backfires.

"In addition to the well-known emotional and economic costs, our results suggest that weight discrimination also increases risk of obesity," wrote the researchers, led by Dr. Angelina R. Sutin, a psychological scientist at the Florida State University College of Medicine in Tallahassee. "This could lead to a vicious cycle where individuals who are overweight and obese are more vulnerable to weight discrimination, and this discrimination may contribute to subsequent obesity and difficulties with weight management."

The researchers call this discrimination "weightism."

For their study, they enrolled 6,000 participants and took their weight measurements in 2006 and 2010. They had been surveyed on whether they had been the victims of taunts about their weight.

The researchers found participants who had experienced weightism were 2.5 times more likely to become obese by the 2010 weigh-in. That finding held when researchers ruled out other risk factors associated with obesity such as age, ethnicity, education level and baseline body mass index (BMI) at the beginning of the study.

Those who were teased at the 2006 weigh-in and reported discrimination were more than three times more likely to be obese by the study's end than their counterparts who had not been teased. "Weightism increased the risk of obesity over time, whereas self-esteem was protective," the paper says.

"Crucially, BMI was associated with an increase in risk for overweight, according to the Centers for Disease Control and Prevention."

But the new study suggests mental health woes aren't the only health risk associated with being teased over weight.

"There is robust evidence that internalizing weight-based stereotypes, teasing, and stigmatizing experiences are associated with more frequent bingeing and eating," the researchers explain.

"Overeating is a coping, emotion-regulation strategy, and those who feel the stress of stigmatization report that they cope with it by eating more," the study says.

Being overweight and obese increases risks for chronic diseases including Type 2 diabetes, heart disease and some types of cancer.

The researchers called for more creative solutions to combat the spread of weight discrimination. Their study was published July 24 in JAMA Internal Medicine.

"Individuals are often told to more physical activity at home, or to just eat less," one expert not involved in the study points out. "But some need to change the discrimination.
TEASING OBESITY MAY CAUSE THEM TO EAT MORE, RESEARCHERS SAY

Discriminating against someone for being fat isn't real helpful. That's something scientists have already documented for issues like depression. But a new study says it also seems to make people gain weight.

"Rather than motivating individuals to lose weight, weight discrimination increases risk for obesity," the researchers wrote in an article released Wednesday in the journal PLOS One.

It seems logical that calling someone fat names — or worse — for being fat would discourage them from taking part in physical activities, and that happens, the researchers said. They said such discrimination seems also to lead to "coping behaviors including problematic eating."

The researchers from the Florida State University College of Medicine looked at 6,157 people from the nationally representative Health and Retirement Study 2006 and 2010 to see what happened to people who already were obese and to those who said they faced discrimination for their weight.

Participants who experienced weight discrimination said they were more likely to be obese than if they had not been abused, the study found. More than 25 percent of those who were abused for their size were obese, compared with 22 percent who were not. The study also found that obese people were twice as likely to have said they were discriminated against as people of normal weight.

Participants who were obese and when they were discriminated against or teased about their weight were more likely to be obese, the study found. More than 25 percent of those who were abused for their size were obese, compared with 22 percent who were not.
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Participants who experienced weight discrimination were 5.2% more likely to gain weight than those who didn't. The researchers estimate that based on the sample, about 2.7 million more people weighed more than 150 pounds in 2010 than if discrimination didn't exist.

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Calling Someone Fat

Names Can Make Them Eat

Hating on Fat People

Just Makes Them Fatter

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Participants who experienced weight discrimination were more likely to report that they gained weight, while those who didn’t experience such discrimination were less likely to gain weight, the study found.

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SHARK TALE: 12-FOOT ARCTIC PREDATOR CAUGHT IN WARM GULF OF MEXICO

A university research crew captured a whopping 12-foot Greenland shark from 6,000 feet below the surface of the Gulf of Mexico, unusually warm waters for the cold-water shark, and a first for such a catch from such depths.

"We weren't expecting something this big," Dean Grubbs, leader of the expedition and a marine biologist at Florida State University, told NBC News. "Soon as it hit the surface I knew exactly what it was — there aren't too many big black sharks with a long dorsal fin out there." It's the first deep-swimming Greenland shark to be captured in the Gulf of Mexico, Grubbs said.

When the crew began hauling back on its nylon line on Aug. 2, they knew something was different. Usually, the line came up empty — not too many creatures live at the depth. But this time, there was a tug at the end of the casting.

The motorized winch took almost an hour to haul the shark to the ship. It broke the surface 'like a whale,' and the assistant captain screamed 'big fish!' Grubbs said.

Greenland sharks are cold-water swimmers and usually live in the northern Atlantic, near the Arctic Circle. When they swim south, as they often do, they swim deeper, at depths below 2,000 feet where the water is a brisk 40 degrees Fahrenheit. It's quite a contrast to the Gulf of Mexico waters, more than 80 degrees Fahrenheit at the surface the day the shark was caught.

Only a handful of researchers, Grubbs among them, have techniques of getting samples of big fish from water that deep.

RESEARCHERS CATCH ARCTIC SHARK OFF FLORIDA COAST

TALLAHASSEE, Fla. — Researchers at Florida State University have made an unusual catch in the Gulf of Mexico: a cold-water shark typically found in Arctic waters.

Dean Grubbs of Florida State University's coastal and marine research laboratory says it's the first documented catch of a Greenland shark in the Gulf.

Grubbs led a research mission to study deep sea marine life and examine the animals for toxins released during the 2010 oil spill. The scientists caught 31 species of bony fish and 13 shark species, including the 12-foot-long Greenland shark.

In a statement Thursday, Grubbs said that while Greenland sharks do travel south of the Arctic, no one knows how far. The shark was caught on a baited line nearly 6,000 feet deep and 15 miles from the site of the Deepwater Horizon blowout.

IN UNUSUAL CATCH, GULF OF MEXICO RESEARCHERS FIND GREENLAND SHARK NEAR DEEPWATER HORIZON

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TEENS’ IQ TAKES A HIT FROM FIGHTING, STUDY FINDS

FRIDAY, Aug. 2 (HealthDay News) — Taking a punch is more than a blow to a teenager's self-esteem. Teen girls who suffer just one fight-related injury experience an IQ loss that’s equal to missing a year of school, and teen boys have a similar loss of IQ after two fight-related injuries, according to a new study.

The findings are important because decreases in IQ are associated with poorer school and work performance, mental disorders, behavioral problems and even longevity, the Florida State University researchers noted. They said that about 4 percent of U.S. high school students suffer fight-related injuries each year.

The study authors analyzed data on 20,000 middle and high school students who were followed into adulthood. Not surprisingly, boys had a higher number of fight-related injuries than girls, but the IQ-related consequences of such injuries were more severe for girls. This is likely because of physical differences that give males an increased ability to withstand injuries, the researchers said.

Each fight-related injury resulted in an average loss of 1.82 IQ points for boys and a loss of 3.82 IQ points for girls. Previous research has indicated that missing a year of school is associated with a loss of 2 to 4 IQ points.

The study was released online July 26 in advance of print publication in the Journal of Adolescent Health.

The data used in the study took into account fight-related injuries to all parts of the body. The impact on IQ may be even greater if only head injuries are looked at, according to the researchers.

They said their findings highlight the importance of taking steps to reduce injuries suffered by teens through fighting, bullying or contact sports. The teen years are a critical period of brain development.

“We tend to focus on factors that may result in increases in intelligence over time, but examining the factors that result in decreases may be just as important,” study co-author Joseph Schwartz, a doctoral student in the College of Criminology and Criminal Justice, said in a university news release.

“The first step in correcting a problem is understanding its underlying causes. By knowing that fighting-related injuries result in a significant decrease in intelligence, we can begin to develop programs and protocols aimed at effective intervention,” he explained.

INJURIES FROM TEEN FIGHTING DEAL A BLOW TO IQ

A new Florida State University study has found that adolescent boys who are hurt in just two physical fights suffer a loss in IQ that is roughly equivalent to missing an entire year of school. Girls experience a similar loss of IQ after only a single fight-related injury.

The findings are significant because decreases in IQ are associated with lower educational achievement and occupational performance, mental disorders, behavioral problems and even longevity, the researchers said.

"It’s no surprise that being severely physically injured results in negative repercussions, but the extent to which such injuries affect intelligence was quite surprising,” said Joseph A. Schwartz, a doctoral student who conducted the study with Professor Kevin Beaver in FSU’s College of Criminology and Criminal Justice. Their findings are outlined in the paper, “Serious Fighting-Related Injuries Produce a Significant Reduction in Intelligence,” which was published in the Journal of Adolescent Health. The study is among the first to look at the long-term effects of fighting during adolescence, a critical period of neurological development.

About 4 percent of high school students are injured as a result of a physical fight each year, the researchers said. Schwartz and Beaver used data from the National Longitudinal Study of Adolescent Health collected between 1994 and 2002 to examine whether serious fighting-related injuries resulted in significant decreases in IQ over a 5- to 6-year time span. The longitudinal study began with a nationally representative sample of 20,000 middle and high school students who were tracked into adulthood through subsequent waves of data collection. At each wave of data collection, respondents were asked about a wide variety of topics, including personality traits, social relationships and the frequency of specific behaviors. Perhaps not surprisingly, boys experienced a higher number of injuries from fighting than girls; however, the consequences for girls were more severe, a fact the researchers attributed to physiological differences that give males an increased ability to withstand physical trauma.

The researchers found that each fight-related injury resulted in a loss of 1.82 IQ points for boys, while girls lost an average of 3.82 IQ points, even after controlling for changes in socio-economic status, age, and race for both genders. Previous studies have indicated that missing a single year of school is associated with a loss of 2 to 4 IQ points. The impact on IQ may be even greater when considering only head injuries, the researchers said. The data they studied took into account all fighting-related physical injuries.

The findings highlight the importance of schools and communities developing policies aimed at limiting injuries suffered during adolescence whether through fighting, bullying or contact sports, Schwartz said. “We tend to focus on factors that may result in increases in intelligence over time, but examining the factors that result in decreases may be just as important,” he said. “The first step in correcting a problem is understanding its underlying causes. By knowing that fighting-related injuries result in a significant decrease in intelligence, we can begin to develop programs and protocols aimed at effective intervention.”
OUR OPINION: WELCOME BACK

In Tallahassee, thousands of college students are getting settled in and readying for classes that start Monday. Their return ends the summer slow-down for cab drivers, bartenders and retailers catering to wide-eyed freshman and more-seasoned upperclassmen.

And although Tallahassee doesn't suffer as much financially as it has in the past when our universities are on summer break, the students' return means an injection of spending activity, more traffic and more life in the neighborhoods around the campuses of Florida State and Florida A&M universities and Tallahassee Community College.

We say welcome back. College students represent such an important part of this city, despite some grumbling by motorists who have enjoyed less traffic on West Tennessee and West Pensacola streets, and those who have been able to snap prime parking along Waltman Way.

If you're ever in doubt of the impact students have in this city, take a look at the impressive construction projects around the Florida State campus and on Gaines Street, with student housing, entertainment and retail complexes opening that are geared to this population and their tastes, as well as that of their friends and families.

When dorms opened last week, interim FAMU President Larry Robinson and staff were there to help students move in. FSU President Eric Barron is opening up the grounds of the president's house today for a student barbecue following the afternoon's New Student Orientation at the Civic Center. These are symbolic but important gestures to show students, their parents and friends that they are getting a proper welcome back.

At Florida State, about 41,000 students are enrolled, including 6,100 freshman. They can be considered the lucky ones, as the university reports that their average GPA was 4.0.

"We had nearly 37,000 freshmen apply to Florida State University, which is a great testament to the high level of education that this institution provides." Director of Admissions Janie Finney said in a news release.

Over at TCC, an estimated 11,500 students are expected to enroll, including about 2,500 first-time students. That represents about a 4 percent increase for first-year students, even though overall enrollment is expected to be down about 5 percent.

FAMU's enrollment is expected to reach nearly 12,000, including 1,750 freshmen, which will be about the same as last fall's freshman class.

The students' return and Monday's first day of classes also mean something else big is coming: "The beginning of the football season isn't far off, with FAMU's debut under new coach Earl Holmes on Sept. 1 in Orlando and Florida State's first game on Monday, Sept. 2, at Pittsburgh."

Moving forward, we say welcome to the freshmen and welcome back to the upperclassmen. Remember to study hard, stay safe and be responsible pet owners.

Follow your community at Tallahassee.com.

And find a community interest project that can see skills and talents as a volunteer.

Tallahassee is whole once again.

OUR OPINION: FULBRIGHT GRANTS BENEFIT FSU, TALLAHASSEE

This weekend, the Florida State University campus will be bustling with energy and anticipation as the university is hosting an NCAA baseball regional tournament.

And while we join fans who are flocking to Dick Howser Stadium in hoping that this year's Seminoles baseball team comes out on top, it also is important to recognize the achievements that the university announced this week of students who are hitting it out of the park in the field of academics.

The university announced that 10 students have been named recipients of academic grants from the Fulbright U.S. Student Program. The grants allow the students to travel extensively to further academic research that has been formed by their matriculation at FSU.

But having the Fulbright distinction remains special for the recipients. It also adds further esteem to a track record established by FSU. Through the grants, students will extend their academic research in places such as Canada, the Dominican Republic, the Netherlands and Morocco.

In addition, six of the students received Fulbright English Teaching Awards, which enable them to travel abroad and partner with teachers who work with non-English-speaking students. This will lead them to places such as Taiwan, South Africa, Colombia and Russia.

"The students will not only be ambassadors of the United States but also outstanding and dynamic representatives of our university," Craig Fiar, director of FSU's Office of National Fellowships, said in a release.

Florida State enjoys a long-standing reputation for the academic achievement its students are making in their chosen fields. This helps to promote not only the university but Tallahassee, as students make decisions on where they want to continue their academic pursuits.
Your communications tool box for Florida State University's PATH TO THE TOP 25
unicomm.fsu.edu/top25

Communicators “Toolbox”
MESSAGE FROM PRESIDENT BARRON

As the 2019-20 academic year begins, we are embarking on a new era as one of the state's two pre-eminent universities.

The legislature passed and the governor signed the Core and Professional Education Act, which defines pre-eminence standards for state universities and sets specific performance parameters for universities to meet this status. Florida State University was one of two in the state to meet the University System's criteria. I am pleased to say that the Florida Board of Governors has officially designated Florida State University as a pre-eminent university.

This came with $5.5 million in new base budget for the specific purpose of adding faculty, increasing graduate scholarships, enhancing our goal to be an entrepreneurial university, and focusing on career enhancement for our students.

There is no question that Florida State was able to obtain this designation because of the hard work of our outstanding faculty, staff and student. I salute them for their contributions to this landmark achievement.

Sincerely,

L.E. Barron

KEY TALKING POINTS

Read the pre-eminence key talking points.

MEDIA HIGHLIGHTS

FSU'S PATH TO THE TOP 25

www.fsu.edu  INSPIRING THE EXTRAORDINARY since 1851

© 2013 Florida State University
FLORIDA STATE UNIVERSITY NUMBERS REALLY DO SPEAK FOR THEMSELVES

LEADING THE NATION

Most Efficient High Quality University in the Country
US NEWS & WORLD REPORT

The 4th “Best Value” University in the Nation
USA TODAY and THE PRINCETON REVIEW

College of Criminology and Criminal Justice No. 1 for Faculty Research
THE JOURNAL OF CRIMINAL JUSTICE EDUCATION

No. 1 Interior Design Graduate Program
AMERICA’S BEST ARCHITECTURAL AND DESIGN SCHOOL 2013

No. 1 School Library Media Program, Library and Information Studies
US NEWS & WORLD REPORT

THE NATIONAL HIGH MAGNETIC FIELD LABORATORY, the only national lab located in Florida, holds the most world records and is home to the most powerful magnets on Earth with applications from medicine to electronics

IN FACT, WE HAVE MANY FIRSTS AT FSU

For more information on Florida State University leading the nation and state of Florida, visit news.fsu.edu and fsu.edu/highlights/rankings.html
Florida Trend

Working Together

Fostering the next generation of entrepreneurs
Connecting ideas with intellectual capital
Developing manufacturing and workforce skills
Empowering innovation and research

Working to impact Tallahassee, Leon County and Florida’s entrepreneurial landscape – three educational institutions:

- Florida A&M University
- Florida State University
- Tallahassee Community College

www.famu.edu  fsu.edu  www.tcc.fl.edu

Together – an extraordinary capability – to deliver any workforce or innovation solution to meet your employment needs.

Join us.
Social Media Growth: January 2012-August 2013

Fans: 41,092

+28,246 (Growth of 219%)

Followers: 17,997

+14,318 (Growth of 389%)

Views to date: 335,342
Social Media Updates: June-August 2013

**Fans**
- Total: 41,092
- Change: +5,894
- As of 8/20

**Followers**
- Total: 17,997
- Change: +1,658
- As of 8/20

**Total Engaged Users**
- 182,616

**Total Daily Reach**
- 2,311,008

**Total People Talking About This (PTAT)**
- 50,032

**Overall Engagement**
- Avg. Engaged Users
  - Avg. Daily Total Reach x 100 = 7.9%

**High Quality Engagement**
- Avg. PTAT
  - Avg. Daily Total Reach x 100 = 2.1%
Q: What does this mean to businesses today?

A: The very best students, graduating from the very best schools, are extremely social and expect transparency and collaboration at all levels of the organization.
Graduate Students Orientation
Graduate Students Orientation
Graduate Students Orientation

Nancy Marcus
DEAN, THE GRADUATE SCHOOL
FLORIDA STATE UNIVERSITY
Graduate Students Orientation

Nancy Marcus
DEAN, THE GRADUATE SCHOOL
FLORIDA STATE UNIVERSITY
Graduate Students Orientation

Nancy Marcus
Dean, The Graduate School
Florida State University
Graduate Students Orientation
Graduate Students Orientation
Graduate Students Orientation
Graduate Students Orientation

Marsha Buchanan
Graduate Student
Florida State University
Graduate Students Orientation

THE INVOLVEMENT FAIR
With a taste of Seminole Dining
Free with FSU ID!

Tuesday, August 27th
7:00 PM - 9:00 PM
in the Oglesby Union
SSWEEK.FSU.EDU

SEMINOLE SENSATION WEEK
AUGUST 21 - 25
Wednesday

AUGUST 21 - 25
Sunday

Free with FSU ID
First five friends activities
& more
Graduate Students Orientation
Graduate Students Orientation
Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events
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Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events

Wes Moore
AUTHOR, “THE OTHER WES MOORE”
FLORIDA STATE UNIVERSITY
Celebrating milestones and other special events

Wes Moore
AUTHOR, "THE OTHER WES MOORE"
FLORIDA STATE UNIVERSITY
Celebrating milestones and other special events
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Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events

Regan McCreight
FRESHMAN
FLORIDA STATE UNIVERSITY
Celebrating milestones and other special events
Celebrating milestones and other special events
Celebrating milestones and other special events
Circle of Excellence: GOLD
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold

THE
FLORIDA STATE UNIVERSITY
Hymn to the Garnet and Gold

HERE'S A HYMN TO THE GARNET AND THE GOLD
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold

HER |
RINGING TO THE SKY
Hymn to the Garnet and Gold

Here's a song for the M--
Hymn to the Garnet and Gold

HERE'S A SONG FOR THE MEN AND WOMEN BOLD
Hymn to the Garnet and Gold

HERE'S A SONG FOR THE MEN AND WOMEN BOLD
Hymn to the Garnet and Gold

SING WITH HEADS HELD
Hymn to the Garnet and Gold

SING WITH HEADS HELD HIGH
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold

STRIVING E'ER TO S
Hymn to the Garnet and Gold

STRIVING E'ER TO SEEK TO...
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold

FIGHT FOR VICTOR
Hymn to the Garnet and Gold

FIGHT FOR VICTORY
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold

ALMA MATER
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold

ALMA MATER,
THIS OUR SONG
Hymn to the Garnet and Gold

ALMA MATER,
THIS OUR SONG TO YOU
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold
Hymn to the Garnet and Gold
Thank you.

Questions?
Lighting the torches at New Student Convocation
Students in the Oglesby Union celebrating Civility Week
SACS Reaffirmation

Robert B. Bradley

September 2013
SACS Reaffirmation

- Accreditation reaffirmed by SACS every ten years
  - Compliance Certification
  - Quality Enhancement Plan

- Reminder: Why is it important?
  - Federal funding
    - Student Financial Aid
    - Federal Contracts and Grants
  - Reputation
  - State Requirements
  - Commitment to higher education
  - Desire to continuously improve quality
What is Involved?

- Core Requirements
  - 12 requirements, all of which must be met
- Comprehensive Standards
  - 66 components
- Federal Requirements
  - 12 components

94 Specific Components plus applicable policies and guidelines
Accreditation Review

• Involves **three** reviews

1. Off-site peer review

2. On-site peer review [Tallahassee; Panama City, Florida; Panama City, Panama; Jacksonville, Florida; Sarasota, Florida; Gainesville; West Palm Beach, Florida; Distance Education]

3. Review by Commission’s Board of Trustees
FSU SACS Committees

- SACS Compliance Certification Team
- SACS Content and Consistency Review Committee
- SACS Technical Team
- SACS Leadership Team
- Quality Enhancement Plan Committee
  - Topics Committee
  - Implementation Committee (Summer 2012)
Participation: University-wide

- Provost & President
- Vice Presidents
- Colleges
- Faculty
- University Libraries
- International Program
- Institutional Research
- Information Technology
- Registrar
- Admissions
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- Institutional Research
- Information Technology
- Registrar
- Admissions
Participation: University-wide

- General Counsel
- Financial Aid
- Undergraduate Studies
- Graduate School
- Office of Distance Learning
- Institutional Effectiveness
- Center for Academic and Professional Development
- University Communications
SACS Compliance Documents

- Embedded in a Dedicated Portal (SPOL)
- Text approaching 500 pages of narrative
- Approximately 3,500 associated files of documentation (each hyperlinked to narrative on the relevant standard)
- Draws upon university data files and systems covering topics such as effectiveness, student courses, faculty member vitae
What is being Reviewed?

- Mission
- Governance and Administrative
  - Governing Board Control
  - Role of the University President
- Educational Programs
- Institutional Effectiveness
- Physical Resources
- Libraries
What is being Reviewed?

- Financial Resources
- Distance Education
- Student Complaints
- Faculty
- Academic and Student Services
- Compliance for off-campus sites and distance learning
What Is Being Looked For?

Example of Questions about Mission (3.1.1)

1. How does the mission statement guide decisions of the institution?
2. How does the institution communicate its mission statement in a consistent manner to its constituencies?
3. What evidence show that the mission statement has been formally approved and reviewed periodically by the institution’s governing board?
4. In what ways does the mission statement guide the directions, decision, activities, policies and procedures of the institution?
Example of Questions about Financial Stability (2.11.1)

1. How does the institution demonstrate financial stability?
2. What evidence shows the institution is living within its financial means?
3. What evidence is there that financial behaviors are sustainable?
4. Is the institution barrowing to support day-to-day operations?
5. How is the institution’s budget approved?
6. What is the balance of unrestricted net assets exclusive of plant and plant related debt and how has it changed over time?
Common Problem Areas For Universities Up For Reaffirmation

- Each course is taught by faculty with acceptable qualifications
- Number of full-time faculty is adequate to support mission and ensure quality
- Complete set of student learning and program outcomes and their use for education, administration, support, research and service
- Evidence of on-going, integrated and institution wide research based planning and evaluation
- College level general education competencies
- 25% of courses hours in majors taught by faculty holding appropriate terminal degree
- General education component meets criteria
- Distance Education meets all criteria
- Off campus Instructional Programs meet all criteria
- Acceptable Quality Enhancement Plan with funding
Sample: Faculty Roster with Qualifications (3.7.1)

1. Get list of ~10,000 courses in 2012-2013
2. Match courses to instructor of record
3. Using university faculty credentials policy, collect vitae and transcripts for all faculty (regular, adjunct, courtesy) and documentation on all teaching assistants
4. Where needed provide justification of other qualifications
5. Repeat for ~ 4,000 Instructors of Record
# Faculty Roster Form

## Qualifications for Full-Time and Part-Time Faculty

**Name of Institution:** Florida State University  
**Name of Primary Department:** Finance  
**Academic Terms Included:** Fall 2012, Spring 2013  
**Date Form Generated:** 8/15/2013

Terminal degrees in either Finance or Economics are appropriate preparation for faculty in the Finance program. Faculty holding the Ph.D. in Finance study financial institutions, financial markets, monetary policy, international trade and finance, econometrics, optimal financial structures, and quantification of risks. Faculty holding the Ph.D. in Economics study production and distribution of goods and services, how economies work, and how their agents interact, generally using highly quantitative methods. There is clear overlap among all these areas of study, along with similarities in preparation and expertise of faculty in both Finance and Economics.

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Academic Degrees and Coursework</th>
<th>Other Qualifications and Comments</th>
</tr>
</thead>
</table>
| Ang, James S (F)   | Fall 2012: FIN4424 Problems in Financial Management, 3 (UT)  
FIN6980 Dissertation, 1-12 (G)  
Spring 2013: FIN6449 Seminar in Finance, 1-3 (G)  
FIN6980 Dissertation, 1-12 (G) | PhD, Industrial Administration, Specialization in Finance & Quantitative Methods, Purdue University, 01/26/1972 | Instructor of record has a terminal degree in field and is qualified to teach these courses consistent with SACSCOC Faculty Credentials Guidelines and university policy. Dr. Ang is an Eminent Scholar in Finance at Florida State University, where he has named to the William O. Cullom Chair in Finance (1980 - 1994) and the Barnett Bank Chair in Finance from 1994 - 1998. He is a past president of the Financial Management Association International (1997) and he has published well over 100 refereed journal articles in the area of finance. |
| Autore, Donald M (F) | Fall 2012: FIN4424 Problems in Financial Management, 3 (UT)  
FIN6980 Dissertation, 1-12 (G)  
Spring 2013: FIN4424 Problems in Financial Management, 3 (UT)  
FIN4905 Directed Individual Study, 1-3 (UT)  
FIN4970 Honors Thesis, 3 (UT)  
FIN6980 Dissertation, 1-12 (G) | PhD, Business, Specialization in Finance, Virginia Institute of Technology, 05/13/2005 | Instructor of record has a terminal degree in field and is qualified to teach these courses consistent with SACSCOC Faculty Credentials Guidelines and university policy. |
| Benesh, Gary A (F) | Fall 2012: FIN3403 Financial Management of the Firm, 3 (UT)  
FIN5515 Investment Management and Analysis, 3 (G)  
Spring 2013: FIN3403 Financial Management of the Firm, 3 (UT)  
FIN5515 Investment Management and Analysis, 3 (G) | PhD, General Business, Specialization in Finance, Virginia Institute of Technology, 07/22/1981 | Instructor of record has a terminal degree in field and is qualified to teach these courses consistent with SACSCOC Faculty Credentials Guidelines and university policy. |
Sample: Adequate Faculty (2.8)

1. List all degree and certificate programs by level, by location and by distance learning
2. Determine full and part-time faculty and teaching assistances for each program on list
3. Determine the number of students enrolled in each program on list
4. Generate student to faculty ratios for each program on the list
## Program Counts and Ratios by Department Fall 2012 and Spring 2013

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Degree Level</th>
<th>Fall 2012 Student Headcount</th>
<th>Spring 2013 Student Headcount</th>
<th>Fall '12 + Spring '13 Unduplicated Student Headcount</th>
<th>Fall 2012 FT Faculty</th>
<th>Fall 2012 PT Faculty</th>
<th>Fall 2012 + Spring 2013 Graduate Assistants</th>
<th>Fall + Spring Student Headcount to Fall 2012 FT Faculty</th>
<th>Fall + Spring Student Headcount to Fall 2012 PT Faculty</th>
<th>Fall + Spring Student Headcount to Fall 2012 Faculty FT + PT + GA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>Biological Science</td>
<td>Bachelor's</td>
<td>979</td>
<td>1,024</td>
<td>1,163</td>
<td>58</td>
<td>53</td>
<td>37</td>
<td>10.5</td>
<td>20.1</td>
<td>7.9</td>
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<td>Biological Science</td>
<td>Doctoral</td>
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<td>88</td>
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<td>60</td>
<td>54</td>
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<td>1.0</td>
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<td>Masters</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>50</td>
<td>19</td>
<td>0</td>
<td>0.3</td>
<td>0.4</td>
<td>0.3</td>
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<td>Bachelor's</td>
<td>506</td>
<td>488</td>
<td>555</td>
<td>39</td>
<td>7</td>
<td>42</td>
<td>12.1</td>
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<td>6.3</td>
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<td>130</td>
<td>143</td>
<td>33</td>
<td>1</td>
<td>0</td>
<td>4.2</td>
<td>4.3</td>
<td>4.2</td>
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<td>Arts &amp; Sciences</td>
<td>Chemistry and Biochemistry</td>
<td>Masters</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
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<td>60</td>
<td>73</td>
<td>14</td>
<td>2</td>
<td>15</td>
<td>4.6</td>
<td>5.2</td>
<td>2.4</td>
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<td>Classes</td>
<td>Doctoral</td>
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<td>18</td>
<td>19</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>1.6</td>
<td>3.6</td>
<td>1.6</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>Classes</td>
<td>Masters</td>
<td>27</td>
<td>25</td>
<td>27</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>2.5</td>
<td>2.3</td>
<td>2.3</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>Computational Science</td>
<td>Bachelor's</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>0.9</td>
<td>1.1</td>
<td>0.9</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>Computational Science</td>
<td>Doctoral</td>
<td>31</td>
<td>27</td>
<td>31</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>1.6</td>
<td>2.4</td>
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<tr>
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<td>Masters</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>0.3</td>
<td>0.4</td>
<td>0.3</td>
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<tr>
<td>Arts &amp; Sciences</td>
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<td>Bachelor's</td>
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<td>411</td>
<td>493</td>
<td>21</td>
<td>3</td>
<td>6</td>
<td>20.5</td>
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<td>60</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>3.5</td>
<td>4.0</td>
<td>3.5</td>
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<td>Masters</td>
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<td>71</td>
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<td>37</td>
<td>4</td>
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<td>4.7</td>
<td>3.8</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>EOSAS</td>
<td>Bachelor's</td>
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<td>434</td>
<td>475</td>
<td>31</td>
<td>1</td>
<td>20</td>
<td>14.8</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>EOSAS</td>
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<td>98</td>
<td>67</td>
<td>76</td>
<td>37</td>
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<td>1.9</td>
<td>2.1</td>
<td>1.9</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>EOSAS</td>
<td>Masters</td>
<td>97</td>
<td>85</td>
<td>99</td>
<td>36</td>
<td>10</td>
<td>0</td>
<td>2.2</td>
<td>2.6</td>
<td>2.2</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>English</td>
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<td>1,527</td>
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<td>Arts &amp; Sciences</td>
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<td>Doctoral</td>
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<td>124</td>
<td>130</td>
<td>49</td>
<td>5</td>
<td>0</td>
<td>2.4</td>
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<td>Arts &amp; Sciences</td>
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<td>Masters</td>
<td>54</td>
<td>51</td>
<td>54</td>
<td>50</td>
<td>3</td>
<td>0</td>
<td>1.0</td>
<td>1.1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Sample: Institutional Effectiveness (3.3.3.1)

1. Identify all academic degree and certificate programs along with administrative programs
2. For each program, identify 2 to 7 outcomes along with standards of performance
3. For each program, collect and analyze results
4. For each program, state plan of action or improvement plan
5. Review and approve entries
6. Sample approximately 7,000 outcomes over three years and provide evidence
7. The Finance Program provides a longer than average example of 1 year
Finance Bachelor’s: 2011-2012
One of Seven Student Learning Outcomes

Financial Valuation Analysis [Student Learning Outcome-59143]

Start Date: 08-25-11
End Date: 08-06-12

Outcome Type: Critical Thinking Skills, Content Discipline Knowledge & Skills

Define Outcome:
Upon completion of the course of instruction, the student will be able to perform a fundamental financial valuation analysis.

Assessment and Evaluation Process:
Each section of FIN 3403, Financial Management of the Firm, includes course embedded exam problem(s)/question(s) to assess this learning outcome. The instructor-constructed problem(s)/question(s) are approved by the department curriculum committee to assure all aspects of the learning outcome are assessed. Students are required to identify relevant cash flows, discount the cash flows, calculate a net present value, and make an appropriate decision based on the net present value in the context of the operation of the firm and the goals of the financial manager. It is expected that at least 75% of students in each course section will receive a score of 70% or higher on the assessment problem. Method(s): Instructor Constructed Exam.

Results:
A subcommittee of the Finance Curriculum Committee met with the Chair of the Finance Department on June 1, 2012, to review and consider the year’s results — that is, evaluate how the Finance Department’s Student Performance Outcomes, assessments and reporting procedures worked for the Fall 2011 and Spring 2012 semesters; identify problems, if any, and discuss how we can continuously improve. The consequences of this meeting were: 1) the following observations, and 2) action steps to be implemented beginning with the Fall 12 semester and appearing under the separate heading, Improvements Made or Action Plan Based on Analysis of Results.

With respect to the Student Learning Outcome for FIN3403, it was observed that:
• FIN3403 sections, as a whole, consistently achieved the objectives outlined for the Student Learning Outcome set by the Finance Department faculty. Specifically, of the 1,599 students assessed over the Fall ’11/Spring ’12/Summer ’12 period (compared to 1,509 the prior academic year), 87% of students achieved a score of 60% or better on the designated assessment (compared to 80% prior), 75% achieved a 70% or better (73% prior), 69% achieved a 78% or better (75% prior), 58% achieved an 85% or better (55% prior), and 28% achieved a 90% or better (21% prior).
• Moreover, of the 929 students assessed over the past six academic years, 89% of students achieved a score of 60% or better on the designated assessment, 75% achieved a 70% or better, 67% achieved a 75% or better, 58% achieved an 80% or better, and 34% achieved a 90% or better.
• We would expect students in FIN3403, which is required for all business students as part of the core curriculum, to be similarly challenged by the rigor of the content. These appear to be no compelling reasons to either raise or lower the current Student Learning Outcome at this time.
• A section of FIN3403 is taught each semester in HCB in a classroom accommodating an enrollment of 500 students. We continue to use this facility (roughly 50 percent of the 1,387 students assessed in Fall ’11 and Spring ’12) academic year without incident. This allows the Finance department to remove doctoral students from the classroom as instructors, in order to meet AACSB’s Participating Faculty Standards.
• We continue to observe virtually no change in goal achievement compared to the previous years using primarily standard classroom sizes and the 500 student auditorium (see year to year statistics in the first point above).
• We note that differences in general performance rates for the past two semesters are immaterial (and still exceed performance goals) compared to the rates for the prior two semesters (Fall ’10 and Spring ’11). Compared to the overall rates for the past five academic years, we believe the notable drop in the % of students achieving over 90% on the assessment this past year is attributable to a concerted effort and effort on the part of the recent faculty teaching FIN3403 to expand the content and increase the rigor of the course.
• In addition, there are no observable material differences in the performance of classes taught in large enrollment sections (150 seat and 500 seat auditoriums) vs. classes taught in average enrollment sections (standard classroom). We take stock of this every semester since staffing large sections, in addition to standard sections, is the only feasible means of meeting the significant demand for this class. We are fortunate to have several faculty instructors who enjoy teaching the larger FIN3403 sections and are particularly effective in that setting.

Improvements Made or Action Plan Based on Analysis of Results:
Giving consideration to the observations and analysis (above) made by the subcommittee of the Finance Curriculum Committee and the Chair of the Finance Department, it was concluded that:
• The Student Performance Outcome for FIN3403 should remain at 75%, that is, 75% of students are expected to achieve a 70% or better on the identified material. We discussed the potential for raising this bar, as the “B+” rule was established last year for Finance majors. We are still aware that this course remains a requirement for COB majors other than Finance.
• The present standard appears appropriate, rigorous given the level and mix of students being taught. This will continue to be monitored carefully over the next year. Focus will be on the uniformity of the assessment instrument, given the many sections of FIN3403 taught.
• The assessment questions should be, and are, continuously evaluated. For continuity and fair comparisons, we have developed and revised by Committee a set of 12 questions, imposed on adjunct and doctoral student instructors and highly recommended to faculty instructors. Over the next year the Committee will further investigate student performance on a question-by-question basis. The purpose will be to identify areas (if any) of the Student Learning Outcome not being fully addressed in certain or all sections and/or to upgrade assessment questions. Such a review was undertaken prior to the 06/09 period, and minor changes were made to the question set. A subsequent review was undertaken spring ’12, and one minor revision was made to one question to be used in subsequent sessions. Since on review the subcommittee and Department Chair found no evidence to support the recommendation of changes to the current Student Performance Outcome for FIN3403, no recommendation will be made to the Finance faculty at this time.
## SACS Decennial Reaffirmation

<table>
<thead>
<tr>
<th>Date</th>
<th>Compliance Certification due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10, 2013</td>
<td>Compliance Certification due</td>
</tr>
<tr>
<td>November 2013</td>
<td>Off-site committee meets in Atlanta</td>
</tr>
<tr>
<td>Dec 2013 - Jan 2014</td>
<td>Focused Report and QEP due [6 weeks before the on-site visit: ~Jan 27th]</td>
</tr>
<tr>
<td>March 2014</td>
<td>Visit to Select Off-Campus Instructional sites PC FL PC ROP Sarasota Jacksonville</td>
</tr>
<tr>
<td>March 25-27, 2014</td>
<td>On-site visit: Tallahassee</td>
</tr>
<tr>
<td>Jul - Sep 2014</td>
<td>Response to the Report of the Reaffirmation Committee due, if needed [5 months after visit]</td>
</tr>
<tr>
<td>December 2014</td>
<td>Reaffirmation decision</td>
</tr>
</tbody>
</table>
Off-Site Peer Review

Twelve Member Committee lead by Provost Bert Bach, East Tennessee State University

SACS Staff Leader – Dr. Cheryl D. Cardell, Vice President, SACSCOC

Other members include, but not limited to: Provost, Dean of Libraries, Assistant Vice Chancellor for Student Life, Vice Presidents for Finance (two), Chancellor of Medical School, Faculty Member, and Dean
On-Campus Visit

1. Team will be lead by:
   Dr. David R. Hager Sr., Chair, Emeritus Professor of Higher Education and International Studies
   Old Dominion University

2. SACS Staff leader will be:
   Dr. Charles A. Taylor
   Vice President, SACSCOC

3. Other Team members:
Board of Trustees Role

• Expectation that the On-Site Committee will be able to meet with the President and one or more Board members during their visit March 25 – 27, 2014

• It is anticipated that the university administration will want to brief the Board members in February 2014 on:
  – Visit Particulars and Protocols
  – Focused response to the Off-site team comments
  – University QEP
Next Steps

• November 5-8, 2013
  – Review of materials reviewed by off-site team
• SACS VP visit and consultation (Nov./Dec.)
• Nov. 25\textsuperscript{th} to Jan. 17\textsuperscript{th}
  – Preparation of Focused Response by Off-Site Committee comments
  – QEP completion
• On-Site Chair visit and consultation (January)
• Jan. 27\textsuperscript{th} to March 7\textsuperscript{th}
  – Preparation for On-site visits
Additional Steps

- Identify potential improvements in FSU processes, systems, and products
- Consideration of after action report
- Implement QEP
Quality Enhancement Plan (QEP)

Helen Burke

Professor of English and Chair of the QEP II Committee
Designing the QEP

- A Three-Phase Process
  - Identifying the Topic
  - Refining the Topic and Developing an Implementation Plan
  - Writing and Publicizing the Plan

- Essential Components
  - Must engage a broad cross-section of the institution’s constituencies (faculty, staff, students)
  - Must focus on a well-defined topic that enhances student learning and/or the environment supporting student learning
Phase 1: Identifying the QEP Topic

- 2011-12
  - QEP Identification Committee
  - The President’s Retreat
  - Campus-wide Survey (drew 2800 responses)
  - Data-sets from the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA)
  - Employer information

- Topic Selected: Improving Critical Thinking
What Employers Say about Critical Thinking and College Graduates

“Nearly all employers surveyed (93%) say that ‘a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate’s] undergraduate major.”

- Press Release from a national survey of business and non profit leaders by The Association of American Colleges and Universities, April 10, 2013

“…we might say that employers want the knowledge and skills that will be crucial not only to a student’s first job, but also to his or her second, third, and fourth jobs. They want a student who has learned how to learn and how to adapt flexibly to rapidly changing demands”

- Commentary on this survey in The Chronicle of Higher Education, June, 2013
Phase 2: Developing the QEP Topic

Putting Old Wine in New Bottles Or, Isn’t Critical Thinking Something We Already Teach?

2012-13

- QEP Topic Development Committee
- Review of Critical Thinking Literature and Assessment Instruments
- Review of QEPs from other Institutions relating to Critical Thinking
- Feedback from Deans, Department Chairs, the Faculty Senate, and Student Leaders

Our Conclusion: Critical Thinking can be improved if we

- Move from Implicit to Explicit Teaching of Critical Teaching Skills
- Encourage Faculty to Develop new Critical Teaching and Assessment Strategies in their Area
What Faculty Participants say about the Critical Thinking Pilot Program

“The largest impact of this experience on my teaching has been to increase my understanding and appreciation of the many levels and types of thinking that go into critical reasoning in science.”

Kevin Dixon, PhD
Assistant In Biological Sciences/ Department of Biology
Summer QEP Pilot Team

“Rather than the results of the CAT, what affected me was going through the process with a group of scholars interested in increasing the critical thinking of their students.”

Richard Morris, PhD
Professor of Communication Disorders/Department of Com Disorders
Summer QEP Pilot Team I

“Critical thinking is an important skill in Art History. Art is not just free thinking but how your art is perceived by others, “the critique” does matter.”

Lauren S. Weingarden, PhD
Professor of Art History / Department of Art History
Summer QEP Pilot Team II
A Critical Thinking Professional Development Program that offered monetary awards was set up in Summer 2013.

Proposals were solicited from Faculty interested in Improving Critical Thinking in their undergraduate classes.

Faculty from 12 different programs were selected to participate (Biology, Business, Geography, Communication Disorders, Music, Engineering, Religion, Interior Design, Art History, English, Dance, Public Safety).

Over the summer, participants developed and implemented innovative strategies for teaching and assessing critical thinking in their classes.
Phase 2: Developing the QEP Topic

_Putting Old Wine in New Bottles Or, Isn’t Critical Thinking Something We Already Teach?_

➤ 2012-13

➤ QEP Topic Development Committee
➤ Review of Critical Thinking Literature and Assessment Instruments
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Summer QEP Pilot Team II
Taking it to the Next Level: the Faculty Fellows Critical Thinking Program and the QEP

Faculty Fellows Critical Thinking Program

This program will promote

- A Classroom Initiative, aimed at enhancing the teaching of critical thinking in high-impact courses and in clusters of courses across the major.

- A Campus Initiative, aimed at infusing a culture of critical thinking and learning campus-wide through the sponsorship of awards, colloquia, and other activities

Our Goal (Student Outcomes)

- Undergraduates will have improved critical thinking skills, that is, they will be better able to
  - Identify key concepts in a given area
  - Collect information relevant to this area
  - Analyze this information
  - Formulate an argument or plan of action based on their analysis.
  - Evaluate their findings based on a well-reasoned set of criteria
The Classroom Initiative: A More Detailed View

Cohort Targeted for Improvement
- Undergraduates who are about to enter, or who have entered, their major

How we will Implement Change
- The Critical Thinking Professional Development Program
  - Teams of faculty, as well as individual faculty will develop innovative critical teaching practices, aimed at improving high-impact courses or clusters of courses in the major
  - Effectiveness of these practices will be measured, and feedback received, through nationally-normed assessment instruments
The Campus Initiative: 
A More Detailed View

The Faculty Fellows Critical Thinking Program will sponsor the following events/awards:

- Workshops on Critical Thinking that are open to all faculty
- Stipends designed to promote Critical Thinking among graduate teaching assistants
- Faculty Critical Thinking Research and Teaching Awards
- Travel grants to attend conferences on Critical Thinking
- Undergraduate Student Critical Thinking Research Awards
- A Public Symposium and Presidential Lecture on Critical Thinking
What the FSU QEP Will Do

- Focus attention of faculty and students on one of the core areas required for every baccalaureate degree
  
  (State Mandated Academic Learning Compacts identify Critical Thinking as one of the skills that must be taught in every degree)

- Create an environment that supports the improvement of student critical thinking in their major

- Ensure that our graduates have a set of transferrable critical thinking skills that will equip them for a rapidly changing world
Board of Trustees
Finance Business and Audit

September 13, 2013

Kyle Clark
Vice President for Finance and Administration
July 2012
• Interlocal agreement between Florida State University, the City of Tallahassee and Leon County transferred ownership of the Civic Center to Florida State. TLCCC Authority authorized to manage the facility for one year.

September 2012
• Facility Condition Analysis Completed

January 2013
• Integration of Operations Subcommittee Report Completed

May 2013
• Market and Economic Analysis Report Completed by Crossroads Consulting Services

June 2013
• Civic Center Master Plan Study Completed by Populous

July 2013
• HB 1285 repeals the TLCCC Authority and abolishes the independent special district. FSU Management Commences.

August 2013
• Civic Center District Visioning Document completed by Moore Communications Group

September 2013
• Civic Center District Economic Development Feasibility Study started by SPG

September 2013
• Civic Center Management ITN Process Started
Board of Trustees
Finance Business and Audit

September 13, 2013

Kyle Clark
Vice President for Finance and Administration
### Final Approval of 2013 – 2014 Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; General</td>
<td>$475,159,580</td>
<td>38.03%</td>
</tr>
<tr>
<td>Auxiliaries</td>
<td>$250,899,547</td>
<td>20.08%</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>$213,000,000</td>
<td>17.05%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$150,426,185</td>
<td>12.04%</td>
</tr>
<tr>
<td>Athletics</td>
<td>$61,458,154</td>
<td>4.92%</td>
</tr>
<tr>
<td>Education &amp; General - College of Medicine</td>
<td>$44,047,183</td>
<td>3.53%</td>
</tr>
<tr>
<td>Student Activities</td>
<td>$18,393,073</td>
<td>1.47%</td>
</tr>
<tr>
<td>Florida State University School</td>
<td>$12,404,459</td>
<td>0.99%</td>
</tr>
<tr>
<td>Florida Medical Practice Plan</td>
<td>$12,142,208</td>
<td>0.97%</td>
</tr>
<tr>
<td>Technology Fund</td>
<td>$10,994,704</td>
<td>0.88%</td>
</tr>
<tr>
<td>Vending</td>
<td>$441,552</td>
<td>0.04%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,249,366,645</td>
<td>100.00%</td>
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</tbody>
</table>
Final Approval of 2013 – 2014 Direct Support Organizations Budgets

<table>
<thead>
<tr>
<th>Direct Support Organizations</th>
<th>Proposed Budget 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSU Alumni Association, Inc.</td>
<td>$ 2,723,048</td>
</tr>
<tr>
<td>FSU College of Business Student Investment Fund, Inc.</td>
<td>5,500</td>
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<tr>
<td>FSU Financial Assistance, Inc.</td>
<td>5,333,667</td>
</tr>
<tr>
<td>FSU Foundation, Inc.</td>
<td>18,633,295</td>
</tr>
<tr>
<td>FSU International Programs Association, Inc.</td>
<td>14,450,000</td>
</tr>
<tr>
<td>FSU Magnet Research and Development, Inc.</td>
<td>586,050</td>
</tr>
<tr>
<td>FSU Real Estate Foundation, Inc.</td>
<td>247,490</td>
</tr>
<tr>
<td>FSU Research Foundation, Inc.</td>
<td>3,027,000</td>
</tr>
<tr>
<td>John and Mable Ringling Museum of Art, Inc.</td>
<td>1,807,251</td>
</tr>
<tr>
<td>Seminole Boosters, Inc.</td>
<td>37,896,524</td>
</tr>
<tr>
<td>Florida Medical Practice Plan, Inc.</td>
<td>$ 12,960,203</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 97,670,028</strong></td>
</tr>
<tr>
<td>Category</td>
<td>Amount</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
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<td>12,142,208</td>
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<td>10,994,704</td>
</tr>
<tr>
<td>Vending</td>
<td>441,552</td>
</tr>
<tr>
<td>DSO</td>
<td>97,670,028</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 1,347,036,673</strong></td>
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</table>
## Operating Budget 2013 - 2014

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Operating Budget (in billions)</th>
<th>Percentage of SUS Budget</th>
<th>Total Revenues / FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>$3.21</td>
<td>30.98%</td>
<td>$71,009</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>1.73</td>
<td>16.66%</td>
<td>53,012</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>1.45</td>
<td>14.00%</td>
<td>30,677</td>
</tr>
<tr>
<td><strong>Florida State University</strong></td>
<td><strong>1.25</strong></td>
<td><strong>12.05%</strong></td>
<td><strong>34,062</strong></td>
</tr>
<tr>
<td>Florida International University</td>
<td>0.92</td>
<td>8.84%</td>
<td>25,904</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>0.69</td>
<td>6.66%</td>
<td>31,864</td>
</tr>
<tr>
<td>Florida Agricultural &amp; Mechanical University</td>
<td>0.35</td>
<td>3.34%</td>
<td>30,843</td>
</tr>
<tr>
<td>University of West Florida</td>
<td>0.26</td>
<td>2.55%</td>
<td>27,462</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>0.26</td>
<td>2.53%</td>
<td>20,579</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>0.19</td>
<td>1.81%</td>
<td>16,678</td>
</tr>
<tr>
<td>New College</td>
<td>0.04</td>
<td>0.35%</td>
<td>44,783</td>
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<tr>
<td>Florida Polytechnic University</td>
<td>0.02</td>
<td>0.24%</td>
<td>42,723</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$10.36</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*Source: 2012-13 Common Data Set (Student FTE Fall 2012)*
# Operating Budget 2013 – 2014

## Peer Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Operating Budget (in billions)</th>
<th>Total Revenues / FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State University</td>
<td>$4.90</td>
<td>$95,216</td>
</tr>
<tr>
<td>University of Indiana</td>
<td>3.10</td>
<td>79,720</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>2.00</td>
<td>62,923</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>1.80</td>
<td>53,115</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>1.50</td>
<td>46,510</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>1.30</td>
<td>53,242</td>
</tr>
</tbody>
</table>

*Source: 2012-13 Common Data Set (Student FTE Fall 2012)*
# SUS 5-Year Capital Improvement Plan

## Legislative Budget Request

### PECO-Eligible Project Requests

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Total Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilities/Infrastructure/Capital Renewal/Roofs</td>
<td>$ 65,000,000</td>
</tr>
<tr>
<td>FAMU-FSU College of Engineering III - Joint Use</td>
<td>15,034,335</td>
</tr>
<tr>
<td>EOAS Building (Phase I)</td>
<td>61,100,000</td>
</tr>
<tr>
<td>STEM Teaching Lab Building</td>
<td>35,100,000</td>
</tr>
<tr>
<td>Firestone/Winchester Building Remodeling</td>
<td>30,200,000</td>
</tr>
<tr>
<td>Library System Improvements (Phase I)</td>
<td>19,400,000</td>
</tr>
<tr>
<td>Land Acquisition</td>
<td>15,000,000</td>
</tr>
<tr>
<td>Academic Support Building</td>
<td>37,400,000</td>
</tr>
<tr>
<td>Dittmer Building Remodeling</td>
<td>48,000,000</td>
</tr>
<tr>
<td>Physics Building</td>
<td>59,500,000</td>
</tr>
<tr>
<td>Kellogg Research Building Remodeling</td>
<td>16,900,000</td>
</tr>
<tr>
<td>Biology Unit I Building Remodeling</td>
<td>29,300,000</td>
</tr>
<tr>
<td>College of Business Building</td>
<td>29,750,000</td>
</tr>
<tr>
<td>Eppes Building Remodeling</td>
<td>13,000,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 474,684,335</strong></td>
</tr>
</tbody>
</table>

### CITF Project Requests

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Total Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Union Expansion</td>
<td>$ 41,700,000</td>
</tr>
<tr>
<td>Barron Building Renovation</td>
<td>250,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 41,950,000</strong></td>
</tr>
</tbody>
</table>

### Requests from Other State Sources

- No Projects at this time

### Requests from Non-State Sources, Including Debt

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Total Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Facilities Bonds and Bond Refinancing</td>
<td>$ 35,000,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 35,000,000</strong></td>
</tr>
</tbody>
</table>
## SUS Fixed Capital Outlay Projects
### Requiring BOG Approval

<table>
<thead>
<tr>
<th>Project Title</th>
<th>GSF</th>
<th>Description of Project</th>
<th>Location</th>
<th>Amount</th>
<th>Funding Source</th>
<th>Estimated Month of Board Approval Request</th>
<th>Estimated Annual Amount for Operational &amp; Maintenance Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Residence Halls</td>
<td>187,000</td>
<td>Involves development of 2 new residence halls to be constructed on Main Campus. The 2 halls are expected to provide a total of 862 new beds.</td>
<td>Main Campus Tallahassee</td>
<td>$54,000,000</td>
<td>Bond Proceeds paid in return by Housing Revenues</td>
<td>Nov-12</td>
<td>$1,500,000 (both Bldgs) Housing Revenues</td>
</tr>
<tr>
<td>Athletic Facilities &amp; Bond Refinancing</td>
<td>250,000</td>
<td>Seminole Boosters, Inc. &amp; FSU Financial Assistance are requesting approval to issue Educational, including Athletic Facilities Improvement Subordinated Revenue bonds for Campbell Stadium Improvements &amp; Tucker Center Improvements. These bonds will be issued through the State Division of Bond Finance. The Seminole Boosters, Inc. are seeking approval to refinance a portion of their Series 2003A bonds as well.</td>
<td>Main Campus Tallahassee</td>
<td>$35,000,000</td>
<td>Seminole Boosters Revenue</td>
<td>Jun-13</td>
<td>$1,000,000 Boosters Revenue</td>
</tr>
</tbody>
</table>
SUS Fixed Capital Outlay Projects that may Require Legislative Authorization

<table>
<thead>
<tr>
<th>Project Title</th>
<th>GSF</th>
<th>Description of Project</th>
<th>Location</th>
<th>Amount</th>
<th>Funding Source</th>
<th>Estimated Annual Amount for Operational &amp; Maintenance Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Projects for FSU Facilities</td>
<td>30,000</td>
<td>This project seeks funding for minor projects that are completed in the University's E&amp;G Facilities for which General Revenue funds will be necessary for operation and maintenance.</td>
<td>Main Campus Tallahassee</td>
<td>$5,000,000</td>
<td>E&amp;G Funds</td>
<td>$210,000 General Revenue</td>
</tr>
<tr>
<td>Building 469 Postal/Receiving Services</td>
<td>15,000</td>
<td>Building 469 houses Florida State's Postal and Receiving Services Department.</td>
<td>Main Campus Tallahassee</td>
<td>$0</td>
<td>Auxiliary Funds</td>
<td>$150,000 General Revenue</td>
</tr>
</tbody>
</table>
# 2014-2015 Legislative Budget Request

## A. Shared System Resources Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Recurring Funds</th>
<th>Non-Recurring Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Excess Hours Funding Restoration</td>
<td>$884,971</td>
<td>$</td>
<td>$884,971</td>
</tr>
<tr>
<td>2. Need-Based Financial Aid due to Bright Futures changes</td>
<td>2,126,193</td>
<td>$</td>
<td>2,126,193</td>
</tr>
<tr>
<td>3. Major Gifts Matching Programs</td>
<td>$</td>
<td>38,739,580</td>
<td>38,739,580</td>
</tr>
<tr>
<td>5. Shared Resource Storage Facility*</td>
<td>755,000</td>
<td>5,000,000</td>
<td>5,755,000</td>
</tr>
<tr>
<td></td>
<td>$3,766,164</td>
<td>$43,739,580</td>
<td>$47,505,744</td>
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</tbody>
</table>

*FSU's share of this issue is $1,151,000

## B. Non-Recurring Issue

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Recurring Funds</th>
<th>Non-Recurring Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Florida Health Equity Funding</td>
<td>$1,000,000</td>
<td>$</td>
<td>$1,000,000</td>
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<tr>
<td>Subtotal</td>
<td>$1,000,000</td>
<td>$</td>
<td>$1,000,000</td>
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</tbody>
</table>

**Grand Total**

<table>
<thead>
<tr>
<th></th>
<th>Recurring Funds</th>
<th>Non-Recurring Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$4,766,164</td>
<td>$43,739,580</td>
<td>$48,505,744</td>
</tr>
</tbody>
</table>
Tom Jennings, Ph.D.
Vice President for University Advancement
and President, FSU Foundation
# FY13 Program Expenditures

<table>
<thead>
<tr>
<th>Program Expenditures</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary supplements</td>
<td>$9,172,534</td>
<td>$7,540,614</td>
</tr>
<tr>
<td>Scholarships, grants and fellowships</td>
<td>6,501,469</td>
<td>6,343,721</td>
</tr>
<tr>
<td>Travel and entertainment</td>
<td>5,688,360</td>
<td>5,441,570</td>
</tr>
<tr>
<td>Equipment and supplies</td>
<td>2,698,647</td>
<td>2,944,235</td>
</tr>
<tr>
<td>Printing and marketing</td>
<td>2,193,752</td>
<td>2,023,420</td>
</tr>
<tr>
<td>Professional services</td>
<td>1,909,860</td>
<td>1,908,361</td>
</tr>
<tr>
<td>Utilities and maintenance</td>
<td>332,792</td>
<td>353,764</td>
</tr>
<tr>
<td>Rents and leases</td>
<td>339,175</td>
<td>272,063</td>
</tr>
<tr>
<td>Taxes and license fees</td>
<td>186,596</td>
<td>1,298,576</td>
</tr>
<tr>
<td>Insurance</td>
<td>69,686</td>
<td>8,530</td>
</tr>
<tr>
<td>Other university support</td>
<td>2,585,535</td>
<td>1,985,922</td>
</tr>
<tr>
<td><strong>Total Program Expenditures</strong></td>
<td><strong>$31,678,406</strong></td>
<td><strong>$30,120,776</strong></td>
</tr>
</tbody>
</table>
FY13 Program Expenditures

- Salary supplements, 29.0%
- Scholarships, grants and fellowships, 20.5%
- Travel and entertainment, 18.0%
- Equipment and supplies, 8.5%
- Printing and marketing, 6.9%
- Professional services, 6.0%
- Utilities and maintenance, 1.1%
- Rents and leases, 1.1%
- Taxes and license fees, 0.6%
- Insurance, 0.2%
- Other university support, 8.1%
## FY13 Program Expenditures by Unit

<table>
<thead>
<tr>
<th>Program Expenditures by Unit</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>$4,176,311</td>
<td>$4,258,672</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>3,462,446</td>
<td>3,210,637</td>
</tr>
<tr>
<td>University Relations</td>
<td>3,181,041</td>
<td>3,182,048</td>
</tr>
<tr>
<td>College of Social Sciences</td>
<td>3,065,801</td>
<td>1,711,476</td>
</tr>
<tr>
<td>President’s Office</td>
<td>2,973,324</td>
<td>1,181,754</td>
</tr>
<tr>
<td>Provost – Academic Affairs</td>
<td>2,691,451</td>
<td>2,498,877</td>
</tr>
<tr>
<td>College of Medicine</td>
<td>1,459,561</td>
<td>1,035,934</td>
</tr>
<tr>
<td>Ringling Museum</td>
<td>1,275,223</td>
<td>1,797,791</td>
</tr>
<tr>
<td>College of Law</td>
<td>1,217,724</td>
<td>1,573,485</td>
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<tr>
<td>College of Visual Arts, Theatre &amp; Dance</td>
<td>1,187,800</td>
<td>1,165,860</td>
</tr>
<tr>
<td>College of Music</td>
<td>1,187,327</td>
<td>1,366,081</td>
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<tr>
<td>Student Affairs</td>
<td>1,125,951</td>
<td>1,045,320</td>
</tr>
<tr>
<td>College of Education</td>
<td>729,508</td>
<td>522,385</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>660,224</td>
<td>771,629</td>
</tr>
<tr>
<td>Finance &amp; Administration</td>
<td>586,070</td>
<td>283,283</td>
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<tr>
<td>Other Colleges &amp; Units</td>
<td>2,698,644</td>
<td>4,515,544</td>
</tr>
<tr>
<td><strong>Total Program Expenditures by Unit</strong></td>
<td><strong>$31,678,406</strong></td>
<td><strong>$30,120,776</strong></td>
</tr>
</tbody>
</table>
FY13 Program Expenditures by Unit

- Business: 13.2%
- Arts & Sciences: 10.9%
- University Relations: 10.0%
- Social Sciences: 9.7%
- President’s Office: 9.4%
- Provost - Academic Affairs: 8.5%
- Medicine: 4.6%
- Ringling Museum: 4.0%
- Law: 3.8%
- Music: 3.7%
- Visual Arts, Theatre & Dance: 3.7%
- Student Affairs: 3.6%
- Education: 2.3%
- Academic Programs: 2.1%
- Other university support: 8.6%
- Finance and Administration: 1.9%
<table>
<thead>
<tr>
<th>Institution</th>
<th>FY13</th>
<th>Calendar 2012</th>
<th>FY12 Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCLA Foundation</td>
<td>15.20%</td>
<td>11.31%</td>
<td>13</td>
</tr>
<tr>
<td>Southern Illinois University Foundation</td>
<td>14.60%</td>
<td>14.50%</td>
<td>12</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>13.40%</td>
<td>11.80%</td>
<td>16</td>
</tr>
<tr>
<td>Florida State University Foundation</td>
<td>13.30%</td>
<td>12.70%</td>
<td>18</td>
</tr>
<tr>
<td>University of Nebraska Foundation</td>
<td>12.90%</td>
<td>12.90%</td>
<td>17</td>
</tr>
<tr>
<td>Iowa State University Foundation</td>
<td>12.60%</td>
<td>13.00%</td>
<td>11</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>12.50%</td>
<td>13.90%</td>
<td>20</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>12.40%</td>
<td>13.80%</td>
<td>22</td>
</tr>
<tr>
<td>Indiana</td>
<td>12.30%</td>
<td>13.70%</td>
<td>15</td>
</tr>
<tr>
<td>University of Colorado</td>
<td>12.06%</td>
<td>12.75%</td>
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<tr>
<td>Kansas State University Foundation</td>
<td>12.04%</td>
<td>12.85%</td>
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<tr>
<td>University of Wisconsin Foundation</td>
<td>11.90%</td>
<td>12.80%</td>
<td>8</td>
</tr>
<tr>
<td>Purdue University</td>
<td>11.80%</td>
<td>10.70%</td>
<td>21</td>
</tr>
<tr>
<td>Ohio State</td>
<td>11.60%</td>
<td>9.60%</td>
<td></td>
</tr>
<tr>
<td>University of Illinois Foundation</td>
<td>11.40%</td>
<td>11.40%</td>
<td>6</td>
</tr>
<tr>
<td>Michigan State</td>
<td>11.30%</td>
<td>10.30%</td>
<td>19</td>
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<tr>
<td>Rutgers University</td>
<td>11.30%</td>
<td>9.80%</td>
<td></td>
</tr>
<tr>
<td>Oklahoma State University Foundation</td>
<td>11.10%</td>
<td>11.20%</td>
<td>24</td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>11.00%</td>
<td>10.70%</td>
<td></td>
</tr>
<tr>
<td>KU Endowment</td>
<td>10.90%</td>
<td>11.70%</td>
<td>23</td>
</tr>
<tr>
<td>West Virginia University Foundation</td>
<td>10.80%</td>
<td>10.50%</td>
<td>5</td>
</tr>
<tr>
<td>Texas A&amp;M Foundation</td>
<td>10.78%</td>
<td>13.79%</td>
<td>10</td>
</tr>
<tr>
<td>University of Minnesota Foundation</td>
<td>10.60%</td>
<td>10.50%</td>
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</tr>
<tr>
<td>University of Washington</td>
<td>10.60%</td>
<td>NA</td>
<td>4</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>10.40%</td>
<td>12.60%</td>
<td>3</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>10.30%</td>
<td>11.20%</td>
<td>7</td>
</tr>
<tr>
<td>University of Maryland Foundation</td>
<td>7.02%</td>
<td>9.61%</td>
<td></td>
</tr>
</tbody>
</table>
SUS Endowment Values as of June 30th, 2013

- UF: $1,400,000
- FSU: $1,200,000
- USF: $600,000
- FAU: $400,000
- FIU: $200,000
- UCF
- FGCU
# State University System
Endowment Size and Performance
As of June 30, 2013

<table>
<thead>
<tr>
<th>Institution</th>
<th>Endowment Value</th>
<th>1 YR Return</th>
<th>3 YR Return</th>
<th>5 YR Return</th>
<th>10 YR Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>UF</td>
<td>$1,359,642,610</td>
<td>9.06%</td>
<td>8.59%</td>
<td>3.03%</td>
<td></td>
</tr>
<tr>
<td>FSU</td>
<td>$548,094,856</td>
<td>13.30%</td>
<td>10.30%</td>
<td>4.40%</td>
<td>7.10%</td>
</tr>
<tr>
<td>USF</td>
<td>$364,000,000</td>
<td>13.70%</td>
<td>12.40%</td>
<td>5.80%</td>
<td>8.60%</td>
</tr>
<tr>
<td>FAU</td>
<td>$197,600,000</td>
<td>11.60%</td>
<td>9.70%</td>
<td>3.60%</td>
<td>7.40%</td>
</tr>
<tr>
<td>FIU</td>
<td>$151,009,194</td>
<td>11.60%</td>
<td>10.70%</td>
<td>4.40%</td>
<td>6.70%</td>
</tr>
<tr>
<td>UCF</td>
<td>$138,565,070</td>
<td>12.22%</td>
<td>10.83%</td>
<td>4.66%</td>
<td></td>
</tr>
<tr>
<td>FGCU</td>
<td>$62,942,044</td>
<td>12.00%</td>
<td>9.70%</td>
<td>3.50%</td>
<td></td>
</tr>
</tbody>
</table>
## State University System Endowment Performance Rank Order, As of June 30, 2013

<table>
<thead>
<tr>
<th>Institution</th>
<th>1 YR Return</th>
<th>3 YR Return</th>
<th>5 YR Return</th>
<th>10 YR Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>USF</td>
<td>13.70%</td>
<td>12.40%</td>
<td>5.80%</td>
<td>8.60%</td>
</tr>
<tr>
<td>FSU</td>
<td>13.30%</td>
<td>10.30%</td>
<td>4.40%</td>
<td>7.10%</td>
</tr>
<tr>
<td>UCF</td>
<td>12.22%</td>
<td>10.83%</td>
<td>4.66%</td>
<td></td>
</tr>
<tr>
<td>FGCU</td>
<td>12.00%</td>
<td>9.70%</td>
<td>3.50%</td>
<td></td>
</tr>
<tr>
<td>FAU</td>
<td>11.60%</td>
<td>9.70%</td>
<td>3.60%</td>
<td>7.40%</td>
</tr>
<tr>
<td>FIU</td>
<td>11.60%</td>
<td>10.70%</td>
<td>4.40%</td>
<td>6.70%</td>
</tr>
<tr>
<td>UF</td>
<td>9.06%</td>
<td>8.59%</td>
<td>3.03%</td>
<td></td>
</tr>
</tbody>
</table>
FSU Foundation
Investment Committee

Peter D. Jones, Chair
President, Franklin Templeton Group

J. Robert Jones, Jr.
Retired, Bluff Point Associates

Ashbel C. Williams, Jr.
Executive Director & CIO, State Board of Administration of Florida

Peter H. Collins
Co-Founder & Managing Principal, Forge Capital Partners LLC

Kirk T. Rostron
Co-Founder & Managing Partner, Mt Vernon Group

John W. Thiel
Head of Merrill Lynch U.S., Merrill Lynch

Stephanie L. Lynch
Managing Director, Global Endowment Management

Paul G. Hudson
Managing Director & Private Client Advisor, U.S. Trust Bank of America Private Wealth Management
## Endowment Threshold for FL-SUS Schools

<table>
<thead>
<tr>
<th>Institution</th>
<th>Threshold for Endowment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>$10,000</td>
</tr>
<tr>
<td>FAU</td>
<td>$20,000 soon to be $25,000</td>
</tr>
<tr>
<td>FGCU</td>
<td>$10,000</td>
</tr>
<tr>
<td>FIU</td>
<td>$25,000</td>
</tr>
<tr>
<td>FSU</td>
<td>$25,000</td>
</tr>
<tr>
<td>NCF</td>
<td>$25,000</td>
</tr>
<tr>
<td>UCF</td>
<td>$25,000</td>
</tr>
<tr>
<td>UF</td>
<td>$30,000 (can be pledged over 5 yrs)</td>
</tr>
<tr>
<td>UNF</td>
<td>$25,000</td>
</tr>
<tr>
<td>USF</td>
<td>$25,000</td>
</tr>
<tr>
<td>UWF</td>
<td>$25,000</td>
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</table>
## Endowed Funds by Size

<table>
<thead>
<tr>
<th>Summary of Endowed Funds by Size</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>&lt;$25,000</td>
<td>277</td>
</tr>
<tr>
<td>$25,000-$50,000</td>
<td>269</td>
</tr>
<tr>
<td>$50,000-$100,000</td>
<td>186</td>
</tr>
<tr>
<td>$100,000-$250,000</td>
<td>313</td>
</tr>
<tr>
<td>$250,000-$1 Million</td>
<td>153</td>
</tr>
<tr>
<td>&gt;$1 Million</td>
<td>101</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1299</td>
</tr>
<tr>
<td>Year</td>
<td>Endowment Amount</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
</tr>
<tr>
<td>Pre-1991</td>
<td>No minimum threshold</td>
</tr>
<tr>
<td>1991</td>
<td>$10,000</td>
</tr>
<tr>
<td>2000</td>
<td>$25,000</td>
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</tbody>
</table>
College Town Phase 2
Master Plan Study
Revision 1  August 29, 2013
DEVELOPMENT SUMMARY

Phase 1 Commercial: 101,000 s.f. +/-
(ABY, Urban Outfitters, CollegeTown Phase 1 on Madison St.)

Future Phases Commercial: 59,075 s.f. +/-
(1 space / 250 s.f.)

Phase 1 Residential: 71 DU
Future Phases Residential: 260 DU
(497 Spaces needed at 1.5 spaces per unit)

Parking Summary
Surface Parking Provided
- 76 spaces
- 49 spaces

Public on-street Parking
West Parking Garage: 590 spaces
(6 stories of provided parking)
East Parking Garage: 350 spaces
(5 stories of provided parking)
Commercial Parking Needed: 640 spaces +/-
Residential Parking Needed: 497 spaces +/-
Total Parking Needed: 1,137 spaces +/-
Total Parking Provided: 1,105 spaces +/-

LEGEND

Phase 1
Phase 2

Overall Master Plan - Phase 1 & Future Phase 2
View East on the “Madison Mile”
View West along the “Madison Mile”
**Urban Design Concept - FSU Recreational Fields:** The design concept proposes the continued use of the recreational fields by FSU students for informal sports activities with sports lighting to remain and drainage improvements, etc. The GAME DAY PARADE ROUTE would proceed westward from Madison Street across the fields to the University Center and Doak Campbell Stadium. Proposed improvements include:

- Planting of Large Shade Trees such as Southern Live Oak around perimeter.
- New Architectural Fencing with Brick Masonry, Cast Stone and Ornamental Metal Detailing.
- New Pedestrian scaled Street Lighting with electrical outlets for use during art shows, farmers markets, game day parade and tailgating activities, etc.
- New Street Furniture, Benches, Receptacles, Signage, etc.
- Construction of generously-scaled pedestrian sidewalks to enhance and accommodate increased pedestrian access to the campus particularly on the east and north.
- Repurpose and remodel the former Intramural Services Building as an open air pavilion with upgraded restrooms.
View West along the “Madison Mile”
College Town Phase 2
Master Plan Study
Revision 1  August 29, 2013
Research Update

Gary K. Ostrander, Ph.D.
Vice President for Research

Board of Trustees Meeting
Friday, September 13, 2013
## Proposals and Awards

<table>
<thead>
<tr>
<th>Number of External Proposals Submitted and Awards Received</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposals</td>
<td>1304</td>
<td>1401</td>
<td>1354</td>
<td>1380</td>
<td>1251</td>
<td>1094</td>
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<tr>
<td>Awards</td>
<td>1205</td>
<td>1169</td>
<td>1142</td>
<td>1222</td>
<td>1166</td>
<td>1205</td>
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</table>
## Award Funding

<table>
<thead>
<tr>
<th>Amount of Awards (In Millions)</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private/Other</td>
<td>21.8</td>
<td>24.0</td>
<td>18.6</td>
<td>18.8</td>
<td>26.7</td>
<td>27.4</td>
</tr>
<tr>
<td>State</td>
<td>38.6</td>
<td>34.0</td>
<td>17.2</td>
<td>19.3</td>
<td>15.2</td>
<td>18.1</td>
</tr>
<tr>
<td>Federal</td>
<td>135.4</td>
<td>142.0</td>
<td>179.5</td>
<td>165.4</td>
<td>148.4</td>
<td>154.7</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>195.8</strong></td>
<td><strong>200.0</strong></td>
<td><strong>215.3</strong></td>
<td><strong>203.5</strong></td>
<td><strong>190.3</strong></td>
<td><strong>200.2</strong></td>
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</table>
Award Expenditures

<table>
<thead>
<tr>
<th>Research Expenditures (External Only) (In Millions)</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private/Other</td>
<td>17.7</td>
<td>18.1</td>
<td>14.8</td>
<td>17.3</td>
<td>19</td>
<td>25.7</td>
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<tr>
<td>State</td>
<td>28.5</td>
<td>31</td>
<td>25.9</td>
<td>23.4</td>
<td>16.9</td>
<td>17.1</td>
</tr>
<tr>
<td>Federal</td>
<td>132.5</td>
<td>126.9</td>
<td>143.9</td>
<td>154.7</td>
<td>152.2</td>
<td>159</td>
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<tr>
<td>Total</td>
<td>178.7</td>
<td>176</td>
<td>184.6</td>
<td>195.4</td>
<td>188.1</td>
<td>201.8</td>
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# Federal Awards

<table>
<thead>
<tr>
<th>Federal Awards by Funding Source FY 2012-2013</th>
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</thead>
<tbody>
<tr>
<td>NSF</td>
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<tr>
<td>Health &amp; Human Services</td>
</tr>
<tr>
<td>NIH</td>
</tr>
<tr>
<td>Other DHHS Divisions</td>
</tr>
<tr>
<td>Department of Education</td>
</tr>
<tr>
<td>Department of Defense</td>
</tr>
<tr>
<td>Department of Energy</td>
</tr>
<tr>
<td>Veterans Administration</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>%</th>
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</tr>
</thead>
<tbody>
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## Technology Transfer

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Rembrandt Exhibition
A Fortnight of REMBRANDT
TWO WEEKS ONLY
September 20th - October 6th
at the FSU Museum of Fine Arts
The private collection of
Drs. Tobia and Morton Mower
Free
and open to the public
Florida State University presents

A Fortnight of Rembrandt

Selections from the Collection of Drs. Tobia & Morton Mower

Museum of Fine Arts
September 20th - October 6th, 2013

mofa.fsu.edu
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A Fortnight of Rembrandt

Selections from the Collection of Drs. Tobia & Morton Mower

Museum of Fine Arts
September 20th - October 6th, 2013

mofa.fsu.edu
Florida State University
Topics for Annual Assessment
Board of Trustees

September 9, 2013
Proposed Topics

1. Progress toward the Top 25
2. Progress on Big Ideas
3. Philanthropy – Initiate the Public Phase of the Campaign (date may be tied to another event)
4. Increase in faculty numbers and compensation
5. Advance Career Success and Job Creation Plan
6. Progress on the Civic Center
7. Strengthen relationships with Governor, Legislature and Board of Governors
8. Complete strategic plan for Athletics

Menu of topics distributed to Trustees