



Board of Trustees

Florida State University
President's Report
Board of Trustees

September 13, 2013



THE FLORIDA STATE UNIVERSITY

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



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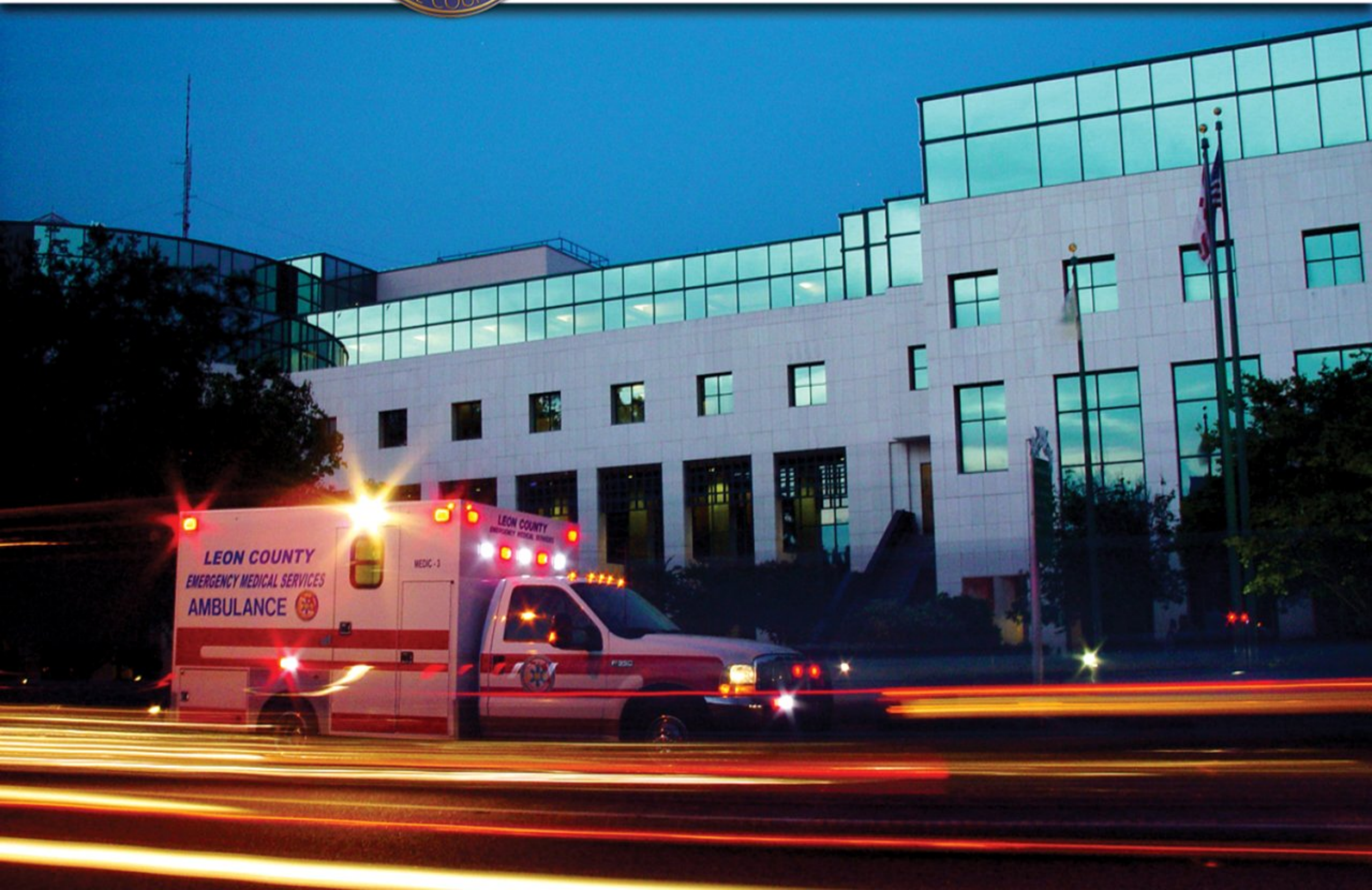
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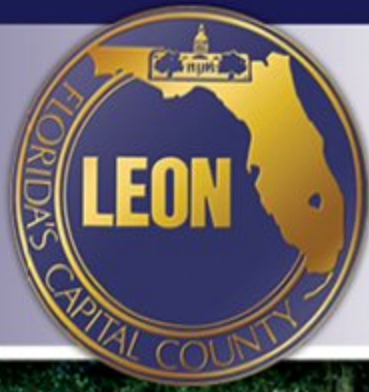




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FLORIDA STATE UNIVERSITY
STUDENT GOVERNMENT ASSOCIATION

Student Government Association



Contreras Saxner Kurleman Administration
2013-2014

University Relations: Update

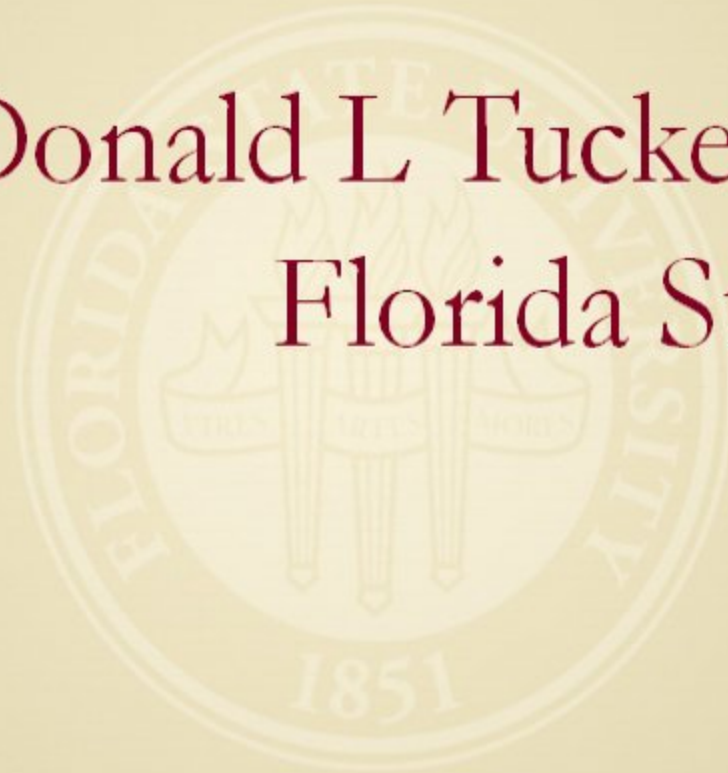
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Liz Maryanski

Vice President

September 13, 2013

Donald L Tucker Civic Center
Florida State University







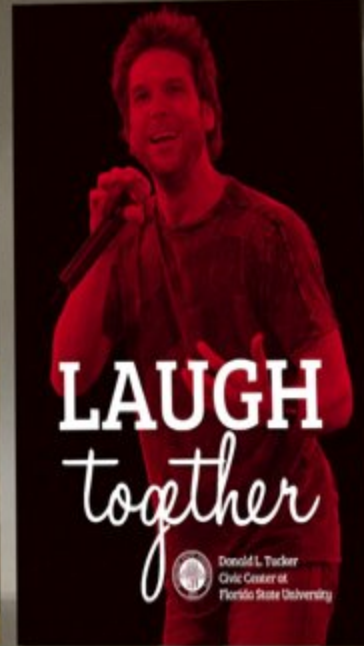
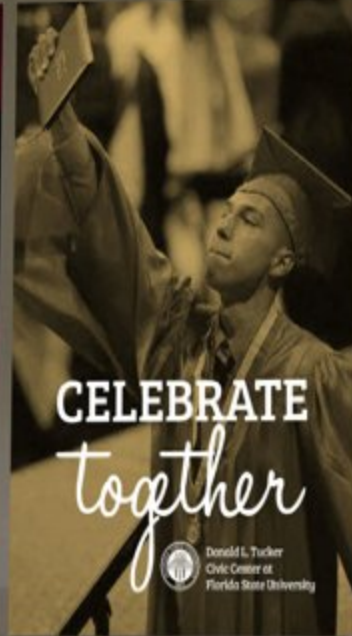
CHEER
together

LAUGH
together

CELEBRATE
together

tickets





WELCOME
MEETING ROOMS
&
EXHIBITION HALL
& FLIGHTS DOWN
TO
LOWER LEVEL



HIGH TOWERING PINES
OVER *our voices swell,* *Praising* **THOSE Gothic** *SHIRES*
HERE *& daughters* FAITHFUL *and TRUE* **FSU**
sons *stand*





Donald L. Tucker Civic Center at Florida State University





Commencement – August 2013





Commencement – August 2013





Commencement – August 2013





Commencement – August 2013





Commencement – August 2013





Commencement – August 2013





Commencement – August 2013





Commencement – August 2013





Commencement – August 2013





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



sevendayfestival.org



HOME PERFORMANCES & EVENTS TICKETS SPONSORS MEMBERSHIP EDUCATION ABOUT

FSU.EDU SUBSCRIBE TO OUR NEWSLETTER



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

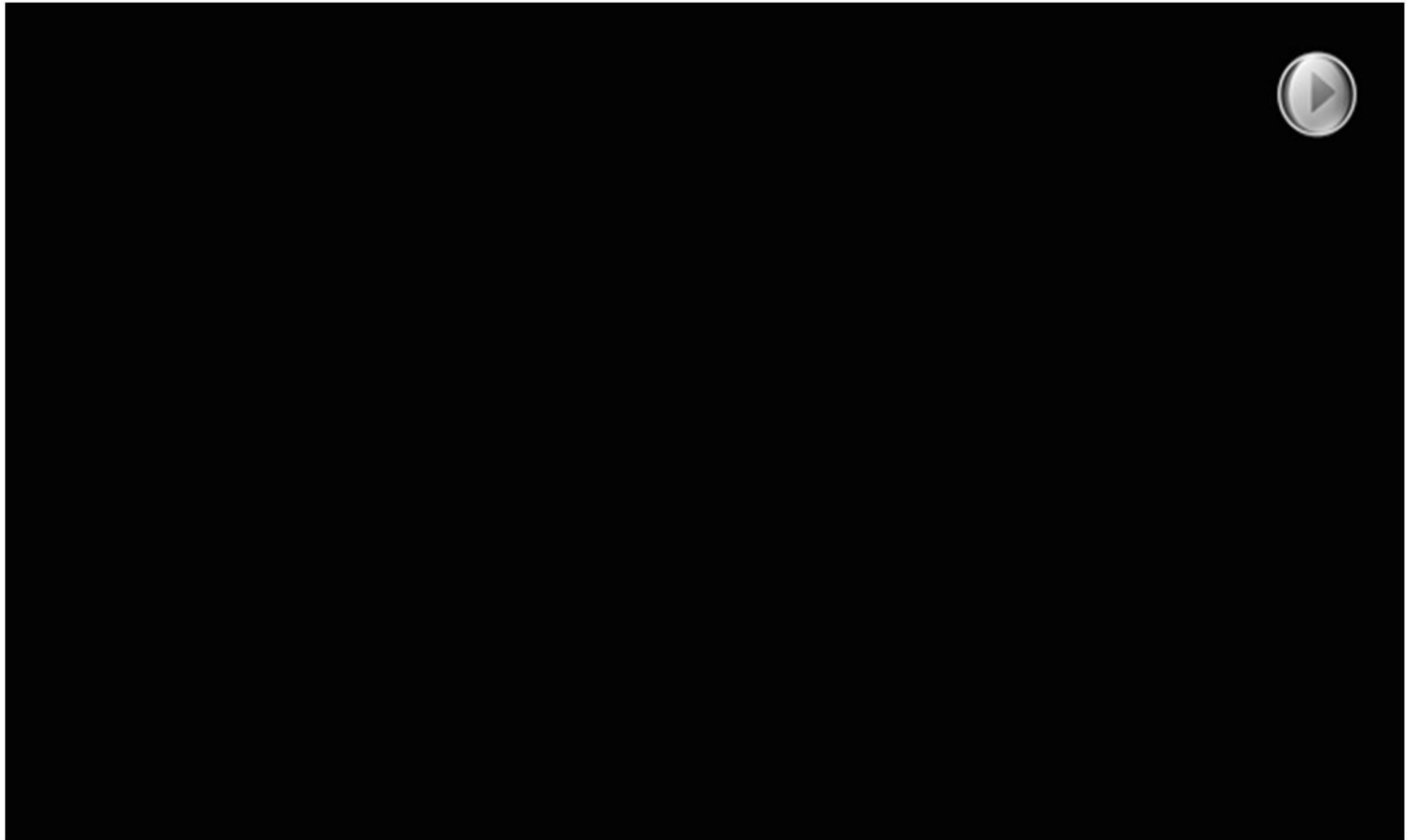
[Click Here to Join Online](#)

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Visit "floridachannel.org/programs-coverage/florida-crossroads"
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Excerpt From "Florida Crossroads"

FLORIDA'S UNDERGROUND RAILROAD: SOUTHERN ROUTE TO FREEDOM

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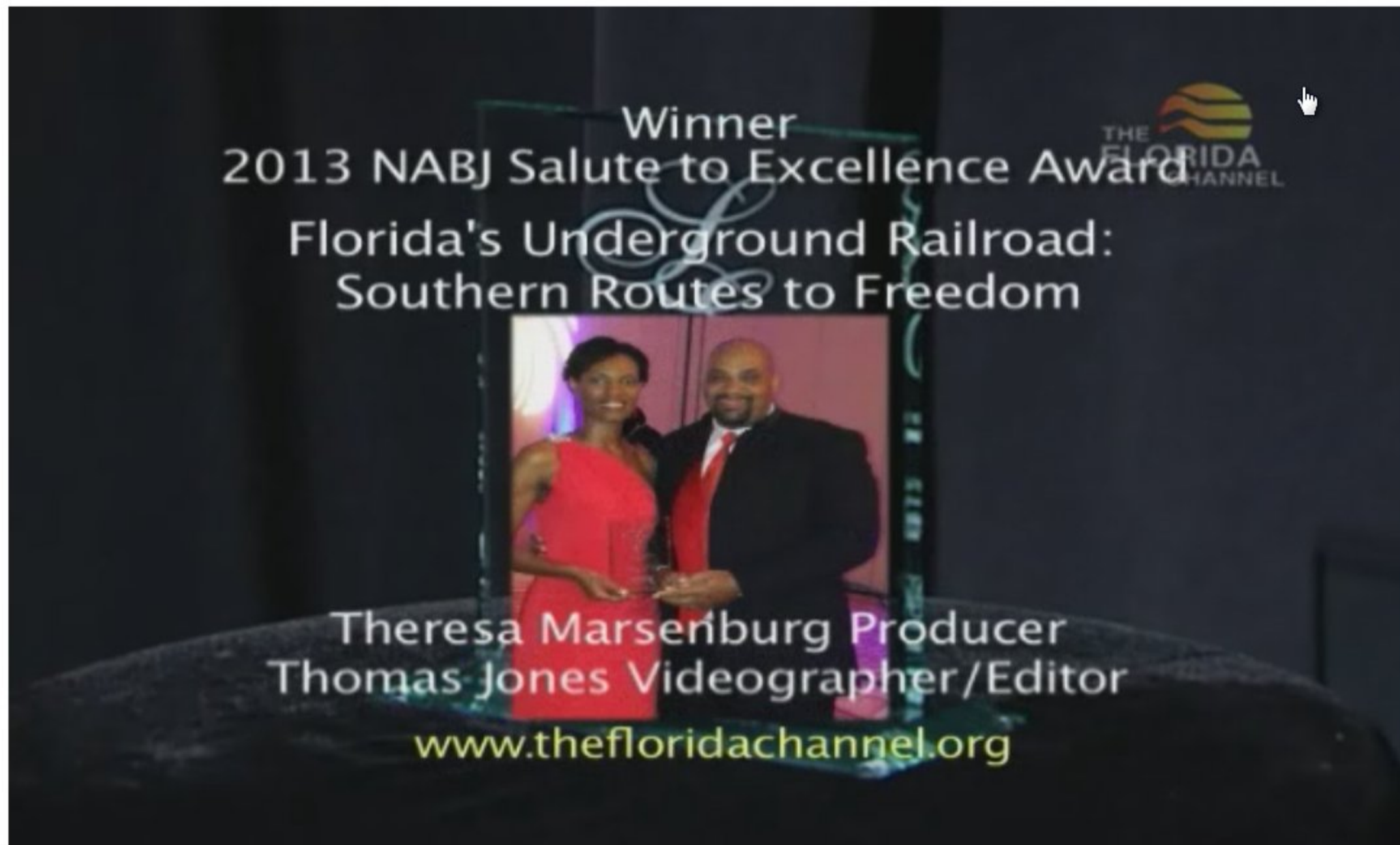
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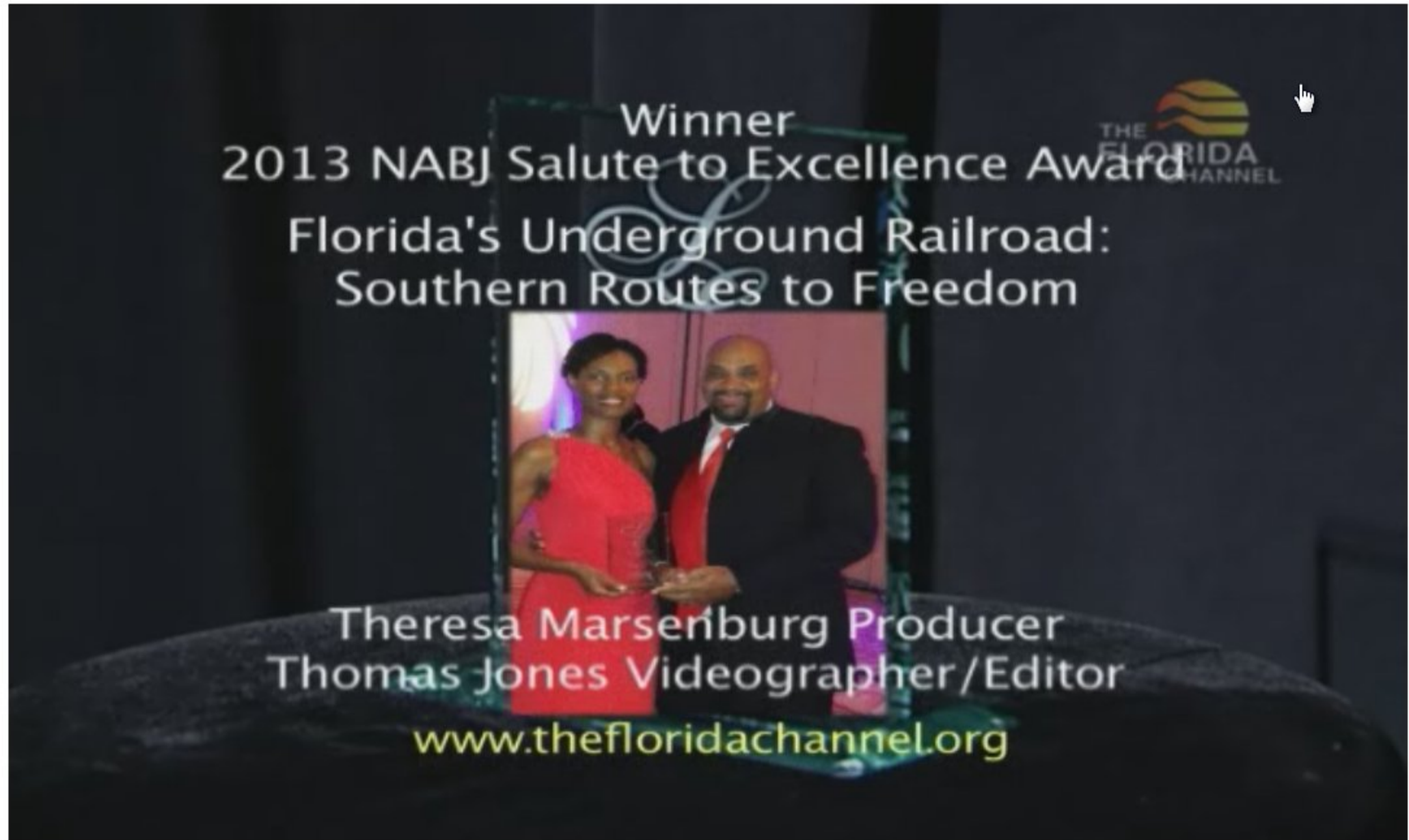


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**University Communications:
Integrated marketing
and communications strategy**

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

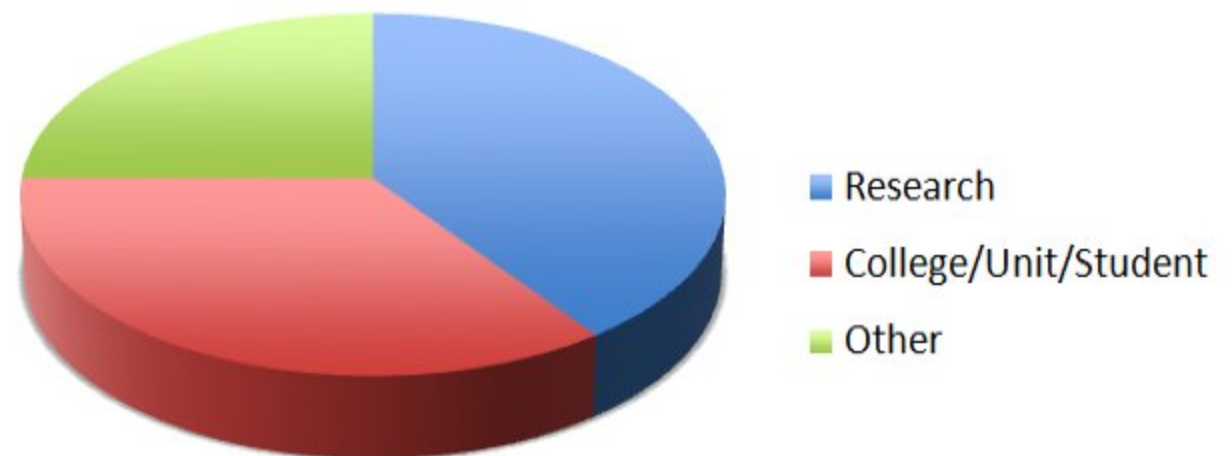
Geographic Summary

- 55% national
- 25% regional and local
- 20% international

Broadcast Media

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

Media Focus





Media hits



Detroit Free Press





Media hits



Detroit Free Press



Los Angeles Times

THE WALL STREET JOURNAL.

The Washington Post





Media hits



Detroit Free Press



TIME

THE
HUFFINGTON
POST



Men's Health



Los Angeles Times

The CHRISTIAN SCIENCE
MONITOR

THE WALL STREET JOURNAL.

The Washington Post



DAILY NEWS



Media hits



Detroit Free Press



TIME

THE HUFFINGTON POST



Men's Health



Los Angeles Times

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THE WALL STREET JOURNAL.

The Washington Post



DAILY NEWS



TEASING OBESE PEOPLE MAY CAUSE THEM TO GAIN MORE WEIGHT

Trying to motivate overweight and obese friends 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 enlisted 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 obese 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 the victims of weightism.

Obesity has been associated with an increased risk for depression, 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 binge eating," the researchers explained. "Overeating is a common emotion-regulation strategy, and those who feel the stress of stigmatization report that they cope with it by eating more."

Being overweight and obese can increase risks for chronic diseases including Type 2 diabetes, heart disease and some types of cancers.

The researchers called for more creative solutions to combat the spread of weight discrimination. Their study was published July 24 in *PLoS One*.

One expert not involved in the study pointed out some of this discrimination





CBSNEWS

Los Angeles Times

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CALLING SOMEONE FAT, SAYING NAMES CAN MAKE THEM 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 names — or worse — for being fat would discourage them from taking part in gym class or other 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 in 2006 and 2010 to see what happened between the two weigh-ins. They compared people who already were obese and others who said they faced discrimination for their weight.

Participants who experienced weight

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CBS NEWS

Los Angeles

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Participants who experienced weight

Detroit Free Press
A GANNETT COMPANY

HEALTH INSIDER: CALLING SOMEONE FAT NAMES CAN MAKE THEM EAT MORE, RESEARCHERS SAY

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HATING ON FAT PEOPLE JUST MAKES THEM FATTER

Don't try to pretend weight gibes and judgments of the overweight people in your life are for their own good. Florida researchers have evidence that discriminating against fat people only makes them fatter.

People often rationalize this as OK to discriminate based on weight because it motivates the victim to lose pounds. Angelina Sutin, a psychologist at the Florida State University College of Medicine in Tallahassee, says that's not true.

Sutin and colleagues surveyed data from more than 6,000 American men and women ages 18 and older who were asked how often in their daily lives they experienced different types of discrimination. Examples ranged from disservice at a restaurant to being passed over for a job promotion.

The survey then asked participants why they thought the discrimination happened. Was it because of their race or age, such as being older, or their sex, age or weight? The researchers also measured the participants' weight and height.

The researchers found that over the four-year period, people who were discriminated against based on weight gained more weight than those who weren't.

Overweight people who said they'd experienced discrimination based on weight were 2.5 times more likely to gain weight over the four-year period than those who didn't experience weight discrimination, and those who were obese were three times

more likely to remain so if they'd been harshly targeted because of their weight. Other forms of discrimination showed no effect on weight.

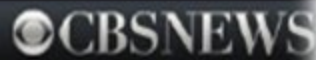
A controversial ad by Blue Cross and Blue Shield of Minnesota shows an overweight woman struggling to buy junk food.

The Salt Lake Tribune's Adam J. Lamm writes in a piece titled "Weightism: A new form of discrimination" that Sutin's study, published in the latest issue of the journal PLOS One, wasn't designed to get at why weight discrimination led many people to pack on even more weight. But other research suggests that increased rates of depression, emotional eating and low self-esteem likely play a role. "It does increase stress (and the associated hormones it triggers that can trigger more hunger and eating), as well as the avoidance of exercise."

"If someone's mean to you because of your weight or acts like you don't belong there," Sutin says, "it's less likely to go back."

The roots of obesity are complex and include genetics and other factors that go well beyond individual choice. "Trying to promote healthy behaviors is a good thing," she says, "but shaming someone has no role in the solution."

But obesity-related prejudice and discrimination persist in many spheres and is increasing. In 2009, employers, teachers — and doctors.



Los Angeles

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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 names — or worse — for being fat would discourage them from taking part in gym class or other 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 in 2006 and 2010 to see what happened both to people who already were obese and to others who said they faced discrimination for their weight.

Participants who experienced weight



HEALTH INSIDER: CALLING SOMEONE FAT NAMES CAN MAKE THEM EAT MORE, RESEARCHERS SAY

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Participants who experienced weight



HATING ON FAT PEOPLE JUST MAKES THEM FATTER

Don't try to pretend your gibes and judgments of the overweight people in your life are for their own good. Florida researchers have evidence that discriminating against fat people only makes them fatter.

"People often rationalize that it's OK to discriminate based on weight because it will motivate the victim to lose pounds," Angelina Sutin, a psychologist at the Florida State College of Medicine in Tallahassee, tells Shots. "But our findings suggest the opposite."

Sutin and a colleague checked survey data from more than 6,000 American men and women age 50 and older who were asked how often in their daily lives they experienced different types of discrimination. Examples ranged from discourtesy or refusal of restaurant service to not getting a job or promotion.

The survey then asked the respondents why they thought the discrimination happened. Was it because of their race or age, for example, or their sex, age or weight? Researchers also measured the participants' weight and height.

Four years later, a follow-up survey asked the same questions and checked for changes in weight.

Overweight people who said they'd experienced discrimination based on weight were more than twice as likely to be obese four years later than people who didn't mention such discrimination. And those who started out obese were three times

more likely to remain so if they'd been harshly targeted because of their weight. Other types of discrimination showed no effect on weight.

A controversial ad by Blue Cross and Blue Shield of Minnesota shows an overweight shopper and her daughter buying junk food.

The Salt New Anti-Obesity Ads Blaming Overweight Parents Spark Criticism Sutin's study, published in the latest issue of the online journal PLOS One, wasn't designed to get at why weight discrimination led many fat people to pack on even more pounds. But other research suggests that increased rates of depression, emotional eating and low-self esteem likely play a role. So does increased stress (and the associated hormonal surges that can trigger even more hunger and eating), as well as the avoidance of exercise.

"If someone's mean to you at the gym because of your weight or acts like you don't belong there," Sutin says, "you're less likely to go back."

The roots of obesity are complex and include genetics and other factors that go well beyond individual choice. "Trying to promote healthy behaviors is a good thing," she says, but shaming someone has no place in the solution.

Unfortunately, weight-related prejudice and discrimination persists in many spheres and is only increasing among employers, teachers — and doctors.



Editorial coverage



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 ocean 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 pulling 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 cabling.

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 3,000 feet where the water is a bracing 40 degrees Fahrenheit. It's quite a contrast to the Gulf of Mexico's 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.

Florida State University Coastal and Marine Laboratory Caption
Florida State University Coastal and Marine Laboratory
Florida State researchers and graduate students aboard the RV Apalachee. Grubbs and his team are part of the Deep-C Consortium, a group of ocean biologists who are studying the effect of the 2010 Deepwater Horizon oil spill on the species that live in the Gulf of Mexico.

In the months following the spill, Grubbs says, he'd get questions about how animals living in the Gulf were being affected. "For the most part, we had to answer, we don't know," he said.

The goal of the recent week-long voyage, the sixth expedition Grubbs has led, was to find samples from up to 6,000 feet under the water's surface.

After the shark was hauled on deck, the crew worked on it for hours, well into the night.

Grubbs said they made almost 75 measurements of the fish's body structure. The crew collected samples for genetic analysis, which would confirm which species of sleeper shark the sample was. They also took samples from the shark's muscles, stomach and liver, along with blood and bile, to be shared with labs around the world to understand if and how toxins and chemicals from the 2010 oil spill are incorporated into the shark's body.

There were a few surprises: Grubbs found a six-inch spine of a stingray in the shark's skull, from its jaw up to just below its eye, that probably lodged itself there during what might have been a dinner accident. Among the shark's stomach contents,



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

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

Dean Grubbs of Florida State'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 an-

imals 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.



RESEARCHERS CATCH ARCTIC SHARK OFF FLORIDA COAST

TALLAHASSEE (CBSMiami) — Researchers at Florida State University made quite the unusual catch in the Gulf of Mexico recently.

The team of researchers caught a cold-water shark typically found in Arctic waters. The animal is known as a Greenland shark and it's the first documented catch of one in the Gulf of Mexico.

Grubbs led a research mission to study deep sea marine life and examine the an-

imals 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.

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Editorial coverage



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 1.62 IQ points for boys and a loss of 3.02 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 fighting-related injury.

Share This:

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 fighting-related injury resulted in a loss of 1.62 IQ points for boys, while girls lost an average of 3.02 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."



Editorial coverage

Tallahassee.com
A GANNETT COMPANY

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 snag prime parking along Wahnish 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 this 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 41,500 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 Janice Finney said in a news release.

Over at TCC, an estimated 11,500 students are expected to enroll, including about 2,600 first-time students. That represents about a 2-percent increase for first-year students, even though overall enrollment is expected to be down about 8 percent.

FAMU's enrollment is expected to reach nearly 12,000, including 1,150 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 head 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 use your skills and talents as a volunteer.

Tallahassee is whole once again.

Tallahassee.com
A GANNETT COMPANY

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.

Having students land such prominent academic achievements is critical to Florida State University's mission under Dr. Eric Barron to become among the top 25 public universities in the country. The university already sealed its distinction of gaining pre-eminent status this spring, having received through the Legislature a strong financial boost, along with the University of Florida.

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 Filar, 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”



PATH TO THE TOP 25

MESSAGE FROM PRESIDENT BARRON

As the 2013-14 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 Career and Professional Education Act, which defined pre-eminence status for state universities and set specific performance parameters for universities to gain this status. Florida State University was one of two in the State University System to qualify. I am pleased to say that the Florida Board of Governors then officially designated Florida State University as a pre-eminent university.

This status adds \$15 million to our base budget for the specific purpose of adding faculty, increasing student 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 students. I salute them for their contributions to this landmark achievement.



Read the pre-eminence key talking points.

MEDIA HIGHLIGHTS

news.fsu.edu

INSPIRING THE EXTRAORDINARY

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FSU'S PATH TO THE TOP 25



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FLORIDA STATE UNIVERSITY NUMBERS REALLY DO SPEAK FOR THEMSELVES

LEADING THE NATION **LEADING THE STATE**

- Most Efficient High Quality University in the Country
- US NEWS & WORLD REPORT
- The 6th "Best Value" University in the USA
- College of Criminal Justice No. 1 for Top 200 Schools
- No. 1 in the Americas for Best Value
- 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, hosts the most powerful magnets on Earth with applications from medicine to electronics

CLICK HERE for KEY FACTS

STEM

FSU HAS THE \$1 AMOUNT OF SCIENCE FOUNDATION AND DEVELOPMENT FUNDS IN FLORIDA

RHODES SCHOLARS - 100 public universities in Florida since 2000 have been Florida State students

Our **COLLEGE OF LAW** has the **HIGHEST JOB PLACEMENT** of any law school in the state

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/mediainfo.html



Florida Trend



Your communications tool box
for Florida State University's

**PATH
TO THE
TOP
25**

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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

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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

LEADING THE STATE



**FLORIDA
STATE**
- LEADS -
THE STATE IN

5 OF 9
AREAS OF
EXTERNAL
FUNDING FOR
STEM
DISCIPLINES



Our **COLLEGE OF LAW** has the
HIGHEST JOB PLACEMENT
of any law school in the state



FSU HAS THE
HIGHEST AMOUNT OF
NATIONAL SCIENCE FOUNDATION
RESEARCH AND DEVELOPMENT
EXPENDITURES IN FLORIDA

All 3 **RHODES SCHOLARS**
from public universities in
Florida **SINCE 2006** have
been Florida State students

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

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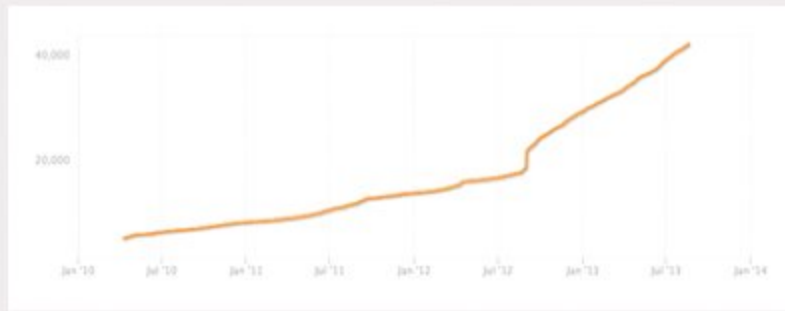
Social Media Growth: January 2012-August 2013



Fans
41,092



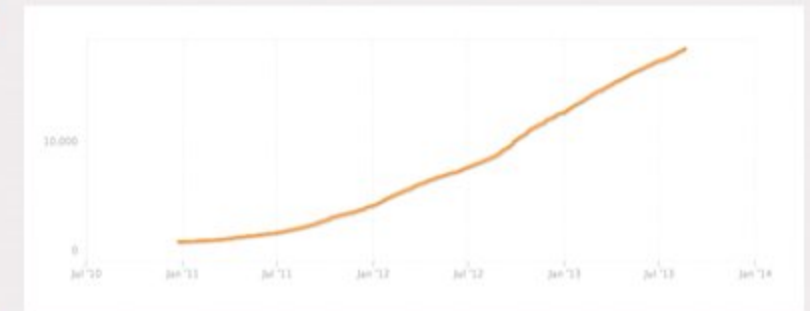
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Growth of 219%!



Followers
17,997



+14,318
Growth of 389%



Views to date: 335,342



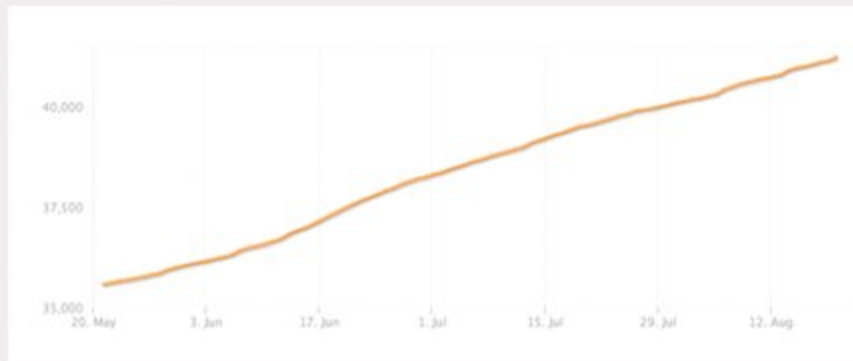
Social Media Updates: June-August 2013



Fans
41,092



+5,894



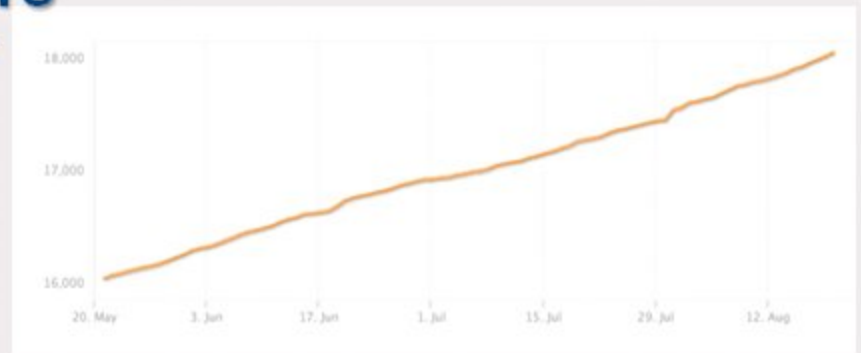
(as of 8/20)



Followers
17,997



+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




$$\frac{\text{Avg. Engaged Users}}{\text{Avg. Daily Total Reach}} \times 100 = 7.9\%$$

High Quality Engagement

$$\frac{\text{Avg. PTAT}}{\text{Avg. Daily Total Reach}} \times 100 = 2.1\%$$

TOP 100 AND MOST COLLABORATIVE US COLLEGES



					1
	2		3		4
	5		6		8
	10		11		12
	16		18		13
	22		24		26
	28		29		31
	30		32		33

* Large schools = 20,000 or more undergraduates.



Average: 84



Average Influence: 773
Average Reach: 6

THE HUFFINGTON POST

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.

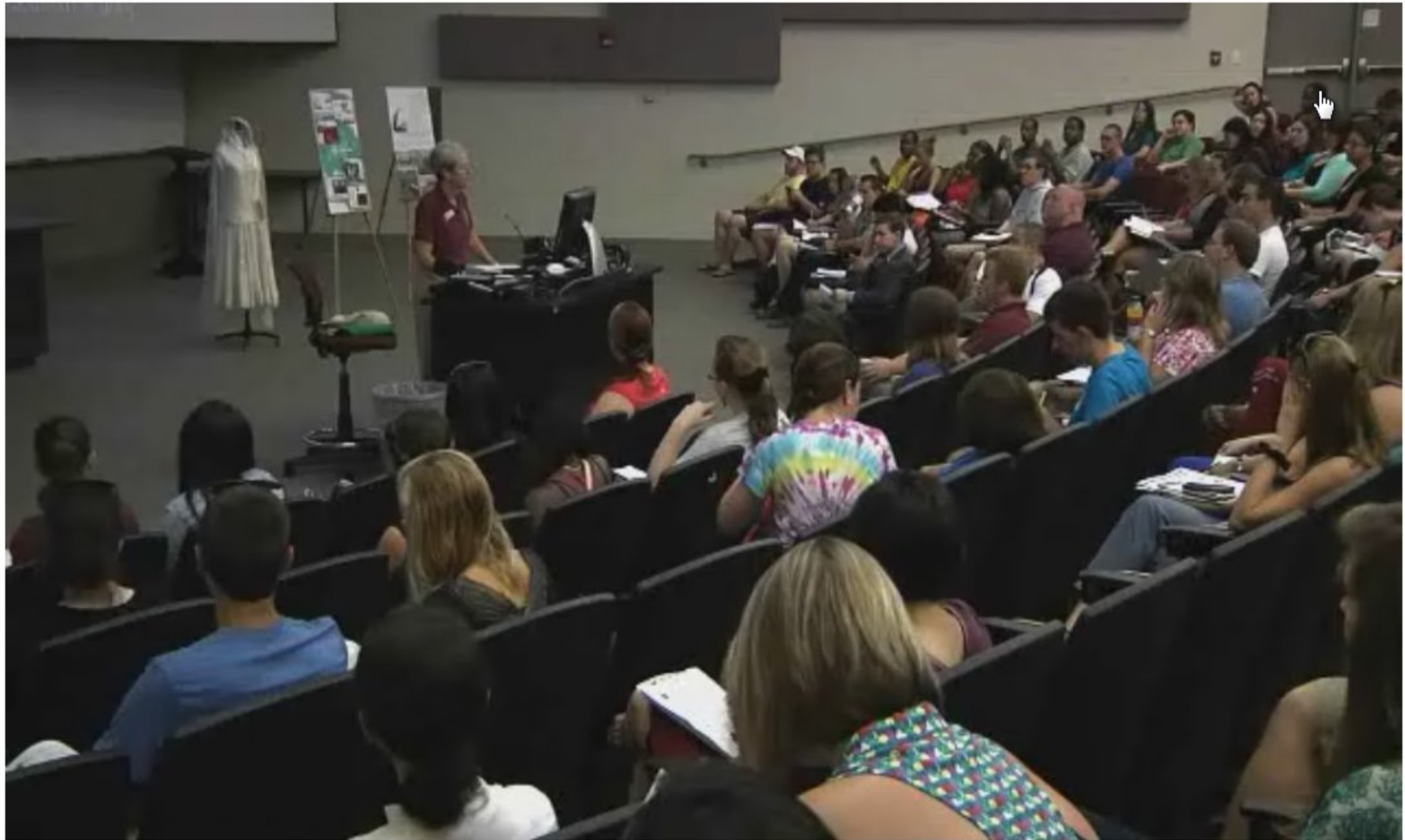


Graduate Students Orientation



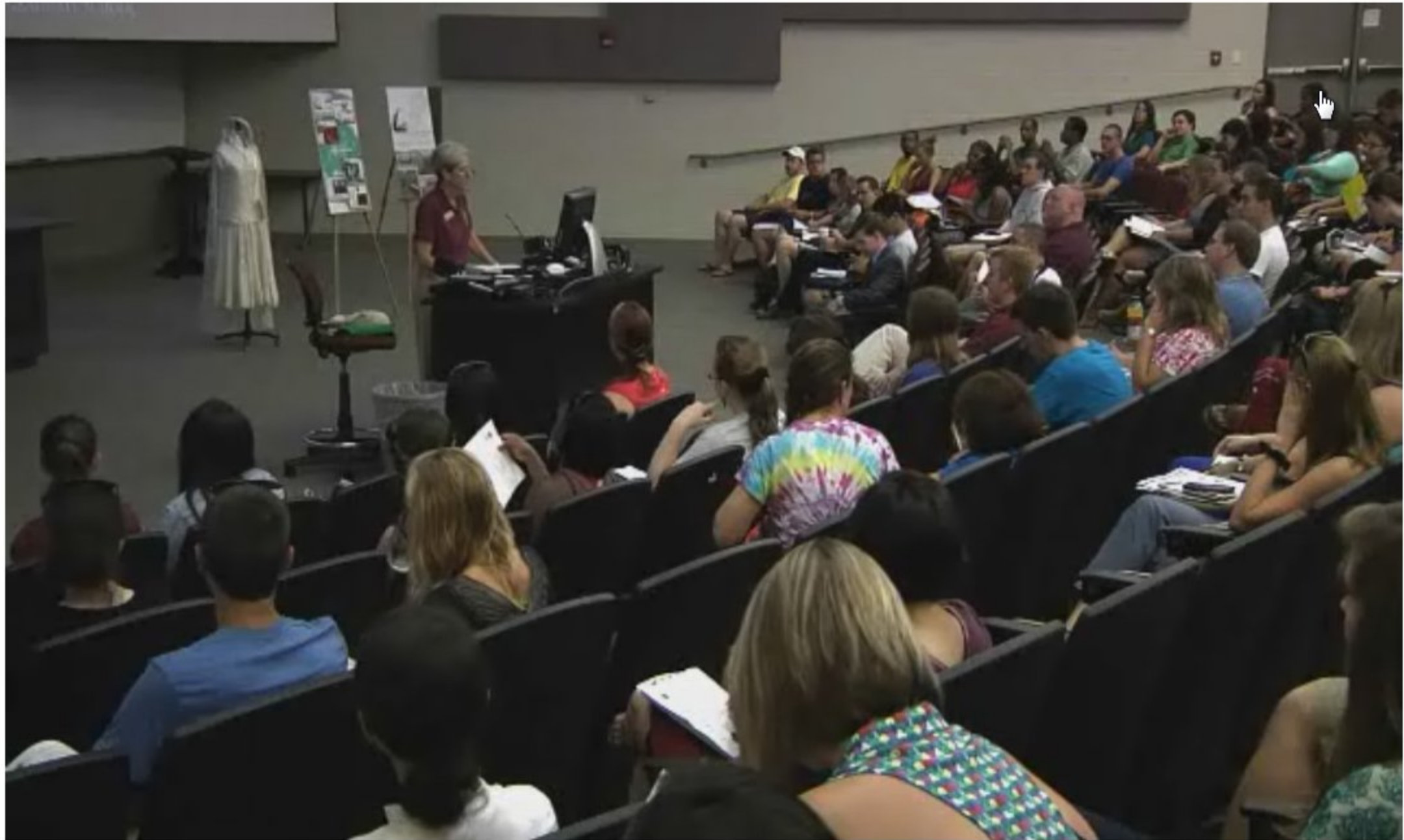


Graduate Students Orientation





Graduate Students Orientation





Graduate Students Orientation





Graduate Students Orientation



Nancy Marcus
DEAN, THE GRADUATE SCHOOL
FLORIDA STATE UNIVERSITY



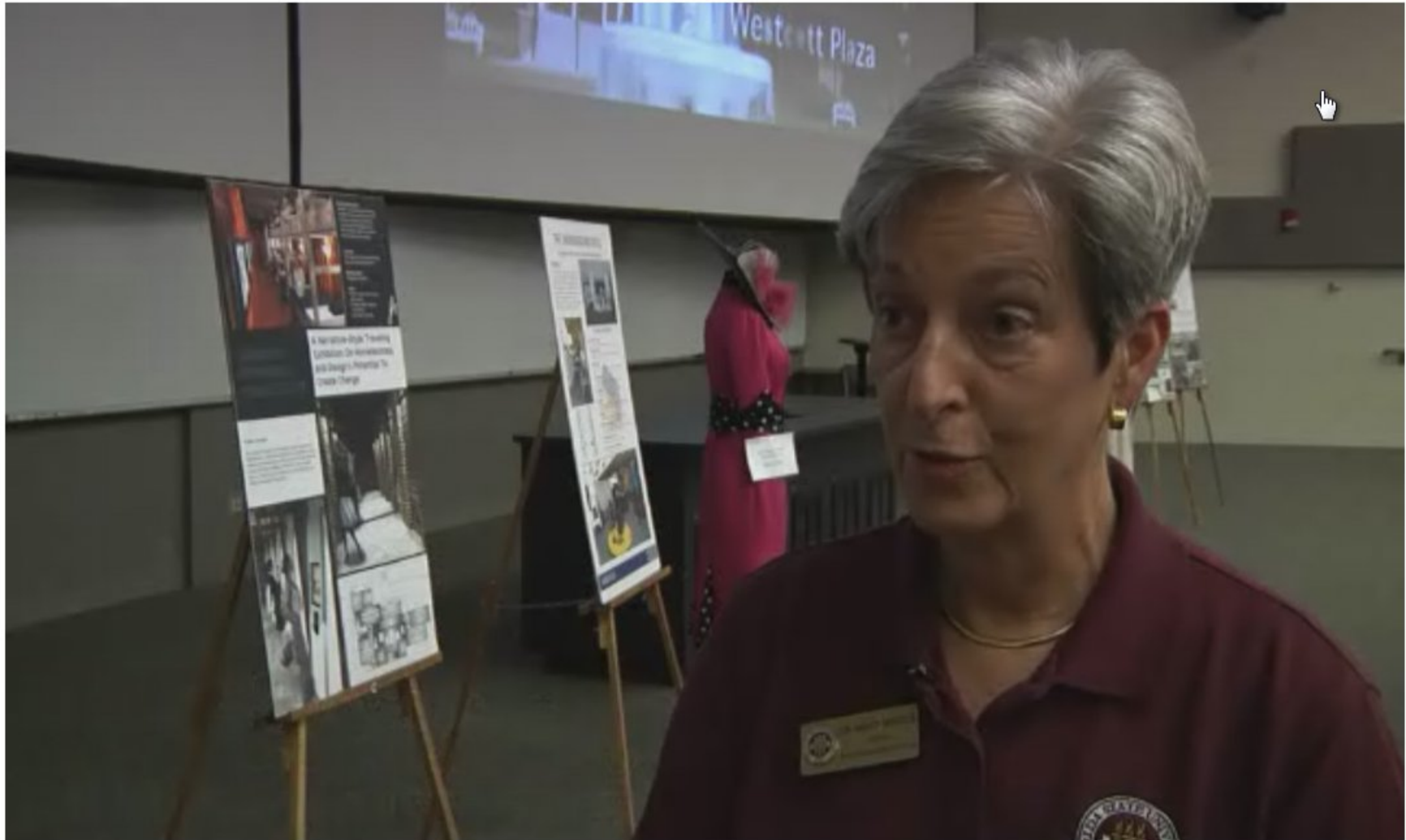
Graduate Students Orientation



Nancy Marcus
DEAN, THE GRADUATE SCHOOL
FLORIDA STATE UNIVERSITY



Graduate Students Orientation





Graduate Students Orientation





Graduate Students Orientation





Graduate Students Orientation





Graduate Students Orientation



Marsha Buchanan
GRADUATE STUDENT
FLORIDA STATE UNIVERSITY



Graduate Students Orientation



Marsha Buchanan
GRADUATE STUDENT
FLORIDA STATE UNIVERSITY



Graduate Students Orientation





Graduate Students Orientation





Graduate Students Orientation



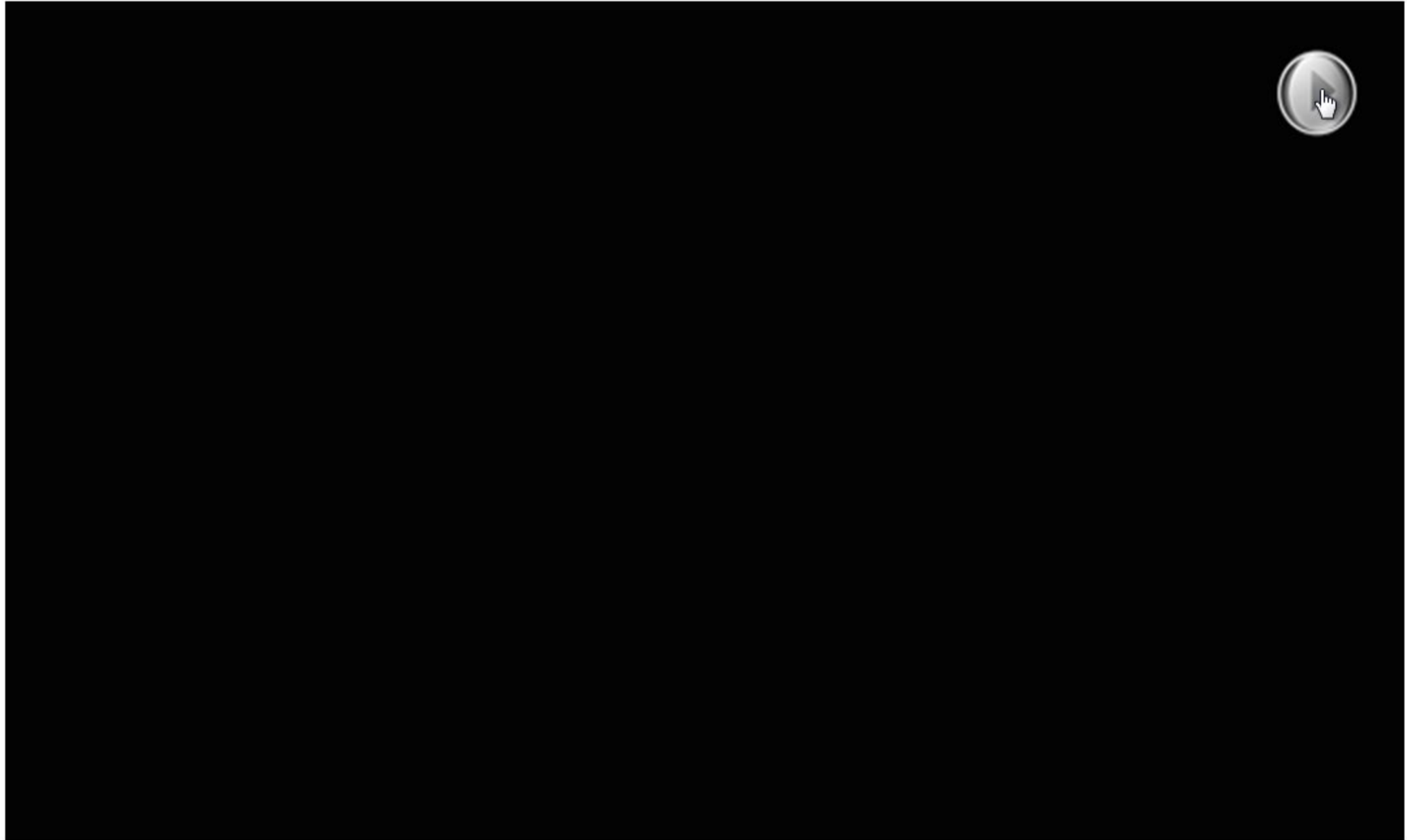


Graduate Students Orientation





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



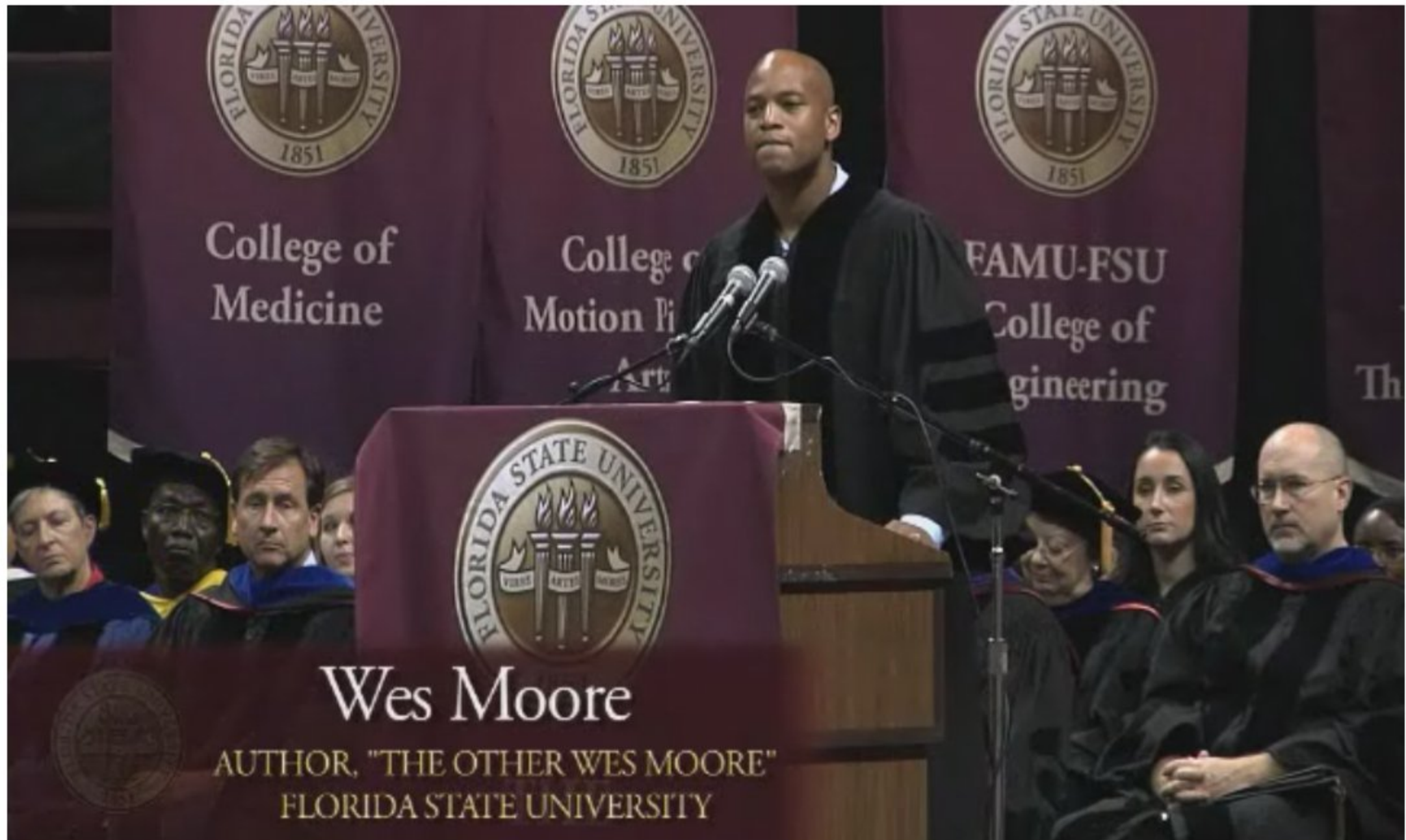


Celebrating milestones and other special events





Celebrating milestones and other special events





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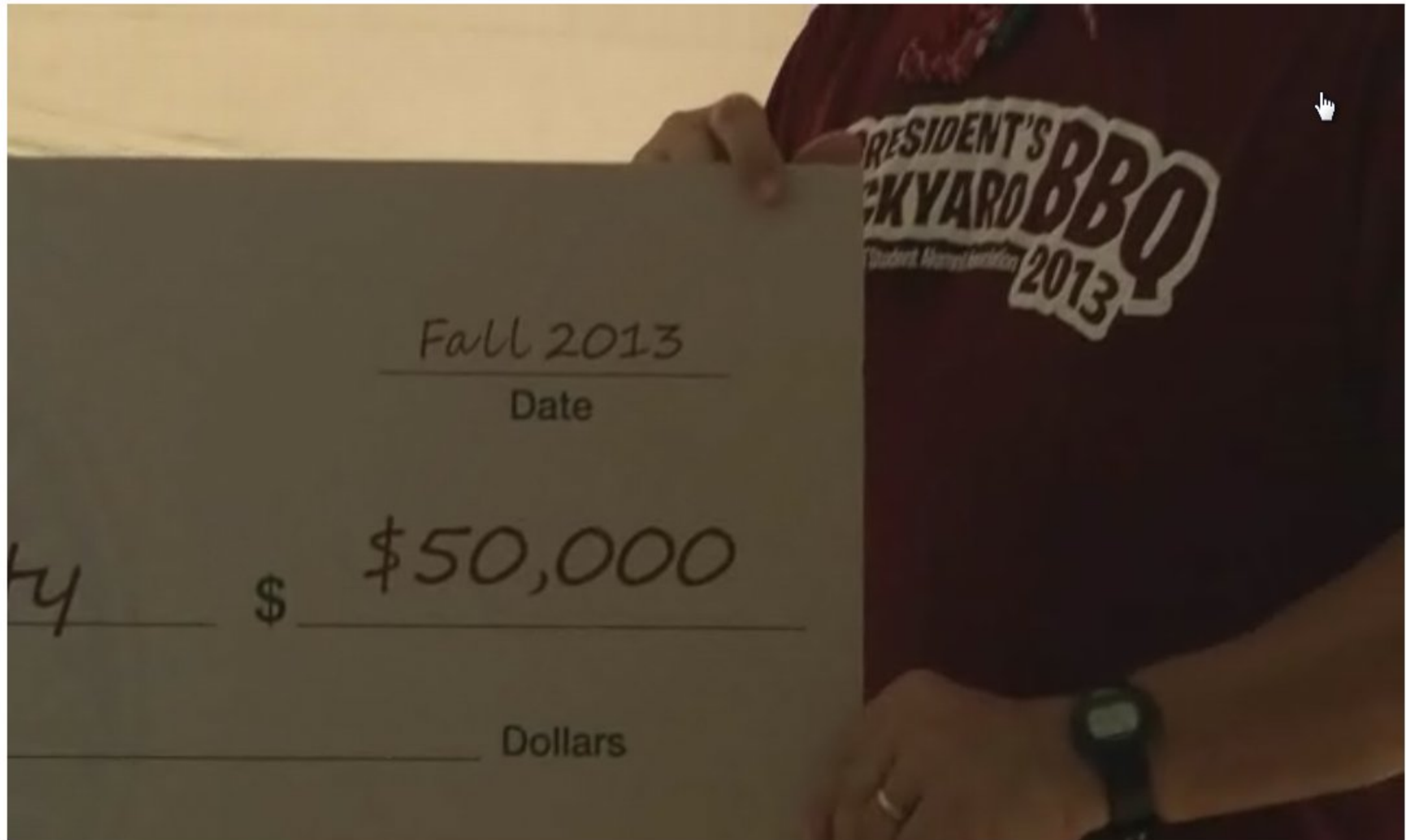


Celebrating milestones and other special events





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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





Circle of Excellence: GOLD





Hymn to the Garnet and Gold





Hymn to the Garnet and Gold





Hymn to the Garnet and Gold





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



HERI

RINGING 'S THE SKY



Hymn to the Garnet and Gold



HERE'S A SONG FOR THE
ME



Hymn to the Garnet and Gold





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



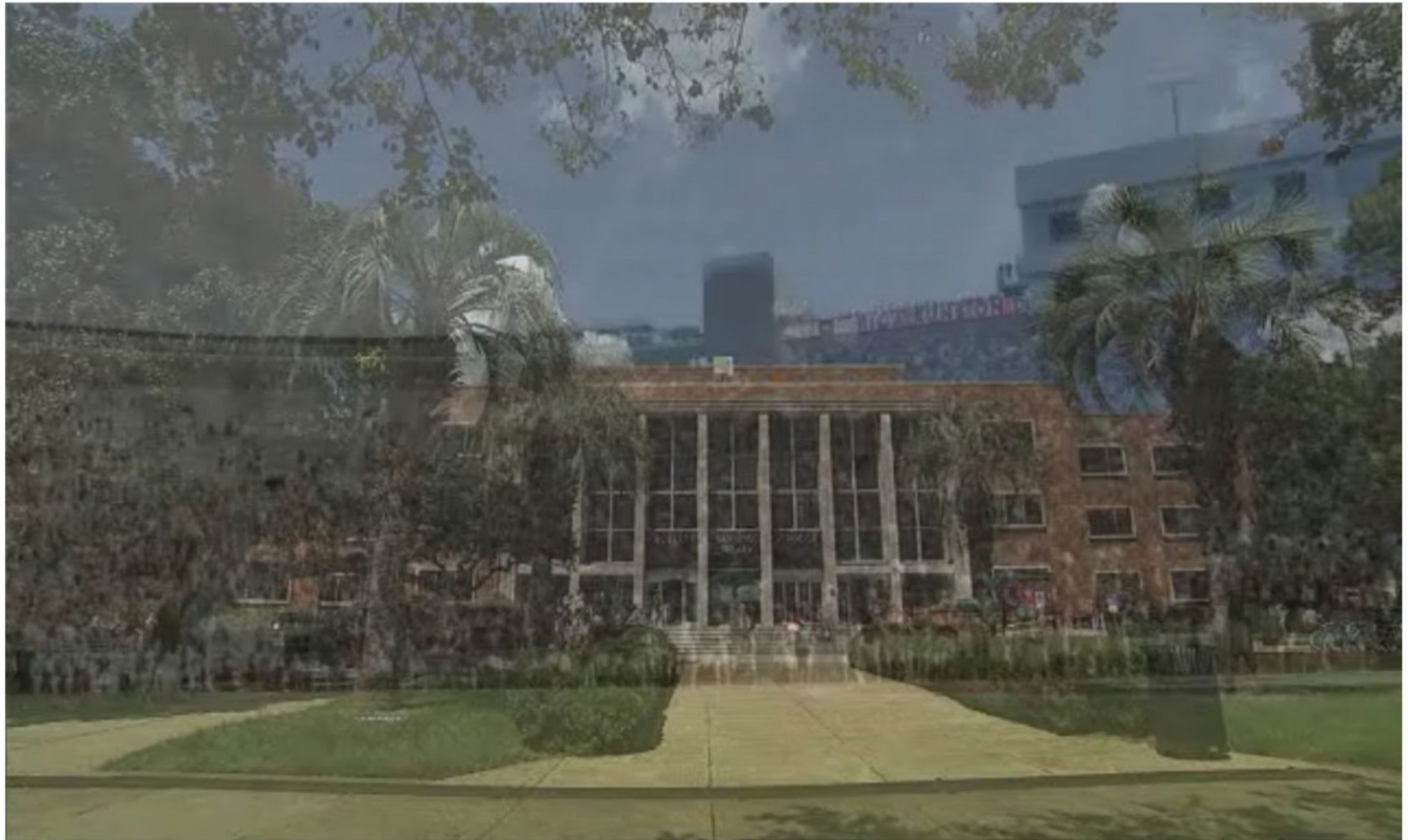


Hymn to the Garnet and Gold





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



ALMA MATR



Hymn to the Garnet and Gold



ALMA MATER,
THIS OUR SONG



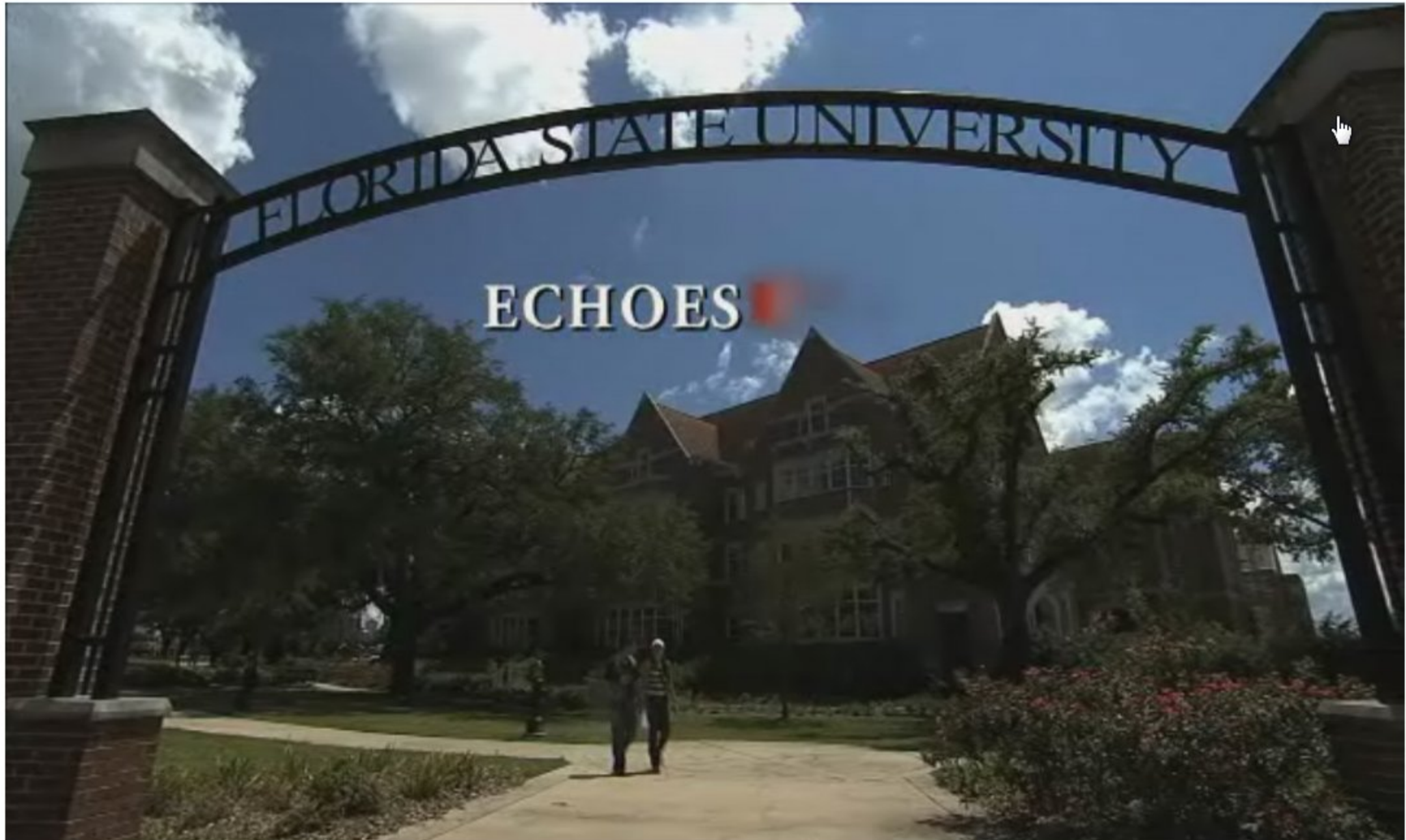
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ALMA MATER,
THIS OUR SONG TO YOU



Hymn to the Garnet and Gold





Hymn to the Garnet and Gold



ECHOES FSU



Hymn to the Garnet and Gold



Thank you.

Questions?





Board of Trustees



Division of Student Affairs Report Board of Trustees Meeting

September 2013



CARE Summer Bridge move-in





Lighting the torches at New Student Convocation





President's Backyard BBQ



Students in the Oglesby Union celebrating Civility Week

SACS Reaffirmation

Robert B. Bradley

September 2013



THE FLORIDA STATE UNIVERSITY



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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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 borrowing 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.

Name	Courses Taught	Academic Degrees and Coursework	Other Qualifications and Comments
Ang, James S (F) Curriculum Vitae	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) Curriculum Vitae	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, 05/13/2006	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) Curriculum Vitae	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

College	Department	Degree Level	Fall 2012 Student Headcount	Spring 2013 Student Headcount	Fall '12 + Spring '13 Unduplicated Student Headcount	Fall 2012 FT Faculty	Fall 2012 PT Faculty	Fall 2012 + Spring 2013 Graduate Assistants	Fall + Spring Student Headcount to Fall 2012 FT+PT Faculty	Fall + Spring Student Headcount to Fall 2012 FT Faculty	Fall + Spring Student Headcount to Fall 2012 Faculty FT + PT + GA
Arts & Sciences	Biological Science	Bachelor's	979	1,024	1,163	58	53	37	10.5	20.1	7.9
Arts & Sciences	Biological Science	Doctoral	88	88	94	60	34	0	1.0	1.6	1.0
Arts & Sciences	Biological Science	Masters	17	15	18	50	19	0	0.3	0.4	0.3
Arts & Sciences	Chemistry and Biochemistry	Bachelor's	503	488	555	39	7	42	12.1	14.2	6.3
Arts & Sciences	Chemistry and Biochemistry	Doctoral	137	130	143	33	1	0	4.2	4.3	4.2
Arts & Sciences	Chemistry and Biochemistry	Masters	1	0	1	33	0	0	0.0	0.0	0.0
Arts & Sciences	Classics	Bachelor's	69	60	73	14	2	15	4.6	5.2	2.4
Arts & Sciences	Classics	Doctoral	18	18	19	12	0	0	1.6	1.6	1.6
Arts & Sciences	Classics	Masters	27	25	27	12	0	0	2.3	2.3	2.3
Arts & Sciences	Computational Science	Bachelor's	15	14	17	15	4	0	0.9	1.1	0.9
Arts & Sciences	Computational Science	Doctoral	31	27	31	13	4	0	1.8	2.4	1.8
Arts & Sciences	Computational Science	Masters	4	4	5	13	4	0	0.3	0.4	0.3
Arts & Sciences	Computer Science	Bachelor's	428	411	493	21	3	6	20.5	23.5	16.4
Arts & Sciences	Computer Science	Doctoral	55	52	60	15	2	0	3.5	4.0	3.5
Arts & Sciences	Computer Science	Masters	67	71	80	17	4	0	3.8	4.7	3.8
Arts & Sciences	EOAS	Bachelor's	417	434	475	31	1	20	14.8	15.3	9.1
Arts & Sciences	EOAS	Doctoral	68	67	76	37	3	0	1.9	2.1	1.9
Arts & Sciences	EOAS	Masters	97	85	99	36	10	0	2.2	2.8	2.2
Arts & Sciences	English	Bachelor's	1,516	1,527	1,749	60	10	136	25.0	29.2	8.5
Arts & Sciences	English	Doctoral	126	124	130	49	5	0	2.4	2.7	2.4
Arts & Sciences	English	Masters	54	51	54	50	3	0	1.0	1.1	1.0



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 consequence of this meeting was: 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 achieve right at the Student Learning Outcome set by the Finance Department faculty. Specifically, of the 1,519 students assessed over the Fall '11/Spring '12/Summer '12 period (compared to 1,309 the prior academic year), 87% of students achieved a score of 60% or better on the designated assessment (compared with 80% prior), 75% achieved a 70% or better (73% prior), 69% achieved a 78% or better (59% prior), 56% achieved an 80% or better (55% prior), and 28% achieved a 90% or better (41% prior).

* Moreover, of the 9,855 students assessed over the past six academic years, 86% 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 suitably challenged by the rigor of the content. There 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 1,247 students assessed in Fall '11 and Spring '12 academic year without Summer '12). 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 with the previous years using partially standard classroom sizes and the 500 seat 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 intent 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 appropriately 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 revisited. For continuity and fair comparisons, we have developed and revised by Committee a set of 15 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/'07 period, and minor changes were made to the question set. A subsequent review was undertaken spring '12, and one minor rewrite was made to one question to be used in subsequent semesters. 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

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



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. 25th to Jan. 17th
 - Preparation of Focused Response by Off-Site Committee comments
 - QEP completion
- On-Site Chair visit and consultation (January)
- Jan. 27th to March 7th
 - 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



THE FLORIDA STATE UNIVERSITY



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



Putting our Ideas into Practice: The Summer 2013 Professional Development Pilot Program

- 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



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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



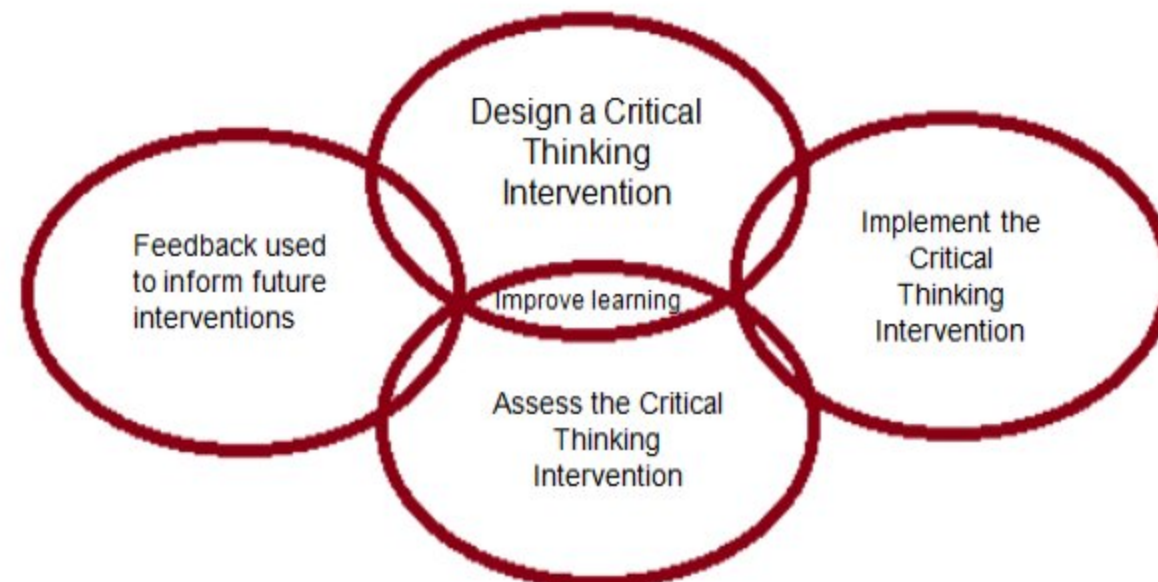
The Classroom Initiative: A More Detailed View

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

Board of Trustees Finance Business and Audit

September 13, 2013

Kyle Clark

Vice President for Finance and Administration



THE FLORIDA STATE UNIVERSITY



Donald L. Tucker Civic Center

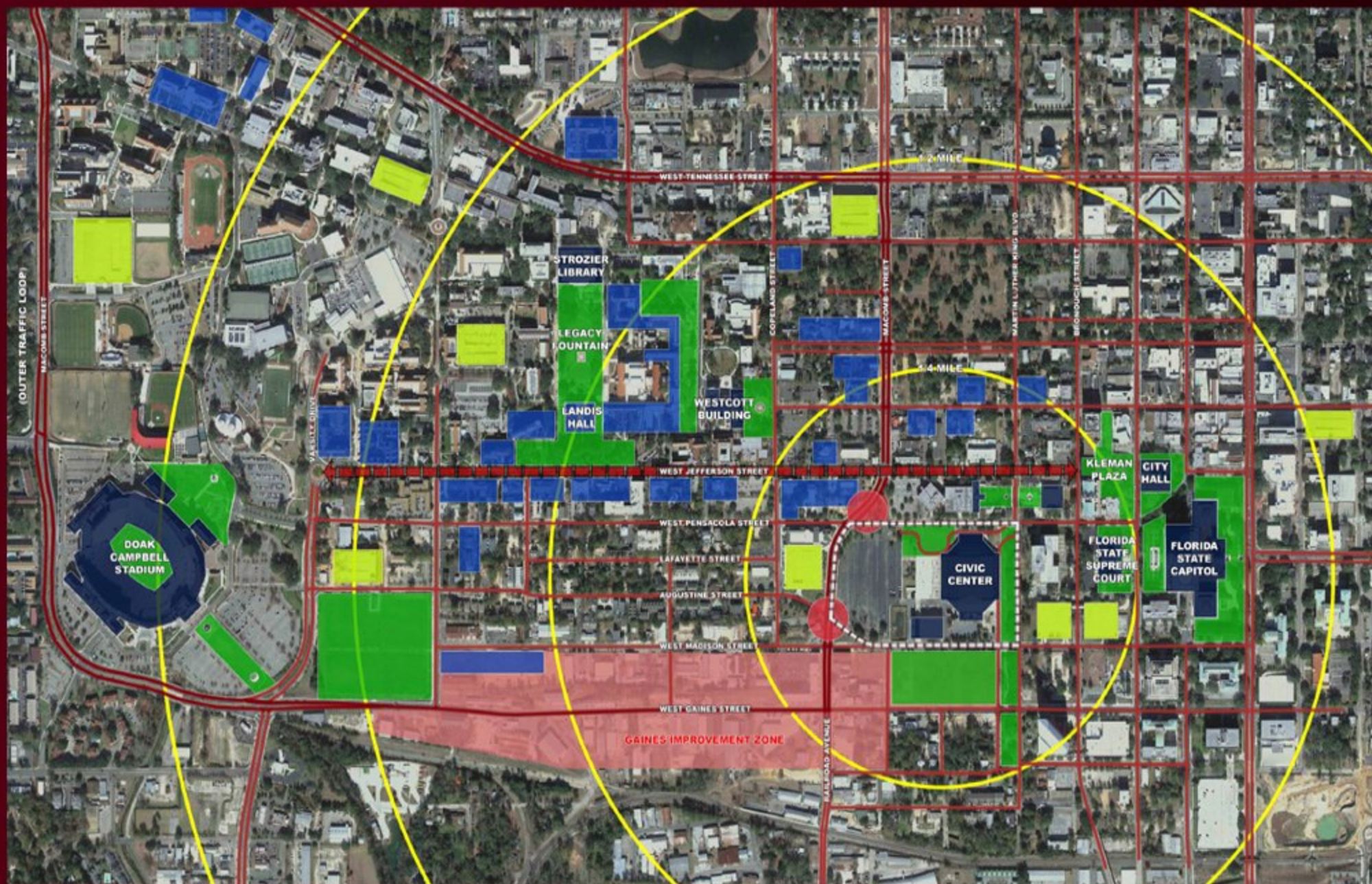
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Donald L. Tucker Civic Center FLORIDA STATE UNIVERSITY



THE FLORIDA STATE UNIVERSITY



Donald L. Tucker Civic Center

FLORIDA STATE UNIVERSITY

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



THE FLORIDA STATE UNIVERSITY

www.tuckercenter.fsu.edu

Board of Trustees Finance Business and Audit

September 13, 2013

Kyle Clark

Vice President for Finance and Administration



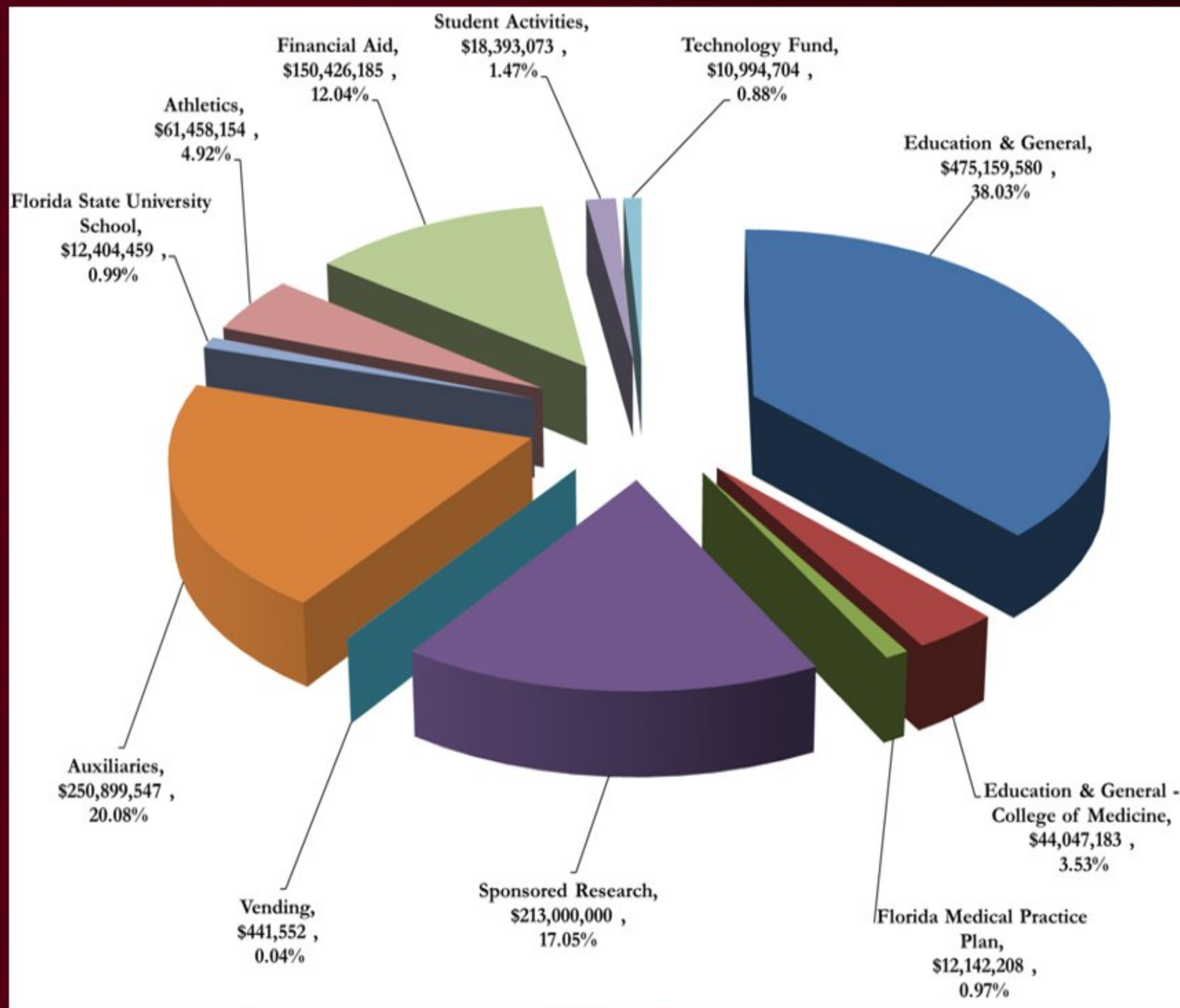
THE FLORIDA STATE UNIVERSITY

Final Approval of 2013 – 2014 Budget

Education & General	\$ 475,159,580	38.03%
Auxiliaries	250,899,547	20.08%
Sponsored Research	213,000,000	17.05%
Financial Aid	150,426,185	12.04%
Athletics	61,458,154	4.92%
Education & General - College of Medicine	44,047,183	3.53%
Student Activities	18,393,073	1.47%
Florida State University School	12,404,459	0.99%
Florida Medical Practice Plan	12,142,208	0.97%
Technology Fund	10,994,704	0.88%
Vending	441,552	0.04%
Total	<u>\$ 1,249,366,645</u>	<u>100.00%</u>



Final Approval of 2013 – 2014 Budget



THE FLORIDA STATE UNIVERSITY

Final Approval of 2013 – 2014 Direct Support Organizations Budgets

Direct Support Organizations	Proposed Budget 2013-14
FSU Alumni Association, Inc.	\$ 2,723,048
FSU College of Business Student Investment Fund, Inc.	5,500
FSU Financial Assistance, Inc.	5,333,667
FSU Foundation, Inc.	18,633,295
FSU International Programs Association, Inc.	14,450,000
FSU Magnet Research and Development, Inc.	586,050
FSU Real Estate Foundation, Inc.	247,490
FSU Research Foundation, Inc.	3,027,000
John and Mable Ringling Museum of Art, Inc.	1,807,251
Seminole Boosters, Inc.	37,896,524
Florida Medical Practice Plan, Inc.	\$ 12,960,203
Total	\$ 97,670,028



Total Operating Budget Summary

(Including DSO)

Education & General	\$ 475,159,580	35.27%
Auxiliaries	250,899,547	18.63%
Sponsored Research	213,000,000	15.81%
Financial Aid	150,426,185	11.17%
Athletics	61,458,154	4.56%
Education & General - College of Medicine	44,047,183	3.27%
Student Activities	18,393,073	1.37%
Florida State University School	12,404,459	0.92%
Florida Medical Practice Plan	12,142,208	0.90%
Technology Fund	10,994,704	0.82%
Vending	441,552	0.03%
DSO	97,670,028	7.25%
Total	<u>\$ 1,347,036,673</u>	<u>100.00%</u>



Operating Budget 2013 - 2014

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

*Source: 2012-13 Common Data Set (Student FTE Fall 2012)



THE FLORIDA STATE UNIVERSITY

Operating Budget 2013 – 2014

Peer Institutions

	Total Operating Budget (in billions)	Total Revenues / FTE*
Ohio State University	\$ 4.90	\$ 95,216
University of Indiana	3.10	79,720
University of Missouri	2.00	62,923
University of Maryland	1.80	53,115
University of Georgia	1.50	46,510
University of Kansas	1.30	53,242

*Source: 2012-13 Common Data Set (Student FTE Fall 2012)



THE FLORIDA STATE UNIVERSITY

SUS 5-Year Capital Improvement Plan

Legislative Budget Request

PECO-ELIGIBLE PROJECT REQUESTS

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

CITF PROJECT REQUESTS

<u>Project Title</u>	<u>Total Requested</u>
Student Union Expansion	\$ 41,700,000
Barron Building Renovation	250,000
Total	\$ 41,950,000

REQUESTS FROM OTHER STATE SOURCES

No Projects at this time

REQUESTS FROM NON-STATE SOURCES, INCLUDING DEBT

<u>Project Title</u>	<u>Total Requested</u>
Athletic Facilities Bonds and Bond Refinancing	\$ 35,000,000
Total	\$ 35,000,000



THE FLORIDA STATE UNIVERSITY

SUS Fixed Capital Outlay Projects Requiring BOG Approval

Project Title	GSF	Description of Project	Location	Amount	Funding Source	Estimated Month of Board Approval Request	Estimated Annual Amount for Operational & Maintenance Costs	Source
New Residence Halls	187,000	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.	Main Campus Tallahassee	\$54,000,000	Bond Proceeds paid in return by Housing Revenues	Nov-12	\$1,500,000 (both Bldgs)	Housing Revenues
Athletic Facilities & Bond Refinancing	250,000	Seminole Boosters, Inc. & FSU Financial Assistance are requesting approval to issue Educational, including Athletic Facilities Improvement Subordinated Revenue bonds for Campbell Stadium Improvements & 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.	Main Campus Tallahassee	\$35,000,000	Seminole Boosters Revenue	Jun-13	\$1,000,000	Boosters Revenue



SUS Fixed Capital Outlay Projects that may Require Legislative Authorization

Project Title	GSF	Description of Project	Location	Amount	Funding Source	Estimated Annual Amount for Operational & Maintenance Costs	
						Amount	Source
Minor Projects for FSU Facilities	30,000	This project seeks funding for minor projects that are completed in the University's E&G Facilities for which General Revenue funds will be necessary for operation and maintenance.	Main Campus Tallahassee	\$5,000,000	E&G Funds	\$210,000	General Revenue
Building 469 Postal/Receiving Services	15,000	Building 469 houses Florida State's Postal and Receiving Services Department.	Main Campus Tallahassee	\$0	Auxiliary Funds	\$150,000	General Revenue



2014-2015 Legislative Budget Request

	Recurring Funds	Non- Recurring Funds	Total
A. <u>Shared System Resources Initiatives</u>			
1. Excess Hours Funding Restoration	\$ 884,971	\$ -	\$ 884,971
2. Need-Based Financial Aid due to Bright Futures changes	2,126,193	-	2,126,193
3. Major Gifts Matching Programs	-	38,739,580	38,739,580
5. Shared Resource Storage Facility*	755,000	5,000,000	5,755,000
*FSU's share of this issue is \$1,151,000			
Subtotal	<u>\$ 3,766,164</u>	<u>\$ 43,739,580</u>	<u>\$ 47,505,744</u>
B. <u>Non-Recurring Issue</u>			
4. Florida Health Equity Funding	\$ 1,000,000	\$ -	\$ 1,000,000
Subtotal	<u>\$ 1,000,000</u>	<u>\$ -</u>	<u>\$ 1,000,000</u>
Grand Total	<u><u>\$ 4,766,164</u></u>	<u><u>\$ 43,739,580</u></u>	<u><u>\$ 48,505,744</u></u>





Board of Trustees



Tom Jennings, Ph.D.
Vice President for University Advancement
and President, FSU Foundation



THE FLORIDA STATE UNIVERSITY

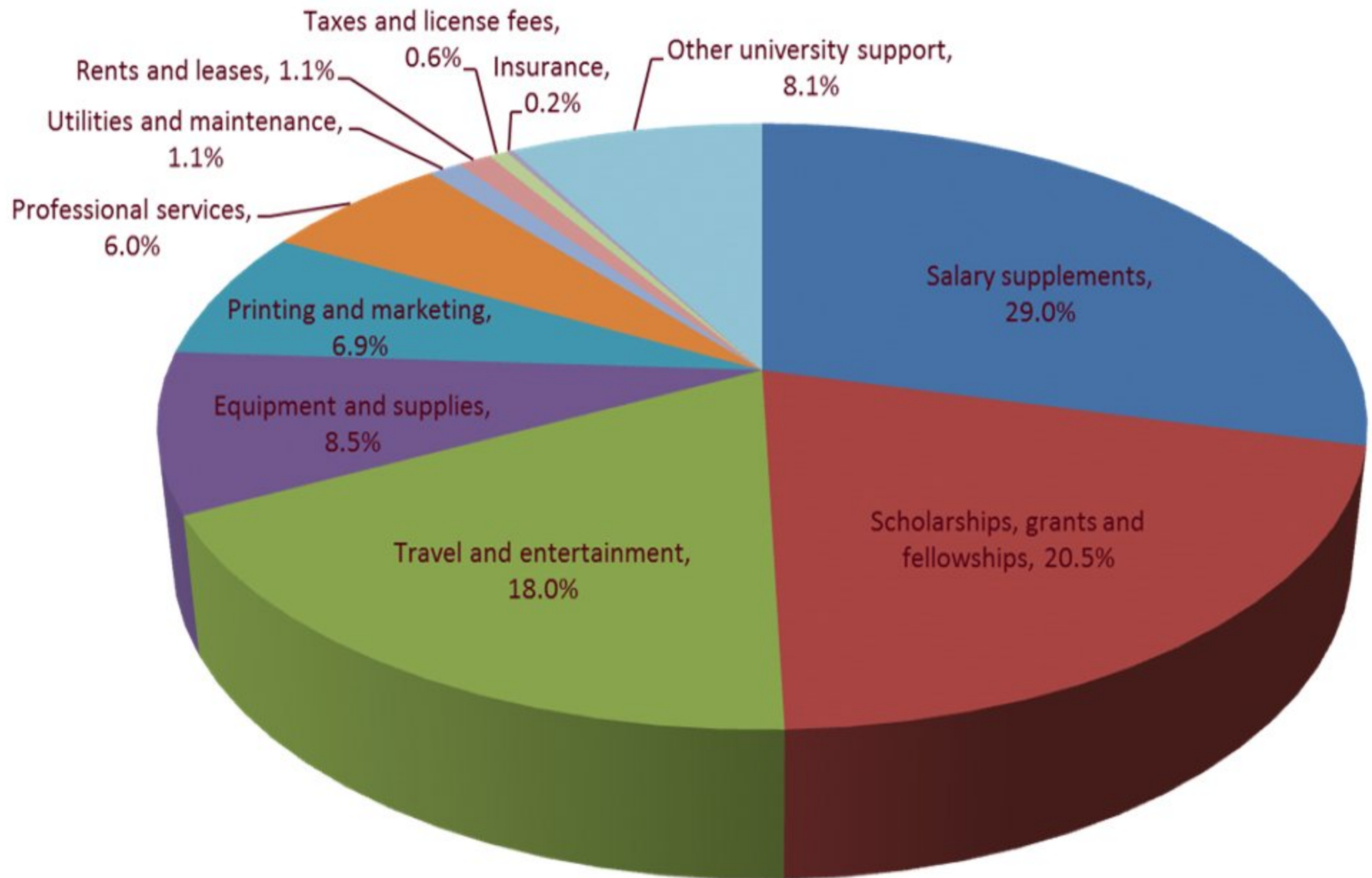


FY13 Program Expenditures

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



FY13 Program Expenditures



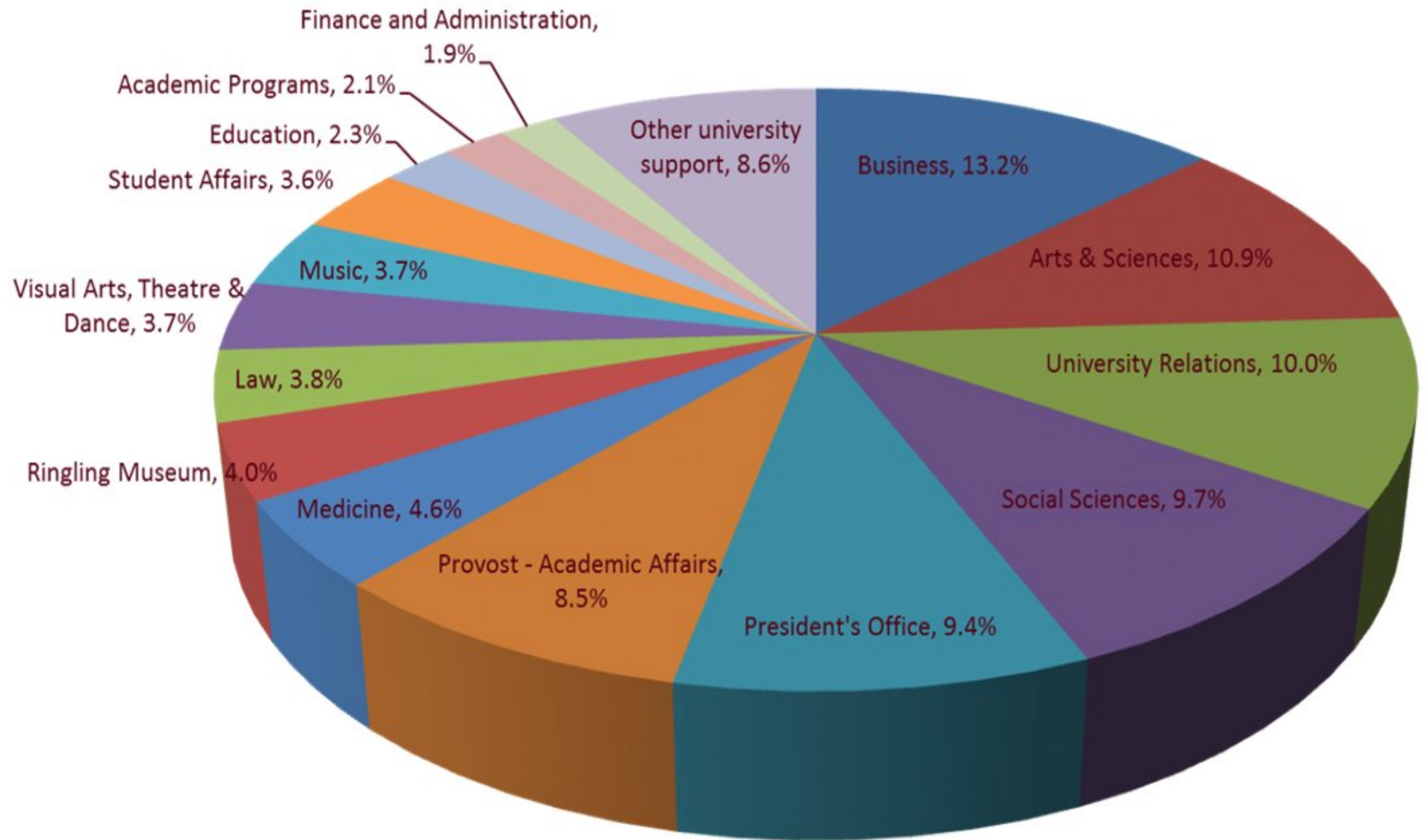


FY13 Program Expenditures by Unit

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



FY13 Program Expenditures by Unit



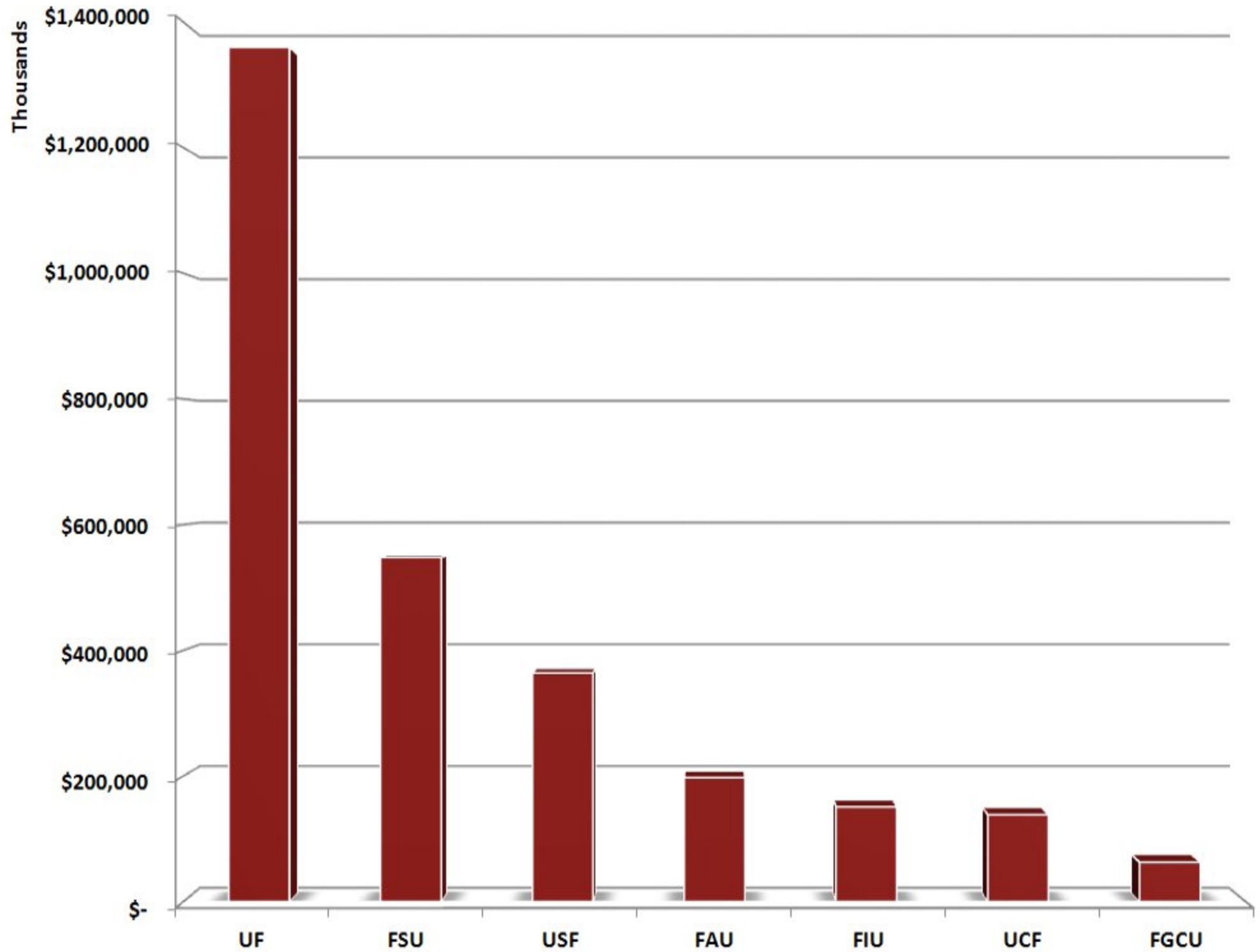


FY13 Return Survey

	FY13	Calendar 2012	FY12 Ranking
UCLA Foundation	15.20%	11.31%	13
Southern Illinois University Foundation	14.60%	14.50%	12
University of Oklahoma	13.40%	11.80%	16
Florida State University Foundation	13.30%	12.70%	18
University of Nebraska Foundation	12.90%	12.90%	17
Iowa State University Foundation	12.60%	13.00%	11
University of Iowa	12.50%	13.90%	20
Arizona State University	12.40%	13.80%	22
Indiana	12.30%	13.70%	15
University of Colorado	12.06%	12.75%	9
Kansas State University Foundation	12.04%	12.85%	14
University of Wisconsin Foundation	11.90%	12.80%	8
Purdue University	11.80%	10.70%	21
Ohio State	11.60%	9.60%	
University of Illinois Foundation	11.40%	11.40%	6
Michigan State	11.30%	10.30%	19
Rutgers University	11.30%	9.80%	
Oklahoma State University Foundation	11.10%	11.20%	24
Texas Tech University	11.00%	10.70%	
KU Endowment	10.90%	11.70%	23
West Virginia University Foundation	10.80%	10.50%	5
Texas A&M Foundation	10.78%	13.79%	10
University of Minnesota Foundation	10.60%	10.50%	2
University of Washington	10.60%	NA	4
Georgia State University	10.40%	12.60%	3
University of Arizona	10.30%	11.20%	7
University of Maryland Foundation	7.02%	9.61%	



SUS Endowment Values as of June 30th, 2013





State University System Endowment Size and Performance As of June 30, 2013

Institution	Endowment Value	1 YR Return	3 YR Return	5 YR Return	10 YR Return
UF	\$ 1,359,642,610	9.06%	8.59%	3.03%	
FSU	\$ 548,094,856	13.30%	10.30%	4.40%	7.10%
USF	\$ 364,000,000	13.70%	12.40%	5.80%	8.60%
FAU	\$ 197,600,000	11.60%	9.70%	3.60%	7.40%
FIU	\$ 151,009,194	11.60%	10.70%	4.40%	6.70%
UCF	\$ 138,565,070	12.22%	10.83%	4.66%	
FGCU	\$ 62,942,044	12.00%	9.70%	3.50%	

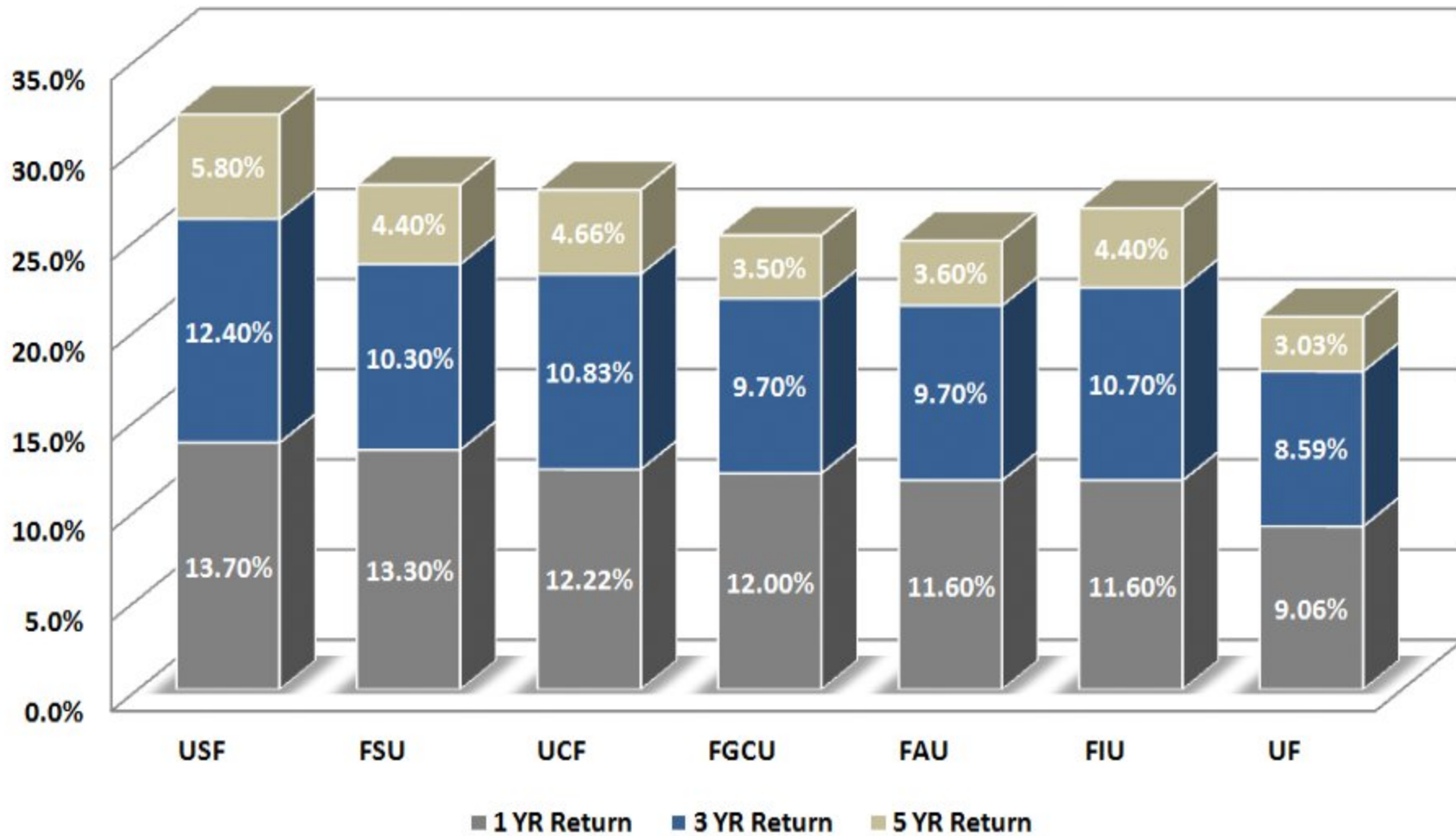


State University System Endowment Performance Rank Order, As of June 30, 2013

Institution	1 YR Return	3 YR Return	5 YR Return	10 YR Return
USF	13.70%	12.40%	5.80%	8.60%
FSU	13.30%	10.30%	4.40%	7.10%
UCF	12.22%	10.83%	4.66%	
FGCU	12.00%	9.70%	3.50%	
FAU	11.60%	9.70%	3.60%	7.40%
FIU	11.60%	10.70%	4.40%	6.70%
UF	9.06%	8.59%	3.03%	



SUS Investment Returns as of June 30th, 2013





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

	Threshold for Endowment
FAMU	\$10,000
FAU	\$20,000 soon to be \$25,000
FGCU	\$10,000
FIU	\$25,000
FSU	\$25,000
NCF	\$25,000
UCF	\$25,000
UF	\$30,000 (can be pledged over 5 yrs)
UNF	\$25,000
USF	\$25,000
UWF	\$25,000



Endowed Funds by Size

Summary of Endowed Funds by Size	
<\$25,000	277
\$25,000-\$50,000	269
\$50,000-\$100,000	186
\$100,000-\$250,000	313
\$250,000-\$1 Million	153
>\$1 Million	101
TOTAL	1299



Endowed Funds History

Pre-1991	No minimum threshold
1991	\$10,000
2000	\$25,000



RAISE THE TORCH

The CAMPAIGN *for* FLORIDA STATE



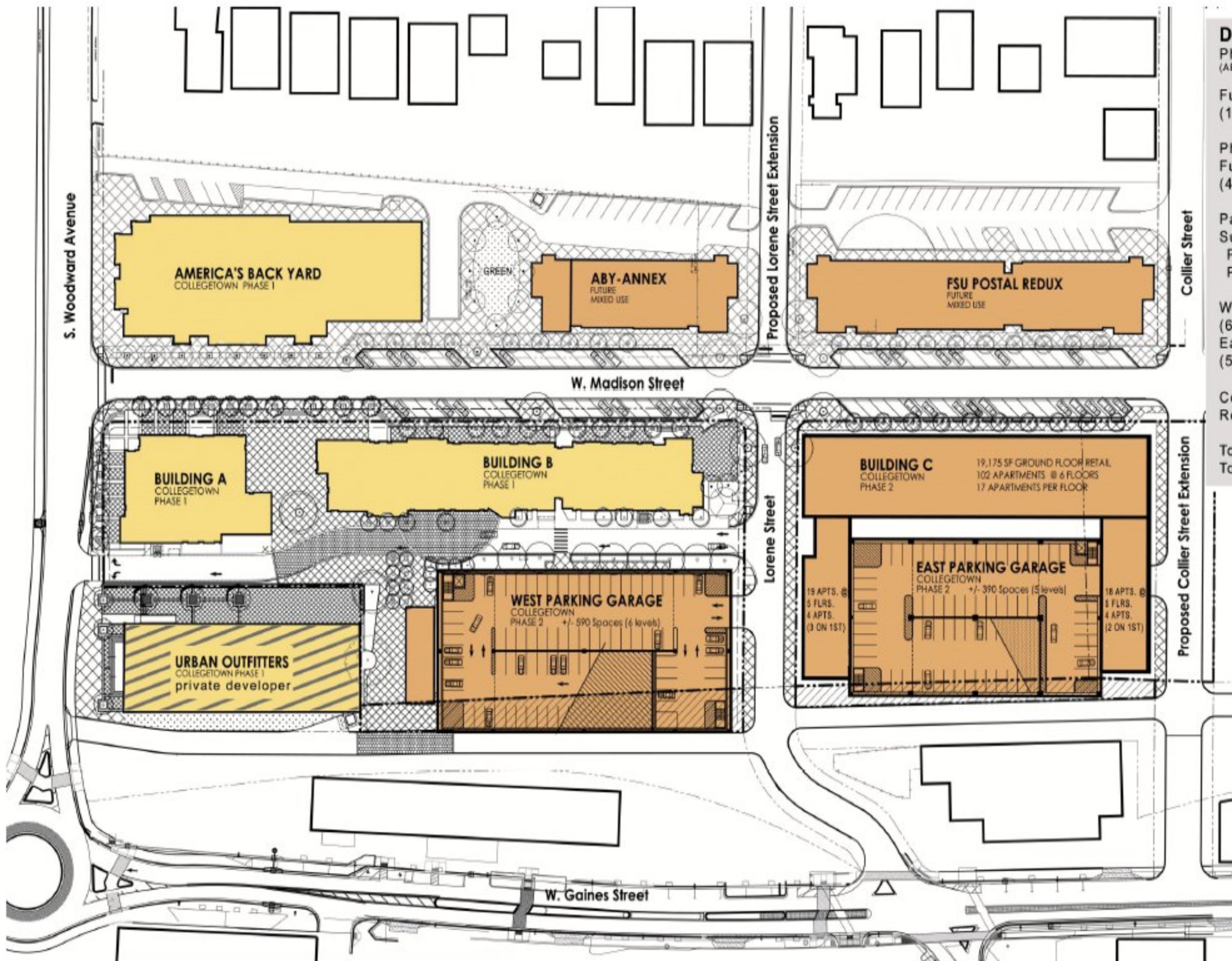
College Town Phase 2
 Master Plan Study
 Revision 1 August 29, 2013





COLLEGETOWN
AT
MADISON ST.

Master Plan Study Area with Surrounding Context



DEVELOPMENT SUMMARY

Phase 1 Commercial: 101,000 s.f. +/-
 (ABY, Urban Outfitters, College Town 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
 Public on-street Parking 76 spaces
 Private on-site Parking 49 spaces

West Parking Garage: 590 spaces
 (6 stories of provided parking)
 East Parking Garage: 390 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

COLLEGETOWN
 AT
MADISON ST.

Overall Master Plan - Phase 1 & Future Phase 2

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COLLEGETOWN
AT
MADISON ST.

View from Woodward and Gaines Roundabout

3



COLLEGETOWN
AT
MADISON ST.

View East on the "Madison Mile"

4



COLLEGETOWN
AT
MADISON ST.

View from Phase 1 Building B to Proposed West Garage 5



COLLEGETOWN
AT
MADISON ST.

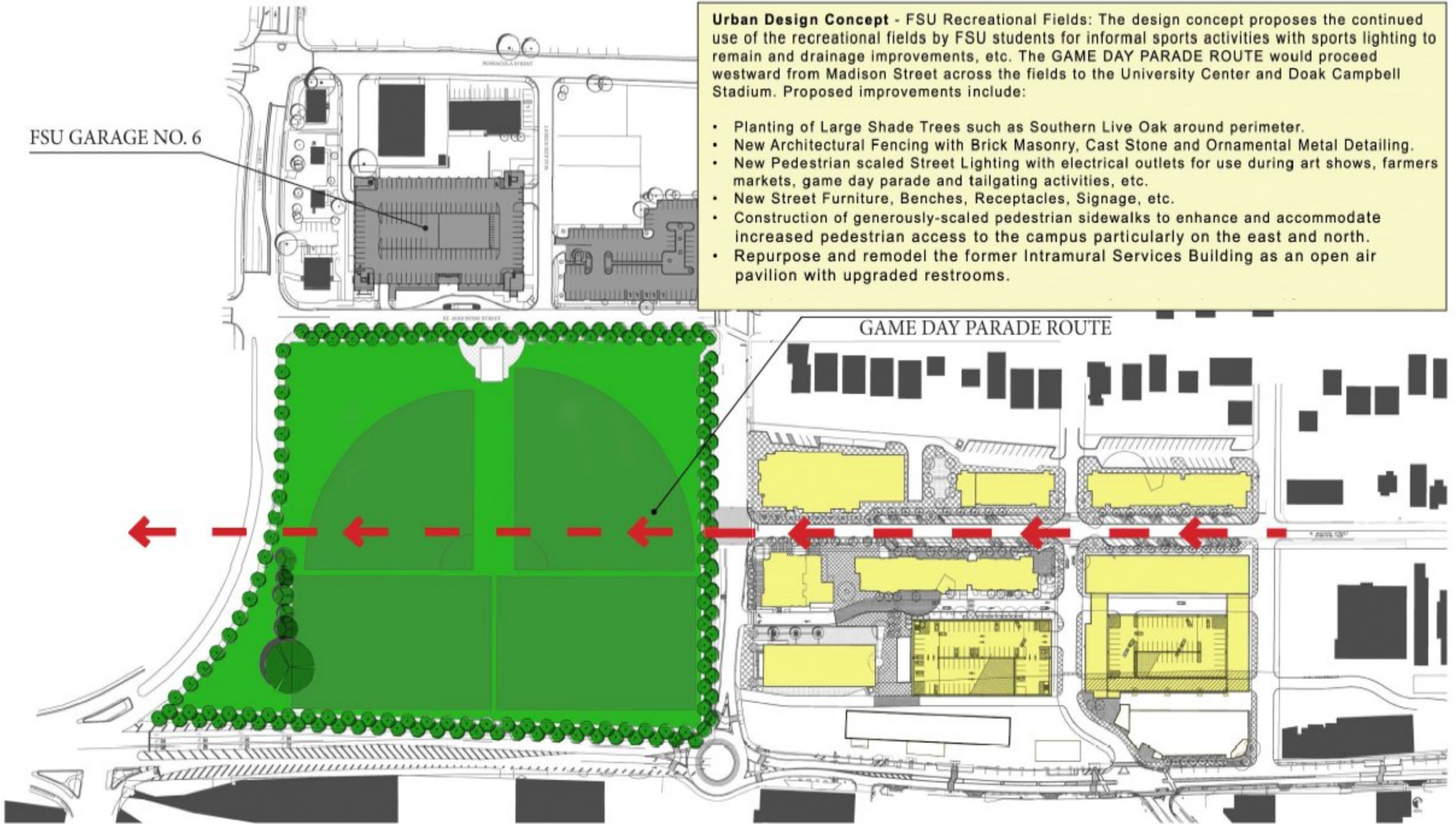
View West along the "Madison Mile"

6

FSU GARAGE NO. 6

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.



COLLEGETOWN
AT
MADISON ST.

FSU Recreational Fields & Gameday Parade Route



COLLEGETOWN
AT
MADISON ST.

View West along the "Madison Mile"



COLLEGETOWN
AT
MADISON ST.

View East on the "Madison Mile"



College Town Phase 2
 Master Plan Study
 Revision 1 August 29, 2013





Board of Trustees

Research Update

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

Board of Trustees Meeting
Friday, September 13, 2013



Proposals and Awards

Number of External Proposals Submitted and Awards Received	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13
Proposals	1304	1401	1354	1380	1251	1094
Awards	1205	1169	1142	1222	1166	1205



Award Funding

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



Award Expenditures

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



Federal Awards

Federal Awards by Funding Source FY 2012-2013		
NSF	28%	\$43.8M
Health & Human Services	15%	\$23.8M
NIH	12%	\$19.2M
Other DHHS Divisions	3%	\$4.5M
Department of Education	27%	\$41.3M
Department of Defense	14%	\$22.1M
Department of Energy	6%	\$9.4M
Veterans Administration	3%	\$4.4M
Other	6%	\$9.9M
Total	100%	\$154.7M



Technology Transfer

Patent & Licensing Activity	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13
Licenses Executed	12	13	6	11	13	15
Patents Granted	11	10	21	36	28	43
Patent Applications	56	72	65	77	86	124



Rembrandt Exhibition



Portrait of a woman



FSU

PRESENTS



A Fortnight of

REMBRANDT

TWO WEEKS ONLY





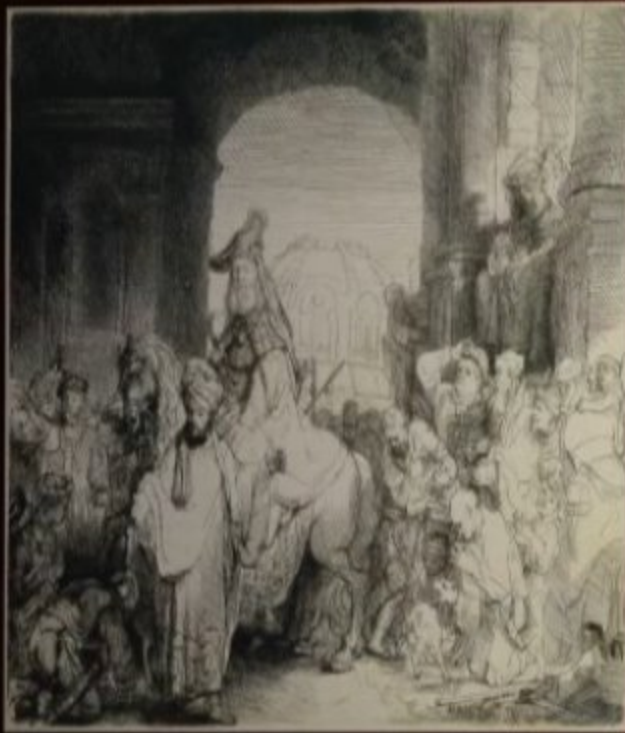
September 20th - October 6th
at the FSU Museum of Fine Arts





The private collection of
Drs. Tobia and Morton Mower





Sponsored by
The FSU Office of the Vice President for Research





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



Florida State University presents

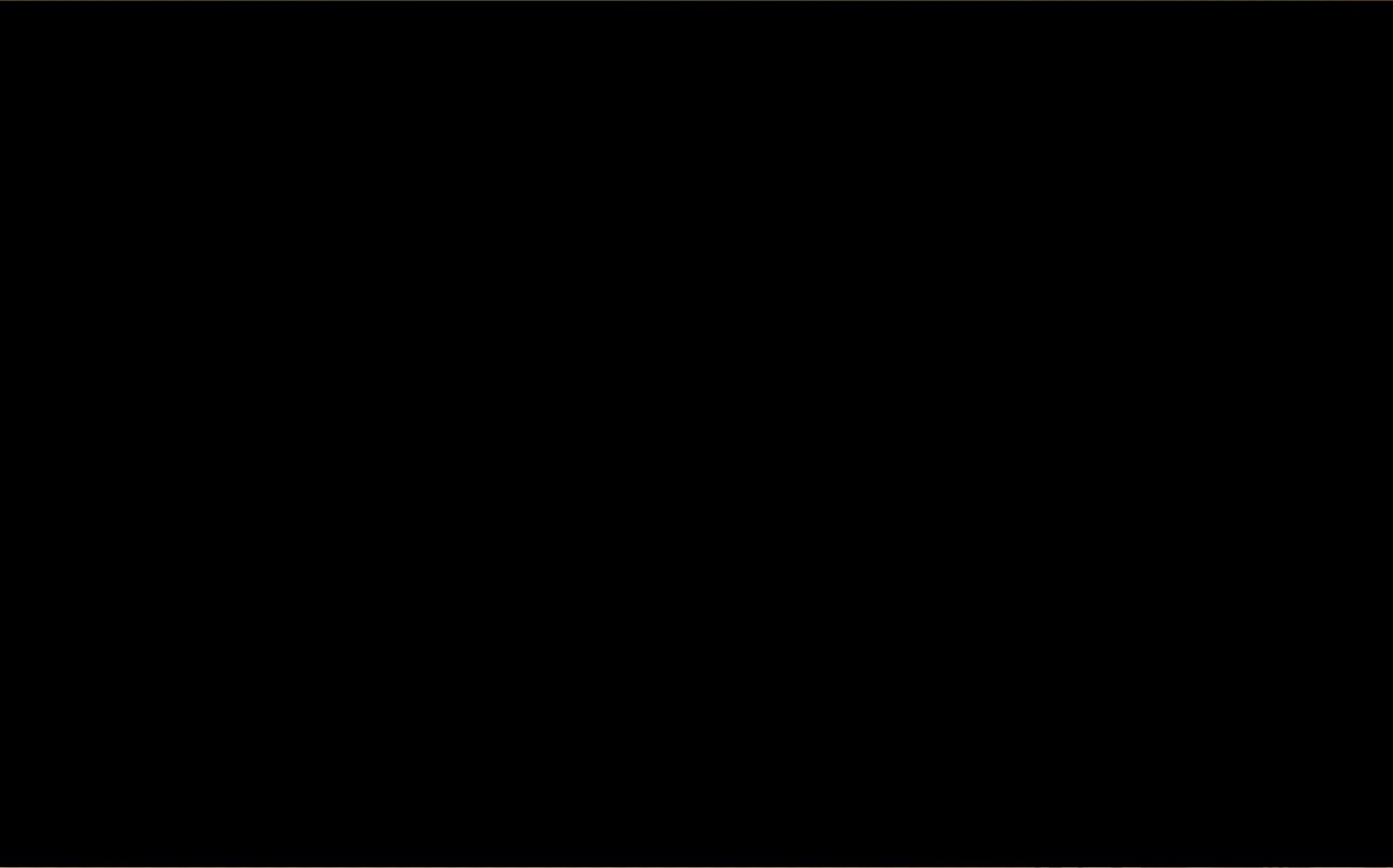
A Fortnight of Rembrandt

*Selections from the
Collection of Drs. Tobia & Morton Mower*

Museum of Fine Arts

September 20th - October 6th, 2013

mofa.fsu.edu





Board of Trustees

FLORIDA STATE



SEMINOLE ATHLETICS



Board of Trustees

Florida State University
Topics for Annual Assessment
Board of Trustees

September 9, 2013



THE FLORIDA STATE UNIVERSITY



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



Board of Trustees