

A DECADE OF PERFORMANCE

AT THE UNIVERSITY OF FLORIDA
1990-1999



UNIVERSITY OF
FLORIDA



The Campaign for the University of Florida — *It's Performance That Counts* — manifests a design for the university's future that builds upon the remarkable achievements of past generations. Nothing speaks to the message of this campaign more clearly than the university's performance during the last decade.

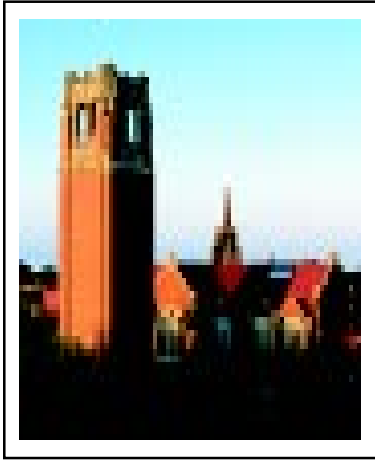
This campaign works to translate those accomplishments into a self-sustaining university, where performance and productivity become part of the institutional culture. It rests upon strategic campaign goals amounting to \$750 million that target important areas of the UF mission. In these areas, timely investments of private support will leverage exceptional performance for the 21st century.

Launched in 1996, the campaign already is producing impressive returns on the investments of the university's alumni and friends. Campaign support has enhanced the quality and productivity of the faculty. It has increased financial aid and post-baccalaureate opportunities for students. Campaign donors have improved the facilities, technology and equipment that sustain world-class research and teaching.

In fact, because of the generous campaign support so far, the campaign has been able to add important new initiatives in genetics, graduate studies and technology.

December 31, 2000, will mark the end of UF's five-year fund-raising drive. As the campaign closes in on the goal, the University of Florida, its administrators, students, faculty and staff are committed to delivering the very top returns on these investments of private support.

IT'S PERFORMANCE THAT COUNTS



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Performance defines the University of Florida at the close of the 1990s. The decade that began with personal tragedies and difficult financial times ends celebrating the strong performance of faculty, students, staff, alumni and friends. In reviewing the transforming changes of this decade, the key element in every success story resides with the creativity, commitment and achievement of the university's people. All of the advances in student or faculty performance, in administrative efficiency, fund-raising achievement, or research effectiveness come from the investment of time and talent by this institution's people. The following review of this remarkable decade is the record of their achievement; it is their story.

The 1990s at the University of Florida represent a coming of age of a great university. By 1989-90, the university's people had already succeeded in establishing Florida as a significant research institution capable of competing on the national level. Admission into the Association of American Universities in 1985 represented a commitment to sustain that national level of performance into the next decade. That decade challenged the University of Florida to engage fully in the national competition for academic quality and productivity and to move the university into the ranks of America's premier national public research universities.

The decade challenged the university's people to improve their performance as students, faculty, staff, alumni and friends. And improve they did.

This brief review highlights the comprehensive nature of the transformation required during these years to position the University of Florida for continued success into the next century. Although the work of improving and enhancing a university is never complete, the engagement of all of the university's people in this campaign produced some remarkable change.

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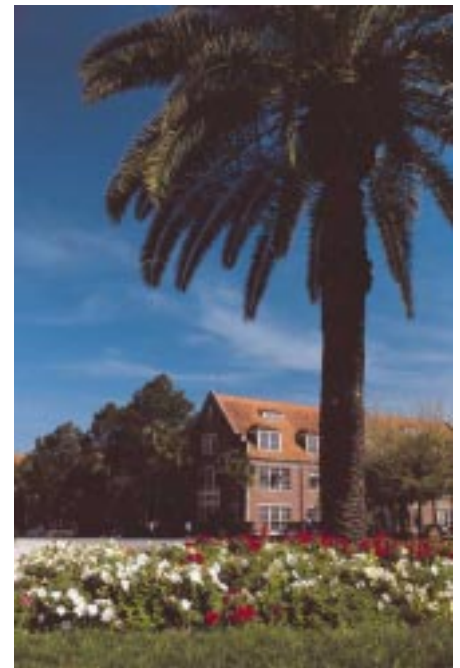


THE DESIGN

The University of Florida fulfills its mission as a premier national public research university for its state by engaging fully in the national competition among America's best public research universities and by making the choices that sustain performance. No university can do

everything, excel at everything, or compete in everything. Great public universities, nonetheless, have a wide range of expertise, cultivate many specialties, and engage in support of their state and their nation on many fronts. Speaking on behalf of the university, the president defined the institution's agenda for the century's last decade as follows:

- It must grow large enough to sustain all of the missions and functions assigned to it at the highest level of national quality.
- It must focus clearly on its main purpose of teaching and research to ensure the quality and productivity of its core missions.
- It must measure its performance against the best in the nation as benchmarks for improvement.
- It must pursue efficiency to create a margin of revenue each year that it can reinvest in quality and productivity and performance incentives and rewards.
- It must identify and increase the resources that make possible the quality and productivity of its people.



- It must insist on performance that places it within America's top 25 public research universities in America.

If the university achieves these characteristics, it will also contribute effectively to its community and its state; serve its students well and prepare them for success in a highly competitive international market; generate economic development through technology transfer and agricultural assistance; and serve its many statewide constituencies whether in agriculture, business, education, economic development, public service, or culture.

THE STUDENTS

In the 1990s, the consistently high quality of University of Florida students continued to improve. Whether measured in terms of test scores, high school grade point averages or numbers of National Merit and Achievement Scholars, incoming students arrived better prepared to participate in the academic life of the university. As the quality of the students increased, so also did their number.

In 1990, students numbered approximately 33,300—sufficient for a good university but not an adequate size to sustain national quality at a major land-grant institution. By the 1999–2000 academic year, the student population had grown to nearly 44,000—comprised of 31,000 undergraduate and 13,000 graduate and professional students.

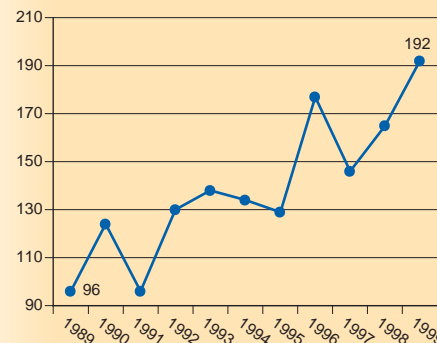
The 31,000 undergraduates represent a near-capacity enrollment for a residential campus the geographic size of the University of Florida. More undergraduates would diminish the ability of the campus to function as a geographically self-contained

enterprise, and the university would need to invest heavily in the additional infrastructure necessary for a large-scale expansion of nighttime classes. With the concurrence of the state, the University of Florida stabilized its undergraduate enrollment in 1998.

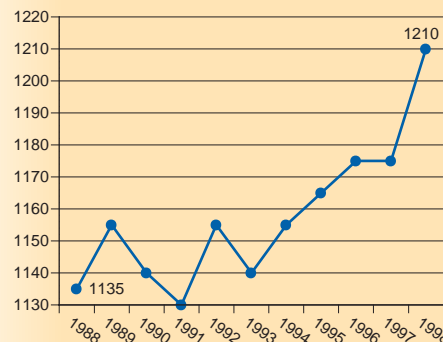
The number of undergraduate degrees awarded increased throughout the decade. This trend will continue for several years, despite stable admissions, because of the university's remarkably successful program to increase student retention and graduation rates.

While undergraduate enrollment reached near capacity, graduate enrollment lagged behind. Nationally competitive research universities of Florida's scale need a significant number of graduate students at the master's and particularly the doctorate level. The university determined that graduate students should grow to approximately 25% of the total number of students. Given an undergraduate population of 31,000, the total university student population should increase to approximately 47,000. To achieve

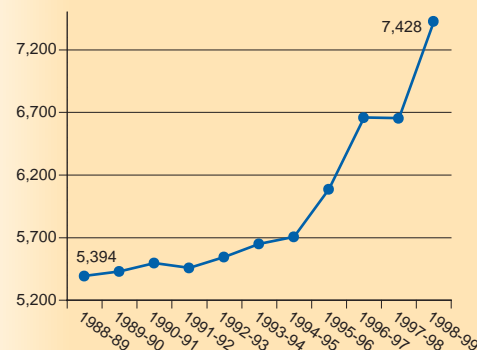
National Merit Scholars



Total SAT Scores for Entering Fall Freshman



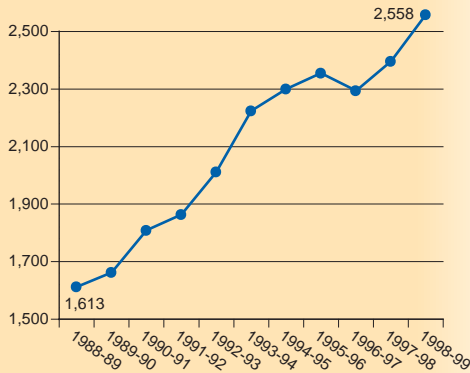
Baccalaureate Degrees Awarded



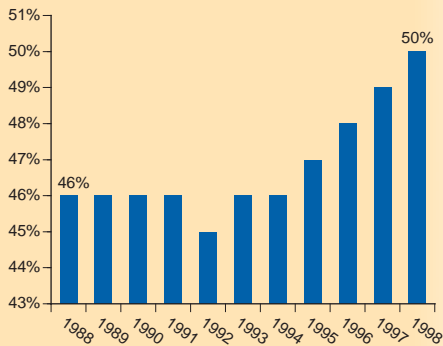
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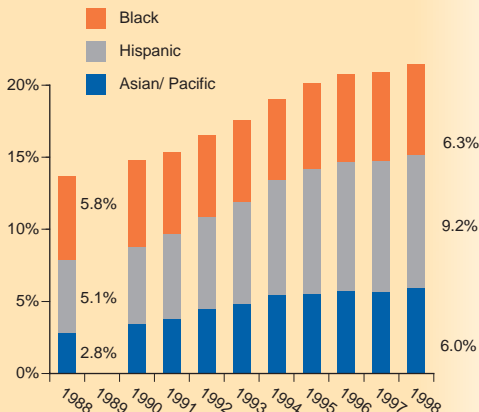
Graduate Degrees Awarded



Percent Women Students



Percent Minority Students



this result, by 1999 the university instituted a range of special fellowship and scholarship programs to recruit and retain the very best graduate students nationwide. In fall 1999, the university awarded 100 alumni fellowships and 42 new minority fellowships providing four years of support to outstanding students beginning Ph.D. programs on the Gainesville campus.

The data reflect the changes and trends in the student population. Of particular note is the balance of gender and ethnicity among students which demonstrates the maturation of the University of Florida. At the beginning of the decade, women represented only 46% of all students; by the 1998–1999 academic year, women had reached just over 50%, matching the profiles of other highly competitive national research universities.

In 1988–89, the university's student body consisted of only 14% minority students; but by 1998–99, minority enrollment had increased to more than 21%, again reflecting the growing maturity of the institution. The University of



Florida ranked seventh among AAU public universities in the number of African-American students receiving doctoral degrees during the 1993–97 period and fourth in the number of Hispanic students receiving a baccalaureate degree who continue on to receive a Ph.D.

By the early 1990s, the large numbers of undergraduates clearly began to overwhelm the university's administrative systems. In 1990–91, the university found that



inefficiencies in its systems resulted in students waiting for spaces in required courses, engaging in wasteful drop-and-add processes, and graduating with large numbers of excess credit hours.

Surveys of student satisfaction indicated enthusiasm and admiration for the faculty and their instruction but great distress and unhappiness regarding the academic bureaucracy. A system that in the past functioned for many fewer students could not handle the increased volume, and the university instituted a program to increase the efficiency of its academic administrative procedures. Because of these efforts, student satisfaction improved dramatically.

Comparisons between graduating senior surveys in 1993 and 1998 illustrate these changes. Students who will have the benefit of the new systems throughout their undergraduate careers will reflect larger increases in satisfaction in future years.

The singular effort to eliminate backlogs in required classes triggered a complete review and analysis of the system for advising students, following their progress, and ensuring their success. The university's various academic administrative offices reorganized the delivery of services to students.

Rather than ask students to navigate the academic bureaucracy in search of requirements, prerequisites and other issues, the university harnessed its computing power to deliver a student-centered view of the university's academic opportunities and student services. Under the rubric of the Integrated Student Information System (ISIS), the university now provides

Graduating Seniors Survey

Survey Item	1993	1998
Overall Ranking		
Experience positive	92%	94%
Experience excellent	36%	47%
Recommend to friend or relative	93%	96%
Student Academic Support		
Registration Systems—Positive	36%	91%
Drop/Add System—Positive	10%	68%
University Responsive to Problems	34%	47%

an individualized point of contact for students, created instantaneously on-line to reflect each student's particular circumstances and expectations. The key elements in this system include:

Degree Tracking

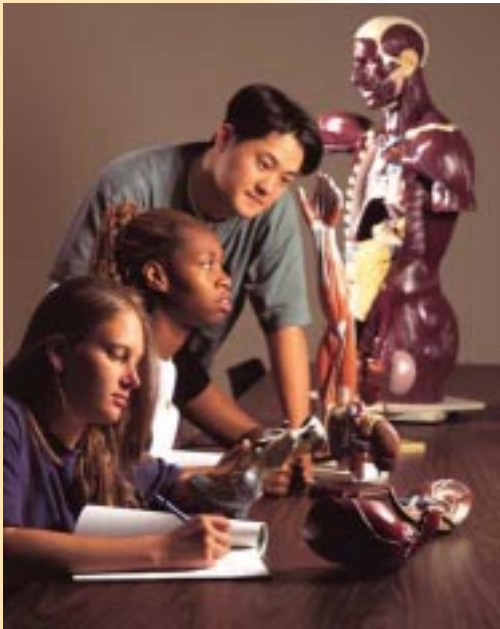
Initiated in 1996, this service delivers an on-line, continuously updated view of students' progress toward their degrees. Tracking includes a listing of courses taken and of courses remaining for the completion of the degree program. It identifies the sequence in which students should take their courses and delineates prerequisites or other requirements for entry into or completion of the degree program. Degree tracking provides all students with a



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personalized guide to how well they are meeting the requirements for their chosen degree, and it requires off-track students to visit an academic advisor.

In 1996, the university included all students in the degree tracking program, and the resulting increases in retention and graduation rates proved dramatic. Within the first year, the rate of students graduating in their fourth academic year increased by four

percentage points. The rate increased an additional four percentage points in the second year. Of the freshmen who entered UF in 1993, 32% graduated in four years. Of those who entered in 1994, 36% graduated in four years; and of those who entered in 1995, 40% graduated in four years. Tracking has produced this significant eight-percentage point

increase in the four-year graduation rate. The graduating class of 2000 will be the first to include students who have benefited from tracking throughout their entire UF career.

An important component of degree tracking, the university guarantees on-track students a seat in required courses. Because students remain on track, the university knows when they will need a required course and can provide the necessary seats.

With a \$1 million appropriation from the state legislature to support tracking, the provost's office provides funds to colleges to create needed seats in required courses. Since the advent of tracking in

1996, the University of Florida has never had to deny a student a seat in a required course. This achievement represents a dramatic change from the previous system that forced hundreds of students to wait, sometimes in vain, for required courses.

An additional benefit of computer-based degree tracking comes from the need for all colleges and departments to specify precisely their requirements and curricula. The system depends on accurate and reliable data, and as a result, all colleges and departments use this process to review, update and confirm the specific requirements of their various degrees, a process that improved the quality and effectiveness of the degree programs themselves.

Degree Shopping

A complement to degree tracking, this program helps students choose an alternative degree. The system presents students with an individualized track illustrating what they will need to do to complete any degree program. Because students do this on-line, they can try out many different degrees, taking into account additional requirements and the applicability of past academic work.





This makes the process of changing degrees much easier and puts the students in control of their own choices.

Financial Aid and Other Information

ISIS provided the opportunity to add a wealth of other information and student services into the system. With the computing infrastructure in place, the university provided students with on-line financial aid data and much other important student information.

Enrollment Management

In the course of eliminating the required-course backlog and creating the degree tracking system, the university also identified a serious management problem related to enrollment. Each year, the state calculates its contribution to the university's budget on the anticipated number of credit hours taken by undergraduate and graduate students. If the university fails to enroll the number of students anticipated, it must reduce its budget by the amount of the under-enrollment revenue.

Throughout the early 1990s, budget recalls from enrollment shortfalls

occurred with considerable frequency, forcing painful readjustments in college and departmental plans. With degree tracking and the increased emphasis on monitoring student enrollment, the university instituted a management process that eliminated these enrollment shortfalls.

In the last years of the 1990s, the institution met its enrollment goals every year. The successful management of enrollment produced an effective addition of more than \$4 million dollars to the university's revenue for teaching and research.

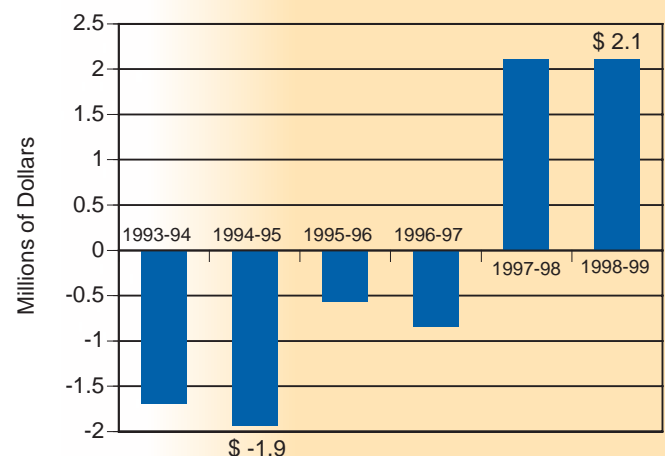
Student Success

Retention is the critical measurement of the success of tracking and other student support innovations such as the centralized Academic Advising Center. In the initial two years of tracking, the freshmen retention rate increased two and one-half percentage points to 91.7%, and the sophomore retention rate increased four points

Tuition Revenue Collected Minus Revenue Budgeted

1993-94 to 1998-99

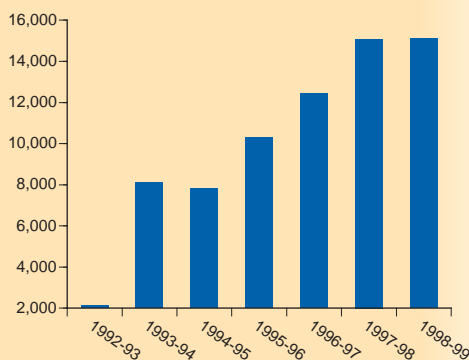
loss = under enrollment
gain = meet enrollment



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**Student Service Hours
University Programs**



to 85.6%. As the retention rate continues to rise over the next several years, so too will the graduation rate.

Increased numbers of exceptionally talented students inspired the university to improve programs already in existence and develop new methods of ensuring student success. During the decade, enrollment in the university's honors program increased from 769 to 1,713 in 1999, reflecting the increased quality of the student body.

Improved management of undergraduate degree tracks permitted and encouraged students to obtain an undergraduate degree in fewer semesters than in previous years. Building on that success in the late 1990s, the university introduced more than 30 combined degree programs, in which undergraduates receive both a bachelor's and a master's degree in five or six years.

Improved advising allowed undergraduates to plan for enriched academic opportunities during summer semesters. In 1998, the provost funded a special research program for undergraduates. In the program, students propose a research project in collaboration with a faculty mentor. Once accepted, the students receive a stipend, and the faculty member receives research funds. During the summer, the student completes a major research project, writes a formal paper for presentation to a panel of experts at an on-campus mini-conference, and submits it for publication in an on-line, peer-reviewed journal. In the summer of 1999, some 252 students participated in this program.



In addition to the university's focus on the academic experience of its students, extracurricular activities also provide educational opportunities for leadership and service. University of Florida students, as is their tradition, developed and participated in a wide range of activities through student government and other student organizations, ably assisted by staff and faculty where appropriate.

Many of these activities involve social, cultural and recreational pursuits, such as Homecoming, Gator Growl or the Invitational Step Show. Many students embrace an impressive array of public service work on behalf of local and national agencies. From Habitat for Humanity to the Alternative Spring Break; from volunteers at health-care facilities and clinics to fundraisers for important charities; University of Florida students continue to expand their commitment to campus and community life.

The University of Florida's students provide the energy and commitment that drive so much of the institution's intellectual and campus life. Their vision for themselves and this university sustains the institution not only while they are here but after graduation when they become the university's exceptional alumni.

THE FACULTY

If the students provide energy, enthusiasm and talent to the university, the faculty deliver the academic substance that sustains it. For nationally competitive research universities, the faculty assume even greater significance because their research performance ensures the institution's competitiveness. The academic reputation derived from the faculty's work attracts the very best students, and the faculty through their commitment to teaching, deliver the quality education these students expect. In the end, teaching and research create the substance from which the university provides its many services to the state and nation. Faculty are the university's most important investment.

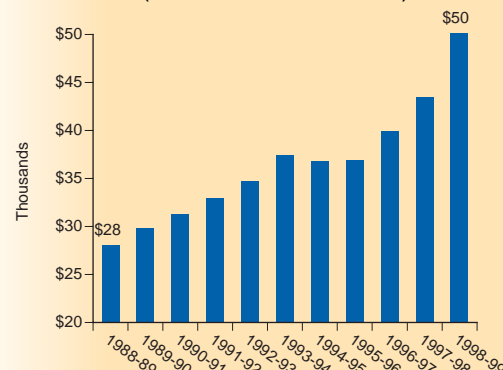
Within their colleges and departments, the faculty do the primary work of the university in teaching and research, and while students, staff, alumni and friends all participate and support this effort, it is the faculty's quality that drives the university. The faculty also provide the initiative for improvements in productivity and quality. Their design of curriculum, pursuit of research opportunities and inspiration for gifts make the university's success possible.

One of the most dramatic demonstrations of the faculty's effectiveness appears in the growth of research and teaching productivity during this decade. The university's total research and development expenditures reported by the National Science Foundation stood at \$126 million in 1989 and more than doubled to \$271 million in 1997; research awards increased from \$161 million in 1990 to \$296 million in 1999.

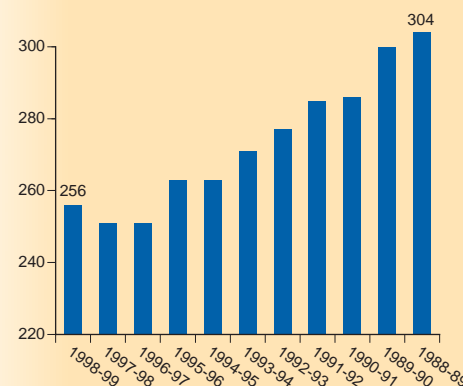
Although the faculty grew in size over this period, primarily in response to increased student numbers, the productivity of the faculty per capita also rose during the decade—by 19% in teaching

Sponsored Research Per Faculty

(Thousands of Dollars)



Student Credit Hours Per Faculty

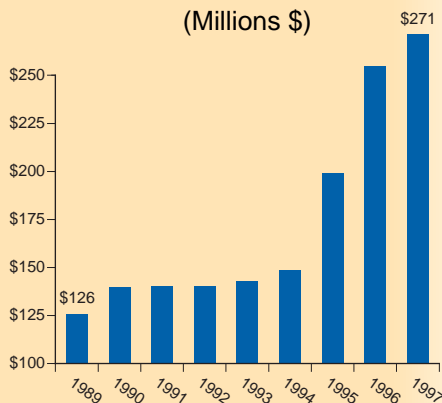


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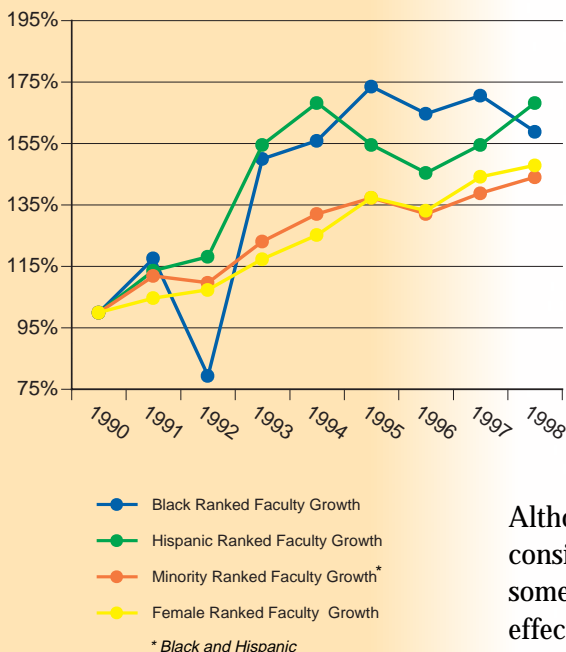
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Research and Development Expenditures

(Millions \$)



Percent Growth since 1990 in Minority and Women Full-Time Ranked Faculty



and 79% in research. During this period quality increased as well, as is evident in survey data from graduating students and in the success of faculty researchers in acquiring peer-reviewed grants and contracts.



Through a variety of programs designed to make the university more competitive in the search for superior faculty members, the university increased the diversity of the faculty. While the data demonstrate a marked improvement in this decade, much remains to be done.

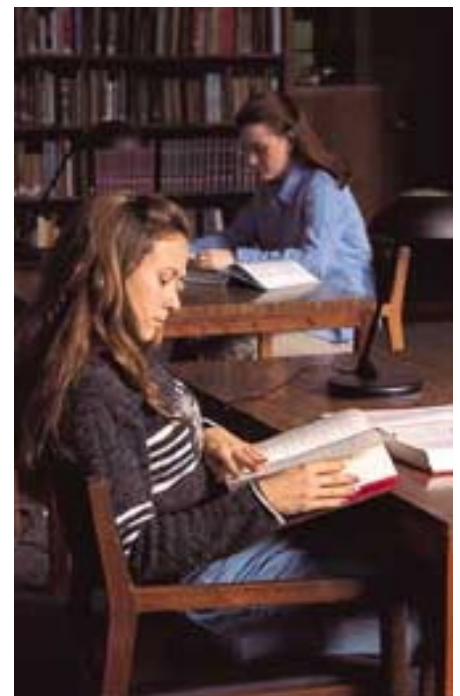
The university appointed its first minority college dean in education, its first minority vice presidents in public relations and in student affairs, its first minority vice provost, its first female vice president for research, and its first female provost. In addition, during the decade the university appointed three women as deans and a Hispanic interim dean.

Although the university made considerable progress, it still has some distance to go in creating an effective method for recruiting,

mentoring and retaining female and minority administrators.

Innovations in the university's operations support this faculty renaissance. Beginning in 1996, the provost decentralized the budget to the college deans. Because this provided deans with lump sum budgeting and the ability to allocate resources to the most productive use, this initiative acknowledges and utilizes the creativity and expertise of colleges and their departments. By decentralizing resources and the decisions about their use, and measuring and rewarding performance rather than process, the president and provost gave the deans the opportunity and the tools to succeed.

A key element in this decentralization of authority gave the colleges the ability to save money in one year and carry it forward to the next for reinvestment. By this simple measure, the university increased its internal savings from about \$3.4 million in 1995-96 to about \$25 million in 1998-99. These savings, reinvested by the colleges in





support of teaching and research, contributed significantly to the faculty's ability to perform.

Rewarding Faculty

Incentives and rewards for faculty performance prove among the most difficult challenges for public universities. The bureaucratic rules that govern faculty pay often inhibit rewards for performance, choosing instead to provide insufficient across-the-board or other non-merit-based compensation increments. During this decade, the university found a number of methods to enhance faculty salaries, but even with these, faculty compensation often lags well behind faculty performance.

Aimed at rewarding the most productive and the highest quality instructors, the Teaching Incentive Program (TIP) provided permanent salary increases to 742 faculty at the University of Florida in the 1990s. A related program, known as the Professorial Excellence Program (PEP), rewarded the overall performance of 216 senior faculty. TIP and PEP added approximately \$5 million to the university's faculty salaries

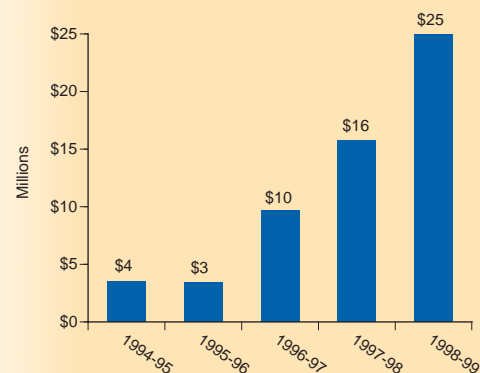
above the general increments provided by the legislature during this period.

Faculty also continued to enjoy the regular merit increases associated with promotion and tenure, and approximately 1,567 faculty received an average 9% increase during 1989–1999. Special segments of the university faculty in medicine and some of the other health science colleges also benefited from substantial bonus pay programs. In 1997, the university introduced the rank of Distinguished Professor for those faculty at the top of their fields. This new rank carries a 9% salary increment, and 22 faculty now hold the Distinguished Professor title.

Over these years, the university provided a number of extra salary supplements derived from endowed chairs and other private sources. Because the faculty function in a highly competitive research environment, the university responded proactively to offers from other institutions made to outstanding UF faculty. These counteroffers provided salary increases sufficient to meet market conditions.

Internal Savings

(Carryforward)



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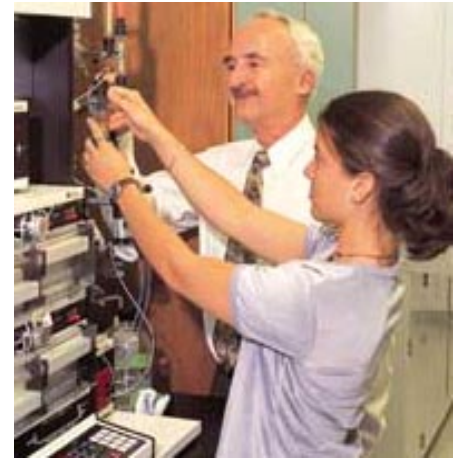


All of these efforts raised the salary standard for many faculty and created opportunities to reward performance. Unfortunately, the fragmentary nature of these incentives made it difficult for the university to systematically measure and reward the exceptional performance of many other faculty members.

In 1998–99, thanks to substantial productivity increases and the benefit of sound budget management, the provost's office distributed funds to the colleges and other university units for a new bonus program. Affecting approximately 30% of university faculty and staff, the program provided one-time rewards for demonstrated increases in productivity. This program, designed as a prototype, demonstrated that the colleges and other units could identify high performers whose productivity had made a difference.

Additionally, the university used some of the savings from productivity increases to fund approximately 20 special faculty salary increases in selected colleges. Fixed at a minimum 15% salary enhancement, the deans of several colleges identified faculty with exceptional performance and nominated them to the provost for this increase.

For 1999–2000, the provost expanded funding to provide an opportunity for all colleges to reward highly productive faculty at the level of 15% of salary to a limit of \$20,000 in accordance with Board of Regents rules for special pay increases. This initiative included 125 faculty members.



These various programs reward the strong performance in productivity and quality that must drive the University of Florida. Without rewards for achievement, it is difficult to motivate people to perform at ever-higher levels.

Faculty Interdisciplinary Programs

Although the university paid considerable attention to the general academic and fiscal condition of the faculty during the decade, some of the most important faculty activities involved interdisciplinary initiatives, such as the University of Florida Brain Institute. The decade began with the development and expansion of this project, an activity under consideration since the late 1980s but brought into focus through faculty and administrative leadership in the 1990s. Thanks to a broad-based, campus-wide collaboration, the Brain Institute project moved from faculty dream to scientific reality. By the close of the decade, the Brain Institute consisted of a 206,789 sq. ft. facility that houses state-of-the-art equipment and superb faculty, students and staff.

At the curricular level, the university faculty created an environmental college as a

collaborative enterprise drawing on the resources of colleagues throughout the campus. The College of Natural Resources and the Environment, established in 1994, provides an interdisciplinary program for students who then graduate and take positions in industry, government and not-for-profit agencies concerned with environmental management. This faculty initiative illustrates the power of creative collaboration, for this college exists without a single permanent faculty member. Its entire faculty have appointments in other colleges but combine their talents to provide this opportunity for undergraduate students.

Another example of collaboration began taking shape at the end of the decade. The university's faculty, student and staff strength in genetics research is substantial. The faculty and deans concluded that the university could create a genetics institute with a unique and highly competitive scientific focus. The university's strengths in genetic science and understanding in medicine, chemistry, agriculture and other fields gave the university a comparative advantage, and the faculty organized themselves to

create the University of Florida Genetics Institute.

Approved by the Board of Regents in 1999, the Genetics Institute already has begun to accumulate faculty strength and map its programs. Due to productivity gains from the improved budget system, the provost provided a substantial investment in the faculty positions necessary to bring this institute to fruition.

An additional example of interdisciplinary collaboration in 1999 comes from the faculty initiative to revive the university's Institute on Aging. With support from the provost's office (again derived from the productivity gains of the new budget system), the Institute on Aging benefits from new faculty positions in the relevant colleges and departments.

While these initiatives symbolize the campus' focus on interdisciplinary opportunities in the sciences, other faculty initiatives in the university's 153 different centers also flourished throughout the decade. The university's faculty



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maintained and enhanced the performance of long-established interdisciplinary enterprises, such as the Center for Latin American Studies and the Whitney Laboratory.

Although these academic programs speak to the faculty's initiative, they represent but a small part of their creative energy and research achievement. Whether in music, theater or fine arts, or in the humanities, social sciences or the professions, the faculty's performance clearly exceeded all expectations during the decade. For example, in 1999, 15 faculty members were Guggenheim Foundation New Fellows or Fulbright Scholars, ranking the University of Florida ninth among public universities in the number of these Arts and Humanities awards.

MANAGING THE UNIVERSITY

The performance of faculty, students, staff, alumni and friends sustained the university's agenda during this decade. Their success in moving the university into the ranks of America's best public research universities rested in large

part on a program to modernize and focus the institution's multiple support systems.

Developed over the years to serve a medium-sized university, these administrative structures no longer functioned efficiently. Symptoms of this dysfunction appeared everywhere: backlogs of students waiting for lower-level required classes until their junior or senior years, budget structures incapable of providing consolidated management data, persistent shortfalls in enrollment, micromanagement of colleges from the central administration, duplicate services, and many other inefficiencies.

The university began to review, reorganize and implement a new, consolidated, performance-based management system. Using the analytical skills and resources of the Office of Institutional Research, the university began the project with two purposes. They first identified and captured every source and use of revenue in the university in a consolidated, college-based budget. The second developed a performance measurement system for quality and productivity that could drive the university's budget management and decentralize decisions to the colleges and other major campus units.

Named the *Florida Quality Evaluation Project*, this effort, begun in 1991, spanned several years of development and improvement. The provost implemented it as a budget management system in 1996.

The effort to create a rational and complete budget picture of the university received added impetus as the state shifted its emphasis to



lump sum rather than micromanaged, line item funding. This approach, long sought by the Board of Regents and the state universities, required a readjustment in the university's budget methodology in order to deliver this flexibility to the colleges.

Thanks to the support of the president and the Office of Institutional Research and the cooperation of staff and faculty, the university succeeded in constructing an accurate consolidated budget for the university that included all activities of the Health Science Center, the Institute of Food and Agricultural Sciences (IFAS), and the Education and General colleges. The consolidated budget also identified revenue generated from all sources—not just state dollars—including revenue from practice plans, research funding, sales of goods and services, and private giving.

The Bank

While a variety of bureaucratic impediments delayed the implementation of the new budget management model, known as the Bank, until 1996, the delay also gave the university time to develop and refine its performance model.

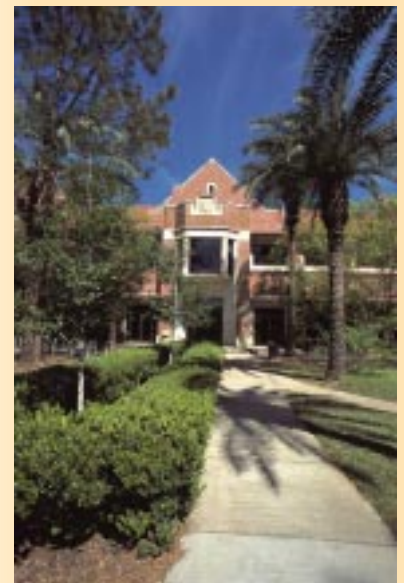
Decentralization of the authority for budget decision requires a mechanism to measure the performance of the decentralized units. To that end, the Bank incorporated the quality elements from the Florida Quality Evaluation Project into a two-dimensional, annual evaluation of performance. This evaluation assesses productivity and quality improvement. The refined Bank model was much discussed on



campus by deans and others interested in this topic and also gained considerable national attention as an effective method for achieving institutional accountability through incentives for improvement.

The university published a series of short white papers derived from this analytical effort and addressing the measurement of university performance. By the end of the decade this series included:

- *State Support*, August 1995
- *Teaching*, September 1995
- *Classrooms*, October 1995
- *Research*, November 1995
- *Excess Hours*, December 1995
- *Transfer Students*, January 1996
- *Research Benefits*, February 1996
- *Student Quality*, March 1996
- *Financial Aid*, April 1996
- *Jobs*, June 1996
- *Costs*, September 1996
- *The Bank*, September, 1997
- *The Ph.D.*, September, 1997
- *Universal Tracking*, February, 1998
- *The UF/SUS Team*, March 1998
- *Undergraduates*, May 1998
- *Graduate Growth*, September 1998
- *Improvement*, January 1999
- *Efficiency*, February 1999



A DECADE OF PERFORMANCE

AT THE
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The effectiveness of the model became clear as the president and the provost, who is also chief budget officer, fully implemented the Bank in 1996. Simply put, the Bank identified the key components of the university's mission in teaching and research and then measured the productivity of the colleges in terms of these two missions. The Bank collected quality data on a three-year cycle that benchmarked the colleges to their counterparts among the best public universities in the nation and on an annual cycle that measured the colleges' quality improvement against its previous year's performance.

By combining these two assessments—productivity and quality—the university could hold colleges responsible for the decentralized management of their budgets and create incentives to reward exceptional performance. By referencing each college's annual change in performance and its national benchmarks, the Bank avoided the fallacy of comparing colleges of different types. Each college could succeed on the terms of its own disciplines and its own national peer group. The Bank collected a host of other information about college performance related to fund raising



and other income generated and used these data in allocating incentive rewards.

Since the Bank's implementation in 1996, the university's performance, as measured by Bank indicators, showed substantial improvement, testifying to the importance of clear, specific and verifiable measures of success. The Bank data provide the deans and the university with clear reference points from which to measure improvement. Given this success, it comes as no surprise that many institutions across the country have demonstrated considerable interest in the methodology and several seek to adapt the principles of the Bank to their particular local circumstances. At the University of Florida, the Bank focuses on college improvement, but the aggregate improvement in the institution appears in various national rankings.

Per Faculty Increase in Bank Indicators: 1995-96 to 1998-99

	1995-96	1996-97	1997-98	1998-99	% Increase
Ranked Faculty	2,856	2,851	2,870	2,907	1.8%
Weighted Credit Hours per Faculty	1,071	1,086	1,119	1,157	8.0%
Sponsored Research per Faculty	\$47,431	\$51,430	\$56,061	\$63,206	33.3%
Private Fund Raising per Faculty	\$33,808	\$36,331	\$52,272	\$57,277	69.4%
Other Income per Faculty	\$139,570	\$161,072	\$171,060	\$181,117	29.8%

Absolute Increase in Bank Indicators: 1995-96 to 1998-99

	1995-96	1996-97	1997-98	1998-99	% Increase
Weighted Credit Hours	3,058,446	3,096,987	3,211,339	3,362,341	9.9%
Sponsored Research	\$135,448,938	\$146,646,810	\$160,880,095	\$183,756,798	35.7%
Private Fund Raising	\$96,547,018	\$103,594,955	\$150,007,767	\$166,520,295	72.5%
Other Income	\$398,571,346	\$459,279,697	\$490,899,515	\$526,557,986	32.1%

Efficiency Improvements

In support of this program, the university began to streamline its operations to reduce paperwork and eliminate duplicate operations. Many of these improvements resulted from small but significant changes in the administrative affairs of the university. In large part, these improvements came from a quality improvement initiative headed by the vice president for administrative affairs. Others came from the diffusion of technology throughout the campus.

A key example is the on-line system for budget transfers known as *Managing Your Money*. Designed to support decentralized budget

management, *Managing Your Money* gives deans and other unit managers the ability to move dollars from one function to another quickly, without incurring the endless delays and bureaucratic entanglements characteristic of the previous system. *Managing Your Money* ensures that a transaction is legal and does not exceed the unit budget. This implements in real time the commitment to decentralized budget management and provides the deans and other unit directors with the flexibility needed to enhance performance. Transactions that previously took weeks now can take place instantly on-line.



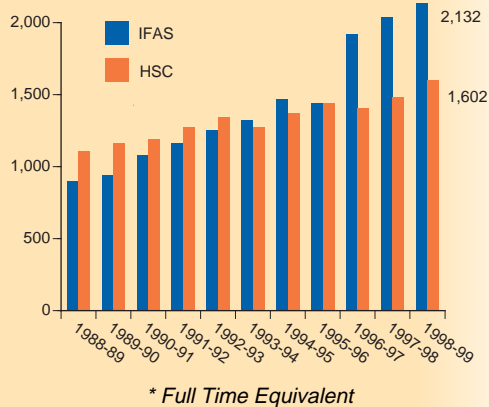
University of Florida's Most Recent National Rankings

Measurement	Rank	Year
Total Research and Development Spending as reported by NSF (AAU Public)	12	1997
Federal Research and Development Spending as reported by NSF (AAU Public)	21	1995-97
Earned Doctorates Awarded (AAU Public)	14	1997
Number of Black Students Receiving Ph.D. Degrees (AAU Public)	7	1993-97
Number of Hispanic Baccalaureate Students Going on to Receive a Ph.D. (AAU Public)	4	1993-97
Post-Doctoral Appointees (AAU Public)	15	1997
Patents Awarded (AAU Public)	4	1997
Library Holdings (AAU Public)	21	1997
National Freshmen Merit Scholars (AAU Public)	3	1998
National Freshmen Achievement Scholars (AAU Public)	2	1998
US News and World Report: 2000 College Rankings (All Public)	16	1999
Money Magazine's 10 Best College Values (All Public and Private)	10	1997
Kiplinger's Top 10 Values in State Universities (All Public)	5	1998
Alumni Giving Rate (AAU Public)	5	1999
Total Voluntary Support (AAU Public)	13	1998
Endowment (All Public)	18	1997-98
Enrollment (All Public and Private Universities)	7	Fall 1998
Sears Director's Cup for Athletics (All Public and Private Universities)	4	1998-99

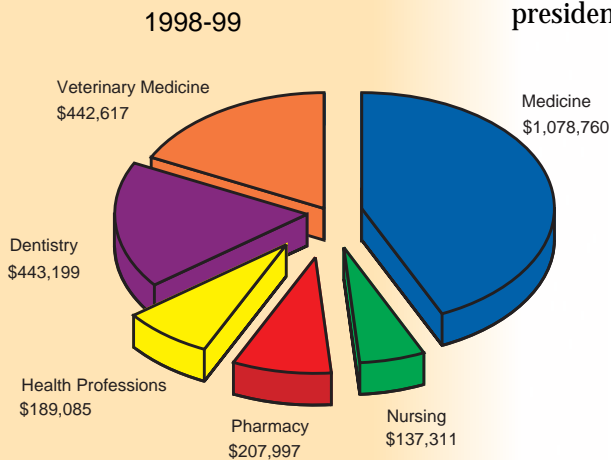
A DECADE OF PERFORMANCE

AT THE UNIVERSITY OF FLORIDA

Undergraduate and Graduate FTE* Enrolled in IFAS and the HSC



Health Science Center Consolidated Savings Distribution of \$2.5 Million



Several other benefits emerged from the consolidated approach to the university's budget and performance. With the Health Science Center and IFAS fully integrated into the university budget matrix, both entities discovered opportunities for collaboration. As a result, undergraduate and graduate students began taking advantage of the tremendous intellectual resources of these units, and the Health Science Center and IFAS began to earn significant revenue from their participation in the university's core instructional mission.

With an integrated approach to the budget, the university also identified duplications of services. Many small efficiencies emerged that in aggregate saved the university considerable resources, but some large opportunities also appeared. Perhaps the most significant involved the consolidation of the Health Science Center and university services in 1998-99. A complete review of Health Science Center administrative functions was conducted at the request of the president and implemented by the provost with the cooperation of the vice president for administrative affairs and the personnel of the Health Science Center. This review identified a wide range of duplicate services performed both at the Health Science Center and at the university level.

After a thorough review, the university implemented a program of consolidation that returned \$2.5 million dollars of reduced



administrative costs to the annual budgets of the Health Science Center colleges. The vice president for administrative affairs and the provost/chief budget officer found ways to provide the needed services without duplication, thus generating a permanent savings that released state dollars, previously spent on administrative services, to the academic budgets overseen by the deans of the Health Science Center colleges.

A collaborative arrangement between the University of Florida and Florida Power to install and operate an on-campus cogeneration plant also resulted in substantial savings for various utility costs, with the added advantage of providing a laboratory setting for students interested in the engineering and management aspects of cogeneration. Between 1994 and the close of fiscal 1998-99, cogeneration saved the university approximately \$6 million in utility costs.

The Bank's focus on key elements of quality and productivity, and its insistence on capturing all revenue and expenses, gave the university a powerful tool for improvement. Decentralized management produced internal savings that

increased dramatically once the provost introduced the system in 1996.

These internally generated savings became part of the college and unit budgets in the subsequent year for investment in renovations, computer equipment, library resources and other items.

The central university also succeeded in generating substantial internal savings and invested these dollars in campus computing infrastructure (\$3.4 million in 1997, \$3.8 million in 1998), classroom renovations and technology upgrades (\$3 million in 1998–99, \$3 million in 1999–2000), and similar enhancements.

By the close of the decade, the university had achieved a consolidated budget and a decentralized management system that placed responsibility and authority for academic and administrative performance in the hands of deans and unit managers and a performance measurement system that identified and rewarded improvement in quality and productivity.

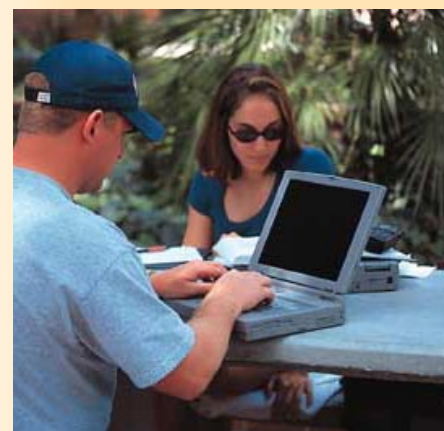
Further, due to the effective management of the budget, the

university generated the revenue required to provide computer support to all students, faculty and staff; pay the costs of participation in the high-speed Internet 2 consortium; and expand the computer network infrastructure for large parts of the campus.

THE CYBER UNIVERSITY

With the emergence of the Internet, the university anticipated the technological trends of the late 1990s and moved quickly to support the computer needs of its students, faculty and staff. One of the participants in the Internet 2 consortium, and a long-time leader in computing technology in the state, the university also sought to improve its own infrastructure.

This initiative moved on several fronts. In 1997, the university became the first institution of its size to require its students to own or have access to a computer. This computer requirement served two important purposes. First, it helped close the gap between students who could afford computers and those who could not, because the requirement made the cost of a computer eligible for financial aid.



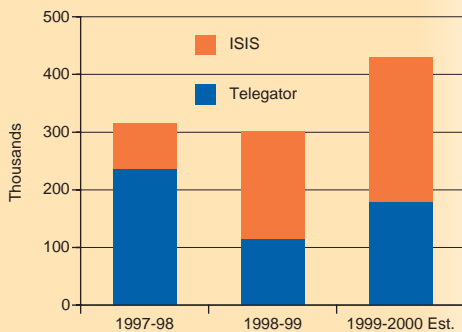
A DECADE OF PERFORMANCE

AT THE
UNIVERSITY
OF FLORIDA

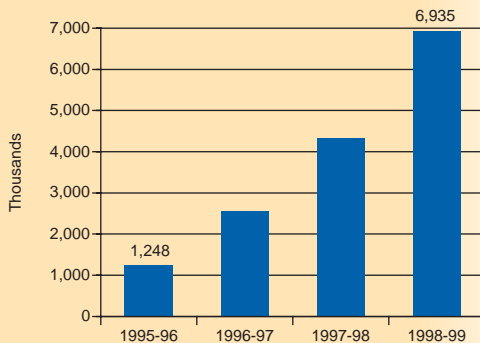


On-Line Registrations by Section

ISIS=Computer based,
Telegator=Telephone based



University Computing Total Sessions



Second, the computer requirement enabled the university to address computing infrastructure, faculty support, and other computing service needs as a whole. No longer could the university view computing as a province of technical disciplines. Instead, the computer requirement committed the institution to providing the appropriate infrastructure for all colleges, departments and units. By providing every student and faculty or staff member with a free email and Internet account, the university also enabled everyone to participate in the global expansion of information that has characterized the closing years of the 1990s.

Indicative of the rapid increase in all forms of computer use during the last years of the decade, students began registering in ever greater numbers using the ISIS on-line system.

As part of this initiative, the university also invested heavily in improving networking on campus. By the end of the decade, the university's residence halls and classrooms will all have network access. This effort to provide the

essential infrastructure for students, faculty and staff required an investment of some \$7.2 million.

The technology revolution also enabled the university to launch a series of distance learning ventures, from an Internet-based MBA in the Warrington College of Business to the Pharm.D. distance education project in Pharmacy. The university also initiated a program called Digital Worlds that combines the resources of engineering and fine arts and launched a major initiative with colleagues in Latin America on executive education.

While the consequences of the computer/networking transformation of American higher education are by no means clear, the University of Florida ends the decade well-positioned to assume a leadership role in the new millennium. To ensure the coordination of the university's many technology initiatives, the university appointed a Chief Information Officer in 1999 to coordinate policy in this vital area.

THE CAMPUS ENVIRONMENT

No member of the University of Florida community can pass through the Gainesville campus without appreciating its elegance and beauty. Given the tremendous growth in numbers of students, faculty and staff, the institution achieved a number of significant improvements in the campus environment during the decade. A long campaign championed by many people led, in the 1990s, to the restoration of much of the university's historic campus. The following restoration or renovation projects were either begun or completed during the decade and were made possible by the generosity of alumni and friends and support from the state legislature:

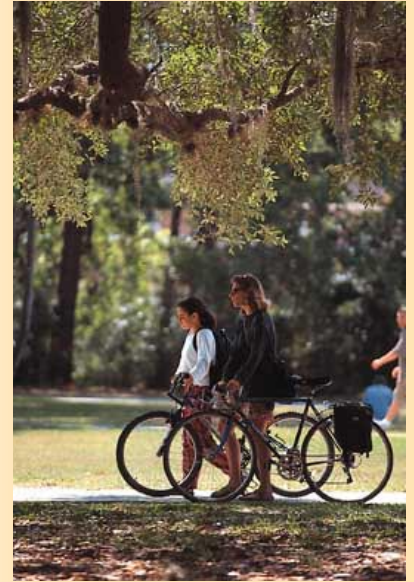
- renovation of Library West, now named the Smathers Library
- restoration of Griffin–Floyd Hall
- renovation of Peabody Hall
- renovation of Bryan Hall
- renovation and conversion of the Florida Gym
- renovation and modernization of Leigh Hall
- reconstruction of the Keene Faculty Center in Dauer Hall
- restoration of Keene–Flint Hall
- renovation of Anderson Hall.

Support from the legislature and from donors and friends also allowed the university to add an impressive amount of space in support of the faculty, students and staff. The university began the decade with 783 buildings on the main campus and a statewide total of 1,754. It approached the end of the decade in 1998–99 with 903

main campus buildings and a statewide total of 1,943—with various other projects under construction.

The university accommodated its expanding science programs with the addition of the new Physics, Engineering and Particle Science buildings, the Eglin Air Force Base facility and Rhines Hall. It broke ground for the Rinker School of Building Construction and began the renovation of Williamson Hall. The university expanded student facilities with addition of residence halls, such as the Apartment Residence Facility, the 1995 Residence Hall, and the soon-to-be-completed 2000 Residence Hall; two new recreation centers; Criser Hall for student services; and major additions to the Reitz Union.

IFAS increased its space with the addition of the Entomology–Nematology and the Microbiology and Cell Science buildings, the Aquatic Food Lab, 49 small facilities on campus, and 50 buildings around the state. The Health Science Center completed the Academic Research Building, two dental clinics in St. Petersburg



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and Hialeah, and the Brain Institute building. A new facility for the Colleges of Health Professions, Pharmacy, and Nursing is under construction. The College of Veterinary Medicine completed the renovation of its older facilities, enhanced its large animal hospital, and built a new academic building.

The completion of the Center for the Performing Arts in 1990, along with the successful opening of the Harn Museum of Art's new facility in the same year, began the transformation of the area near 34th Street and Hull Road into the southwest cultural campus. The transformation continued when the generosity of the Powell brothers made the Florida Museum of Natural History's Powell Exhibition Hall possible. And a private-enterprise initiative, realized with strong University of Florida support, resulted in the construction of a 255-room hotel and conference center on the southwest corner of 34th Street and Hull Road.

Not all construction focused on utilitarian academic and cultural space, for in 1999 the university



broke ground for a charming, chapel-like structure on the shores of Lake Alice. The Baughman Center will provide a tranquil setting for small groups and individual reflection.

The university has been able to take advantage of the ongoing construction and used the opportunity to improve the walks, roadways and bike paths around campus. It invested heavily in improved lighting and security. Bus service to and from the campus and the most traveled areas of the community improved dramatically with the leadership of student government, the university and the city. Parking, an endless challenge at all universities, improved somewhat with the addition of new garages and commuter lots.

Attention to the details of campus appearance often reveals pride in place; and over the decade, the university greatly improved on-campus boundaries, walls, walkways, utility areas and landscaping. The university also focused considerable attention on the signage that reflects the university's identity as one institution. Blue signs with the university wordmark appeared everywhere on campus and around

the state—clearly identifying programs and facilities and presenting a common face to the many communities served by the institution throughout Florida.

THE ACADEMIC MEDICAL CENTER

The success of the Health Science Center services consolidation mentioned earlier owed much to the dramatic transformation of clinical medicine and other health care services. At the beginning of the decade, the clinical programs of the Health Science Center and the affiliated but independent Shands Hospital operated effectively but quite separately. Supported by adequate reimbursement structures for both hospital and patient care services, neither organization saw the need to create a tightly collaborative structure.

By the middle of the decade, however, it became apparent that the changes driving health care costs and reimbursements throughout the nation would have a significant negative impact on major academic medical centers and their teaching hospitals. Led by the vice president for health affairs, the deans of the colleges, and the leadership of Shands, the two affiliated enterprises began a comprehensive strategic review of their operations and linkages.

At the same time, the Shands Hospital board had the opportunity to acquire the hospital assets of AvMed-Santa Fe Health System in North Florida. After a lengthy process of evaluation, discussion and negotiation, the Shands Hospital board agreed to purchase the AvMed North Florida facilities, which included Alachua General Hospital. This expanded the reach

of Shands but also presented many management and financial risks.

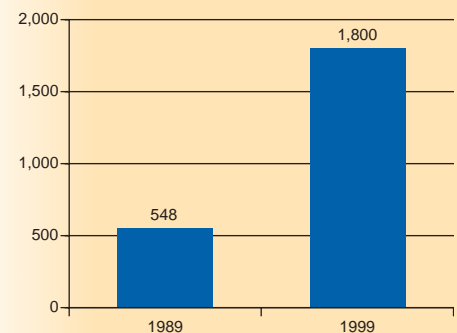
The expanded hospital system and the financial challenges faced by the Health Science Center, in particular by the College of Medicine, moved the board of Shands and the leadership of the Health Science Center to consider strategic reorganization. After an extensive national search, Shands selected a new leader with experience in health care institutional consolidation, and the university and Shands began a complex conversation about the nature and level of collaboration possible between the two legally independent entities.

In the final years of the decade, Shands HealthCare and the Health Science Center developed a wide range of new agreements that eliminate duplication, enhance services, and align incentives to improve both the clinical functions of the Health Science Center colleges and the hospital-based functions of Shands HealthCare. Both organizations, once threatened with substantial risk, ended the decade in strong financial condition and armed with contractual and governance mechanisms that allow them to succeed in the highly competitive market for health care services.

One indication of the success of this strategy is Shands HealthCare's acquisition and consolidation of the hospital operations of University Medical Center and Methodist Medical Center in Jacksonville.

Shands HealthCare Licensed Beds

* estimated 12/99

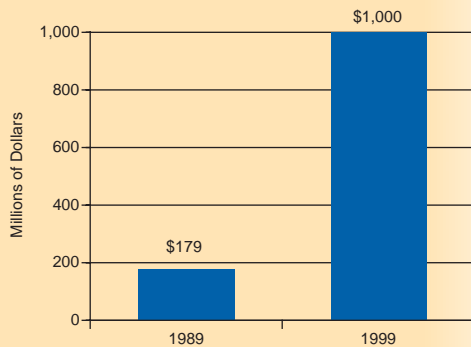


A DECADE OF PERFORMANCE

AT THE UNIVERSITY OF FLORIDA

Shands HealthCare Total Revenue

* estimated 12/99



The combined entity, now known as Shands-Jacksonville, serves as a supportive academic health care environment for the more than 300 University of Florida faculty teaching and providing clinical medical care in Jacksonville.

At the beginning of the decade, Shands managed 548 beds and operated with a budget of \$179 million. By 1999, the expanded Shands HealthCare enterprise, including Shands-Jacksonville, managed about 1,800 beds and operated with a budget of approximately \$1 billion. While maintaining its independent identity, Shands HealthCare developed a comprehensive structure of contracts and relationships that support the university's teaching and research missions and that position both Shands and the University of Florida to sustain a highly successful academic health center well into the next century.

THE GATORS

Thanks to extraordinary leadership and support, the university's athletic programs prospered tremendously during the decade. The spirit that inspires the

University of Florida athletic program has been an enduring characteristic of the university for more than a generation. The superior performances of student athletes and coaches and the support of athletic administrators and fans built the Gators into a significant and often triumphant program.

The Gators have matured into one of the nation's most dominant college athletic programs. Since 1990, the university has earned 51 SEC championships, seven national championships and ranked no lower than 10th in the Sears Director's Cup, ending the decade as 4th in this ranking of top athletic programs. In the past decade, the university had 731 All-SEC academic honorees—the most in the conference. The National Championship football team posted a 72% graduation rate. This achievement of overall depth and quality builds on a record of fan and alumni support second to none and speaks to superior athletic administration and coaching. The resources made possible by this superb performance permitted the university's athletic program to embark on a major renovation and expansion of facilities.



Beginning with the stadium expansion of the North End Zone in 1991 and extending to the groundbreaking for a new basketball office and practice building in 1999, the university's athletic program has added facilities to support the quality of its programs. Committed to gender equity, the university's principle remains first-class facilities and support for every program sponsored by the University of Florida. Therefore, the university expanded the track and field stadium to accommodate what would rapidly become one of the nation's premier, championship women's soccer programs, and improved the tennis facilities for men and women—programs with long championship traditions.

Women's softball received a new stadium; soccer acquired a separate practice field; baseball, track and field and volleyball received a new facility for locker rooms and offices; volleyball acquired a new practice facility; the swimming and diving programs enjoy new locker rooms and offices; the university completely renovated the football locker rooms for this national championship program, which also received a practice field at the beginning of the decade. The university renovated the weight room for all sports and expanded the baseball stadium. At the close of the 1990s, the university and the athletic program combined resources to replace the roof of the O'Connell Center and renovate the interior of the facility for men's and women's basketball, volleyball, gymnastics, indoor track, and for a wide range of other university and student events.

This expansion of athletic facilities corresponds to the university's commitment to providing the best



facilities for all sports. This commitment to quality, reflected in the remarkable list of athletic and academic accomplishments, also appeared during the NCAA certification process in 1999, which gave the University of Florida strong commendations for the strength of its program in all areas.

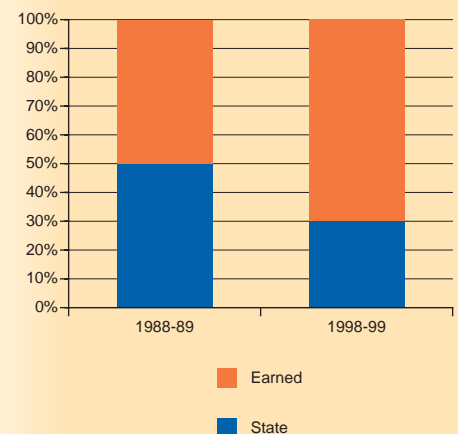
Fiscally sound, academically strong and athletically dominant, the Gator sports program enters the new century prepared to continue its exceptional performance.

PRIVATE SUPPORT

A key characteristic of a nationally competitive public research university is high levels of private giving. In the 1990s, the University of Florida steadily expanded its strong base of private support. The university ranked 13th among all AAU public universities in total dollars raised in 1998 and fifth among AAU public universities in alumni giving rate in 1999.

At the beginning of the decade, the university relied on state dollars for 50% of its budget. By the end of the decade, this proportion had fallen to 30%. Although the University of

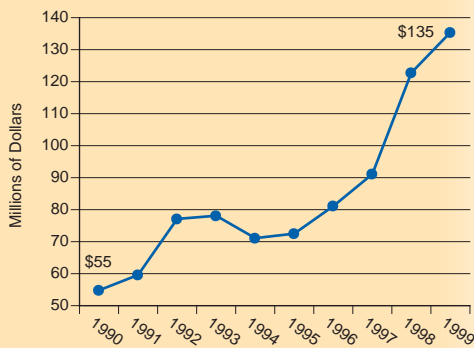
**Earned vs.
State-Appropriated Income**



A DECADE OF PERFORMANCE

AT THE UNIVERSITY OF FLORIDA

Total Private Gifts



Florida receives substantial support from the state, the university's earned income grew at a faster pace than state-appropriated income. Some of this rapid growth resulted from success with research grants and contracts and success in the delivery of health care and other services, but a significant and increasingly important portion came from private support.

The decade began with the conclusion of the university's first major capital campaign. The Embrace Excellence campaign began in 1986 with a goal of \$200 million, increased in 1988 to \$250 million, but the university's friends and supporters moved this campaign well beyond its goals to close at the end of 1991 with a total of \$393 million.

Recognizing the importance of private fund raising, the university and its volunteers immediately began a review to strengthen the university's fund-raising program, enhance professional competence of the university's Foundation staff, and improve the computer systems and management needed to sustain higher levels of achievement.

After careful planning, the university launched its next campaign in 1996, taking as its

motto the university's theme for the 1990s: *It's Performance That Counts*. Originally expected to raise \$500 million by the end of the year 2000, the campaign moved so quickly that by 1998 it became clear the university would surpass this goal by 1999. The university's Foundation board reviewed this success and set a new goal of \$750 million. By the end of September 1999, the university and its volunteers posted more than \$570 million raised, and the revised campaign goal appears well within reach.

This achievement reflects the growing maturity of the university's alumni base. It indicates a strong commitment by alumni and friends to the performance agenda exemplified by the University of Florida Bank and the multiple achievements of faculty, students and staff. University of Florida donors clearly recognize that the nation's top universities require substantial private endowments and high levels of annual giving.

The success of the *It's Performance That Counts* campaign also demonstrates how important exceptional academic performance is to the growth and development of the institution. Deans, faculty and



students provide the substance that drives this campaign, and volunteers and donors respond to the university's achievements. Campaign donors are confident that their investments will produce measurable results. They give because they know the students, faculty and staff of the University of Florida expect to deliver the highest possible return on these investments of private support.

Thanks to the exceptional leadership of the vice presidents for development, and drawing on the expertise of superb alumni and volunteers, the university's fund-raising program set new standards for performance during this decade. The Bank, of course, includes fund raising as one of the performance measures for rewarding colleges, in recognition of the essential nature of private support to public universities.

Total gifts to the university increased from \$54.8 million per year in 1990 to \$135 million in 1999. The university's endowment during this period grew from \$153.4 million to \$582 million, enhanced not only by exceptional fund raising but also by effective financial management. Of major importance as well, these numbers include generous state support in the form of matching dollars for endowments and capital projects.

The university's programs have received more than \$481 million in operating funds during this decade from annual giving and endowment proceeds. As the university concludes this decade, its volunteers, vice presidents, deans, faculty, students, and staff all know that this accomplishment represents only the beginning of a permanent campaign to bring the university's endowments to levels near those of



the top 10 public research universities. The performance of this decade indicates that the University of Florida can achieve that goal.

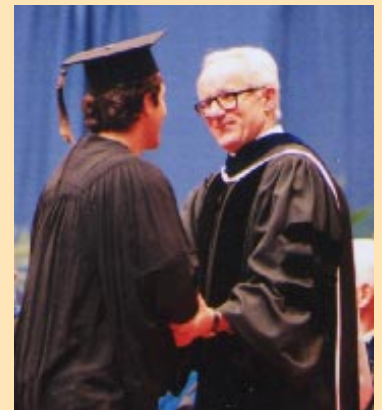
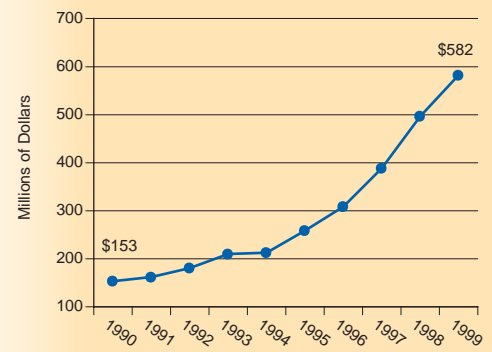
THE PERFORMANCE DECADE

Wherever the focus—teaching, research, faculty, students, staff, facilities, management systems, athletics, or fund raising—this decade the University of Florida moved into the top category of America's national public research universities. While we all celebrate the tremendous achievements of the university in this decade, we remain mindful of the intense competition for resources and the critical need to make the right choices.

The people of the University of Florida succeeded in this decade by a combination of talent, energy, commitment, and focus. They moved the university forward because they recognized no substitute for performance in quality and productivity.

In this decade, the people of the University of Florida demonstrated beyond question that **performance** does **count**.

Endowment Assets



A DECADE OF PERFORMANCE

AT THE
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OF FLORIDA



DATA SOURCES

SAT Scores:
National Merit Scholars:
Baccalaureate Degrees Awarded:
Graduate Degrees Awarded:
Percent Women and Minority Students:

Graduating Seniors Survey:
Retention Data:
Tuition Revenue Collected-Revenue Budgeted:

Honors Students:
Combined Degree Program:
Student Service Hours:
Research and Development Expenditures:

Sponsored Research per Faculty

Student Credit Hours per Faculty

Research and Development Expenditures

Faculty and Administrators by Gender and Ethnicity
Carryforward
Bank Data

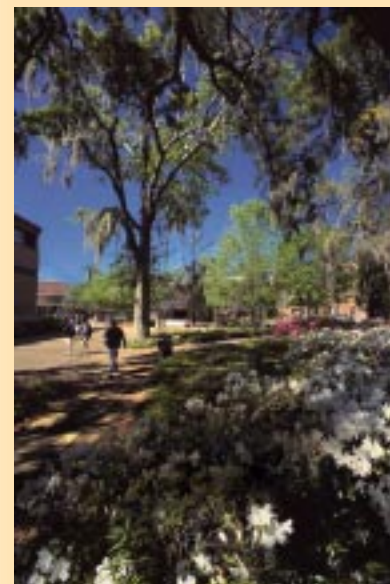
IFAS and HSC Credit Hours
Health Science Center Savings Distribution
On-Line Registrations by Section
University Computing Total Sessions
Shands Data
Buildings

Earned vs. State-Appropriated Income
Total Private Gifts
Endowment Assets

Office of the University Registrar
National Merit Scholarship Corporation
IPEDS completion reports
IPEDS completions reports
NSF Web CASPAR Database System (1967-1995), IPEDS Fall Enrollment 1996, 1997, 1998
Florida Survey Research Center Data
Board of Regents Retention Study
Board of Regents Initial Allocation Documents, History Year by Account Board of Regents Submitted Budget and Finance and Accounting Incidental Reconciliation
Office of University Honors Program
University Curriculum Committee Records
Office of Student Activities
NSF/SRS Survey of Research and Development Expenditures at Universities and Colleges
Sponsored research expenditures from the History Year by Account submitted with the operating budget to the SUS in all accounts in the Sponsored Research Trust Funds (655002, 186001, and 153102) MINUS all accounts with an original fund source of UFF, UFRE, or Clinical Practice. We also move accounts identified by units as non-research dollars into MG&G. This is number used in UF Bank. Faculty manyears comes from Faculty Activity Reports.
Credit Hours come from the Student Data Course File, Faculty manyears from Faculty Activity Reports.
National Science Foundation/SRS Survey of Scientific and Engineering Expenditures at Universities and Colleges
University Personnel System
State Comptroller, Board of Regents, UF files
Ranked Faculty from Faculty Activity Reports, Weighted Credit Hours Student Data Course File multiplied by weights as described in UF Bank description, available on Academic Affairs web site, Sponsored Research as described above, Private Fund Raising—Pledges, Gifts and Bequests as defined by UF Foundation, Other Income—MG&G, clinical fees, auxiliary income. All data audited and verifiable in University records.
Student Data Course File
University of Florida Budget Office
Office of the University Registrar
Northeast Regional Data Center
Shands HealthCare
Facilities planning, files submitted to Board of Regents
University of Florida operating budget
University of Florida Foundation Inc.
University of Florida Foundation Inc.

RANKINGS

Total Research and Development	National Science Foundation/SRS Survey of Scientific and Engineering Expenditures at Universities and Colleges, Fiscal Year 1997
Federal Research and Development	NSF/SRF Federally Finance R&D Expenditures at universities and colleges, by science and engineering field: Fiscal Years 1990-1997
Earned Doctorates Awarded	National Research Council, Survey of Earned Doctorates, 1997 Summary Report: Doctorate Recipients from U.S. Universities
Black Students Receiving Ph.D.s	National Research Council, Summary Report 1997: Doctorate Recipients from United States Universities
Hispanic Baccalaureate Students going on to Ph.D.	National Research Council, Summary Report 1997: Doctorate Recipients from United States Universities
Postdoctoral Appointees	NSF/SRF Survey of Graduate Students and Postdoctorates in Science and Engineering, 1997
Patents Awarded	The Association of University Technology Managers, Inc. AUTM Licensing Survey Summary, FY 1997
Library Holdings	Association of Research Libraries Statistics, Ranked Lists for Academic Institutions
National Freshmen Merit Scholars	National Merit Scholar Corporation
National Freshmen Achievement Scholars	National Merit Scholar Corporation
<i>U.S. News and World Report</i> Ranking	<i>U.S. News & World Report</i> "2000 College Rankings," August, 1999
<i>Money</i> Magazine Ranking	<i>Money</i> "Your Best College Buys Now" 1998 College Guide
<i>Kiplinger's</i> Top 10 Values	<i>Kiplinger's</i> Personal Finance Magazine "The Top 100 Public Colleges" September 1998
Alumni Giving Rate	<i>U.S. News & World Report</i> "2000 College Rankings" August, 1999
Total Voluntary Support	Council for Aid to Education, Voluntary Support of Education 1998, Published 1999
Endowment	NACUBO Endowment Study (NES) as published in the <i>Chronicle of Higher Education</i> , February, 1999
Enrollment	IPEDs Fall 1998 Enrollment Reports submitted to U.S. Department of Education, National Center for Education Statistics
Sears Cup	UF Athletic Department, Sports Information Department, 1999



A DECADE OF PERFORMANCE

AT THE UNIVERSITY OF FLORIDA



THE UNIVERSITY OF FLORIDA IN THE 1990s

	Then	Now
Students		
Entering Freshmen:		
Midpoint SAT using no re-centered scores	1135 (1988)	1210 (1998)
High School GPA	3.45 (1988)	3.90 (1998)
National Merit Scholars	96 (1989 - No. 12 in country)	165 (1998 - No. 6 in country) 192 (1999 national rankings not in yet)
National Achievement Scholars	7 (1989 - No. 31 in country)	24 (1998 - No. 4 in country) 32 (1999 - national rankings not in yet)
Undergraduates	25,320 (1988-89)	31,477 (1998-99)
Graduate Students	5,922 (1988-89)	8,060 (1998-99)
Total Student Body	33,282 (1988-89)	42,336 (1998-99)
Composition of Student Body:	46.21% female, 53.79% male (1988)	50.16% female, 49.84% male (1998)
Minority	13.86% (1988)	21.79% (1998)
Black	5.82% (1988)	6.3% (1998)
Hispanic	5.1% (1988)	9.18% (1998)
Asian	2.8% (1988)	5.98% (1998)
Freshman Retention	88.9% (1991)	91.7% (1996)
Four-Year Graduation Rates	23.9% (1984 FTIC)	37.5% (1994 FTIC)
Five-Year Graduation Rates	48.6% (1984 FTIC)	58.8% (1993 FTIC)
Doctoral Degrees	342 (1988-89)	445 (1998-99)
Master's Degrees	1,271 (1988-89)	2,113 (1998-99)
Bachelor's Degrees	5,394 (1988-89)	7,418 (1998-99)
Research		
Sponsored Research Expenditures	\$133 million (1989)	\$221 million (1997-98)
Sponsored Research Expenditures per Faculty	\$37,433 (1988-89)	\$56,333 (1997-98)
Total Research and Development Expenditures reported by NSF	\$126 million (1989)	\$271 million (1997)
Sponsored Research Awards	\$147 million (1988-89)	\$296 million (1998-99)
Other University Measures		
Endowment (Total Endowment Assets)	\$102.6 million (1988)	\$497 million (1998)
University of Florida Voluntary Support	\$58.7 million (1988-89)	\$122.8 million (1997-98)
Operating Budget (General Revenue and Lottery)	\$361 million (1988-89)	\$466 million (1998-99)
Total University Budget	\$729 million (1988-89) (50% from state)	\$1.512 billion (1998-99) (30% from state)



CAMPAIGN FOR THE UNIVERSITY OF FLORIDA

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