APPENDIX I

Table 1. Learner Outcomes and Assessment: Food and Agricultural Business

Academic major: Food and Agricultural Business			*Degree awarded: BS Agricultural and Resource Economics*		
Person completing report: Dr. William M. Park			*Date: May 15 2013*		
College review (name): CASNR (John Stier)			*Date: 16 May 2013*		
Learner outcome	*When assessment was completed*	*Assessment method(s)*	*Assessment results and analysis*	*Action taken*	*Next scheduled assessment*
Students can explain and illustrate economic concepts and principles related to the market system's role in allocating society's resources to and within the food and fiber system.	Spring 2013	A subset of 15 of the major field exam's 80 multiple choice questions are used to assess attainment of this learning outcome. The goal is a mean score of 70% and for 75% of each senior class to score 60% or better on this subset of questions. During the graduating senior exit group interview conducted each May and December, each senior completes a self-assessment of their degree of attainment of this learning outcome on a 7 point scale, where 1 = strongly disagree, 3 = disagree, 5 = agree and 7 = strongly agree. The goal is a mean rating of 5.5 or better and 80% of students giving a rating of 5 or higher.	Results from the 2010-12 base period for the 58 seniors who took the major field exam show a mean score of 58.9% and that 48.3% of the students scored 60% or better. The self-assessment measure was implemented for the first time in May 2013 for the 12 seniors who attended (out of 16 graduating). The mean rating was 5.5, with 91.7% giving a rating of 5 or higher. Though results from the self-assessment by students meet or exceed the goal, results from the exam questions show that students are attaining to a moderate level, but below the level set as a goal.	Since the student self-assessment is contradictory with the major field exam analysis, the Departmental Undergraduate Committee is taking three steps in order to gain a better understanding of why students are not attaining to the goal in the direct assessment measure for this learner outcome and to identify possible changes needed in the curriculum to foster a higher attainment level: (a) explore performance of students on multiple choice questions used in the direct assessment measure by conducting detailed item analysis (b) create a formal curriculum map to explicitly tie courses in the curriculum to this learner outcome, and (c) conduct a comprehensive review of courses in the curriculum (current syllabus, teaching pedagogy, exams and required assignments). These steps will be completed by December 2013.	Spring 2014

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Students can explain and illustrate economic concepts and principles related to decision-making by consumers and producers with regard to agricultural commodities, food products, and natural resources.	Spring 2013	A subset of 15 of the major field exam's 80 multiple choice questions are used to assess attainment of this learning outcome. The goal is a mean score of 70% and for 75% of each senior class to score 60% or better on this subset of questions. During the graduating senior exit group interview conducted each May and December, each senior completes a self-assessment of their degree of attainment of this learning outcome on a 7 point scale, where 1 = strongly disagree, 3 = disagree, 5 = agree and 7 = strongly agree. The goal is a mean rating of 5.5 or better and 80% of students giving a rating of 5 or higher.	Results from the 2010-12 base period for the 58 seniors who took the major field exam show a mean score of 36.8% and that 6.9% of the students scoring 60% or better. The self-assessment measure was implemented for the first time in May 2013 for the 12 seniors who attended (out of 16 graduating). The mean rating was 5.9, with 100% giving a rating of 5 or higher. Though results from the self-assessment by students meet or exceed the goal, results from the exam questions show that students are attaining at a very low level, well below the level set as a goal. A preliminary review of the 15 questions used in the direct assessment measure suggests there may be substantial inconsistency between these questions and current curriculum in terms of the coverage of various concepts and principles as well as terminology employed. This may stem from the fact that these questions were written at the time the major field exam was first developed over 15 years ago. The major field exam was developed to meet requirements for assessment on the part of the Tennessee Higher	Since the student self-assessment is contradictory with the major field exam analysis, the Departmental Undergraduate Committee is taking three steps in order to better understand why students are not attaining to the goal in the direct assessment measure for this learner outcome and to identify possible changes needed in the curriculum to foster a higher attainment level: (a) explore performance of students on multiple choice questions used in the direct assessment measure by conducting detailed item analysis (b) create a formal curriculum map to explicitly tie courses in the curriculum to this learner outcome, and (c) conduct a comprehensive review of courses in the curriculum (current syllabus, teaching pedagogy, exams and required assignments, etc.).These steps will be completed by December 2013. In addition, the questions	Spring 2014

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			Education Commission, and only 20% of the questions can be modified between its required administrations every five years.	from the major field exam used in the direct assessment measure for this learner outcome will be reviewed and revised accordingly for consistency with the curriculum coverage and terminology, prior to the next administration of the major field exam in December 2013.	

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Learner outcome	*When assessment was completed*	*Assessment method(s)*	*Assessment results and analysis*	*Action taken*	*Next scheduled assessment*
Students can explain basic principles in the areas of management, marketing and finance, and apply them in the context of agribusiness decision making.	Spring 2013	A subset of 15 of the major field exam's 80 multiple choice questions are used to assess attainment of this learning outcome. The goal is a mean score of 70% and for 75% of each senior class to score 60% or better on this subset of questions. During the graduating senior exit group interview conducted each May and December, each senior completes a self-assessment of their degree of attainment of this learning outcome on a 7 point scale, where 1 = strongly disagree, 3 = disagree, 5 = agree and 7 = strongly agree. The goal is a mean rating of 5.5 or better and 80% of students giving a rating of 5 or higher.	Results from the 2010-12 base period for the 58 seniors who took the major field exam show a mean score of 64.0% and that 67.2% of the students scoring 60% or better. The self-assessment measure was implemented for the first time in May 2013 for the 12 seniors who attended (out of 16 graduating). The mean rating was 5.4, with 91.7% giving a rating of 5 or higher. Results from the self-assessment by students nearly meet the goal. Results from the exam questions show that students are nearly attaining to the level set as a goal.	Since the student self-assessment is contradictory with the major field exam analysis, the Departmental Undergraduate Committee is taking three steps in order to better understand why students are not attaining to the goal in the direct assessment measure for this learner outcome and to identify possible changes needed in the curriculum foster a higher attainment level: (a) explore performance of students on multiple choice questions used in the direct assessment measure by conducting detailed item analysis (b) create a formal curriculum map to explicitly tie courses in the curriculum to this learner outcome, and (c) conduct a comprehensive review of courses in the curriculum (current syllabus, teaching pedagogy, exams and required assignments, etc.).These steps will be completed by December 2013. In addition, a new writing	Spring 2014

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				assignment will be incorporated in AREC 442: Advanced Agribusiness Management (the required "capstone" course for this major) for its offering in the spring 2014 semester and used as an additional assessment measure for this learner outcome. A scoring rubric and learning goal will be developed, and student attainment will be scored by the instructor of the course and two members of the Undergraduate Committee.	

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Learner outcome	*When assessment was completed*	*Assessment method(s)*	*Assessment results and analysis*	*Action taken*	*Next scheduled assessment*
Students can use economic logic and quantitative data to analyze problems and identify solutions related to the food and fiber system, the natural resource base, and environmental quality.	Spring 2013	A subset of 15 the major field exam's 80 multiple choice questions are used to assess attainment of this learning outcome. The goal is a mean score of 70% and for 75% of each senior class to score 60% or better on this subset of questions. During the graduating senior exit group interview conducted each May and December, each senior completes a self-assessment of their degree of attainment of this learning outcome on a 7 point scale, where 1 = strongly disagree, 3 = disagree, 5 = agree and 7 = strongly agree. The goal is a mean rating of 5.5 or better and 80% of students giving a rating of 5 or higher. This learner outcome in particular involves use of critical thinking skills. All seniors are required to take the California Critical Thinking Skills Test (CCTST). The goal is a mean score equal to or greater than the College and University means.	Results from the 2010-12 base period for the 58 seniors who took the major field exam show a mean score of 59.3% and 51.7% of the students scoring 60% or better. The self-assessment measure was implemented for the first time in May 2013 for the 12 seniors who attended (out of 16 graduating). The mean rating was 6.1, with 100% giving a rating of 5 or higher. Though results from the self-assessment by students meet or exceed the goal, results from the exam questions show that students are attaining to a moderate level, but below the level set as a goal. Three-year moving average scores for the CCTST for the past five years are as follows: Univ College Major 05-07 19.4 19.0 18.8 06-08 19.6 19.2 18.8 07-09 19.9 19.4 18.5 08-10 19.8 19.6 19.0 09-11 19.8 20.0 19.9 The mean score for the Major has increased by roughly a full point over the period for which data are	Since the student self-assessment is contradictory with the major field exam analysis, the Departmental Undergraduate Committee is taking three steps in order to better understand why students are not attaining to the goal in the direct assessment measure for this learner outcome and to identify possible changes needed in the curriculum foster a higher attainment level: (a) explore performance of students on multiple choice questions used in the direct assessment measure by conducting detailed item analysis (b) create a formal curriculum map to explicitly tie courses in the curriculum to this learner outcome, and (c) conduct a comprehensive review of courses in the curriculum (current syllabus, teaching pedagogy, exams and required assignments, etc.).These steps will be completed by December 2013. With respect to the CCTST,	Spring 2014

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			available, as has the mean for the College, compared to a roughly half point increase for the University. For the most recent three year period, the mean for the Major was essentially equal to the means for the college and University.	the Undergraduate Committee has requested a sample copy of the test and a breakdown of scores by the subareas of Analysis, Evaluation, and Inference. This will allow assessment of whether majors are weaker relative to other students in one or more subareas, and if so, then possible incorporation of assignments or activities designed to enhance critical thinking skills in this subarea into the curriculum. This will be completed by December 2013.	

Notes:

All students are required to take the major field exam and the California Critical Thinking Skills Test (CCTST) as part of AREC 410: Senior Seminar in their last fall semester in residence. Results are reviewed by the Undergraduate Committee to identify discernible trends over time, based on three-year moving average. The 2010-12 period is the base period for the major field exam, since it was last revised in 2010. The base period for the CCTST is 2005-2007.

Table 2. Curriculum for Food and Agricultural Business

	Hours Credit
First Year	
AREC 110	1
NUTR 100*	3
Biological Science Elective*	4
Cultures and Civilizations Electives*	6
ENGL 101*, ENGL 102*	6
MATH 123*, MATH 125*	6
PSYC 110* or POLS 102* or SOCI 120*	3
	29
Second Year	
ACCT 200	3
AREC 212	3
AREC 201*	4
FDST 100 or FDST 150	3
AGNR 291, AGNR 292	2
Arts and Humanities Elective*	3
Physical Sciences Electives*	8
STAT 201*	3
	29
Third Year	
AREC 310, AREC 320, AREC 324, AREC 342, AREC 350, AREC 412	16
ALEC 440* or ENGL 360*	3
Nondepartmental CASNR Electives	6
CMST 210* or CMST 240*	3
Arts and Humanities Elective*	3
	31
Fourth Year	
AREC 410, AREC 442	4
Agricultural and Resource Economics Electives	12
Any 300-level Economics course	3
Nondepartmental CASNR Electives	3
Free Electives	9
	31
	Total: 120

Table 3. Departmental Courses

110 Opportunities in Agricultural, Food and Resource Economics (1) Overview of current issues and career opportunities for majors and non-majors. Fall.

201 Economics of the Global Food and Fiber System (4) Introduction to microeconomic and macroeconomic principles and their application to the global food and fiber system. Specific topics include consumer and producer behavior, market equilibrium, monetary and fiscal policy, and international trade. Fall and Spring. Satisfies General Education Requirement: (SS)

212 The Agribusiness Firm (3) Introduction to agribusiness firm characteristics and decision-making. Overview of economic principles and the basic functions of management: planning, organizing, controlling and directing. Specific topics include firm structure, forecasting, marketing and selling, budgeting, break-even analysis, use of financial statements, capital investment, supervision, staffing, and evaluation. Fall and Spring.

310 Career Planning and Placement (1) Career planning, job markets in the agricultural industry, and techniques to obtain employment including recruitment/placement services, resume construction, personal interviewing, and job offer evaluation/analysis. Fall.

315 Agricultural and Environmental Law (3) Survey of legal topics related to agriculture and the natural environment. Topics include introduction to legal system, torts, property, contracts, farm and business organization, environmental and natural resource regulation, estate planning and effective utilization of legal counsel. Fall.

320 Microeconomics of Agriculture, Food and Resources (3) Application of microeconomics to agriculture. Production, consumption, firm behavior, and efficiency in the food and fiber industries. Prereq: AREC 201 or Economics 201. Fall.

324 Quantitative Methods in Agricultural Economics (3) Quantitative analytical tools used in economics and business. Simple and multiple linear regression techniques applied to economic data. Analysis of cross-section and time series date. Optimization techniques applied to economic and business decisions. Prereq: AREC 201 or Economics 201, Statistics 201. Coreq: AREC 320. Spring.

342 Farm Business Management (3) Principles and procedures for determining most profitable business organizations and systems of operation; attention to traditional and nontraditional agricultural enterprises and businesses; nature of managerial processes; business records and their uses; budgeting; acquisition and management of capital, land, labor and machinery; farm business planning. Prereq: AREC 212 and Accounting 200. Spring.

350 The Food and Agricultural Marketing System (3) Survey of U.S. food and fiber marketing system; marketing functions; industry structure; market channels; marketing options of farmers; basic analysis of marketing problems. Prereq: AREC 201, Economics 201, AREC 212. Spring.

355 Agribusiness Marketing and Professional Selling (3) Role of marketing in the agribusiness organization, planning marketing efforts, and the strategic selling process. Topics include identification of market opportunities, targeting, marketing mix, and personal selling in agribusiness. Prereq: AREC 201 or Economics 201. Spring.

356 Marketing Team Participation (1-2) Participation in the development of a total marketing plan for a product sold to or by farmers. Includes product identification, market research, and development of an action plan including an extensive promotional plan, financial analysis, and evaluation. Requires preparation of final plan for presentation in written, oral and

visual formats. Plan presented in national competition during the National AgriMarketing Conference. May be repeated up to a maximum of 6 hours. Prereq: Consent of instructor. Fall and Spring.

410 Senior Seminar (1) Practice of critical thinking, ethical behavior, teamwork, and conflict resolution within the content of agribusiness decision-making. Analysis of contemporary issues in the field of agricultural economics. Fall.

412 Agricultural Finance (3) Macro-finance, financial objectives, acquisition of debt and equity funds, capital investments, capital allocation, debt repayment, credit analysis, borrower and lender loan application analysis, insurance strategies, computer applications, kinds and sources of agricultural credit, and financial intermediation. Prereq: AREC 212 and Accounting 200. Fall.

420 International Agricultural Trade and Marketing (3) Introduction to real and monetary aspects of international trade effect on agricultural commodity flows; partial equilibrium analysis of international trade in agricultural products; institutional aspects of international marketing of agricultural products. Prereq: AREC 320. Spring.

430 Food and Agricultural Policy (3) Values, goals and policy process. Economic rationale and effects of policy. Historical development and current characteristics of commodity, credit, food, and trade policy. Prereq: AREC 320. Fall.

442 Agribusiness Management (3) Applications of advanced decision analysis concepts and tools to analyze management decision problems in farm and nonfarm agribusiness settings. Case study work on strategic planning; assessing cost structure using budgeting and breakeven analysis; evaluating profitability, liquidity, and solvency using financial statements; analyzing investments using capital budgeting; etc. AREC 212 and Accounting 200. Spring.

444 Economics of Precision Farming Technologies (3) Economic rationale for precision farming technologies. Topics include technology adoption, production economics, development of decision-making tools and the use of spatial data for management of crop production systems. Prereq: AREC 201 or Economics 201, AGRN 290. Spring.

445 Economics of Biomass for Renewable Energy (3) Overview of the economics of renewable energy and the potential role for biomass. Assessment of the economic, environmental, and policy forces that are shaping the bioenergy industry. Exploration of methods for evaluating the economic feasibility of bioenergy feedstock production, logistics, and conversion. *Prereq: AREC 201 or Economics 201.*Fall

460 Rural Economic Development (3) Use of economic principles in understanding rural economic development at community and regional levels, emphasizing the linkages between rural and urban communities, business location decisions, and how geography shapes markets. Integrating historical and current information, students will explore efficiency and equity as driving forces behind public and private sector policy to encourage, manage and forecast domestic and international development. Prereq: AREC 320. Fall

470 Policy Analysis for Environmental and Natural Resource Management (3) Application of a policy analysis framework to conflicts and issues associated with natural resource use and related environmental quality impacts. Design of institutional changes to improve economic efficiency and equity, with emphasis on the potential applicability of market-type and incentive-based policy mechanisms. Prereq: AREC 201 or Economics 201. Spring.

472 Natural Resource Economics (3) Economic analysis of natural resource use and conservation with emphasis on land, water and other renewable resources. Principles for benefit-cost analyses of natural resource projects and policies. Methods for valuation of non-market impacts associated with natural resource use. Sustainability as an economic concept. Prereq:

AREC 320. Fall.

492 Off-Campus Internship (1-3) Pre-approved supervised experience with firm or organization in the field. May be repeated for a different experience up to a maximum of 6 hours. Prereq: Junior standing or consent of advisor. S/NC.

493 Independent Study (1-3) Directed individual or team research and report writing. Special courses in specific topics. Student must arrange with instructor before registering. May be repeated up to a maximum of 6 hours. Maximum 6 hours. Prereq: Junior standing.

Table 4. Faculty Research, Teaching, and Extension Appointments, December, 2013

Name	FTE - R	FTE - T	FTE - E	Research, Extension, and Teaching Areas of Interest
Chris Boyer	.80	.20		Farm Mgt.; Production; Natural Resources
Seong-Hoon Cho	.88	.12		Natural Resources; Environmental, Land, Spatial Economics
Chris Clark	.75	.25		Environmental, Natural Resource Economics; Law and Policy
Daniel Ugarte	.90	.10		International and Domestic Policy; Bioenergy
Burt English	.82	.18		Production; Quantitative; Bioenergy; Biotechnology; Precision Farming
Jason Fewell			1.00	Farm and Financial Management; Sustainable Farming
Andrew Griffith			1.00	Livestock Marketing
Chad Hellwinckel	.76			Local Food Systems; Permaculture; Urban Agriculture; Bioenergy
Kim Jensen	.78	.22		Agricultural Marketing; Agribusiness; Bioenergy Markets
Dayton Lambert	.90	.10		Rural Economic Development; Location Theory; Spatial Economics
Jim Larson	.81	.19		Production; Farm Management; Risk Analysis
Bill Park		.82		Natural Resources; Environmental Economics
Daryll Ray	.53	.47		Commodity and Resource Policy; Trade; Rural Development
Roland Roberts	.81	.19		Production; Farm Management; Quantitative Methods;
Harwood Schaffer	1.00			Agricultural Policy
Aaron Smith			1.00	Crop Marketing and Management
Margarita Velandia	.75		.25	Behavioral and Production Economics; Niche Markets; Sustainability
Jonathan Walton		.75		Farm Management; Field, Forage, and Bioenergy Crop Management
Edward Yu	1.00			Biomass Feedstock Logistics; Energy and Agricultural Markets; Trade
SUB TOTAL	11.49	3.59	3.25	
Other:				
Greever Chair			1.00	Resource/Business Development; Currently Interviewing
Livestock Econ.	.75	.25		Search Committee Accepting Applications (Filling vacated position)
Open		1.00		Finance/Marketing; Waiting For Approval (Filling vacated position)
Open			1.00	Development; Resource; Waiting For Approval (Filling vacated position)
Open	.90	.10		Food/Consumer Demand; Waiting for Approval (Filling vacated position)
TOTAL	13.14	4.94	5.25	

Table 5. Faculty Characteristics

Name	Degree and Institution	Rank	Classes Taught
Chris Boyer	Ph.D., Ag Econ, 2011 Oklahoma State	Assistant Professor	Farm Business Management (UG); Econometrics (Grad)
Seong-Hoon Cho	Ph.D., Res & Envir Econ, 2001 Oregon State	Associate Professor	Microeconomics (UG)
Chris Clark	Ph.D., Econ and J.D. (Law) Vanderbilt (2001),Tulane(1989)	Associate Professor	Ag & Environmental Law (UG); Natural Res Econ (UG); Advanced Nat Res Econ (M.S. and Ph.D. Level);
Daniel Ugarte	Ph.D., Ag Econ, 1992 Oklahoma State	Professor	Ag Policy
Burt English	Ph.D., Ag Econ, 1981 Iowa State	Professor	Operations Research (Grad); Managerial Econ (Grad); Precision Farming (UG)
Jason Fewell	Ph.D., Ag Econ, 2013 Kansas State	Assistant Professor	Extension
Andrew Griffith	Ph.D., Ag Econ, 2012 Oklahoma State	Assistant Professor	Extension
Chad Hellwinckel	Ph.D., Geography, 2008 Tennessee	Research Assistant Professor	N/A
Kim Jensen	Ph.D., Ag Econ, 1986 Oklahoma State	Professor	Ag Marketing (UG); Advanced Agribusiness Marketing (Grad)
Dayton Lambert	Ph.D., Ag Econ, 2005 Purdue	Associate Professor	Rural Econ Development (UG); Ag Policy (UG)
Jim Larson	Ph.D., Ag Econ, 1992 Oklahoma State	Professor	Ag Finance (UG & Grad)
Bill Park	Ph.D., Ag Econ, 1980 Virginia Tech	Professor	Introductory Course (UG); Agribusiness (UG); Senior Seminar (UG); Natural Res Econ (UG);
Daryll Ray	Ph.D., Ag Econ, 1971 Iowa State	Professor	Ag Policy
Roland Roberts	Ph.D., Ag Econ, 1979 Iowa State	Professor	Microeconomics (Grad); Research Methodology (Grad)
Harwood Schaffer	Ph.D., Sociology, 2010 Tennessee	Research Assistant Professor	N/A
Aaron Smith	Ph.D., Ag Econ, 2013 Arkansas	Assistant Professor	Extension
Margarita Velandia	Ph.D., Ag Econ, 2007 Texas Tech	Associate Professor	N/A
Jonathan Walton	M.S., Ag Econ, 2007 Tennessee	Lecturer	Agribusiness (UG); Agribusiness Management (UG)
Edward Yu	Ph.D., Ag Econ, 2005 Texas A&M	Assistant Professor	N/A

Table 6. Diversity represented by the unit's faculty over the past five fiscal years.

Faculty (no.)	2008-09	2012-13
White (percent)	80	75
Black (percent)	0	0
Asian (percent)	10	15
Hispanic (percent)	10	10
Native American (percent)	0	0
Not reported (percent)	0	0
Other (percent) *Please specify*	0	0
Male (percent)	85	90
Female (percent)	15	10

Table 7. Scholarly Activities by Faculty

	2008	2009	2010	2011	2012
Refereed Journal Articles or Refereed Reviews in Peer-Reviewed Professional Journals	40	27	34	32	38
Books and Book Chapters	10	8	5	5	1
Bulletin, Reports, Circulars, Pamphlets, and Factsheets	37	46	9	15	26
Popular Press, Trade, UTIA Magazine, or Newsletter Articles	5		8	5	65
Abstracts from Scientific or Discipline Meetings; Papers from Conference Proceedings	23	28	37	19	33
Other Publications			9	10	7
Refereed Journal Articles in Review at Year's End			29	41	46
Refereed Journal Articles in Press at Year's End			3	15	5
Grant Awards	$1,669,607	$1,029,983	$581,659	$1,696,641	$868,639

Note: "Other Publications", "Refereed Journal Articles in Review at Year's End", and "Refereed Journal Articles in Press at Year's End" data were not recorded prior to 2010.

Table 8. Undergraduate Student Enrollment and Degrees Awarded

Academic Year	Food & Agricultural Business		Natural Resource and Environmental Economics (approved in 2009)	
	Enrollment	Degrees Awarded	Enrollment	Degrees Awarded
2007/8	66	15		
2008/9	71	13		
2009/10	75	14		
2010/11	68	20	17	2
2011/12	81	25	14	3
2012/13			18	
2013/14				

Table 9. Graduate Student Enrollment and Degrees Awarded

Academic Year	M.S. Degree Agricultural Economics		PhD in Natural Resource Economics	
	Enrollment	Degrees Awarded	Enrollment	Degrees Awarded
2007/8	17	7	3	0
2008/9	23	7	3	0
2009/10	23	11	3	0
2010/11	27	8	3	3
2011/12	23	14	0	0
2012/13	21	13	2	0
2013/14	18		4	0

Table 10a. Budget expenditures funded from Central Units, 2008/09 – 2012/13

Budget entity	08-09	09-10	10-11	11-12	12-13
E01 (Teaching)					
Faculty	$441,344	$429,050	$413,136	$432,611	$446,842
GA/GTA	26,403	9,729	31,601	23,546	22,743
Clerical Staff	41,565	41,633	26,703	15,865	16,808
Professional Staff	9,354	9,354	22,635	9,829	10,321
Operating	14,956	12,860	8,742	26,759	43,858
Total E01	$533,622	$502,626	$502,845	$508,610	$540,572
E11 (Research)					
Faculty	$826,496	$817,129	$791,060	$942,879	$1,050,842
GA/GRA	201,522	150,862	161,335	164,782	88,221
Clerical Staff	113,432	110,831	100,660	119,777	127,565
Professional Staff	189,793	167,017	265,364	279,037	228,962
Operating	242,581	278,699	296,030	293,385	211,783
Total E11	$1,573,824	$1,524,539	$1,614,449	$1,799,860	$1,707,373
E12 (Extension)					
Faculty	$228,679	$239,543	$190,514	$109,187	$263,695
GA/GRA/GTA			5,001		
Clerical Staff	59,491	58,394	52,959	60,786	65,291
Professional Staff	12,246	15,196	59,783	32,786	29,695
Operating	171,595	164,557	255,275	184,974	216,140
Total E12	$472,012	$477,690	$563,532	$387,733	$574,820
Grand totals					
Faculty	$1,496,519	$1,485,722	$1,394,710	$1,484,677	$1,761,379
GA/GRA/GTA	227,925	160,591	197,937	188,328	110,964
Clerical Staff	214,488	210,858	180,322	196,428	209,664
Professional Staff	211,393	191,567	347,782	321,652	268,978
Operating	429,132	456,116	560,047	505,118	471,781
Total All Unit Funding	$2,579,458	$2,504,855	$2,680,826	$2,696,203	$2,822,765

Table 10b. Selected budget expenditures funded from grants and contracts, 2008/09 – 2012/13.

Budget entity	08-09	09-10	10-11	11-12	12-13
Research/Teaching					
Faculty	$274,568	$320,922	$235,454	$247,264	$149,400
GRA/GTA	108,660	151,442	160,554	101,298	99,843
Clerical Staff	7,003	2,237	1,052	23,636	3,640
Professional Staff	206,961	351,701	347,573	288,299	272,119
Extension					
Faculty	$86,964	$68,331	$68,627	$67,655	$23,854
GA/GRA	26,090				29800
Clerical Staff	39,211				
Professional Staff	137,884	60,159	77,624	90,503	115,476
Totals					
Faculty	$361,531	$389,253	$304,080	$314,919	$173,254
GRA/GTA	134,750	151,442	160,554	101,298	129,643
Clerical Staff	46,214	2,237	1,052	23,636	3,640
Professional Staff	344,845	411,860	425,196	378,802	387,595

Note: No distinction is made between Research and Teaching grants and they are combined in this table.

Table 10c. Budget expenditures funded from Development and Gift Accounts, 2008/09 – 2012/13.

Budget entity	08-09	09-10	10-11	11-12	12-13
R01 (Teaching)					
Faculty	$72,024	$71,843	$71,843	$75,435	$79,207
GA/GTA		200	200		200
Clerical Staff					
Professional Staff				200	
Operating	1,500	6,813	3,058	6,483	2,114
Total R01	$73,524	$78,856	$75,101	$82,119	$81,521
R11 (Research)					
Faculty				$2,454	$10,294
GA/GRA	150				
Clerical Staff					
Professional Staff					
Operating	5,617	6,948	2,479	3,183	2,844
Total R11	$5,767	$6,948	$2,479	$5,637	$13,139
R12 (Extension)					
Faculty				$80	$5,747
GA/GRA/GTA					
Clerical Staff					
Professional Staff				57,065	58,333
Operating	1,780	3,259	3,162	23,324	82,837
Total R12	$1,780	$3,259	$3,162	$80,469	$146,918
Grand Totals					
Faculty	$72,024	$71,843	$71,843	$77,969	$95,248
GA/GRA/GTA	150	200	200		200
Clerical Staff					
Professional Staff				57,265	58,333
Operating	8,897	17,020	8,699	32,990	87,795
Total Development and Gift Funding	$81,071	$89,063	$80,742	$168,225	$241,578