

**Blueprint for Academic Excellence  
Arnold School of Public Health  
2013-2014**

**Section I. Executive Summary (1 page)**

**1) Describe how your unit contributes to meeting the Academic Dashboard targets.**

The Arnold School offers three undergraduate programs that are rapidly growing. Our students contribute to higher freshman-to-sophomore retention rates and to higher graduation rates for the University, as documented in Section II and Appendix E. While our entering freshmen inexplicably have lower SAT scores, a large proportion of our undergraduate student body is capable and indeed recognized each semester by inclusion on the Dean's Honor List and the President's Honor List for outstanding course performance and graduation with honors. We are the second largest unit on campus with respect to student invitation to the prestigious Phi Beta Kappa honor society. We are continuing our efforts to enhance academic advisement and other student services to maintain and further increase our retention and graduation rates as well as to expand educational opportunities and capstone experiences.

We continue our role as one of the leading research units on campus on a per capita basis, and most notably especially among the health sciences. Our research expenditures have exceeded \$14 million in each of the last five fiscal years, with total expenditures exceeding \$18.4 million. Thus, our research expenditures account for nearly 10% of the University's total research expenditures while our tenure-track faculty comprise only 5.7% of the total USC-Columbia faculty. We have hired aggressively and strategically for three years (28 TT faculty) and improved our student to faculty ratios. The Arnold School produces more doctoral graduates than three of USC's four peer-aspirant universities with accredited schools of public health

**2) Describe how your unit contributes to the Key Performance Parameters (teaching, research, service and sustainability)**

The Arnold School strives to maintain its reputation for outstanding teaching at all levels. The majority of our programs are graduate level with smaller classes, so we contribute to lower student to faculty ratios. Specifically, our SFR for Fall 2012 based on student FTE and tenure-track faculty was 14.3, much lower than the University as a whole. We are committed to maintaining this and in the larger undergraduate lecture classes, include small lab or discussion groups as much as possible.

Beyond the metric of research expenditures, our scholarship has a direct impact on the academic disciplines of public health, and as importantly on the health of SC citizens. Frequently our professional publications are promoted in the popular media because of "relevance". Our faculty and students regularly receive national and international recognition by professional and other academic organizations.

Community outreach and engagement define the role of public health. Many of our faculty and staff are active volunteers in the University and local community. Many of our students complete practical/clinical experiences in various community agencies. Community-based involvement remains integral to academic public health.

## **Section II. Meeting the University's Academic Dashboard Targets (2 pages)**

- Total undergraduate enrollment
  - a. The Arnold School undergraduate enrollment has grown to 1393 students in Fall 2012, nearly triple the enrollment in Fall 2006. Both exercise science and public health programs are popular options for pre-medical and other pre-health professions students, and we also receive a large number of transfer students who are not accepted into upper division for nursing or pharmacy.
  - b. Our advisors participate in all campus recruitment events (both recruiting events for prospective students and major fairs for current students).
  - c. We are involved in health science / health professions magnet programs at White Knoll and C.A. Johnson high schools.
- Average SAT score
  - a. SAT scores for entering freshmen and for all students are relatively stable, with averages of 1156 and 1130 respectively. While lower than Dashboard targets, we have limited control over students admitted as freshmen.
- Freshman to sophomore retention rates
  - a. The freshman to sophomore retention rates for the Arnold School have exceeded University rates for several years. For the 2011 cohort, the retention rate did drop somewhat over the previous year, but the decrease was solely attributable to students transferring to other units.
  - b. With the appointment of an assistant dean for student affairs, we are developing school-wide policies and procedures to maximize student success and provide higher quality student support services, e.g., to identify and implement best practices, enhance partnerships with campus support services, standardize and coordinate services across the school, engage in continuous assessment and process improvement.
  - c. The Arnold SPH has established an undergraduate student services center adjacent to our PHRC atrium lobby. In addition to the faculty advisor staff in Exercise Science, we have appointed two faculty (one PhD, one MS level advisor) to be available daily to all undergraduates for counseling, advising, and career advice; as testament to their effectiveness, both were nominated for the Ada B. Thomas advisor award this year.
  - d. To create a better sense of college community, we are engaging our undergraduates in activities such as seminar series, receptions, honors recognitions, etc.
- Graduation rates
  - a. Our undergraduate graduation rates are notably higher than those of the University as a whole, especially for those who stay within the Arnold School.
  - b. The Arnold SPH has always been engaged in summer session undergraduate course offerings for high demand courses. We have expanded our offerings since beginning our baccalaureate program in Public Health four years ago. Our offerings are being expanded again in Summer 2013 to serve the "on your own time" initiative, and because our undergraduate majors have more than doubled since 2008.
  - c. We are adding one full time staff to assist with academic outcomes assessment and other evaluation activities to allow better tracking for our majors of existing and

potential bottlenecks to degree progression within Arnold and in other supporting units (e.g., CAS, Moore School).

### **Academic Dashboard: Faculty Success Measures**

- Student-to-Faculty Ratios
  - a. Our student-to-faculty ratios are generally low across most Arnold SPH courses at the advanced undergraduate and graduate levels. Freshman and sophomore level classes in exercise science are in need of reduction, and we have searched and hired two new TT faculty this year. Undergraduate enrollment has grown much faster than our faculty complement in the past three years, but we have added five TT faculty in addition to instructional faculty in Exercise Science since 2009 to address this issue. Our broader faculty hiring initiative has supported smaller student-to-faculty ratios across all departments teaching in the inter-disciplinary public health program. For Fall 2012, the student FTE to TT faculty ratio was 14.3.
- Research expenditures
  - a. The Arnold SPH has one of the highest, if not the highest, per TT faculty member research expenditure rate at USC. For the fifth consecutive year, the Arnold School attracted over \$25 million in grants and contracts from external sponsors. Our hopes are high for future success as our faculty submitted proposals in 2012 totaling over \$52 million in 1<sup>st</sup> –year requests. Over \$32 million of those requests are to the NIH, which is a new record for the School. Of significant importance relative to our School’s mission “to create and disseminate new knowledge” is that the Arnold School’s faculty, staff and students published 339 peer-reviewed journal articles reflecting an increase of 10% over 2011. Our faculty also are listed as co-authors on 489 publications in 2012. The difference in numbers of publications and number of author affiliations illustrates a thriving collaborative environment within the Arnold School.
- National honors and awards
  - a. Arnold SPH faculty are largely in the junior ranks at this point in time. Our junior faculty are competing for national grants at the highest levels. Scholarship worthy of national award recognition will most certainly follow. Chairs and senior faculty make concerted efforts to nominate junior faculty for regional to national awards and posts where appropriate. Our most senior faculty in Exercise Science are heavily decorated in national awards because of the quality, impact and quantity of their scholarship. Other departments in Arnold are not as decorated at the senior levels, but some will be in the near future. The discipline of public health does not often garner membership in NAS, IOM, NAE, etc. However, our individual sub-disciplines do have various national awards for which we do compete. Our Office of Research tracks awards, and the Associate Dean for Research serves a lobbying role within the college to identify worthy faculty and then encourage chairs and others to write strong supporting letters of nomination.
- Doctoral degrees
  - a. The Norman J. Arnold original gift to the ASPH is presently valued at ~\$7 million. For the past 5 years we have used 80% of the endowment proceeds, matched by department

and grant funds, to exclusively recruit Arnold Doctoral Fellows to the School. This program supports annually 25-30PhD students up to three years, in addition to support from Presidential fellowships, other Graduate School fellowships, NIH-funded research assistantships and pre-doctoral fellowships, and other awards.

- b. Four of the USC peer and peer-aspirant institutions have accredited schools of public health. The Arnold School produces more doctoral graduates both in absolute and relative numbers (47 or 22.4% in AY 2010-2011) than three of the four (Kentucky had 26 or 23.9% and UNC-Chapel Hill had 78 or 18.1%). Relative to ALL schools of public health, we now have the fifth highest proportion of doctoral graduates in our graduate student population, and the sixth highest absolute number.

### **Section III. Unit's Goals and their Contribution to the University's Key Performance Parameters (3 pages)**

#### **2013-2014 Academic Year Goals**

1. *To develop and retain quality faculty a) to meet academic mission needs and address recommendations from the school's 2010 research strategic plan, b) to search for three anticipated department chair vacancies, and c) to fill the remaining active SmartState endowed chair searches in the Arnold School.*

##### Progress made to date:

- 12 tenure-track/tenured faculty hires in AY 2013: nine assistant professor, one associate professor, two tenured professors (one department chair, one SmartState chair); USC Director of GHS Institute for Advancement of Healthcare to start June 2013
- Completion of two department chair searches (one internal appointment)
- Appointed Dr. Stacy Fritz as director of physical therapy program
- Multiple ongoing searches in AY 2013: Health Services Policy and Management, health information technology position (FRI); Health Promotion, Education, and Behavior, social determinants of health, FRI position with ongoing effort to recruit applicants at senior level); Cancer 3-faculty cluster; COMD chair commitments; HSPM MHA director; EXSC – two positions; PHYT – one position; EPID – epigenetics FRI

##### Plans for 2013-2014:

- Three continuing SmartState searches: Technologies for Health, Cancer Disparities, and Orthopedic Outcomes. All three will hopefully be filled by AY 2014.
  - Three department chair searches – ENHS, EXSC and HPEB (all chairs resigning 2014)
  - Complete open faculty searches (see list of ongoing searches above); continue current and open new searches to meet COMD and SS chair commitments
2. *To promote quality, impactful and ethical research by developing strategies to mentor junior faculty; increase extramural funding; increase publications, especially in top-tier journals; solicit large, interdisciplinary grants; and increase student and community engagement in scholarly endeavors.*

##### Progress made to date:

- The ASPH research environment has been greatly enhanced to support and retain productive faculty.
- ASPH Office of Research expanded pre- and post-award support for investigators
- Expanded new faculty research orientation and offering a systematic research mentoring program to enhance success of early grant submissions and competitiveness of revised applications.
- Offered new course PUBH 810 Ethics in Public Health Research and Practice
- Junior faculty (prior to third year review) meeting monthly for mentoring program through Academic Affairs
- Notable increase in peer-reviewed publications and grant submissions; stable extramural awards

#### Plans for 2013-2014

- Promote publication in top-tier journals through mentorship, pre-review, and provision of technical writing support
  - Actively involve department chairs and senior faculty/mentors in facilitating contacts for faculty across departments and colleges (due to recent growth of our junior ranks, about half of the tenure-track faculty are at assistant rank)
  - Increase submission of large program-project type proposals. These multi-disciplinary grants require high national reputation and competitiveness in an area of investigation, and the Arnold School is poised to obtain this type of funding in e.g., physical activity and health, and neuroimaging applications to chronic stroke.
  - Launch a long-term effort to develop a dataset of variables linked to scholarly productivity and research funding/expenditures. Dataset will allow trend examination over multiple years and identify determinants of research success in the School.
  - Encourage participation in interdisciplinary research groups (e.g., RCCF, Interdisciplinary Conference on Pregnancy and Health of Women and Children)
  - Provide active support and staffing for Biostatistics Collaborative Research Core
  - Encourage faculty to pursue external funding from more diverse sources, especially those with full IDC rates
  - Increase research expenditure rates by returning 10% of school IDC capture to PI as incentive
  - Lead and support collaborative research and service projects with HSSC and IAHC
  - Explore summer course in scientific/technical writing for students (e.g., “dissertation boot camp”)
3. *To promote and enhance doctoral education in the Arnold School by increasing the number of doctoral students; funding support for doctoral students; interdisciplinary experiences for doctoral students.*

#### Progress made to date:

- Use of more than half of Arnold Endowment revenue to recruit/support doctoral students
- School-wide focus on providing adequate support for doctoral students through securing competitive stipends and tuition abatements from funding agencies
- Dean’s office commits at least \$10,000 per year to support student presentations at professional meetings; these travel grants require departmental matches.
- Leveraging provost’s doctoral incentive funds for student travel, publication, and other student needs.
- A second NIH T-32 to support pre- and postdoctoral students in physical activity and health is submitted and under review (R. Pate, PI).

#### Plans for 2013-2014:

- Encourage professional development activities for doctoral students including professional ethics, training as future faculty, research mentorship
- Continue to support doctoral students to attend national/international meetings to network and to present research findings; support publication costs.

4. *To actively plan for provision of improved infrastructure for the school with particular focus on provision of adequate buildings and facilities for faculty, staff and students; and staff support.*

Progress made to date:

- Dean's Office functions relocated to PHRC January 2013.
- Renovations made in Blatt Center for physical therapy teaching and work physiology laboratories
- Upfit and design development documents completed/approved for departmental layouts in Discovery One floors 4, 5, parts of 1, 2 and 3.
- Hired two support staff for graduate and undergraduate student services

Plans for 2013-2014:

- Identify and upfit as necessary clinical space for a new Literacy Center in Communication Sciences and Disorders
- Move EPID/BIOS, HPEB, HSPM, IT, PHP, and Research Office to Discovery One
- Planning staff hires for program evaluation/assessment support and building/facilities management (scheduling, safety, liaison)
- Continue to develop and enhance student services to accommodate our rapid student enrollment growth and new distributed-delivery degree programs

5. *To promote curriculum development and assessment: develop appropriate responses to revised CEPH accreditation requirements, implement effective processes for continuing program assessment; improve learning outcomes and linkages to curriculum as needed; actively engage in interprofessional education; address curriculum requirements associated with the Carolina Core; to enhance distributed education in the Arnold School; to enhance involvement with USC Connect and other opportunities for community engagement*

Progress made to date:

- Enhanced academic program assessment with support of internal evaluation/assessment staff and personnel in IAC; provided technical assistance to departments to review and revise learning outcomes and curriculum links to outcomes.
- All responses to May 2012 CEPH interim report accepted except for "introduction to PH for COMD masters students; PUBH 700 Perspectives in Public Health ready for implementation
- Established school-wide undergraduate advisory committee for curriculum matters in the interdepartmental public health programs; policy development for undergraduate student affairs; implementation of Carolina Core in undergraduate programs; and designation of integrated courses for each program.
- Implemented new PharmD/MPH dual degree program
- Final planning and implementation of new MHIT program (administered by HRSM) with appropriate course development by HSPM.
- Active role in *Interprofessional Education for Health Sciences* initiative
- Discussion about early involvement with Academic Partnerships for MPH and MHIT

Plans for 2013-2014:

- Revisions to distributed education courses to “Quality Matters” standards and development of new course delivery via Academic Partnerships initiative
- All departments will explore ways to integrate content more effectively across courses and curricula, e.g., nutrition science, chronic disease prevention across a variety of disciplines
- All departments will consider development of course work to reflect expertise contributed by new faculty and school-identified areas of research emphasis.
- Health Services Policy and Management will continue re-development of the executive format MHA program and Taiwan delivery of the PhD
- Strategically plan distributed education offering to deliver MPH program(s) in Greenville (e.g., Greenville Hospital System or University Center) and/or in Charleston (e.g., Low Country Graduate Center).

**Five-Year Goals**

*Goal 1: To provide educational programs of excellence for public health professionals and scholars to gain recognition as one of the top ten schools of public health in public institutions of higher education.*

In response to a widely recognized shrinkage of the public health workforce (>200K workers by 2018), the Arnold School of Public Health is preparing the next generation of public health professionals and scholars through a diverse curriculum, ranging from traditional baccalaureate programs to both professional and academic doctoral programs. As we continue to grow, we continually review our programs to keep them current with the rapidly developing science and practice of public health and responsive to the workforce and community needs. In addition, with our recent growth in faculty, we intend to increase enrollments in selected programs through enhanced distributed education. We continuously strive to gain national recognition through the impactful roles and positions held by our faculty and alumni, and by helping each other achieve goals such as publication in the top journals, receipt of large, interdisciplinary grants, and recruitment of top doctoral students who will further spread our reputation.

*Goal 2: To achieve and maintain research excellence as demonstrated by the creation of knowledge of high impact and importance to public health.*

We continually strive for growth in research and scholarly activities in most areas of public health. This goal emphasizes the centrality of research to our mission. While great progress has been made in understanding causes and **treatment** of diseases that create pain and suffering in our communities, opportunities (and challenges) for understanding how to initiate, plan, and implement large-scale **disease prevention** through public health education and intervention remain strong and quite fundable. Without dynamic research and practice programs and their accompanying expansion and translation of public health knowledge, the teaching and service components of our mission would become ineffective. The development of an integrated and effective ecological model of health would be impossible. Research focusing and investment planning were successful outcomes of the Arnold School’s research strategic planning. Significant and enviable strengths of faculty and infrastructure are now in



place in physical activity/exercise and health, nutrition and health, and in cancer/cancer prevention. Looking forward, the challenge now is to find new senior leadership that embraces our culture of interdisciplinary education and approaches to health promotion and disease prevention in these and other key areas of the Arnold School. In addition, a faculty-led task force has been charged to address issues of School/campus research culture, research sustainability, and emerging opportunities/challenges in public health research.

*Goal 3: To utilize available knowledge to address health and environmental issues facing South Carolina, the nation and the world community.*

Public health is inherently a service discipline by virtue of its mission to “fulfill society's interest in assuring conditions in which people can be healthy”, so the lines are often blurred between traditional community service activities and our teaching and research missions. Because much of our research is community-based and translational, and we intentionally train our students to be effective in the community, we have built strong relationships with public/private health and environmental entities throughout the community for many specific purposes. However, all of these partnerships, whether established for our research objectives or for an agency’s expressed needs, ultimately serve to address the health and environmental issues of our local, national or international communities. In addition, most of the existing public health workforce nationally has minimal formal training in public health; so our ongoing continuing education efforts do make a critical contribution to workforce development for individuals unwilling or unable to complete a public health degree program due to time, location and other resource constraints.

*Goal 4: To provide the infrastructure and resources to meet the goals of education, research, and professional service.*

Specific targets within this goal are the most diverse among our set of five-year goals.

1. Successful completion of our administrative leadership searches is a continuing initiative, with three active department chair searches beginning next year (Environmental Health Sciences, Exercise Science, and Health Promotion, Education, and Behavior).
2. The PHRC houses approximately half of the Arnold School faculty, staff and graduate students. The planned move to Discovery I will accommodate three academic departments at current faculty/staff levels, leaving most of two large departments (COMD, EXSC) and administrative groups elsewhere. **Discussions should begin soon** on best strategies to acquire a third comprehensive clinical/classroom/office building beside the PHRC for accommodation of these excluded units and the phenomenal growth trajectory of the Arnold School. In addition, available laboratory space is already limited for the current research agenda, so long-term planning for the acquisition of additional laboratory space is critical.
3. We must have qualified faculty and staff to support all of these activities, and budget growth is required to retain and recruit quality individuals. We are encouraged by the prospect of enhanced tuition-return revenues through expanded summer-semester offerings and expanded partnerships with AP.

**Appendix A. Resources Needed (1 page)**

<b>Goal No.: 4</b>			
<b>Type of Resource</b>	<b>Existing</b>	<b>Additional: state source</b>	<b>Strategy</b>
CLINICAL/TRANSLATIONAL RESEARCH BUILDING	Middleburg Plaza COMD clinic, Blatt PE center	Vacant lot: Pendleton & Assembly Sts.	Philanthropy and Public:Private partnership where USC provides land, corporate partner builds 100K sq. ft. facility with 20K reserved for retail, banking, service sector on ground level. Philanthropy at 10-15M; balance from private.

**Appendix B. Benchmarking Information (1 page)**

**Universities with top Schools of Public Health**

Institution	Doctoral Graduates 2010-2011	G&C Expenditures FY2011 (000)
Columbia University	31	239,114
Emory University	15	54,098
Harvard University	77	199,978
Johns Hopkins University	106	312,942
University of California – Berkeley	41	75,935
University of California – Los Angeles	30	39,165
University of Michigan	32	72,836
University of North Carolina – Chapel Hill	78	115,472
University of Pittsburgh	48	72,831
University of Washington	38	120,304

**Universities with peer Schools of Public Health**

Institution	Doctoral Graduates 2010-2011	G&C Expenditures FY2011 (000)
University of Alabama-Birmingham	21	34,245
University of Florida	197	16,111
University of Iowa	20	34,331
University of Minnesota	25	65,651
University of Texas - Houston	37	52,076
<b>University of South Carolina</b>	<b>47</b>	<b>18,864</b>

Among the 50 accredited schools of public health, there is reasonably strong agreement on the top ten schools of public health. Similarly there is a group of schools in the lower third that we clearly surpass by a variety of metrics. However, the middle group of which we are a part, of which five are shown above as the peer group of institutions, is much more difficult to differentiate. Among these schools, some are perceived as surpassing the Arnold School in scholarship, usually because of being part of a larger research university and/or comprehensive academic medical center, while being weaker in size and strength of academic programs, while others may be stronger in academic programs but weaker in research.

## **Appendix C. Unit's top Strengths and Important Accomplishments (1 page)**

### **Strengths of the Arnold School of Public Health**

- Talented, diverse, collaborative, interdisciplinary and widely-recognized faculty dedicated to excellence in both scholarship and academic missions
- Consistent leadership and success in competitively funded collaborations within and beyond the School: faculty are catalysts for major and numerous research and academic interdisciplinary initiatives and national leaders in physical activity and health.
- Dedication to doctoral program growth (in selected disciplines) and enhancement, and nurturing growth with quality of our undergraduate programs

### **Accomplishments of the Arnold School in the past five years**

- Successful recruitment of 36 faculty in all ranks and tracks over the past two years
- In FY 2012, the Arnold School achieved external funding totaling \$25,869,280 or about \$320,000 per tenure-track faculty member, among the highest per capita funding in the University. In addition, faculty published 339 articles in peer-reviewed journals in CY 2012.
- Research funding per TT is highest in the health sciences
- Involvement in multiple successful proposals for Centers for Economic Excellence/SmartState endowed chairs program: SeniorSmart, Health Care Quality, Technologies to Enhance Healthful Lifestyles, Rehabilitation and Reconstructive Sciences, Nano-Environmental Research and Risk Assessment, Prostate Cancer Disparities Research; all are currently in search processes for SS Chairs or affiliated junior faculty hires
- Development, implementation and rapid growth of undergraduate programs in the Arnold School to 1393 students in Fall 2012, nearly triple the enrollment in Fall 2006
- Successful development of the Biostatistical Collaborative Research Core (formerly Health Sciences Research Core)
- Successful acquisition of EnGenCore LLC by Selah Genomics, Inc to become the USC's first CLIA-certified genomics services laboratory in partnership with GHS Institute for Translational Oncology Research
- Leading role in the University's first successful T32 grant, Biomedical-Behavioral Interface: Program; leadership in submission of another T32 in physical activity and health.
- Continued development of collaborations with Greenville Hospital System (GHS), Health Sciences South Carolina (HSSC), and GHS/USC Institute for Advancement of Healthcare in particular.

## **Appendix D. Unit's Weaknesses and Plans for Addressing the Weaknesses (1 page)**

### **Internal Weaknesses of the Arnold School**

- Retention of qualified faculty and staff at competitive salaries: While we have resources to be more competitive with salaries and start-up packages to recruit high quality junior and some senior (e.g., SS Chairs) faculty, we are exacerbating existing problems of salary compression for some very productive, dedicated and experienced faculty. In recent years, we have been successful in countering offers from other institutions, but this is becoming increasingly difficult to do with available resources.
- Speech and hearing clinic is housed in abysmal conditions 4 miles from campus in a dangerous neighborhood. Student trainees work nights/weekends in unsafe environment.
- Inadequate financial support from TA's, grants, etc. for competitive stipends, tuition waivers and adequate health insurance to recruit top doctoral students. Arnold endowment income is helpful but insufficient (\$240,000/yr school-wide with 279 doctoral students). Doctoral student cost per year with tuition and health insurance is same or more than a postdoctoral associate.

### **Additional Weakness impacting the Arnold School**

- Lack of sufficient facilities: We need healthy space in which to work. Laboratory/office space in the Public Health Research Center (PHRC) is fully committed. We are working with various offices to upfit available space in Discovery I for three of six departments, but it will not meet growth expectations beyond 4-5 years, and cannot meet existing needs of Communication Sciences and Disorders and Exercise Science (PT, and administration). Research space, classroom space and clinical space are all critically needed.
- Shortage of adequate classroom space, especially in the Innovista area of campus
- Inadequate student pedestrian safety for transit to/from the PHRC and Discovery buildings at Assembly and College Streets intersection. Multiple pedestrian-auto collisions (> 6) have been reported in past 3 years.
- Inadequate professional staff support at the institutional level for, e.g., contract and grant accounting, human resources and payroll, computer services, research computing, development of web presence and content, publications and presentations, and IT infrastructure development
- Distance (distributed) education technology, support, and instructor training is less than adequate at USC. There is a strong need for public health distributed education in South Carolina. We are hopeful that Academic Partnerships will remediate some needs.

**Appendix E. Unit Statistical Profile**

**Student Enrollment and Credit Hours**

1. Number of entering freshmen for classes Fall 2009 Fall 2010, Fall 2011 and Fall 2012 and their average SAT and ACT scores

	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
<b><u>Test Scores (avg)</u></b>				
# New Fresh / ACT	134/25	174/26	243/26	225/26
# New Fresh / SAT	134/1158	174/1145	243/1161	225/1150

2. Freshmen retention rate for classes entering Fall 2009, Fall 2010, and Fall 2011

		<u>2009 Cohort Returned '10</u>	<u>2010 Cohort Returned '11</u>	<u>2011 Cohort Returned '12</u>
<b><u>Retention Rates</u></b>				
Public Health	Same school	71.0%	71.8%	71.8%
	Other school	19.1%	18.2%	15.8%
	<b>Total</b>	<b>90.1%</b>	<b>90.0%</b>	<b>87.6%</b>
USC Overall	Same school	71.2%	71.9%	71.4%
	Other school	14.7%	14.9%	15.8%
	<b>Total</b>	<b>85.9%</b>	<b>86.8%</b>	<b>87.2%</b>

3. Sophomore retention rates for classes entering Fall 2008 Fall 2009 and Fall 2010

		<u>2008 Cohort Returned '10</u>	<u>2009 Cohort Returned '11</u>	<u>2010 Cohort Returned '12</u>
<b><u>Retention Rates</u></b>				
Public Health	Same school	87.9%	83.9%	84.7%
	Other school	6.7%	9.7%	6.9%
	<b>Total</b>	<b>94.6%</b>	<b>93.6%</b>	<b>91.6%</b>
USC Overall	Same school	78.1%	78.2%	75.2%
	Other school	13.1%	12.9%	14.0%
	<b>Total</b>	<b>91.2%</b>	<b>91.1%</b>	<b>89.2%</b>

4. Number of majors enrolled in Fall 2009, Fall 2010 Fall 2011 and Fall 2012 by level (headcount and FTE; undergraduate, certificate, first professional, masters, doctoral)

	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
<b><u>Student Headcount</u></b>				
Undergraduate	766	943	1,170	1,393
Masters	387	396	401	402
Certificate	4	5	6	9
First Professional	0	0	0	0
Doctoral	262	277	291	281
<b>Total</b>	<b>1,419</b>	<b>1,621</b>	<b>1,868</b>	<b>2,085</b>

5. Number of entering first professional and graduate students Fall 2009, Fall 2010, Fall 2011 and Fall 2012 and their average GRE, MCAT, LSAT scores, etc.  
From IAC Strategic Planning Statistics: Graduate test scores were excluded due to high percentage of missing test scores on USC database  
The Fall 2009 and Fall 2010 data were provided earlier by IAC; number reflects number of students with standardized test, not number entering a graduate program. The Fall 2011 and Fall 2012 data are from the IAC Data Warehouse; the sample size is total number of new graduate students, not the number of test scores.

	Fall 2009 (N=130)	Fall 2010 (N=134)	Fall 2011 (N=128)	Fall 2012 (N=170)
<b><u>Average Standardized Test Scores</u></b>				
GRE Quantitative	581	616	601	
GRE Verbal	471	478	477	

For 2012, data are not separated for old and new format so averages are meaningless. GMAT and MCAT are accepted as alternative tests for certain programs, but the numbers of applicants reporting these scores are too small for aggregate reporting.

6. Number of graduates in Fall 2011, Spring 2012 and Summer 2012 by level (undergraduate, certificate, first professional, masters, doctoral)

	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Total</b>
<b><u>Degrees Awarded</u></b>				
Undergraduate	59	181	39	279
Masters	24	65	76	165
Certificate		3		3
First Professional				
Doctoral	34	13	21	68
<b>Total</b>	<b>117</b>	<b>262</b>	<b>136</b>	<b>515</b>

7. Four-, five- and six-year graduation rates for the three most recent applicable classes (undergraduate only).

<u>Graduation Rates</u>		2004 Cohort			2005 Cohort			2006 Cohort		
		4-Year Grad	5-Year Grad	6-Year Grad	4-Year Grad	5-Year Grad	6-Year Grad	4-Year Grad	5-Year Grad	6-Year Grad
Started	Ended									
Public Health	Same School	33.7%	37.2%	38.4%	48.8%	57.0%	58.1%	49.4%	53.3%	53.3%
	Other School	18.6%	31.4%	33.7%	12.8%	18.6%	20.9%	13.0%	18.2%	18.2%
	<b>Total</b>	<b>52.3%</b>	<b>68.6%</b>	<b>72.1%</b>	<b>61.6%</b>	<b>75.6%</b>	<b>79.0%</b>	<b>62.4%</b>	<b>71.4%</b>	<b>71.4%</b>
USC Overall	Same School	34.3%	44.3%	45.8%	38.0%	47.0%	48.5%	42.0%	51.8%	53.0%
	Other School	11.4%	20.0%	21.6%	13.2%	20.2%	21.8%	11.2%	17.8%	19.3%
	<b>Total</b>	<b>45.7%</b>	<b>64.3%</b>	<b>67.4%</b>	<b>51.2%</b>	<b>67.2%</b>	<b>70.3%</b>	<b>53.2%</b>	<b>69.6%</b>	<b>72.3%</b>

8. Total credit hours and grade distribution generated by your unit regardless of major for Fall 2011, Spring 2012 and Summer 2012

	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Total AY 2011-2012</b>
<b><u>Student Credit Hours*</u></b>				
Undergraduate	7,500	7,382	1,034	15,916
Masters	4,280	3,829	2,593	10,702
Doctoral	2,116	1,802	656	4,574
<b>Total</b>	<b>13,896</b>	<b>13,013</b>	<b>4,283</b>	<b>31,192</b>

9. Percent of undergraduate major taught by faculty with a highest terminal degree  
As noted last year, the following table does not reflect Arnold School performance since a majority of the credit hours completed by our undergraduate students is taken outside of the Arnold School (e.g., Arts and Sciences). In addition, for example, the tables list 333,571 credit hours for Fall 2012. With 1393 undergraduate students, that would require an average of **24 credit hours per student** for a single semester.



		Terminal Degree - UG					
		NO	YES				
		Inst #	Cred Hrs	Inst #	Cred Hrs	Total Inst #	Total Cred Hrs
				% Yes Section	% Yes Cred Hrs		
<b>Fall 2011</b>							
	Exercise Science/ Health Fitness/ B.S.	6	984	67	3080	73	4064
	Exercise Science/ Motor Development/ B.S.	16	958	64	2732	80	3690
	Exercise Science/ Public Health/ B.S.	6	984	53	2114	59	3098
	Exercise Science/ Scientific Foundations/ B.S.	8	790	193	7763	201	8553
	Public Health/ B.A.	15	1548	37	1992	52	3540
	Public Health/ B.S.	17	1629	37	1992	54	3621
	<b>TOTAL</b>	68	6893	451	19673	519	26566
<b>Spring 2012</b>							
	Exercise Science, Health Fitness, B.S.	6	1155	55	2549	61	3704
	Exercise Science, Motor Development, B.S.	10	1440	56	1901	66	3341
	Exercise Science, Public Health, B.S.	5	1002	36	1187	41	2189
	Exercise Science, Scientific Foundations, B.S.	41	2567	212	9046	253	11613
	Public Health, B.A.	14	1380	26	1530	40	2910
	Public Health, B.S.	16	1485	26	1530	42	3015
	<b>TOTAL</b>	92	9029	411	17743	503	26772
<b>Fall 2012</b>							
	Exercise Science/ Health Fitness/ B.S.		1173		3262		4435
	Exercise Science/ Motor Development/ B.S.		1157		2746		3903
	Exercise Science/ Public Health/ B.S.		1059		2449		3508
	Exercise Science/ Scientific Foundations/ B.S.		1407		8673		10080
	Public Health/ B.A.		1236		2427		3663
	Public Health/ B.S.		1236		6746		7982
	<b>TOTAL</b>		7268		26303		33571

10. Percent of credit hours by undergraduate major taught by full-time faculty  
[See note above about interpretation of data.]

	Ugrad		Ugrad		FT %	
	FT Inst #	Cred Hrs	PT Inst #	Cred Hrs	Ugrad Inst #	FT % Ugrad Cred Hrs
<b>Fall 2011</b>						
Exercise Science/ Health Fitness/ B.S.	72	3863	1	201	98.63%	95.05%
Exercise Science/ Motor Development/ B.S.	78	3525	2	165	97.50%	95.53%
Exercise Science/ Public Health/ B.S.	58	2897	1	201	98.31%	93.51%
Exercise Science/ Scientific Foundations/ B.S.	176	7462	25	1091	87.56%	87.24%
Public Health/ B.A.	39	2574	13	966	75.00%	72.71%
Public Health/ B.S.	39	2574	15	1047	72.22%	71.09%
<b>TOTAL</b>	462	22895	57	3671	89.02%	86.18%
<b>Spring 2012</b>						
Exercise Science, Health Fitness, B.S.	60	3551	1	153	98.36%	95.87%
Exercise Science, Motor Development, B.S.	59	3029	7	312	89.39%	90.66%
Exercise Science, Public Health, B.S.	41	2189	0	0	100.00%	100.00%
Exercise Science, Scientific Foundations, B.S.	221	10253	32	1360	87.35%	88.29%
Public Health, B.A.	28	2301	12	609	70.00%	79.07%
Public Health, B.S.	28	2301	14	714	66.67%	76.32%
<b>TOTAL</b>	437	23624	66	3148	86.88%	88.24%
<b>Fall 2012</b>						
Exercise Science/ Health Fitness/ B.S.		4246		189		95.74%
Exercise Science/ Motor Development/ B.S.		3903		0		100.00%
Exercise Science/ Public Health/ B.S.		3319		189		94.61%
Exercise Science/ Scientific Foundations/ B.S.		8164		1916		80.99%
Public Health/ B.A.		2913		750		79.52%
Public Health, B.S.		6872		1110		86.09%
<b>TOTAL</b>		29417		4154		87.63%

11. Number of faculty by title for Fall 2009, Fall 2010, and Fall 2011

	Fall 2010	Fall 2011	Fall 2012
<b><u>Tenure Track Faculty</u></b>			
Professor	17/19*	21/22*	23
Associate Professor	14/15	11/14	18/19
Assistant Professor	27/30	30	36/39

	Fall 2010	Fall 2011	Fall 2012
<b><u>Research Faculty</u></b>			
Professor	2	1/2	1/2
Associate Professor	2	0	1
Assistant Professor	8/9	9/10	7/10
<b><u>Instructors</u></b>			
	6/4	6	7
<b><u>Visiting Faculty</u></b>			
Professor	0	0	0
Associate Professor	1	0	0
Assistant Professor	0	0	0
<b><u>Clinical Faculty</u></b>			
Professor	0/1**	0	0
Associate Professor	7	6	5
Assistant Professor	10/14	12/16	14/17
Instructor	6	7	7
<b><u>Adjunct Faculty</u></b>			
	102	143	

\*Includes Jay Moskowitz (HSSC)

\*\*Post-TERI hire of professor emeritus

First faculty count in each cell is as reported by Institutional Assessment and Compliance, second number is based on internal records. Some discrepancies are due to temporary grant appointments; several may reflect fall hires or promotions. Adjunct faculty count is based on internal records and includes USC faculty in units other than Public Health.

Faculty by department, Fall 2012 (internal records, includes research grant employees with faculty title)

	COMD	ENHS	EPID/BIOS	EXSC	HPEB	HSPM	Total
<b><u>Tenure Track Faculty</u></b>							
Professor	2	4	3	7	3	4	23
Associate Professor	2	1	10	1	4	1	19
Assistant Professor	5	5	6	7	11	5	39
<b><u>Research Faculty</u></b>							
Professor	1			1			2
Associate Professor						1	1
Assistant Professor		3	1	2		4	10

**Clinical Faculty**

Professor				1			1
Associate Professor			1	2	2	0	5
Assistant Professor	6		4	3	3	1	17
Instructor	7			4	2	1	14
<b><u>Total</u></b>	23	13	25	28	25	17	131

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2011.

Fall 2011: 3 African-American, 1 2 or more races, 4 Asian

Fall 2012: 4 African-American, 2 2 or more races, 5 Asian

**Appendix F. Unit Statistical Research Data  
Scholarship, Research, and Creative Accomplishments**

[The data provided by the University Office of Research included all extramural funding rather than restricting to research funding as described in the guidance. In addition, some funding was not included because of administrative changes, cross-appointments etc. The reports below are therefore based on internal calculations from SAM and USCeRA data, which we have compared carefully to those provided by the university office. Several of our faculty members have joint appointments or formal collaborations with units outside the Arnold School. Grant submissions, awards and expenditure through these other units may not be reflected in the numbers below.]

1. The total number and amount of external sponsored research proposal submissions by funding source for FY2012

<b>Total research proposal \$ - 1st yr request</b>	<b>\$45,989,083</b>
<b>Total # research proposals</b>	<b>227</b>

<b>By Agency</b>			
CDC	7	1,951,028	Federal
DOD	2	181,763	Federal
DOED	1	487,664	Federal
DOJ	1	7,508	Federal
HHS	6	2,285,943	Federal
HRSA	3	1,559,652	Federal
NASA	2	100,663	Federal
NIH	120	31,217,033	Federal
NOAA	4	647,123	Federal
NSF	5	506,534	Federal
USDA	7	1,662,029	Federal
<b>Total</b>	<b>158</b>	<b>40,688,274</b>	<b>Federal</b>
The Coca-Cola Company	3	813,499	Corporate
<b>Total</b>	<b>3</b>	<b>813,499</b>	<b>Corporate</b>
ACS	6	1,009,864	Non-Profit
ADA	1	99,995	Non-Profit
ADAF	1	5,000	Non-Profit
AHA	1	77,000	Non-Profit
American College of Sports Medicine	4	19,958	Non-Profit
American Montessori Society	1	2,500	Non-Profit
American Speech-Language Hearing Fnd	4	57,465	Non-Profit
Carnegie Foundation	3	10,000	Non-Profit
DentaQuest Foundation	1	100,000	Non-Profit
Duke Endowment	3	290,838	Non-Profit

Eat Smart Move More	1	42,367	Non-Profit
FHI 360	1	60,000	Non-Profit
Gates Fnd	1	84,382	Non-Profit
Gulf of Mexico Res Initiative	1	174,754	Non-Profit
Health Care Fnd of Greater Kansas City	1	18,692	Non-Profit
IAHC	1	30,000	Non-Profit
INSP/Bloomberg Global Initiative	1	18,744	Non-Profit
International Life Sciences Institute	1	28,244	Non-Profit
International Reading Association	1	8,000	Non-Profit
Lowcountry – S/G. Komen for the Cure	1	2,000	Non-Profit
Lupus Fnd	1	2,000	Non-Profit
Muscular Dystrophy Association	1	125,131	Non-Profit
Meeting St. Academy	1	33,451	Non-Profit
National Academy of Education	1	25,000	Non-Profit
National Network of Public Health Inst.	1	20,000	Non-Profit
NiPERA	1	131,089	Non-Profit
NOHRF	1	19,800	Non-Profit
Parent Project in Muscular Dystrophy	1	102,111	Non-Profit
PCORI	2	359,790	Non-Profit
RWJF	7	301,965	Non-Profit
Slocum-Lunz fnd	1	1,200	Non-Profit
SRDC - RIDGE	2	28,438	Non-Profit
US Play Coalition	1	3,000	Non-Profit
WT Grant Fnd	1	72,112	Non-Profit
<b>Total</b>	<b>57</b>	<b>3,364,890</b>	<b>Non-Profit</b>
SC DPS	1	2,500	State
SC DHEC	1	10,000	State
SCTR-MUSC	3	101,346	State
<b>Total</b>	<b>5</b>	<b>113,846</b>	<b>State</b>
The World Bank	2	858,599	Other
MUSC/Hollings Cancer Center	2	149,975	Other
<b>Total</b>	<b>4</b>	<b>1,008,574</b>	<b>Other</b>

Note: Sponsor shown is the origin of the funds. Flow-through funds are attributed to the sponsor of origin.

Data Source: USCeRA.

## 2. Summary of external sponsored research awards by agency for FY 2012

<b>Total research award \$</b>	<b>20,774,621</b>
<b>Total # research awards</b>	<b>162</b>

<b>By Agency:</b>			
AHRQ	1	-104,033	Federal
CDC	20	1,716,945	Federal
DOD	8	1,831,818	Federal
DOE	1	131,089	Federal
DOJ	1	13,494	Federal
EPA	1	85,875	Federal
HHS	11	1,192,493	Federal
HRSA	2	20,000	Federal
NIH	69	10,040,134	Federal
NOAA	6	858,294	Federal
NSF	2	25,957	Federal
USDA	6	1,184,982	Federal
<b>Total</b>	<b>128</b>	<b>16,997,048</b>	<b>Federal</b>
Coca-Cola Co	3	69,501	Corporate
Pfizer	1	522,851	Corporate
TechnoGym	1	17,439	Corporate
<b>Total</b>	<b>5</b>	<b>609,791</b>	<b>Corporate</b>
ADA	4	269,983	Non-Profit
AHA	1	10,211	Non-Profit
AICR	1	109,037	Non-Profit
AMS	1	706,958	Non-Profit
Carnegie Fnd	3	85,487	Non-Profit
DentaQuest	2	184,563	Non-Profit
Duke End	2	225,257	Non-Profit
FHI	1	367,040	Non-Profit
HCF-GKC	1	92,878	Non-Profit
ILSI	1	-88,719	Non-Profit
INSP	1	1,103,819	Non-Profit
INTRuST PTSD & TBI	1	-10,941	Non-Profit
NiPERA	1	160,244	Non-Profit
NNPHI	1	171,718	Non-Profit
RWJF	4	-36,311	Non-Profit
US Play Coalition	1	-45,140	Non-Profit
<b>Total</b>	<b>26</b>	<b>3,306,084</b>	<b>Non-Profit</b>
World Bank	2	-204,777	Other
<b>Total</b>	<b>2</b>	<b>-204,777</b>	<b>Other</b>
SCDHEC	1	66,475	State
<b>Total</b>	<b>1</b>	<b>66,475</b>	<b>State</b>

Data Source: USCeRA

Total extramural funding processed through SAM in FY2012 and Federal extramural funding processed through SAM in FY2012

<b>Total awards</b>	<b>25,869,280</b>
<b>Total federal awards</b>	<b>20,802,367</b>
<b>Total federal research awards</b>	<b>17,855,342</b>
Data Source: USCeRA	

Amount of sponsored research funding per faculty member in FY2012 by rank and type of funding and by department.\*

Faculty PI	Rank	Dept	Fed	Corp	Non-Prof	Other	Total Sponsor
Aelion, Marjorie	Prof	ENHS	64,015	0	0	0	64,015
Annang, Lucy	Asst Prof	HPEB	212,751	0	0	0	212,751
Beets, Michael	Asst Prof	EXSC	206,700	0	0	0	206,700
Blair, Steven	Prof	EXSC	30,774	95,000	26,300	0	152,074
Blake, Christine	Asst Prof	HPEB	20,000	0	110,564	0	130,564
Brandt, Heather	Asst Prof	HPEB	-12,059	0	0	0	-12,059
Burch, James	Assoc Prof	EPID/BIOS	18,250	0	0	0	18,250
Cai, Bo	Assoc Prof	EPID/BIOS	446,070	0	0	0	446,070
Chakraborty, H	Assoc Prof	EPID/BIOS	20,000	0	0	0	20,000
Chandler, Tom	Prof	ENHS	131,089	0	0	0	131,089
Davis, J. Mark	Prof	EXSC	34,940	0	26,969	0	61,909
Decho, Alan	Prof	ENHS	92,878	0	0	0	92,878
Deliyski, Dimitar	Assoc Prof	COMD	1,200	0	0	0	1,200
Fayad, Raja	Asst Prof	EXSC	-5,851	0	0	0	-5,851
Forthofer, Melinda	Assoc Prof	EPID/BIOS	383,313	0	0	0	383,313
Fridriksson, Julius	Prof	COMD	1,244,459	0	0	0	1,244,459
Fritz, Stacy	Assoc Prof	EXSC	67,587	0	360,699	0	428,286
Frizzell, Norma	Res Asst Prof	EXSC	0	0	130,728	0	130,728
Glover, Sandra	Prof	HSPM	1,259,284	0	0	0	1,259,284
Hale, Nathan	Res Asst Prof	HSPM	0	0	66,475	0	66,475
Hand, Gregory	Prof	EXSC	178,204	718,499	0	0	896,703
Hardin, James	Assoc Prof	EPID/BIOS	19,291	0	0	0	19,291
Hazlett, Linda	Assoc Prof	EPID/BIOS	8,820	0	0	0	8,820
Hebert, James	Prof	EPID/BIOS	2,326,458	0	0	0	2,326,458
Jones, Sonya	Asst Prof	HPEB	606,642	0	2,500	0	609,142
Kaczynski, Andrew	Asst Prof	HPEB	0	0	21,691	0	21,691
Karmaus, Wilfried	Prof	EPID/BIOS	495,552	0	0	0	495,552



<b>Faculty PI</b>	<b>Rank</b>	<b>Dept</b>	<b>Fed</b>	<b>Corp</b>	<b>Non-Prof</b>	<b>Other</b>	<b>Total Sponsor</b>
Khan, Mahmud	Prof	HSPM	0	0	25,354	835,146	<b>860,500</b>
Liese, Angela	Prof	EPID/BIOS	206,286	0	0	0	<b>206,286</b>
Martin, Amy	Res Asst Prof	HSPM	0	0	85,046	0	<b>85,046</b>
McClenaghan, Bruce	Prof	EXSC	0	57,000	0	0	<b>57,000</b>
McKeown, Robert	Prof	EPID/BIOS	257,509	0	0	0	<b>257,509</b>
Merchant, Anwar	Assoc Prof	EPID/BIOS	218,564	0	109,037	0	<b>327,601</b>
Moore, Justin	Asst Prof	HPEB	0	0	18,496	0	<b>18,496</b>
Moran, Robert	Clin Asst Prof	EPD/BIOS	30,285	0	0	0	<b>30,285</b>
Norman, Robert	Asst Prof	ENHS	503,022	0	0	0	<b>503,022</b>
Pate, Russ	Prof	EXSC	1,361,831	0	38,522	0	<b>1,400,353</b>
Porter, Dwayne	Assoc Prof	ENHS	528,343	0	0	0	<b>528,343</b>
Probst, Janice	Prof	HSPM	666,614	0	0	0	<b>666,614</b>
Richter, Donna	Prof	HPEB	147,176	0	0	0	<b>147,176</b>
Sharpe, Patricia	Res Prof	EXSC	471,163	0	0	0	<b>471,163</b>
Spencer, Sharon	Asst Prof	HPEB	0	0	5,000	0	<b>5,000</b>
Steck, Susan	Assoc Prof	EPID/BIOS	704,151	0	0	0	<b>704,151</b>
Thrasher, James	Assoc Prof	HPEB	42,910	0	18,744	0	<b>61,654</b>
Torres, Myriam	Clin Asst Prof	EPID/BIOS	74,996	0	0	0	<b>74,996</b>
Turner-McGrievy, B	Asst Prof	HPEB	0	0	5,000	0	<b>5,000</b>
Volz, David	Asst Prof	ENHS	1,063,460	0	0	0	<b>1,063,460</b>
Walsemann, Katrina	Asst Prof	HPEB	55,244	0	0	0	<b>55,244</b>
Wang, Xuewen	Asst Prof	EXSC	244,962	0	0	0	<b>244,962</b>
Wilcox, Sara	Prof	EXSC	568,337	0	0	0	<b>568,337</b>
Williams, Edith	Res Asst Prof	EPID/BIOS	82,228	0	2,500	0	<b>84,728</b>
Youngstedt, Shawn	Assoc Prof	EXSC	1,161,363	0	0	0	<b>1,161,363</b>
Zhang, Jiajia	Asst Prof	EPID/BIOS	31,835	0	0	0	<b>31,835</b>
<b>Totals</b>			<b>16,270,646</b>	<b>870,499</b>	<b>1,053,625</b>	<b>835,146</b>	<b>19,029,916</b>

\*Does not include \$ 1,744,705 research funding to non-faculty PIs

3. Total sponsored research expenditures per tenured/tenure-track faculty member for FY 2012 by rank and department

<b>Faculty PI</b>	<b>Rank</b>	<b>Dept</b>	<b>Res Exp</b>
Adlof, Suzanne	Asst Prof	COMD	661
Aelion, Marjorie	Prof	ENHS	77,694
Annang, Lucy	Asst Prof	HPEB	147,762
Baynes, John	Prof	EXSC	55,957
Beets, Michael	Asst Prof	EXSC	173,995
Blair, Steven	Prof	EXSC	784,216
Blake, Christine	Asst Prof	HPEB	62,572

<b>Faculty PI</b>	<b>Rank</b>	<b>Dept</b>	<b>Res Exp</b>
Burch, James	Assoc Prof	EPID/BIOS	3,650
Cai, Bo	Assoc Prof	EPID/BIOS	372,438
Carson, James	Prof	EXSC	162,027
Chandler, Tom	Prof	ENHS	814,472
Colabianchi, Natalie	Asst Prof	EPID/BIOS	132,735
Davis, J. Mark	Prof	EXSC	195,245
Do, Phoenix	Asst Prof	HSPM	31,004
Feigley, Charles	Prof	ENHS	23,520
Finneran, Denise	Asst Prof	COMD	1,010
Forthofer, Melinda	Assoc Prof	EPID/BIOS	518,515
Fridriksson, Julius	Prof	COMD	809,610
Friedman, Daniela	Assoc Prof	HPEB	1,492
Fritz, Stacy	Assoc Prof	EXSC	181,142
Frongillo, Edward	Prof	HPEB	17,105
Glover, Sandra	Prof	HSPM	1,184,191
Hand, Gregory	Prof	EXSC	177,777
Hardin, James	Assoc Prof	EPID/BIOS	4,651
Hebert, James	Prof	EPID/BIOS	2,368,876
Jones, Sonya	Asst Prof	HPEB	258,017
Kaczynski, Andrew	Asst Prof	HPEB	12,404
Karmaus, Wilfried	Prof	EPID/BIOS	537,602
Khan, Mahmud	Prof	HSPM	85,396
Kostek, Matthew	Asst Prof	EXSC	1,937
Liese, Angela	Prof	EPID/BIOS	187,713
Liu, Jihong	Assoc Prof	EPID/BIOS	83,821
McClenaghan, Bruce	Prof	EXSC	36,127
McKeown, Robert	Prof	EPID/BIOS	408,407
Merchant, Anwar	Assoc Prof	EPID/BIOS	313,496
Moore, Justin	Asst Prof	HPEB	8,801
Norman, Robert	Asst Prof	ENHS	387,581
Pate, Russ	Prof	EXSC	2,066,340
Porter, Dwayne	Assoc Prof	ENHS	63,718
Probst, Janice	Prof	HSPM	716,300
Richter, Donna	Prof	HPEB	198,704
Sabo-Attwood, Tara	Asst Prof	ENHS	91,785
Spencer, Sharon	Asst Prof	HPEB	2,522
Steck, Susan	Assoc Prof	EPID/BIOS	66,584
Sui, Xuemei	Asst Prof	EXSC	203,568
Thrasher, James	Assoc Prof	HPEB	49,727
Turner-McGrievy, Brie	Asst Prof	HPEB	1,446
Volz, David	Asst Prof	ENHS	270,699

<b>Faculty PI</b>	<b>Rank</b>	<b>Dept</b>	<b>Res Exp</b>
Walsemann, Katrina	Asst Prof	HPEB	472
Wang, Xuewen	Asst Prof	EXSC	7,184
Wilcox, Sara	Prof	EXSC	1,152,985
Xirasagar, Sudha	Assoc Prof	HSPM	113,032
Youngstedt, Shawn	Assoc Prof	EXSC	687,161
Zhang, Jiajia	Asst Prof	EPID/BIOS	87,801
Total TT Faculty Research Expenditures			16,403,647

Data Source: USC Sponsored Awards Management

**2012 Expenditures**

Research Direct	14,363,641	62%
Research Indirect	4,141,689	18%
Non-Research Direct	4,528,814	19%
Non-Research Indirect	256,730	1%
<b>Total</b>	<b>23,290,874</b>	<b>100%</b>

4. Number of patents, disclosures and licensing agreements in fiscal years 2009, 2010, and 2011 (provided by SAM)

	<b>Invention Disclosures</b>	<b>Provisional patent applications</b>	<b>Non-Provisional patent applications</b>	<b>Invention Disclosures</b>
FY2012	1	0	0	1
FY2011	2	2	0	0
FY2010	2	1	1	0
FY2009	5	1	2	0

Data Source: USC Sponsored Awards Management