Blueprint for Academic Excellence
Arnold School of Public Health
2015-2016

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 have grown rapidly the past 4 years (71% increase), possibly stabilizing with 5% increase for Fall 2014. Our students contribute to higher retention rates and to higher graduation rates for the University, (see Section II and Appendix E). Our freshmen declared majors have shown modestly lower SAT scores than the USC mean, but 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 classroom performance and graduation with honors. The average SAT score of our entering freshmen has increased 3.1% since 2010, and more than the campus average increase even with a doubling of freshman entering public health. We have invested funds to enhance academic advisement and other student services to further increase our retention and graduation rates as well as to expand experiential educational opportunities and capstone experiences. Of particular note is that nine of our May 2014 graduates were in the inaugural class recognized for *Graduation with Leadership Distinction*.

We continue our role as the leading academic research unit on campus on a per capita basis (i.e., grants of $361K per TT faculty/year; 485 reviewed journal articles 2014), and most notably high among the health sciences. For the sixth consecutive year, the Arnold School has attracted over $23.5 million in grants and contracts from external sponsors, with FY 2014 extramural total funding receipts hitting a record $30.7M. Our principal investigators submitted proposals in FY2014 totaling over $66 million in first-year requests, with over $31.6 million to the NIH.

We have hired aggressively and strategically for four years (32 tenure-track and nine tenured faculty) to maintain or improve student to faculty ratios in each unit. The Arnold School produces more doctoral graduates than four of USC's five peer and peer-aspirant universities with accredited schools of public health. Doctoral production is key to Carnegie R-1 classification, and we contribute aggressively to this metric. We are proceeding with the charge from President Pastides to expand as a satellite SPH campus to the Greenville Health System. That planning is underway with a goal of 10-12 faculty in GHS by AY 2018.

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 (SFRs). Specifically, our SFR for Fall 2013 based on student FTE and tenure-track faculty was 15.5 (credit hour data for Fall 2014 not available), much lower than the University as a whole. We are committed to maintaining low SFRs, and in the larger undergraduate lecture classes, include small lab or discussion groups as much as possible to enhance instructor-student interaction.

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" to societal needs. 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, and our students complete practical/clinical experiences in many community agencies. Community-based involvement remains integral to academic public health. USC's Carnegie classification as a high service/community engagement institution is due in large part to such community service activities.

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

- Total undergraduate enrollment
    a. The Arnold School undergraduate enrollment has grown to 1754 students in Fall 2014, more than triple the enrollment in Fall 2007 (531 students). 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 (367 changes of major effective for calendar year 2015, any term).
    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 to generate interest in USC and public health in particular.
- Average SAT score for entering freshmen
    a. Average SAT scores have increased 35 points from 1145 in Fall 2010 to 1180 in Fall 2014, with a corresponding 37% increase in the number of entering freshmen over this period.
- Freshman to sophomore retention rates
    a. The freshman-to-sophomore retention rates for the Arnold School have mildly exceeded University rates for several years; sophomore retention rates are quite high (~93%).
    b. With the leadership of our renamed Office of Public Health Education (OPHE), we have developed school-wide policies and procedures to maximize student success and provide higher quality student support services; e.g., to identify and implement best advisement practices, enhance partnerships with campus support services, standardize and coordinate services across the school, and engage in continuous assessment and data-based 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 expanded to three faculty (3.75 FTE) in the OPHE to be available daily to all undergraduates for counseling, advising, and career advice. Two of these faculty have earned multiple competitive awards, both for teaching and for student support activities.
    d. To promote academic collegiality and engagement, we engage our undergraduate students in seminar series, receptions, honors recognitions, school-wide picnic, 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 (unable to update for the most recent cohort).
    b. The Arnold SPH has always been engaged in summer session undergraduate course offerings for high demand courses, with substantial expansion over the past five years in response to our growing enrollments. Our offerings are being expanded again in Summer 2015 in response to the President's "on your own time" initiative.
    c. We added one full time staff to assist with academic outcomes assessment and other evaluation activities. This has provided better tracking for our majors and 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 low to moderate (acceptable) across most Arnold SPH courses at the advanced undergraduate and graduate levels. Freshman and sophomore level classes in exercise science are in need of SFR reduction. Undergraduate enrollment has grown much faster than our faculty complement, but we have been intentional about hiring both tenure-track and instructional faculty disproportionately into 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-departmental public health program. We continually monitor the quality of instruction and the number of sections taught by adjunct faculty and doctoral students. For Fall 2013, the student FTE to TT faculty ratio was 15.5 (Fall 2014 data not available). The recent death of Professor Fayad and loss of Profs. Hand, Youngstedt and Pate from EXSC teaching pools are being addressed aggressively in our hiring program.

- Research expenditures
  a. The Arnold SPH has one of the highest per TT faculty member research expenditure rates at USC. Our research expenditures have exceeded $17 million in each of the last six fiscal years, with total expenditures exceeding $21.6 million in FY 2014. Of significant importance relative to our School's mission "to create and disseminate new knowledge," the Arnold School's faculty published impactful articles in a range of academic journals across the disciplines (485 peer-reviewed journal articles 2014; 411 in 2013). A comparison of number of manuscripts and the diversity of USC author affiliations illustrates a thriving collaborative environment within the Arnold SPH.

- National honors and awards
  a. Arnold SPH faculty are largely in the junior and mid-career ranks but are already competing for national grants at the highest levels. Scholarship worthy of national award recognition will most likely follow. Recent awards of note although not part of the Dashboard metric include:
    - Prof. Steven Blair won the 2014 *Lifetime Achievement Award* from the President's Council on Physical Fitness.
    - Prof. Edward Frongillo won the 2015 *Sackler Institute for Nutrition Science Research Award*.
    - Prof. Mark Davis won the 2014 American College of Sports Medicine *Citation Award*.
    - Prof. James Carson won the *STAR Reviewer Award for Excellence in Peer Review* from the American Physiological Society.
    - Asst. Professor Saurabh Chatterjee won the 2015 *Young Investigator Award* from the Immunotoxicology Section of the American Society of Toxicology.

    Chairs and senior faculty make concerted efforts to nominate junior faculty for regional to national awards and posts where appropriate. Many senior faculty are heavily

decorated in national awards because of the quality, impact and quantity of their scholarship. 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 (nominally $10 million) is presently valued at $7.4 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 about 30 PhD 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. The eight-year graduation rate for our PhD programs is consistently over 70%, with the DPT program often posting a 100% graduation rate in 3 years.
  b. Five 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 (48 or 22.7% in AY 2013-2014) than four of the five (only UNC-Chapel Hill was higher in number: 99 or 21.2%). Relative to ALL fifty-one accredited schools of public health, we have the sixth highest proportion of doctoral graduates in our graduate student population, and the ninth highest absolute number nationally. Our doctoral graduates are employed nationally/internationally in NGO's, federal/state agencies, health-care systems, corporations and in academia. Among schools of public health in public universities, we now rank 15th in US NWR rankings. Based on Academic Analytics data, our Exercise Science department is easily number one in the U.S. among all universities public or private.

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

2015-2016 Academic Year Goals

1. *Through development of the community of scholars and effective mentoring, to develop and retain quality faculty to meet academic mission needs of the Arnold School, and to complete searches for three department chair vacancies and one SC SmartState chaired professor.*
   Progress made to date:
   - 6 tenure-track/tenured faculty hires in AY 2014-2015: three assistant professors (COMD, EPID, HPEB), one associate professor (BIOS) and two tenured associate professors (FRI in HPEB, COMD)
   - In negotiation with department chair candidates for HPEB; successfully completed department chair searches for EXSC (Jim Carson) and ENHS (Geoff Scott).
   - In final negotiations with a distinguished SC SS-Chair candidate to lead *Center for Healthcare Quality Improvement and Global Health*.
   - Two FRI searches and multiple replacement hire searches in AY 2014: EPID/BIOS: FRI epigenetics; EXSC: FRI search and replacement search; HSPM: two replacement hires and MHA director search, one CRRS SC SmartState junior faculty search.
   - Faculty candidates often note our collegiality, infrastructure quality, and academic "quality of life" as attractive characteristics of our school. Increasingly, prospective faculty can readily recognize that s/he would be joining a critical mass of researchers in her/his field.
   Plans for 2015-2016:
   - Finalize remaining SC SmartState and department chair vacancies (both HPEB)
   - Complete open faculty searches (see list of ongoing searches above); continue current and open new searches to meet department and SS chair faculty-line commitments.
   - **Launch initial recruitments of health services/clinical public health faculty for the ASPH satellite expansion to GHS per President Pastides approval.**

2. *To promote quality, impactful and ethical research by developing strategies to increase extramural funding; increase publications, especially in top-tier journals; facilitate collaborations to compete for large, interdisciplinary grants; mentor junior faculty; and increase student and community engagement in scholarly endeavors.*
   Progress made to date:
   - The ASPH research environment was restructured to support and retain productive faculty, including central pre- and post-award support for investigators, technology support, web-based communication support, and public relations assistance. Prof. Alan Decho was recommended by the faculty and accepted as our Assoc. Dean – Research.
   - Expanded new faculty orientation to provide broader resources for faculty development through an organized mentoring program coordinated between the Office of Academic Affairs and the Office of Research. Mentoring focuses on enhancing success of early grant submissions and competitiveness of revised applications by new and junior

faculty, development of effective teaching methods and teaching portfolios, and selection of impactful service.

- Faculty in the Arnold School have received a total of 28 ASPIRE awards from USC's Office of Research since 2012, with 12 received in 2014. Recipients include both tenure-track assistant professors and some of our most experienced senior faculty. The following units report results from ASPIRE awards received over the past 3 years:

COMD – 1 award NIH R03 (2014 Adlof)

Aspire I-1	2012	Adlof
Aspire I-1	2013	Den Ouden
Aspire I-4	2014	Apel

Five COMD ASPIRE proposals are pending for 2015

ENHS – 9 publications and 1 NIH R01 proposal pending (Decho)

Aspire II	2012	Decho
Aspire I-1	2013	Chatterjee
Aspire I-1	2014	Chatterjee

Seven ENHS ASPIRE proposals are pending for 2015

EPID/BIOS – 2 publications (Williams), 1 NIH R03 & 2 publications (Zhang); 1 publ. (Cai)

Aspire II	2012	Hebert
Aspire I-2	2012	Williams
Aspire II	2013	Liese
Aspire I-3	2013	Zhang
Aspire I-1	2014	Eberth
Aspire I-2	2014	Williams
Aspire I-4	2014	Cai
Aspire I-4	2014	Liese

Five EPID/BIOS ASPIRE proposals are pending for 2015

EXSC – 1 NIH R01 (2014 Carson); 1 abstract presentation (Sui); 1 NIH R21 pending & 2 papers in review (Herter)

Aspire I-3	2013	Carson
Aspire I-1	2013	Newman-Norlund
Aspire I-1	2013	Sui
Aspire II	2013	Herter
Aspire I-1	2014	Fayad

Eight EXSC ASPIRE proposals are pending for 2015

HPEB – 1 award from Eat Smart Move More and 1 publication (Kaczynski)

Aspire I-1	2012	Billings
Aspire I-1	2012	Kaczynski
Aspire I-1	2013	Blake
Aspire I-1	2013	Kaczynski
Aspire I-1	2014	Kaczynski
Aspire I-1	2014	Turner-McGrievy
Aspire I-4	2014	Robillard

Four HPEB ASPIRE proposals are pending for 2015.

HSPM – 1 abstract presentation (Qureshi); 2 publications & 1 award from IDRC-Canada (Salloum)

Aspire I-1   2014   Qureshi

Aspire I-1   2014   Salloum

Two HSPM ASPIRE proposals are pending for 2015

- FY 2014 saw record increases in peer-reviewed publications , proposal submissions, and receipts of extramural awards.
- Three large program-level submissions to the NIH were made in AY2014. None were funded, but two were scored and are being resubmitted.
- **Based on these three-year data, publication rates have improved under ASPIRE, but grant submissions and receipts per faculty member appear flat or down. This is a concern if faculty are pursuing ASPIRE in lieu of more frequent federal submissions. We are gathering more data.**

Plans for 2015-2016

- Promote publication in top-tier journals of high impact through mentorship, pre-review, and provision of technical writing advice.
- Actively engage department chairs and senior faculty/mentors in facilitating contacts for faculty across departments and colleges.
- Increase submission and success of large program-project type proposals. These multi-disciplinary grants require high national reputation and demonstrated competitiveness in an area of investigation. Some senior Arnold School investigators appear poised to obtain this type of funding.
- Continue a long-term effort begun in AY2014 to maintain a database 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, CCCP, Nutrition and Health Disparities Center, co-founder Institute of Mind and Body).
- Continue support for Biostatistics Collaborative Research Core to assist data analysis.
- Encourage faculty to pursue external funding from more diverse sources, especially those with full IDC rates (e.g., industry, some NGO's and private foundations).
- Continue incentivization of research competitiveness and expenditure rates by returning 10% of school IDC capture to PI's.
- Lead and support collaborative research and service projects with GHS, HSSC and IAHC .

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 generation to recruit/support doctoral students on dollar for dollar match from grants/contracts/department.

- 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 $15,000 per year to support student presentations at professional meetings; these travel grants require departmental matches.
- Leveraging of provost's doctoral incentive funds for student travel, publication, and other student needs.
- Awarded Presidential Fellowship for incoming student in PhD in Epidemiology (also have continuing Presidential Fellow from 2014 cohort).

Plans for 2015-2016:
- Encourage professional development activities beyond research training for doctoral students including professional ethics, training as future faculty, research grantsmanship.
- Continue to support doctoral students to attend national/international meetings to network and present research findings; support student publication costs.

4. *To promote curriculum development, innovative teaching methodologies 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; enhance distributed education in the Arnold School; 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 OIRA; provided technical assistance to departments to review and revise learning outcomes and curriculum links to outcomes.
- Active involvement with USC Connect to promote community engagement and graduation with leadership distinctions among our undergraduate students.
- Active leadership role in *Interprofessional Education for Health Sciences* initiative.
- Development of course work for online program delivery of MPH in HPEB and MHIT in collaboration with Academic Partnerships.
- Continued revisions to distributed education courses to "Quality Matters" standards and development of new course delivery via Academic Partnerships initiative. (Online courses in COMD have been a primary focus this year.)
- The Department of Health Services Policy and Management completed a successful self-study and site visit for the continued accreditation of the MHA program.
- Pilot implementation of PUBH 700 *Perspectives in Public Health* to about 80 students; continuing development as an online course for students in all graduate programs except the MPH and DrPH (per accreditation requirements).
- Delivered for the first time distributed MPH degree content to Saudi Arabian partners at the premier *King Saud bin Abdulaziz University for the Health Sciences* in Riyadh, Saudi Arabia.

Plans for 2015-2016:
- All departments will explore ways to integrate content more effectively across courses and curricula, e.g., nutrition science, chronic disease prevention across multiple disciplines.
- All departments will consider development of course work to reflect expertise contributed by new faculty and school-identified areas of research emphasis (e.g., global health, physical activity in built environments, technologies for public health).
- Health Services Policy and Management will continue re-development of the executive format MHA program and delivery of the PhD to Taiwan.
- Deliver distributed education offerings of MPH program(s) in Greenville (e.g., Greenville Hospital System or University Center) and/or in Charleston (via AP portals or Lowcountry Graduate Center).
- Explore feasibility of a 4+1 MPH degree program with The Citadel's abundant pre-medical professions undergraduate pool.

5. *To actively plan for provision of improved infrastructure for the school including personnel, systematic mentoring and professional development, and provision of adequate buildings and facilities for faculty, staff and students.*
Progress made to date:
- OPHE is more fully staffed now with 3.75 faculty FTE for teaching the interdisciplinary undergraduate public health courses, advising > 500 students, providing other student services, and coordinating school-level activities with Exercise Science.
- Director of evaluation and academic assessment for the school has substantially enhanced our data collection processes (student course evaluations, exit questionnaires, alumni surveys) and our academic program assessments.
- The Department of Communication Sciences and Disorders has moved into leased off-campus space (Kenan Building) to consolidate the didactic faculty, clinical research space, and Speech and Hearing Research Center. Brice space was donated to Nursing.
- With the resignations of the associate dean for research (August 2014) and assistant dean for practice and community engagement (December 2014), the functions of those offices have been substantially reorganized for more efficiency and visibility to faculty, staff and students in need of their various support services.

Plans for 2015-2016:
- Continue to develop and enhance student services to accommodate our large student size at the undergraduate level, our continuing 5-6% growth rate, and our new distributed-delivery degree programs at the graduate level.
- Monitor and address staffing needs for other support services (e.g., school-level business and personnel administration, facilities management, grants management).
- Encourage the Provost's office to consider resources for a staff replenishment initiative (SRI) to support the large faculty growth seen across the USC campus.

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 workforce and community needs. In addition, with our recent growth in faculty, we are intentionally increasing 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 top journals, receipt of large, interdisciplinary grants, and recruitment of top doctoral students who will further spread our reputation for excellence.

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 have been successful outcomes of the Arnold School's research strategic planning over the past five years. Significant and enviable strengths of faculty and infrastructure are now in place in physical activity/exercise and health, nutrition and health, cancer/cancer prevention, neuroimaging, environmental toxicology, and literacy. Looking forward, the challenge now is to identify and cultivate senior leadership that embraces our mentoring culture of interdisciplinary education and approaches to health promotion, disease prevention and environmental protection for these and other key interest areas of the Arnold School.

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 those conditions in which people can be healthy"; thus 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 national/state/local

communities 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 challenges of our local, national or international communities. In addition, most of the existing national public health workforce has minimal formal training in public health; so our ongoing continuing and distributed 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 or 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. **Administrative leadership**: assuming current negotiations are successful, we will soon have five of six department chairs within the first four years of their initial appointment. While school-level leadership has been stable, the infusion of *new* leadership and ideas and renewed enthusiasm at the department level has pushed the school to higher levels of creativity and productivity.

2. **Space**: the PHRC now houses approximately half of the Arnold School faculty, staff and graduate students, with an additional three academic departments in Discovery I. The physical therapy and undergraduate exercise science programs of the Department of Exercise Science are housed separately on campus in deficient basement space of the Blatt PE Center. The Department of Communication Sciences and Disorders is in leased off-campus space paid from IDC returns and clinical revenues. **Discussions must continue** on best strategies to acquire a third comprehensive clinical/classroom/office building beside the PHRC to accommodate these excluded units and the remarkable 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 if the University wishes that portion of our portfolio to continue its growth.

3. **Staffing and budget**: We must have qualified faculty and staff to support all of our activities, and budget growth is required to recruit and retain quality individuals. We are encouraged by the prospect of enhanced tuition-return revenues through expanded summer-semester offerings and expanded partnerships with AP. While the provost's various initiatives have expanded our faculty -- and we are grateful for that -- we have not identified resources to expand support staff accordingly. The President's directive to expand to Greenville with a satellite School brings special challenges and recurring resource needs just beginning to be identified.

Appendix A. Resources Needed (1 page)

Goal No.: 4			
Type of Resource	**Existing**	**Additional: state source**	**Strategy**
CLINICAL/TRANSLATIONAL RESEARCH BUILDING	Gervais St. Keenan Bldg COMD clinic, Blatt PE center	Vacant lot: Pendleton & Assembly Sts.	Philanthropy and Public:Private partnership where USC provides land, corporate partner builds 120K sq. ft. facility with 20K reserved for retail, banking, service sector on ground level. Balance from bond issue, philanthropy, private/other.
FISCAL AND PERSONNEL RESOURCES FOR UNDERGRADUATE STUDENT SERVICES	Clinical/instructional faculty in EXSC and PH majors with multiple responsibilities beyond advising/student services	Funds to support 1-2 additional instructor/advisors and 1-2 staff to fulfill administrative /clerical responsibilities	We have moved two departmental clinical faculty positions to the central Office of Public Health Education and are exploring a more centralized structure for most undergraduate advisement and all student services.

Appendix B. Benchmarking Information (1 page)

Universities with top Schools of Public Health

Institution	Faculty FTE (Fall 2014)	Doctoral Graduates 2013-2014	Unrestricted Revenue FY2014 (000)
Johns Hopkins University	470	123	200,019
Harvard University	149	67	112,301
Columbia University	163	29	84,085
University of North Carolina – Chapel Hill	234	99	79,828
University of Michigan	115	46	63,426
Boston University	129	20	47,451
University of Minnesota	130	33	46,579
Emory University	173	30	45,154
University of Washington	148	46	36,665
University of California – Los Angeles	68	53	27,439

*Reflects resources after institutional taxes are paid

Universities with peer Schools of Public Health

Institution	Faculty FTE (Fall 2014)	Doctoral Graduates 2013-2014	Unrestricted Revenue FY2014 (000)
Pittsburgh	160	50	43,493
University of Texas	152	75	41,197
University of Florida	133	148	37,334
University of South Carolina	**127**	**48**	**35,376**
University of Iowa	69	12	17,663
University of Alabama-Birmingham	134	14	17,200

*Reflects resources after institutional taxes are paid

Among the >50 accredited schools of public health, there is reasonably strong historical 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 with 5 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 a comprehensive academic medical center, while being weaker in size and strength of academic programs; yet 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 across campus, and are national leaders in physical activity/kinesiology, cancer prevention, nutrition, tobacco control, neuro-imaging related to speech, literacy disorders, and health disparities research.
- 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 26 faculty in all ranks and tracks over the past two years
- In FY 2014, the Arnold School achieved external funding totaling $30,684,758 or about $361,000 per tenure-track faculty member, among the highest per capita funding in the University. In addition, faculty published over 400 articles in peer-reviewed journals
- Comprehensive provision of infrastructure for research activities within the school
- High quality candidates recruited from top programs in faculty searches
- Diversified and creative research portfolio in terms of research topics, extramural funding sources, and interdisciplinary nature of multiple collaborations
- Ability of faculty to be nimble and entrepreneurial in response to various opportunities
- Involvement in multiple successful proposals and recruitments for Centers for Economic Excellence/SmartState endowed chairs program: Health Care Quality Improvement and Global Health, Technologies to Enhance Healthful Lifestyles, Rehabilitation and Reconstructive Sciences, Nano-Environmental Research and Risk Assessment.
- Development, implementation and rapid growth of undergraduate programs in the Arnold School to 1754 students in Fall 2014—more than triple the enrollment in Fall 2007
- Leading provider of speech, language and hearing services in the metro Columbia area with over 5000 visits per year to the Speech and Hearing Center.
- Successful development of the Biostatistical Collaborative Research Core (formerly Health Sciences Research Core)
- 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. These relationships have now led to a Presidential charge to begin a satellite School of Public Health in Greenville with a 10-12 facutly complement by AY 2018.
- MOA signed for joint research with the NOAA National Centers for Coastal Ocean Science.
- Faculty awards earned during 2014. See list in Section II – Academic Dashboard Faculty Success Measures (page 4)

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 (some as productive as SS Chairs). We have been successful in countering offers from other institutions in some cases, but this is becoming increasingly difficult with most available resources committed to faculty start-up costs. 3 quality faculty recruited away this year.
- Speech and hearing clinic is now in leased space ($250K/year) in order to vacate abysmal conditions four miles from campus in a dangerous neighborhood (Middleburg Plaza). EXSC is the top national program but >50% is housed in Blatt basement with unstable facilities and frequent floods.
- Inadequate student financial support from TA's, grants, etc. for competitive stipends, tuition waivers and health insurance to recruit top doctoral candidates. Arnold endowment income is helpful but insufficient for a college our size ($192,000/year school-wide with 287 doctoral students)**.** Doctoral student cost per year with tuition and health insurance is now the same or more than a postdoctoral associate, which presents a faculty disincentive to support doctoral training. Two of 3 faculty lost this year cited lack of TA's for graduate students as key reason for taking other offers (Florida and UC-Riverside).

Additional Weakness impacting the Arnold School

- Lack of sufficient facilities: With the move into Discovery and new leased space for Communication Sciences and Disorders, five of our six departments are now in high quality space. However, laboratory space is already fully committed, and the current allocations cannot meet growth expectations of research/teaching beyond 4 years. In addition, present space cannot meet existing needs of Exercise Science (undergraduate and PT programs) and leasing space for the entire COMD department is a significant drain on financial resources.
- Shortage of classroom space, especially large classrooms in the Innovista area of campus creates difficult and time-consuming commutes for faculty.
- Insufficient student pedestrian safety for transit to/from the PHRC and Discovery buildings at the Assembly and College Streets intersection. Multiple pedestrian-auto collisions (> 6) have been reported in past 3 years. The beautification project on Assembly has helped some, but drivers often ignore pedestrians in crosswalks and restrictions on U-turns and right turns on red.
- Less than adequate 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, communications, 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 and the southeast generally. We had been hopeful that Academic Partnerships would remediate most needs, but this has not yet materialized.

- Insufficient institutional electronic-records oversight for HIPPA security required by Federal agencies.
- Financial support and policies to benefit graduate students (e.g., tuition waivers, USC matching of grant-provided funds won for student support)
- Administrative challenges with Graduate School, Banner and One Carolina implementation
- **Still no central coordinated plan for research computing support on this campus.** The possibility (hope) of IBM Watson availability in 2-3 years is not a coordinated plan for the more prevalent sub-Watson immediate big-data needs such as bioinformatics, health informatics, genomics.

Appendix E. Unit Statistical Profile – Arnold School of Public Health

Student Enrollment and Credit Hours

1. Number of entering freshmen for Fall 2011, Fall 2012, Fall 2013, and Fall 2014 classes and their average SAT and ACT scores.

Test Scores (avg)	Fall 2011	Fall 2012	Fall 2013	Fall 2014
# New Fresh/ ACT	243/26	225/26	260/26	251/27
# New Fresh/ SAT	243/1161	225/1150	260/1178	251/1180

2. Freshmen retention rate for classes entering Fall 2011 and Fall 2012. Fall 2013 is currently unavailable.

Retention Rates		2011 Cohort Returned '12	2012 Cohort Returned '13	2013 Cohort Returned '14
Public Health	Same school	71.8%	69.6%	
	Other school	15.8%	16.5%	
	Total	**87.6%**	**86.2%**	
USC Overall	Same school	71.4%	73.1%	
	Other school	15.8%	15.1%	
	Total	**87.2%**	**88.2%**	

3. Sophomore retention rates for classes entering Fall 2010 and Fall 2011. Fall 2013 is currently unavailable.

Retention Rates		2010 Cohort Returned '12	2011 Cohort Returned '13	2012 Cohort Returned '14
Public Health	Same school	84.7%	82.5%	
	Other school	6.9%	10.3%	
	Total	**91.6%**	**92.8%**	
USC Overall	Same school	75.2%	77.5%	
	Other school	14.0%	13.1%	
	Total	**89.2%**	**90.6%**	

4. Number of majors enrolled in Fall 2011, Fall 2012, Fall 2013, and Fall 2014 by level: undergraduate, certificate, first professional, masters, or doctoral (headcount).

Student Headcount	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Undergraduate	1,170	1,393	1,529	1,608
Masters	401	402	413	431
Certificate	6	9	9	8
First Professional	0	0	0	0
Doctoral	291	281	278	289
Total	**1,868**	**2,085**	**2,229**	**2,336**

5. Number of entering first professional and graduate students: Fall 2011, Fall 2012, Fall 2013, and Fall 2014 and their average GRE, MCAT, LSAT scores, etc.
All data below show the number of students for whom we have data from internal records, along with their average scores. The GRE test and its scoring changed beginning August 1, 2011.

GRE scores (avg)	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Original Test/Scoring	N=128	N=114	N=45	N=33
GRE Quantitative	601	600	620	614
GRE Verbal	477	482	493	504
Revised Test/Scoring		N=88	N=193	N=212
GRE Quantitative		150	151	150
GRE Verbal		153	152	151

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 2013, Spring 2014, and Summer 2014 by level (undergraduate, certificate, first professional, masters, doctoral).

Degrees Awarded	Fall 2013	Spring 2014	Summer 2014	Total
Undergraduate	67	247	46	360
Masters	17	72	76	165
Certificate	0	1	4	5
First Professional	0	0	0	0
Doctoral	27	7	14	48
Total	**111**	**327**	**140**	**578**

7. Four-, five- and six-year graduation rates for the three most recent applicable classes (undergraduate only). Data for the 2008 cohort is currently unavailable.

Graduation Rates		2006 Cohort			2007 Cohort			2008 Cohort		
Started	Ended	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
Public Health	Same school	49.4%	53.3%	53.3%	50.0%	55.2%	56.3%			
	Other school	13.0%	18.2%	18.2%	13.5%	18.8%	19.8%			
	Total	**62.4%**	**71.4%**	**71.4%**	**63.5%**	**74.0%**	**76.1%**			
USC Overall	Same school	42.0%	51.8%	53.0%	43.0%	52.1%	53.4%			
	Other school	11.2%	17.8%	19.3%	10.9%	17.6%	19.0%			
	Total	**53.2%**	**69.6%**	**72.3%**	**53.9%**	**69.7%**	**72.4%**			

8. Total credit hours generated by the Arnold School of Public Health regardless of major for Fall 2013, Spring 2014, and Summer 2014.

Student Credit Hours	Fall 2013	Spring 2014	Summer 2014	Total AY 2013-2014
Undergraduate	9,599	10,700	1,421	21,720
Masters	4,343	4,160	2,950	11,453
Doctoral	1,991	1,820	742	4,553
Total	**15,933**	**16,680**	**5,113**	**37,726**

9. Percent of credit hours by 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).*

Program	Fall 2014
Exercise Science, Health Fitness, B.S.	85.29%
Exercise Science, Motor Development, B.S.	80.58%
Exercise Science, Public Health, B.S.	94.06%
Exercise Science, Scientific Foundations, B.S.	87.62%
Public Health, B.A.	61.47%
Public Health, B.S.	73.71%
Total	**79.47%**

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

Program	Fall 2014
Exercise Science, Health Fitness, B.S.	92.42%
Exercise Science, Motor Development, B.S.	87.73%
Exercise Science, Public Health, B.S.	94.89%
Exercise Science, Scientific Foundations, B.S.	91.37%
Public Health, B.A.	63.96%
Public Health, B.S.	75.03%
Total	**83.36%**

Faculty counts

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank) as of Fall 2012, Fall 2013, and Fall 2014 (by department where applicable).

Tenure Track Faculty	FALL 2012	FALL 2013	FALL 2014
Professor	23	25	23/24
Associate Professor	18/19	23/25	26/29
Assistant Professor	36/39	31/32	32
Research Faculty			
Professor	1/2	1/2	1
Associate Professor	1	1	1/2
Assistant Professor	7/10	8	9/13
Clinical Faculty*			
Professor	0	1	2/3
Associate Professor	5	5/6	5/7
Assistant Professor	14/17	14/16	13/15
Instructor	7	6	6/7
Other Non-tenure faculty			
Instructor	7	4/5	4/5
Adjunct Faculty	34	61	

*includes two full-time post-TERI hires

The first faculty count in each cell above is as reported by the Office of Institutional Research and Assessment (OIRA) , second number is based on internal records. Some discrepancies are due to temporary grant appointments; several may reflect fall hires or promotions.

Faculty by department, Fall 2014 (internal records, includes research grant employees with faculty title).

	COMD	ENHS	EPID/BIOS	EXSC	HPEB	HSPM	Total
Tenure Track Faculty							
Professor	2	4	4	7	2	5	24
Associate Professor		2	11	3	12	1	29
Assistant Professor	6	5	5	7	5	4	32
Research Faculty							
Research Professor	1						1
Research Associate Professor		2					2
Research Assistant Professor	1	2	3	1		6	13
Clinical Faculty							
Professor	1	1		1			3
Associate Professor			1	2	4		7
Assistant Professor	5		4	3	2	1	15
Senior Instructor	1						1
Instructor	6						6

	COMD	ENHS	EPID/BIOS	EXSC	HPEB	HSPM	Total
Other Non-tenure faculty							
Instructor				2	3		5
Total							

12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2013 (from OIRA data and internal data).

OIRA data:

Faculty numbers	Asian	Black or African American	Hispanic	Two or More Races
FALL 2013	11	9	1	5
FALL 2014	12	6	1	4
Net change from Fall 2013	+1	-3	-	-1

Data from internal records (we don't note multiple races) – tenured, tenure track only

Faculty numbers	Asian	Black or African American	Hispanic
FALL 2013	16	4	0
FALL 2014	18	5	0
Net change from Fall 2013	+2	+1	-

Data from internal records (we don't note multiple races) – all faculty

Faculty numbers	Asian	Black or African American	Hispanic
FALL 2013	18	9	1
FALL 2014	20	10	1
Net change from Fall 2013	+2	+1	-

Appendix F. Unit Statistical Research Data
Scholarship, Research, and Creative Accomplishments
[The reports below are based on data from USCeRA. 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 externally sponsored research proposal submissions by funding source for FY 2014

Total number of external research proposal submissions	260
Total dollar amount of external research proposal submissions - 1st year request	$59,206,148

Research Proposal Submissions by Funding Source			
AHRQ	4	524,833	Federal
CDC	14	6,668,731	Federal
DOD	3	438,430	Federal
DOJ	1	460,216	Federal
EPA	2	409,009	Federal
HHS (other)	6	4,903,078	Federal
HRSA	3	819,686	Federal
NASA	1	164,833	Federal
NIH	127	31,593,922	Federal
NOAA	5	705,711	Federal
NOPP	1	174,053	Federal
NSF	10	1,715,296	Federal
USAID	1	857,301	Federal
USDA	14	2,694,114	Federal
USDE	1	324,467	Federal
USGS	1	19,549	Federal
VA	3	92,947	Federal
Total	**197**	**52,566,176**	**Federal**
ASRO	1	10,000	Corporate
Proaxis	1	67,600	Corporate
Sanofi Pasteur	1	19,066	Corporate
The Coca-Cola Company	5	1,470,900	Corporate
Total	**8**	**1,567,566**	**Corporate**
American Cancer Society	10	1,346,912	Non-Profit
American Diabetes Association	3	274,955	Non-Profit
American Federation for Aging Research	1	72,451	Non-Profit
American Heart Association	6	380,000	Non-Profit
American Institute for Cancer Research	1	82,500	Non-Profit

American Speech-Language Hearing Foundation	5	80,000	Non-Profit
Blue Cross & Blue Shield of SC Foundation	1	38,684	Non-Profit
Food Corps	1	39,948	Non-Profit
Gulf of Mexico Research Initiative	1	287,003	Non-Profit
Harriet Hancock Center Foundation	2	24,150	Non-Profit
International Life Sciences Institute	1	39,541	Non-Profit
LiveWell Greenville	1	20,000	Non-Profit
Low Country Institute of Spring Island, SC	1	24,999	Non-Profit
National Recreation and Park Association	1	15,000	Non-Profit
Patient-Centered Outcomes Research Initiative	2	838,615	Non-Profit
Robert Wood Johnson Foundation	2	221,650	Non-Profit
Susan G. Komen Lowcountry Affiliate	1	9,904	Non-Profit
The Duke Endowment	3	437,510	Non-Profit
Total	**43**	**4,233,822**	**Non-Profit**
SC Department of Health and Human Services	1	36,313	State
SC Spinal Cord Injury Research Fund	1	14,578	State
SC State Treasurer's Office	1	400,000	State
Total	**3**	**450,891**	**State**
British Council	1	78,496	Other
Canadian International Development Research Centre	1	34,984	Other
European Association for Cancer Education	1	3,910	Other
European Commission	1	185,399	Other
Gibbs Cancer Center & Research Institute	1	10,000	Other
International Tobacco Control Policy Research Program	2	27,920	Other
SC Medical Endoscopy Center	1	34,984	Other
US-India Educational Foundation-Fulbright	1	12,000	Other
Total	**9**	**387,693**	**Other**

Note: Sponsor shown is the origin of the funds. Flow-through funds are attributed to the sponsor of origin. Does not include $6,834,210 in non-research proposal submissions. Total submissions = $66 million. Data Source: USCeRA.

2a. Summary of externally sponsored research awards by funding source for FY 2014

Total dollar amount of research awards	**$22,956,270**
Total number of research awards	**185**

Research Awards by Sponsor			
AHRQ	1	2,470	Federal
CDC	19	2,811,360	Federal
DOD	1	23,000	Federal
HHS	7	847,464	Federal
HRSA	4	780,801	Federal
NIH	95	12,678,028	Federal
NOAA	6	849,112	Federal

NSF	3	268,910	Federal
USDA	8	627,307	Federal
VA	6	84,462	Federal
Total	**150**	**18,972,914**	**Federal**

Proaxis	1	50,800	Corporate
Sanofi Pasteur	1	19,066	Corporate
The Coca-Cola Company	6	1,416,584	Corporate
Total	**8**	**1,486,450**	**Corporate**
American Cancer Society	2	60,000	Non-Profit
American Diabetes Association	1	71,589	Non-Profit
American Heart Association	2	79,000	Non-Profit
American Speech-Language-Hearing Foundation	2	10,000	Non-Profit
Eat Smart Move More SC	1	10,059	Non-Profit
Harriet Hancock Center Foundation	1	24,150	Non-Profit
International Life Sciences Institute	2	43,225	Non-Profit
LiveWell Greenville	1	20,000	Non-Profit
Low Country Institute of Spring Island, SC	1	24,999	Non-Profit
National Recreation and Park Association	1	15,000	Non-Profit
Patient-Centered Outcomes Research Institute	1	962,074	Non-Profit
Society for the Psychological Study of Social Issues	1	2,740	Non-Profit
SC Research Foundation	1	50,000	Non-Profit
Susan G. Komen Low Country Affiliate	1	9,904	Non-Profit
The Duke Endowment	2	173,164	Non-Profit
Total	**20**	**1,555,904**	**Non-Profit**
Gibbs Cancer Center & Research Institute	1	10,000	Other
International Tobacco Control Policy Research Prog	1	3,000	Other
King Saud Bin Abdulaziz University	1	475,428	Other
SC Medical Endoscopy Center	1	12,000	Other
Total	**4**	**500,428**	**Other**
SC Department of Health & Human Services	1	25,996	State
SC Spinal Cord Injury Research Fund	1	14,578	State
SC State Treasurer's Office	1	400,000	State
Total	**3**	**440,574**	**State**

Data Source: USCeRA

2b. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2014 and federal extramural funding processed through SAM in FY 2014

Total extramural funding (research & non-research)	**$30,684,758**
Total federal extramural funding (research & non-research)	**$22,330,303**

2c. Amount of sponsored research funding per faculty member in FY 2014 (by rank, type of funding, e.g., federal, state, etc., and by department, if applicable)*

Faculty PI	Rank	Dept	Federal	State	Corp	Non-Profit	Other	Total
Beets, M	Assoc Prof	EXSC	1,858,910	0	0	0	0	**1,858,910**
Bellinger, J	Res Asst Prof	HSPM	59,698	0	0	0	0	**59,698**
Blair, S	Prof	EXSC	16,324	0	957,895	152,740	0	**1,126,959**
Blake, C	Asst Prof	HPEB	90,585	0	0	0	0	**90,585**
Brandt, H	Assoc Prof	HPEB	533,149	0	0	0	0	**533,149**
Brooks, J	Prof	HSPM	2,470	0	0	10,059	0	**12,529**
Cai, B	Assoc Prof	EPID/BIOS	41,077	0	0	0	0	**41,077**
Carson, J	Prof	EXSC	246,848	0	0	0	0	**246,848**
Chatterjee, S	Asst Prof	ENHS	453,226	0	0	0	0	**453,226**
Chen, B	Asst Prof	HSPM	0	0	0	24,150	0	**24150**
Davis, R	Asst Prof	HPEB	445,216	0	0	0	0	**445,216**
Decho, A	Prof	ENHS	61,600	0	0	0	0	**61,600**
Eberth, J	Asst Prof	EPID/BIOS	87,553	0	0	30,000	0	**117,553**
Fogerty, D	Asst Prof	COMD	106,050	0	0	0	0	**106,050**
Forthofer, M	Assoc Prof	EPID/BIOS	308,939	0	0	0	0	**308,939**
Fridriksson, J	Prof	COMD	935,250	0	0	0	0	**935,250**
Friedman, D	Assoc Prof	HPEB	270,000	0	0	0	0	**270,000**
Fritz, S	Assoc Prof	EXSC	88,542	0	0	0	0	**88,542**
Frongillo, E	Prof	HPEB	122,793	25,996	0	0	0	**148,789**
Glover, S	Prof	HSPM	866,584	0	0	0	0	**866,584**
Hale, N	Res Asst Prof	HSPM	27,878	0	0	0	0	**27,878**
Hand, G	Prof	EXSC	0	0	88,000	0	0	**88000**
Hardin, J	Assoc Prof	EPID/BIOS	80,648	0	0	0	0	**80,648**
Hazlett, L	Clin Asst Prof	EPID/BIOS	17,136	0	0	0	0	**17,136**
Hébert, J	Prof	EPID/BIOS	1,114,561	0	0	0	22,000	**1,136,561**
Jones, S	Assoc Prof	HPEB	550,000	0	0	0	0	**550,000**
Kaczynski, A	Asst Prof	HPEB	0	0	0	12,000	0	**12000**
Kenison, K	Res Asst Prof	HSPM	555,815	0	0	50,000	0	**605,815**
Khan, M	Prof	HSPM	0	0	19,066	0	475,428	**494,494**
Kloot, B	Res Asst Prof	ENHS	77,307	0	0	0	0	**77,307**
Koh, H	Asst Prof	EXSC	204,296	0	0	0	0	**204,296**
Lead, J	Prof	ENHS	35,000	0	0	0	0	**35,000**
Liese, A	Prof	EPID/BIOS	152,044	0	0	0	0	**152,044**
McLain, A	Asst Prof	EPID/BIOS	26,544	0	0	0	0	**26,544**
Merchant, A	Assoc Prof	EPID/BIOS	276,409	0	0	9,904	0	**286,313**
Moran, R	Clin Asst Prof	EPID/BIOS	9,000	0	0	0	0	**9,000**

Faculty PI	Rank	Dept	Federal	State	Corp	Non-Profit	Other	Total
Norman, S	Assoc Prof	ENHS	172,310	0	0	0	0	**172,310**
Pate, R	Prof	EXSC	1,592,002	0	96,100	0	0	**1,688,102**
Porter, D	Assoc Prof	ENHS	849,112	0	0	0	0	**849,112**
Probst, J	Prof	HSPM	721,103	0	0	0	0	**721,103**
Richardson, J	Asst Prof	COMD	0	0	0	59,824	0	**59,824**
Salloum, R	Asst Prof	HSPM	0	0	0	8,400	0	**8,400**
Sharpe, P	Res Prof	EXSC	473,224	0	0	0	0	**473,224**
Spencer, M	Asst Prof	HPEB	0	0	0	77,000	0	**77,000**
Thrasher, J	Assoc Prof	HPEB	1,298,817	0	0	0	3,000	**1,301,817**
Volz, D	Asst Prof	ENHS	222,493	0	0	0	0	**222,493**
Walsemann, K	Assoc Prof	HPEB	118,594	0	0	0	0	**118,594**
Wang, X	Asst Prof	EXSC	232,841	0	0	20,000	0	**252,841**
Werfel, K	Asst Prof	COMD	0	0	0	15,000	0	**15,000**
West, D	Prof	EXSC	82,208	0	0	0	0	**82,208**
Wilcox, S	Prof	EXSC	1,061,271	0	0	0	0	**1,061,271**
Williams, E	Res Asst Prof	EPID/BIOS	119,693	0	0	0	0	**119,693**
Youngstedt, S	Assoc Prof	EXSC	734,957	0	0	0	0	**734,957**
Zhang, H	Assoc Prof	EPID/BIOS	49,014	0	0	0	0	**49,014**
Zhang, J	Asst Prof	EPID/BIOS	86,376	0	0	0	0	**86,376**
Totals			**17,535,467**	**25,996**	**1,161,061**	**469,077**	**500,428**	**$19,692,029**

*Does not include $3,264,241 research funding to non-faculty PIs. Does not include awards to ongoing faculty research projects that received their funding the in the previous fiscal year and thus none in FY 2014.
Data Source: USCeRA

3. Amount of sponsored research funding per tenured/tenure-track faculty for FY 2014, by rank and by department, if applicable.*

Professor	8,857,342
Associate Professor	7,243,382
Assistant Professor	2,201,554
Total	**$18,302,278**

Communication Sciences and Disorders		
Fridriksson, Julius	Professor	935,250
Fogerty, Daniel	Asst Prof	106,050
Richardson, Jessica	Asst Prof	59,824
Werfel, Krystal	Asst Prof	15,000
Environmental Health Sciences		
Decho, Alan	Prof	61,600

Lead, Jamie	Prof	35,000
Norman, Sean	Assoc Prof	172,310
Porter, Dwayne	Assoc Prof	849,112
Chatterjee, Saurabh	Asst Prof	453,226
Volz, Dave	Asst Prof	222,493
Epidemiology and Biostatistics		
Hébert, James	Prof	1,136,561
Liese, Angela	Prof	152,044
Cai, Bo	Assoc Prof	41,077
Forthofer, Melinda	Assoc Prof	308,939
Hardin, James	Assoc Prof	80,648
Merchant, Anwar	Assoc Prof	286,313
Zhang, Hongmei	Assoc Prof	49,014
Eberth, Jan	Asst Prof	117,553
McLain, Alexander	Asst Prof	26,544
Zhang, Jiajia	Asst Prof	86,376
Exercise Science		
Blair, Steven	Prof	1,126,959
Carson, Jim	Prof	246,848
Hand	Prof	88,000
Pate, Russ	Prof	1,688,102
West, Delia	Prof	82,208
Wilcox, Sara	Prof	1,061,271
Beets, Michael	Assoc Prof	1,858,910
Fritz, Stacy	Assoc Prof	88,542
Youngstedt, Shawn	Assoc Prof	734,957
Koh, Ho-Jin	Asst Prof	204,296
Wang, Xuewen	Asst Prof	252,841
Health Promotion, Education, and Behavior		
Frongillo, Edward	Prof	148,789
Brandt, Heather	Assoc Prof	533,149
Friedman, Daniela	Assoc Prof	270,000
Jones, Sonya	Assoc Prof	550,000
Thrasher, James	Assoc Prof	1,301,817
Walsemann, Katrina	Assoc Prof	118,594
Blake, Christine	Asst Prof	90,585
Davis, Rachel	Asst Prof	445,216
Kaczynski, Andrew	Asst Prof	12,000
Spencer, Mindi	Asst Prof	77,000
Health Services Policy and Management		
Brooks, John	Prof	12,529
Glover, Saundra	Prof	866,584
Khan, Mahmud	Prof	494,494
Probst, Janice	Prof	721,103
Chen, Brian	Asst Prof	24,150
Salloum, Ramzi	Asst Prof	8,400

*Note: Expenditure data are no longer provided/available to this level of detail, so award data are used, as was required in last year's Blueprint guidelines. Research awards to non-tenure track- and non-faculty are not included, nor are awards to ongoing research projects that received their funding the in the previous fiscal year and thus received none in FY 2014.

Data Source: USCeRA

Number of patents, disclosures and licensing agreements in fiscal years 2012, 2013, 2014.

	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Invention Disclosures	License Agreements
FY 2014	3	2	1	1	0
FY 2013	1	1	0	1	0
FY 2012	1	0	0	1	0

Data Source: USC Office of Economic Engagement

PROSPECTIVE ANALYSIS IN EVENT OF A 5% INCREASE OR DECREASE TO BASE FUNDING FOR THE ASPH:

5% increase: The ASPH would use these funds for three primary purposes.   (1) To help departments pay down more of their large start-up commitments to new faculty hires; (2) to provide a larger Dean's share for the COMD off-campus lease cost ($250K annually) for the Kenan Building; and (3) to hire additional support staff and advisor/instructors for our growing undergraduate programs in EXSC and PUBH.

5% decrease: (1) The ASPH would defer or eliminate several faculty hires related to retirements and replacements; (2) we would eliminate ~1/3 or our web, communications and community assessment staff in our Office of Research; and (3) we would need to reduce by 35-50% our Dean-funded doctoral support program.