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Memorandum of Understanding to Guide the
Undergraduate Program Review of the School of Dramatic Arts

Academic program review consists of high quality, on-going reviews of all undergraduate degree programs. The purpose of the reviews is to ensure continuous quality improvement in teaching, learning, curricular and co-curricular offerings, student services, and student outcomes.

Undergraduate program reviews at USC have the following characteristics:

1. Reviews provide a concise, honest appraisal of an academic unit's strengths and weaknesses.
2. Reviews are forward looking and provide recommendations for improvement.
3. Reviews are evaluative, not just descriptive.
4. Reviews incorporate assessment of student learning using varied forms of direct and indirect evidence, including student quality indicators, persistence and graduation, assessment of student work, evaluations, and surveys.

Each program review must include consideration of the issues described in the Guidelines for Undergraduate Program Review.

The Review Committee should thoroughly and candidly evaluate:

1. The mission and intellectual profile of the undergraduate program.
2. The quality of the degree program(s) among peers in the discipline, including the coherence of curricular program and the extent to which the program is aligned with the future direction in the field.
3. The stature and diversity of the teaching and advisory faculty.
4. The quality and effectiveness of academic advising and other student services.
5. Interdisciplinary programming, internships, and other experiential learning opportunities, opportunities for study abroad and opportunities to conduct research with School of Dramatic Arts faculty.
6. The alignment between program learning outcomes and course learning outcomes along the progression from introductory to advanced levels.
7. The effectiveness of the program's assessment plan to evaluate student learning and quality of teaching.
8. Improvements that are possible without the need for massive infusions of University resources.
9. Improvements that are possible only with additional resources.
10. Whether there are entrenched or irreconcilable issues within the school that constrain its effectiveness, and whether there might be more effective ways of working together.

This Memorandum of Understanding (MOU) sets forth additional issues that the Provost, the Dean, and the school have identified as questions of particular importance for the unit under review. Please be aware that the additional issues are in addition to, and must not supplant, the ten specific areas for evaluation listed above. Both the school, in its self-

study, and the Review Committee should provide their analyses of these issues during the review process. We note that the review itself may raise additional issues during the process of assessing a unit's strengths and weaknesses.

The additional questions identified as important to address during this review are the following:

- *What are the opportunities and challenges of having two distinct acting programs in the School?*
- *What are the opportunities and challenges of embedding actor-training programs in a wider educational context?*

The MOU also outlines the general composition of the Review Committee. The following provides guidance with regard to the composition of the Review Committee:

The Review Committee should include representatives from institutions with the following types of programs:

- *Programs with both BFA and BA Acting programs*

Institutions from which Review Committee members could be drawn:

- *Ohio University*
- *University of Michigan*
- *University of Minnesota*
- *University of Miami*

The internal member of the Review Committee might be drawn from the following programs at USC:

- *School of Cinematic Arts*
- *Thornton School of Music*

The following are collaborating units, centers, or groups of faculty that might be included in the site visit and/or particular groups within the unit which should meet separately with the review committee:

- *School of Cinematic Arts - Production*
- *School of Cinematic Arts - Critical Studies*
- *Thornton School of Music*

The self-study should be completed no later than **May 14, 2019**. If the school needs any information that is gathered centrally for use in its self-study, it should contact the Provost's Office or the Dean's Office for that information. During this time, the Provost's Office will work with the relevant dean(s) and/or director to select the

appropriate internal reviewer(s) and to invite external consultants to participate in the site visit.

Signed:

Elizabeth Graddy
Executive Vice Provost
Provost's Designee

David Bridel
Dean

Sharon Carnicke
Associate Dean, Director of BA Program

Stephanie Shroyer
Associate Dean, Director of BFA Programs

cc: Michael Quick
Andrea Hodge
Robin Romans
Donna Garcia

USC School of Dramatic Arts

Undergraduate Program Review

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USC School of Dramatic Arts
Undergraduate Program Review

Introduction

The University of Southern California School of Dramatic Arts develops future theatre artists, scholars, and other professionals who will have an impact on their fields and society. The School realizes this mission by offering degree programs of the highest quality and by maintaining a commitment to the evolution of the art form. The School offers BFA degrees in Acting for Stage, Screen and New Media; Musical Theatre (begins Fall 2019); Design, Sound Design, Stage Management and Technical Direction; and a BA in Dramatic Arts with the possibility of an Emphasis program in either Acting or Design (and starting Fall 2019, Comedy), which allows the student to take a double major or a minor or pursue other interests across the university. For the purposes of this review, we have decided to focus on the area of acting, which attracts the largest student population to the School. The study that follows will target specifically the BFA in Acting for Stage, Screen and New Media, and the BA in Dramatic Arts (Acting Emphasis). We feel that a thorough investigation of these two separate but complementary programs will offer the most valuable exercise for the School at this point in time.

We are grateful for your review of our programs and look forward to the discussions ahead. ■

A. | Rationale for Two Undergraduate Degrees in Acting

USC's School of Dramatic Arts (SDA) supports both a liberal arts **BA in Dramatic Arts** with the option of an **Emphasis in Acting**, that allows students to combine progressive study of acting with other interests; and a conservatory-style **BFA in Acting for Stage, Screen, and New Media** that allows students to devote their focus to the craft of acting. The BA is a traditional style college major and the BFA is a pre-professional degree.

LEARNING OBJECTIVES

The School's published Learning Objectives make clear the ways in which these two undergraduate degree programs converge and how they differ:

Shared Learning Objectives in the Bachelor of Arts and the Bachelor of Fine Arts

- Building knowledge and appreciation of theatre, film, new media, dramatic literature, and performance in cultural, historical, and interdisciplinary contexts with elective emphasis in at least one area of the Dramatic Arts.
- Exercising the interdependence of artistic practice and intellectual knowledge.
- Understanding theatre, film, and new media as collaborative art forms with social impact.
- Ability to handle a range of analytical, research and practical methodologies in critical studies, playwriting, performance, design, and production.
- Awareness of contemporary developments and challenges within the field.
- Apply what has been learned through opportunities for performance, production, internships, and independent study under the supervision of faculty mentors.

Distinctive Learning Objectives in the Bachelor of Arts in Acting

The Bachelor of Arts in Acting incorporates a liberal arts education with a thorough study of the dramatic arts which include theatre, film, and new media platforms. In addition to the above shared objectives, the B.A. is distinctive as a program in that it:

• Encourages students to take initiative and develop independent thinking through wide flexibility in curricular choice.

• Broadens the overall educational experience through opportunities to pursue a minor or double major in another field.

• Supports students who want to specialize in one area of the dramatic arts through its emphasis curriculum.

• Encourages students to take advantage of the USC Overseas Program options

Distinctive Learning Objectives in the Bachelor of Fine Arts in Acting for Stage, Screen, and New Media

The Bachelor of Fine Arts in Acting is a four-year professional training program offering a vital and contemporary approach to the study of acting. In addition to the above shared objectives, the program's distinct objectives are comprised of:

• An integrated sequence of training in acting, voice, movement, camera, motion capture, the web, voice-over, games and new media.

• Multiple opportunities for performance on stage, screen, and new media platforms.

• A curriculum based on the belief that an actor's emotional, imaginative, vocal and physical resources must be developed and prepared with maximum experience and flexibility so that students will transition to the profession with the ability to adapt to a fast-changing and challenging modern workplace.

• A training progression that is combined with course work in critical and historical studies and technical theatre and film application.

RECRUITMENT

The distinctive aspects of the two degree programs begin with recruitment. All applicants to the BFA must audition for a faculty panel; auditions are not required for the BA. Those who audition for the BFA are also interviewed, and some whose interests are broader than acting are encouraged to consider the BA. During recruitment, students can examine a BFA vs BA Comparison Chart prepared by the School (see APPENDIX I).

PRODUCTIONS

Once enrolled, all BFA acting students are required by their curriculum to participate in SDA productions. In contrast, BA students *may* audition for all SDA open casting and BA only shows, and they *may* also audition for available roles in the BFA class shows. Productions are not mandatory for BA students. (Note that the BA Emphasis in Acting, the program that this report will feature heavily, is optional; students self-select into the Emphasis as early as the end of their first semester.)

PEER INSTITUTIONS

Few of our peer colleges and universities support two undergraduate degrees in acting. In fact, when reviewing undergraduate acting programs in peer institutions in preparation for this review, we were surprised to learn that BFA programs far outnumber BA programs in acting. This fact makes SDA all the more unique by affording our students the opportunity to balance the exploration of the craft of acting with parallel studies. ■

(For a comprehensive analysis of the School's recruiting, retention, and graduation data see APPENDIX II – RPT data.)

B. | BA Program Acting Emphasis

MISSION AND HISTORY

The mission of the Acting Emphasis is to offer students the opportunity to include a structured and progressive path in acting within their broader major. Since its inception, the Emphasis has steadily grown in enrollment from 69 in 2015 to 206 students in 2018-19. These 206 students account for 40.71% of the total SDA student population, and 51.76% of the BA population.

QUALITY OF STUDENTS

The high school GPAs and SAT scores of our admitted students establish a high level of academic achievements among incoming BAs. Average GPA scores are close to 3.8; average SAT scores around 1430.
(For precise data on quality of both BA and BFA admits, see APPENDIX VII, Data on Applicants.)

SCHOLARSHIPS

During recruiting, USC at large and the School of Dramatic Arts offer a small number of talent-based scholarships to incoming students, both BA and BFA. For more on scholarship allocations, see analysis in section C.

GRADUATION RATES

A striking statistic on SDA's graduation rates in the BA is that only a small percentage of our students extend beyond the four year mark, with about 15% of admits completing their degree *prior* to the 4-year count. This can be attributed to the strength of the School's advisement process.

CURRICULUM

The curriculum that was created for the Acting Emphasis includes all core aspects of our general BA degree: USC's general education requirements, a core of SDA requirements in critical studies and stagecraft, and upper division electives in critical studies and areas such as directing and design. In addition, the Emphasis requires classes in basic acting, movement and voice, along with upper division electives that can be chosen from a drop-down list. (For a note on USC's general education requirements, see APPENDIX III. For the BA Acting Emphasis curriculum as published in the 2014-2015 Catalogue, see APPENDIX IV.)

Since the inception of the Acting Emphasis, two major curricular changes were effected in SDA and incorporated into *all* undergraduate programs:

• In 2017, SDA reconfigured its critical studies courses by replacing required lecture courses with small seminar-style classes. Upper division electives were sorted into two categories, making it obligatory to take at least one critical studies course focused on equity, diversity and inclusion. (For a breakdown of SDA's revised Critical Studies pathway, see APPENDIX V.)

• In 2017, SDA reduced the required stagecraft course (THTR 130) from a two-semester sequence to one term of study.

Changes specific to the BA Acting Emphasis have evolved in two phases. Adjustments to the curriculum occurred in 2017-2018 in the following ways: the program went from offering 38 units in Acting Practice to 48 required units in Acting Practice; courses in the drop-down elective menus were grouped by content in order to make clear to students the structure of the Emphasis. Offerings in each of the menus were expanded to a total of 10 units in the first and 10 in the second (previously 8 and 6); newly developed courses in acting for screen and new media and in career development were added to the elective options, with the following made mandatory: THTR 105 – Introduction to Screen Acting, THTR 216 – Movement for Actors, THTR 250 – Camera and Improvisation, THTR 354 – Acting Shakespeare; all pre-requisites were reviewed to insure students take courses in a progressive manner.

This academic year, 2018-19, the School has once again updated the Emphasis requirements to better serve the growing student population. The program will now have 3 drop-down menus: 12 units from the Practice drop-down menu; 8 units from the Career Preparation drop-down menu; 2 units from the Movement drop-down menu. (For revisions to the BA Acting Emphasis program that will be included in the 2019-2020 Catalogue, see APPENDIX vi.)

Since the philosophy of the BA Acting Emphasis is to provide a progressive curriculum in acting and a deep exploration of the evolution of the dramatic canon, while still allowing the greatest freedom possible for students to pursue their wider intellectual interests through minors and double majors, the faculty have not required a single capstone experience to this program. Students are provided with an array of courses in auditioning, entrepreneurship and the acting profession. Those who seek targeted professional development opportunities are also supported in their transition to the profession by the SDA Career Center (further details in Section H). ■

c. | BFA in Acting for Stage, Screen, and New Media

MISSION AND HISTORY

The mission of the BFA in Acting for Stage, Screen and New Media is to connect the foundation of classical theatre with training for the contemporary performer. An emphasis on professional development and networking culminates this conservatory modeled training program. Prior to the fall of 2017, SDA had offered a BFA in Acting. The degree in its revised form was first offered in the 2017/18 USC Course Catalogue. Our last class enrolled in the BFA in Acting Program will graduate in 2020 and the first class of the BFA in Acting for Stage, Screen and New Media will matriculate in 2021.

SIZE OF THE BFA IN ACTING FOR STAGE, SCREEN AND NEW MEDIA

Each year the yield for a BFA class varies; the program has certified as many as 28 students and as few as 10. The School continues to seek a reliable formula of "admits to yield", but much must be surmised: at the time of writing, we believe financial concerns relating to tuition cost are the critical factor as students decide whether to enroll in the BFA.
(For further information, see APPENDIX VII, Data on Applicants.)

QUALITY OF STUDENTS

Each cycle we audition approximately 700 students — in Los Angeles, New York, and Chicago. Selecting a class involves the navigation of meeting the talent standards of the degree program with the academic standards required by the University admissions at large. SDA recruits and seeks certification of admittance from the same pool of students considering the top tier programs offering BFAs in Acting. These constitute our aspirational peers at the BFA level, and they include Juilliard, Carnegie Mellon, Michigan, University of Minnesota, Boston University, and North Carolina School of the Arts.

The high school GPAs and SAT scores of our admitted students establish a high level of academic achievements among incoming BFAs, averaging slightly lower than admitted BAs. Average GPA scores are around 3.7; average SAT scores around 1300.

SCHOLARSHIPS

SDA is able to offer a small number of scholarships to incoming students in both BA and BFA programs (including the School's other BFAs, in areas of design, etc). These scholarships are augmented by university-wide awards, known as Trustee, Presidential, and Dean's scholarships.
(See APPENDIX VIII for data on Scholarship Allocations.)

CURRICULUM

The revision of the BFA in Acting into a BFA in Acting for Stage, Screen and New Media was conceptualized to meet the rapid evolution of a field that is increasingly in need of performing artists with prowess in content development and knowledge of current technologies, in addition to evidencing the abilities of an actor rooted in the heritage of a timeless profession. (For SDA's *previous* BFA in Acting curriculum, suspended 2017, see APPENDIX X.) The newly revised program went from requiring 84 units in Dramatic Arts with 8 free elective courses (in the previous BFA in Acting) to a total of 96 units in Dramatic Arts and no electives. The overall unit count was increased to 132 units for the degree. (The new program also includes the newly revised critical studies pathway that is also a part of the BA.) The program added the following new courses as requirements: THTR 105 – Introduction to Screen Acting; THTR 250 – Camera and Improvisation; THTR 410 – The Digital Actor; THTR 411 – The Business of Acting; THTR 427 – Audition Technique for Film, Television and New Media; THTR 464 – An Actor's Reel; THTR 467 – Going Viral; THTR 475 – Acting on Camera: the Collaborative Process. The BFA curricular journey concludes with a capstone Showcase for the graduating Senior Class which is presented to industry professionals in the student's final semester, offering an opportunity for the transition of our BFA Seniors as they graduate from School to the professional arena; while the School's Career Center is a unique resource for BFAs as well as BAs in their senior year and first year out of School. ■

(For the BFA in Acting for Stage, Screen and New Media full curriculum, see APPENDIX XI.)

D. | Other areas of the School in Curricular Collaboration with the Acting Programs

DESIGN AND PRODUCTION

In the BFA Acting and BA Acting curricula, the THTR 397/497 Practicums provide a forum where actors, designers, stage managers and technical directors convene to apply the skills they learn in class. Learning outcomes are clearly enumerated in the syllabi for THTR 397. Actors are expected to: "acquire and hone a practical understanding of rehearsal processes and performance protocol in live theatre, apply their developing physical, vocal and emotional skills to performance, and apply diverse artistic regimens and expertise toward actualization of a theatrical production in one of our four performance venues." Productions are presented in our four theatres: the Bing Theatre, a 551-seat house; the McClintock Theatre and the Scene Dock Theatre, both 90-seat reconfigurable black boxes; and the Massman Theatre, a 65-seat black box. While the BFA production progression is fixed and carefully curated, the BA season is more open. SDA also offers a class called "Experimentals" which offers additional performance opportunities to BA students.

CRITICAL STUDIES

The core Critical Studies provision of 16 units is taken by all students registered for the BA Acting emphasis and the BFA Acting. Lower division classes focus on text analysis and character development and often involve scene study work. Upper division courses broaden acting students' understanding of a range of textual styles and theatrical approaches.

INTERNSHIPS

From Fall 2014 through Spring 2019, almost 200 students have secured pre-professional internships for which they received academic credit in SDA via THTR 489. Note: this service is now exclusively targeted towards BA students — some within the Acting Emphasis, some not.

STUDY ABROAD

An intensive semester-long training opportunity offered by the British Academy of Dramatic Arts, managed through our USC Office of Overseas Studies and Sarah Lawrence College, is a popular option for BA Acting Emphasis juniors. The BADA program offers 15 Fall or 16 Spring curricular units to USC students. ■

E. | Teaching and Evidence of Effectiveness

SDA's Definition for Excellence in Teaching is guided by the following principles: to encourage and evaluate excellence in teaching in a manner that acknowledges the diversity of methods and types of teaching in SDA's classrooms and rehearsal halls; to develop concise documents in plain language, so that all faculty members can readily understand SDA's expectations; to cultivate an ethos within the SDA community that encourages wide mentorship among faculty and provokes broader conversations about mutual aims in teaching. The School has used this new definition to revise the Faculty Self-Reporting Forms for the Annual Merit Reviews in SDA (adjudicated by the School's Faculty Council) and the Protocol for Peer Observations of Teaching. (For SDA's Definition of Excellence in Teaching, see APPENDIX XII; for Faculty Self-Reporting forms for Annual Merit Review, APPENDIX XIII; for Protocol for Peer Observations of Teaching, APPENDIX XIV.)

Faculty are encouraged to grade on the quality of the student's learning, the growth of the student's skills and understanding of acting during the semester, and the fulfillment of assignments, but not on talent. Because strong acting depends upon creating a strong ensemble, studio acting classes rarely show a normal curve in grades. Thus a wide grade distribution does not serve as a measure of academic rigor for acting classes in the same way that it does for traditional classes.

All SDA syllabi are reviewed by Area Heads to insure that course objectives are in line with Program Learning Objectives. (For sampling of SDA Syllabi in both BFA and BA Acting Emphasis, see APPENDIX XXIV and APPENDIX XXV.) Meanwhile, students evaluate their faculty every semester through USC's system of Course Evaluations, which are reviewed by Area Heads and Program Directors. (For sampling of SDA Course Evaluations of faculty, without instuctor's names, see APPENDIX XXVI.

As to evidence of the effectiveness of the acting programs at SDA, rigorous teaching standards, high graduation rates, an ascending average GPA scores (35+), the quality of SDA productions, the quality of SDA faculty, positive feedback in the School's climate survey (see APPENDIX XVIII), and an active alumni body in the industry, are all strongly positive indicators. (For data from the USC Office of Institutional Research on graduation, persistence, and GPA scores, see APPENDIX XXVII. PLEASE NOTE: 1] graduation data for the BFA **does not account** for students who switched into the BA program; and 2] graduation data for the BA in Acting Emphasis barely exists; the vast majority of the data included captures the broader BA population only.) ■

F. | Faculty in the School of Dramatic Art Acting Programs

Faculty across both acting programs have been Tony-nominated; written highly regarded books on the art of acting; appear regularly in leading roles on film, television and on stage, including Broadway; have won awards for teaching excellence; and are leading figures in the Los Angeles theatre community. (For CVs of all faculty teaching in the programs, see APPENDIX XXIII). In addition to teaching, faculty hold office hours to counsel students on their progress. Acting faculty, in particular, often spend many hours with students, advising them on a one-to-one basis. (For further SDA faculty data, see APPENDICES xv and xvi). ■

G. | Equity, Diversity and Inclusion at the School of Dramatic Arts

The School has embarked on a comprehensive effort to educate all stakeholders in the principles of Equity, Diversity, and Inclusion (EDI), under the guidance of a newly appointed Associate Dean, who has undertaken many school-wide initiatives and multiple trainings for faculty in building core cultural competency skills. Recently the SDA Inclusion & Equity Committee implemented the first climate study in the history of the School, identifying six areas to nurture and strengthen: Cultivating Inclusive and Culturally Responsive Environments (Curriculum and Play Selection/Casting); Increasing Awareness and Understanding of Gender Identity, Expression, and Orientation; Celebrating Diversity of Abilities and Learning Differences; Fostering Health and Wellness; Encouraging Civility; and Building Community. The full report is available in the Appendices – NB, percentages are taken from the body of students who responded to the survey only. EDI continues to be an area of significant focus for SDA as a whole. ■

(For SDA's Statement on Equity, Diversity and Inclusion, see APPENDIX XVII. For SDA's Climate Study Report, see APPENDIX XVIII. For SDA's EDI Efforts and Initiatives Narrative, see APPENDIX XIX. For SDA's EDI 5-year Strategic Plan, see APPENDIX XX.)

H. | Support Structures in SDA and at USC

ACADEMIC ADVISING

The School has recently grown its Academic Advising Unit to three full time advisors. The advisement system has been overhauled in order to clarify course and curricular progression. The BA and BFA Directors and Head of Undergraduate Acting have also been in discussion with the Associate Dean for Admissions and Student Services about measures to help advisors better understand the purpose and content of classes in acting.

RESOURCES FOR CRISIS AND STRESS MANAGEMENT

Students experiencing difficulties with stress, family issues, health problems, and other issues are carefully monitored. Every syllabus includes resources for students in the above areas. Faculty are trained to report signs of distress to the Office of Academic and Students Services.

THE CAREER CENTER

The SDA Career Center is a comprehensive new initiative aiming to provide in-depth coverage of the information, knowledge, and skills required in the contemporary landscape to navigate the journey from academic life to the profession. It maintains a particular focus on actors. Students are offered the opportunity to register for the Career Center in their junior or senior year. This registration is not mandatory: the School believes that students who plan to pursue a career as an actor must learn to initiate their own pathway. For both BA and BFA students, the Center offers a suite of services that are exceptional and in some cases unique in higher education. For those registered, under the purview of the Center, students can experience:

- A suite of panels, events, and workshops designed to expose them to working professionals in the dramatic arts, including the Spring Career Series.
- One-on-one mentoring and guidance with career objectives and career planning.
- Contact with SDA alumni, professionals who "give back" through mentoring and networking with current students, including a dedicated mentoring initiative started 2019.
- Access to the School's Self-Tape room, with professional equipment and staffing.
- Coaching for auditions from faculty.
- A weekly Salon every Fall with Casting Directors from Los Angeles.
- Access to discounted professional services, such as headshots.
- Access to the Center's managerial services; for one year after graduation, the Center will submit eligible actors for professional projects through Breakdown Services, the industry-standard casting portal. ■

(For data on the Career Center, see APPENDIX XXI.)

1. | Post-Graduation: Alumni Overview

BFA and BA graduates from the last 15 years are playing leads in film, on TV, streaming services, or Broadway. BFA graduates include Deborah Ann Woll, Patrick Adams, Troian Bellisario, Perry Mattfeld, Devin Kelley, Ryan Eggold, Beck Bennett, Donald Webber Jr, Stark Sands, Colin Woodell, and James Snyder. BA graduates include Charl Brown, Joy Nash, Briga Heelan, Erika Soto, Roland Buck III, Brian Jordan Alvarez, and Jay Lee. Historically the School has trained many successful artists and professionals in its undergraduate programs, among whom are Forest Whitaker, John Ritter, Kyra Sedgwick, Swoosie Kurtz, Daryl Hannah, Anthony Edwards, Tate Donovan, Levar Burton, Grant Heslov (Oscar winner for producing *Argo*), Todd Black (producer, *Fences*), Danny Strong (writer of *Recount*, *Game Change*, *Empire* and Lee Daniels' *The Butler*) and Peter Levine (Senior Partner at Creative Artists Agency). As noted, many of these artists return as guests to offer advice and mentoring to current students. In addition to lead players, many alums appear as guest stars and co-stars on television, in small roles in film, in their own web-series and on other online platforms, and in roles in stage productions in Los Angeles and beyond. A considerable proportion of acting alumni also "spread their wings" into other areas of the dramatic arts, becoming writers, producers, show-runners, teachers, casting directors, and more. Statistics indicate that over 70% of the School's alumni are involved in the entertainment industry. The School celebrates the successes of its students on stage and back stage, in front of and behind the camera, and in all industries, confident that the unique combination of skills and values learned in its acting programs are serving alumni well. ■

(For a summary of the School's most recent Alumni Survey, including professional employment data, see APPENDIX XXII.)

J. | Self Assessment

SDA'S STRENGTHS IN UNDERGRADUATE ACTING

SDA has a major recruitment advantage over our peers that offer only one program. We can attract and admit students who initially believe that they want a pre-professional degree, but then realize that the tightly structured curriculum of a BFA will limit their opportunities to pursue other intellectual interests. The admissions data shows this strength in the following ways:

• The majority of our applicants choose the BFA first (recently 80-83%), while 17-20% apply initially to the BA. As the admissions process continues, many of these BFA applicants are admitted to and certify for the BA. It should be noted that these statistics skew the apparent selectivity of our admissions program, making it appear that the BA is less selective than it actually is.

• Unlike the BFA, with a curriculum that makes study beyond SDA impossible, BA Acting Emphasis students pursue minors and double majors at a significant rate. In the last 5 years, about 20% (with a variance from a low of 18% to a high of 36%) have pursued minors and/or double majors. As noted above, Study Abroad is also a valid option in the BA only.

Additionally, our BA and BFA programs in acting share a number of strengths that distinguish us as a School:

• A forward-thinking curriculum linking traditional studies to screen acting and new media.

• An outstanding student body, who are curious, committed to the study of acting, and entrepreneurial in their approach to their studies.

• An outstanding faculty who are diverse and professionally engaged.

• A location, in Los Angeles, that makes salient professional connections and networking opportunities directly possible.

• A Career Center designed to support the actor's transition from education to the profession. This uniquely designed Center continues to follow our students for one year after graduation to help support their efforts to enter a profession that is undeniably competitive and difficult to navigate.

• A strong alumni cohort with notable success rates (see Section I - Post Graduation: Alumni Overview).

SDA'S CHALLENGES IN UNDERGRADUATE ACTING

Our support of two undergraduate degrees in acting has generated a long-standing misperception that the BFA is a more prestigious program than the BA. Advisors, administration, and recruiters have worked hard to change that perception by continually highlighting that the two are entirely distinct programs with different missions and distinctive curricula. SDA has already largely met this challenge through our messaging and intends to continue to maintain that neither program is superior to the other.

SPACE CHALLENGES

The acting student population is severely hampered in their learning by SDA's lack of sufficient studio space to support the need for rehearsals outside class time. The lack of space, in turn, results in a shortage of storage space for essential rehearsal equipment needed in each studio. The lack of space is now an even more acute challenge, due to the addition of many new classes in the area of acting that, in turn, exacerbates the problem of class rehearsals. Finally, lack of space contributes to tension and unhealthy competition among students, especially in the arena of extracurricular rehearsals (Independent Student Productions, ISPs). This has led to a gaming of the system currently devised for reserving studios, thereby causing more friction. Unfortunately, the solution to this problem requires an enormous amount of additional financial resources. SDA has begun efforts to raise funds for a building that contains sufficient offices, rehearsals spaces, classrooms, etc. to support our educational mission. All constituencies in the school (faculty, staff, and students) agree that this is our first and most urgent need.

FACULTY CHALLENGES

SDA's recent curricular changes in the BA Acting Emphasis and the BFA in Acting for Stage, Screen and New Media, has led to the rapid creation of new courses in many areas. These new classes have largely been taught by adjuncts, hired for the purpose. While LA is a wonderful resource for such hires due to the creative industries which abound here, this situation also presents specific challenges:

• Many adjuncts are hired for a particular and often narrow expertise. This leads to a proliferation of adjuncts, who are not fully versed on the standards, curriculum, and policies of the School, making an ethos of excellence in teaching harder to cultivate.

• Because adjuncts are often hired to fill a newly created course or to cover a crisis, SDA has little time to develop a strategic plan to add full-time faculty members, who can teach a broader spectrum of curricular needs for both the new and existing courses. More full time faculty also presents a fiscal challenge to the School.

Moreover, as both part-time and full-time acting faculty are hired who maintain active professional careers, other challenges arise:

• Many adjuncts have active professional careers and are difficult to retain.

• As more faculty continue to maintain active professional careers while teaching, professional leaves of several weeks during a single semester become more frequent and can negatively impact the unified progression of our curriculum and our students' learning and academic experience.

RECRUITMENT AND FINANCIAL AID CHALLENGES TO THE BFA PROGRAM

The Admission and Financial Aid processes at USC, coupled with SDA's limited resources for scholarships, affects both our undergraduate programs, but is particularly felt in the BFA.

• During every recruitment cycle we meet applicants who exhibit exceptional talent, but whose GPA and test scores fall far below USC's requirements for admittance. Some of the most gifted students in terms of ability in the art form don't always present as the most academically prepared for USC.

• The insufficient quantity and scope of the scholarships that the School can offer to admitted students affects our ability to enroll the students we want. While any scholarship offer generates goodwill and makes a difference, the gap between an SDA scholarship and the cost of the education is truly substantial. In the last five years the maximum amount that SDA has awarded to any one student in scholarship support is $5500.

Both of these pressures contribute to a narrowing of the eligible pool of candidates for the BFA program. Instead of an admissions process governed by talent and creative potential, SDA can only consider talented students with the academic excellence and the economic wherewithal to make USC a viable option. Consequently, there are limitations on the diversity of the applicant pool — limitations that stand in direct opposition to the artistic and social values of the School. (For a report on the Ethic Data Distribution of BFA students see APPENDIX VIII. Note, however, that while these statistics are revealing, they do not illuminate other aspects of diversity in the SDA student body — for example, students who are differently abled, or gender identities of students.) This challenge can only be met by significant new funding for scholarships.

COMMUNICATIONS

Smooth communications across areas of the school has been a long-standing issue. There are two possible reasons for this thorny issue:

• Our school is scattered across a number of buildings, with key administrative offices situated off campus. A central building would help unify our goals and make communications easier — as above.

• The School's structure of administration makes sense in theory but in practice it is top-heavy. Most faculty who hold administrative positions do so as a percentage of their time (generally 20% of their load), while carrying a normal load of teaching (generally 80% for RTCP faculty and 40% for Tenured/Tenure Track faculty, who also carry a 40% research commitment). As the School has grown, new administrative roles have been created. Thus, the administrative needs of the school are distributed widely among the faculty. Out of 33 active full time faculty members (excluding the Dean), 19 have titles; and of those 19, five hold two titles each. This often leads to misinformation, meetings of unwieldy sizes, and the erosion of a widely shared and unified vision of our school's mission.

GROWTH

SDA has grown rapidly in the last several years. The BA Acting Emphasis is fairly new and has been significantly revised for Fall 2019 and the BFA has recently been reconfigured. Outside the programs under review here, there is a new minor in Comedy, plans to create a BA with an Emphasis in Comedy, the already flourishing but still new program in Medical Clowning, the creation of an Institute of Theatre & Social Change, the creation of our important new Career Center, a significant overhaul of the Critical Studies core, and a new BFA in Musical Theatre that begins in Fall 2019. Additionally, new event programs for our students have been instituted, such as the Career Series. This rapid and accelerating growth in our School on every front is out of balance with our School's human and fiscal resources, leading to an overworked and often stressed faculty and staff, who run to keep up with immediate work. A halt to new developments would best allow for careful and strategic planning to help insure that the new programs we now have will strengthen over time and contribute to the school's long-term evolution and continuing success. ■

USC School of Dramatic Arts

USC School of Dramatic Arts
Undergraduate Program Review
APPENDICES 2019

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USC School of Dramatic Arts

BFA vs. BA Comparison Chart
Effective for 2019-2020 freshmen applicants

The following grid provides information about the differences between our various degree programs. These grids represent a student's matriculation in a four-year timeline.

	BFA, Acting for Stage, Screen & New Media	BA, Emphasis in Acting	BA, Dramatics Arts
Total # of credits in Dramatic Arts/total percentage of USC degree requirements	96 units (75%)	67 units (52%)	54 units (42%)
Cohort-based course curriculum	O		
Required to take USC General Education	O	O	O
Required to take USC Writing	O	O	O
Required to take foreign language		O	O
Opportunity to study abroad		O*	O
Opportunity to double-major		O*	O
Opportunity to minor		O	O
Opportunity to audition for SDA shows	O+	O^	O^

Participation in outside activities is open to all majors, yet availability may be limited due to curricular commitments.

O* = Opportunity is available depending on # of AP/IB units granted at time of entry and choice of major.
O+ = Opportunity is available beginning fall term of sophomore year.
O^ = Opportunity is available beginning spring term of freshmen year.

LAST UPDATED: January 22, 2019 | FILE: AUD_BFAvsBA.docx

USC School of Dramatic Arts

DATA REPORTING 2019

Office of Admissions & Student Services

Admission Data

Below represents applicants to our BFA Acting and BA in Dramatic Arts programs.

BFA ACTING	2014/15	2015/16	2016/17	2017/18	2018/19
# of applicants	-	-	803	845	1050
# of offers	-	35	37	30	20
# certified	-	18	21	22	10
BA, Dramatic Arts*	2014/15	2015/16	2016/17	2017/18	2018/19
# of applicants	-	-	297	271	286
# of offers	-	-	232	231	222
# certified	-	111	118	124	120

* Total # of offers represents those who applied to both 1st choice BFA and 2nd choice BA or 1st choice BA.

No. of Students in BA who added Emphasis in Acting

Below represents students who began as a BA and graduated with a BA with an Emphasis in Acting compared to the total BA graduating class.

	2014	2015	2016	2017	2018
# of BA students who declared BA Emphasis in Acting	0/96	1/68	10/67	21/69	31/77

APPENDIX III | Note on USC's General Education Requirements

The university's General Education program provides a coherent, integrated introduction to a wide breadth of knowledge. It is mandatory for all undergraduates and became effective for all students entering USC in fall 2015 or later, or transfer students beginning college elsewhere at that time and subsequently transferring to USC. It requires eight courses in six Core Literacies, plus two courses in Global Perspectives (which may double-count with courses in the Core Literacies) and two courses in writing. In addition, all entering freshmen are expected to complete a General Education Seminar during their first year at USC. These seminars satisfy one of the Core Literacy requirements above. Note that courses within the major will also satisfy certain Core Literacy requirements.

APPENDIX IV | Required Courses for the BA Emphasis in Acting, 2014-15 Catalogue

REQUIRED COURSES/UNITS

THTR 101 Introduction to Acting/4
THTR 125 Text Studies for Production/4
THTR 130 Introduction to Theatrical Production/2/2
THTR 210 Theory and Practice of World Theatre I/4
THTR 211 Theory and Practice of World Theatre II/4
THTR 212 Theory and Practice of World Theatre III/4
THTR 216 Movement for Actors/2
THTR 252ab Intermediate Acting/2/2
THTR 305a Directing/4
THTR 342a Basic Voice/2
THTR 352a Intermediate Acting II/2
Total Required Units: 38

One course (3 units) from:
THTR 230 Communicating Theatrical Design Concepts/3
THTR 231a Costume Construction/3
THTR 232 Stage Lighting/3
THTR 335 Scenic Construction/3

One course (4 units) from:
THTR 300 Introduction to Modern Drama/4
THTR 301 Greek and Roman Theatre/4
THTR 302 Shakespeare in His World/4
THTR 313 Comedy of Manners/4
THTR 314 Advanced Topics in Modern Drama/4
THTR 395 Drama as Human Relations/4
THTR 396 God, Drama and Entertainment/4
THTR 403 The Performing Arts/4
THTR 404 Acting Theory/4
THTR 405m Performing Identities/4
THTR 406 Theatre on the Edge/4
THTR 476m African American Theatre, Dance, and Performance/4

Select 6 units from the following:
THTR 342b Basic Voice/2
THTR 352b Intermediate Acting II/2
THTR 354 Acting Shakespeare/2
THTR 454 Acting Shakespeare II/2
THTR 408a Dialects/2
THTR 408b Dialects/2
THTR 480a Performance for Camera/2

Select 8 units from the following:
THTR 316 Advanced Movement for Actors/2
THTR 343 Musical Theatre Audition/3
THTR 365 Playwriting I/4
THTR 397 Theatre Practicum/2
THTR 417 Stage Combat/2
THTR 419 Alexander Technique for Performers/2
THTR 442 Voice-over Acting/2
THTR 452a Advanced Acting/4
THTR 475 Acting on Camera: The Collaborative Process/4
THTR 472 Professional Preparation for Actors/2
THTR 480b Performance for Camera/2
THTR 495 Experimental Theatre Workshop I/4
THTR 497 Advanced Theatre Practicum/2

Total required Theatre Units: 59
Total required General Education: 32
Total Elective Units: 37
Total Units: 128

APPENDIX V | SDA's revised Critical Studies Pathway

CRITICAL STUDIES CORE (16 units) Complete the two required courses below:
THTR 125 Text Studies for Production and THTR 225 Theatre Across History and Cultures.
In addition, take one course from List A and one course from either List A or B.

LIST A	LIST B
THTR 310 Comedy and Diversity/4 units	THTR 301 Greek and Roman Theatre/4 units
THTR 312 LGBTQ Theatre/4	THTR 302 Shakespeare in His World/4
THTR 395 Drama as Human Relations/4	THTR 313 Comedy of Manners/4
THTR 405 Performing Identities/4	THTR 314 Advanced Topics in Modern Drama/4
THTR 456 Latinx Theatre/4	THTR 400 Eco-Theatre: Art and Science in Contemporary Plays/4
THTR 460 Asian and Asian American Theatre: Identity and Aesthetics/4	THTR 401 Contemporary Theatre in a Changing World/4
THTR 476 African American Theatre, Dance, and Performance/4	THTR 403 The Performing Arts/4
	THTR 404 Acting Theory/4

APPENDIX VI | Revised Required Courses for the BA Emphasis in Acting, 2019-20 Catalogue

REQUIRED COURSES/UNITS (51 units)
THTR 101 Introduction to Acting/4
THTR 105 Introduction to Screen Acting/2
THTR 130 Introduction to Theatrical Production/2
THTR 152 Introduction to Scene Study/2
THTR 250 Camera and Improvisation/2
THTR 252a Intermediate Acting I/2
THTR 252b Intermediate Acting I/2
THTR 305a Directing/4
THTR 342a Basic Voice/2
THTR 352a Intermediate Acting II/2
THTR 354 Acting Shakespeare/2

One course in Design and Production (3 units) from:
THTR 230 Communicating Theatrical Design Concepts/3
THTR 231 Costume Construction/3
THTR 232 Stage Lighting/3
THTR 333 Stage Management I/3
THTR 335 Scenic Construction/3
THTR 437 Scene Painting/3
THTR 439 Stage Properties/3

Select 12 units in Practice from the following:
THTR 316 Advanced Movement for Actors/2
THTR 342b Basic Voice/2
THTR 352b Intermediate Acting II/2
THTR 397 Theatre Practicum/1, 2, 3, 4
THTR 408a Dialects/2
THTR 408b Dialects/2
THTR 417 Stage Combat/2
THTR 419 Alexander Technique for Performers/2
THTR 442 Voice-over Acting/2
THTR 452a Advanced Acting/4
THTR 454 Acting Shakespeare II/2
THTR 475 Acting on Camera: The Collaborative Process/4
THTR 480a Performance for Camera/2
THTR 480b Performance for Camera/2
THTR 484 Acting in Television Commercials/2
THTR 497 Advanced Theatre Practicum/2

Select 8.0 units in Career Preparation from the following:
THTR 410 The Digital Actor/2
THTR 411 The Business of Acting/2
THTR 424 The Stage Artist as Entrepreneur/2
THTR 427 Audition Technique for Film, Television & New Media/2
THTR 464 An Actor's Reel/2
THTR 472 Professional Preparation for Actors/2
THTR 489 Theatre Internship/2, 3, 4, 5, 6

One course in Movement (2 units) from:
THTR 216 Movement for Actors/2
THTR 290 Introduction to Medical Clowning/2
THTR 317 Theatre Clown/2

Required General Education Units: 36
Elective Units: 25
Total Units: 128

USC School of Dramatic Arts

DATA REPORTING 2019

Office of Admissions & Student Services

BFA Admits, Enrolled and Graduates

Below represents applicants to our BFA Acting and BA in Dramatic Arts programs.

	2014/15	2015/16	2016/17	2017/18	2018/19
Admitted	44	35	36	28	20
Enrolled	29	16	20	22	10
Graduated	19	14	-	-	-

* Total # of offers represents those who applied to both 1st choice BFA and 2nd choice BA or 1st choice BA.

Quality of Admits

Below represents applicants to our BFA Acting and BA in Dramatic Arts programs.

	2014/15*	2015/16*	2016/17	2017/18^	2018/19
SDA Average H.S. GPA	3.99	4.01	3.71	3.78	3.74
SDA Average SAT/ACT	2005/31	2038/30	1415/31	1405/31	1414/31

Quality of Applicants

Below represents applicants to our BFA Acting and BA in Dramatic Arts programs.

	2014/15*	2015/16*	2016/17	2017/18^	2018/19
SDA Average H.S. GPA	3.54	3.48	3.71	3.46	3.44
SDA Average SAT/ACT	1817/27	1832/27	1295/31	1226/28	1284/28

* GPA is represented as weighted average

^ Change in SAT scoring to 1600

USC School of Dramatic Arts

DATA REPORTING 2019

Office of Admissions & Student Services

BFA Admits, Enrolled and Graduates

Below represents applicants to our BFA Acting and BA in Dramatic Arts programs.

	2014/15	2015/16	2016/17	2017/18	2018/19
Admitted	44	35	36	28	20
Enrolled	29	16	20	22	10
Graduated	19	14	-	-	-

* Total # of offers represents those who applied to both 1st choice BFA and 2nd choice BA or 1st choice BA.

Quality of Admits

Below represents applicants to our BFA Acting and BA in Dramatic Arts programs.

BA & BFA Combined	2014/15	2015/16	2016/17	2017/18^	2018/19
SDA Average H.S. GPA	3.74	3.72	3.71	3.78	3.74
SDA Average SAT/ACT	2043/30	2038/30	1415/31	1405/31	1414/31

BA	2014/15	2015/16	2016/17	2017/18^	2018/19
SDA Average H.S. GPA	3.78	3.74	3.78	3.80	3.77
SDA Average SAT/ACT	2063/30	2060/30	1446/31	1423/31	1429/31

BFA	2014/15	2015/16	2016/17	2017/18^	2018/19
SDA Average H.S. GPA	3.60	3.58	3.50	3.61	3.70
SDA Average SAT/ACT	1966/28	1946/28	1304/27	1294/30	1349/30

Quality of Applicants

Below represents applicants to our BFA Acting and BA in Dramatic Arts programs.

	2014/15*	2015/16*	2016/17	2017/18^	2018/19
SDA Average H.S. GPA	3.54	3.48	3.71	3.46	3.44
SDA Average SAT/ACT	1817/27	1832/27	1295/31	1226/28	1284/28

^ Change in SAT scoring to 1600

USC School of Dramatic Arts

Scholarship Allocations

2014-2015	
Total Allocation for Y1:	$29,000
Range:	$2,500 - $5,000
Avg. Scholarship Amount:	$2,625
No. of Allocations:	12
ALLOCATIONS BY MAJOR	
B.A.	-
B.F.A., Acting for Stage, Screen & New Media	6
B.F.A., Design	1
B.F.A., Sound	1
B.F.A., Stage Management	1
B.F.A., Technical Direction	2
UNIVERSITY SCHOLARSHIPS	
Trustee:	NA
Presidential:	NA
Deans:	NA

2015-2016	
Total Allocation for Y1:	$34,850
Range:	$1,250 - $5,000
Avg. Scholarship Amount:	$2,681
No. of Allocations:	13
ALLOCATIONS BY MAJOR	
B.A.	3
B.F.A., Acting for Stage, Screen & New Media	5
B.F.A., Design	1
B.F.A., Sound	2
B.F.A., Stage Management	1
B.F.A., Technical Direction	1
UNIVERSITY SCHOLARSHIPS	
Trustee:	1 (BA)
Presidential:	3 (BA), 1 (BFA Design)
Deans:	1 (BA)

USC School of Dramatic Arts

BFA Acting for Stage, Screen & New Media: Ethnic Data Distribution

	ENTRY: 2015-2016		ENTRY: 2016-2017		ENTRY: 2017-2018		ENTRY: 2018-2019	
	ADMITS	ACCEPTS	ADMITS	ACCEPTS	ADMITS	ACCEPTS	ADMITS	ACCEPTS
Other Asian/Asian-American (A)			1	1				
Black or African-American (B)	3		4		4	1	2	
Chinese/Chinese-American (C)					1			
Arab/Arab-American (D)								
Cuban (E)	1							
Filipino/Filipina/Filipino-American (F)					2	2	2	1
Puerto Rican (G)			1		2	1		
Other Spanish-American/Hispanic/Latino/Latina (H)	1	1	2	1	2	1		
Asian Indian/Indian-American/Pakistani-American (I)	2		1		1	1		
Japanese/Japanese-American (J)								
Korean/Korean-American (K)	1	1	1					
Central American (L)	2	1						
Mexican/Mexican-American/Chicano/Chicana (M)		1	2		3	3	2	2
American Indian/Alaska Native (N)								
Southwest/Central Asian (O)								
Native Hawaiian/Pacific Islander (P)								
South American (S)			1	1	1			
Dominican (Q)								
Middle East (T)	3				1	1	1	
Unknown/Unreported (U)								
Vietnamese/Vietnamese-American (V)								
White/Caucasian (W)	22	10	24	10	13	9	13	7

LAST UPDATED: January 14, 2019 | FILE: EthnicData.BFA.docx

Theatre, Acting Emphasis, (BFA)

REQUIRED COURSES/UNITS (84 Units)
THTR 110 Dramatic Analysis/2
THTR 115 Movement I/2
THTR 120a Acting I/2
THTR 120b Acting I/2
THTR 130 Introduction to Theatrical Production/2
THTR 140a Voice I/2
THTR 140b Voice I/2
THTR 210 Theory and Practice of World Theatre I/4
THTR 211g Theory and Practice of World Theatre II/4
THTR 212 Theory and Practice of World Theatre III/4
THTR 215a Movement II/2
THTR 215b Movement II/2
THTR 220a Intermediate Acting I/2
THTR 220b Intermediate Acting I/2
THTR 240a Voice II/2
THTR 240b Voice II/2
THTR 315a Physical Theatre I/2
THTR 315b Physical Theatre I/2
THTR 320a Intermediate Acting II/2
THTR 320b Intermediate Acting II/2
THTR 340a Intermediate Voice/2
THTR 340b Intermediate Voice/2
THTR 397 Theatre Practicum/1, 2, 3, 4
THTR 415a Physical Theatre II/2
THTR 415b Physical Theatre II/2
THTR 420a Advanced Acting/2
THTR 420b Advanced Acting/2
THTR 440a Advanced Voice/2
THTR 440b Advanced Voice/2
THTR 471 Senior Showcase/2
THTR 480a Performance for Camera/2
THTR 497 Advanced Theatre Practicum/2

One course from:
THTR 305a Directing/4
THTR 365 Playwriting I/4

One course from:
THTR 300 Introduction to Modern Drama/4
THTR 301 Greek and Roman Theatre/4
THTR 302 Shakespeare in His World/4
THTR 313 Comedy of Manners/4
THTR 314 Advanced Topics in Modern Drama/4
THTR 395m Drama as Human Relations/4
THTR 396 God, Drama and Entertainment/4
THTR 403 The Performing Arts/4
THTR 404 Acting Theory/4
THTR 405m Performing Identities/4
THTR 406 Theatre on the Edge/4
THTR 476mw African American Theatre, Dance, and Performance/4

Required theatre units: 84
General education units: 36
Electives: 8
Total: 128

APPENDIX XI | BFA in Acting for Stage, Screen and New Media (active 2017)

REQUIRED COURSES/UNITS (80 Units)

THTR 105 Introduction to Screen Acting/2
THTR 115a Movement I/2
THTR 115b Movement I/2
THTR 120aL Acting I/2
THTR 120b Acting I/2
THTR 130 Introduction to Theatrical Production/2
THTR 140a Voice I/2
THTR 140b Voice I/2
THTR 215a Movement II/2
THTR 215b Movement II/2
THTR 220a Intermediate Acting I/2
THTR 220b Intermediate Acting I/2
THTR 240a Voice II/2
THTR 240b Voice II/2
THTR 250 Camera and Improvisation/2
THTR 305a Directing/4
THTR 315a Physical Theatre I/2
THTR 315b Physical Theatre I/2
THTR 320a Intermediate Acting II/2
THTR 320b Intermediate Acting II/2
THTR 340a Intermediate Voice/2
THTR 340b Intermediate Voice/2
THTR 397 Theatre Practicum/1, 2, 3, 4 (6 units required)
THTR 410 The Digital Actor/2
THTR 411 The Business of Acting/2
THTR 415 Physical Theatre II/2
THTR 420a Senior Project/2
THTR 420b Senior Project/2
THTR 427 Audition Technique for Film, Television and New Media/2
THTR 440 Advanced Voice/2
THTR 464 An Actor's Reel/2
THTR 467 Going Viral: Performance for New Media/2
THTR 471 Senior Showcase/2
THTR 475 Acting on Camera: The Collaborative Process/4
THTR 480a Performance for Camera/2
THTR 497 Advanced Theatre Practicum/2 (2 units required)

CRITICAL STUDIES CORE (16 units) Complete the two required courses below:
THTR 125 Text Studies for Production/4 and THTR 225g Theatre Across History and Cultures/4 (Satisfies New General Education in Category A: The Arts). In addition, take one course from List A and one course from either List A or B.

LIST A	LIST B
THTR 310 Comedy and Diversity/4 units	THTR 301 Greek and Roman Theatre/4
THTR 312 LGBTQ Theatre/4	THTR 302 Shakespeare in His World/4
THTR 395m Drama as Human Relations/4	THTR 313 Comedy of Manners/4
THTR 405m Performing Identities/4	THTR 314 Advanced Topics in Modern Drama/4
THTR 406 Theatre on the Edge/4	THTR 400 Eco-Theatre: Art and Science in Contemporary Plays/4
THTR 456 Latinx Theatre/4	THTR 401 Contemporary Theatre in a Changing World/4
THTR 460 Asian and Asian American Theatre: Identity and Aesthetics/4	THTR 403 The Performing Arts/4
THTR 476mw African American Theatre, Dance, and Performance/4 (Satisfies Global Perspective in Category G: Citizenship in a Diverse World)	THTR 404 Acting Theory/4

General Education Units: 36
Total Units: 132

Note: All BFA Theatre majors are required to earn a grade point average of 2.75 (A = 4.0) in their theatre courses each semester. BFA students who fail to earn a GPA of 2.75 in their theatre courses will be placed on probation the following semester. Students who remain on probation for a consecutive second semester will be disqualified from the BFA program. A student disqualified from continued study in the BFA program for failing to meet the GPA standards outlined above will be given the option of transferring into the BA program.

APPENDIX XII | SDA's Definition of Excellence in Teaching

SDA's mission is to educate our students in the multiple disciplines and skills that make up the dramatic arts. Therefore, SDA expects excellence in teaching from all ranks of our faculty.

SDA also recognizes that teaching itself is an art with multiple methods and styles. Excellent teachers need the autonomy and academic freedom to teach from their passions and expertise. Therefore, SDA embraces, supports, and rewards excellent teaching in its diversity of teaching methods and styles.

At the same time, the SDA faculty agree that all excellent teachers share common goals that shape our course designs and are visible in our teaching methods. Therefore, SDA insures and measures excellence in teaching by expecting all faculty to incorporate these shared goals in their teaching and to articulate and provide evidence of how they do so in their annual merit and promotion reviews.

The shared goals are these:

1. To engage students in active learning.
2. To establish and maintain mutual respect that demonstrates a commitment to diversity and inclusion.
3. To communicate clearly and concisely appropriate course content and design in concert with the USC Catalogue, achievable learning objectives, behavioral expectations, required work, and grading criteria.
4. To manage time and the progression of learning effectively.
5. To provide constructive feedback to students so that they are challenged to advance their knowledge and application of skills.
6. To adapt one's teaching when best practices, the learning styles of students, and/or the needs of changing curricula warrant adjustments.

Amended and Ratified by the Full-Time Faculty, October 5, 2018

APPENDIX XIII | Faculty Self-Reporting forms for Annual Merit Review

Self-Reporting on Teaching for all Full-time and Part-time Annual Merit Reviews in SDA

A. Instructional/Teaching-related Activity
Using bullet points, please report on how you handled the obligations of teaching at SDA. Please consider the following responsibilities: submitting your syllabus to SDA; class attendance and punctuality; covering classes missed, holding office hours and advising students; compliance with SDA student guidelines; compliance with USC policies on midterm and final grading; holding the final examination as required by USC.

For each of the shared goals defined in the *SDA Definition of Excellence in Teaching* that applied to your teaching this year, please give up to three bullet points that demonstrate how you specifically incorporated that goal in your teaching (including your classes, directed research, coaching/mentoring of students, etc.). For example, you might report that you used discussions or group projects, etc. to support active learning.

The Goals are:
• To engage students in active learning.
• To establish and maintain mutual respect that demonstrates a commitment to diversity and inclusion.
• To communicate clearly and concisely course content and design in concert with the USC Catalogue, achievable learning objectives, behavioral expectations, required work, and grading criteria.
• To manage time and the progression of learning effectively.
• To provide constructive feedback to students so that they are challenged to advance their knowledge and application of skills.
• To adapt one's teaching when best practices, the learning styles of students, and/or the needs of changing curricula warrant adjustments.

Teaching Evaluation Review and Narrative Response. Your evaluations for the academic year are available on Blackboard; click on "Course Evaluations" in the upper left-hand corner of your home page to review them. Please prepare a narrative response (a paragraph will suffice).

Annual Merit Review Report for Tenured/ Tenured Track Faculty

University Annual Merit Review of Faculty
The USC Office of the Provost requires an evaluation of faculty merit to which all faculty must be accountable in documenting their activities. Thus, this request for information must be addressed by all full-time faculty. When required by the Dean, faculty must be able to provide documentation (programs, articles, business correspondence, etc.) to support activities.

Spitzer Profile
The School of Dramatic Arts and you shall use this profile as a guide and barometer for evaluating your activities.
• Instructional/Teaching Related Activity/%
• Scholarship/Creative Research/%
• Service (University/School/Community)/%

INSTRUCTIONS: This report is to cover your activity for the calendar year, including the Spring, Summer, and Fall Semesters.
Please restrict your report to two pages and make it in bullet points only. Respond to these two questions for each of the three categories:
• What were your most important contributions in this area during the last year?
• What are your most significant plans for the future in this area?

A. Instructional/Teaching-related Activity
Please consider the following: advising students, creating a syllabus, your class attendance and punctuality, covering classes missed, assisting students with extracurricular activities, supervising directed research or MFA projects, having involved students in your research or professional work, involvement with a student thesis/dissertation, innovative classroom activity, support of diversity, equity and inclusion initiatives, contributing to the potential of the School, etc.

B. Scholarship/Creative Research
Please consider the following: your research

advancing the field of study; national and international attention received by your research; the stature, impact, uniqueness, and promise for further output from your work; interdisciplinary nature and societal relevance of the work (and any other contribution related to the latest University Strategic Plan); professional career goals; support of diversity, equity and inclusion initiatives, contributions to the School, etc.

C. Service
Please consider the following: service on committees, time available to be on committees, attendance to committees, quality of committee work, meeting your responsibility to the School, services to the School, University and Community over the last year, major accomplishments in service, support of diversity, equity and inclusion initiatives, aspirations for the School, etc.

D. Teaching Evaluation Review and Narrative Response
The continuing additional element of the teaching evaluations review remains in place with this year's AMR submission. Your evaluations for the 2016 academic year are available on Blackboard, click on "Course Evaluations" in the upper left hand corner of your home page. As with preceding years, we would like for each faculty member to review their teaching evaluations and prepare a narrative response in your submission. The director of your area, Faculty Council, and the Dean will read your teaching evaluations in full and your narrative will help to put them in context.

Towards the end of improving "our whole" please consider your narrative an introspection of self in order to codify what is outstanding about your teaching/service/research and what might be improved.

Faculty Evaluation and Promotions
The USC School of Dramatic Art's Annual Merit Review of Full-Time Faculty

OVERVIEW
The School of Dramatic Arts' Annual Merit Review of full-time faculty is a merit-based review mandated by the Provost of the University of Southern California to ensure that faculty are contributing to the mission of the university by engaging in scholarly (including artistic) activities, instructional activities, and service. The review is based upon USC's guidelines for Merit-based Faculty Compensation.

The review is conducted by the school's elected Faculty Council who advise the Dean of their findings. The review consists of the following dimensions:

• The faculty member's individual Spitzer Profile, which states the faculty member's work profile in terms of the percentage of time spent in each area of his or her responsibilities within the School (see below);
• The depth and breadth of the faculty member's activities during the calendar year in three general categories articulated in a Faculty Activity Report;
• The evaluation criteria and ranking system of the review as developed by the School of Dramatic Arts' peer-elected Faculty Council and the Dean in accordance with the University's guidelines and Provost mandate;
• The Faculty Council's recommendations to the Dean after reviewing Faculty Activity Reports and student evaluations;
• Individual faculty meetings with the Dean to discuss the past calendar year activities and plans for the new calendar year; and
• The Dean's merit-based conclusions to the review.

Spitzer Profile
A Spitzer Profile should be agreed upon mutually between a faculty member and the Dean in accordance with his/her faculty responsibilities. The Spitzer Profile estimates the breakdown of faculty activities anticipated for the coming calendar year in the three general categories noted below:

• Instructional activities including classroom teaching, curriculum development, academic mentoring and direction, advisement, and others as appropriate.
• Scholarly activities including research (scholarship and artistic creation), fellowships and grants, and other activities as appropriate.
• Service including departmental, school and University activities, and others as appropriate. Please see the Code of Service for a fuller definition of service activities.

In the School of Dramatic Arts, a typical tenured profile might be 40% teaching, 40% scholarly activity, and 20% service. A tenure-track faculty member will generally be expected to do less service. The typical faculty of theatre practice, who is not obligated by contract to conduct research, might have a profile of 80% teaching and 20% service.

Submission of Annual Activities Report
Every year according to a certain schedule (see sample schedule below), each full-time faculty member submits a copy of her/his completed Faculty Activity Report and a current Curriculum Vitae to the Dean. In the report, the faculty member summarizes activities in the categories of teaching, research, academic advising and service as noted above. The faculty member is also asked to include a written response to his or her student evaluations. Faculty can only be evaluated on their activities as they present them in their Faculty Activity Reports. Furthermore, issues concerning the University's current strategic plan also will be considered (Information regarding the current strategic plan can be found on the University's general website).

A sample schedule is as follows:
• December – Faculty Activity Report guidelines (see sample forms below) are distributed to faculty;
• Mid-January – Faculty Activity Reports are due to Dean's Office;
• Early March – the Faculty Council complete evaluations of Faculty Activity Reports and review student evaluations of each faculty member;
• Mid-March – The Chair of Faculty Council presents the panel's recommendations to the Dean;
• March-April – the Dean meets individually with faculty members.

In all merit evaluations, the Faculty Council serves as advisory to the Dean. All decisions regarding merit and distribution of raises in salary are determined by the Dean.

Merit Evaluation
The Merit Evaluation by the Faculty Council and the Dean is supplemented by periodic evaluations of the performance of faculty who serve as directors of areas and associate deans within the School.

Annual Merit Review Non Tenure-Track University Annual Merit Review of Faculty

The USC Office of the Provost requires an evaluation of faculty merit to which all faculty must be accountable in documenting their activities. Thus, this request for information must be addressed by all full-time faculty. When required by the Dean, faculty must be able to provide documentation (programs, articles, business correspondence, etc.) to support activities.

Spitzer Profile
The main priority of the RTPC faculty member is teaching, but present policy at the university level encourages full-time faculty of theatre practice to engage in service as well, while giving an opportunity for a maximum of 10% of the Spitzer profile to be allocated towards Scholarship/Creative Research (must be negotiated with the dean).

Current Profile/Requested Profile:
• Instructional/Teaching Related Activity/%
• Scholarship/Creative Research/%
• Service (University/School/Community)/%

Self-Reporting on Teaching for all Annual Merit Reviews in SDA

A. Instructional/Teaching-related Activity
Using bullet points, please report on how you handled the obligations of teaching at SDA. Consider the following responsibilities: submitting your syllabus to SDA; class attendance and punctuality; covering classes missed, holding office hours and advising students; compliance with SDA student guidelines; compliance with USC policies on midterm and final grading; holding the final examination as required by USC.

For each of the shared goals defined in the *SDA Definition of Excellence in Teaching*, please give up to three bullet points that demonstrate how you specifically incorporated that goal in your teaching (including your classes, directed research, coaching/mentoring of students, etc.). For example, you might report that you used discussions or group projects, etc. to support active learning.

The Goals are:
• To engage students in active learning.
• To establish and maintain mutual respect that demonstrates a commitment to diversity and inclusion.
• To communicate clearly and concisely course content and design in concert with the USC Catalogue, achievable learning objectives, behavioral expectations, required work, and grading criteria.
• To manage time and the progression of learning effectively.
• To provide constructive feedback to students so that they are challenged to advance their knowledge and application of skills.
• To adapt one's teaching when best practices, the learning styles of students, and/or the needs of changing curricula warrant adjustments.

Teaching Evaluation Review and Narrative Response. Your evaluations for the academic year are available on Blackboard; click on "Course Evaluations" in the upper left-hand corner of your home page to review them. Please prepare a narrative response (a paragraph will suffice).

Respond to these two questions for each of the three categories:
• What were your most important contributions in this area during the last year?
• What are your most significant plans for the future in this area?

B. Scholarship/Creative Research
Please consider the following: your research advancing the field of study; national and international attention received by your research; the stature, impact, uniqueness, and promise for further output from your work; interdisciplinary nature and societal relevance of the work (and any other contribution related to the latest University Strategic Plan); professional career goals; support of diversity, equity and inclusion initiatives, contributions to the School, etc.

C. Service
Please consider the following: service on committees, time available to be on committees, attendance to committees, quality of committee work, meeting your responsibility to the School, services to the School, University and Community over the last year, major accomplishments in service, support of diversity, equity and inclusion initiatives, aspirations for the School, etc.

Annual Merit Review Adjunct Faculty

INSTRUCTIONS: This report covers your SDA teaching activity for the calendar year 2018, including the Spring, Summer and Fall semester. Fill out this coversheet and attached the following items: Your current Curriculum Vitae, 2018 Course Syllabi, and A narrative that answers the questions below:
• What were your most important contributions in your teaching during the last year?
• What are your most significant plans for the future in your teaching?

Your student evaluations are available to you. Your evaluations for the 2018 academic year are available on Blackboard, click on "Course Evaluations" in the upper left hand corner of your home page. Please review and address any area that would benefit from clarification in order to fairly assess student feedback. The director of your area, Faculty Council, and the Dean will read your teaching evaluations in full and this narrative will help to put them into context.

Please also feel free to highlight any other contributions you have made to the school in the form of recruiting, workshops, conversion calls, support of diversity, equity and inclusion initiatives etc., or any artistic achievements you have had.

Towards the end of improving "our whole" please consider your narrative as an opportunity to discuss what you feel are your strengths and weaknesses as a teacher and what challenges presented themselves to you this year.

Purposes of Peer Observation of Teaching in SDA
These guidelines are designed to facilitate summative observations for the purposes of promotion or retention. They may also be used informally as the basis of formative observations for the purpose of mentoring and supporting excellence in teaching at SDA. Formative observation and lesson sharing is encouraged between colleagues and may take whatever format is agreed between those colleagues in relation to the pursuit of excellence in teaching.

Process
A. The observer and the observee shall schedule the observation at a time convenient to both and in accord with the requirements of the SDA committee requesting the observation. Some time before the observation, the observer and observee shall discuss the goals and expectations for that class (this can be done through email, a phone conversation and by perusal of the observee's syllabus for the course to be observed).

B. The observer should observe an entire class.

Report
The peer observation report is to be composed of the following three components:

1. Description of the content and form of the class as it was observed
2. Assessment of the following:

   STUDENT ENGAGEMENT
   • The effectiveness of the form of presentation (lecture, discussion, combination teaching techniques, use of technology and/or other auxiliary materials/techniques).
   • Encouragement and management of classroom participation.

   CLASS CLIMATE
   • Responsiveness of instructor to students (questions and comments and other contributions).
   • Establishment and maintenance of mutual respect that demonstrates a commitment to diversity and inclusion.

   ORGANIZATION
   • Classroom management (prompt start, pacing, atmosphere conducive to learning, classroom control, etc.).
   • Clarity of presentation and effectiveness of communications skills.
   • The appropriateness of the material presented in light of the stated purpose of the course

   CONTENT
   • Mastery of the material presented in light of current state of knowledge in the discipline (accuracy of presented material, awareness of current trends and developments, etc.).
3. Overall assessment of the class.

BA/BFA Program Faculty

Academic Year	Total Program Faculty	Tenure	Tenure -Track	RTPC	Part-Time	Male	Female	BA Instruction	BFA Instruction	Both Programs
2014/15	38	7	0	18	13	18	20	10	3	25
2015/16	42	7	0	20	15	20	22	11	3	28
2016/17	50	7	1	21	21	24	26	15	3	32
2017/18	59	7	2	23	27	29	30	19	4	36
2018/19	62	7	2	24	29	31	31	21	4	37

BA/BFA Program Faculty Ethnic Diversity

Academic Year	American Indian	Asian	Black/African-American	Filipino/ Malaysian	Hispanic/Latino	White/ Caucasian	Unknown	Ratio/Full to Part-time
2014/15	2.6%	10.5%	2.6%	2.6%	7.9%	73.7%	0%	25:18 58%:42%
2015/16	2.3%	9.5%	4.7%	2.3%	7.1%	73.8%	0%	9:5 64%:36%
2016/17	2%	4%	4%	2%	2%	74%	4%	29:21 58%:42%
2017/18	3.4%	6.8%	3.4%	5%	5%	73%	3.4%	59:27
2018/19	3.2%	6.4%	3.2%	4.8%	4.8%	74%	3.2%	33:29

SCHOOL OF DRAMATIC ARTS OVERALL FACULTY DATA

Of the Tenured/Tenured Track Faculty:
33% identifies as White/Caucasian
55.5% is identified within a minority group
11.1% is Unknown

Of the RTPC Faculty:
92% identifies as White/Caucasian
8.2% is identified within a minority group

Part-Time/Adjunct Faculty:
White/Caucasian: 72.4%
Hispanic/Latino: 3.4%
Filipino/Malaysian 10.3%
Black/Black-American 3.4%
Asian 3.4%
American Indian/Native American 3.4%
Unknown 3.4%

The ratio of tenure/tenure-track faculty to RTPC faculty is 3:8 or 27% to 72%.
The ratio of full-time faculty to adjunct faculty is 33:39, which is 53% to 46%.

In reviewing the past five years of our School, the size of the overall faculty has increased by 38%, with most of that growth happening in the part-time faculty.

APPENDIX XVI | SDA Faculty by Gender (Fall 2014-Spring 2019 | BFA/BA Acting Emphasis Programs)

FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	FALL 2016
Female: 45%	Female: 40%	Female: 43%	Female: 37%	Female: 43%
Male: 55%	Male: 60%	Male: 57%	Male: 63%	Male: 57%
SPRING 2017	FALL 2017	SPRING 2018	FALL 2018	SPRING 2019
Female: 36%	Female: 50%	Female: 50%	Female: 54%	Female: 45%
Male: 64%	Male: 50%	Male: 50%	Male: 46%	Male: 55%

APPENDIX XVII | SDA's Statement on Equity, Diversity and Inclusion

The School of Dramatic Arts at the University of Southern California is committed to cultivating a diverse and inclusive environment for the community that it serves, including students, staff, and faculty. An academic and artistic community such as that of our school must embrace divergent backgrounds and historically underrepresented groups in its pursuit of higher learning and its vision of the arts as a human endeavor in which mutual respect and collaboration are integral.

The School of Dramatic Arts (SDA) recognizes that a diverse and inclusive climate neither organically comes into being nor sustains itself by chance or by positive thinking. Diversity and inclusion require intention — conscious efforts to value the inter-reliance of human life and the environment; to acknowledge and embrace qualities and experiences that are different from our own; and to recognize that the lack of diversity and inclusion sustains privileges for some while creating disadvantages for others. SDA recognizes that our individual and collective commitment to diversity and inclusion must be proactive and mindful.

SDA acknowledges that, as an educational facet of a major research university, our commitment to the education of all of our students must be integral to our foundation. SDA appreciates that true understanding and inclusiveness among individuals and groups, and recognition of perspectives that are in contrast from mainstream viewpoints, must be respected and valued as much as commonalities. SDA acknowledges that integrating diversity and inclusiveness into every dimension of dramatic arts education is essential to building and maintaining a community of learning including, but not limited to, curriculum, faculty, staff, students, production, casting, and utilization of guest artists.

Diversity and inclusion can help students, faculty, and staff learn to engage with each other more broadly and deeply, which helps ready them for involvement in a progressively multifaceted world rife with perspectives and practices that are as varied as their sources. SDA strives to acknowledge and cultivate diversity and inclusion in its education, academic services, productions, and administration, including upholding constructive school and work environments where the similarities and divergences of individuals are appreciated and respected.

Prejudice, ethnocentrism, stereotypes, blaming the victim, discrimination, harassment, and retaliation are not conducive to diversity and inclusion in SDA or in our increasingly diverse society-at-large.

Confronting one's biases, respecting fundamental differences, and dismissing stereotypes are part of the mindfulness that must be embraced in order to eliminate barriers and enhance the human condition.

We are deeply committed to ensuring diversity and inclusion at SDA and, with appropriateness and legalities in mind, will strive to carry out this commitment with regard to variances in culture and circumstance including gender, race, ethnicity, age, language, disability/ability, sexual orientation, class, region, religious beliefs, political beliefs, or other ideologies.

Compiled and written by Anita Dashiell-Sparks, Associate Dean of Equity, Diversity, and Inclusion, Associate Professor of Theatre Practice, USC School of Dramatic Arts

OVERVIEW:

During the 2016-2017 academic year, members of the SDA Inclusion & Equity Committee studied and researched several climate studies from peer institutions as a foundation to create our own metric tool to assess the climate of our school community. This comprehensive process included input from the Dean, Assistant Dean of Communications, Assistant Dean of Academic Services and Student Affairs, Assistant Dean of Business Affairs and Human Resources, USC Office of Equity and Diversity, and faculty, staff, students, and alumni of SDA. This is the first climate study in the 30-year history of the School of Dramatic Arts.

During the 2017-2018 academic year, the climate survey was distributed to all faculty, staff, and students and gathered both quantitative and qualitative data regarding experiences of various stakeholders within our school. The findings from the climate survey and that data are contained within this report which will be accessible on both faculty and student portals and archived within an EDI research database that is being organized and created for our school by the Associate Dean of Equity, Diversity, and Inclusion, Anita Dashiell-Sparks.

SDA CLIMATE SURVEY: FACULTY

PROFESSIONAL LIFE:

This section of survey addressed overall experiences within community of SDA: collegiality, teaching, service, and administrative responsibilities, mentoring, processes of evaluation, tenure, and promotion, salary/benefits, work/family life balance, research, and professional development.

- Strong, positive feeling of collegiality in individual's primary area of teaching and collaboration across different programs within our school
- Positive satisfaction with teaching responsibilities
- Colleagues feel like work is understood, valued, and respected by peers
- Positive sense of support felt from faculty and staff in relationship to the Dean, Supervisor, Area Head, or Program Directors
- Extremely low percentage of faculty or staff stressed or fearful of losing their job (under new leadership-this reflects a major change in culture/climate)

STRESSORS/AREAS OF CONCERN:

- Access to teaching or course assistants or resources that support collegial/educational/professional activities
- Concern of lack of devoted or focused time for scholarly work (Research and Artistic Scholarship)
- Mentorship within the school in a more formalized and consistent capacity
- Lack of inequity in terms of pay/salary
- Imbalance of equity and parity in terms of workload distributed between men and women among full-time faculty and staff
- Desire for greater transparency of evaluation, promotion, tenure, and re-appointment procedures

Clearer communication between faculty and area heads, program directors, and supervisors about evaluation of performance work, growth, and professional development of skills or areas of expertise

- Very high/above average percentages concerning departmental politics
- Timing of departmental meetings/functions that conflict with scheduled classes that impact production faculty and staff

ACTION STEPS:

- Administrative Support System: Revised system in place of hiring and retaining qualified course assistants in a timely manner
- Organizational Infrastructure: Re-imagined structure to support the internal and external communications, division of labor, clarity of duties and responsibilities, and create more shared governance across sectors of school
- Scholarly Productivity: Adjusted Profiles for RTPC and Tenured Track Faculty to acknowledge time devoted to teaching, service, and research
- Formalized Mentorship Programs: Support faculty and staff are currently being developed within SDA and USC
- Equity in Pay/Salary: Reviewed within all schools/departments and adjustments are being made to allow for greater equity/parity. Greater transparency of percentages of merit increases connected to performance evaluation/Annual Merit Review.
- Revisions in SDA Annual Merit Review Process: to ensure ethical, unbiased best practices of how individual's merit and work is being assessed
- SDA Definition of Teaching Excellence: Recent creation of SDA Definition for Excellence in Teaching has been ratified and adopted in the following processes: evaluation of teaching across all programs within our school; peer review (formative and summative); and as rubric for Annual Merit Review. This ensures that all individuals are held to and assessed by the same standards of excellence in teaching, service, and research.
- Excellence in Teaching Incentives: New incentives proposed to the Dean by Program and Peer Review Task Force Committee to acknowledge excellence in teaching, encourage sharing of best practices, and acknowledge and support professional development of faculty and staff
- Faculty Handbook: Recently revised to address a number of these issues
- CTG Survey: Analyze and address best practices within professional theatre organizations and peer arts institutions to prepare students for the field
- CommUNITY Day: Created democratized learning environment for faculty, staff, students, and alumni to learn from each other in different learning styles and experiences—connects to our pluralistic

pedagogical approach communicated in our school's mission statement. Workshop themes and topics of mental health, learning differences and differing abilities, theatre games and improvisations, gender identity and expression, orientation, solo performance reflected individual's lived histories, gender violence and preventative steps, and fusion of art and activism were in direct response to issues communicated within climate survey and "Things I wish I knew..." campaign last semester.
• Civility Challenge: Initiated to encourage the collective practice of listening, open communication and dialogue, asking questions, understanding different perspectives and experiences, and fostering empathy.
• EDI Workshops/Educational Training & Professional Development
• Strategic Plan: During the Fall of 2016, a five-year Equity, Diversity, and Inclusion Strategic Plan was created and written by Anita Dashiell-Sparks, Associate Dean of Equity, Diversity, and Inclusion with input from Dean Bridel, SDA Inclusion and Equity Committee comprised of faculty, staff, students, and alumni, and other senior administrators, faculty, and staff at SDA
• Art Equity Scorecard: SDA Inclusion and Equity Committee is researching and developing an Inclusive and Culturally Responsive inter- active Toolkit. In addition, the committee is creating an Art Equity Scorecard as a model and metrics for assessment of EDI programs and initiatives at arts education training programs and institutions
• Research Database: Analysis of plays in production season and casting of plays to assess the equity and parity and inclusivity across all modalities of identities
• Internal & External Communication Strategies: Create and EDI Page on Faculty/Student Portal & expansion of EDI Website to enhance communications about various programs, initiatives, events, and research efforts

QUALITATIVE DATA—OBSERVATIONS & RECOMMENDATIONS FROM FACULTY: ***Faculty Retention, Tenure, and Promotion***

• Transparency of Promotion and Tenure Process: Unclear path to RTPF promotion; unclear transition to Tenure track position if desired.
• Greater clarity is needed regarding timelines and management of the promotion process. Information is hard to find.
• Annual Merit Review and Promotion Protocols: A simple handbook or link or video on retention, tenure and promotion, specifically should be sent to all new employees. Perhaps it exists but I didn't see it readily in the employee handbook. For example, if you are adjunct, how will you know if you will be invited the next semester, how is your work being evaluated, or how are recommendations/suggestions to be made or given. Things like that.
• Mentorship: It is important to foster productive mentoring relationships for junior and senior faculty in a conscious and thoughtful manner. It is important to set and honor clear expectations surrounding tenure and promotion protocols and procedures. Often times, people are held to different standards and expectations during this process which is not fair nor equitable.
• Diversity & Equity in Faculty Recruitment and Hiring: It is necessary to increase number of diverse faculty members so the students can see themselves reflected in this capacity within the school. This would help not only faculty retention, but student retention as well.
• Civility and Civic Engagement: It is important that SDA employees practice micro-affirmations rather than micro- aggressions.
• Implicit and Unconscious Bias: It is important that we are aware of our implicit biases and of the coded language that is sometimes used.
• Equity in Pay Scale/Salary: Directors, music directors, choreographers should be paid more for all the hours they put in compared to the hours one puts in for, say, a bi-weekly two-hour class.
• Diversity and Inclusion as Core Values & Objectives in SDA: My area head is open, believes in diversity, and is supportive. I don't feel that way across the entire school or across the university. Lip service is paid, particularly at the university level—but are we walking the walk? We have worked hard within my department to create opportunities for instructors and students of diverse backgrounds/gender/race/ethnicity. I hope that we have done enough!

CLIMATE AND CULTURE:
This section of the survey addressed perceptions, attitudes, and beliefs held by faculty and staff regarding the following areas of our identities: race/ethnicity, disability, gender, gender expression, sexual orientation, religion, nationality, and age. The questions asked considered whether faculty, staff, or students felt that the environment of SDA and of USC is friendly, welcoming, and inclusive for people with diverse backgrounds. These questions also assessed whether or not the climate and environment is conducive to teaching and learning within SDA and USC.

STRENGTHS:
• Faculty at SDA feel that they are treated with respect by school administrators
• Faculty at SDA feel that they are treated with respect by students (70%)
• Faculty at SDA feel that they are treated with respect by staff (although 20% of faculty feel otherwise)
• Mentorship: Positive interactions and relationships have been cultivated between faculty to faculty and faculty to staff (to a lesser degree) in the form of informal mentorship
• High percentage of faculty (over 50%) feel that USC is a friendly environment for people with diverse backgrounds and feel valued and supported
• High percentage of faculty (over 50%) feel that USC's campus climate is conducive to teaching and learning
• High percentage of faculty feel that administrators, faculty, and staff (over 70%) at USC demonstrate a commitment to diversity

STRESSORS & AREAS OF CONCERN:
• High percentage of faculty (50%) indicated that they feel left out from certain experiences, opportunities, decisions, etc. within SDA. Need to identify what factors contribute to a feeling or lack of inclusion for some of our community members.
• High percentage of faculty (50%) either feel occasionally or very frequently disconnected from other faculty and staff

ACTION STEPS:
• Mentorship Initiatives; Associate Dean of Faculty along with the support from Provost Office is developing more formal policies, protocols, and opportunities for mentoring peer to peer and between junior and senior faculty
• Faculty Handbook Revision: Updating and revising Faculty Handbook and Guidelines with input from Faculty Council and other faculty members to reflect changes in these various policies, protocols, and practices in an effort to increase transparency and strengthen communication
• Organizational Infrastructure: Significant changes in the administrative organization and leadership of SDA which has created more shared governance among faculty and staff

INCLUSIVE AND CULTURAL RESPONSIVE LEARNING/ WORK ENVIRONMENTS:
This part of the survey allowed stakeholders to address whether or not they have been discriminated or harassed due to a specific area of

identity or if they have seen or heard other peers being harassed or profiled negatively due to a specific area of identity. It also surveyed how people responded or reacted during these moments and whether or not individuals are aware of the various reporting options and support services available within our school and the larger university.

STRENGTHS:

• A significant percentage of faculty (47%) expressed comfort level discussing diversity issues with other faculty and staff at SDA
• A significant percentage of faculty (47%) expressed comfort level in discussing diversity issues in classes
• A significant percentage of faculty (47%) believe that regardless of gender, sexual orientation, race/ethnicity, or ability, every student has an equal opportunity to succeed at USC (21% off faculty felt otherwise)

STRESSORS/AREAS OF CONCERN:

• A lack of feeling of safety on USC campus was expressed by a portion of SDA faculty (20%)
• Faculty expressed concerns about how gender and orientation affected their interactions among peers and sensibility within workplace and classroom environments
• Faculty noted that sometimes ageist, racist, and xenophobic attitudes, feelings, or sentiments have been expressed by students, faculty, and administrators
• Faculty noted the need for greater awareness and accessibility for faculty, staff, students with disabilities
• Faculty noted the need for greater education about and recognition of both visible and invisible disabilities
• Faculty indicated that during moments or incidents of racial, gender, or ageist comments, bias, profiling, or harassment that they individually encountered, overheard, or witnessed, they responded in the following manner:
  — Ignored it (32%)
  — Consulted with a friend/individual about situation (5%)
  — Confronted the person who made the remarks (27%)
  — Reported Situation but was not taken seriously (14%)
  — Reported Situation and was not handled well (9%)
  — Wanted to Report Situation but did not know how (9%)
  — Wanted to report situation but was afraid of punishment (5%)

ACTION STEPS:

• Learning Differences: Partnering with USC Kortschak Center for Learning and Creativity, and USC Engemann Health Center for art therapy workshops
• Disabilities & Accessibility: Partnering with the USC Office of Disability Services to enhance parts of EDI strategic plan and offer educational programs, and professional development/training workshops. The intent is to offer greater support for faculty, staff, and students with various disabilities or differing abilities
• EDI Training & Professional Development Workshops:
— Held Diversity Conferences and Summits at SDA as educational trainings and workshops, and performance as a form of activism (Fall 2015-present)
— Held ongoing workshops offering resources and tools in building core cultural competency skills, cultivating and sustaining inclusive and culturally responsive learning and work environments (Spring 2018-present)
— Required that all full-time and part-time faculty and staff take Implicit Bias Training (2018-2019 academic year)
— Required and mandated that all members of faculty search committees take Implicit Bias Training (2018-2019 academic year)
— Shared books as community readings/discussions/workshops with Wonder, CITIZEN, and Fun Home with faculty, staff, and students at SDA
— Shared Diversity and Inclusion Guide created by USC Libraries with all faculty during the summer of 2018 to help with curricular and syllabi design and instruction
— Shared online racial equity course with faculty, staff, and students during Summer of 2018 to educate individuals about historic, systemic, and institutional systems of power, oppression, racism, and discrimination.
• All Are Welcome Signage: SDA Inclusion and Equity Committee along with SDA Communications Department have created an all-inclusive signage that will be present in all SDA theaters, buildings, and classroom/studio spaces that remind everyone that they are welcome within the SDA community. (Fall 2018)
• Department 0f Public Safety (DPS) at USC: Every year during faculty and staff meetings we have colleagues from DPS share safety workshops, active shooter training, and emergency preparedness trainings.
• SDA Definition of Excellence in Teaching: Task Force was created by Dean Bridel to create a definition of excellence in teaching and one of the core principles is creating and maintaining mutual respect and commitment to diversity and inclusion.
• SDA Annual Merit Review Process: One of the criteria and areas of assessment in a faculty member's teaching, scholarship, and research deals with how faculty member demonstrates their commitment to EDI in practical application in their work.

QUALITATIVE DATA—OBSERVATIONS & RECOMMENDATIONS FROM FACULTY:
Climate, Culture, and Inclusivity/Cultural Responsiveness

If applicable, have there been instances when you may have felt uncomfortable, awkward, anxious or unsafe based on other SDA colleague's feelings towards you on the basis of your identity as belonging to any of the four categories—race, gender, orientation, disabilities?

No, but I'm a white male.

At times, I feel that some colleagues are oblivious or dismissive to the challenges faced by faculty, students, or staff of color and of a different gender expression/identity.

It is important to recognize as educators that there is always room for learning and growth. There is power in admitting that we don't know everything or are not always the expert in the room as faculty.
I think that sometimes colleagues possess an implicit or unconscious bias towards people of various backgrounds or pluralistic approaches that suggests that those individuals are not as qualified or imminently capable of doing same job as well as fellow white colleagues.

• Implicit Bias: In one instance, faculty colleagues questioned whether or not educators of color could teach Chekhov, Williams, and Shakespeare effectively in classes and/or in production.
• Disparity and Lack of Equity in Promotion and Pay: This comes up in many ways but one important one I will mention: promotion and pay.
• Gender Disparity in Work load: There is a tremendous disparity in pay between male and female colleagues, and a tremendous disparity in the amount of work considered acceptable for male employees versus that for female employee.
• Ageism & Faculty Search Committees: Ageism is alive and well and sometimes manifests itself during search committees and attempting to cast a wide net of diverse and qualified applicants for real consideration.
• EDI Training & Educational Workshops: More seminars and training programs.
• Diversity in Curriculum: More conversations about diversity in curricula and hiring practices.

• Value of EDI as Organizational, Cultural, & Institutional Change: This is an exciting time for the school and for the larger university. My hope is that SDA faculty, staff, and students see and understand how having an inclusive and diverse community, it contributes and adds value to our work in every capacity.
• Data Collection & Data Transparency: This survey study is a way to collect data, share data, and change the culture of the school for the better on a systemic and institutional level.
• Gender Equity in Hiring: Hire a female carpenter or technical director.
• Recruitment & Retention of Diverse Student Body: Encourage more minority students to apply and give them support through application process.
• Recruitment & Retention of Diverse Faculty and Staff:
• Diversification of Search Committees & Faculty Searches: Hire faculty and staff that reflects the diversity of the USC student body and of Los Angeles. This hiring cannot ignore the two under-represented categories: African Americans and Latinx. We should strive to diversify our searches, particularly for full-time faculty. We reach for diversity in non-ethnicity area, but often hire white individuals that fit those categories. We still are not successful in considering diversity with regards to race and ethnicity in full-time hires.
• Start hiring more diverse faculty instead of retreating to the white male default positions.
• Communication — Honesty & Civility: More open honest discussions within the community. We had one formal discussion. We could stand to have at least two a year.
• More open conversation surrounding issues of diversity, equity, and inclusion.
• Casting & Representation: Give leading roles to actors of all races
• Transparency of Job Expectations & Responsibilities: Be more transparent about the equity of job responsibilities and pay
• Gender Equity & Parity of Workload: Stop requiring women to bear the brunt of the teaching load
• Crack down on tenured faculty who are not carrying their weight but who hide behind "research" as an excuse — almost ALL of us do research in the dramatic arts, not just tenure track. The division is ridiculous and insulting.
• Inclusivity & Community Building: Be more welcoming to students of diverse backgrounds.
• Organizational Infrastructure & Shared Governance: rotating Department and Area Heads — so power is shared throughout the department in more equitable ways.
• EDI Training & Educational Workshops: Diversity training can be helpful, particularly if it takes place several times per year.

SDA CLIMATE SURVEY: STAFF

PROFESSIONAL LIFE:

This section of survey addressed overall experiences within community of SDA: collegiality, teaching, service, and administrative responsibilities, mentoring, processes of evaluation, tenure, and promotion, salary/benefits, work/family life balance, research, and professional development.

• Strong, positive feeling of collegiality in individual's primary area of work
• Positive satisfaction with being a staff member in primary area of work
• Colleagues feel like work is understood, valued, and respected by peers
• Extremely low percentage of staff stressed or fearful of losing their job (under new leadership-this reflects a major change in culture/climate)
• High level of support felt from staff within SDA and USC (53%)
• Strong peer to peer mentorship support and strong staff to student mentorship assistance/support

STRESSORS/AREAS OF CONCERN:

• Lack of professional development opportunities or skills/areas of expertise
• Lack of mentorship within the school in a more formalized and consistent capacity as well as within USC (45% staff expressed that they rarely or never received mentoring within staff position and 63% staff expressed that they rarely or never received mentoring within administrative position)
• High percentage of dissatisfaction with current salary (32%) and a lack of equity in terms of pay/salary
• Imbalance of equity and parity in terms of workload responsibilities expected of staff (68%)
• Desire for greater transparency of evaluation, review, and promotion procedures. (42% of staff do not feel that supervisor articulates clear criteria for promotion and evaluation)
• Clearer communication between supervisors and Deans cabinet about evaluation of performance work, growth, and areas of improvement (32% of staff do not feel that supervisor is open to constructive criticism)
• Perception of preferential treatment or favoritism in terms of supervisors treating staff in an even-handed way
• High/above average percentages concerning departmental politics (47%)
• Timing of departmental meetings/functions that conflict with scheduled classes that impact production faculty and staff (67%)
• Organizational Infrastructure: Staff expressed desire for supervisor and the Dean to handle disputes/problems more effectively and for the supervisor to communicate more consistently with staff.
• Staff are significant stakeholders within SDA community and are enthusiastic to contribute or offer innovative ideas and problem—solving skills to address certain issues (38% of staff desire for the Dean to involve them more in relevant decision-making processes)

ACTION STEPS:

• Administrative Support/Office Management: Revised system in place of hiring and retaining qualified assistants and work study students for administrative support
• Organization/Administrative Infrastructure of SDA: Re-imagined infrastructure to assist with internal and external communication, division of labor, clarity of duties and responsibilities, and create more shared governance across sectors of school
• Formalized Mentorship: Programs to support faculty and staff are currently being developed within SDA and USC
• Equity in Pay/Salary: Reviewed within all schools/departments and adjustments are being made to allow for greater equity/parity. Greater transparency of percentages of merit increases connected to performance evaluation/Annual Merit Review
• Annual Merit Review: Revisions in SDA Annual Merit Review Process to ensure ethical, unbiased best practices of how individual's merit and work is being assessed
• Faculty & Staff Handbook: recently revised to address a number of these issues and the creation of guides for committees, administrative tasks, effective practices, protocols, and standards
• EDI Workshops/Educational Training & Professional Development
• Strategic Plan: During the Fall of 2016, a five-year Equity, Diversity, and Inclusion Strategic Plan was created and written by Anita Dashiell-Sparks, Associate Dean of Equity, Diversity, and Inclusion

with input from Dean Bridel, SDA Inclusion and Equity Committee comprised of faculty, staff, students, and alumni, and other senior administrators, faculty, and staff at SDA
• Art Equity Scorecard: SDA Inclusion and Equity Committee is researching and developing an Inclusive and Culturally Responsive inter- active Toolkit. In addition, the committee is creating an Art Equity Scorecard as a model and metrics for assessment of EDI programs and initiatives at arts education training programs and institutions
• Internal & External Communication Strategies: Create and EDI Page on Faculty/Staff/Student Portal & Expansion of EDI Website to enhance communications about various programs, initiatives, events, and research efforts

QUALITATIVE DATA—OBSERVATIONS & RECOMMENDATIONS FROM STAFF: ***Staff Retention, Evaluation, and Promotion***

• Organizational Infrastructure & Shared Governance: Staff needs to be recognized as being just as important as faculty.
• Promotions & Professional Growth/Development: SDA is a small school, and therefore it inherently seems like there isn't a lot of room for promotions into a higher-level position. That said, title changes should be considered in lieu of actual promotions when possible, so people's resumes reflect growth rather than stagnation.
No avenues exist for promotion. Equity and Parity in Salary/Pay Scale: We should be within standard University pay ranges, not below. Many of us are.
• Merit and Evaluation Process/Protocols/Procedures: Evaluations are not based on fact.
• Evaluations do not review the work that is accomplished. My supervisor does not have the education to conduct evaluations.
• Criteria/Metric of Assessment and Evaluation of Work: Would like to see a metric to insure all staff strive for excellent at the university level.

CLIMATE AND CULTURE:
This section of the survey addressed perceptions, attitudes, and beliefs held by faculty and staff regarding the following areas of our identities: race/ethnicity, disability, gender, gender expression, sexual orientation, religion, nationality, and age. The questions asked considered whether faculty, staff, or students felt that the environment of SDA and of USC is friendly, welcoming, and inclusive for people with diverse backgrounds. These questions also assessed whether or not the climate and environment is conducive to teaching and learning within SDA and USC.

STRENGTHS:
• Staff at SDA feel that they are treated with respect by school administrators
• Staff at SDA feel that they are treated with respect by students (38%)
• Staff at SDA feel that they are treated with respect by faculty (although 38% of faculty feel otherwise)
• Mentorship: Positive interactions and relationships have been cultivated between staff to staff and staff to student (to a lesser degree) in the form of informal mentorship
• High percentage of faculty (over 50%-70%) feel that USC is a friendly environment for people with diverse backgrounds and feel valued and supported
• High percentage of faculty (over 50%-66%) feel that USC's campus climate is conducive to teaching and learning
• High percentage of faculty feel that administrators, faculty, and staff (66%) at USC demonstrate a commitment to diversity

STRESSORS/AREAS OF CONCERN:
• Significant percentage of staff (37%) indicated that they feel left out from certain experiences, opportunities, decisions, etc. within SDA. Need to identify what factors contribute to a feeling or lack of inclusion for some of our community members.
• High percentage of staff (43%) either feel occasionally or very frequently disconnected from other faculty and staff

ACTION STEPS:
• Mentorship Initiatives; Associate Dean of Faculty along with the support from Provost Office is developing more formal policies, protocols, and opportunities for mentoring peer to peer and between junior and senior faculty. Establish an onboarding system for new staff to become acclimated to the culture of SDA and the expectations and culture of USC.
• CommUNITY Day: Created democratized learning environment for faculty, staff, students, and alumni to learn from each other in different learning styles and experiences—connects to our pluralistic pedagogical approach communicated in our school's mission statement. Workshop themes and topics of mental health, learning differences and differing abilities, theatre games and improvisations, gender identity and expression, orientation, solo performance reflected individual's lived histories, gender violence and preventative steps, and fusion of art and activism were in direct response to issues communicated within climate survey and "Things I wish I knew..." campaign last semester.
• Civility Challenge: Initiated to encourage the collective practice of listening, open communication and dialogue, asking questions, understanding different perspectives and experiences, and fostering empathy.
• Organizational Infrastructure: Significant changes in the administrative organization and leadership of SDA which has created more shared governance among faculty and staff.
• EDI Workshops/Educational Training & Professional Development

INCLUSIVE AND CULTURAL RESPONSIVE LEARNING/ WORK ENVIRONMENTS:
This part of the survey allowed stakeholders to address whether or not they have been discriminated or harassed due to a specific area of identity or if they have seen or heard other peers being harassed or profiled negatively due to a specific area of identity. It also surveyed how people responded or reacted during these moments and whether or not individuals are aware of the various reporting options and support services available within our school and the larger university.

STRENGTHS:
• Overall, staff expressed positive feelings of acceptance, value, and confidence in relation to individual's identity group
• Staff indicated strong level of support and flexibility regarding family responsibilities within SDA and USC (50%)
• A significant percentage of staff (48%) expressed comfort level discussing diversity issues with other staff at SDA.
• A high percentage of staff (60%) expressed comfort level in discussing diversity issues at work (25% of staff felt otherwise)
• A high percentage of staff (56%) believe that regardless of gender, sexual orientation, race/ethnicity, or ability, every student has an equal opportunity to succeed at USC (19% of staff felt otherwise)
• A high percentage of staff knew about the USC Office of Equity and Diversity and USC Center for Work Life Balance and how to file reports (70%)

STRESSORS/AREAS OF CONCERN:
• Some staff expressed concern that they are asked too much to participate in organizations, committees, or activities based on individual's identity group such as race, gender, or orientation (20%)

• Some staff felt like they can never make a mistake because it may represent the behaviors or abilities of individual's identity group (32%)
• Some staff felt like they need to dress or speak differently that they normally do to fit in (23%)
• A lack of feeling of safety on USC campus was expressed by a portion of SDA staff (20%)
• A lack of comfort level from students discussing diversity issues in the work space of some staff (32%) and some staff discussing diversity issues with students (40%)
• Staff noted that sometimes negative remarks, comments, or feelings have been expressed by students, faculty, and administrators based on race/ethnicity, nationality, disability, gender expression, age, and religion
-Staff noted the need for greater awareness and accessibility for faculty, staff, students with disabilities
-Staff noted the need for greater education about and recognition of both visible and invisible disabilities
-Staff indicated that during moments or incidents of racial, gender, or ageist comments, bias, profiling, or harassment that they individually encountered, overheard, or witnessed, they responded in the following manner:
— Ignored it (11%)
— Consulted with a friend/individual about situation (44%)
— Confronted the person who made the remarks (11%)
— Reported Situation but was not taken seriously (11%)
— Reported Situation and was handled well (0%)
— Wanted to Report Situation but did not know how (22%)
— Wanted to report situation but was afraid of punishment (0%)

ACTION STEPS:
• Learning Differences: Partnering with USC Kortschak Center for Learning and Creativity, and USC Engemann Health Center for art therapy workshops
• Disabilities & Accessibility: Partnering with the USC Office of Disability Services to enhance parts of EDI strategic plan and offer educational programs, and professional development/training workshops. The intent is to offer greater support for faculty, staff, and students with various disabilities or differing abilities
• EDI Training & Professional Development Workshops:
— Held Diversity Conferences and Summits at SDA as educational trainings and workshops, and performance as a form of activism (Fall 2015-present)
— Held ongoing workshops offering resources and tools in building core cultural competency skills, cultivating and sustaining inclusive and culturally responsive learning and work environments (Spring 2018-present)
— Required that all full-time and part-time faculty and staff take Implicit Bias Training (2018-2019 academic year)
— Required and mandated that all members of faculty search committees take Implicit Bias Training (2018-2019 academic year)
— Shared books as community readings/discussions/workshops with Wonder, CITIZEN, and Fun Home with faculty, staff, and students at SDA
— Shared Diversity and Inclusion Guide created by USC Libraries with all faculty during the summer of 2018 to help with curricular and syllabi design and instruction
— Shared online racial equity course with faculty, staff, and students during Summer of 2018 to educate individuals about historic, systemic, and institutional systems of power, oppression, racism, and discrimination.
• All Are Welcome Signage: SDA Inclusion and Equity Committee along with SDA Communications Department have created an all-inclusive signage that will be present in all SDA theaters, buildings, and classroom/studio spaces that remind everyone that they are welcome within the SDA community. (Fall 2018)
• Department Of Public Safety (DPS) at USC: Every year during faculty and staff meetings we have colleagues from DPS share safety workshops, active shooter training, and emergency preparedness trainings.
mutual respect and commitment to diversity and inclusion.
• SDA Annual Merit Review Process: One of the criteria and areas of assessment in a faculty member's teaching, scholarship, and research deals with how faculty member demonstrates their commitment to EDI in practical application in their work. This process could be modified and used as a metric of assessment and annual evaluation of the work of staff.

QUALITATIVE DATA—OBSERVATIONS & RECOMMENDATIONS FROM STAFF: ***Climate, Culture, and Inclusivity/Cultural Responsiveness***
Recruitment & Retention: Take degrees and academic fields into account on issues of faculty/supervisor recruitment, retention and promotion.

SDA CLIMATE SURVEY: STUDENTS

STUDENT LIFE:
This section of survey addressed overall experiences within community of SDA: collegiality among your cohort, area of study, schoolwork and related responsibilities, mentoring classroom and dorm room interpersonal politics, processes of evaluation of academic and performance work, tenure, employment/work outside of school, and school work/family life balance.
• Strong, positive feeling of collegiality among cohort (acting, tech, design, etc.)
• Positive satisfaction with overall experience of community at SDA (54%) and overall experience of being a student in specific area of study (65%)
• Positive and strong satisfaction with school work and related responsibilities (55%)
• Students feel like teachers are aware of and understand their work (48%)
• High level of satisfaction with positive teacher interactions within SDA and USC (80%)
• High level of support and access to faculty when necessary (74%)
• Strong satisfaction of faculty to student mentorship/guidance (68%)

STRESSORS/AREAS OF CONCERN:
• High Stress due to Imbalance of homework load and responsibilities (53%)
• Above average or very high level of concern and stress about health (48%)
• Timing of rehearsals and/or outside meetings (47%)
• Fear of grades and/or failure (43%)
• Student's employment situation/work outside of school (42%)
• Average to High level of stress associated with caring for someone who is ill, disabled, aging, or in need of special services. (36%)
• Above average or very high level of stress about classroom interpersonal politics (28%)
• Some students felt that they have to work harder than their peers to be perceived as a legitimate scholar (20%)
• Constructive Criticism & Transparency: Desire for greater transparency of metrics of evaluation/criteria for success in assessment and feedback of student's work, growth, and development (42%)
• Internal Communication: Clearer communication between program directors, area heads, and Deans cabinet about the school's mission, curricular, and pedagogical approach to training progression in all programs
• Perception of preferential treatment or favoritism in terms of how

teachers treat students and hold students to different standards and expectations
• A significant percentage of students who do not feel that the program director (30%), area head, or Dean (21%) treats students equitably
• Accountability & Organizational Infrastructure: Students expressed desire for program director, area head, and the Dean to handle disputes/problems more effectively and for these entities to communicate more consistently with students
• Students are significant stakeholders within SDA community and are enthusiastic to contribute or offer ideas and recommendations to address issue or area of concern (51% of students desire for the Program Director or Area Head and the Dean (45%) to involve them more in relevant decision-making processes)

ACTION STEPS:
• Advisement & Academic Services: Revised system in place of advising students in BA, BFA, and MFA programs to ensure experiential equity and access to classes and other support services and resources
• Organization/Administrative Infrastructure of SDA: re-imagined infrastructure to assist with internal and external communication, division of labor, clarity of duties and responsibilities, and create more shared governance across sectors of school
• *"Things I Wish My Professor Knew…"* Initiative: an effective way of collecting qualitative data about student's experiences within the classroom and outside of the classroom. Faculty members set aside a portion of their class session to facilitate this project and different form of engagement so we could better support the physical, social, emotional, and academic needs
• Student Handbook: currently in the revision process as it has not been updated in years and could be an effective tool, guide, and resources for students to understand standards, protocols, and practices set forth by the school that impact both performance and production
• EDI Workshops/Educational Training & Career Development Opportunities
• Strategic Plan: During the Fall of 2016, a five-year Equity, Diversity, and Inclusion Strategic Plan was created and written by Anita Dashiell-Sparks, Associate Dean of Equity, Diversity, and Inclusion with input from Dean Bridel, SDA Inclusion and Equity Committee comprised of faculty, staff, students, and alumni, and other senior administrators, faculty, and staff at SDA
• Art Equity Scorecard: SDA Inclusion and Equity Committee is researching and developing an Inclusive and Culturally Responsive inter- active Toolkit. In addition, the committee is creating an Art Equity Scorecard as a model and metrics for assessment of EDI programs and initiatives at arts education training programs and institutions.
• Ask The Dean Initiative: Opportunity for students to interact and engage the Dean with monthly questions, forums, and town halls including faculty and staff
• Internal & External Communication Strategies: Create and EDI Page on Faculty/Staff/Student Portal & Expansion of EDI Website to enhance communications about various programs, initiatives, events, and research efforts

QUALITATIVE DATA—OBSERVATIONS & RECOMMENDATIONS FROM STUDENTS: ***Student Retention and Academic Success***

Inclusion/Exclusion of Women & Gender Bias: Women are forgotten and excluded in the classrooms Treat women better and retention will go up.

Sexism & Fear of Retaliation: We were threatened to not be cast in the next play when we attempted to bring up rampant sexism within the BFA.

Plays in Production Season: The plays selected are problematic—I would leave the program, however I feel trapped by scholarship and the time it took me to realize this. It's too late to change.

Mental Health: I think SDA could do a better job handling mental health.

Cultural Competency: I think all teachers need to take a class on black history or maybe how what they say can affect their black students. Or any ethnic students for that matter. We are doing some plays with a lot of racial history and we are having discussions about these times in class, yet the professors don't necessarily know the whole history of the situation and are trying to teach it to the students. This results in tension because of false facts and especially a topic like race, people can take comments the wrong way.

Active Learning Strategies: Yes, students learn by observation. But in an acting class, there is opportunity for every student to be participating each week in some capacity by doing physical acting exercises or holding group discussions. It's all scene study but it forces us as students to intellectualize everything instead of consistently learn the craft of acting by doing.

Curricular: Basic Voice class is not very helpful in actually improving our voices, neither is World Theatre class at teaching us anything.
I am overall disappointed with my experience in SDA so far. I haven't been given any opportunities to perform like I was told I would when I applied. I don't feel as though I learn much in the critical studies classes and I'm not the only one who feels that way. In 211 especially, it just feels like a throw-away class right now that no one really cares about. If I want to learn more about plays, I have to do it on my own. Every time I have to write an essay or analyze a play, I have to figure out how to do that on my own. I feel like I never learned anything useful or helpful in lectures. They might have had some interesting facts, but nothing that I feel would benefit me in the long run. In addition, something I've noticed in all my classes is that people tend to not call on me or tend to not talk to me because they can't say my name or are afraid of getting it wrong, so that's disappointing too.

I will say though that I finally feel like I'm being challenged in my 252a acting class and this is the first class I've taken in SDA that I feel I have gotten some use out of. I just wish more classes focused on challenging our thought processes or on learning information in a way that can't be learned online.

Casting & Representation: In addition, I wish the school would pick more shows that were not based on the struggles of colored people and instead focus on casting people of color in more "mainstream" shows. It makes me feel like I'm being put in a box because I might be "needed" for a show that I'm not as interested in. I've talked to a lot of people about this and I know I'm not the only one who feels this way. I just feel in general at USC, white people are valued more and everything is easier for them. I know that's quite a blanket statement, but it's just based on my personal experiences.

CLIMATE AND CULTURE:
This section of the survey addressed perceptions, attitudes, and beliefs held by students regarding the following areas of our identities: race/ethnicity, disability, gender, gender expression, sexual orientation, religion, nationality, and age. The questions asked considered whether faculty, staff, or students felt that the environment of SDA and of USC is friendly, welcoming, and inclusive for people with diverse backgrounds. These questions also assessed whether or not the climate and environment is conducive to teaching and learning within SDA and USC.

STRENGTHS:

• Students at SDA feel that teachers solicit their opinions (68%)
• Students at SDA feel comfortable asking teachers about performance expectations (74%)
• High percentage of faculty (66%) feel that USC's campus climate is conducive to teaching and learning
• Students feel intellectually stimulated very frequently or always (67%)
• Students at SDA respect other students (52%)
• Students at SDA feel that the Dean creates a cooperative and supportive environment (45%)
• Mentorship: Positive interactions and relationships have been cultivated between faculty to student and student to student
• High percentage of students feel that USC is a friendly environment accepting of people with diverse backgrounds (51%) However, 43% disagree

STRESSORS/AREAS OF CONCERN:

• High percentage of students (73%) either felt occasionally or very frequently disconnected from other faculty and staff
• Some students felt uncomfortable discussing diversity issues in their classes (42%)
• Some students felt that administrators and faculty at USC do not demonstrate a commitment to diversity (34%)
• Significant percentage of students (25%) indicated that they felt left out from certain experiences, opportunities, decisions, etc. within SDA. Need to identify what factors contribute to a feeling or lack of inclusion for some of our community members.

ACTION STEPS:

• Intra-Arts Events: Collaboration among the arts schools to build community, create art, and hold space to deal with equity, diversity, and inclusion issues peer led and student generated initiative with arts leaders from each school
• CommUNITY Day: created democratized learning environment for faculty, staff, students, and alumni to learn from each other in different learning styles and experiences—connects to our pluralistic pedagogical approach communicated in our school's mission statement. Workshop themes and topics of mental health, learning differences and differing abilities, theatre games and improvisations, gender identity and expression, orientation, solo performance reflected individual's lived histories, gender violence and preventative steps, and fusion of art and activism were in direct response to issues communicated within climate survey and "Things I wish I knew..." campaign last semester.

• Civility Challenge: initiated to encourage the collective practice of listening, open communication and dialogue, asking questions, understanding different perspectives and experiences, and fostering empathy.

INCLUSIVE AND CULTURAL RESPONSIVE LEARNING/ WORK ENVIRONMENTS:

This part of the survey allowed stakeholders to address whether or not they have been discriminated or harassed due to a specific area of identity or if they have seen or heard other peers being harassed or profiled negatively due to a specific area of identity. It also surveyed how people responded or reacted during these moments and whether or not individuals are aware of the various reporting options and support services available within our school and the larger university.

STRENGTHS:

• A significant percentage of students felt comfortable discussing diversity issues with other students at SDA. (79%)
• A significant percentage of students believe that faculty at SDA demonstrate a commitment to diversity (57%)
• A significant percentage of students (50%) expressed comfort level in discussing diversity issues in classes
• Overall, from the perspective of the students, they articulated openness, confidence, and valued different aspects of identity and interacting with other people with intersectional identities
• Overall, a strong commitment to being an ally or an advocate for someone

STRESSORS/AREAS OF CONCERN:

• A significant percentage of students do not believe that regardless of gender, sexual orientation, race/ethnicity, or ability, every student has an equal opportunity to succeed at USC (51%)
• Some students felt uncomfortable discussing diversity issues with other faculty at SDA (30%)
• A lack of feeling of safety on USC campus was expressed by a portion of SDA faculty (26%)
• Some students did not feel that their uniqueness is embraced at USC (35%
• Some students felt like they needed to dress or speak differently than they normally do to fit in (35%)
• Some students felt that other people assume they need assistance (28%)
• Some students felt like they can never make a mistake because it may represent the behaviors or abilities of my identity group (21%)
• Students expressed concerns about how gender and orientation affected their interactions among peers and sensibility within workplace and classroom environments
• Students noted that sometimes ageist, racist, and xenophobic attitudes, feelings, or comments have been expressed by students, faculty, and administrators
• Students noted the need for greater awareness and accessibility for faculty, staff, students with disabilities
• Students noted the need for greater education about and recognition of both visible and invisible disabilities
• Students indicated that during moments or incidents of racial, gender, nationality, or ageist comments, bias, profiling, or harassment that they individually encountered, overheard, or witnessed, they responded in the following manner:
  — Ignored it (20%)
  — Consulted with a friend/individual about situation (53%)
  — Confronted the person who made the remarks (7%)
  — Reported Situation but was not taken seriously (13%)
  — Reported Situation and it was handled well (0%)
  — Wanted to Report Situation but did not know how (0%)
  — Wanted to report situation but was afraid of punishment (7%)

ACTION STEPS:

• Affinity Groups: Create affinity lunches and groups that celebrate and reflect a specific identity group to foster ally-ship and community building. In Fall 2018, we held their first annual LGBQT+ affinity luncheon that was a brave space for individuals to share how their identity has shaped them as a human being as well as how their identity continues to shape them as an artist.
• Learning Differences: Partnering with USC Kortschak Center for Learning and Creativity, and USC Engemann Health Center for art therapy workshops
• Disabilities & Accessibility: Partnering with the USC Office of Disability Services to enhance parts of EDI strategic plan and offer educational programs, and professional development/training workshops. The intent is to offer greater support for faculty, staff, and students with various disabilities or differing abilities
• EDI Training & Professional Development Workshops:

— Held Diversity Conferences and Summits at SDA as educational trainings and workshops, and performance as a form of activism (Fall 2015-present)
— Held ongoing workshops offering resources and tools in building core cultural competency skills, cultivating and sustaining inclusive and culturally responsive learning and work environments (Spring 2018-present).
— Required that all full-time and part-time faculty and staff take Implicit Bias Training (2018-2019 academic year).
— Required and mandated that all members of faculty search committees take Implicit Bias Training (2018-2019 academic year)
— Shared books as community readings/discussions/workshops with Wonder, CITIZEN, and Fun Home with faculty, staff, and students at SDA.
— Shared Diversity and Inclusion Guide created by USC Libraries with all faculty during the summer of 2018 to help with curricular and syllabi design and instruction.
— Shared online racial equity course with faculty, staff, and students during Summer of 2018 to educate individuals about historic, systemic, and institutional systems of power, oppression, racism, and discrimination.
• All Are Welcome Signage: SDA Inclusion and Equity Committee along with SDA Communications Department have created an all-inclusive signage that will be present in all SDA theaters, buildings, and classroom/studio spaces that remind everyone that they are welcome within the SDA community. (Fall 2018).
• Department Of Public Safety (DPS) at USC: Every year during faculty and staff meetings we have colleagues from DPS share safety workshops, active shooter training, and emergency preparedness trainings. We should investigate offering these trainings to SDA students also.
• Admissions & Recruitment: Strategic and thoughtful initiatives on the part of academic services and admissions team to recruit the most talented and diverse cohort across different modalities of identities. Identify the support and resources needed such as scholarships to create experiential equity and set students up for success during their tenure at USC.
• SDA Definition of Excellence in Teaching: Task Force was created by Dean Bridel to create a definition of excellence in teaching and one of the core principles is creating and maintaining mutual respect and commitment to diversity and inclusion.

QUALITATIVE DATA—OBSERVATIONS & RECOMMENDATIONS FROM STUDENTS:

Climate, Culture, and Inclusivity/Cultural Responsiveness

Please list any SDA Faculty/Staff mentors: Anita Dashiell Sparks, Lori Fisher, Daniel Leyva, Mary Joan Negro, Stephanie Shroyer, Scott Faris, Els Collins, John DeMita, Meghan Laughlin.

Admissions & Recruitment: Cultivate and sustain a more diverse (in every meaning of the word) student body.

Experiential Equity: Care about the BA program.

Not have such a huge divide between the BA and BFA students.

Offer more opportunities to BA students to perform.

Play Selection & Casting: Choose "mainstream' shows and cast color-blindly instead of choosing a show about the struggles of people of color.

Pick shows with enough female/POC (people of color) parts to represent the BFA.

Give men and women equal opportunity in the classroom and in the plays.

Improve equality in the selection of class shows.

Stop doing shows that we do not have the student body/interest to support such as *Evita* and *West Side Story*.

Curricular/Pedagogical Approach-Performance & Critical Studies: Introduce material in required classes that handles issues of race, class, and gender in a modern context.

Critical Studies Curriculum: Teach plays in all critical studies to end the "other" stigma.

Community Building: We need a SPACE and more social events.

We need events with other schools like Kaufman to bring the arts together.

Embrace diversity.

Cultural Responsiveness: Professors aren't aware that comments they make are subconsciously racist, but it's a constant thin and is brought up almost every class now so it's very frustrating.

Inclusivity: All professors should be required to take a class on racism and how things they say may offend students even if they didn't intend to offend them. It's subconscious racism and they need to be able to acknowledge when they do it and be able to control it because it affects the student's participation.

Democratized Learning Environment:
The art and craft of theatre, in practical application, is an example of democracy in action. Through the creative process: the process of collaboration, the process of critical thinking and analysis, the process of problem-solving, the process of design thinking, the process of dramaturgy and research, the process of telling stories, the process of creating and making art, we educate and prepare our students to value, empathize, and understand different people, environments, perspectives, experiences, and circumstances that help personalize and contextualize the story we are telling on stage or on screen.

Pedagogy & Curricula:
It is in this creative space, the empty space of the theatre, where the invisible is made visible. Our students learn how to create characters that are altogether human with contradictions, idiosyncratic behavior, and thoughts, complex feelings and emotions that manifest themselves through actions (verbal, physical, psychological, and emotional actions). We challenge our students both in the classroom and on stage to take risks and have the courage, to tell the truth, about someone else's life or lived history and experiences "as if it is their own" through the transformative power of storytelling and of theater. This holistic and multi-dimensional approach allows for greater breadth and depth in their work and in their learning experiences at SDA.

Identities & Intersectionality:
Our students are challenged and encouraged to bring all of themselves, all of their humanity, and all of their identities to the work and to the art they create across race, gender, gender identity, and expression, orientation, class, disability or differing abilities (both visible and invisible), learning styles, and military status.

Inclusive and Culturally Responsive Learning Environments:
Across our various programs and areas of study within our school, we agreed to place value on fostering and sustaining mutual respect and diverse perspectives and experiences which can foster a robust academic discourse in the classroom and in the rehearsal space. To listen and hear differing opinions with respect and civility is modeled for and expected from our students. It is because of these internal/external conflicts of the characters in the world of the play that creates the dramatic conflict that anchors the story. (SEE attached Civility Challenge – Fall 2018)

Casting & Representation:
We want to implement and emulate best practices in our industry related to issues of equity, diversity, and inclusion. We as a school are committed to inclusivity and experiential equity within our production season in terms of the types of plays selected in our season and the casting and representation of students and cultures who are telling those stories on stage. Research Database created to analyze and assess casting of our BA and BFA SDA productions based on race and gender including representation analysis of playwrights.

Student Recruitment and Retention:
We are dedicated to seeking a diverse and talented student body and a cohort of students that reflect the EDI related values, philosophies, and objectives within SDA.

Faculty Recruitment and Retention:
We are dedicated to hiring a diverse group of faculty that reflect the pluralistic approach to theater and dramatic arts written in the mission statement of SDA.

Community Engagement and Interdisciplinary Connections:
We prepare our students to become the next generation of artists, artist-scholars, artist leaders, and artist-activists. We value the bridge between theory and practice. Students have the opportunity to engage and understand the power and intersection between art and activism and how art can be used as a catalyst for change in the world.

Compiled and written by Anita Dashiell-Sparks, Associate Dean of Equity, Diversity, and Inclusion, Associate Professor of Theatre Practice, USC School of Dramatic Arts

By David Bridel, Dean of USC School of Dramatic Arts and Anita Dashiell-Sparks, Associate Professor of Theatre Practice, Associate Dean of Equity, Diversity, and Inclusion, Chair of Inclusion Committee

APPENDIX XX | SDA's EDI 5-year Strategic Plan

EXECUTIVE SUMMARY/OVERVIEW

The School of Dramatic Arts (SDA) recognizes that matters of diversity relating to race and ethnicity, gender and gender identities, disabilities, and more, are central to the study and practice of the dramatic arts and to a national conversation about inclusivity and equity in society at large. This national conversation also impacts and reinforces the necessity of theatre and the dramatic arts within academia and within our respective communities. Theatre practitioners have an established history of contributing to, leading, and staging conversations around progressive social movements and are thus well suited to heed the call of action in offering a critical and creative space through the fusion of performance, dramatic literature, and critical thought to address complex issues of diversity and inclusion.

SDA aspires to become a standard-bearer and leader in this field within higher education. To that end, SDA has developed a series of action steps, programs, and initiatives in the following areas detailed below: Equity & Organizational Infrastructure; Educational Infrastructure; Access and Opportunity in Community; Access and Opportunity on Campus; and Campus Climate. This five year strategic plan identifies priorities that have a set of measurable outcomes and implementation timelines to improve and incorporate diversity and inclusion in every facet of SDA including teaching, learning, research, community outreach, mentorship, social justice, new media/technology, and the recruitment and retention of faculty, staff, and students.
This strategic plan was compiled and written by Anita Dashiell-Sparks, Associate Professor of Theatre Practice, Associate Dean of Equity, Diversity, and Inclusion, and Chair of Inclusion & Equity Committee, with input from members of the USC SDA Inclusion and Equity committee, including faculty, staff, students, and alumni appointed by Dean David Bridel.

EQUITY & ORGANIZATIONAL INFRASTRUCTURE

The objective of this goal will focus on the following issues: eliminating exclusionary barriers; supporting the educational pipeline; and analyze the evolving compositional diversity of the School of Dramatic Arts within the larger university of USC. SDA seeks to recruit and retain students, faculty, and staff to more accurately reflect the diverse landscape of Los Angeles. As a private institution, USC can help mold and enhance the educational pipeline by supporting equity in education for K- 12 students, utilizing the arts as a tool to enhance and teach common core curricular subjects which will increase college readiness and college eligibility, mentoring the future generation of artists and innovators; promoting the success of students through undergraduate graduation; and encouraging the pursuit of graduate degrees at low cost equitable rates.

After conducting research of best practices within both the artistic field (Theatre Communications Group, New York) and EDI field (National Association of Diversity Officers in Higher Education), showed that establishing a baseline through compliance measures can allow for greater growth and expansion within organizational infrastructure in multiple ways. According to various studies conducted through TCG, "The diversity of the theatre community—combined with its interdependence—makes it strong, healthy and robust. TCG is committed to supporting the plurality of aesthetic, perspective, race, class, gender, age, mission, as well as organizational size and structure." TCG has developed "REPRESENT", a survey platform tool, which collects real-time demographic data from theatre people who self-identify across intersections of difference. As evidenced by the SDA Strategic Plan, the school is committed to using an intersectional approach to identity and equity that will permeate all areas of the school including data collection and data transparency. In a concerted effort of TCG to transform the national theatre field into a community that is more equitable, diverse, and inclusive, SDA aspires to the same goal of transforming the national arts and theatre education field. Theater Communications Group's strategic EDI multi- year plan describes the necessity of establishing a baseline as follows:

"REPRESENT will initially focus on eight specific areas of identity: ability/disability, age, class/educational background, gender, place of origin, race/ethnicity, religion/spirituality and sexual orientation. Creating a baseline for the theatre field will help TCG measure future efforts of inclusion and more accurately benchmark progress. It will empower shared language and goal-setting for advancing diversity and inclusion field-wide."

The culture of Evidence Based Practices can foster a rich and holistic ethos that challenges the educator and administrator to use research, theory, and scholarship in everyday practice. This is one example of a characteristic benchmark that would help SDA become a leader in the field. Additional characteristics and benchmarks that will challenge and encourage the faculty, staff, and students of SDA to become leaders in the field, not only compliant, are as follows: Active Engagement in the Broader Profession; Demonstrated Commitment to Inclusive Excellence; and Fostering an Organizational Mindset for Learning & Improvement.

The areas of focus within equity and organizational and structural diversity are as follows:

- Recruitment and Retention (students, faculty, and staff)
- K-12 Educational Pipeline and Outreach
- Nondiscrimination and Compliance
- Affirmative Action and Equal Employment Opportunity
  - — Gender Equity and Title IX
  - — Gender Identity-Transgender
  - — Civil Rights
  - — Americans with Disabilities Act (ADA) compliance and accommodations

GOALS/STRATEGIES:

1) During Fall 2015, the Associate Dean of Academic Services, Lori Fisher, gathered data regarding the ethnic and gendered demographic of our current undergraduate and graduate students. Summary of that analysis suggest that there has been an increase in African-American students. However, the number of Hispanic American students has decreased and/or has shown a trend of inconsistency in the past two admission-recruitment cycles. The ethnic demographic consistently remains strong and diverse among the graduate students in acting and dramatic writing MFA programs. The findings of that analysis are listed below:

STATISTICS/DEMOGRAPHICS: 598 Students (Undergraduate/Graduate Programs); 517 Majors and 39 Double Majors; 116 (BA-Acting Emphasis); 4 (BA-Design Emphasis); 11 (Visual and Performing Arts); 125 (BFA Acting/Design)

STATISTICS/ETHNIC ORIGIN: 7.27% (Black-Undergraduate-Upward Trend); 15.91% Graduate; 10.51% (Latino/Hispanic-Undergraduate-Not an Upward Trend); 18% (Latino/Hispanic-Graduate); 7.68% (Asian-Undergraduate); 4.55% (Asian-Graduate);

5.25% (Multi-racial Undergraduate); 4.55% (Multi-racial Graduate); 63.84% (White-Undergraduate); and 40.9% (White-Graduate)
2) ACTION STEPS: **Increase Recruitment Programs and Scholarships** to students of underrepresented groups within the public and independent secondary schools in Los Angeles and nationwide. SDA Development Office in collaboration with SDA Admissions/ Academic Services Office and SDA Faculty will launch a donor campaign with the following goal over the next five years: raise at least $160,000 to award four incoming talented diverse students $10,000 scholarship per year during their undergraduate study at USC. The goal is to have this scholarship fund endowed which would make us competitive in attracting and retaining diverse talented students. Strategies of identifying donors include alumni base, members of board of councilors, industry professionals/agencies, studio networks, corporations, and grants.

3) Proposed Initiative/Program: Develop and implement a **Summer Program based on Theatre and Activism**. The objective would focus on Social Justice and leadership and would be available for high school students in early August. This program could be supported by or offered in collaboration with the USC United University Church's Youth Leadership/Social Justice Program. Program could be funded/ supported through Grants such as the Good Neighbor Nationwide Campaign/UNO Grant and in collaboration with University Relations resources.

4) **FIRST GENERATION** Proposed Initiative/Program: Develop and support an Undergraduate and Graduate Student Advocacy group for first generation college students. Research has shown that a growing number of students are entering and matriculating through college as the first or only member of their family that has attended college.

5) Research Study/Data Analysis—METRICS: Analyze and track the retention rates between first-year and sophomore years and sophomore and junior years for first-generation and other non-traditional undergraduate students meet the standard rates/requirements as other undergraduate students.

IMPLEMENTATION: The timeline for the Theatre & Activism Summer Program could be as follows: Identify USC and community partners and develop program progression during 2017/2018 academic year. The summer intensive could be offered to students in August 2018/2019. First Generation Student Advocacy Group could be introduced during the Fall 2018 semester.

EDUCATIONAL/CURRICULAR INFRASTRUCTURE

During our Diversity Summit held in November 2015, undergraduate and graduate students as well as faculty, articulated a greater need for more diverse texts, resources, content, and engaged dialogues within the classroom environments.

Students fervently expressed an openness, curiosity, and desire to experience stories, characters, and circumstances that challenge them to empathize and embody the truth of our humanity across race/ethnicity; gender identities; class and privilege; abilities/disabilities; religious beliefs; and military/veteran status. The students and faculty of SDA articulated a commitment to investigating the inter- sectional dynamics of these complex issues of diversity and inclusion with greater breadth and depth within the classroom and within our SDA production season. The purpose of the following programs and initiatives are to educate and embed these difficult, yet necessary dialogues within the culture and philosophy of School of Dramatic Arts.

GOALS/STRATEGIES:

1) **CURRICULAR REVIEW:** During the 2015-2016 Academic Year, the SDA Inclusion & Equity Committee conducted a comprehensive review of the syllabi of the following courses in the acting progression: Introduction to Acting, Introduction to Scene Study, Intermediate Acting (Part A/B). This review revealed that 90% of the plays, videos, and resources used as educational content and teaching tools during these acting courses are white, heterosexual, male playwrights or acting theorists.

ACTION STEPS: As a result of this curricular review, the following recommendations have been made to Dean David Bridel and the Faculty of SDA:
• At least one text or resource utilized in the class is from a woman and another text/resource is from a person of color or underrepresented minority.
• In addition, a revised list of playwrights/artists has been compiled as an added resource for performance faculty who teach acting courses in the progression including advanced acting courses in 300/400 levels. SDA Diversity Liaison will provide a report of these findings with faculty, staff, and students during mandatory orientation/educational workshop in Fall 2017.

ACCOUNTABILITY/METRICS OF ASSESSMENT:
SDA Inclusion & Equity Committee recommends that the SDA Dean, Associate Dean of Academic Services, and Area Heads of performance classes annually review syllabi to encourage and reinforce the use of inclusive materials/resources within the classroom. Analysis of student engagement and response to course content will be measured in the following ways: course evaluations; student focus groups; student climate surveys; and school wide town hall forums.

DATA/RESEARCH: Also, it is recommended that the SDA Diversity Liaison Officer and Inclusion & Equity Committee Chair, Anita Dashiell-Sparks, attend and participate in monthly Director's Group Meeting with SDA Dean to gain insights and offer support regarding how diversity and inclusive programs/initiatives are effectively integrated within the different areas and culture of the school. Since the SDA Production Season is an extension of our curriculum and pedagogy in the classroom, data and research have been organized by the SDA Artistic Directors.

The objective of this study is to assess and analyze the play selection and casting of plays within our production season over a five year period starting in 2010. Statistics regarding gender and ethnic demographics of students cast in our production season are being measured along with the gendered/racial dynamics of playwrights produced in our season.

IMPLEMENTATION: This comprehensive study will allow us to gather both quantitative data and qualitative data through case studies, critical ethnography-interviews, oral and written reflections/ testimonies, and post-show discussions or post-mortems after a production has closed to examine the effectiveness of educational and creative process for the undergraduate and graduate students of SDA.

2) Establishing **Mandatory Orientation/Educational Workshops** in Fall 2017: All SDA Faculty, Staff, and Students would participate in an interactive series of workshops and conversations around the theme of "Identity Politics & Theatre" focusing on defining the culture and story of the school of dramatic arts. These series of workshops could be facilitated by the following: Anita Dashiell-Sparks, National SEED (Seeking Educational Equity and Diversity) Leaders, Art-Equity facilitators, SDA faculty, and other colleagues including Jacqueline Lawton, a playwright who curates the online diversity forum for Theatre Communications Group (TCG) and led the breakout sessions/town hall meeting as part of the SDA Diversity Conference held in October 2015. The objective of these orientations would serve as a contextual frame about the educational mission and philosophy of the training; raise consciousness and awareness about complex issues of privilege, race, class, gender, able bodied/non-able bodied, and advocacy for marginalized or underrepresented groups;

and developing a critical and critical space to listen and allow diverse voices/perspectives to be heard.

METRICS: A series of reflection questions will be distributed to faculty, staff, and students at the end of the educational workshops.

3) Create **Core Curriculum Course based on "*Cultural Literacy*"**
• All SDA students would be required to take in fulfillment of degree requirements. Based on current requirements, this would increase required number of credits by two. It is proposed that this 2 units survey course could be co-taught by multiple professors throughout the course of the semester divided into 5 three-week modules. Objective of the course would be to enhance student's learning by being brought into a new cultural understanding and to set the climate for an inclusive learning environment. This course could be quite unique in its pedagogical and interdisciplinary approach to engage students and challenge them to be active participants in their learning and to become informed risk takers/leaders within and outside of classroom environment. The course modules could incorporate the following content: acting/performance; critical studies; playwriting; design; theatre and social justice; and new media/technology. All of the different aspects of our training within the school of dramatic arts would be offered to our students in one survey course.
• Another modality or pedagogical approach to cultivating multi-cultural and inclusive classroom environments could be to further develop and expand current course offerings for SDA students to reflect a broader range of experiences across race, culture, gender, religion, abilities, and orientation. This approach could also help change the culture of the school by valuing and integrating EDI core principles across curriculum.
• This interdisciplinary area of Cultural Literacy and Theatre will be supported in the following capacities: workshops, leadership training/ skills, professional development, curriculum development, and research focusing on multi-cultural stories, experiences, and perspectives that foster cross-cultural understanding of communities, history, and the world.

METRICS: A specific and comprehensive set of learning objectives would be developed for this course and the co-teachers of this course would be held accountable for complying with the stated learning objectives on syllabus.

IMPLEMENTATION/TIMELINE: The new curriculum course offerings would be developed during the 2015-2016 and 2016-2017 academic years and submitted to the University Curriculum Committee for approval. Once approved, courses could be offered to students in the Spring 2016, and Fall 2017/Spring 2018 semesters.

4) **MENTORSHIP OF NEXT GENERATION OF ARTISTS:** In collaboration with and heed to the call to artists made by President Barack Obama, the faculty of SDA would join other members of the media and entertainment industry in mentoring young artists. He called on SAG-AFTRA and the American Film Institute to encourage members to volunteer 1 million hours of mentoring service to the next generation of storytellers over the next three years. According to the last tally in Spring 2016, more than 500,000 hours have been logged to date with dozens of other organizations joining the cause. We, as educators and working professionals of the SDA, can help change lives through our artistry and contribute to "A Call to Arts" initiative in achieving its goal by the 2018 deadline. Applied theatre arts, outreach, and service learning are some of the initiatives and foundational principles of our school and of the strategic plan and vision of USC at large. As faculty members volunteer their time in Summer/Fall of 2016, they will log in their hours on the SAG-AFTRA website and the total number of hours served by SDA faculty can be documented as a metric for this mentorship initiative.

ACCESS AND OPPORTUNITY IN THE COMMUNITY

GOALS/STRATEGIES:

1) ACTION STEPS: Acknowledging the rich historical, cultural, and political landscape of Los Angeles and the surrounding communities of USC, SDA would facilitate free workshops, events, and civic dialogue in collaboration with local community groups and organizations.

2) **ARTS TRANSFORMING SOCIETY-ART & ACTIVISM:** The workshops would feature LA artists, writers, directors, filmmakers, and activists to foster an artistic experience and interactive dialogue about the character of Los Angeles as a city and the stories of the people who live, work, and play in the City of Angels. Using the framework of social justice allows diverse communities to examine the intersections of multiple identities and their relationships to systems of power, privilege, and oppression. The USC Office of Civic and Community Engagement, Visions & Voices, and sponsorships from local businesses and organizations would support this initiative.

METRICS OF ASSESSMENT: Surveys would be distributed to participants and collected after each event; data will be logged regarding demographic and geographic information about the audience/surrounding communities; and gather quantitative and qualitative data from community partners to measure impact of programming on individual participants and in supporting strategic goals/mission of the community organizations.

IMPLEMENTATION: During the 2017/2018 academic year, identification of community partners, local organizations, and LA artists/activists would occur and a programmatic schedule would be compiled.
Applications for external funding and resources from grants and the university offices/programs listed above would be submitted. The workshops and events would occur during the 2018/2019 academic year.

3) **GLOBAL CONNECTIONS/INTERNATONAL VOICES:**
In collaboration with Dr. Robin Romans and the Provost's Office at USC, to support and enhance the "USC International Artist Fellowship" program for international artist scholars studying at USC. Dr. Brent Blair, associate professor of applied theatre arts along with other SDA colleagues, could facilitate a series of workshops that include intercultural training. The objective of this initiative is to offer educational tools through theatre of the oppressed techniques and the National SEED Project's Inclusive Curriculum about how to have conversations and difficult dialogues with respect and honesty facilitated by SDA Diversity Liaison Officer, Anita Dashiell-Sparks. These tools would provide students with a shared vocabulary and context for international students/artists to share their experiences and voice their opinions about dynamics going on within USC and the world.

METRICS: Participants would complete and entry and exit survey in order to assess the value and impact of program on student and how it affected their overall experiences and interactions with other peers on campus.

IMPLEMENTATION: Identify past participants of Artists Fellows program to gather their feedback, collaborate with Dr. Robin Romans, and create a set of learning objectives and expected outcomes for the participants to achieve by the conclusion of academic year.

4) **THEATRE & SOCIAL CHANGE INSTITUTE:**
The institute could be comprised of the following areas/divisions:

• **Division of Medical Clowning** (continuing and expanding the work of this discipline established during Fall 2016/Spring 2017 academic year)
• **Division of Liberation Arts and Community Engagement** (or LACE, promoting research and advancement, professional

associations, inter- discipline collaborations, education and enrichment in cultural fieldwork and the practices of applied theatre arts)
• **Division of Student Activities** (supporting and mentoring efforts by our students to utilize theatre for social change programs or initiatives)
• **Division of LGBQTI** (supporting the educational growth and development of curriculum courses, workshops, programs, and initiatives about gender expression, gender identity, and orientation for faculty, staff, and students)

IMPLEMENTATION: Create an Institute Committee that will examine and identify the core objectives and areas of the Institute in Spring 2016/Fall 2017. Institute will launch and officially open in Spring 2018 during an interdisciplinary Conference at USC hosted by School of Dramatic Arts. Identify donors and grants to develop and sustain the programs and initiatives of the Institute over the next five years and beyond. Dr. Brent Blair who is the Head of Theatre and Social Change for SDA will serve as director of the Institute.

5) Establish the Interdisciplinary **ARTS INSTITUTE** (Arts Innovation Institute): The purpose of establishing a creative think tank of innovation, scholarship, and research would further broaden the scope, breadth, and depth of theatre within the university and within the community. This maker or creative space would allow educators across discipline to collaborate on projects and develop curricula that would challenge and encourage students to discover connections between varied disciplines including science, technology, engineering, arts, humanities, and mathematics. Various research studies have shown that the skills learned in theatre are transferable across disciplines and can enhance student learning and processing of common core subjects. Several K-12 public and private schools offer S.T.E.M and S.T.E.A.M courses to the students.

However, there are far fewer programs at the collegiate level that encourage and offer S.T.E.A.M. programs/experiences for students through "pipeline to professions" programs that focus on recruitment, retention, graduation, and placement of historically underrepresented community members. Faculty colleagues from Viterbi School of Engineering, Gould School of Law, Keck School of Medicine, and the School of Social Work have expressed interest in partnering with faculty from SDA to develop this type of interdepartmental and interdisciplinary educational initiative for the students at USC and members of the surrounding community of USC.

METRICS: Comprehensive research of best practices in the field of S.T.E.A.M. would be used as a model of effectiveness. Learning objectives from Common Core and Design Thinking model of innovation and inquiry from Stanford would be researched in development of this program. Assessment of students within K-12 and common core standards/tests would be notated and documented of participants and then re-evaluated at the conclusion of the program.

IMPLEMENTATION: The different phases of this program would be developed over a span of five years. Phase 1 would include identifying faculty colleagues from various disciplines to participate in the program and schedule collaboration meetings/discussions about curricula over course of the year. Phase 2 would include interchange of ideas/pedagogy among participating faculty and their students at USC who would be allowed to sit in on a specific lecture/class session identified by the faculty member at the beginning of the academic year. The Center in Excellence in Teaching at USC's open classroom initiative could be a model in developing this part of the interdisciplinary program. Phase 3 would include implementing and offering S.T.E.A.M workshops/classes either as an afterschool program or on Saturday morning for students in the schools surrounding USC. Phase 4 would be directed research projects and artistic scholarship between faculty and students. Funding for this institute could be supported through grants, Good Neighbor Nationwide Campaign, and potential individual or corporate donors/ sponsorships.

ACCESS & OPPORTUNITY ON CAMPUS

CAMPUS CLIMATE & INCLUSION-GOALS/OBJECTIVES:

1) ACTION STEPS: Include diverse individuals and reflect diverse points of view among faculty, staff, and students on appropriate SDA committees including Undergraduate Literary Committee that advises Dean on plays considered for our production season and on the Inclusion & Equity Committee. A questionnaire has been developed by members of the Theatre Student Association to be filled out by students participating on SDA committees as a means of collecting data and information about their level of engagement and contribution.

2) Campus Climate Survey: During the 2016-2017 academic year, an SDA climate survey will be developed and administered to the faculty, staff, and students as a measurement of inclusiveness and equity within the SDA climate and culture of the school along with the larger university. The data from the survey will be organized, archived, and shared with all faculty, staff, and students that will help frame and identify current strengths, weaknesses, trends/patterns, and areas of improvement. The results from campus climate survey will also help to inform and evolve the school's 5 year strategic plan and proposed programs/initiatives to address the immediate needs and concerns of all stakeholders.

METRICS: The goal over the next 5 years would be to have at least 90% of the SDA community report high levels of equity and inclusion as characteristic of the departmental and institutional climate.

IMPLEMENTATION: Campus Climate and SDA Climate surveys shall be administered once every two years as a measurement of growth and progression in the areas of diversity and inclusion.

3) USC SDA COLLABORATION with USC Provost Office & Sexual Assault Task Force:

ACTION STEPS: SDA worked with Dr. Ainsley Carry, Vice President of Student Affairs and USC Title IX Assistant Director, Dr. Kegan Allee, to develop programs and initiatives that SDA will facilitate with the goal of raising awareness and provoking dialogue about significant campus climate issues.

PSA Videos/Campaign: During the 2015/2016 academic year, a collaboration was established with the Center for Women and Men and the Sexual Assault Task Force Committee to Create PSA (Public Service Announcement) Videos that address issues of sexual assault; harassment; discrimination of various populations that fall under diversity/inclusivity protected categories: race/ethnicity; religion; gender; sexual orientation; disability; and military status. Videos and Forum Theatre workshops using theatre of the oppressed techniques facilitated by the SDA Theatre for Social Justice Student Organization will be shared during Welcome Week, Student Orientation Programs, and additional programs throughout the year for the new College Houses that will open in Fall 2016 and the new University Village Residence Halls that will open in Fall 2017.

Play Readings: SDA Students and Faculty will present staged readings or solo performance pieces that address campus climate issues throughout the academic year. These performances will also be in collaboration with the various cultural and student advocacy groups at USC and would be open to the entire campus community. The objective is to create "safe" spaces for students of color such as Native Americans, African Americans, Hispanic Americans, and Asian Americans or marginalized groups such as LGBQT community to discuss their experiences on campus and to offer resources for support. Play readings and Solo Performance Pieces performed by current students and alumni would enhance the following educational programs/initiatives at USC:

- October (Disability Awareness)
- November/December (UNICEF -"Sixteen Days of Activism")
- February (African American History)
- March (Women's History)
- April (Sexual Assault Awareness)
- July/August (Student Orientation Programs-Forum Theatre Workshops/National SEED Project Workshops)

METRICS: As a means of archival purposes and to cultivate an online database/library of resources for faculty, staff, and students, the staged readings, workshops, and discussions that follow each performance could be recorded and uploaded onto the SDA Diversity Webpage and perhaps to the USC Diversity & Inclusion website. This form of metrics would allow us to track audience participation, engagement, and analyze the comments, questions, and challenges discussed within this interactive format from one year to the next. Developing relationships with the various advocacy groups on campus and within the local community will provide another assessment tool of effectiveness and impact on the participating members.

IMPLEMENTATION: The process of establishing these relationships and coordinating programming events with advocacy groups on campus will begin in the 2016/2017 academic year and should be firmly operational and consistent by the third year of our strategic plan in the 2018/2019 academic year.

SCHOOL OF DRAMATIC ARTS INTERDISCIPLINARY COLLABORATIONS & INITIATIVES AT USC

A) Center of Excellence in Teaching "Difficult Conversations" Series-2017/2018: (Anita Dashiell-Sparks will direct USC School of Dramatic Arts students in common scenarios that can occur within the classroom surrounding difficult and complex conversations about race, class, gender, power, and systems of privilege and oppression. The scenarios are based on real case studies from the USC Office of Equity and Diversity and will be filmed by a professional production crew hired by CET. Faculty from the USC Center of Work and Family Life will collaborate and model de-escalation tools and strategies that educators can use when upset or disruption occurs in the classroom based on these difficult conversations. Instructional Designers from CET will create the educational curriculum that will accompany the video of scenarios for Webinar series available for all faculty and staff at USC.)

B) Office of Student Affairs, Office of Residential Life, and USC Cultural Centers: (Faculty from abovementioned administrative offices at USC in collaboration with Anita Dashiell-Sparks from SDA are developing a pilot Equity, Diversity, and Inclusion program for residential students of Honors Dorm at USC to be implemented in Fall 2017/Spring 2018. Anita Dashiell-Sparks designed the two-day RA training curriculum and created corresponding educational resource guide for RA and students. The SDA Theatre for Social Justice Troupe, One for All, will facilitate Forum Theatre and Theatre of the Oppressed Techniques as part of the RA training curriculum in August 2017.)

C) Office of Civic Engagement, USC Arts Schools: Dance, Music, Cinema, Fine Arts ("IMAGINING AMERICA" project will foster interdisciplinary collaborations among faculty and students from all five arts schools at USC. Staff from the Office of Civic Engagement developed a year-long arts educational curriculum with the consultation of Anita Dashiell-Sparks that will be shared with K-5 students from local elementary schools. This interdisciplinary collaboration across art schools at USC will also culminate in performances, interactive art installations, panels, and critical dialogue about artistic scholarship and the fusion between theory and practice through performance.)

D) USC Shoah Foundation: (Using EDI best practices, National SEED Training, Oral History, Oral Testimony, Theatre of the Oppressed Techniques, and Storytelling-Dramatization & Role Playing to develop equity, diversity, and inclusion curriculum for the Shoah Foundation. This initiative will also create archival database for the diversity liaisons and this EDI model of leadership/governance piloted within all schools and departments at USC. Faculty from the USC Annenberg School of Communication will collaborate and assist in the archival process as well.)

E) USC Keck School of Medicine and Community Applied Theatre Partners: (Funding was provided by USC Keck School of Medicine to offer workshop intensives that focus on fostering healthy relationships and understanding between the doctor and the patient. The workshop intensives involve 8 doctors from the Keck School of Medicine and 8 Community Partners and are facilitated by Dr. Brent Blair who serves as Head of Theatre and Social Change and Applied Theatre Arts for USC School of Dramatic Arts.)

APPENDIX XXI | School of Dramatic Arts Career Center Data (from May 2018 to April 2019)

Total Number of Students Registered (students must be juniors or seniors)
BFAs: 23
BAs: 111
Total (includes MFAs): 152

Total Number of 'active' career center members: (Active members are students that being submitted daily with their active access accounts)
BFAs: 4
BAs: 35
Total: 39

Total Number of Student Meetings /Counseling Appointments
BFAs: 38
BAs: 262
Total: 300

Total number of Submissions
4000

Total Number of Auditions/Callbacks
BFAs: 35
BAs: 281
Total: 316

Organizations holding auditions/callbacks:
HBO, SHOWTIME, FX, USA NETWORK, NICKELODEON, NETFLIX, ABC, THE CW, FREEFORM, HULU, AMAZON, NBC, DISNEY DIRECT, independent feature film makers, shorts, student films, industrials, VR content and commercials.

Number of Self Tape/ Coaching Appointments
BFAs: 2
BAs: 21
Total: 23

Number of students securing agents/ meetings/signings
7

Total students that booked actual jobs
12

Casting Director Workshops on Campus
20

Agent/Manager & Discussion Groups
7

Producer/Director/Showrunner Panels
17

Working Actor Discussion Panels
21

Partnerships with outside Production Entities
Voice Over and Motion Capture for Animation, Keith and Valerie Arem/PCB Productions, Motion Capture classes and workshops with Richard Dorton and MoCap Vaults Production Company.

USC School of Dramatic Arts

Methodology

In January 2019, we utilized the University of Southern California's Qualtrics survey platform to conduct an SDA Alumni Survey. The survey resulted in a 10% participation rate of our SDA contactable alumni population. We used an e-mail marketing tool with a customized survey link to gather our alumni data.

Survey Goal

Our goal for the survey was to gather information pertaining to the professional and post-graduate educational endeavors of our SDA alumni. We additionally used the survey as a data integrity tool with the intention of gathering new and updated alumni contact information.

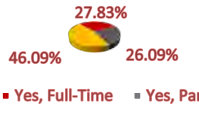
Alumni Survey Highlights

Currently employed in or involved with the theatre or entertainment profession

Involvement in the theatre or entertainment profession

- Employed in the profession full-time
- Employed in the profession part-time
- Involved, but not for pay

Currently employed outside of the theatre or entertainment profession



Testimonials

"I'm a Director of Musical Theatre", "I'm a Voice Coach", "I host a TV Show", "I'm a Screen Writer"

"I'm a Theatre Arts Educator", "I'm a Casting Director", "I'm a non-union performer",

"I'm an Improv Sketch Artist", "I'm a Community Theatre Director", "I'm a Costumer in Film"

27% of SDA Alumni have attended a Graduate Degree program in a Dramatic Arts Discipline (MFA)

24% of SDA Alumni have attended a Graduate Degree program in a non-Dramatic Arts Discipline

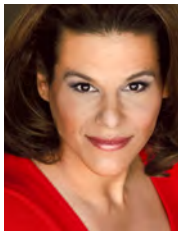
FULL TIME

Philip G. Allen
Associate Professor of Theatre Practice in Sound Design, Head of Sound Design

Philip G. Allen is an associate professor of theatre practice at the USC School of Dramatic Arts. He is a sound designer, mixer and audio educator with more than 20 years of professional experience. He has designed sound systems for the Music Center of Los Angeles, the Kirk Douglas Theatre in Culver City and numerous smaller venues. His television credits include sound system design and equalization for the 56th and 59th Golden Globe Awards and the 33rd Academy of Country Music Awards. On film, he contributed the sound design to the film *Soultaker*. As a theatrical designer, he has designed more than 100 theatrical shows, including *Six Dance Lessons in Six Weeks* on Broadway; the 2002-2005 national tour of *Jesus Christ Superstar; The Ten Commandments*, starring Val Kilmer at the Kodak Theatre; *Measure for Measure, A Midsummer Night's Dream* and *Cinderella* at the Ahmanson; *The Talking Cure, Like Jazz, Big River, Flower Drum Song* and *First Picture Show* at the Taper; and all 10 seasons of REPRISE! at UCLA. Other theatrical design work includes *Paint Your Wagon, Six Dance Lessons in Six Weeks* and *It Ain't Nothin' But the Blues* at the Geffen Playhouse; *Play On, Only a Kingdom* and *Blame it on the Movies* at The Pasadena Playhouse; *Masada* at the Shubert Theatre in L.A.; *Joseph and the Amazing Technicolor Dreamcoat* and *Singing in the Rain* for Denver's Arvada Center for the Arts; *Forever Plaid* and *Blues in the Night* at the Coconut Grove Playhouse in Miami; and *The King and I, South Pacific* and *Into the Woods* for the Long Beach Civic Light Opera. On Broadway, he assisted long-time design partner Jon Gottlieb on 2001's *If You Ever Leave Me…I'm Coming With You.* He served as production sound engineer for at La Jolla Playhouse and was the head soundman for the national tours of *Titanic, Man of La Mancha*, starring Robert Goulet, and *Ain't Misbehavin'* with the Pointer Sisters. He won the 2003 NAACP award for Sound Design for *Jesus Christ Superstar*, the 2001 Ovation Award for *Flower Drum Song,* and the 1999 L.A. Drama Critics Circle Award for *Cinderella*, as well as five L.A. Drama-Logue Awards for Outstanding Achievement in Sound Design, and two Ovation Award nominations for Best Sound Design. Allen also teaches at the California Institute of the Arts.

Andrei Belgrader
Professor of Theatre Practice in Acting

Andrei Belgrader is a professor of theatre practice at the USC School of Dramatic Arts. He is a theatre and television director who has also been a master teacher at the Yale School of Drama, a professor at UCSD and Head of the Directing Department at Juilliard. On television, he has directed numerous episodes of *Monk* as well as *Law & Order: Criminal Intent* and the sitcom *Coach*. He directed extensively at major regional theatres such as the American Repertory Theatre, Yale Repertory, the Goodman and Seattle Repertory, as well as in New York City. Projects in New York include Beckett's *Endgame* at BAM, with John Turturro and Elaine Stritch, and *The Cherry Orchard* at CSC, with Dianne Wiest, John Turturro and Michael Urie. Both productions were named among the 10 best productions of the year in major publications such as The New York Times and New York magazine. *The Cherry Orchard* was awarded the Lucille Lortel Award for Best Revival in 2012. Among his former students are Frances McDormand, Angela Bassett, Tony Shalhoub, Liev Shrieber, John Turturro, Patricia Clarkson, Chris Noth, Ricardo Chavira, Michael Urie and Jessica Chastain.



Alexandra Billings
Assistant Professor of Acting

Alexandra Billings is an actress, singer, author, teacher and activist. Currently, Billings plays Davina on Amazon's Emmy and Golden Globe Award-winning hit TV show *Transparent*. She has also appeared on *How To Get Away With Murder*, *Grey's Anatomy* and the Amazon series *Goliath*, starring Billy Bob Thornton. In 2005, Billings played Donna, opposite Katherine Heigl, in the ABC film *Romy and Michelle: A New Beginning*. It was the second time a transgender actress played a transgender character in the history of television. She's had guest starring roles on *How To Get Away With Murder*, *Grey's Anatomy*, *Eli Stone*, *E.R.*, *Karen Sisco*, *Nurses* opposite Lynn Redgrave, and playing opposite Dot Jones in the Ryan Murphy pilot *Pretty/Handsome*, co-starring Blythe Danner and Robert Wagner. Her first feature film role as a non-trans character, *Valley of Bones*, debuted in the fall of 2017. Billings has been acting since 1968 and has performed across the United States in hundreds of plays and musicals. She's played everyone from Mama Rose in *Gypsy* to Mrs. Lynde in *A Doll House*. Most every stage role is considered to be a first for a transgender actress. Her one-woman autobiographical show, *Before I Disappear*, toured from Chicago to Boston to Los Angeles, and finally off-Broadway at The Producer's Club, winning rave reviews and running for over 10 years. She originated the role of Alejandra in *Time to Burn* by Charles Mee at the Steppenwolf Theater in Chicago and toured to off-Broadway in Jeff Richmond and Michael Thomas' camp classic, *Hamlet! The Musical!* Her album *Being Alive*, produced by Ralph Lampkin, Jr., was up for Grammy consideration in 2002. She is the recipient of five After Dark Awards and one Joseph Jefferson Award. Billings' activism stretches across the continent. She has won the TPA Award and the Rainbow Spirit Award, and she was inducted into the Gay and Lesbian Hall of Fame in Chicago in 2007. She has been living with AIDS since 1995. Her life story *From Schoolboy to Showgirl*, produced by Alex Silets for PBS television, was nominated for an Emmy for best documentary.

Brent Blair
Associate Professor of Theatre Practice in Voice and Movement, Head of Theatre and Social Change

Brent Blair is an associate professor of theatre practice at the USC School of Dramatic Arts. He is a Linklater-designated voice instructor and a former Fulbright scholar in the Igbo traditional theatre of West Africa. He founded the applied theatre arts focus at the School of Dramatic Arts and is the founding director of the Center for Theatre of the Oppressed and Applied Theatre Arts in Los Angeles, based on the works and training methods of Augusto Boal. He has formed numerous collaborative and curricular programs that partner with community members using theatre as a vehicle for education, therapy, and social change. Blair teaches courses in voice, theatre for youth, theatre and therapy, theatre in education and theatre in the community.

Kate Burton
Professor of Theatre Practice in Acting

Kate Burton is a USC School of Dramatic Arts professor. She has directed Chekhov's *Three Sisters*, *The Cherry Orchard* and *The Seagull* for USC's MFA Rep, as well as two evenings of Shakespeare and Tchaikovsky for Gustavo Dudamel and the Los Angeles Philharmonic.The daughter of two Shakespearean actors, she has played Viola, Juliet, Desdemona, Isabella, The Princess of France, Hermione and Queen/ Belarius in *Cymbeline* (2015 NYSF). A three-time Tony and Emmy nominee, she was seen last on Broadway opposite Kevin Kline in *Present Laughter*. On television, she is best known for her work in *Scandal* and *Grey's Anatomy*. She will soon be seen in *Where Did You Go, Bernadette,*starring Cate Blanchett and directed by Richard Linklater. She is a graduate of Brown University and the Yale School of Drama.

Sharon M. Carnicke
Professor of Theatre Critical Studies, Associate Dean, Director of BA Programs

Sharon Marie Carnicke is professor of theatre and Slavic languages and literatures, Associate Dean of BA Programs at the USC School of Dramatic Arts, and a founding fellow of USC's Center for Excellence in Teaching. Fluent in Russian, she is the internationally-acclaimed author of *Stanislavsky in Focus* (now in its second edition), which lays bare the significant ways in which the American Method and the Stanislavsky System of actor training differ from each other. Reviews call her book essential reading for actors, directors and theatre scholars alike. She publishes widely in the fields of acting on stage and film, Russian theatre, dance, and performance in the town festivals of Puerto Rico. Among her other publications are *The Theatrical Instinct* (about the avant-garde director Nikolai Evreinov), *Reframing Screen Performance* (with Cynthia Baron), her nationally-produced translations of Chekhov's plays in *4 Plays and 3 Jokes* (including the Kennedy Center award-winning translation of *The Seagull*), and *Checking out Chekhov*.
Her articles on film take readers beyond star studies to the actual work of actors, such as Jack Nicholson, John Wayne, Andy Serkis as Gollum and Elizabeth Taylor. Carnicke has worked professionally as an actor, director, dancer and master teacher of Stanislavsky's Active Analysis. She regularly collaborates with the National Institute for Dramatic Arts (Australia) and the National Academy of Arts (Norway). Her speaking and teaching engagements have included: the Moscow Art Theatre (Russia), the Sorbonne and CNRS in Paris, the Institute for Puerto Rican Culture in San Juan, the University of Helsinki (Finland) and the Institute for Theatre Research (Tampere, Finland). Her mission is to bring Stanislavsky's Active Analysis to the 21st century professional actor. To this end, she has already adapted it for Cinematic Performance Capture Technology through a joint project with USC's engineering school and funded by the National Science Foundation.

Meiling Cheng
Professor of Theatre Critical Studies

Meiling Cheng is professor of critical studies at the USC School of Dramatic Arts, with a joint appointment at the USC Roski School of Art and Design. She is also an affiliated faculty member with the American Studies and Ethnicities program, East Asian Studies, Gender Studies and English at USC. Named as a 2008 Guggenheim Fellow, Cheng is a renowned live art and time-based art theorist and has presented her scholarship in conferences, museums, and universities around the world. She was an award-winning essayist, poet and short-story writer in Taipei, Taiwan, before she came to the United States for graduate studies and earned her MFA and DFA degrees in Theatre Arts from Yale University, School of Drama. At Yale, she worked as a dramaturg with August Wilson on his Pulitzer Prize-winning play *The Piano Lesson* and with the MacArthur Award-winning director Lee Breuer on *The Warrior Ant*. She also worked as a production dramaturg for her fellow classmate Lynn Nottage's plays. More recently, Cheng performed as an endurance interviewer in the Chinese artist Liu Ding's live art piece, *The Unerasable*, in the 2012 Taipei Biennial.
At the USC School of Dramatic Arts, Cheng has taught various courses in theatre history, dramatic literature, contemporary kinesthetic theatre and intermedia art, in addition to cultural and performance studies. Her signature course, "Theatre on the Edge," has produced several classes of award-winning student artists. Cheng's first book *In Other Los Angeleses: Multicentric Performance Art* (2002) deals with minoritarian subject formation and the links between visuality and theatricality in live art activities in Los Angeles. The book pioneered the research of live art from the disciplinary perspective of theatre arts. Since 2004, Cheng has contributed a series of influential articles on Chinese performance art and performative installation to scholarly journals in the U.S., U.K., Canada and Australia. She has also lectured internationally on Chinese experimental time-based art, traveling to Singapore, Honolulu, London, Boston, Providence, Chicago, Toronto, New York, Copenhagen, Hong Kong, Leeds, Taipei, Palo Alto, Shenzhen, Shanghai and Madison for her talks. Her inquiry into contemporary Chinese art has culminated in her ground-breaking second book, *Beijing Xingwei: Contemporary Chinese Time-Based Art* (2013), which presents an innovative approach to performance and installation artworks by delineating traces of temporality on them. *Beijing Xingwei* received the honor of a Phi Kappa Phi Faculty Recognition Award in 2016. Cheng has coedited, with Dr. Gabrielle Cody, a critical anthology entitled *Reading Contemporary Performance: Theatricality Across Genres* (2016), which maps out — through Cheng's theory of the theatrical matrix — multiple pathways into the discussion of contemporary performance. This fall, Cheng will serve as an onsite art critic in Multiversity: 2017 ArTrend International Performance Art Festival, to be held in Tainan, Taiwan.

Elsbeth M. Collins
Associate Professor of Theatre Practice in Production, Head of Production

Elsbeth M. Collins is a veteran stage manager who serves as the head of production at the USC School of Dramatic Arts, a position she has held since 2008. She is the production manager for over 20 productions per academic year, hiring support staff and guest artists, as well as monitoring their budgets. Prior to coming to USC, Collins worked as a professional stage manager for over 25 years.Her long list of credits include the recently acclaimed *Gospel at Colonus* at the Ebony Repertory Theatre; *The Royal Family, An Enemy of the People* and James Joyce's *The Dead* at the Ahmanson Theatre; *Hughie*, August Wilson's *Jitney* and *Unfinished Stories* at the Mark Taper Forum; *ART, Falsettos, Conversations with My Father, Jake's Women, A Little Night Music* and *The Vagina Monologues* at the James A. Doolittle Theatre; *I Just Stopped By to See the Man, Franny's Way, Rose and Walsh, Under the Blue Sky, Oscar and Felix, Defiled* and *Uncle Vanya* at the Geffen Playhouse; *Bogeyma*n by Reza Abdoh and Latins Anonymous at the Los Angeles Theatre Center; *Blame It On The Movies, After Play, Tin Pan Alley Rag, Equus, Lettice and Lovage, Camping with Henry and Tom, Breaking Legs, The Lion in Winter* and *On Borrowed Time* at The Pasadena Playhouse; Stephen Sondheim's 75th Birthday Celebration and *Amadeus* at the Hollywood Bowl; *Songs for a New World* and *ART* at the Alpine Theatre Project in Whitefish, MT; *The Lion in Winter* at the La Mirada Theatre; and *T.S.E.* and *Come In Under This Red Rock* in Gibellina, Sicily.Collins has worked with such noted artists as Al Pacino, Alan Alda, Victor Garber, Alfred Molina, Peter Falk, Jason Alexander and Roger Robinson, but relishes teaching the next generation of theatre

artists: actors, designers, stage managers and technical directors. She received her AB in Art History from Princeton University. She is a proud member of Actors Equity Association since 1986.

Anita Dashiell-Sparks
Associate Professor of Theatre Practice in Acting, Associate Dean of Equity, Diversity & Inclusion

Anita Dashiell-Sparks is an associate professor of theatre practice at the USC School of Dramatic Arts. She is a graduate of the prestigious New York University, Tisch School of the Arts' graduate acting program. She is a Maryland distinguished scholar who pursued undergraduate work at the University of Maryland at College Park, earning a degree in theatre. As an actor based in New York and Los Angeles, she has graced the stage on Broadway in *Night Must Fall*, starring Matthew Broderick, and *The Sunshine Boys*, starring Tony Randall and Jack Klugman. She has also appeared in numerous off-Broadway and regional theatre productions, including *House of Bernada Alba* with Chita Rivera at the Mark Taper Forum in Los Angeles, as well as directed *Letters From Zora* at The Pasadena Playhouse. Her recent television appearances include *Huff*, *Friends*, *The West Wing*, *The Division* and the Hallmark film *McBride: The Doctor Is Out*. In support of her community service as a performing artist, she was awarded a 1998-1999 Fox Foundation Grant to mount a tour of her solo performance piece entitled *Resurrection* for youth and community organizations in New York City. Dashiell-Sparks is the founder and director of Building Bridges: Communication, Expression, Empowerment Theatre Arts Program, which teaches self-presentation and self-expression to at-risk youth. Her program is supported by a University Neighborhood Outreach Grant at USC. As an arts educator of theatre and dance, Dashiell-Sparks has taught and developed arts and arts therapy curriculum for the Dream Yard Drama Projects in New York and L.A., The Public Theater/New York Shakespeare Festival, Vineyard Theatre, TADA! Theatre and Dance and for the National Foundation for the Emotionally Handicapped/Penny Lane in L.A. In academia, Dashiell-Sparks has taught at Barnard College in N.Y., guest lectured in undergraduate drama at New York University, and performed and presented at conferences at St. Mary College of the Woods and DePauw University.

John DeMita
Associate Professor of Theatre Practice in Acting

John DeMita is an associate professor of theatre practice at the USC School of Dramatic Arts. A graduate of Yale University (BA Theatre Studies and English), DeMita was among the first students to receive an MFA in Acting from the American Conservatory Theatre in San Francisco. Since then, he has worked extensively in all aspects of the performing arts. As a theatre actor, on the stages of the Oregon Shakespeare Festival, Pittsburgh Irish and Classical Theatre, Intiman Theatre, Pasadena Playhouse, Williamstown Theatre Festival, Pacific Conservatory of the Performing Arts, as well as the Hollywood Bowl, Pasadena Playhouse, Antaeus Theatre Company, Andak Theatre Company (Garland Award, Best Actor in a Musical for *Liberty Inn*), Victory Theatre and the Pacific Resident Theatre, of which he was a founding member (Dramalogue Award, Best Actor for *Happy End*). Selected film and television credits include four seasons as Marine Colonel Clifford Blakely on CBS's *JAG*, series regular on Comedy Central's *The Clinic* and in over 30 guest star and recurring roles. Selected directing credits include USC Thornton School of Music: *Postcard from Morocco* (MFA, 2018), USC School of Dramatic Arts: *Mr. Burns: A Post-Electric Play* (BA, 2017), *The Country Wife* (BA, 2016), *The Way of the World* (BA, 2015), *Dark of the Moon* (BFA, 2014) and *27 Wagons Full of Cotton and Other Plays* (MFA, 2012). Andak Theatre Company (North Hollywood): *The Elephant Man, Betrayal* (Garland Award) and *The Misanthrope* (Backstage West Award); Santa Clarita Performing Arts Center: *SubUrbia, Equus, Death of a Salesman, As You Like It* and *Rumors*; El Camino Center for the Performing Arts: *Six Characters in Search of an Author, The Crucible, Picnic, Romeo and Juliet, Macbeth, The Hot l Baltimore, Mother Courage and her Children* and *Hay Fever*. As a voice director for Netflix, DeMita spent the summer of 2018 in Amsterdam, where he directed the original cast of the award-winning film *The Resistance Banker*. This past year, he has also worked with international actors on the Netflix projects *My Happy Family* (Georgia), *The Mechanism* (Brazil), and *Elite* (Spain), a project in which he cast USC SDA students in their first professional jobs. As a voice actor, DeMita has performed in hundreds of animated features, cartoon and live action series, and video games. Selected voice acting credits include *Star Trek Discovery, Amusement Park, Duck Duck Goose, Cars 3, Ninjago, Sing, The Lego Batman Movie, Friday the 13th: The Game, Final Fantasy XV, Happy Feet, Lilo and Stitch, The Simpsons Movie,* Hayao Miyazaki's classic *Princess Mononoke*, the anime series *Dragon Ball Super, One Punch Man, Hunter X Hunter, Naruto, The Animatrix*, and the *Final Fantasy* and *Dynasty Warriors* video game series. He was also the English language voice of Hong Kong action star Jet Li in 13 feature films on DVD and in theatrical release, and created physical (via motion capture) and vocal performances in SEGA's *Binary Domain*, and the animated feature film *Resident Evil: Vendetta.*

Kathleen Dunn-Muzingo
Associate Professor of Theatre Practice in Voice and Movement

Kathleen Dunn-Muzingo is an associate professor of theatre practice in voice and movement. She has an additional two certifications in voice and movement: Lessac Voice and Body Training and Colianni Speech and Phonetic Pillow Work. Dunn-Muzingo combines her training, performance experience and professional coaching into a holistic training approach for the actor. She combines voice, speech and dialect work with physical embodiment in creative role exploration. Dunn-Muzingo was part of the core faculty at the Lessac Institute for over 15 years, teaching six-week intensives to professional actors, teachers and students across the United States in voice, speech and movement. Her theatre experiences range from co-founding the Open Fist Theatre to performing with The Evidence Room, Los Angeles Women's Shakespeare Company, The Odyssey Theatre and, most recently, the Malibu Stages — where she played the lead role of Veronica in *God of Carnage*, starring A. Martinez and Pattie in *Kimberly Akimbo*, starring Katharine Ross. In Los Angeles, She has received several nominations for her leading roles in *The Bitter Tears of Petra Von Kant*, *Blood Moon,* and *Dusa, Fish, Stas and Vi*. Outside of USC, she works as a professional dialect and speech coach in film, TV and theatre. Recent credits include *Shooter* (USA), *Get Shorty* (Epix), *Last Ship* (Netflix), *How to Get Away with Murder* (ShondaLand), *Avengers* (Marvel) and *Pacific Rim* (Warner Bros.). At USC, she serves as core faculty in the BA and BFA performance programs in the areas of voice, speech and dialects training. Dunn-Muzingo serves as the resident voice and speech coach on SDA productions. Her most recent credits include the epic *The Kentucky Cycle*, *Great Expectations* and *Street Scene*. She currently serves as director of the sophomore class performance project — most recently, *Love's Labour's Lost*.

Melinda C. Finberg
Associate Professor of Theatre Practice in Critical Studies

Melinda C. Finberg is an associate professor of theatre practice in critical studies at the USC School of Dramatic Arts. She is a nationally known dramaturg and scholar of theatre history. Her volume *Eighteenth-Century Women Dramatists* (Oxford University Press, 2001) is now in its third printing and is taught in colleges and universities across the U.S., Canada and Europe. This anthology opened college classrooms to historical women playwrights by giving teachers and students access to authoritative, annotated editions of plays that had previously been available only in rare books libraries. In addition, she has been instrumental in bringing the plays of these women to professional and university stages, receiving the 2006 Elliot Hayes Award for Achievement in Dramaturgy from the Literary Managers and Dramaturgs of the Americas (LMDA) for her work on the 2005 Oregon Shakespeare Festival's critically acclaimed revival of Hannah Cowley's *The Belle's Stratagem*. Finberg's interest in theatre history and dramatic literature are professional and pragmatic: she focuses on how plays can be produced on today's stages for today's audiences — especially plays by historically neglected playwrights. She has taught at Swarthmore College, Princeton University, Rider University, and been a guest lecturer at University of Puget Sound, Yale and Princeton Universities. Finberg's scholarly work is widely published and cited in journals, collections of essays, and reference books. She also speaks at conferences and theatres across the country on the professional women playwrights of 18th Century London. Her goal is no less than rewriting theatre history by restoring these forgotten geniuses and by establishing their place in our classrooms and on our stages. Without reexamining how minority playwrights have been written out of our history in the past, we will not be able to prevent them from being erased in the future. She also loves to teach production dramaturgy, Shakespeare, Restoration comedy, gender issues in theatre and staging the American experience(s).

Laura Flanagan
Associate Professor of Theatre Practice in Acting, Head of Voice

Laura Flanagan is an associate professor of theatre practice at the USC School Of Dramatic Arts. She began her professional acting career as a teenager in a Paramount Pictures film, starring a then young and unknown Robin Wright. Since then, she has acted off and off-off Broadway, in regional theaters and film. In Los Angeles, she is currently a lifetime member of the Ensemble Studio Theater/ Los Angeles and was previously its producing director. She has taught both acting and voice at Long Island University, NYU's School for Continuing Education, as well as the American Academy of Dramatic Arts in Los Angeles. She is a certified Fitzmaurice Voice Teacher, having been a student of Catherine Fitzmaurice herself for many years in New York. She received the Charles Bowden Award for Acting from New Dramatists in New York, as well as numerous awards for her audiobooks. She holds a BA in English and Theater Studies from Yale University and an MFA in Acting from Carnegie Mellon and The Moscow Art Theater.

Christina Haatainen-Jones
Associate Professor of Theatre Practice in Costume Design

Christina Haatainen-Jones is an associate professor of theatre practice at the USC School of Dramatic Arts. She works as a costume designer and sculptor for theatre and themed entertainment. Her designs have been seen at the Geffen Playhouse, La Jolla Playhouse, the Old Globe Theatre, The Pasadena Playhouse and the Denver Center, among others.Haatainen-Jones is also presently the costume director of experience design for Nickelodeon designing costumes and characters, working with shops in London, Hong Kong, Australia, South America, Canada, and shops across the United States including the Henson Creature Shop in NYC and Animax in Nashville. Her designs are seen worldwide working with all the main characters in the Nickelodeon portfolio. As a museum and theme park costume designer, she has designed all the costumes in the Lincoln Library and Museum in Springfield, Ill., and designed over 700 costumes for the opening of Tokyo Disney Seas. Her work has also been seen on the stages of Disneyland and the international tours for *Paw Patrol*, *the Teenage Mutant Ninja Turtles*, *Dora the Explorer* and *SpongeBob* and the Macy's Thanksgiving Day parade.

Joseph Hacker
Associate Professor of Theatre Practice in Acting

Joseph Hacker is an associate professor of theatre practice at the USC School of Dramatic Arts. He has appeared in over 50 television shows and films, and hundreds of television commercials, voice-over and radio roles. He studied acting with Stella Adler, Peggy Feury, and Lee Strasberg among others. Since 1996, he has taught performance for the camera for the School of Dramatic Arts, one of our most popular classes, and recently published his first book, *Auditioning On Camera*.

Elizabeth Harper
Assistant Professor of Lighting Design

Elizabeth Harper is an assistant professor of lighting design at the USC School of Dramatic Arts. Her past theatrical design credits include *Immediate Family*, and Ma Rainey's *Black Bottom,* directed by Phylicia Rashad (The Mark Taper Forum, Center Theatre Group), *A Raisin in the Sun*, *Throw Me on the Burnpile and Light Me Up* (The Kirk Douglas Theatre, Center Theatre Group), *Play Dead* (directed by Teller), *Wait Until Dark*, *Bad Jews*, and *Good People* (The Geffen Playhouse), *The Siegel*, *Reunion*, *Venus in Fur*, and *Office Hour* (South Coast Repertory Theatre), *The Invisible Hand* (Kansas City Repertory), and *Crescent City* (The Industry). Fine art consultations include "Five Sisters" by If I Can't Dance, "I Don't Want to be Part of Your Revolution" at LACMA and "Spectral Analysis, 1977/2010," by William Leavitt at Greene Naftali, NYC. Commercial lighting projects include events for Microsoft, On-Live, Comedy Central, Ubisoft and Universal Studios. Prior to coming to USC, Harper was a guest lighting design instructor at California Institute of the Arts. She has also given lectures at UCLA, Whitman College and UC Irvine. She holds an MFA in Design for Stage and Film from the Tisch School of the Arts at NYU. Her design work and sketches were selected for display at the 2011 Prague Quadrennial and were part of an exhibit showcasing the work of emerging American designers. She is a member of United Scenic Artists, Local 829.

Takeshi Kata
Associate Professor of Scenic Design

Takeshi Kata is an associate professor at the USC School of Dramatic Arts and a designer whose work has been seen extensively throughout the country, as well as in Japan. New York credits include *3 Kinds of Exile*, *Through a Glass Darkly*, *Storefront Church*, *The Intelligent Design of Jenny Chow* (Atlantic Theatre Company), *Adding Machine* (Minetta Lane); also work at Barrow Street Theatre, Playwright's Horizons, Vineyard Theatre, Rattlestick and Play Company. Regional work includes designs for the Alley, American Players Theatre, Dallas Theater Center, Ford's Theatre, Geffen Playhouse, Goodman, Hartford Stage, Long Wharf, Mark Taper Forum, Nashville Opera, Old Globe,

Resident Ensemble Players, Steppenwolf and Yale Rep. Kata has won an Obie award and has been nominated for Drama Desk, Barrymore, Connecticut Critics Circle and Ovation Awards.

Duncan Mahoney
Associate Professor of Theatre Practice in Production, Head of Technical Direction

Duncan Mahoney is an associate professor of theatre practice and head of technical direction at USC School of Dramatic Arts. He has been working professionally in Los Angeles area theatres since 1980 and has experience in technical direction, rigging, theatre design and construction, and has designed and implemented lighting, scenery, properties, special effects, makeup and hair during his career of nearly 500 productions. He spent 14 years as technical director for the Odyssey Theatre Ensemble, where he was responsible for implementing the designs for numerous world, U.S. and Los Angeles premiere productions — including *Rap Master Ronnie, Kvetch, Angry Housewives, Symmes' Hole* and *A Voyage to Arcturus*. In 1989, he was responsible for the conversion of an existing warehouse into the Odyssey's current three-theatre complex in west Los Angeles. He was the technical director for the United States' exhibits at the Prague Quadrenial in 2003 and has served on the Theatre Conference Advisory Council for Showbiz Expo West and on the board of directors for the Southern California section of USITT. Mahoney received his BS in engineering and applied science from the California Institute of Technology (Caltech) in 1982, while there he was a founding member of student organization TACIT, Theater Arts at the California Institute of Technology. He has been at the USC School of Dramatic Arts since 1998, where he is responsible for implementing designs for approximately 20 productions per academic year in four theatres. He directly supervises the Technical Theatre Lab with a staff of assistant technical directors, scenic artists and a goodly number of work-study students, and oversees a theatre management staff. In addition to his production responsibilities, he also teaches introduction to technical production, as well as classes in scenic construction and technical direction. He enjoys helping train the next generation of theatre artists and practitioners.

Kenneth Noel Mitchell
Professor of Theatre Practice in Musical Theatre, Head of Musical Theatre

Kenneth Noel Mitchell is a professor of theatre practice in musical theatre and head of musical theatre at the USC School of Dramatic Arts. Prior to that, he was the founding head of acting for the New Studio on Broadway and the associate chair at New York University. He served as the coordinator of acting at the University of Minnesota/Guthrie Theater BFA Professional Theatre Training Program. As a director, Mitchell's work has been represented in New York at the Home for the Contemporary Theater and Art, the Joseph Papp Public Theatre, Soho Rep, The American Globe Theatre, Musical Theatre Works and The Sanford Meisner Theatre. Regionally, he has directed productions for The American Stage, Stage Works, Bristol Valley Theatre, White River Junction Theatre Festival, The Asolo Conservatory Theatre, The Eckerd Theatre Company, The Fredonia Opera House, the Guthrie Experience and the Provincetown Theater. As an actor, he has appeared at The New York Shakespeare Festival, The Atlantic Theatre, The Performing Garage, The American Globe Theatre, The Dramatist Guild, Bristol Valley Theatre, American Stage the Greenbrier Valley Theater and Stageworks. Mitchell has served as the artistic director for American Stage and Theater Outrageous, and he has been affiliated with the New Shakespeare Festival, Circle Rep and the Manhattan Theatre Club. He is a member of Actors Equity, the Actor Center and on the board of the National Alliance of Acting Teachers.

Lauren Murphy
Assistant Professor of Theatre Practice in Voice and Movement

Lauren Murphy is an assistant professor of theatre practice at the USC School of Dramatic Arts. She currently teaches voice at USC and the Stella Adler Academy of Acting. She has taught for Classic Stage Company's Young Company, the San Francisco Shakespeare Festival, and Columbia University's Senior Executive Program, as well as in private practice. She has served as a voice coach for productions at the University of Southern California, the Wallis Annenberg Center for the Performing Arts and Classic Stage Company. As an actor, she has performed in New York and regionally at HERE Arts Center, Theater Row, Stageworks/Hudson, NY Fringe, Philadelphia Fringe, Classic Stage Company, and Theater for the New City. She received her MFA in Acting from Columbia University and her BA from Tufts University. She is a designated Linklater voice teacher, trained by world-renowned master teacher and creator Kristin Linklater.

Mary Joan Negro
Associate Professor of Theatre Practice in Acting, Head of Undergraduate Acting

Mary Joan Negro is the head of undergraduate acting and an associate professor of theatre practice at the USC School of Dramatic Arts. She is an acclaimed actress who has acted on Broadway, off-Broadway, at repertory companies throughout the United States, including the Old Globe in San Diego and the O'Neill Playwrights Conference in Connecticut. Negro received a Tony nomination for her performance in Arthur Kopit's play, *Wings*, directed by John Madden. A founding member of John Houseman's The Acting Company, she performed with that company both on Broadway, as well as on tour throughout the U.S. She has guest starred in countless television movies, mini-series, episodic, soaps and sitcoms. In Los Angeles, Negro has been a founding member of Joseph Stern's Matrix Theatre Company, as well as The Antaeus Company. Since 1996, Negro has been working primarily as a director and teacher in a variety of venues including The Acting Company in New York, CalArts, and at USC. For the USC School of Dramatic Arts, Negro has directed four productions: *A Mother, Pendejos, Those Who Can't* and *Thin Air: Tales From A Revolution*. Negro received her BA in Drama and Language Arts at the University of Michigan. Upon graduation, she was given a scholarship by the Juilliard School to join the first class of the Julliard Drama Division, headed by John Houseman.

Louise Peacock
Associate Professor of Theatre Practice in Comedic Acting, Head of Critical Studies, Head of Comedy

Louise Peacock is an associate professor of theatre practice, specializing in comedic acting, at the USC School of Dramatic Arts. Peacock has taught clown alongside leading Brazilian clown, Angela De Castro, and she is a collaborator and adviser to Contemporary Clown Projects in London, England. Peacock is an experienced facilitator and deviser of clown theatre performance. Her other great love is teaching commedia dell'arte and creating original pieces of commedia dell'arte performance. She is also an experienced director of comic theatre with recent productions including Goldoni's *A Servant of Two Masters* and Noel Coward's *Blithe Spirit*. Peacock also enjoys teaching courses which embrace all elements of comic performance from contemporary stage plays to silent film comedy. She is an internationally known researcher in the closely related areas of clown and commedia dell'arte. Her first book, *Serious Play: Modern Clown Performance*, is used for teaching in universities across the

United States and in the UK. It is also widely cited in a range of books, chapters and articles on clowning. Her second book, *Slapstick and Comic Performance*, is a ground-breaking study of the ways in which comic pain and comic violence entertain us. In addition, Peacock has published a range of chapters and articles focusing on clown theatre, commedia dell'arte and stand-up comedy. She is currently co-editing and contributing to a new collection entitled *Popular Performance: An Introduction*, which is due for publication in 2016. This will be followed by a special edition of the journal *Theatre, Dance and Performance Training*, which will explore the ways in which practitioners of popular performance are trained. She is an Associate Researcher of the Centre for Comedy Studies Research based at Brunel University in London and she has given papers at conferences across Europe and in the USA and Canada.

Christopher Shaw
Assistant Professor of Theatre Practice in Acting and Directing

Christopher Shaw is an assistant professor of theatre practice at the USC School of Dramatic Arts in Acting and Directing. Shaw has worked professionally in theatre, film and TV in N.Y. and L.A., as well as numerous regional theatres throughout the United States. Recent work includes originating the role of Tchaikovsky in the world premiere of Tommy Smith's *Fugue* with the award-winning Echo Theater Company in Los Angeles, and as a director: *Passion Play* (USC BFA Senior Rep 2017), *Escape From Happiness* (USC BFA Senior Rep 2016), *Nora*(CSULB MFA 2017), *How to Disappear Completely and Never be Found* (CSUF BFA 2016), *The Riot Club* (CSUF BFA 2015) and *Farragut North* (CSUF BFA 2014). Other acting credits include numerous productions of *Marvin's Room* at Minetta Lane Theatre in NYC, The Kennedy Center and Seattle Rep., The Nancy Keystone and Critical Mass production of *Apollo* at The Kirk Douglas Theatre and Portland Center Stage, *War Music* at Geffen Playhouse, the original Echo Theater Company production of *War Music* (Ovation Award for Best Ensemble and Best Play), *The 39 Steps* at Ensemble Theatre Santa Barbara, *Blackbird* at Cal Rep, *The Time of Your Life,* and *Happy End* (Best Ensemble and Revival awards) at Pacific Resident Theatre, *Walking the Dead* at Circle Rep (NYC), *Painted Rain* at Playwrights Horizons (NYC), *Romeo and Juliet* at The NY Public, three seasons at the Eugene O'Neill Theatre Center and productions at The Long Wharf, Baltimore Center Stage, and Rogue Machine. Film and TV include the CBS mini series *Bella Mafia* with James Marsden and Vanessa Redgrave, the WB feature *Dogfight* with River Phoenix and Lili Taylor. Shaw trained at Circle in the Square Theatre School in NYC, North Carolina School of the Arts in Winston-Salem NC, and earned his MFA from CSULB. He has worked with a myriad of excellent teachers including Nikos Psacharopoulos, Michael Kahn, Slava Dolgachev, Ron Van Lieu, Hugh O'Gorman, Alexandra Billings, Paola Coletto, Mateo Destro and Chris Fields. He continues to study as actor and teacher, including participating in The National Alliance of Acting Teachers Teacher Development Program, HB Studios NYC Teacher Development Program, and Mask work with masters of the craft in Italy, Paris, New York and Los Angeles. He teaches privately in his own studio in downtown Los Angeles, has taught in the BA and BFA acting programs at CSU Long Beach, CSU Fullerton, and served as guest faculty with Steppenwolf Theatre West Summer Intensive.

Stephanie Shroyer
Associate Professor of Theatre Practice in Acting
Associate Dean, Director of BFA Programs,
Artistic Director

Stephanie Shroyer is an associate professor of theatre practice and the artistic director at the USC School of Dramatic Arts. She is a Los Angeles-based director, choreographer and actor. She has directed and/or choreographed at the American Conservatory Theatre, the Denver Center, the Pacific Conservatory of the Performing Arts, the Berkeley Shakespeare Festival, and locally at The Pasadena Playhouse, the Matrix, the Pacific Resident Theatre, A Noise Within, the Laguna Playhouse, the Odyssey, Stages, Antaeus, Alliance Repertory, 24th Street Theatre, The Met and Cal Arts. Shroyer has acted professionally at The American Conservatory Theatre, Pacific Conservatory of the Performing Arts, the Denver Center, and on film and television. Shroyer was former artistic director of Pacific Resident Theatre when the company was honored with the Margaret Harford Award for Continuous Achievement from the LA Drama Critics. She is a two-time recipient of the Los Angeles Drama Critics Circle Award for her direction. Other directorial and acting recognition includes Ovation and L.A. Weekly nominations, nine Drama-Logue Awards and a Garland Award.

Zachary Steel
Assistant Professor of Theatre Practice in Medical Clowning

Zach Steel is an assistant professor of theatre practice at the USC School of Dramatic Arts. He has been teaching at The Clown School in Los Angeles for three years and began teaching at the USC School of Dramatic Arts in the fall of 2014. He also serves as supervisor for SDA's new program in medical clowning, the practice of bringing highly skilled performers into hospitals. He has been a member of the theatre troupe Four Clowns since 2011, performing in multiple theatres in L.A., in São Paolo, Brazil, and taking his original, award-winning show, *Me Rich You Learn* to The Telluride Playwrights Festival in Colorado. He has appeared on several television shows for NBC, Comedy Central and Fox.

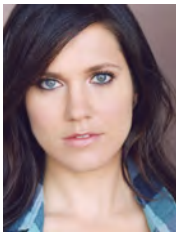
David Warshofsky
Associate Professor of Theatre Practice in Acting, Director of the MFA Acting Program

David Warshofsky is an associate professor of theatre practice at the USC School of Dramatic Arts. He has been a working professional in theatre, film and television ever since graduating from NYU in 1984. Living in New York City until the late '90s and now in Los Angeles, a selection of his credits range from Oliver Stone's *Born on the Fourth of July* to Paul Thomas Anderson's last two films, *There Will Be Blood* and *The Master*, to Miranda July's *The Future* to Steven Spielberg's *Lincoln* and Paul Greengrass' *Captain Phillips*. On stage, Warshofsky has originated roles in Tony Kushner's *A Bright Room Called Day* and *The Heavenly Theatre.* He appeared on Broadway in *Biloxi Blues* and Nicholas Hytner's revival of *Carousel*, Shakespeare in the Park, Playwrights Horizons and Manhattan Theatre Club, as well as numerous regional theatres, New York stage and film, The O'Neill Playwright's Conference and The Chautauqua Theatre Company. He also continues to work as a guest player in numerous network and cable television programming.

Sibyl Wickersheimer
Associate Professor of Scenic Design, Head of Design

Sibyl Wickersheimer resides in Los Angeles where she is head of design and an associate professor of scenic design at the USC School of Dramatic Arts. In the past few years, she spent a lot of time in Oregon, most recently designing *Julius Caesar* — directed by Shana Cooper, *Richard 2* — directed by Bill Rauch, both at the Oregon Shakespeare Festival, and *Wild & Reckless* and Lauren Weedman's *Doesn't Live Here Anymore* at Portland Center Stage. Wickersheimer will continue her work at OSF in 2018, designing *Oklahoma!* directed by OSF's Artistic Director Bill Rauch. Other regional set design credits include productions at Steppenwolf Theatre Company, ACT, Woolly Mammoth Theatre, Lookingglass Theatre, Seattle Repertory, Portland Playhouse, Berkeley Repertory, Arizona Theatre Company, Center Theatre Group, The Geffen Playhouse, and South Coast Repertory. Wickersheimer's local work in Los Angeles includes over 10 productions at The Actors' Gang, designs for many amazing smaller theatre companies in L.A. such as Bootleg Theatre, Circle X and Theatre @ Boston Court. Some of her favorite projects have included work for children such as designing the dinosaur puppet stage at the Natural History Museum of L.A. County and a touring production for Keiser Educational Theatre program. Her art installations have also been exhibited in a variety of Southern California gallery spaces.

ADJUNCT



Emily Alpren
Adjunct Lecturer

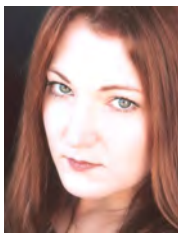
Emily Alpren is a faculty member at the USC School of Dramatic Arts. A certified practitioner of Fitzmaurice Voicework, Emily teaches and coaches voice to professional actors from New York and Los Angeles. Additionally, she taught acting, dramaturgy, movement and devised performance at Amherst College, OCSA and Center Theater Group. As a performer, she has worked extensively in N.Y.C., L.A., regionally and abroad doing theatre, film, television and commercials. Some of her favorite theaters include PS122, La Mama, Dance Theater Workshop, Moscow Art Theater, The Speakeasy Society and the Upright Citizens Brigade Theater in Los Angeles. She's currently writing and directing a short film and series with some of her favorite comedians. She received her MFA in from the American Repertory Theater at Harvard University and her BA from Amherst College. In Fitzmaurice Voicework, she was trained by the world-renowned master teacher and creator Catherine Fitzmaurice.

Boni Alvarez

Boni B. Alvarez is a Los Angeles-based playwright-actor. His plays include *America Adjacent, Bloodletting, Fixed, Nicky, Dallas Non-Stop, Dusty de los Santos, Ruby, Tragically Rotund, The Special Education of Miss Lorna Cambonga, Marabella, Driven,* and *Refuge for a Purple Heart.* His plays have been produced at Center Theatre Group's Kirk Douglas Theatre, Coeurage Theatre Company, Echo Theater Company, and Playwrights' Arena. He has been developed/given readings & workshops at theaters in Ashland, NYC, Philadelphia, Phoenix, San Francisco, and Seattle. He has been a Finalist for the PEN Center USA Literary Award, Aurora Theatre's Global Age Project, and Clubbed Thumb's Biennial Commission. Alum of the CBS Writers Mentoring Program, CTG Writers' Workshop, Moving Arts' MADlab, Echo Writer's Lab, and the Humanitas Play LA Workshop. He is currently in Skylight Theatre's Play Lab and a Resident Playwright of New Dramatists. He holds a BA from Sarah Lawrence College, an MFA (Acting) from A.R.T./MXAT Institute at Harvard University, and an MFA (Dramatic Writing) from USC.

Robert Bailey
Adjunct Lecturer

Robert Bailey is a faculty member at the USC School of Dramatic Arts. He teaches directing and acting at USC and has staged over a dozen School of Dramatic Arts productions, including three new plays written by students in the MFA Dramatic Writing program. He earned his degree in theatre arts and dramatic literature from Brown University and was awarded upon graduation with a Samuel Arnold Fellowship to work with renowned theatrical innovator Jerzy Grotowski at the Polish Laboratory Theatre in Wroclaw. He subsequently became a founding member, actor, director and teacher at the Washington Theatre Laboratory, an experimental troupe in the nation's capital which adapted works by Bertolt Brecht, Tennessee Williams, John Hawkes and Hans Christian Andersen. After relocating to New York, he was associated with several leading theatres, including Circle Repertory Company, Ensemble Studio Theatre, American Place Theatre, the Williamstown Theatre Festival and the Actors Studio, often working on first productions of new plays. His direction of *Borderlines* by John Bishop (Circle Rep) and *Lilith* by Allan Havis (Home for Contemporary Theatre and Art) won praise in *The New York Times*, *New York* magazine and the Village Voice. He taught acting for many years at the Corner Loft Studio in Greenwich Village, and conducted workshops and master classes for Sarah Lawrence College, Brown University, School for Visual Arts, Manhattan Theatre Workshop, Foundation for the Creative Community, Billy Siegenfeld and Dancers, Talent Unlimited and the Williamstown Theatre Festival. In Los Angeles, Bailey has earned critical acclaim for his direction of John Bishop's *Borderline* (winner of six DramaLogue Awards), Jeffrey Hatcher's adaptation of Henry James' *The Turn of the Screw* and Kenneth Lonergan's *Lobby Hero*; and for his performances as an actor in Frank Wedekind's *Lulu*, David Rabe's *A Question of Mercy*, and Charles L. Mee's *Big Love*. He has also directed for the Young Audience Program at the Los Angeles Philharmonic. His dramatic film *Last Call* won three awards at the Breckenridge Festival of Film in Colorado; was an official selection at film festivals in Avignon, Sedona, Long Island, Queens, Los Angeles and New York City; and was released on a compilation DVD produced by the Cinequest Film Festival. He has taught and directed on the graduate and undergraduate levels at UC San Diego, UCLA and Brown.



Anne Burk
Adjunct Lecturer

Anne Burk is a faculty member at the USC School of Dramatic Arts. She has worked as a voice coach, director, and actor in both the U.S. and UK. She is a credentialed Fitzmaurice practitioner, attended East 15 Drama School, received a MFA from UCLA, and is a member of VASTA (the international Voice and Speech Trainers Association.) She is a professor at USC and the Voice Production and Speech Coordinator for AMDA. In addition to coaching several main stage productions for USC, Burk also works with professional film/television actors, politicians, scientists, and overseas investment bankers.

Caitlyn Conlin
Adjunct Lecturer

Caitlyn Conlin is a Los Angels-based actress, musician, clown and educator. She received her MFA in Acting from California Institute of the Arts and holds a BA in Acting from Arizona State University. Conlin has worked with several award-winning movement-based theatre companies and her work

has been performed at notable venues including REDCAT, Bootleg Theater, Grand Performances, International RADAR LA Festival, LATC, Getty Villa, South Coast Repertory, and SOMA Fest. She has also presented work internationally in England, Scotland, China, Saint Petersburg and the Chekhov International Theatre Festival in Moscow. As a musician and lyricist, Conlin has composed and performed music at REDCAT's Summer Studio, *The Fifth String* (REDCAT), *Lost in Lvov*, winner of Best Satire (United Solo Festival, NY), and USC's production of *Buenaza/Cabrón*. She continues to perform, compose and collaborate with a wide range of eclectic musical groups and projects around Los Angeles. Currently, Conline serves as program supervisor for USC School of Dramatic Art's new program in Medical Clowning, the practice of bringing highly skilled performers into the hospitals. As a medical clown, she works at Norris Cancer Center, LA County Hospital, and Children's Hospital of Los Angeles. She has also taught clowning workshops at various centers and universities including CalArts, USC, Improv First in Beijing, Beijing Clothing Technology University, Nevada Arts Council and The Clown School.

Gregg T. Daniel
Adjunct Lecturer

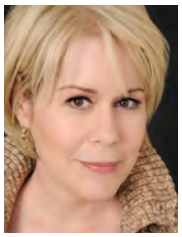
Gregg T. Daniel is a faculty member of the USC School of Dramatic Arts. He most recently directed the Los Angeles premiere of *Honky* by Greg Kalleres for Rogue Machine Theatre. He also directed a revival of August Wilson's *Fences* for Long Beach's International City Theatre. The production received nominations from the Los Angeles Drama Critics Circle, Ovation and StageScene LA awards. Other work include a revival of Alice Childress' *Wedding Band*, *A Love/Hate Story in Black and White* for the Antaeus Company (Winner, 2014 Stage Raw awards Best Revival and Best Ensemble). Additional L.A. credits include Lee Blessing's *Cobb*, Eric Simonson's, *Lombardi*, Frank McGuinness' *Someone Who'll Watch Over Me* (Broadway World nomination for Best Director) and the Tom Stoppard translation of *Heroes* for Group Repertory Theatre. Regionally, he directed the New Jersey premiere of Katori Hall's *The Mountain Top* for Cape May Stage and *The Whipping Man* by Matthew Lopez. Daniel received a Best Director nomination from the NAACP Theatre Awards for the West Coast premiere of Kwame Kwei-Armah's *Elmina's Kitchen* (Winner, NAACP's Best Ensemble category.)

Debra De Liso
Adjunct Lecturer

Debra De Liso is a faculty member at the USC School of Dramatic Arts. She is a critically acclaimed and award-winning actor, writer, director is the recipient of the Rainbow Award from the LA Women's Theatre Festival for her decades of work in forgotten communities, including artists with disabilities, institutionalized teens and incarcerated women. She has guided the presentation of over 500 original solo plays and remains passionate about supporting playwrights in developing new works. Her solo play collaborations have premiered in festivals in NYC, Germany, and Scotland. After receiving three California Arts Council Grants to teach acting and playwriting in a medium security prison, she learned to see the art in the individual. De Liso delights in providing a supportive and nourishing environment to elevate the highest potential in each artist. Her own writing into performance work includes a solo play about Isadora Duncan, a one-person play about her disabled mom, *The Nurse June Show*, and *Beautiful, Terrifying, Love* about the struggle to maintain unconditional love in dealing with family addiction and mental illness. De Liso also enjoys developing and directing several web series and film projects with her students. She taught a very essential class "Directing Actors" at LA Film School, encouraging new film makers to collaborate with performers. De Liso studied at the Royal National Theatre in London, and won a Fellowship to earn her MFA at UCLA. She also continues to learn so much from her students at USC, and at the American Academy of Dramatic Arts. She employs a variety of acting techniques including her own master's thesis, "The Physicalization of a Role," based on her approach to finding grounded and specific characterization, and listen with the body. Debra believes the actor should have the mindset of an athlete, as she was a competitive gymnast and the Chair of the LACHSA Physical Ed department for eight years, now she practices hatha and kundalini yoga. For more info, visit www.debradelisoartist.com.

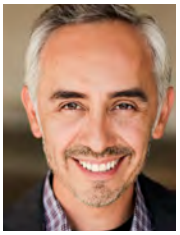
Kirstin Eggers
Adjunct Lecturer

Kirstin Eggers is a faculty member at the USC School of Dramatic Arts. She has been a working actor and writer for over 15 years, with extensive commercial, guest and recurring television appearances including as a series regular on the ABC sitcom *Work It*, for which *Entertainment Weekly* called her "phenomenal." With a focus on comedy off-camera, she has performed sketch and improv at the Groundlings, UCB, and Comedy Central Stage, and accepted invitations to appear at comedy festivals nationwide, including SketchfestNYC, Chicago Sketchfest, and the storied HBO U.S. Comedy Arts Festival in Aspen (winning the Best Sketch Comedy award with troupe Summer of Tears). A bona fide Trojan, Eggers holds a BFA in Acting from USC, where she won both the Jack Nicholson Award and Ava Greenwald Award for Outstanding Actor while an undergraduate, and was a member of USC's premier comedy troupe Commedus Interruptus. Since joining the faculty at USC, she has served on the development teams for both the innovative Dramatic Arts-Cinematic Arts collaboration 'USC Comedy Live' (called "arguably the coolest course offering" by USC News), and for the new Summer Theatre Conservatory program in comedy performance. In addition to her work at USC, she has created curriculum and taught acting and comedy for various organizations including Universal Studios Japan, 24th Street Theatre, Brentwood School, LAUSD, Gabriella Foundation, Arizona Bar Association, and National High School Mock Trial champions, to name a few.



Christine Estabrook
Adjunct Lecturer

Christine Estabrook has starred in hit Broadway shows, won accolades and acting awards for off-Broadway performances, earned an Master of Fine Arts degree from Yale Drama School. After graduation, Estabrook spent four years performing at the Eugene O'Neill Playwrights Conference. She tread the boards in Durang's *Baby With the Bathwater*, *Blue Window* and won a coveted Obie Award for *Pastorale*. She starred in numerous Broadway and off-Broadway plays earning Drama Desk nominations for *North Shore Fish*, *Win/Lose/Draw* and winning one for *The Boy's Next Door*. Estabrook spent the better part of 2007-09 in New York performing in the Tony Award-winning musical *Spring Awakening*. She has taught acting courses and workshops at ART Institute at Harvard University, in the MFA program at the University of California in San Diego, at Niagara University, at AMDA, Los Angeles, and served as a Guest Lecturer at SUNY Oswego. Estabrook has had memorable roles in film, and television. You can see her work in *Mad Men*, *American Horror Story*, *Designated Survivor*, *Desperate Housewives*, among others. Personally, "I want to look back and say I contributed of my soul with the time I was given and spark a creative spirit in people."



Edgar Landa
Adjunct Lecturer

Edgar Landa is a faculty member at the USC School of Dramatic Arts and the School's resident fight/violence instructor and fight director. He is a long-standing member of Shakespeare & Company in Lenox, Mass., where he serves on the faculty as a fight and text instructor and has worked extensively in its nationally recognized education programs. Landa creates violence and mayhem for theatres small and big including The Mark Taper Forum, Kirk Douglas Theatre, South Coast Repertory, Sand Diego Rep, Annenberg Performing Arts Center, Getty Villa, Cornerstone Theatre, The Theatre @ Boston Court and many others. Additionally, he is an actor and director and can often be found working within the vibrant Los Angeles intimate theatre community and beyond. Landa is a proud SAG and AEA member (and supporter of the L.A. intimate theatre community). He is an alumnus of the Lincoln Center Theater Directors Lab & the Directors Lab West and is a graduate of the USC School of Dramatic Arts.

Michael Laskin
Adjunct Lecturer

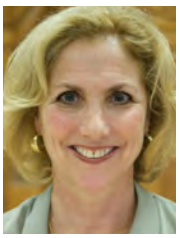
Michael Laskin has been a professional actor for 40 years, with scores of film and television credits including, *Seinfeld, Eight Men Out, NYPD Blue, From the Earth to the Moon* (HBO), *The Grifters, Hill Street Blues, Passion Fish, Disclosure, Tracey Takes On, LA Law, Poodle Springs* (HBO), *Winchell* (HBO), *The Man Who Captured Eichmann* (Showtime), and *Iron Will* (Disney). Onstage Michael was a company member of The Guthrie Theatre under Michael Langham's artistic leadership. He also starred off-Broadway (*The Basement Tapes*), and at many other leading regional theatres including The Actors Theatre of Louisville, The Mixed Blood Theatre Company, Seattle Repertory Theatre, The Geffen Playhouse, LA Public Theatre, The Empty Space Theatre, and The Cricket Theatre. Michael played the role of Matt Friedman in the Canadian premiere of the Pulitzer-Prize winning play *Talley's Folly* at the Manitoba Theatre Centre. He also played Richard Nixon in *Tea With Dick and Gerry* at the Edinburgh Festival. He was awarded the coveted Fringe First Award for this production in Edinburgh, and it went on to a subsequent run at London's Roundhouse Theatre. Michael is also a highly regarded acting teacher and coach at The Michael Laskin Studio (www.michaellaskinstudio.com) in Los Angeles. His recently published book, "The Authentic Actor – the Art and Business of Being Yourself" has been widely praised as a fresh and newly examined approach to the work and the life of an actor. He recently spoke of this synthesis of art and business in a TedX Talk at Chapman University. Michael is a graduate of Northwestern University's theatre program and earned a Master's Degree from the University of Minnesota where he was awarded a Bush Fellowship and a Distinguished Alumnus Award. He has taught Master Classes at The Actors Centre in London, the University of Minnesota, UCLA, Kennesaw University, and The Hawaii International Film Festival.

Paul Lazarus
Adjunct lecturer

Paul Lazarus is a faculty member at the USC School of Dramatic Arts. He is an award-winning director, producer and writer of film, television and theatre projects. Recently, he completed work on a short narrative film entitled *Graham: A Dog's Story*, which is shot entirely from the viewpoint of a purebred Lab. His feature length documentary, *SlingShot*, about noted Segway inventor Dean Kamen and his work to solve the world's water crisis, appeared in over 40 film festivals around the world and garnered numerous awards. *SlingShot* is currently available on iTunes, Amazon Prime and Vimeo. Lazarus directed and produced the feature film, *Seven Girlfriends*, starring Tim Daly, Mimi Rogers, Jami Gertz and Melora Hardin. Produced independently, *Seven Girlfriends* was released by Castle Hill Productions and was featured on HBO and Comedy Central. Lazarus resides in Los Angeles, where he has been directing many notable primetime television series. Most recently, he directed *Pretty Little Liars* for ABC Family, *Second Generation Wayans* for the BET, *The Middle, Samantha Who?* and *Ugly Betty* for ABC, and *Big Time Rush* for Nickelodeon. Past shows include *Friends, Psych, Everybody Loves Raymond, Melrose Place, Mad About You, LA Law* and *Dream On*. For the Hollywood Bowl, he produced and directed the acclaimed 75th birthday tribute to Stephen Sondheim. That evening featured the Los Angeles Philharmonic, Barbra Streisand, Warren Beatty, Angela Lansbury, Carol Burnett, Eric McCormack, Jason Alexander and Bernadette Peters, among many others. His play, *A Tale of Charles Dickens,* co-written with Janet Jones, was produced and recorded for radio by Los Angeles Theater Works in association with the Antaeus Theater Company. Other L.A. credits include directing John Steinbeck's *Of Mice and Men* and Neil Simon's *Biloxi Blues* at the Pasadena Playhouse, directing Kristin Chenoweth in her solo concert debut and the world premiere of a new musical, *The People vs. Mona,* also at the Pasadena Playhouse. Favorite Los Angeles theatrical projects include directing the world premieres of Mark St. Germain's play *Camping With Henry and Tom* — starring Robert Prosky, Ronny Cox and John Cunningham, and *The 24th Day* — starring Noah Wyle and Peter Berg. *Camping…* received the Outer Critics' Circle and Lucille Lortel awards for best off-Broadway play. *The 24th Day*received six Los Angeles Dramalogue awards, including best director and four Ovation Award nominations. In the early '90s, he served as the artistic director of the historic Pasadena Playhouse. Lazarus has directed over 90 plays and musicals in such prominent theatres as The Kennedy Center, Lincoln Center, Playwrights Horizons, The Manhattan Theater Club, Circle Rep, The Actors Studio, La Mama ETC and The Goodspeed Opera House, to name a few. Highlights include receiving a Drama Desk nomination for directing the hit off-Broadway musical, *Personals,* which was written by David Crane, Seth Friedman and Marta Kauffman and composed by Stephen Schwartz and Alan Menken; directing Anouilh's *Antigone* for the Lincoln Center Institute; serving as associate director for the celebrated concert version of Stephen Sondheim's *Follies,* starring Carol Burnett, Lee Remick and Mandy Patinkin; and staging the premieres of Jon Klein's drama, *Life Class,*for the Art Institute of Chicago; David Crane and Larry Coen's comedy, *Epic Proportions* for the Manhattan Punch Line; and Mark St. Germain and Randy Courts' AT&T award-winning musical *Johnny Pye and the Foolkiller* for the George Street Playhouse. Early in his career, he produced and directed *A Stephen Sondheim Evening,* which starred Angela Lansbury, George Hearn and Stephen Sondheim. That evening was recorded by RCA Records and received a Grammy nomination. He produced and hosted *Anything Goes,* an award-winning radio series celebrating the American musical theatre past, present and future for WBAI-FM in New York and National Public Radio. For many years, he has served on the executive board of the Stage Directors and Choreographers Society. A graduate of Dartmouth College, Lazarus apprenticed with the Royal Shakespeare Company in England.

Vicki Lewis
Adjunct Lecturer

Vicki Lewis is a faculty member at the USC School of Dramatic Arts. She is best known to television audiences for her role as Beth on the hit NBC sitcom *Newsradio*. She also starred on *Three Sisters* with Dyan Cannon, also for NBC. She has an extensive body of work in TV and film which includes *Modern Family*, *How I Met Your Mother*, *Doll and Em*, *Curb Your Enthusiasm*, *Grey's Anatomy*, *Bones*, *Dirt*, *The Middle*, *See Dad Run*, *Austin and Alley*, *Til Death*, *The Ugly Truth*, *Godzilla*, *Mousehunt*, *Pushing Tin*, *Breakfast of Champions*, *I'll Do Anything*, *Bye Bye Birdie*. She starred on Broadway as Velma Kelly in *Chicago* and as Gloria Thorpe in *Damn Yankees*. She was a soloist with the New York Pops at Carnegie Hall and she starred opposite Patty Lupone and Peter Gallagher in *Pal Joey* for Encores at NY's City Center. She started in *The Crucible* at The Roundabout Theatre. She received an Ovation Award for her performance in Michael John Lachuisa's *Hotel C'est LAmore* at The Blank, and she was nominated for an Ovation Award for *How To Succeed In Business Without Really Trying* for reprise. Her voice can be heard in a myriad of animation projects which include Pixar's blockbuster *Finding Nemo* and the upcoming *Finding Dory*, she voices Wonder Woman on *Batman*, *Justice League*, *Phineas and Ferb*, *Tom and Jerry*, *Wonder Woman*, *Mission Hill*, *Doc McStuffins*, *Alpha and Omega* and *Rugrats*. For more information, visit VickiLewis.com.



Babette Markus
Adjunct Lecturer

Babette Markus is a faculty member at the USC School of Dramatic Arts. She currently teaches Alexander Technique for actors at USC in the MFA and BFA programs. She also teaches Alexander Technique for performers, which is open to BA theatre students, as well as musicians, dancers, performing artists and athletes. Markus has been teaching Alexander Technique for 35 years. She is a founding member of the Alexander Training Institute of Los Angeles (ATI-LA). Since 1986, along with her colleagues, she has trained over 75 individuals to become certified teachers of the Alexander Technique in this three-year training course. A number of those graduates continue to develop their teaching skills in a reciprocal relationship, benefiting from Markus' mentorship while assisting in her university classes. She has taught at the California Institute of the Arts in Valencia since 1984, for the theater, music, and dance schools. She taught Alexander Technique for fitness instructors and ergonomics and Alexander Technique at UCLA Extension for many years. In 1999, she created a program called Bio-Ergonomics/Alexander Technique (The BEAT Training) specializing in supporting people with repetitive strain injuries. She holds a degree from the University of California, Berkeley, and a certificate from the American Center for the Alexander Technique (ACAT), New York City. She completed a post-graduate course (2006-7) through ACAT, The Art of Breathing, taught by Jessica Wolf of Yale University. She is past president of the American Center for the Alexander Technique, West, and is a master teacher and member of AMSAT, American Society for Teachers of the Alexander Technique. Markus has extensive background in dance and yoga, hiking and swimming. She lives and has a private practice in Los Angeles on the Westside.

Kevin McCorkle

Kevin McCorkle is a faculty member at the USC School of Dramatic Arts. He has been acting professionally since 1982. Starting in Atlanta, where he worked onstage with Frank Whittow's Academy Theater in Atlanta in films *Six Pack* with Kenny Rogers, *For Us The Living: The Medgar Evers Story,* and in commercials. He quickly made the move in 1983 to New York and began working in the world of Soaps, which included a brief stint as a bad boy motorcycle racer and onscreen boyfriend to Academy Award winner Marisa Tomei when she was a contract player on *As The World Turns*. It was in New York where a prolific commercial career began. In 1985, McCorkle came to Los Angeles for pilot season and never turned back. The siren's song of Hollywood hooked him and he had everything he owned shipped from New York to his new home of Los Angeles. The commercial world was his bread and butter for the first few years. The consistent commercial work set up the financial foundation and freed up the time for him to focus on stage, film and television study and work. In the early '90s, he studied with Eric Morris, Peggy Feury and Bill Traylor. Later, he learned from Kate McGregor-Stewart and Cameron Thor (a protegé of Roy London). In the late '90s, McCorkle's career went from slow, steady growth to a robust career leading into the new millenium, balanced by consistent work in national network commercials, supporting roles in major studio films, leading roles in independent films, recurring roles and guest stars in network television shows, long running soap characters, and leading roles onstage in Hollywood and North Hollywood theatre productions. Highlights include spokesperson for Bob Evans restaurants for four years; Tiger Wood's TV commercial caddy for 10 years; Gil Sherman, a recurring character on the network show *Cold Case;* Tommy Cage, Anthony Michael Hall's brother, in *Out of Bounds;* working on *The Island* for seven months as part of Djimon Hounsou's elite squad; Weston Tate in *Curse of the Starving Class* at The Open Fist Theatre; Abbot in *Untethered* at The Mountain View Mausoleum; and Tal in *Sovereign Body* at The Road Theatre. Teaching at USC since 2006, McCorkle utilizes his evolving experience in the ever-challenging world of a professional actor to create and craft a class that teaches students how to approach auditioning and working in the world of commercials. That work, those experiences shared in class transcends the commercial acting challenge, however, and prepares the student for other on camera applications in film, television and new media. He also ensures that students are prepared with a strategic approach to their careers empowering them beyond the cliché of waiting for the phone to ring and teaching them to measurably move their commercial (and overall acting career forward).

Jeremiah O'Brian
Adjunct Lecturer

Jeremiah O'Brian is a faculty member at the USC School of Dramatic Arts. His exceptionally diverse background — from gritty nuts-and-bolts firefighting to film and theatre credits and accolades — is bolstered by his several graduate degrees, including an MFA from the UCLA School of Theater, Film and Television and will be, in the near future, pursuing a Masters in Entrepreneurship (MSIE) at the Marshall School of Business at USC. Among his colleagues, mentors, and friends are Mel Shapiro, David Bridel, Jean-Louis Rodrigue, Bobby Morseco, Larry Moss, Antwone Fisher, Alfred Molina and the late, great Gil Cates. O'Brian's passion is working in the community, especially his own community of Compton and Long Beach. He conceived, wrote and performed his graduate thesis about Father Greg Boyle and Homeboy Industries, located in East L.A. There, he has tutored 'homies' fresh out of gangs, prison or jail working towards a new life beyond the neighborhood. It is O'Brian's great joy and privilege in life to pay forward his good fortune in education and

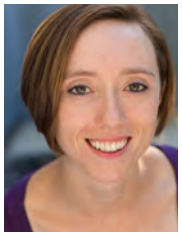
entertainment by helping to provide similar opportunities to others, especially those who are on the "downside of advantage."

Gabriella Santinelli
Adjunct Lecturer

Gabriella Santinelli was born in New York City, and graduated from Interlochen Arts Academy, Northwestern University, and Mannes School Of Music. She relocated to England, where she won an Olivier Award for *Jerry Springer The Opera* (National Theatre/West End; original cast album). Gaby played Carlotta in *The Phantom of the Opera* (UK National Company), joined D'Oyly Carte Opera Company for Gilbert & Sullivan at The Savoy (West End), toured the world with Robert Wilson's avant garde hit *The Black Rider* (Ahmanson Theatre), and sang Barbarina in Mozart's *Le Nozze di Figaro* at Highclere Castle (aka "Downton Abbey"). Gaby recorded extensively with London Voices at Abbey Road Studios, including *The Lord Of The Rings Trilogy, Star Wars III, Harry Potter III & VII*; and live appearances at The Royal Albert Hall include Verdi's *Requiem* and Sir Paul McCartney's *Ecce Cor Meum*. Theatre: Lady Chiltern *An Ideal Husband*, Masha *Three Sisters*, Sandra/Sue *The Exonerated*, Jenny *Company*, Nancy *The Last Pilgrim*. Film: *A Summer In Genoa; Losing Isaiah*. TV/voiceover: The Ellen Degeneres Show. Most recently, Gaby sang Holst's *The Planets* with LA Philharmonic at Walt Disney Concert Hall, and *La La Land Live In Concert* at the Hollywood Bowl, conducted by Justin Hurwitz. Hollywood soundtracks include *Oblivion, Godzilla, X-Men: Apocalypse*, and *La La Land.* Gaby currently resides in the Hollywood Hills, where she coaches actors from around the world in Accent Integration. gabysantinelli.com

Dan Shaner
Industry Liaison Officer, Adjunct Lecturer

Dan Shaner is a faculty member at the USC School of Dramatic Arts. He has been a casting director in film, television and new media for more than 25 years, working for every major studio and network. Film credits include *Latter Days*, which won several awards including the Outfest Audience Award, *Buddy Boy*, directed by Roman Polanski protégé Mark Hanlon, *Love And Sex*, and *Everything Put Together*, directed by Marc Forster, which were both in competition at the Sundance Film Festival in the same year. Additional films have featured Academy Award winner Octavia Spencer, Academy Award nominee Amy Adams, Academy Award nominee Julie Delpy, and *Twilight* star Peter Facinelli. Television credits include pilots starring Rob Lowe, Amy Adams, Minnie Driver, Michael Chiklis and Maggie Q, among others. Series television credits include *Cold Case*, (including future Academy Award-winning guest stars Jennifer Lawrence and Melissa Leo, as well as rising stars Darren Criss, Shailene Woodley, Michael B. Jordan and Chadwick Boseman), *Roswell*, *Moonlight*, *The Whole Truth*, *Chase*, *Ringer*, *Make It Or Break It* and *Hollywood Heights*. As head of casting for six years at Wilshire Court Productions, he cast 75 movies for television, garnering an Artios Award nomination and a Cable Ace Award nomination, and featuring such stars as William H. Macy, Marg Helgenberger, Brittany Murphy, Cicely Tyson, Neil Patrick Harris and Virginia Madsen, among many others. He teaches industry preparation classes at USC in the Masters, BA and BFA Acting programs, and has recently been named as industry liaison and mentor to all three programs. He also teaches Industry Preparation and Audition Technique at The American Academy of Dramatic Arts (AADA), Theatre of Arts (TOA), and The Art of Acting Studio (AOA), which is the Los Angeles branch of The Stella Adler Studio.



Judith Shelton
Adjunct Lecturer

Judith Shelton is a faculty member of the USC School of Dramatic Arts and has been doing stand up for 23 years. She has played The Comedy Store, The Improv, The Laugh Factory, The Ice House, Flappers, Upright Citizens Brigade, iOWest, Second City, and The Comedy Central Stage, as well as many indie comedy venues in and around Los Angeles. In 2010, she opened her own stand up school, teaching over 20 sessions a year to performers and non-performers alike, from established comics to stay-at-home moms/dads, lawyers, psychotherapists, musicians, school teachers, writers, software designers, doctors, scientists and corporate nine-to-fivers. In 2015, Shelton was the artist-in-residence with Barrel of Monkeys in Chicago, teaching stand up to company members and performing. She presents workshops focusing on finding joy and value in the unique gifts and unpredictable life of the performing artist. She presented her workshop "Gather the Good," and was a developmental contributor for the Laughing Matters exhibit in downtown L.A. in the summer of 2016. On stage, Shelton can be seen performing her improvised talk show *RELATIONSH!T*, which has been playing for over seven years in L.A. She has appeared on several network television shows for ABC, NBC and CBS, including *Seinfeld*, a series regular role on *The Gregory Hines Show* and *The Middle*. She can be seen in many national commercials including AT&T, Visa, Nike, Capital One, Vicks, Hallmark, Priceline and Sherwin-Williams. Online, Shelton has acted in various web series with Soul Pancake and Buzzfeed to name a few. For more information, visit JudithShelton.com.

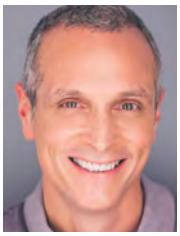
Ashley Steed
Adjunct Lecturer

Ashley Steed is a faculty member at the USC School of Dramatic Arts. She is a theatre maker (primarily as a director, performer and creative producer). She is a member of Son of Semele Ensemble and she runs her own company, The Visceral City Project, which devises new works. Her immersive piece *When Skies Are Gray* was nominated for the Golden Key Award at the Hollywood Fringe Festival in June 2018. Recent credits include assistant directing *The House in Scarsdale* at Boston Court, playing Stefan Dorsch in *The Ridiculous Darkness* and Blondi in *The Offending Gesture* at Son of Semele, and devising/directing *Wonder City*. Steed holds a BA in Theatre from USC and an MA in Theatre and Performance from Queen Mary, University of London. Her master's dissertation focused on the role of play in the re-creation of risk, uncertainty and tension in immersive and participatory work.

Rodney To
Adjunct Lecturer

Rodney To is a faculty member at the USC School of Dramatic Arts. He is originally from Chicago, Ill. He served as a lead producer of *Apologies in Advance with Andrea Russett*, the breakout talk show for Fullscreen Media, the digital SVoD platform for AT&T and YouTube. He has served as director and executive producer of *Pun Plip Pridays*, the only all-Asian, televised, sketch comedy show on Kababayan Today, the Filipino talk show for LA18. As a director, To's short film *Two Weeks* won numerous awards at various festivals across the country including Festival Film Flix and the Asians on Film Festival where he was runner-up for the competition's Best Director. He has directed for the NBC Scene Showcase in 2015 and has directed the web series *Penelope, PCSA* starring Dave Foley. Recently, he directed the world premiere of *Fixed* by Boni B. Alvarez at the Echo Theater Company. As an actor, To was a series regular on NBC's *Redliners*. His most notable role is "Typhoon" on NBC's *Parks and Recreation*. He has also recurred on

FOX's *Rosewood* and all four seasons of *Wilfred* on FX. Other selected TV credits include *Barry*, *You're the Worst*, *Modern Family*, *New Girl*, *The Whole Truth*, *NCIS*, *Corporate*, *Vice Principals*, *The American Mall* and *Ironside*. He has worked with theatres across the country, including Victory Gardens, Steppenwolf, La Jolla Playhouse, Northlight, Mark Taper, South Coast Rep, Hartford Stage, Milwaukee Repertory Theater, IAMA Theatre Company, East West Players and Ma-Yi, among others. Awards include an LA Ovation Award Nomination for *Edith Can Shoot Things and Hit Them* with Artists at Play, Chicago's Jeff Award Nomination for *The Romance of Magno Rubio* and winner of the NY International Fringe Festival for the show he co-penned, *Sides…the Fear is Real*. To was a guest lecturer at the Studio School, often asked to speak on New Media and self-driven content. He is also a staunch advocate for the Asian American community and is a regular panelist with NBCUniversal TIPS Program which fosters new and diverse talent in Hollywood. He was inducted into Chicago's Filipino-American Hall of Fame for his work.



Paul Urcioli
Adjunct Lecturer

Paul Urcioli is a faculty member at the USC School of Dramatic Arts. He is an actor, director and producer. On film, his credits include *Viral*, *The Amazing Spiderman 2*, *The Wolf of Wall Street*, *Adult Beginners*, *Shelter*, *Thanks for Sharing*, *Morning Glory* and *3 Backyards*. On TV, he has guest starred on *Law & Order True Crime: The Menendez Murders*, *Brooklyn Nine-Nine*, *The Americans* (recurring), *Elementary*, *Blue Bloods*, *The Blacklist*, *Person of Interest*, *Unforgettable*, *Homeland*, *The Good Wife*, *Golden Boy*, *Royal Pains*, *The Unusuals, Cupid*,*Fringe*, *Cashmere Mafia*, *Six Degrees*, *Conviction*, many appearances on all the *Law and Order*, *Third Watch, Sex and the City, All My Children*, *The Guiding Light* and *Queens Supreme* (recurring). He is currently producing the feature *Phoenix* to be directed by Amy Redford. His New York theatre credits include *Point Last Seen* (Atlantic Theater Company 2nd Stage), *The Invitation* (Ohio Theater), *Goner, Sexual Perversity* in Chicago, (The Present Company) *Over the River and Through the Woods* (The John Houseman), *Americana Absurdum* (Lucille Lortel and P.S. 122) and Greg Kotis' *Eat the Taste* (Barrow Street Theater). His international credits include *Americana Absurdum* (Edinburgh Fringe First Winner 2000) and at the Menier Theatre in London in 2004. His commercial work includes spots for V-8, Heineken, State Farm, MasterCard, Barclays, Downy, Healthy Choice, Progresso, Verizon Fios, eBay, Nike, Fidelity, KY, FedEx, Sheraton, Comcast, Las Vegas, Staples, Delta, Canon, Volkswagen, IBM, CNN and Brown Co. Urcioli directed the short films *Where You Go* and *Runners*, and his theatrical directing credits include *Mary Go Nowhere* (world premiere at the 2017 Edinburgh Festival Fringe), an all-female version of *The Learned Ladies* (Cake Productions and Ateh Theater Group), *Reckless*, *Weekend at an English Country Estate* (Ateh), Mamet's *Revenge of the Space Pandas*, *Our Town*, *The Devil & Billy Markham*, *Twelfth Night*, *Bridezilla Strikes Back* (NY Fringe Festival Award Winner), Brian Parks' *Suspicious Package* (HERE), *The Rimers of Eldritch*, *The Women*, *Pullman Car Hiawatha*, *Harm's Way* and *Goodnight Desdemona, Good Morning Juliet*. Urcioli has taught acting, advanced scene study & styles, physical comedy, improvisation, sketch comedy and on-camera technique at the Atlantic Theater Company Acting School in the NYU BFA Program, PACE University and on camera technique at The Matt Newton Acting Studio. He was an artist in residence at Oberlin College teaching acting, movement, improvisation and performing with members of the Royal Shakespeare Company. He also coaches privately.

USC School of Dramatic Arts

THTR 120a-62625 D Acting 1

(Course Taken Year 1)

Tuesday/Thursday, 8AM - 9:50AM

Location: MCC 109

Instructor: Mary Joan Negro
Title: Associate Professor of Theatre Practice/Head of Undergraduate Acting
Office: JEF Building 2nd floor #204
Office Hours: By appointment
Contact Info: negro@usc.edu
(213) 740-8927 (o)
(818) 284-8820 (c)

Course Description

The mission of this class is to awaken the imagination, emotion, and intellect of the student by making him/her aware of the transforming power and universality of theatre. It will serve as the beginning of the actor's journey of exploration to uncover the meaning and vision of any play and playwright to discover the "who, why, where, when and how" of each character in the play and how each character serves the vision of the play. It will also impress upon the student the need for constant research, rehearsal and practice of the craft of the theatre which requires a disciplined commitment to the training of voice, speech, movement, and intellectual rigor in dissecting text, and uncovering subtext. This process leads directly to the understanding of the powerful role of the audience upon which the actor relies to fulfill his creative function. Finally, the class is dedicated to exploration offering hope, inspiration, guidance, and courage.

Methods Used to Fulfill this Mission:

- Theatre exercises and games targeting text and sub-text
- Voice/Speech/Movement exercises that support and enhance text
- Acting work on "What-A-To-Do"
- Acting work on "neutral" scenes
- Intellectual examination of ten-minute plays and short one act plays
- Attending SDA Productions
- Student constructive analysis of SDA productions

Learning Objectives

Identify what specific, measurable skills a student will demonstrate by the end of the course. Learning objectives should be both taught and assessed in your course. They are aligned with your assignments, assessments and learning materials.

Required Texts:

Course Reader (in USC Bookstore)

Suggested Reading:

The Mystic in the Theatre: Eleonora Duse by Eva Le Gallienne

Absences/Tardiness:

Learning in class depends on the layering of intellectual and emotional discovery resulting from the consistent active exploration of 100% of the BFA 120a Ensemble. No absences or tardies are allowed. Cumulative active class participation points will be lost. Acting Class participation points will also be lost by absences and tardies in your movement and voice classes for the same obvious reason. Attendance is weighted at no more than 15% as per University Guidelines.

Grading Policy:

Grades are not dictated by the success of acting presentations or the instructor's subjective opinion of talent and artistic preference.

Grades are dictated by

- In-class active student analysis of text
- Constructive feedback of classmates' acting presentations
- Willingness to experiment and apply the constructive feedback of instructor and students on one's own scenes, presentations, and exercises
- Meeting all assignment deadlines: reading, writing, acting
- Memorization of lines
- Availability to fellow classmates to rehearse scenes

Note: *If a deadline is missed because of a classmate's unavailability, the available partner will not be penalized* ***if a discussion with me and all involved occurs before the deadline.***

Grading Breakdown

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Personal Readings	5 Points
In-class work on speech/voice/acting exercises	10 Points
In-class work on "What-A-To-Do"	15 Points
MID-TERM (Presentations of "What-A-To-Do")	10 Points
In-class acting work on "neutral scenes	15 Points
Presentations of neutral scenes +written component	15 Points
Discussion/Analysis of One-Act Plays	10 Points
Written Critique of SDA Production	5 Points
FINAL (specifics TBD)	5 Points
Cumulative Active Class Participation	10 Points
TOTAL	100 Points

Grading Scale:

Excellent: A (4) = 100-96; A- (3.7) = 95-90
Good: B+ (3.3) = 89-86; B (3) = 85-84; B- (2.7) = 83-80
Average: C+ (2.3) = 79-76; C (2) = 75-74; C- (1.7) = 73-70
Poor: D (.7-1.3) = 60's;
Fail: F (0) = 59 and below
Excellent = clear understanding of the class material is coupled with original and creative insight
Good = class material has been understood clearly
Average = class material has been generally understood, but gaps in understanding remain
Poor = identifiable gaps in the understanding of class material
Failure = gaps in the completion of work is coupled with poor understanding of class material.

Further Grading Notes:

- *When the GPA falls between two grades, the final grade will be weighted toward the positive end of the scale for students with excellent/good attendance & class participation and toward the negative end of the scale for those with average/poor attendance & participation..*
- *I will be happy to discuss your work at any time.*
- ***No late assignments, projects, exams, papers, or exercises shall be accepted***
- ***No emailed papers accepted***

Weekly Schedule

(The timeline is subject to change depending on the dynamics, pace and unpredictability of the creative process of any given class.)

Week 1:

- discuss students' expectations
- discuss course goals, requirements, deadlines, required texts
- introduction to theatre games and exercises
- **Homework**: assign "personal readings"
- begin "personal readings"

Week 2:

- warm-up: theatre games/exercises ("5 Act Play" and "What-A-To-Do")
- continue "personal readings"
- **Homework**: read neutral scenes and *Plays* in Course Reader

Week 3-4:

- warm-up: theatre games/exercises (5 Act Play)
- continue "personal readings"
- start work "What-A-To-Do"
- **Homework**: read neutral scenes and *Plays* in Course Reader /rehearse

Week 5-8:

- warm up: theatre games/exercises/discussion SDA productions
- class work rehearsals "What-A-To-Do"
- Presentation of 5 Act Play + presentations of "What-A-To-Do" (**MID-TERM**)
- class feedback and constructive criticism of mid-term presentation
- class work on neutral scene #1
- cast neutral scenes
- **Homework**: rehearse neutral scenes

Week 9:

- warm-up: theatre games/exercises/discussion SDA productions
- class work on neutral scene #1
- start work on neutral scenes
- **Homework**: rehearse

Week 10-15:

- warm-up: theatre games and exercises/discussion SDA productions
- class work on neutral scenes
- presentations of neutral scenes + written component (projected date 11/21 but subject to change depending on the class timeline)
- analysis of plays in Course Reader

DEADLINE: TUESDAY, NOVEMBER 21, critique of SDA production due
(NO EMAILED PAPERS, HARD COPIES ONLY, NO LATE PAPERS ACCEPTED)

- discuss expectations and guidelines for Final
- **Homework**: rehearse neutral scenes/ read plays in Course Reader

Final Day of Class:

Thursday, November 30, 2017

Final Exam:

Tuesday, December 12, 2017, 4:30 PM - 6:30 PM MCC 109
The Final is dictated by the creative process of the class so specifics will be discussed later in the semester

Additional Policies

- ***Except for water, no food or drinks are allowed in class at any time.***
- ***All students must help with the set up and strike of every class***
- ***Students must place all extraneous belongings, (backpacks, sweaters, jackets, skateboards, laptops, cell phones, etc.) in the designated corner of the classroom at the start of class***
- ***Students must be in proper rehearsal clothes (whatever they may be and understand that they change throughout the semester) at the start of class, promptly at 8:00 AM. NO FLIP FLOPS UNLESS THE SCENE OR CLASS TAKES PLACE AT THE BEACH!***

A Note from the Instructor

Welcome to Acting 120a.

It is my pleasure to get to know each of you through our collaborative and creative exploration.

Mary Joan Negro

EXTRA-CURRICULAR COMMITMENTS AND ISPS

Should you choose to participate in any extra-curricular project, such as an Independent Student Production, the SDA administration and faculty will not make allowances or exceptions for absences in class, missed or delayed assignments, home work that is required as preparation for class, or lack of participation in class resulting from your extra-curricular involvement.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

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Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu

USC School of Dramatic Arts

THTR 115B – Movement 1

(Course take Year 1)

Spring —Tuesday/Thursday—9.00 – 10.50

Location: PED 207

Instructor: Professor Louise Peacock

Office: Jefferson 202

Office Hours: Tuesday/Thursday 12 - 1. Please email to make an appointment.

Contact Info: lpeacock@usc.edu

Course Description and Overview

This course immerses students in the world of Commedia dell'Arte. The course will focus on working physically to create commedia inspired characters. Students will learn to perform physical comedy and will learn how to work in commedia masks. The emphasis of the course will be on the physical exploration of devising commedia inspired scenes. Students will also have the opportunity to explore original commedia scenarios. By the time we conclude students should feel confident that they can create and perform a short commedia scenario.

The course is structured as a studio class in which student exploration and performance experience are primary. It is intended for BFA Majors.

Learning Objectives

The course is designed to equip students with advanced devising and performance skills in the area of Commedia Dell'Arte.

- To acquire a practical understanding of the processes of rehearsing and performing Commedia dell'Arte
- To develop technical skills in commedia characterization and mask work
- To develop skills in improvisation and devising

Prerequisite(s): THTR 115A

Concurrent Enrollment: THTR 120b THTR 140b

Required Readings and Supplementary Materials

Required reading will be distributed in class.

Students may find it helpful to read John Rudlin's *Commedia Dell'Arte: An Actor's Handbook.*

Description of Grading Criteria and Assessment of Assignments

Grading Scale for SDA: **A** indicates work of excellent quality; **B** of good quality; **C** of average quality; **D** of below average quality; and **F** indicates inadequate work.

"Excellent" indicates that the student couples clear understanding of the class material with original and creative insight; "Good" means that the student demonstrates a clear understanding of the material; "Average" indicates that the student demonstrates a general understanding of the material but with some gaps; "Poor" indicates that there are identifiable gaps in the student's understanding of the class material;

"Failure" is the result of the student not having completed his or her assignments coupled with poor understanding of the material.

- When the average falls between two grades, the final grade will be weighted toward the positive end of the scale for students whose attendance and participation in class have been good, and will be weighted toward the negative end of the scale for those with poor attendance and participation.

Grading Breakdown

Excellent: A (4) = 100-94; A- (3.7) = 93-90
Good: B+ (3.3) = 89-86; B (3) = 85-84; B- (2.7) = 83-80
Average: C+ (2.3) = 79-76; C (2) = 75-74; C- (1.7) = 73-70
Poor: the D range (1.3-0) = 60s; F (0) = 59 and below

The SDA GUIDELINES on GRADING are:

- *Each course shall contain at least three assignments, projects, exams, papers or exercises which shall be evaluated during the semester and which shall provide an analytical record of each student's progress in the course.*
- *Attendance shall be weighted at no more than 15% as per University Guidelines. Studio Courses must delineate how participation will be graded (in class exercises, scene study, etc.)*
- *There shall be no unexcused absences.*
- *No late assignments, projects, exams, papers, or exercised shall be accepted unless advance extensions have been arranged between the student and the teacher or unless exceptional circumstances occur.*

Assignment	% of Grade
1. In class character exercises	10%
2. Creation and performance of 2 solo lazzi	15%
3. Creation and performance of a short duo scene	15%
4. Reflection on solo and Duo	10%
5. Final – creation of a 20 min scenario	25%
6. Participation (contribution to in class scenes and exercises)	15%
TOTAL:	100%

Assignment Submission Policy

Character exercises and performance assessments will be carried out in class. The reflections should be submitted electronically via Blackboard.

Course Schedule: A Weekly Breakdown

WEEK 1	Class 1	Introduction Broad Stroke Character work
	Class 2	
WEEK 2	Class 3	The Zanni, Brighella and Arlecchino
	Class 4	Pantalone, Dottore and Capitano
WEEK 3	Class 5	The Lovers and Colombina
	Class 6	Minor masks: Pulcinella and Pasquella/the witch, Pedrolino and Magnifico
WEEK 4	Class 7	Characters Recap

	Class 8	Developing character work/Introducing Mask
WEEK 5	Class 9	Continuing character work
	Class 10	Exploring the commedia Stage
WEEK 6	Class 11	**Character exercise assessments**
	Class 12	Exploration of lazzi
WEEK 7	Class 13	Exploration of lazzi
	Class 14	Work on Solo lazzi
WEEK 8	Class 14	**Solo lazzi assessment**
	Class 15	Comic chases and comic violence
WEEK 9	Class 16	Short scene work
	Class 17	Short scene work
WEEK 10	Class 18	**Duo scene assessment**
	Class 19	Reading scenarios
WEEK 11	Class 20	Exploring the possibilities of scenarios Proposition/Complication/Resolution
	Class 21	Working on a given scenario
WEEK 12	Class 22	Developing a scenario
	Class 23	Developing a scenario
WEEK 13	Class 24	Incorporating music
	Class 25	Rehearsing a scenario
WEEK 14	Class 26	Rehearsing a scenario
	Class 27	Work in progress showing
WEEK 15	Class 28	Finalizing your scenario

Final Examination Date:
Tuesday May 8th 8am – 10am

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USC School of Dramatic Arts

THTR 220B Intermediate Acting I

(Course Taken Year 2)

MW 10:00-11:50

Location: DRC 120.

Instructor: Jack Rowe

Office: DRC 108

Office Hours: 1pm –2pm MW, and by appointment

Contact Info: 213-740-5905

Course Description and Overview

Acting Shakespeare (continuation of THTR 220A)

To provide an approach to acting the highly formalized texts of William Shakespeare. It is the instructor's belief that roles in Shakespeare cannot be performed successfully without careful attention being paid to the ways in which the text operates. How one translates this highly unrealistic and formalized text into playable goals and objectives while at the same time speaking the text with some sense of its "poetic nature" to create a satisfying theatrical performance will be the thrust of this course. Figures of language, metaphor, poetic form, rhymed vs. blank verse, Shakespeare's prose, etc, will be considered. The class will culminate in a final scene project from a contemporary text to allow the students to apply the Shakespeare principles to more modern works.

Assignments

Scenes, monologues, and soliloquies, from the plays of Shakespeare assigned by the instructor**. Reading, preparation and rehearsal outside of class will be required.**

Exams

All of the assignments mentioned above will be graded.

Grading and Evaluation:

1-preparation, participation, and commitment	10%
2-class assignments 1 (Finish 1st semester scenes)	15%
3-Midterm (Soliloquies)	15%
4-Class Assignment 2 (Scene 2)	20%
5- Audition presentation	15%
6-Final Project (Application of Shakespeare to Contemporary Text)	25%

Proposed Schedule:

Week 1-2: Individual Scenes 1
Week 3-4: Soliloquies (Direct Address)
Week 5-9: Midterm (Presentation of Scenes 2)
Week 10-12: Audition Monologues from Shakespeare
Week 13-15: Final Presentation
Final Exam as scheduled

This is not a lot of time to cover a lot of material so preparation outside of class is essential.

Grading Scale:

Excellent: A (4) = 100-96**; A-** (3.7) = 95-90

Good: B+ (3.3) = 89-86; **B** (3) = 85-84; **B-** (2.7) = 83-80
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Failure = gaps in the completion of work is coupled with poor understanding of class material.

Further Grading Notes:

- When the GPA falls between two grades, the final grade will be weighted toward the positive end of the scale for students with excellent/good attendance & class participation and toward the negative end of the scale for those with average/poor attendance & participation.
- If your work in class is unsatisfactory, you will be warned before the deadline for dropping the course with a grade of W.
- I will be happy to discuss your work at any time.
- No late assignments, projects, exams, papers, or exercises shall be accepted.

Recommended Reading:

- Acting Shakespeare by Bertram Joseph, Theatre Arts (this is out of print but well worth seeking out)
- The Elizabethan World Picture by E.M.W. Tillyard, Vintage (what the Elizabethans believed-essential to understand the specifics of much of Shakespeare's language)
- A Shakespeare Glossary by C.T. Onions, Oxford (the words you don't know)
- Shakespeare's Bawdy by Eric Partridge, Routledge (sexual language and bawdy speech)
- William Shakespeare-Complete Works. I highly recommend the RIVERSIDE SHAKESPEARE. It is expensive but beautifully researched and presented.

Final Exam:

Monday, May 8, 2017–8:00am-10:00am DRC 120

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USC School of Dramatic Arts

ACTING 320a (62886D) – (Strindberg)

(Course Taken Year 3)

Monday/Wednesday, 10:30AM - 12:20PM

Location: MCC 111

Instructor: Mary Joan Negro
Office: JEF building, 2nd floor
Office Hours: By appointment
Contact Info: negro@usc.edu
213 740-8927 (o)
818 284-8820 (c)

Course Description and Overview

1. To continue the student actor's journey through the in-depth study of one of the most complex emotional playwrights of all time – August Strindberg – "whose interest lay in revealing the unconscious through the language of the conscious"

2. To develop acute interpretation skills both in class and in SDA productions that will enable the actor to discover the vision of the playwright and the complex subtleties of each character in the play. In light of this, class sessions will be held, as needed, in service of the productions being rehearsed by the BFA Jr ensemble

3. To impress upon the actor the importance of historical research both for class explorations and SDA productions and offer guidance in how to use research to recreate truthful human beings who lived in another time yet whose struggles resonate with our own.

4. To remind the actor that in the pursuit of the art of acting, the actor must be disciplined, dedicated, and committed to learning the craft of the theatre which requires an exquisitely precise attention to voice, speech, movement, words, text, and subtext and a commitment to the ensemble through intensive and on-going rehearsal.

5. To remind the actor to respect the role of the audience upon which the actor relies in order to fulfill his creative function.

6. To be of service in guiding the actor to define his own philosophical and artistic vision

Methods Used to Fulfill this Mission:

- Theatre exercises and games targeting text and sub-text
- Voice/Speech/Movement exercises that support and enhance text and give dimension to these three technical components of acting –"5 Act Play"
- "Clothing exercise" and work on the poem "Why just ask the Donkey…"targeting the complex subtlety of sub-text thereby defining and building a common vocabulary before entering the world of Strindberg
- Historical research of the political, social, and cultural world of Strindberg, *Mansfield Park* and *Camille*
- The in-depth examination of all material in the Course Reader
- Acting work on *The Stronger*, *Playing With Fire* and *Miss Julie*
- Class work on *Mansfield Park* and *Camille*.

Learning Objectives

A practical understanding of all that is described in the course overview plus the development of professional work habits

Required Readings and Supplementary Materials

- Course Reader: in USC Bookstore
- Supplementary Materials: Any additional Strindberg Plays, Stories, Poetry, Strindberg Biography, research for productions

Attendance:

Absences/Tardiness: Learning in class depends on the layering of intellectual and emotional discovery resulting from the collective and active exploration of **all** members of the BA 320a ensemble. **Therefore no absences or tardies are allowed. Cumulative active class participation points will be lost.** *Attendance shall be weighted at no more than 15% per University Guidelines.*

Description of Grading Criteria and Assessment of Assignments

Grades are not dictated by the success of acting presentations or the instructor's subjective opinion of talent and artistic preference.

Grades are dictated by

- In class active student analysis and commentary on text
- Constructive feedback on classmates' acting presentations
- Willingness to experiment and apply the constructive feedback of instructor and students on ones own scenes, presentations, and exercises
- Meeting all deadlines: reading, research, writing, acting (No late work accepted)
- Memorization of lines
- Availability to fellow classmates to rehearse outside of class

Note: *If a deadline is missed because of a classmate's unavailability, the available partner will not be penalized as long as a discussion with me and all involved occurs before the deadline*

Grading Breakdown

Five Act Play exercise	10 points
"Clothing exercise"	15 points
Donkey Poem	15 points
Oral presentation of historical research	10 points
Textual analysis of Strindberg plays	10 points
MID-TERM: to be determined	10 points
Cumulative Active Class Participation	10 points
Written Critique of SDA Production	5 points
FINAL: to be determined	15 points
TOTAL	100 points

Grading Scale:

Excellent: A (4) = 100-96; A- (3.7) = 95-90
Good: B+ (3.3) = 89-86; B (3) = 85-84; B- (2.7) = 83-80
Average: C+ (2.3) = 79-76; C (2) = 75-74; C- (1.7) = 73-70
Poor: D (.7-1.3) = 60's;
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Further Grading Notes:

- *When the GPA falls between two grades, the final grade will be weighted toward the positive end of the scale for students with excellent/good attendance & class participation and toward the negative end of the scale for those with average/poor attendance & participation..*
- *I will be happy to discuss your work at any time.*
- ***No late assignments, projects, exams, papers, or exercises shall be accepted***
- ***No emailed papers accepted***

Weekly Schedule

(The timeline is subject to change depending on the dynamics, pace and unpredictability of the creative process of any given class.)

Week 1-2:

- Discuss students' expectations of the class and of the BFA 3rd year SDA productions
- Discuss semester's goals, requirements, deadlines, required texts, etc
- Theatre games and exercises
- 5 Act Play
- Explain and start work on "clothing exercise"
- Explain "Donkey Poem" exercise + prompt for Mid-Term presentation & written component
- **Homework**: rehearse clothing exercise, memorize "Donkey Poem" read Course Reader, and research Strindberg & Mansfield Park

Week 3:

- LABOR DAY, 9/7 OFF
- Warm-up: theatre games and exercises
- 5 Act Play
- Work "clothing exercise"
- Organize pairs for "Donkey Poem" and review exercise
- **Homework**: rehearse clothing exercise & "Donkey Poem" read Course Reader, research Strindberg & *Mansfield Park*;

Week 4-7:

- Warm-up: theatre games and exercises
- 5 Act Play
- Work "clothing exercise"
- Work ""Donkey Poem"
- Possible work on *Mansfield Park*

Week 7:

- PERFORMANCE WEEK *Mansfield Park*,
- **Homework**: Course Reader, research Strindberg, rehearse for "Donkey Poem" presentations, write 1st section of written component

Week 8

- Class feedback/constructive criticism of *Mansfield Park*,
- Work "clothing exercise"
- Work ""Donkey Poem"
- Go over prompt for "Donkey Poem" presentations + written component
- DEADLINE: Wednesday October 14 for 1st section of written component of Donkey Poem
- **Homework**: rehearse "Donkey Poem" presentations

Week 9: Mid Term

- Mid-term presentation "Donkey Poem" + written component
- Class feedback/constructive criticism of mid-term presentations
- **Homework**: Course Reader, research Strindberg & *Camille*

WEEK 10 -15:

- Presentation of Strindberg research

- Text/table work on Strindberg plays
- Presentation of research *Camille*
- Possible acting work on *Camille*
- DEADLINE: MONDAY, 11/ 23 written critique of SDA production
  (NO EMAILED PAPERS, HARD COPIES ONLY, NO LATE PAPERS ACCEPTED)
- **Homework**: study for Final, study Camille, study Strindberg

FINAL DAY OF CLASS: Wednesday, December 2, 2014

- Discuss Final - specifics determined by the point of exploration reached at the end of the semester.

Final Examination

Monday, December 14, 2015 – 8 AM to 10 AM, MCC 111

Key Dates:

Monday, August 24: Fall semester classes begin
Monday, September 7: Labor Day, No Class
Friday, September 11: last day to drop this class without a "W" or to select "P/NP."
Friday, November 13: last day to drop this class with a mark of "W."
Wednesday – Saturday, November 25-28: Thanksgiving Recess, No Classes
Friday, December 4: Fall semester classes end
Saturday –Tuesday, December 5– 8: Study Days
Wednesday – Wednesday, December 9– 16: Final Exams
December 17 – January 10: Winter Recess

Additional Notes

- *Except for water, no food or drinks are allowed in class at any time.*
- *All students must help with the set up and strike of every class*
- *Students must place all extraneous belongings, (backpacks, sweaters, jackets, skateboards, laptops, cell phones, etc.) in the designated corner of the classroom at the start of class*
- *Students must be in proper rehearsal clothes (whatever they may be and understand that they change throughout the semester) at the start of class, promptly at 10:30 AM. NO FLIP FLOPS UNLESS THE SCENE OR CLASS TAKES PLACE AT THE BEACH!*

Welcome to Acting 320a!

It is my pleasure and privilege to get to know each of you through our collaborative and creative exploration.
Mary Joan Negro

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USC School of Dramatic Arts

THTR 215b Movement II

(Course Taken in Year 2)

Tuesdays and Thursdays 1:00 until 2:50 p.m.

Location: MCC 111

Instructor: Stephanie Shroyer

Office: MCC 204

Office Hours: Tues./Thurs. 10:00. - 11:00 a.m. and/or by appointment please. Students are encouraged to use office hours as an opportunity to speak privately with the instructor about individual in-class progress.

Contact Info: shroyer@usc.edu
(213) 740-8904

Course Description

This course continues the comprehensive actor training method employing voice, speech and acting anchored by rigorous and meticulous physical movement begun in 215A. While continuing specific focus on training the actor's physical instrument emphasizing observation techniques, iconic gesture, alignment principles and minimizing the learned habits inhibiting physical choices, 215B expands into the areas of period and style. This class emphasizes the importance of time, place, and historical, environmental and spatial influences as essential elements in the actor's movement choices and physical acting.

Learning Objectives

1. To cultivate a pervasive "questioning" state of mind predicated on a commitment to taking responsibility for one self.
2. To further develop the process through which one breaks inhibiting habitual movement patterns allowing unencumbered choice, conscious control, and spontaneity in movement.
3. To research, practice and exhibit competency in determining the necessary environmental, behavioral and spatial choices as they relate to:
    a. A text's specific genre.
    b. The active pursuit of character objective within a text.
    c. History, period and style.

Process and Progression

Week 1

1/9 Intro and course outline. Hatful Finals/Levels of Objectives. Begin to Discuss Rock Stars.

1/11 Rock Star Discussion con't.

Week 2

1/16 Rock Star Discussion completed. Physical approach guidelines distributed for research/rehearsal process. Chekhov scenes assigned.

1/18 Movement Vocabulary. Hatful scene work

Week 3

1/23 Movement vocabulary. Hatful scene work

1/25 Movement vocabulary. Read Chekhov scenes in class.

Week 4

1/30 Hatful final sharing (evidencing clear objectives, obstacle and physical/spatial storytelling in support of time, place and character relationship

2/1 "But they're only printed words!" How your cognition of physical action/movement patterning translates into content & meaning of a scene. "Chekhov Cold" exercise.

Week 5
2/6 Movement vocabulary. DoReMi, Primary/Secondary actions of the movement pattern in your Chekhov scene.
2/8 Research briefings on Chekhov Scenes. What's pertinent to physical choices?
Week 6
2/13 First share Chekhov.
2/15 First Share Chekhov.
Week 7
2/20 Movement Vocabulary. Scene Reworking.
2/22 Research Briefings on a Physical Performance in Film.
Week 8
2/27 Chekhov Scene Work.
3/1 Research Briefings on a Physical Performance in Film.
Week 9
3/6 Midterm: Chekhov Final Sharing &Paperwork Due
3/8 Midterm: Chekhov Final Sharing &Paperwork Due

SPRING BREAK March 12th – 16th ---

Week 10
3/20 Movement vocabulary. "Rag scenes" to class. Period Movement assignments and project guidelines given.
3/22 Movement vocabulary "Period/Style in a Snap" Exercise
Week 11
3/27 Move Vocab then Period/Style Scene read in class.
3/29 Move Vocab then Period/Style Scene read in class.
Week 12
4/3 Group #1 Medieval and Early Tudor Period.
4/5 Group #2 Elizabethan and Jacobean Period.
Week 13
4/10 Group #3 Restoration and Georgian Period.
4/12 Group #4 Victorian and Edwardian Period.
Week 14
4/17 & 19 First Share Period & Style Scenes...All Groups
Week 15
4/24 Let's look at "from whence we came". Year-end wrap up exercises TBA.
4/26 Year-end wrap up exercises TBA. Personal Journey Summary & Journals (including film Icon research) due.
****** Process and progression subject to change according to the needs/progress of the group******

Final Exam:
Final Share of Period Style Scenes & Paperwork Due.
Wed., May 9th 2:00 –4:00 p.m.

Grading
30 pts:	Active regular participation in class work. Participation means preparation, concentration, curiosity, commitment and attitude.
10 pts:	Journal and Iconic Film Performance Research/Presentation.
20 pts:	Midterm Scenes (10 points performance, 10 for accompanying paperwork and research).
30 pts:	Period / Style scenes (15 for performance, 15 for group presentation, accompanying paper work, and research.)
10 pts	Final Summary.
100	total points

Attendance, Time Requirements and Additional Policies

1. Students should dress in movement attire for movement vocabulary work. It is of the utmost of importance to be able to observe physique and form. Sweats, athletic shorts, yoga pants/leggings and non-baggy T's are appropriate. No jeans. No belts. Character studies require attire / costuming that supports movement choices.
2. The period / style portion of the class will require inventive use of available "found" garments and props to simulate the period needs of the texts we're exploring (see addendum)
3. Students are expected to be in class, dressed, and ready to work by 1p.m. sharp.
4. Attendance is ***mandatory***.
5. Three episodes of tardiness equal 1 absence.
6. Late work will be accepted at the discretion of the instructor and then will be reflected in the grade by docking no less than 2 points per day. Starr Norwood in the DRC office must date-stamp all late papers before they are placed in my mailbox.
7. Check email and Blackboard. Important class notices/announcements are relayed this way.
8. Cell phones are to be turned off for the duration of class.
9. Electronic Capture of any portion of class is strictly prohibited without prior approval of the instructor.

Assignments & Schedule

1. Various out of class observation/research assignments throughout semester as necessary for class work.
2. Continue your movement observation journal. In addition to class notes and other acquired pertinent information to your movement study the journal has two components:
    a. Personal Observation & Assessment of your movement discoveries, difficulties and questions. Include associations between your areas of study throughout the semester. These notes will aid in personal integration of the disciplines.
    b. Continuation of Iconic Study. Select a film performance by an actor who utilized the techniques of iconic physical work to prepare and actualize transformation to the role.
        i. Watch the film and analyze the actors' process from your own observation of the performance, then research any and all sources available to you to find documentation of the actor's actual process of transformation. You may find written accounts from press junkets where the actor was interviewed, perhaps the director of the film can be found discussing the actor's process…if the performance is by an actor of lasting significance you undoubtedly can find extensive documentation on the artists transformational process not only in the role you've chosen to scrutinize but in other performances from his/her body of work. Feel free to compare/contrast if you find the research pertinent. Be curious and inventive in researching/seeking this information.
        ii. Research briefing in class. Bring in an excerpt of your chosen performance. Show 2-3 min. of the work and then talk to us about how the performer achieved his/her transformation.
        iii. Document your discoveries about, and reactions to, this actor's use of transformational physical work in your journal. Do the accounts surprise you, inspire you and, in any way, affect your opinion of the authenticity of the performance? How so? Does the actor utilize any techniques you might find useful in your work?
3. Chekhov Scenes brought to class for initial reading. Due: Thurs., January 25th.
4. Scene Pairs present research briefings on scenes. Due: Tues., Feb. 6th
5. Scenes first presentation. Due: Tues., February 13th and Thurs., February 15th.
6. Research Briefs of Film Physical Perf. Due Thurs. Feb. 22nd & Thurs. March 1st.

7. Scenes Midterm Showing. Accompanying paperwork/research. Due: Tues., March 6th and Thurs., March 8th.
8. Group Period / Style Scenes Selected and brought to class for initial Reading. Due: Tues., March 27th and Thurs., March 29th.
9. Group Presentations in Period / Style. Due: April 3rd, 5th, 10th and 12th.
10. Period Style Scenes First Present. Due: Tues., April 17th and Thurs., April 19th.
11. Personal Journey Summary and Journals/Film Icon research. Due Thurs. April 26th.
12. Final Exam. Period Style Scene Presentation Due: Wed., May 9th, 2:00 – 4:00 p.m.

Written Assignments

1. Scene Paperwork
    a. Paperwork to accompany each scene includes:
    b. A working copy of your script with operative and image words circled, beat changes and status changes noted.
    c. Physical choice commitments. Iconic picture of your character, structural and behavioral choices, physical typing (Mirror Process from last semester).
    d. Environment / spatial decisions (your Do Re Mi's)
    e. Of paramount importance in 215B: All research pertaining to period, style, and historical givens as they affect the physical world of your text. Follow our 215b physical approach guidelines for scene work (class handout).

Note: Please assemble your scene paperwork into an organized format. We are working to establish order and documentation to your evolving process. Due: On final performance day of your scene.

2. Personal Journey Summary
    a. Discuss your personal journey in the physical acting process we've explored together this year. Where did you start? Where are you now? Where do you need to go from here? Do you look at movement and physical acting from any different perspective from the one you had in August of 2011? Take time to review your 30 weeks in 215A and 215B (Movement II) AND remember you have an additional 15 weeks of process and progression from our encounters in 115 (Movement I)! Please consider all portions of your BFA movement training to date in your reflection. I'm particularly interested in your associations between the areas covered in this class & application to other areas of your BFA curriculum and rehearsal/performance processes. The aim of this summary exercise is to move to a point of clarity about the work through written articulation of a visceral experience. Length of the paper is whatever length you need to articulate your experience. Due: Final Class Meeting, Thurs. April 26th.
3. Journal/Iconic Performance Research Due: Last day of class. Thurs., April 26th.Description and Assessment of Assignments

Textbook and Materials

- *Playing Period Plays* by Lyn Oxenford – Required
- *The Expressive Body* by David Alberts – Recommended (should have from fall semester)
- *The Seagull* by Chekhov (Signet Classic)- Required
- *Daily Life in Russia Under the Last Tzar* by Henri Troyat-Recommended
- In addition, the Instructor may supply necessary handouts and excerpts from suitable sources throughout the semester.
- Journal/Class Notebook

Note from the Instructor

The principles introduced in Movement II are processes that take time to absorb and understand. Do not become impatient. Remain positive and curious about the work. Remember the results are not instantaneous. Your commitment to a physically oriented process is of much greater importance than a definitive result. Resist judgment and expectation of any particular outcome. Explore. Play. Be fearlessly inventive within the parameters given. Each student works and learns in a unique manner.

EXTRA-CURRICULAR COMMITMENTS AND ISPS

Should you choose to participate in any extra-curricular project, such as an Independent Student Production, the SDA administration and faculty will not make allowances or exceptions for absences in class, missed or delayed assignments, home work that is required as preparation for class, or lack of participation in class resulting from your extra-curricular involvement.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

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Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

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USC School of Dramatic Arts

THTR 152: Introduction to Scene Study

(This course is typically taken Year 1)
Tuesdays & Thursdays—10:00 to 11:50 am

Location: PED 208

Instructor: Dr. Sharon Marie Carnicke
Office: DRC 116B
Office Hours: By appointment on Tuesdays, Thursdays and Fridays. Please schedule through Chevaughan S. Dyer, cdyer@usc.edu
Contact Info: carnicke@usc.edu and 213-740-2202

Course Description and Overview

In this studio course, students will forge an artistic ensemble that applies fundamental skills in acting to contemporary plays. Students will engage in text analysis, create characters through sound acting choices; and collaborate with their peers in performances that successfully support the meanings and themes of the play. All rehearsals will emphasize the interactive dynamics that are the hallmark of effective acting. This pragmatic work will be enriched by learning about Stanislavsky's System, practicing his approach to rehearsal (known as Active Analysis), and distinguishing between Stanislavsky and the American Method.

Learning Objectives

- Consolidating the fundamentals of acting (i.e. relaxation, concentration, observation, and imagination).
- Working collaboratively as part of an ensemble of actors.
- Analyzing plays as texts designed for performance.
- Embodying plays' interactive dynamics and characters.
- Understanding the Stanislavsky System and the American Method.

Class Meetings:

This course entails in-class acting exercises; rehearsals in and out of class of assigned scenes; in-class performances; and the critical assessment and discussion of required readings. Therefore, students must participate fully in all classes; work collaboratively and respectfully with their peers; and demonstrate a disciplined commitment to acting. The following is expected from all members of the ensemble:

- Punctuality of arrival and consistent attendance is mandatory. There are no excused absences for this class, since in-class work depends upon the full class ensemble.
- If you have a religious conflict with any class or class assignment, email Dr. Carnicke within the first two weeks of the semester.
- If you are unable to attend a class or will be late for any reason, email Dr. Carnicke immediately.
- Required reading is due on the listed date; always prepare for class by reading in advance and always bring the assigned readings to class with you.
- Turn off all cell phones and laptops during class sessions. If your phone is on during examinations, you will be asked to leave the room.
- If you need to use a laptop due to a disability or for another urgent reason, please discuss this need with Dr. Carnicke during the first week of classes.
- A respectful attitude toward others in class.
- Making yourself available for outside rehearsals with your partners; and supporting the work of your partners by rehearsing responsibly with those in your group.

Required Readings and Supplementary Materials

The following paperbacks have been ordered for you at the USC Bookstore (basement):

- Course Reader: *Introduction to Scene Study*. Includes readings on Stanislavsky, Hollywood, and short plays.
- Rosemary Malague, *An Actress Prepares* (Routledge). An excellent source on the American Method.
- Itziar Pascual, *Gone Astray: Three Plays* (Estreno). Includes material for scenes and monologues.
- Yasmina Reza, *Art* (Faber and Faber).

Description and Grading Breakdown of Assignments/Examinations:

1. For each of the 3 discussion classes, you are required to submit a 1 page paper that cites a specific passage from the required readings and explains briefly in no more than a paragraph why that passage strikes you as important (20% for the three papers).

2. A graded performance of an assigned scene from a short play and the submission of a 2 page written paper on your rehearsal process due at the time of the performance (20%).

3. A graded performance of an assigned monologue and the submission of a 1 page written paper on your rehearsal process due at the time of the performance (20%).

4. A graded rehearsal of an assigned scene from a long play and the submission of a 2 page written paper on your rehearsal process due at the time of the performance (20%).

5. The Final Examination will include (PART I) a polished and memorized performance of your scene from the long play, that improves upon assignment 4; and (PART II) a short essay that builds upon assignment 1 (20%).

IMPORTANT NOTE: Class will meet in accordance with the USC Final Examination Schedule. The date and time of our Final Examination Session is given on this syllabus; **make all travel plans with this date in mind!**

Grading Criteria for the Course:

- No late work will be accepted. If illness or an emergency interferes with the completion of assignments, email Dr. Carnicke at least 24 hours before the due date.
- The final course grade is determined by the average of the five graded assignments/examinations and is based on the following scale:

  Excellent: A (4) = 100-96; A- (3.7) = 95-90
  Good: B+ (3.3) = 89-86; B (3) = 85-84; B- (2.7) = 83-80
  Average: C+ (2.3) = 79-76; C (2) = 75-74 ; C- (1.7) = 73-70
  Poor: the D range (.7-1.3) = 60's; F (0) = 59 and below

  "Excellent" means that clear understanding of the class material is coupled with original and creative insight; "good" means that the class material has been understood clearly; "average" means that the class material has been generally understood, but gaps in understanding remain; "poor" means that there are identifiable gaps in the understanding of class material; "failure" means that gaps in the successful completion of work is coupled with poor understanding of class material.
- When the raw average falls between two grades, the final grade will be weighted toward the positive end of the scale for students whose attendance and participation in class have been good, but will be weighted toward the negative end of the scale for those with poor attendance and participation. **A pattern of absences or disinterested, uncooperative behavior can lower your final grade by as much as one full grade.** (See the list of expectations in "Class Meeting" above.)

Course Schedule: A Weekly Breakdown

NOTE: I reserve the right to change this schedule based upon the progression of learning in the class.

I. GETTING STARTED

Jan. 8: INTRODUCTION TO THE COURSE and INTRODUCTION TO OUR ENSEMBLE

Jan . 10/15 AN ACTOR'S BARRE: a series of exercises that build good acting habits.

Jan. 17/22 THE DYNAMICS OF SCENES: Scenarios for performance.

Jan. 24 DISCUSSION OF STANISLAVSKY'S SYSTEM AND ACTIVE ANALYSIS
READ in Course Reader—Carnicke, "Stanislavsky's System: Pathways for the Actor" and "The Knebel Technique: Active Analysis in Practice"
DUE: 1 page paper giving a significant passage and your explanation of why the passage is important.
SHORT PLAYS WILL BE ASSIGNED.

NOTE: Friday, Jan. 25, is the last day to add this course or to select the "P/NP" option.

II. SHORT PLAYS

Jan. 29 READING FOR FACTS AND EVENTS.
READ: The assigned short plays.

Jan. 31/ Feb. 5/7 REHEARSING THROUGH ETUDES

12/14 ETUDES TO MEMORIZED TEXT

Feb. 19 **DUE**: Graded Performance of Scene from Short Play and 2 page paper.

Feb. 21 DISCUSSION OF STANISLAVSKY IN HOLLYWOOD
READ in Course Reader—Lillian Albertson, 3 chapters from Motion Picture Acting and Carnicke, "Elizabeth Taylor: My Kind of Acting"
VIEW: A scene from Rhapsody.
DUE: 1 page paper giving a significant passage and your explanation of why the passage is important.
MONOLOGUES WILL BE ASSIGNED.

NOTE: Feb. 22 is the last day to drop this course without "W" or to change "P/NP" to a letter grade.

III. Dynamic Monologues

Feb. 26/28 & March 5 APPLYING SCENE DYNAMICS TO MONOLOGUES: Rehearsing monologues through etudes.

March 7 **DUE**: Graded Performance of Monologues and 2 page paper.

March 10-17 Spring Break!!!! HOORAY!!!

IV. Full Length Play

March 19 READING FOR FACTS AND EVENTS
READ: Art
SCENES WILL BE ASSIGNED IN CLASS.

March 21/26/28 First etudes on Art.

April 2 DISCUSSION OF THE AMERICAN METHOD—STRASBERG, ADLER, MEISNER
READ in Malague, *An Actress Prepares.*
DUE: 1 page paper giving a significant passage and your explanation of why the passage is important.

April 4/9/11/16 Second etudes on *Art*.

NOTE: Friday, April 5, is the last day to drop this course with a mark of "W."

April 18/23 Etude to memorized text in *Art*.

April 25 CLASS CONCLUSIONS AND PREPARATION FOR THE FINAL EXAMINATION

Final Examination Date:
Tuesday, May 7, 11 am to 1 pm.

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USC School of Dramatic Arts

Theatre 252a – Intermediate Acting I

(Course typically taken Year 2)

Monday, Wednesday 11:00 AM – 12:50 PM

Location: PED 202

Instructor: John DeMita
Office: JEFF 201a, 2nd Floor
Office Hours: Mondays, 10 AM – 12 PM and by appointment.
Contact Info: demita@usc.edu / 213-716-1485

Course Description and Overview

Focusing on the works of American playwrights in the approximate period of 1950-1970, we will expand and refine the techniques used to create believable performances and compelling, eventful scenes. We will investigate not only the characters in a play, but also our own character as creative artists. More than even "talent," the theatre student, whether an actor, director, playwright, or designer, must discover in themself the fundamental qualities of honesty and courage. Nurture these two qualities, and inspiration will follow.

Learning Objectives

Through exercises, improvisations, and scenes, students will learn to:

1. Examine and analyze a scene from a play.
2. Analyze a character and his/her given circumstances.
3. Create a fully developed character.
4. Construct a strong physical and vocal presentation.
5. Define and execute strong intentions on stage.
6. Perform with emotional authenticity.
7. Practice and test concentration on stage.
8. Create and utilize a strong, detailed environment for the character.
9. Employ a variety of tactics, while executing with intention.

Required Readings and Supplementary Materials

ALL STUDENTS MUST READ THE ENTIRE TEXT OF EVERY PLAY WORKED ON IN CLASS.
ALL DOWNLOADED PLAYSCRIPTS MUST BE BROUGHT TO CLASS IN HARD COPIES ONLY. NO ELECTRONIC DEVICES (LAPTOP, IPAD, ETC.) PERMITTED IN CLASS.

- *Picnic,* by William Inge, Dramatists Play Service Edition (Available on Amazon.com).
- *The Children's Hour,* by Lillian Hellman, Dramatists Play Service Edition (Available on Amazon.com).
- *Third Play (TBA),* DOWNLOAD AND PRINT.
- RESEARCH MATERIAL TO BE DOWNLOADED FROM BLACKBOARD.

Description of Grading Criteria and Assessment of Assignments

Performances, exercises and written assignments will be assessed using the following guidelines:

- Written assignments (character analysis, journals, character biographies, etc.) must be turned in on or before the scheduled due date. **LATE WORK WILL NOT BE ACCEPTED.**
- Written assignments may only be submitted online. **NO HARD COPIES WILL BE ACCEPTED IN CLASS.**
- Credit will be given for any in-class exercise or scene performed on or before the scheduled deadline, and in a manner that reflects thoroughness of preparation. This includes the utilization of props, costumes, and confident memorization of text.

- "Excellent" work reflects the student's high level of preparation, creative problem solving, and initiative. The student has fully committed to his or her choices, and risks have been taken in the performance.
- "Good" work meets the minimum standards of confident blocking, memorization, and fully realized production values (costumes, props. etc.) This is safe, but uninspired.
- "Fair" work is indicated when students are "going through the motions," uncertain of lines and cues, speaking inaudibly, and physically disengaged. The student takes no risks and has made no distinctive choices.

Assessment of "Participation"

15% of the final grade is earned through class participation. This will be defined as:

- Show up on time – students who are more than 5 minutes late are considered tardy.
- Lead the class in a 5-10 minute warm-up when assigned.
- Openness to new methods of working and eagerness to attempt them.
- In class active student analysis and commentary on text.
- Constructive feedback on classmates' acting presentations.
- Energized support of all classmates' work.
- Willingness to experiment and apply the constructive feedback of instructor and fellow students on ones own work.
- Meeting all assignment deadlines.
- Memorization of assigned material.
- Availability to fellow classmates to rehearse outside class.

Note: *If a student misses a deadline because of a partner's unavailability, the available partner will not be penalized. If problems arise, a discussion with the instructor with all involved must be arranged before the day of the scheduled scene or everyone will be held equally accountable.*

Grading Breakdown

Feedback, assessment, and grading of the course will be based on the successful completion of the following assignments by their assigned due dates:

Exercises (In Class and Written) .....20 Points
Oral / Written Presentation of Research (5 points each).....10 Points
Classwork (Written and Rehearsal) on Scene 1.....10 Points
Midterm Scene .....15 Points
Classwork (Written and Rehearsal) on Scene 2.....10 Points
Final Scene Presentation .....20 Points
Cumulative Class Participation .....15 Points

Total ..... 100 Points

Grading Scale

The final course grade is determined according to the following scale:

Excellent:		**A** (4) = 100-96	**A**- (3.7) = 95-90
Good:	**B**+ (3.3) = 89-86	**B** (3) = 85-84	**B-** (2.7) = 83-80
Average:	**C+** (2.3) = 79-76	**C** (2) = 75-74	**C**- (1.7) = 73-70
Poor:	**D** (.7-1.3) = 60's	**F** (0) = 59 and below	

When the GPA falls between two grades, the final grade will be weighted toward the positive end of the scale for students whose attendance and participation in class have been excellent or good and toward the negative end of the scale for those with average or poor attendance and participation.

Further Grading Notes

- If your work in class is unsatisfactory, you will be warned before the deadline for dropping the course with a grade of W.
- If you are confused or concerned about your performance or the work we are doing in class, please request a meeting to discuss this with me.

Course Week By Week Breakdown: (15 Weeks: August 24 – Decemeber 2)

(This timeline is subject to change depending on the dynamics, pace and unpredictability of the creative process of the class.)

Week 1	Introductions. Discuss student expectations and semester goals. **ASSIGN: Exercise #1, Groups and Deadlines (3 per class session).** **DOWNLOAD: Picnic, by William Inge, Supplemental Materials.**
Week 2	**ASSIGN: Read Picnic, Begin Research. Research Teams - Presentations and Deadlines.** **Perform Exercise #1 – Groups 1 and 2.**
Week 3 **NO CLASS 9/7 LABOR DAY**	**Table Work on Picnic. Read thru and Discussion.** **Perform Exercise #1 – Groups 3 and 4.** **Research Team #1 Presentation.**
Week 4	**Complete Exercise #1 – Groups 5 and 6.** **Research Team and #2, #3 and #4 Presentations.** **Class Creation of Environment.** **DUE BY 9/14: ALL "PICNIC" SCENES APPROVED AND CAST. FIRST IN-CLASS REHEARSAL SCHEDULED. *NO CHANGES AFTER 9/14!***
Weeks 5 – 7	SCHEDULED IN-CLASS REHEARSAL AND IMPROVS – ***BRING PROPS AND COSTUMES TO EVERY CLASS!***
Week 8	**MIDTERM 10/12**: **Picnic Performances.** Student conferences. **ASSIGN: Read Plays 2 & 3, Begin Research.**
Week 9	**The Children's Hour and Play #3. Read thru and Discussion.** **ASSIGN: Final Scenes and Scene Partners, Research Teams - Presentations and Deadlines.**
Week 10 - 11	Final Scenes Table Work and Oral Research Presentations.
Week 12 - 15	SCHEDULED IN-CLASS REHEARSAL AND IMPROVS – ***BRING PROPS AND COSTUMES TO EVERY CLASS!***
December 9 @ 11 AM	**FINAL EXAM - Scene Performances.**

EXTRA-CURRICULAR COMMITMENTS AND ISPS

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Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

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USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu

USC School of Dramatic Arts

THTR 216: Movement for Actors

(Course is typically taken Year 2)
Monday/Wednesday 9:00-10:20am

Location: MCC 111

Instructor: Zachary Steel
Office: JEF 209
Office Hours: By appointment. Email instructor to arrange
Contact Info: zsteel@usc.edu

Course Description and Overview

Body of a gymnast, Heart of a Poet, Mind of an Actor
The goal of this course is to bring awareness to the body as an essential part of the actor's training. This awareness begins to create an actor who is easeful and empowered in their body; an actor who can recognize and make choices about the information their body brings on stage. Students will develop individual skills while building ensemble. The course will introduce students to a range of popular movement techniques and practitioners.

Moving for Actors Training

The course begins with an introductory section on Poetic Dynamics to build a movement vocabulary and introduce basic movements principles. Three subsequent sections will explore the application of movement: Physical Storytelling, Scene Work, and the Physical Embodiment of Character. Daily warm-ups and exercises will draw from a range of techniques and practitioners such as Yoga, Pilates, breath work, Viewpoints, Grotowski, Lecoq, Delsarte, corporeal mime, Contact Improv, and Laban. Students will engage in composition of solo and group movement pieces. Physical contact will be made between the instructor and students and amongst students. This contact will be made with respect, mutual consent, and self-awareness.

Learning Objectives

- To develop total body awareness, connecting impulse between body, mind and breath.
- To release unnecessary tension and create strength and mobility.
- To develop an easy, present relationship to their acting partners and the surrounding environment while having an ability to work from an active center.
- To empower the actor to be receptive to the immediate moment, to listen with the whole body, to make a spontaneous offer with confidence, to reconnect to imagination and to identify emotional states in self and others.
- To attain competency in the Laban Efforts vocabulary, as well the Roy Hart protocol and its application to text.
- To analyze the use of body-based acting choices used by contemporary actors on-camera for transformation and characterization.

Recommended Preparation: Acting Technique, Scene Study, Script Analysis, and Voice & Speech

Required Readings and Supplementary Materials

- *Movement for Actors* Edited by Nicole Potter
  This book is currently available on Amazon.com for under $15. It is also available as an ebook at http://bit.ly/zQmgEV on Google Books for $10.
- Materials to create a character image: clothing, make-up, etc.

Description of Grading Criteria and Assessment of Assignments

1. **Performance Assignments:**
    a. **Physical Composition 5 points**
    In groups, students will devise and present a movement piece through improvisations and exploration of structure and relationship. Points will be earned for full engagement in the exercise, contribution to the group, and the assimilation of notes and feedback.
    b. Movement and Text 5 points
    Students will work with the class using memorized text from a contemporary or classical piece. This text will be used in a variety of movement exercises. Students will be graded on memorization, partner work, and the application of tools learned to the scene.
    c. Image-based Character Project 5 points
    Through a series of written assignments and exercises, students will create a character based on a historical photograph. Students will be graded on the physical image created, the accuracy of simulating the photograph, and the attention to detail in crafting the character. Points will be deducted for lack of engagement during in-class exercises and failure to submit an additional copy of the photo to the instructor on the date assigned. *Sources may include: http://twistedsifter.com/2011/09/femme-fatales-35-vintage-female-mug-shots/, http://twistedsifter.com/2011/05/vintage-mugshots-from-1920s-black-white/, http://www.npr.org/sections/thetwo-way/2016/01/06/462128514/new-york-public-library-makes-180-000-high-res-images-available-online*
2. **Written Assignments:**
    a. Article Analyses: (4 x 5pts each) 20 points
    Students will submit 1-2 page (350 words minimum) written analyses of four assigned articles from Movement for Actors and post it on the class site on Blackboard by 10pm on the dates listed below. Students must also submit a hard copy in class on the listed dates and be prepared to engage in a class discussion. Points will be deducted for failing to submit an electronic copy on Blackboard and a hard copy in class. Students will be graded on analytical engagement and expository writing. Please proofread.

Due date	Article
1/25+1/27	"Movement Training: Dell'Arte International" by Joan Schirle p. 187
2/15+2/17	"Theatrical Stillness" by Mary Fleischer p. 27
3/7+3/9	"Teaching Charlie Chaplin How to Walk" by Dan Kamin p. 36
4/25+4/27	"Mask and Ritual" by Shelley Wyant and "The Smallest Mask: The Red Nose" by Jean Taylor p. 99, p. 104

    b. Written Work in Support of the Image-based Character Project 5 points
        i. Analytical description of the character (5pts)
    c. Final Written/Oral Project/Exam 20 points
    The final project includes an oral and written component. Students will select and analyze a performance on film or TV by an actor that physically transforms through movement. Instructions and examples will be discussed in class.
        i. A written minimum 2-3 page paper about your findings. Include a bibliography for all video content sources and relevant url's. Due at the Final.
        ii. An oral presentation of the same including a 2-3 minute excerpt from the film or TV show in class.

You will be graded on the detail of your analysis, the application of principles and terminology from class, and the quality of your writing.

Performance or written assignments submitted after the due date will receive a 10% (one full letter grade) deduction.

Grades and Attendence

This is an experiential class. Attendance and participation in class is mandatory. According to School of Dramatic Arts guidelines, no unexcused absences are allowed. Each unexcused absence will result in a 20 percent reduction in your Participation grade average. An excused absence is due to serious illness, grave emergency or the appropriate SDA leave of absence. You are responsible for all work missed. Missing more than four classes could result in failure. Please consult the instructor if this situation arises.

Tardiness

Lateness is disruptive and unprofessional. If you enter after attendance has been taken you are considered tardy, a **10 percent deduction** will be taken.

Participation 15 points

Definition of Participation for this class: daily attendance, bringing the appropriate positive attitude that creates a safe and mutually respectful classroom environment, willingness to take physical risks and get outside of your daily comfort zone, focus, commitment, taking direction, willingness to collaborate, being fully present and ready to work. Generosity, focus, and attention while watching are considered participation.

Grading Scale for SDA: **A** indicates work of excellent quality; **B** of good quality; **C** of average quality; **D** of below average quality; and **F** indicates inadequate work.

Grading Breakdown

- *There shall be no unexcused absences.*
- *No late assignments, projects, exams, papers, or exercised shall be accepted unless advance extensions have been arranged between the student and the teacher or unless exceptional circumstances occur.*

Written responses to assigned articles	20pts (5pts each)	**20%**
Physical Composition	5pts	**5%**
Movement and Text	5pts	**5%**
Image-based Character Project	10pts	**10%**
In-Class Improvisations and performances	15pts	**25%**
Participation	15pts	**15%**
Final Written Assignment and Oral Presentation	15pts	**20%**
	100 points	100%

Assignment Submission Policy

Performance assignments are to be submitted in person to the instructor on the designated due date in class. Written assignments may be posted to the class Blackboard site on the appropriate thread as noted. If this is not possible, please email the assignment directly to the instructor. Points will be deducted if a hardcopy is not provided on class discussion due dates. Please see Blackboard Assignment Description for more details.

Additional Policies

- **Attire**:
  Please wear layers of clothing that are comfortable and allow complete freedom of movement but still reveal the outline of the body. As we train physically, the temperature of the body will go up and down so bring a warm layer with you. Cold muscles and joints are more prone to injury. **NO JEANS,** short shorts, mid-riff or low cut tops. No jewelry. Hair must be pinned off your face. Sweatpants, leggings and t-shirts are recommended. Your participation grade will be affected if you come to class inappropriately dressed. Be prepared to work barefoot or in shoes in which you can move easily (i.e. athletic shoes, dance shoes).
- **A word about injuries:**

An actor's body, voice, mind, and morale are crucial to their work and their longevity as a performer. Please take good care of your body – it's the only one you've got. Please let me know **immediately** about any injuries you may sustain in this class or elsewhere. If your injury restricts your ability to participate fully in class, please observe the class and submit a written summary immediately following the class. Excessive (more than 2) observations will affect your grade.

- **Phones/Electronic Devices**:
  must be out of sight during class unless cleared by instructor for class presentations. No texts, calls, email for the duration of the class.
- **No food or drink except water is permitted in the classroom**. Please bring a filled water bottle and stay hydrated.

Course Schedule: A Weekly Breakdown

The schedule is subject to change based on student progress.examinations, etc.,

PART ONE: Engage the Actor/Creator | Ensemble & Poetic Dynamics
Weeks 1-3: Begin actor/creator conditioning through daily movement training to awaken the body to key principles and terminology such as physical control, energy, tempo, spatial awareness, focus, tension/relaxation and imagination. Various theatrical movement techniques shall be utilized such as: Viewpoints, Laban, Yoga, Contact Improvisation, Roy Hart Vocal and Movement protocol, and Grotowski-based exercises.
Due 1/25 at 10pm on Blackboard. **Due 1/27** Hard copy/class discussion.
"Movement Training: Dell'Arte International" by Joan Schirle p. 187

PART TWO: Physical Composition as Ensemble
Weeks 4-6: In groups, students will compose and perform 3-5 minute pieces that focus on structure (beginning, middle, end), performer to performer relationship, and performer to audience relationship.
Due 2/10 Final scene presentation.
Due 2/15 10pm on Blackboard. **Due 2/17** Hard copy/class discussion.
"Theatrical Stillness" by Mary Fleischer, p. 27

PART THREE: Movement and Text | Laban Efforts and Status Work
Weeks 7-10: This section explores a physical approach to action and intention in scene work to help get students 'out of their head' and into their body. An exploration of Lecoq-inspired movement work will be applied as well as additional tools such as stillness, presence, and physical status.
Due 3/7 10pm on Blackboard. **Due 3/9** Hard copy/class discussion.
"Teaching Charlie Chaplin How to Walk" by Dan Kamin p. 36

PART FOUR: Character | Character Embodied
Weeks 11-14: This section introduces students to analytical and visceral techniques of building a character physically. The section will begin with an exploration of character through mask. Then students will craft an image-based character using historical photographs. The section will culminate in a final exercise. Students will be asked to bring in materials (clothing, hats, make-up, etc.) to create the physical image.
Due 3/21 2 hardcopies and weblinks of your 1920s Mug Shot and
1-2 page analysis of the structure of the character's physicality.
Due 4/6 Character Dossier/Bio.
Due 4/11 on Blackboard. **4/13** Hard copy/discussion.
"Mask and Ritual by Shelley Wyant, "The Smallest Mask: The Red Nose" by Jean Taylor p.99, 104

FINAL
Week 15 and Final Exam Session
Oral presentations of TV or film actors in physical transformation. Final paper will be turned in at time of presentation.

Final Examination Date: Friday May 6, 2016 8-10am

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USC School of Dramatic Arts

THTR 342A Basic Voice

(Course is typically taken Year 3)
T/TH—9:30-10:50AM

Location: MCC 106

Instructor: Anne Burk
Office Hours: T/TH 8:30-9:30 with advance appointment
Contact Info: aburk@usc.edu or 310-446-8036 (landline/no texts)

Course Description and Overview

Examination of the individual voice centering on resonance, tone, flexibility, and support through dramatic selections for transmitting meaning and emotion of character. Training in the fundamental vocal skills necessary for the actor, through a combination of exercises, skills development, journaling, homework, tests, and performance. Identifying the expressive potential of each student's voice and developing the techniques and discipline to refine and realize that potential. Exploring the relationship between voice and self, in such a way as to free the barriers that separate the two, and allow for a free expression of the self through the voice. This course is appropriate for any student concerned with the use and health of the vocal apparatus in a public and/or private setting.

Learning Objectives

To enhance student's performance skills by:

1) Understanding the physiological mechanics of breath and sound
2) Discovering an ease and economy within the physical self
3) Increasing vocal range and power
4) Enabling a richer use of color and texture
5) Creating a deeper awareness of the articulation process

Required Readings and Supplementary Materials

1) Selections from Mayer Voice & Diction (Instructor will provide a hard copy)
2) All articles at www.fitzmauricevoice.com (Student must purchase online)

In addition, you are responsible to study the handouts provided by the instructor. You should place these in a binder and bring them to every class period. You will be tested on this material.
Required readings and supplementary materials. Where to access/purchase.

Supplies

Folder for handouts, note paper, highlighter pen (any color but yellow,) pencil, and loose comfortable clothes to move in. (Ex. sweats, t-shirt, and socks. Be aware that you will be removing your shoes and lying on the mats. Short skirts, low rise jeans, and extremely tight clothing are not appropriate.) You may choose to bring a towel, blanket, or pillow for mat work.

Description of Grading Criteria and Assessment of Assignments:

Performance Pieces

There will be 5 Performance Pieces. You are allowed to select your own material, however, please consult with the instructor if you have any questions about content. The pieces are to be memorized, fully staged, and no longer than 1 ½ minutes. You will be given the opportunity to rehearse in the class before the allocated performance date. On performance days you must bring a LARGE font (20+) double spaced typed copy of the text for the instructor.

1. Telegram or "Six Words"
   Think about a very important event in your life. Select six words that are the distilled essence of this event, where each word embodies an entire range of feelings, emotions, thoughts and sensations. The six words should not make a grammatical sentence; rather they develop their own internal logic based upon your under lying inner life. The purpose of the exercise is to explore in detail the subtle connection between impulse, breath, feeling and thought: the goal is to have the words 'speak through you' rather than you 'speaking the words.'
2. Personal Poem
   A poem written about a significant event in your life, or expressing your thoughts/feelings about a particular aspect of life. The poem could be a further exploration of the Telegram, or it could be about a new experience. The poem could either be rhymed, or in free verse. The purpose of the exercise is to explore more deeply the connection between impulse, breath, feeling and thought: the goal is to begin to deal with the demands of more complicated text, and more varied breath rhythm.
3. Group Happening
   A further exploration of the Telegram and Personal Poem. Pre-assigned groups will develop a performance project that incorporates the elements that have been required thus far. Use of non-literal/interpretive movement, power words, and breath sounds are to be implemented.
4. Song
   Performance of a song acapella. (i.e. without accompaniment) Choose a song that moves you, that expresses something very personal to you. Keep the song to 1 ½ minutes in length, so you may only do a part of the song (i.e. verse and chorus, or two verses and chorus, etc.) The purpose of the exercise is NOT to teach singing technique, nor to 'sing perfectly' in a conventional sense, but to explore a deeper emotional connection with the additional elements of resonance, tempo and rhythm. The goal is to maintain free and dynamic breath and a dynamic range of pitch and resonance, while allowing for a deeper emotional connection, this time using someone else's words instead of your own. Authenticity of expression and commitment is more important than aesthetic perfection.
5. Scripted Poem
   Short published poem written by an established poet; choose a poem which moves you, which says what you would like to say about life. The purpose of this exercise is to work on all the aspects of voice production, adding the new element of articulation and the sensuality of sound. The goal is to speak the poem from the heart, while simultaneously allowing the voice mechanism to work in an expressive, coordinated manner.

Written Assignments

Journal Entries/Report

Your journal is a very important part of monitoring your progress. You are responsible for at least 5 pages per submission. Two of these pages (single spaced no larger than 12pt. font) must be dedicated to a Report on your assigned readings. These should not be a summary of the books, (I've read them!) but instead a discussion of what you found of particular interest, what you had questions about, and how what is discussed in the texts relates to your own personal journey through the voice work. In addition, if I ask you to journal on a given topic please make a note to do so. The journals will be collected three times during the quarter. Please do not re-cap the material we cover in class. (I was there, I know what we did.)

3 of the 5 pages may cover topics such as:

- Daily application of your voice in communicating with others
- Discoveries of how your breathing and voice react to stress
- How you feel this work is changing the use of your voice at work, in an artistic medium, or at play
- Elements of your voice that you feel need change and how you will develop those areas in the future
- Observations about dialects and accents
- Vocal health
- Your Body Story: a description of how you see and experience your body and voice

- Passions Gallery: collect various pictures, quotes, random items that express what you are passionate about, who you are and what personas you can express in the future
- Touchstones: utilize pictures, quotes, notes, items that remind you of your past and present; significant elements of your life
- Dream Journal: write down your dreams, both daydreams and night dreams.

Midterm Report
This is to be emailed to the instructor by the due date before the end of official class time period (9:30-10:50AM)
A typed 3 page report (single spaced no larger than 12pt. font) on a live event that you attend outside of class time. I suggest attending one of the Theatre Department productions, although other choices may be acceptable. (Please consult with the instructor before attending your chosen event.) The report must discuss the following topics. The presenter's, actor's, or cast's vocal use in relation to:

1. Vocal and physical energy
2. Vocal and physical ease
3. Variety in Rate, Inflection, Pitch, Placement, Dynamic, and Quality
4. Believability as the character
5. Use and connection to material
6. Dialect/Accent (If you choose a play in which the performers use a dialect or an accent please also be prepared to discuss authenticity, continuity, and appropriateness.)

Be specific and give detailed examples and quotes for each topic. No plot summaries or production notes, please!

Exams

(We will spend class time reviewing the material before the exam.)
A short written answer and fill in the blank format

Grading Scale for SDA*:*

A indicates work of excellent quality; **B** of good quality; **C** of average quality; **D** of below average quality; and **F** indicates inadequate work.

The SDA GUIDELINES on GRADING as published are:

- Each course shall contain at least three assignments, projects, exams, papers or exercises which shall be evaluated during the semester and which shall provide an analytical record of each student's progress in the course.
- Attendance shall be weighted at no more than 15% as per University Guidelines. Studio Courses must delineate how participation will be graded (in class exercises, scene study, etc.)
- There shall be no unexcused absences.
- No late assignments, projects, exams, papers, or exercises shall be accepted unless advance extensions have been arranged between the student and the teacher or unless exceptional circumstances occur.

Grading Breakdown:

Assignment	Points	% of Grade
Daily Exercises (Attendance &Punctuality)	**10**	**10**
Journal Entries (3x10 pts each)	**30**	**30**
Performance Pieces-(5x10pts each)	**50**	**50**
Midterm Report	**5**	**5**
Midterm Exam	**5**	**5**
Total possible	**100**	**100%**

Assignment Submission and Performance Policy:

If for some reason you are unable to attend class on the day a written assignment is due, the instructor will only accept the assignment via email during that class period on the due date. Emails sent after the official class end time 10:50AM PST on the scheduled due date will not be accepted for credit.
There are no make-ups for missed performances unless advance extensions have been arranged between the student and the teacher.

Additional Policies:

Attendance and Punctuality. You are responsible for signing yourself in at the beginning of each class period. Failure to do so will result in an absence on the roll sheet. Attendance and participation in class is mandatory because voice work is an experiential process. According to the School of Dramatic Arts no unexcused absences are allowed. Each unexcused absence will lead to a reduction in your grade. You are responsible for all work missed. An extended absence, even if excused, could seriously affect your work and grade in class. Tardiness is disruptive and should be avoided; failure to do so will result in a reduction in your grade. If you come to class while a performance is going on, please check through the window in the door and wait outside until that student is finished. In addition, I highly recommend finding at least two *"study buddies."* Please exchange contact information with your fellow students, so that you can obtain any notes or assigned homework from a class that you may have missed.

Study Buddies

Name	Phone #	Email

Daily Exercises:

As previously mentioned, you are responsible to come dressed to move. We may be working on the floor or exploring the use of our voices when transporting our bodies through space. You must inform the instructor in advance if there are any limits to your mobility or if you have any concerns about engaging in physical contact with the instructor or your fellow students. This work is meant to be an exploration of the physicality of sound. This work should be approached with a positive spirit of cooperation, commitment, and professionalism. However, it is also important not to push yourself beyond your own personal limits.

Weekly Course Schedule

Week 1:	Tues. 8/23	First day of class
	Thurs. 8/25	Start reading Mayer excerpt
Week 2:	Tues. 8/30	Anatomy/physiology
	Thurs. 9/1	Alignment
Week 3:	Tues. 9/6	Bring in "Telegram" words (check email before class)
	Thurs. 9/8	Rehearsal
Week 4:	Tues. 9/13	Rehearsal
	Thurs. 9/15	1st Performance Project Telegram
Week 5:	Tues. 9/20	Bring in Personal Poem
	Thurs. 9/22	1st set of Journal Entries due/Rehearsal
Week 6:	Tues. 9/27	Start reading Lowen excerpt/Rehearsal
	Thurs. 9/29	2nd Performance Project Personal Poem
Week 7:	Tues. 10/4	Review for Midterm

	Thurs. 10/6	Midterm Exam
Week 8:	Tues. 10/11	Group Happening Rehearsal
	Thurs. 10/13	Midterm Report due via email/Group Happening Rehearsal
Week 9:	Tues. 10/18	3rd Performance Project
	Thurs. 10/20	Resonation Exercises
Week 10:	Tues. 10/25	2nd set of Journal Entries due/Destructuring
	Thurs. 10/27	Start reading Fitzmaurice articles/Destructuring
Week 11:	Tues. 11/1	Destructuring
	Thurs. 11/3	Restructuring
Week 12:	Tues. 11/8	Articulation exercises
	Thurs. 11/10	Bring in Song/speech drills
Week 13:	Tues. 11/15	Rehearsal
	Thurs. 11/17	4th Performance Project Song
Week 14:	Tues 11/22	3rd set of Journal Entries due/bring in published poem
	Thurs. 11/24	No class Thanksgiving
Week 15:	Tues. 11/29	Rehearsal
	Thurs. 12/1	5th Performance Project Scripted Poem

Final Examination Date:

If the instructor requires a Final Exam, it is scheduled for Thursday December 8th from 11AM-1PM

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USC School of Dramatic Arts

ACTING 352a– (Strindberg)

(Course Typically Taken Year 3)
Tuesday/Thursday, 12PM - 1:50PM

Location: MCC 109

Instructor: Mary Joan Negro
Office: JEF building, 2nd floor
Office Hours: By appointment
Contact Info: negro@usc.edu
213 740-8927 (o)
818 284-8820 (c)

Course Description and Overview

1. To continue the student actor's journey through the in-depth study of one of the most complex emotional playwrights of all time – August Strindberg – "whose interest lay in revealing the unconscious through the language of the conscious"

2. To develop acute interpretation skills both in class and in SDA productions that will enable the actor to discover the vision of the playwright and the complex subtleties of each character in the play. In light of this, class sessions will be held, as needed, in service of the productions being rehearsed by the BFA Jr ensemble

3. To impress upon the actor the importance of historical research both for class explorations and SDA productions and offer guidance in how to use research to recreate truthful human beings who lived in another time yet whose struggles resonate with our own.

4. To remind the actor that in the pursuit of the art of acting, the actor must be disciplined, dedicated, and committed to learning the craft of the theatre which requires an exquisitely precise attention to voice, speech, movement, words, text, and subtext and a commitment to the ensemble through intensive and on-going rehearsal.

5. To remind the actor to respect the role of the audience upon which the actor relies in order to fulfill his creative function.

6. To be of service in guiding the actor to define his own philosophical and artistic vision

Methods Used to Fulfill this Mission:

- Theatre exercises and games targeting text and sub-text
- Voice/Speech/Movement exercises that support and enhance text and give dimension to these three technical components of acting –"5 Act Play"
- "Clothing exercise" and work on the poem "Why just ask the Donkey…"targeting the complex subtlety of sub-text thereby defining and building a common vocabulary before entering the world of Strindberg
- Historical research of the political, social, and cultural world of Strindberg, *Mansfield Park* and *Camille*
- The in-depth examination of all material in the Course Reader
- Acting work on *The Stronger*, *Playing With Fire* and *Miss Julie*

Learning Objectives

A practical understanding of all that is described in the course overview plus the development of professional work habits

Prerequisite(s): THTR 101, THTR 252a/b
Recommended: THTR 354

Required Readings and Supplementary Materials

- Course Reader: in USC Bookstore
- Supplementary Materials: Any Strindberg Plays, Stories, Poetry, Strindberg Biography,

Attendance:

Absences/Tardiness: Learning in class depends on the layering of intellectual and emotional discovery resulting from the collective and active exploration of **all** members of the BA 320a ensemble. **Therefore no absences or tardies are allowed. Cumulative active class participation points will be lost.** *Attendance shall be weighted at no more than 15% per University Guidelines.*

Description of Grading Criteria and Assessment of Assignments

Grades are not dictated by the success of acting presentations or the instructor's subjective opinion of talent and artistic preference.

Grades are dictated by

- In class active student analysis and commentary on text
- Constructive feedback on classmates' acting presentations
- Willingness to experiment and apply the constructive feedback of instructor and students on ones own scenes, presentations, and exercises
- Meeting all deadlines: reading, research, writing, acting (No late work accepted)
- Memorization of lines
- Availability to fellow classmates to rehearse outside of class

Note: *If a deadline is missed because of a classmate's unavailability, the available partner will not be penalized as long as a discussion with me and all involved occurs before the deadline*

Grading Breakdown

Five Act Play exercise	10 points
"Clothing exercise"	15 points
Donkey Poem	15 points
Oral presentation of historical research	10 points
Textual analysis of Strindberg plays	10 points
MID-TERM: to be determined	10 points
Cumulative Active Class Participation	10 points
Written Critique of SDA Production	5 points
FINAL: to be determined	15 points
TOTAL	100 points

Grading Scale:

Excellent: A (4) = 100-96; A- (3.7) = 95-90
Good: B+ (3.3) = 89-86; B (3) = 85-84; B- (2.7) = 83-80
Average: C+ (2.3) = 79-76; C (2) = 75-74; C- (1.7) = 73-70
Poor: D (.7-1.3) = 60's;
Fail: F (0) = 59 and below
Excellent = clear understanding of the class material is coupled with original and creative insight
Good = class material has been understood clearly
Average = class material has been generally understood, but gaps in understanding remain

Poor = identifiable gaps in the understanding of class material
Failure = gaps in the completion of work is coupled with poor understanding of class material.

Further Grading Notes:

- *When the GPA falls between two grades, the final grade will be weighted toward the positive end of the scale for students with excellent/good attendance & class participation and toward the negative end of the scale for those with average/poor attendance & participation..*
- *I will be happy to discuss your work at any time.*
- ***No late assignments, projects, exams, papers, or exercises shall be accepted***
- ***No emailed papers accepted***

Weekly Schedule

(The timeline is subject to change depending on the dynamics, pace and unpredictability of the creative process of any given class.)

Week 1-2:

- Discuss students' expectations of the class
- Discuss semester's goals, requirements, deadlines, required texts, etc
- Theatre games and exercises
- 5 Act Play
- Explain and start work on "clothing exercise"
- Explain "Donkey Poem" exercise + prompt for Mid-Term presentation & written component
- **Homework**: rehearse clothing exercise, memorize "Donkey Poem" read Course Reader, and research Strindberg & Mansfield Park

Week 3:

- Warm-up: theatre games and exercises
- 5 Act Play
- Work "clothing exercise"
- Organize pairs for "Donkey Poem" and review exercise
- **Homework**: rehearse clothing exercise & "Donkey Poem" read Course Reader, research Strindberg

Week 4-7:

- Warm-up: theatre games and exercises
- 5 Act Play
- Work "clothing exercise"
- Work ""Donkey Poem"
- Go over prompt for "Donkey Poem" presentations + written component
- **Homework**: Course Reader, research Strindberg, rehearse "Donkey Poem" presentations, write 1st section of written component
- **DEADLINE**: Thursday, October 8 for 1st section of written component of Donkey Poem

Week 8: Mid-Tem

- Mid-term presentation "Donkey Poem" + written component
- **Class feedback/constructive criticism of mid-term presentations**
- **Homework**: Course Reader, research Strindberg

Week 9: Mid Term

- Presentation of Strindberg research
- Text/table work on Strindberg plays
- Casting Strindberg plays

WEEK 10 -15:

- Acting work Strindberg plays
- **DEADLINE**: Tuesday, 11/ 24 written critique of SDA production
  (NO EMAILED PAPERS, HARD COPIES ONLY, NO LATE PAPERS ACCEPTED)
- **Homework**: Rehearse

FINAL DAY OF CLASS: Thursday, December 3, 2015

Final Examination

Monday, December 14, 2015 – 8 AM to 10 AM, MCC 111
(The specifics of the Final will be determined by the point of exploration reached at the end of the semester.)

Key Dates:

Monday, August 24: Fall semester classes begin
Monday, September 7: Labor Day, No Class
Friday, September 11: last day to drop this class without a "W" or to select "P/NP."
Friday, November 13: last day to drop this class with a mark of "W."
Wednesday – Saturday, November 25-28: Thanksgiving Recess, No Classes
Friday, December 4: Fall semester classes end
Saturday –Tuesday, December 5– 8: Study Days
Wednesday – Wednesday, December 9– 16: Final Exams
December 17 – January 10: Winter Recess

Additional Notes

- *Except for water, no food or drinks are allowed in class at any time.*
- *All students must help with the set up and strike of every class*
- *Students must place all extraneous belongings, (backpacks, sweaters, jackets, skateboards, laptops, cell phones, etc.) in the designated corner of the classroom at the start of class*
- *Students must be in proper rehearsal clothes (whatever they may be and understand that they change throughout the semester) at the start of class, promptly at 10:30 AM. NO FLIP FLOPS UNLESS THE SCENE OR CLASS TAKES PLACE AT THE BEACH!*

Welcome to Acting 352a!

It is my pleasure and privilege to get to know each of you through our collaborative and creative exploration.
Mary Joan Negro

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BFA Acting, Stage, Screen and Media

Fall 2014	Course Design Mean	Instructional Practices Mean	Inclusion Practices Mean	Assessment Practices Mean	Course Impact Mean
THTR 120A	4.57	4.79	4.93	4.71	4.79
THTR-115	4.36	4.18	4.82	4.91	4.91
THTR-220A	4.80	4.90	4.80	4.70	4.90
THTR-240a	4.40	4.40	4.50	4.20	4.40
THTR-320A	4.80	4.90	5.00	4.90	4.90
Spring 2015					
THTR-120B	5.0	5.0	5.0	5.0	5.0
THTR-220B	4.54	4.67	4.23	4.31	4.69
THTR-240B	4.75	4.63	5.00	4.88	4.88
THTR-320B	467	4.50	4.83	4.83	4.83
Fall 2015					
THTR-120A	4.77	4.69	5.00	4.92	4.92
THTR-115	4.67	4.40	4.80	4.73	4.93
THTR-220A	4.50	5.00	4.67	5.00	4.83
THTR-240a	4.75	4.88	4.88	4.88	4.88
THTR-320A	5.00	5.00	5.00	5.00	5.00
Spring 2016					
THTR-120B	4.73	4.82	4.82	4.70	4.91
THTR-220B	4.83	4.67	4.50	4.83	4.83
THTR-240B	5.00	5.00	5.00	5.00	5.00
THTR-320B	5.00	5.00	5.00	5.00	5.00
Fall 2016					
THTR-120A	4.87	4.93	4.93	5.0	5.0
THTR-115	4.32	4.63	4.84	4.63	4.53
THTR-220A	4.13	4.63	4.50	4.50	4.50
THTR-240A	4.00	4.40	4.40	3.80	4.10
THTR-320A	4.64	5.00	5.00	4.91	4.91

Spring 2017										
THTR-120b	4.80		4.9		4.9		4.7		4.80	
THTR-220B	4.0		4.5		4.5		4.67		4.5	
THTR-240B	4.83		5.0		5.0		4.67		5.0	
THTR-320B	4.86		4.43		4.71		4.43		4.43	
Spring 2018	Mean SD		Mean SD		Mean SD		Mean SD		Mean SD	
THTR-120B	3.85	.36	3.8	.04	3.43	.78	3.7	.51	3.97	.01
THTR-220B	3.92	.28	3.89	.32	3.84	.36	3.81	.39	3.83	.38
THTR-240B	4.0	0	4.0	0	4.0	0	4.0	0	4.0	0
THTR-320B	4.0	0	3.94	.23	3.79	.5	3.94	.24	4.0	0
Fall 2018										
THTR-120A	3.33	.5	3.22	.44	2.75	.75	3.17	.39	3.67	.5
THTR-115	3.58	.58	3.87	.34	3.69	.54	3.72	.46	3.96	.02
THTR-220A	3.9	.31	4.0	0	3.95	.32	3.78	.62	4.0	0
THTR-240A	3.67	.48	3.64	.53	3.67	.48	3.63	.52	3.82	.44
THTR-320A	3..8	.41	3.73	.46	3.6	.6	3.7	.47	3.8	.41
Spring 2019										
THTR-120B	3.92	4.0	3.75	0.29	3.31	0.45	3.31	0.45	4.0	0
THTR-220B	3.39	0.25	3.97	0.18	3.93	0.27	3.95	0.22	4.0	0
THTR-240B	3.83	0.38	3.79	0.41	3.84	0.37	3.69	0.47	3.83	0.38
THTR-320B	4.0	0	4.0	0	3.75	0.45	4.0	0	4.0	0

*Note above data is pulled from the course evaluation data collection, using a 5.0 scale with 5.0 being excellent.

BA Emphasis in Acting

Fall 2014	No. of Sections	Course Design Mean	Instructional Practices Mean	Inclusion Practices Mean	Assessment Practices Mean	Course Impact Mean
THTR-252A	5	4.6	4.62	4.67	4.74	4.72
THTR-252B	1	4.43	4.43	4.57	4.57	4.43
THTR-342A	2	4.63	4.69	4.76	4.51	4.69
THTR-352A	2	4.75	4.66	4.54	4.5	4.66
Spring 2015						
THTR-152	3	4.0	4.0	4.63	4.40	4.34
THTR-216	1	4.57	4.62	4.93	4.57	4.71
THTR252A	1	4.10	4.10	4.3	4.10	4.20
THTR-252B	4	4.31	4.27	4.51	4.43	4.49
THTR-342A	1	4.71	4.86	4.71	4.29	4.57
THTR-352B	2	3.75	4.02	4.35	3.85	3.85
Fall 2015						
THTR-216	2	4.14	3.78	4.44	4.16	3.96
THTR-252A	5	4.68	4.68	403	4.64	4.78
THTR-252B	1	4.44	4.22	4.33	4.56	4.22
THTR-342A	2	4.06	4.28	4.43	3.64	4.12
Spring 2016						
THTR-152	4	4.1	4.49	4.53	4.53	4.52
THTR-216	2	4.36	4.2	4.9	4.09	4.38
THTR-252A	1	4.4	5.0	5.0	4.8	5.0
THTR-252B	4	4.04	4.36	4.76	4.63	4.58
THTR-342A	1	4.17	4.50	4.75	4.17	4.33
THTR-352B	2	4.62	4.36	4.63	4.56	4.66
Fall 2016						
THTR-216	2	3.96	4.10	4.76	4.14	4.02
THTR-252A	5	4.49	3.68	4.69	4.48	4.52
THTR-252B	1	4.57	4.71	4.71	4.57	4.86
THTR-342A	2	4.66	4.77	4.74	4.51	4.50
THTR-352A	3	4.05	4.05	4.11	4.06	3.90

Spring 2017											
THTR-152	2	4.66		4.72		4.78		4.84		4.78	
THTR-216	2	4.32		4.27		4.72		4.61		4.61	
THTR-252A	1	4.67		5		5		4.67		5	
THTR-252B	4	4.43		4.39		4.68		4.59		4.62	
THTR-342A	1	4.42		4.67		4.92		4.75		4.83	
THTR-352B	2	4.43		4.71		4.76		4.6		4.71	
Spring 2018	No. of Sec-tions	Mean SD		Mean SD		Mean SD		Mean SD		Mean SD	
THTR-152	3	3.73	.46	3.74	.42	3.49	.54	3.54	.60	3.71	.47
THTR-216	2	3.68	.43	3.80	.36	3.81	.35	3.74	.40	3.76	.50
THTR-252B	5	3.5	.62	3.55	.56	3.37	.68	3.49	.57	3.49	.65
THTR-342B	1	3.86	.36	3.86	.36	3.79	.42	3.71	.46	3.71	.46
THTR-352B	2	3.32	.67	3.34	.69	3.19	.79	3.31	.69	3.29	.81
Fall 2018											
THTR-216	3	3.58	.51	3.73	.41	3.80	.36	3.6	0.3	3.71	.44
THTR-252A	5	3.52	.63	3.59	.66	3.38	.80	3.57	.61	3.67	.64
THTR-342A	3	3.5	.57	3.59	.52	3.54	.55	3.46	.61	3.45	.62
THTR-352A	4	3.71	.51	3.63	.48	3.61	.47	3.7	.42	3.74	.40
Spring 2019											
Thtr-152	4	3.61	.61	3.75	.58	3.6	.71	3.5	.65	3.65	.62
THTR-216	1	3.81	.51	4.0	0	3.9	.26	4.0	0	3.9	.3
THTR-252B	5	3.68	.46	3.63	.58	3.39	.77	3.56	.57	3.56	.57
THTR-342B	1	3.0	1.12	3.78	.44	3.75	.62	3.33	.98	3.89	.33
THTR-352B	2	3.93	.21	3.85	.39	3.78	.43	3.83	.32	3.9	.30

Graduation Rate (4 years)

		Entering Term											
		20103		20113		20123		20133		20143		20153	
BA	Did Not Graduate	18%	22	21%	23	14%	16	27%	29	23%	24	22%	25
	Graduated	82%	98	79%	89	86%	96	73%	80	77%	80	78%	87
BFA Acting	Did Not Graduate	23%	5	32%	6	11%	2	16%	3	30%	9	18%	3
	Graduated	77%	17	68%	13	89%	17	84%	16	70%	21	82%	14
BFA Design	Did Not Graduate			20%	1	25%	1	50%	3	33%	2	17%	1
	Graduated	100%	9	80%	4	75%	3	50%	3	67%	4	83%	5
BFA Stage Management	Did Not Graduate			33%	1	17%	1	33%	2	11%	1		
	Graduated	100%	3	67%	2	83%	5	67%	4	89%	8	100%	2
BFA Technical Direction	Did Not Graduate											33%	1
	Graduated	100%	2			100%	1					67%	2
BFA Sound Design	Graduated					100%	1	100%	1	100%	2	100%	3
BA, Acting Emphasis	Graduated											100%	1

Graduation Rate (6 years)

		Entering Term							
		20103		20113		20123		20133	
BA	Did Not Graduate	13%	15	13%	15	11%	12	17%	18
	Graduated	88%	105	87%	97	89%	100	83%	91
BFA Acting	Did Not Graduate	14%	3	11%	2	5%	1	5%	1
	Graduated	86%	19	89%	17	95%	18	95%	18
BFA Design	Did Not Graduate					25%	1	17%	1
	Graduated	100%	9	100%	5	75%	3	83%	5
BFA Stage Management	Did Not Graduate					17%	1	17%	1
	Graduated	100%	3	100%	3	83%	5	83%	5
BFA Technical Direction	Graduated	100%	2			100%	1		
BFA Sound Design	Graduated					100%	1	100%	1

Breakdown of Admitted Students

		Entering Term							
		20103		20113		20123		20133	
BA	Did Not Register	6%	7.00	2%	2.00	9%	10.00	8%	9.00
	Registered	94%	113.00	98%	110.00	91%	102.00	92%	100.00
BFA Acting	Did Not Register								
	Registered	100%	22.00	100%	19.00	100%	19.00	100%	19.00
BFA Design	Did Not Register			20%	1.00				
	Registered	100%	9.00	80%	4.00	100%	4.00	100%	6.00
BFA Stage Management	Did Not Register			33%	1.00				
	Registered	100%	3.00	67%	2.00	100%	6.00	100%	6.00
BFA Technical Direction	Registered	100%	2.00			100%	1.00		
BFA Sound Design	Registered					100%	1.00	100%	1.00
BA, Acting Emphasis	Registered								

		Entering Term							
		20143		20153		20163		20173	
BA	Did Not Register	6%	6.00	8%	9.00			8%	5.00
	Registered	94%	98.00	92%	103.00	100%	101.00	92%	57.00
BFA Acting	Did Not Register	7%	2.00			10%	2.00		
	Registered	93%	28.00	100%	17.00	90%	19.00		
BFA Design	Did Not Register	17%	1.00	17%	1.00				
	Registered	83%	5.00	83%	5.00	100%	4.00	100%	6.00
BFA Stage Management	Did Not Register								
	Registered	100%	9.00	100%	2.00	100%	7.00	100%	5.00
BFA Technical Direction	Registered			100%	3.00	100%	1.00	100%	1.00
BFA Sound Design	Registered	100%	2.00	100%	3.00	100%	1.00	100%	4.00
BA, Acting Emphasis	Registered			100%	1.00			100%	28.00

GPA SCORES DATA

	Term							
	20103		20111		20113		20121	
	Avg. GPA	# Students	Avg. GPA	# Students	Avg. GPA	# Students	Avg. GPA	# Students
BA	3.57	120	3.45	121	3.42	225	3.45	225
BFA Acting	3.28	22	3.26	22	3.28	42	3.22	40
BFA Design	3.23	9	3.21	12	3.49	14	3.58	15
BFA Stage Management	3.13	3	3.08	3	3.27	6	3.22	6
BFA Technical Direction	3.40	2	3.50	2	3.59	2	3.54	2
BFA Sound Design								
BA, Acting Emphasis								

	Term							
	20123		20131		20133		20141	
	Avg. GPA	# Students	Avg. GPA	# Students	Avg. GPA	# Students	Avg. GPA	# Students
BA	3.50	311	3.44	312	3.48	386	3.46	364
BFA Acting	3.38	59	3.30	58	3.38	76	3.46	76
BFA Design	3.67	17	3.60	18	3.42	23	3.37	23
BFA Stage Management	3.37	10	3.35	11	3.60	17	3.44	17
BFA Technical Direction	3.73	3	3.70	3	3.51	4	3.53	4
BFA Sound Design	3.60	1	3.51	1	3.63	2	3.58	2
BA, Acting Emphasis								

	Term							
	20143		20151		20153		20161	
	Avg. GPA	# Students	Avg. GPA	# Students	Avg. GPA	# Students	Avg. GPA	# Students
BA	3.47	379	3.48	348	3.47	382	3.41	352
BFA Acting	3.40	89	3.32	84	3.41	87	3.48	85
BFA Design	3.54	18	3.13	19	3.36	21	3.13	21
BFA Stage Management	3.47	24	3.47	23	3.53	22	3.64	21
BFA Technical Direction	3.59	1	3.78	1	2.81	4	2.70	4
BFA Sound Design	3.74	4	3.67	4	3.33	7	3.45	7
BA, Acting Emphasis					3.68	1	3.53	1

	Term							
	20163		20171		20173		20181	
	Avg. GPA	# Students	Avg. GPA	# Students	Avg. GPA	# Students	Avg. GPA	# Students
BA	3.51	376	3.45	344	3.55	338	3.55	308
BFA Acting	3.36	84	3.39	84	3.44	62	3.42	62
BFA Design	3.27	20	2.96	20	3.39	21	3.41	20
BFA Stage Management	3.51	22	3.48	22	3.56	23	3.61	22
BFA Technical Direction	3.44	4	3.11	3	3.32	4	3.17	4
BFA Sound Design	3.47	7	3.50	7	3.62	10	3.55	10
BA, Acting Emphasis	3.70	1	3.43	1	3.58	29	3.61	30

	Term			
	20183		20191	
	Avg. GPA	# Students	Avg. GPA	# Students
BA	3.60	229	3.62	209
BFA Acting	3.45	35	3.73	32
BFA Design	3.51	16	3.59	13
BFA Stage Management	3.72	15	3.75	14
BFA Technical Direction	3.19	4	3.43	4
BFA Sound Design	3.59	8	3.37	8
BA, Acting Emphasis	3.59	29	3.71	28

Visitors' Report

BFA and BA Undergraduate Acting Programs at

School of Dramatic Arts

University of Southern California

Campus Visit November 3-6, 2019

Review Committee

Stan Wojewodski, Jr.
Meadows Foundation Distinguished Teaching Professor
Distinguished Professor of Theatre
Head of Directing
Meadows School of the Arts
Southern Methodist University

Priscilla Lindsay
Claribel Baird Halstead Collegiate Professor & Chair
Department of Theatre & Drama
School of Music, Theatre & Drama
University of Michigan

Barnet Kellman
Professor of Cinematic Arts
Robin Williams Endowed Chair in Comedy
Co-Director USC Comedy at the School of Cinematic Arts
University of Southern California

Acknowledgements

This visiting team wishes to thank the School of Dramatic Arts Dean David Bridel and his staff, particularly Donna Garcia and Hugo Alvarado, for the wonderful hospitality extended to us during our stay. Our visit was extremely well-scheduled and, without exception, everyone we spoke with was open, gracious, and forthcoming. In addition, the three of us want to express our gratitude for the trust you have put in us to assess the wonderful work being done in the School of Dramatic Arts at USC.

Our comments and recommendations are based on a careful reading of the self-study, additional material provided to us, and observations gained during our three days of interviews and meetings with members of the Provost's Office, the dean, the faculty, students and staff. We do not presume to know all the complexities of the school, nor the challenges facing the campus. However, we have taken our tasks most seriously, and the result was much thoughtful discussion. The comments below are offered as suggestions, and are in response to the Memorandum of Understanding to Guide the Undergraduate Program Review.

1) **Mission of the Program**

BA Emphasis in Acting: To offer students the opportunity to include a structured and progressive path in acting within their broader major.
BFA in Acting for Stage, Screen and New Media: To connect the foundation of classical theatre with training for the contemporary performer.
BA: To combine a liberal arts education with an intensive study of the dramatic arts.

We recognize and celebrate that the dean, faculty and staff are forward-looking have been adding of new elements to the mainstream curriculum. And we realize that the rollout of this redesign is not yet complete. Still, our observations left us with an impression that obstacles to the integration of these elements lie ahead. We sensed a lack of buy-in from the faculty at large. It is important that the plan for the new major be vetted in detail with the entire community in an effort to incorporate the new elements into the current training.

The challenge for the mission of the BFA program is to make the bridge from the classical training the school has been built upon to the exploration of acting in emerging media in the 21st century.

In order to produce a cohesive, vibrant and forward-looking program, the talents and intellectual energies of the entire faculty and administration need to be focused on this task. Consensus needs to be built and additional efforts need to be focused on the task of building that consensus.

2) **Quality of both the BFA Acting Program and the BA Program:**

The BFA and the BA programs each have their own distinct set of goals, addressing the aspirations and interests of the students, as well as the unique nature of a school for the arts embedded in one of the great capitals of arts-making in the nation. We note that the students expressed appreciation for having these two options. We were impressed with the quality of the student actors. In our conversations, we found them to be thoughtful, well-equipped, dedicated to their training, and demonstrating a strong work ethic. This was true for actors in both programs. These impressions are based on the opportunity to visit one class, and to hold two extended conversations with groups of students. Unfortunately, our short visit did not afford us the opportunity to see any students in performance in order to assess the outcomes of the training.

The BFA program is built around an ensemble model, a cohort who will act together and train together. The program, as it is structured now, embraces one particular methodology of teaching. The challenge, in our opinion, is to address how is that training might serve the contemporary stage as well as the film and media of the future.

The department needs more full-time, full-service faculty who can be of help in researching and exploring how classical skills can be transferred and/or transformed to meet the challenges of acting in new and emerging media.

3) **Stature and Diversity of the Teaching and Advisory Faculty:**

We will address these issues concerning tenured faculty, RTPC faculty and adjunct faculty separately.

Tenured/RTPC faculty: There is a distinct lack of representation of under-represented groups in this cadre. The stature of this group is diminished by a dearth of middle and upper level faculty appointments. There are very few full professors to carry the burden of leadership and service, and even fewer tenure-track associate or assistant professors who can be mentored and who will step into leadership roles in the not-so-distant future. It is evident that SDA can boast of a faculty that has distinguished itself in performance. Given the brevity of our visit, we do not feel qualified to comment on their effectiveness as teachers.

Adjunct faculty: Although a number of adjunct faculty are distinguished in their individual areas, many are not trained in more than one or two proficiencies. As a result, they are not as useful as they might be in successfully addressing the changing needs of the program.

4) **Quality and Effectiveness of Academic Advising:**

While we are confident that we are not aware of all the complexities involved, we did hear from students some negative comments about the availability of advisors. These concerns were not put to rest in our meeting with the advisors. We are concerned about a shortage of faculty advisors for the acting students who complained about a lack of knowledgeable advising for these complicated majors and the range of choices in the broader university curriculum. At this juncture, it remains incumbent upon students to seek out faculty mentors/advisors. There is evidence that this is not a successful formula. It is worth noting that at the peer institutions represented here, teaching faculty perform part of the function of student advisement. That is not formally the case at SDA.

5) **Interdisciplinary Programming, Internships:**

We gather that there are efforts being made in these directions, but our compressed itinerary did not allow for us to learn enough about these initiatives to offer useful comment.

6) **Alignment between program learning outcomes and course learning outcomes along the progression from introductory to advanced levels:**

Yes, there is a logical progression in the BFA curriculum and yes, there is a prescribed path in the BA with an Acting Emphasis program. The BA Theatre majors are generalists for whom there appear to be many productive paths.

7) **Effectiveness of program's assessment plan to evaluate student learning and quality of teaching:**

We do not feel qualified to discuss this topic.

8) **Improvements possible without need for massive University resources:**

- Better communication between adjunct faculty and department leaders.
- Better communication between administration and faculty
- Greater cohesiveness and consensus among all stakeholders about the implementation of the revised program and its evolution.
- A commitment to service by the core faculty. This is a requirement that needs to be restated and enforced.
- An examination of the number of scheduled productions so as to better allow for ample exploration and learning, and not overtax the production faculty/staff.
- A redoubled effort by leadership to communicate the vision for SDA to the faculty, students and staff.
- An examination of the organizational chart for SDA, with clarification/simplification of the reporting structure.
- An evaluation and expansion of the core faculty, in terms of their willingness and ability to contribute effectively to the promotion of the school's mission and values.
- Reduction in class size. We heard from the acting faculty that class sizes (25-30 students) are too large to achieve optimal teaching outcomes. We also heard from faculty and from students that class sizes were also too large in Critical Studies.
- Better mentorship of adjunct faculty, coordination of syllabi in common subjects, and improved orientation to the school. One suggestion would be to create a formal launchpad program for all new faculty – geared to orientation in the school's culture and its internal systems – that would establish a small monthly forum in which new faculty members might voice concerns/frustrations/questions, and set common and share individual goals for teaching and service.
- Addressing non-Western European theatre traditions and histories.
- Re-vamping of the system for scheduling of non-rehearsal spaces.

9) **Improvements possible only with additional resources:**

SDA could benefit if the faculty and staff were not constrained to make decisions in the service of revenue, and at the expense of excellence and innovation. This is reflected in class size, enrollment size, teaching loads, number of adjuncts, lack of rehearsal space, lack of classrooms and substandard performance venues.

- Faculty communication would also be improved if the faculty was housed in a centralized office space.

10) **Entrenched or irreconcilable issues within the school that constrain its effectiveness:**

We acknowledge and laud the veteran faculty who have sustained the school and maintained high standards while working with less than optimum resources and inadequate facilities. The challenges of interrogating the relevance of the training program, raising its national profile and substantially increasing artistic and financial resources will not be met without the veteran faculty's buy-in to this new mission. Responsibility lies in both directions – from the administration to the faculty, and from that veteran faculty back to the administration.

11) **Possible ways in which there might be more effective ways of working:**

"Taking a pause."
The school has just experienced a period of sudden change and of valuable, creative disruption. One faculty member used the word "pause" implying that there is a need to take a moment to evaluate integration of the exciting changes of the past five years. We think this is a particularly valuable idea. It's the responsibility of leadership to communicate and persuade, and it's incumbent upon the faculty to be open to change and to participate in the renovation and evolution of the new curriculum. This is a necessary step that should be instituted by senior administration and implemented faculty and staff.

School of Dramatic Arts
Response to the Program Review Visitors' Report, Campus Visit Nov 3-6, 2019

INTRODUCTION

The School of Dramatic Arts thanks distinguished visitors Stan Wojewodski, Priscilla Lindsay, and Barnet Kellman, for their time, expertise, and the considered report assembled as part of the Program Review process, Fall 2019. Thanks also to USC's Provost's Office for facilitating the Program Review so mindfully.

The School appreciates the words of encouragement in the Visitor's Report regarding many facets of the work being done at SDA. However, for the sake of economy, this response will focus on the criticisms offered, illuminating the School's perspective on areas of challenge, and identifying what is - and is not - preferred and/or possible as the School aspires to improve in the future.

This response is organized under the headlines of three prevailing themes that are addressed in the Report – "Buy-In", Fiscal Challenges, and Operational Questions - and endeavors to answer each of the points raised.

"BUY-IN"

The reviewers state: *"We sensed a lack of buy-in from the faculty at large… Consensus needs to be built and additional efforts need to be focused on the task of building that consensus."* In fact, the School sees this issue differently to the reviewers, noting that faculty are unified in their commitment to bridging the classical foundations of the dramatic arts with current and future practices and trends. Philosophically, the faculty are well aligned. The School does, however, identify vulnerabilities in collaboration between stakeholders as a key issue at stake, and looks forward to exploring this matter in depth. [Note: the reviewers refer, inaccurately, to *"the new major"* in their report. The BFA in Acting for Stage Screen and New Media is in fact a revised major.] The School identifies several approaches towards improvement in this regard:

Better Communication
Communication is an acknowledged challenge in SDA, as stated in the self-study. One of the key vulnerabilities that the Program Review process has helped to illuminate is the line of communication between the Dean's Office and the two Directors of Undergraduate Programs (BA and BFA). This will be addressed. The review also identified communication between administration and faculty as an area requiring improvement. While the School acknowledges the frequent challenges in this area, it is currently exploring better and more frequent adherence to the organizational leadership chart within the School. Initial evidence suggests that the

strengthening of this "pyramid of responsibility" is already helping to improve communications among faculty and administration. At the same time, as noted below, there is an interest in examining whether a different organizational structure might enhance communication across the School. Additionally, the report urges *"a redoubled effort by leadership to communicate the vision for SDA to the faculty, students and staff."* SDA administration recognizes that in an environment where stakeholders are taxed, stress is high, and activity is extensive, it is challenging to remain connected to a fundamental sense of purpose, although the administration also notes that the messaging around the vision of the School - "from the classical to the contemporary" - has been consistent, well-received, and thoroughly implemented. Finally, the report notes that *"faculty communication would also be improved if the faculty was housed in a centralized office space"* - the School agrees with this statement and continues to work diligently toward the realization of the UUC (Church) building project.

Administrative Structure

The School is committed to exploring a potential re-organization of its administrative structure, making adjustments a) to allow for the growth of the faculty and the breadth of the School's activities, and b) to improve communication (as above), streamline operations, develop clarity of purpose, and achieve efficiency of management.

Teaching Review

In 2018-19, SDA created a clear rubric for Excellence in Teaching which has been vetted by, and widely shared among, the faculty. Consequently the School intends to revise and implement peer review of teaching across all departments in order to examine the effectiveness of teaching within the School and to emphasize areas of, and opportunities for, collaboration between faculty. By examining and encouraging shared values, and developing metrics for accountability in the classroom, the School anticipates and will work toward a greater sense of cohesion among both full-time and adjunct faculty.

Productions

The School is currently examining, as suggested, the number of scheduled productions in its season of plays and the methods of implementing said productions. There is significant messaging from stakeholders that the current paradigms are creating unsustainable workloads, fraying collaboration between faculty and causing pressures that prevent efficient operations.

Service

"A commitment to service by the core faculty. This is a requirement that needs to be restated and reinforced." The administration acknowledges this need, and seeks to address full-time faculty commitment to the 40 hour work week, divided according to each individual member's Spitzer Profile.

Adjunct faculty
The report recommends *"better mentorship of adjunct faculty"* and suggests a comprehensive and ongoing orientation for new faculty members at SDA. While the onboarding of new faculty is more thorough now than it has ever been, the School will continue to examine ways to *"set common and share individual goals or teaching and service."*

FISCAL CHALLENGES

"SDA could benefit if the faculty and staff were not constrained to make decisions in the service of revenue." Under USC's existing RCM (Revenue Center Management) system, this observation is a moot point. Constraints on, and decisions regarding, faculty hiring, adjunct hires, class offerings, teaching loads, class sizes, lack of classroom space, the standard of inventory and venue, and more are all based on the fiscal realities of the School as dictated by RCM. It is essential that SDA stakeholders understand the current limitations of the School's resources. Naturally, one of the administration's responsibilities is to identify and pursue opportunities for revenue growth, and these efforts continue (falling, for the most part, outside the scope of this review process). However, and notwithstanding significant progress on this front, the School can only work with what it has, and the administration's commitment to fair and equitable compensation among existing faculty and staff is an ongoing priority that supersedes others.

Faculty
"The department needs more full-time, full-service faculty… There is a distinct lack of representation… a dearth of middle and upper level faculty appointments..." SDA recognizes the urgent need for more full time faculty with more rigorous service profiles, from diverse populations, at mid-to-senior level, with teaching expertise across sectors and disciplines. Currently, budget restrictions do not allow for this growth.

Class Size
The School recognizes the desire for smaller classes. Currently, budget restrictions do not allow for this.

OPERATIONAL QUESTIONS

Academic Advising
"Some negative comments about the availability of advisors… A lack of knowledgeable advising…" The School recently hired a third advisor to absorb demand, and walk-in advisement sessions are now available every day. Every undergraduate student will see their advisor once a semester minimum. The School is satisfied that the availability of advisors is not a chronic

problem and notes that student feedback on this topic is sometimes cloudy and unreliable. The School does intend, however, to enhance the advisors' knowledge of class progressions and sequences, to help students navigate the BA Acting Emphasis with greater confidence.

Addressing non-Western/European theatre traditions and histories
This recommendation will fold into a current re-examination of the Critical Studies "pathway" for students in the School, and should also be considered as part of the play selection process for the School's production season.

Re-vamping of scheduling system for rehearsal spaces.
This project is already under way.

Teaching Methodology
"The program, as it is structured now, embraces one particular methodology of teaching. The challenge… is to address how that training might serve the contemporary stage as well as the film and media of the future…" The premise above is challenging to understand. While students, especially those in the BFA in Acting for Stage Screen and New Media, will meet and study with core faculty repeatedly throughout their learning progression, there are several examples of methodological breadth in the pedagogy of the program (a breadth that is also inherent to the BA Acting Progression, with its range of offerings and teachers). Meanwhile, efforts to curate the third and fourth years of the BFA program to address contemporaneity in training are currently under way. As stated in the closing meeting with the reviewers, it will take some years to measure the efficacy of the newly revised BFA program, which has yet to graduate its first class.

CONCLUSION: TAKING A PAUSE

SDA administration agrees that after several years of growth, time to consolidate and strengthen is essential. The School has gone through a period of tremendous development, with a new major, new Institute, and new Career Center - to name just three items among many - all beginning within the last two years. Faculty, staff and administration are still learning how to manage these initiatives while at the same time maintaining commitment to the School's core programs. Thus, there are no new major initiatives in the planning stage at this time (aside from the School's capital project), and the next 2-3 years will be devoted to supporting the School's existing output.

USC University of Southern California

OFFICE OF THE PROVOST

Elizabeth A. Graddy, Ph.D.
Executive Vice Provost
Jeffrey J. Miller Chair in Government, Business, and the Economy

MEMORANDUM

To: David Bridel, Dean

From: Elizabeth A. Graddy

Date: May 8, 2020

Subject: UCAR Post-Review Action Plan for the School of Dramatics Undergraduate Program Review

Thank you for your participation in the Academic Program Review of the School of Dramatic Arts. We are impressed with the foresight and time that you have put into addressing the issues that arose from the review. As a result of our post-review meeting held on May 5, 2020, I am pleased to lay out a basic action plan.

Please send me a progress report no later than November 6, 2020 – bullet points are fine – on the following item:

- Reorganizing the organizational structure of the school to improve communication, strengthen collaboration on implementing the school's vision, and achieve a better balance for faculty workload.

It is our hope that the UCAR process will support the continued growth and development of the undergraduate program in the School of Dramatic Arts.

cc: Andrea Hodge
Robin Romans
Dana Irwin
Donna Garcia

USC Dornsife College Undergraduate Program Review
Memorandum of Understanding

Department of [Name of Department]

Dornsife College Undergraduate Program Review consists of ongoing, high quality peer reviews of all Dornsife College's B.A. and B.S. programs. The purpose of the Undergraduate Program Review is to foster academic excellence in an environment supportive to students' learning, to determine how to rise to a higher level in these areas and to provide guidance for administrative decisions in support of the future improvement of the College as a whole.

Undergraduate Program Reviews in Dornsife College have the following characteristics:

1. Reviews provide a concise, honest appraisal of a degree program's strengths and weaknesses.
2. Reviews are forward looking. While assessment of a degree program's current status is important, priorities for improvement are of the greatest concern.
3. Reviews are evaluative, not simply descriptive. Proposals for improvements require judgments about the size, nature and quality of the faculty and staff; the curriculum; the delivery of course work and about academic advising and other support for the students' intellectual development and plans for their futures.
4. Reviews may incorporate expert assessment provided by faculty reviewers from USC and perhaps also other institutions of high quality.

Each Undergraduate Program Review should include consideration of the issues described in the Guidelines for Undergraduate Program Review. These are set forth in Appendix II-IV of the Guidelines. In particular, Appendix II provides a suggested outline for the unit's Self-Assessment and Appendix IV includes possible topics to be addressed by a Review Committee, consisting of internal and possibly also external faculty members. The latter specifies:

The Review Committee should thoroughly and candidly evaluate:

1. The vision goals of each undergraduate degree program specified above.
2. The nature and quality of the degree program/s and the coursework supporting it/them in the context of other programs of the highest quality and future directions in the field or fields.
3. The nature, stature and diversity of the teaching and advisory faculty. 4.

The nature and quality of the academic advisory and support staff and co-

curricular and career and professional school counseling.

5. Interdisciplinary programming, internships and other experiential learning

1

opportunities, opportunities for study abroad and opportunities to conduct research supervised closely by Dornsife faculty.

6. Improvements that are possible without the massive infusion of resources.
7. Improvements that are possible only with additional resources.
8. Whether there are entrenched or irreconcilable issues within the unit that constrain its effectiveness and, if so, how these might be effectively resolved. This Planning Document sets forth additional issues that the Dean of Dornsife College or the Department has identified as questions of particular importance for the degree programs under review. Please be aware that the additional issues are in addition to, and must not supplant, the specific areas for evaluation listed above and in the materials made available to you as attachments to this main document. We note that the review itself may raise additional issues during the process.

The additional questions identified as important to address during this review are the following:

This Planning Document also outlines the general composition of the Review Committee. The following provides guidance with regard to the composition of the Committee:

Internal Member (1):

External Member (1):

External Member (2):

2
The following are collaborating units, centers or programs that might be included in the site visit and/or particular groups within the unit that should meet separately with the review Committee:

The Self-Assessment should be completed no later than [Specific Date].

If the unit needs any information gathered centrally for use in this study, it should contact Mark Grimes in Associate Dean Jane Cody's office for that information (213-740-8555; mark.grimes@usc.edu). In the time before the completion of the Self Assessment, the Dean's office will work with the Chair of the Dornsife committee and the committee members to select the appropriate internal reviewer/*s* and to invite any external consultants to participate in the site visit.

Cc: USC Dornsife College Dean
USC Dornsife College Vice Dean for Academic Programs3

USC Dornsife College of Letters, Arts and Sciences
Gender Studies Program
Self-Assessment -- March 15, 2017

I. Academic Vision for the Degree Program

A. How do the stated outcomes of the program fit into the national context of your field?

For more than four decades the Gender Studies Program, housed within the Dana and David Dornsife College of Letters, Arts, and Sciences, has been the center for scholarly work on gender and sexuality at the University of Southern California. Our classes serve the needs of a wide range of undergraduates. Gender Studies classes spark students' intellectual curiosity as they learn to think critically about society's many truisms and tropes about gender and sexuality and to understand how deeply gender and sexuality have structured—albeit in different ways—cultures across the globe and throughout time. Indeed, our mission is to provide undergraduate students with a rigorous interdisciplinary understanding of gender over time and across cultures. Students learn about how gender and sexuality play out in culture, politics, the workplace, intimate life, technology, medicine, science, and in the production of knowledge itself. Our curriculum embraces an intersectional orientation, which conceptualizes gender, race, sexuality, and class as mutually constituted rather than freestanding categories. Gender Studies classes seem especially popular now, perhaps because students are trying to make sense of our historical moment, struggling to understand how we arrived at this place, and how gender and sexuality figure in it.

A diverse group of scholars and teachers, Gender Studies faculty hold primary appointments in two of the College's divisions, the Humanities and Social Sciences—specifically, English, Sociology, Political Science, History, Spanish & Portuguese, East Asian Languages and Cultures, Religion, Anthropology, the Writing Program, and French & Italian. Gender Studies at USC has no tenure lines itself, so all faculty are effectively "borrowed" from other units. During the 2016-17 academic year, Gender Studies has a total of 11 part-time TT faculty members and 8 RTPC faculty members, two of whom have full-time appointments in Gender Studies. Of those 11 TT faculty, 8 hold 25% appointments, giving us a total TT

FTE of 3.25. Our course syllabi reveal our faculty's commitment to studying gender intersectionally, but beyond that faculty members have different disciplinary orientations and do not hew to any one theoretical approach. Despite, or perhaps because of our theoretical heterogeneity, there exists real collegiality among faculty in our Program.

Gender Studies offers undergraduates four programs of study: a major in Gender Studies, a minor in Gender Studies, a minor in Gender and Social Justice, and a minor in LGBTQ Studies. The minors in LGBTQ Studies and Gender & Social Justice were instituted in 2015 and 2016 respectively. As our development of these two new minors suggests, Gender Studies has determined that one way for a program without lines to grow at USC is to expand our curricular offerings and to hire talented RTPC faculty to teach our growing portfolio of classes. As a result, the number of our annual course offerings has increased—from 10 in 2012-2013 to the 16 scheduled for 2017-2018. Additionally, Gender Studies makes an outsized and growing contribution to our university's General Education (GE) program. In 2015-2016 we taught 490 students overall, including 350 GE students. In the current academic year we have taught 680 students overall, including 561 GE students.

Gender Studies faculty and their classes win consistently strong evaluations from undergraduates. An examination of our course evaluations since Fall 2004 reveals that our instructors average an impressive 4.49, with their classes just a notch lower at 4.31. One of our alumnae observes that in her Gender Studies courses she discovered a "playground for my mind to romp and tussle with ideas that I often found equal parts challenging, invigorating, and terrifying." Her B.A. enabled her, she says, to create for herself a "foundational socio-political framework" that has become nothing less than "an intellectual and metaphysical compass."

Our students are the beneficiaries of our different disciplinary orientations and backgrounds as they learn, for example, about the historical contours of same-sex sexuality and gender non-conformity and the shifting relationship between the two, the effects of neoliberalism and globalization on women, how biomedical technologies are re-shaping gender, and the ways in which male activists have organized against intimate violence. Additionally, students

in our new Gender and Social Justice minor study the slippage between activist efforts and the fruition of those efforts when well-meaning feminist reforms are translated into official state policy. Our theoretical and methodological diversity is just one of our pedagogical strengths. The typical Gender Studies class is taught through articles and books, not through a single textbook. One alumna, a Gender Studies minor, notes that it was in an upper-level Gender Studies class that she learned to put texts into conversation with each other and to make use of classroom discussions to identify the key themes of a course.

Our regular course offerings include large GE lecture classes that introduce students to Gender Studies (one in the Social Sciences and the other in the Humanities—a shift required by our new GE Program, which makes little room for classes that cross divisional boundaries) and another that uses the lens of gender to consider cultural and social conflicts across cultures and times. Each year we have also offered the following classes: Gender, Sex and Science; Feminist Theory (currently also offered as a large lecture class with multiple sections); Intro to LGBTQ Studies; Transgender Studies; Health, Gender and Ethnicity; U.S. Gay & Lesbian History; Men and Masculinity; Queer Los Angeles; Gender Studies and the Community (an internship-based class); Senior Seminar. We began offering Gender & Social Justice in 2016-2017 and will being offering Gender and Creative Labor in 2017-2018.

From the beginning, Gender Studies at USC has benefited from the participation of scholars committed to pushing the envelope when it comes to what counts as "gender studies." Professor Messner made masculinity studies a signature component of our curriculum long before this was common. Our program has taken on board and registered the scholarly turns that have reverberated within the field -- globalization, the state (in particular, the neoliberal state), masculinity, queer studies and transgender studies, post-structuralism, cultural studies, and, of course, the critical practice known as intersectionality.

Our newest minor, Gender and Social Justice, with its attention to the mixed results that sometimes follow from successful feminist reforms, does something that few other Gender Studies Programs do. It not only advances a critique of power relations in the larger culture, as is typical of Gender Studies classes nationally, it also looks unflinchingly at the limitations

and unintended consequences of *feminist* reform efforts. It familiarizes students with policy debates about such issues as domestic violence, sexual harassment, trafficking, and human rights in relation to sexual orientation and gender identity. We hope that those graduating from this minor are sufficiently well schooled in policy debates about these issues that they will find employment in non-profits, politics, government agencies, cultural reporting, and socially conscious niches in the entertainment industry. The Gender and Social Justice minor aims to be intellectually compelling and pragmatic, and we aim to make it a major.

Gender Studies is one of the few Humanities programs in Dornsife whose majors and minors have not declined in the past five or so years. We currently have 21 majors and 32 minors, 53 in all, which does represent a bit of a dip since 2016 when we had 64 in all. However, our numbers are better than Comparative Literature, which currently has 18 majors and 2 minors. The number of GS majors also outstrips Slavic Studies, which has 7, and it is tied with Classics, which also has 21. Yet all of these other units have departmental status. One possible explanation for this state of affairs is that the administration years ago prioritized graduate over undergraduate education. Current evidence, which shows a troubling out-migration of Dornsife students to the professional schools, suggests that the College needs to rethink its privileging of graduate education.

It is also true, but less pertinent in a review focused on undergraduate learning, that the administrators who prioritize graduate education have been slow to understand the importance of the Gender Studies Graduate Certificate Program (currently at 46 students) for attracting prospective graduate students as well as placing graduate students in academic positions, many more of which are today in Gender Studies or in gender-based fields than was true some 20 years ago. The Chair's research several years ago into the academic job market revealed that 2013's job listings included 32 tenure-track postings in Gender/Women's/Sexuality Studies as well as 85 disciplinary postings in which gender was primary or secondary. (See Appendix XX)

When it comes to our ambitions, Gender Studies at USC measures up well with the leading

programs (University of California, Santa Barbara, University of Michigan, Rutgers University, Pomona College, Stanford University, Yale University, Amherst College, and Harvard University). When it comes to our curriculum, we lag behind these programs. For example, we have no classes on gender & race as they relate to *any* body of literature in *any* time period or in *any* national or diasporic context. Classes that are standard elsewhere—for example, literature written by Latinas, African-American women, Asian-American Women or, for that matter, any History class about women and/or gender—are not currently taught.

To a great extent these scholarly lacunae are attributable to the gaping holes that exist in both the English Department and the History Department at USC. It illustrates all too well what can happen when a program such as ours is dependent for its course offerings on established tenure-granting departments. Also lacking in our course offerings are classes in Psychology, International Relations, Philosophy, and the Sciences. The closest we get to the sciences is Gender, Sex and Science, designed and offered by a sociologist. And while disability has become a standard course offering at leading Gender Studies programs, it's nowhere to be found in our curriculum. More distressingly, transnational feminism, an integral part of the curriculum at the most highly ranked Gender Studies Programs, is absent from our curriculum at the undergraduate level.

Even in those departments that historically have been our strongest partners, there seems to have been a leveling off of enthusiasm when it comes to gender. One way to measure this is through our Graduate Certificate Program. Take History, which 25 years ago had 11 graduate students enrolled in our graduate certificate program, but which for the past decade or more has provided us with very few students, and today enrolls precisely one. This reflects the History Department's hiring priorities and the retirement of Lois Banner. As for the English Department, in 2005, Gender Studies enjoyed the full participation of Professors Carla Kaplan, Jack Halberstam, Susan McCabe, Alice Gambrell, Alice Echols, and Karen Tongson. Accordingly, there were 12 English students enrolled in our graduate certificate. Today that number is only five. This drop undoubtedly reflects the departure of Kaplan and Halberstam to other universities, Echols's shift to the History Department, and McCabe's

and Gambrell's moves out of Gender Studies. Currently only Professors Boone (25%) and Tongson (50%) are Gender Studies faculty. English, once a powerhouse in this area, is now lagging behind other leading English departments in the area of gender and sexuality. In Sociology the numbers have not dropped so badly, despite the loss of Barrie Thorne, Judith Stacey and Sharon Hays, because of the continued presence of Professor Michael Messner, and the addition of Professors Rhacel Parrenas, Tim Biblarz, and Jen Hook. However, in 2005, the number of Sociology students in our certificate program stood at 19; today that number is 12. Moreover, we have seen some slippage in the national rankings as USC's Sociology of Gender, which has boasted some of the country's leading scholars – Biblarz, Hays, Messner, Stacey, Parrenas, and Thorne -- has fallen out of the Top 10.

The point is that there are big gaps in the Gender Studies curriculum, some of which were noted 24 years ago when the program was last reviewed. In the intervening period, as the field has grown and expanded, we have fallen further behind the programs in the aspirational schools USC aims to emulate. To be sure, not all of our program's curricular holes can be attended to in the short term. This will take time. That said, the University can reverse course here by undertaking the process of making Gender Studies a department.

B. How do required and elective courses broadly work together to achieve stated outcomes? The

Gender Studies Program has five key learning objectives for our undergraduates:

Critical Thinking: Identifying and assessing arguments, paying attention to underlying assumptions; identifying the essential elements of a concept, idea, or text; marshaling appropriate evidence to develop a persuasive argument
Theories and Methodologies: understanding a broad range of feminist theories, especially within their historical and cultural context; becoming conversant with a range of research methodologies, in both the Humanities and the Social Sciences
Intersectionality: analyzing gender as it intersects with other categories of difference, including sexuality, race, gender, class, nation and religion
Interdisciplinarity: building knowledge about gender from multiple fields of study;

understanding the theoretical frameworks and methodologies in relation to established disciplines

Globalization: understanding the ways that gender operates in different national and cultural contexts, and globalization's impact on gender relations

Undergraduates earn a BA in Gender Studies by successfully completing 36 units (nine four unit classes) of course work. Majors must complete one lower-division class, three required upper-division classes (Feminist Theory: An Introduction; Gender Studies and the Community: Internship; Senior Seminar in Gender Studies), and five upper-division electives drawn from a portfolio of 11 Gender Studies classes and 40 cross-listed classes. One of the classes required of our majors and minors is a lower-division class. Three of these—Social Analysis of Gender, Studies in Gender and Sexuality: An Introduction, and Gender Conflict Across Cultural Contexts—are large lecture classes between 100-150 students and also serve as GE courses. The fourth lower-division course is a small class capped at 19, Gender, Sex and Science: A Gender Studies Approach. Additionally, our required upper-division class, Feminist Theory: An Introduction, which is taught both as a large lecture class and as a small class for majors and minors, is a GE class.

Gender Studies currently teaches a great deal in our newly overhauled GE, but with one exception, our classes at the 300-400 level offer no GE credit, and the result is that our students get to know one another, enabling a greater level of trust in our classrooms. One of our graduates says that Gender Studies classes "provided a precious opportunity to form community," one in which there was a "unique intimacy" between students. It's fair to say that the sort of community that develops in our upper-division classes is not typical of USC undergraduate education. In fact, what our students experience is something more akin to the experience of undergraduates at a small liberal arts college. However, some of our majors have cited as problematic that the major requires that they take one of our introductory classes, which with one exception (SWMS 225, which will likely not be taught after Spring 18), are large GE classes. These intro classes are not always welcoming spaces to prospective majors, some of whom are gender non-conforming and/or sexually unconventional. One wonders how many students decided against taking any more GS

classes because they feel alienated in these large classes?

All majors are required to take SWMS 311, which involves an internship and a semester-end reflection on their internship. Successful completion of the internship requires that students work 12 hours a week for 13 weeks at the organization with which they have chosen to intern. This hour commitment totals 156 hours over the course of the semester. Students must satisfy the hour commitment or they will not successfully complete the internship. Over the years, students have chosen to intern at a wide range of sites. These include the Shoah Foundation, where one student worked on several gender-focused projects, or the ONE National Gay & Lesbian Archives, also a part of the USC Libraries, where many students signed up to catalogue materials. The ONE is the largest repository of LGBTQ materials in the world and it is less than mile from our classrooms. Other students choose to intern for organizations engaged in social justice and still others to intern for a film studio reading and commenting on scripts to, say, detect regressive representations of gender and/or sexuality. There is no classroom component to SWMS 311—a circumstance that arises from the fact that the Chair "teaches" it as an uncompensated overload. What that entails is communicating with students, occasionally having a luncheon meeting with them (in practice hard to pull off because of students' schedules), and grading their final papers in which they discuss their experiences. It is not onerous; it should perhaps be more so, but that would mean beefing up its academic component.

Majors are also required to successfully complete SWMS 410, Senior Seminar, in which they are immersed in a professor's area of specialization for a semester. Over the past several years, classes have focused on a wide variety of topics. This year, students studied gender and the 2016 presidential campaign; last year, they became familiar with the world of queer science fiction in the post-war years, a class that was taught at the ONE National Archives Gay & Lesbian Archives where the primary source material for the class is housed. In earlier iterations students examined the sexual projections, fantasies, desires, and realities that have marked for centuries the relationship between the West and the Middle East. They have studied gender and food studies and become acquainted with gender- and race-inflected cultural studies scholarship on popular music. SWMS 410 is our capstone class, and students

enrolled in it are meant to write a substantial research paper on some topic in the area being they are studying. However, in practice some professors have relied instead on exams and short papers in order to evaluate student performance.

Gender Studies offers a two-semester honors program for qualified majors, that is, those with a GPA of at least 3.5 for classes counting toward the degree, and a minimum cumulative overall GPA of 3.0. During their first semester students complete SWMS 410, Senior Seminar. During the second semester, all honors students are required to take SWMS 492, Honors Thesis, in which they research and complete a thesis on a topic of their choosing, under faculty direction. Although we have had a few honors students since the first time SWMS 492 was offered in Spring 2011, we seek to encourage more of our top undergraduates to participate in this program.

Dornsife encourages faculty to develop innovative classes, including intensive four-week Maymester courses. Gender Studies faculty member Professor Karen Tongson, who is jointly appointed in English, has developed and offered a Maymester class, Gender, Sexuality and Food Cultures in the U.S. SWMS 389 aims to explore the relationship between food, eating, production, sustainability, and access, using the lens of gender and sexuality studies. For four weeks, students meet with special guest scholars in gender and critical ethnic studies, as well as with female chefs, writers, journalists and scientists involved in the national food scene. The class features field trips and sessions at the Women's Center for Creative Work in Los Angeles, Alice Waters' Edible Schoolyard in Berkeley, and the USC Wrigley Institute for Marine Studies on nearby Catalina Island, as well as visits to many restaurants and kitchens across the region and beyond. This class has run three times, and enrollments have averaged between 5 and 11 students. One of Tongson's 2016 Maymester students, Annie Lloyd, wrote an opinion piece, "Who 'Owns' LA's Food," which grew out of SWMS 389, and was subsequently published in a major food blog called *L.A. Taco.*

Gender Studies faculty members have created other new classes as well. Professor Echols developed the syllabus for SWMS 358, U.S. Gay and Lesbian History, and SWMS 310, the new gateway class to the minor in Gender and Social Justice. Heather Berg, who is currently

teaching 310, has taught a revised version, and with considerable success, to students in both Fall 2016 and Spring 2017. In a matter of months this fall five students signed up for our new Gender and Social Justice minor. Berg and Tongson also collaborated on the syllabus for our newest course offering, SWMS 367. Gender and Creative Labor focuses on creative labor at the point of production, and is meant to bolster the minor in Gender and Social Justice. In this class, students are introduced to the new theoretical work on creative labor, work that pays special attention to gender, sexuality, class and race.

C. How would you assess the overall strengths, distinctive qualities and weaknesses of the degree program in light of your outcomes?

Gender Studies alumnae generally report high levels of satisfaction with the education they receive in our program. They often cite the analytical skills they acquired as well as their exposure to and familiarity with diverse kinds of theory. Some cite as formative their enhanced understanding of power, privilege, and difference. Many alumnae feel especially well-served by the internship class. One alumna, now a law student at UC Berkeley, notes that it was as a Gender Studies student interning at the ONE Archives that she discovered the first court cases that sparked her interest in the law. Another found that his education in the operations of power—particularly learning about gender, race, ethnicity, and class and in an intersectional fashion—made him a better therapist. It is true, however, that some students in the past complained of the internship's time commitment.

As our curriculum has expanded, classes are less apt to overlap with each other. Students may encounter a theorist such as Judith Butler more than once in their undergraduate years, but they are less likely than they were ten years ago of being assigned the same books and articles in different Gender Studies classes.

One area in which some students have been less than totally satisfied is independent and directed study. One such alumna reports receiving very little by way of guidance from the professor with whom she was taking her independent study. "It was a missed opportunity," she observes, "to expose me to research methods and conventions." Overall, though, Gender Studies classes provide students with something like the experience they might have

at a small liberal arts college.

II. A Brief History of Gender Studies

The Gender Studies Program took shape in the mid-1970s when a group of feminist scholars came together to form the Program for the Study of Women and Men in Society, or SWMS. In its first decade, the SWMS faculty included such internationally recognized scholars as Lois Banner, Carol Nagy Jacklin, and Barrie Thorne. SWMS received considerable attention in 1984 when Barbra Streisand endowed what is now known as the Barbra Streisand Chair in Contemporary Gender Studies. The chair has been held by Barrie Thorne, Judith Stacey, Sharon Hays, and Alice Echols, its current holder.

In its early years SWMS expanded largely through searches in other departments. During its first 30 years, between 1975 and 2005, the program was only twice given a line search, which resulted in the 50% appointments of Messner and Tongson, who were tenured in 2002 and 2010 respectively. In this period all but six jointly appointed faculty arrived in the Program through searches in established departments…searches in which SWMS played no role. Beginning in 2003 that shifted somewhat as a result of the College's Senior Hiring Initiative, an effort to lift the College into the ranks of the country's leading liberal arts institutions. The Gender Studies Program, as it was now called, worked with established departments—particularly English and Sociology—and hired six jointly appointed faculty members whose scholarship reflected more recent developments in the growing field of Gender Studies.

This brief period of growth, which came to an end in 2005, was in many ways productive. New faculty members introduced classes in theory, cultural studies, and gender and technology. There was a palpable energy in the Program that was reflected in faculty numbers. In 2005-2006, the Gender Studies Program boasted a total of 17 jointly appointed TT faculty and 2 part-time RTPC (research, teaching, practice, clinical—positions that are not tenure-track) faculty. However, as happened in some other units in the College, expansion also brought conflict, particularly about the best path forward, intellectually. Gender Studies weathered this period better than some other units. Still, by 2011-2012 the

number of Gender Studies faculty stood at 11 jointly appointed TT faculty and four part time RTPC faculty. Today, those numbers are 11 jointly appointed TT, two fulltime RTPC, and five part-time RTPC. When one digs a bit deeper one finds that because most of our current joint appointments are at only 25% our FTE stands at a sobering 3.25. In 2006, eleven years ago, that figure stood at what now seems a robust number: 5.5.

As these numbers demonstrate, in the past five years Gender Studies has increasingly relied upon RTPC faculty. In recent years, many units in Dornsife have come to lean more heavily on RTPC faculty for their teaching. To some extent this is attributable to the College's non replacement policy, whereby faculty when they retire or resign to take a position elsewhere are not replaced. (Our new dean Amber Miller overturned the policy this fall.) Since 2013 Gender Studies has been hit with a total of seven faculty retirements and resignations. Moreover, three of those now departed faculty members held 50% appointments.

However, the decline in our numbers does not stem entirely from retirements and resignations and the College's non-replacement policy. Other factors include the end in 2006 of the Senior Hiring Initiative, after which hiring became focused on junior faculty. Around this time the deans instituted a new policy banning all joint appointments at the junior level, on the sensible grounds that dual appointments disadvantaged junior faculty. However, this move has had an especially deleterious effect on programs. One limp measure that was put forward to help programs was to allow junior faculty members to enjoy "affiliate" status in a program with a 0% appointment. We have had several such 0% appointments. In 2011, our then-dean tweaked this formula by mandating that a new hire, a junior faculty member with a specialty in gender, teach one Gender Studies class each year. This turned out to be a one-off that has never since been replicated. In the recent past, five or six faculty members have held such affiliate appointments with Gender Studies. However, in practice this mechanism, whereby affiliate faculty, once tenured, hold meaningful appointments in Gender Studies, thereby replenishing our program's ranks, has been a failure. The majority of our affiliate faculty are either no longer with the university or will no longer be tenure-track faculty members at the end of the 2017-2018 academic year.

Meanwhile, there has also been a discernible shift whereby faculty members re-upping or joining us for the first time have increasingly chosen 25% appointments rather than 50% appointments. Conversations with faculty suggest multiple reasons for their decision to limit their involvement. Many hold positions of heightened responsibility in their home departments, sometimes as directors of undergraduate or graduate studies. Those from the professional schools report finding it more difficult to hold joint appointments in Dornsife as our deans increasingly have insisted they teach core Gender Studies classes rather than the cross-listed classes they normally taught.

However, some faculty members attribute their limited or scaled-back involvement to the College's lack of investment in the Program, and they point to the fact that Gender Studies has not had a search in which we played a meaningful role since 2003 when Tongson was hired with a joint appointment in Gender Studies and English. "Why should I invest in a program in which the College apparently has so little investment?" as one faculty member recently put it when characterizing her decision to move a part of her line elsewhere.

III. Curriculum

A. How does the number of courses/units required for the degree program fit with your vision of student outcomes?

Candidates for the Bachelor of Arts in Gender Studies must complete the General Education, language, diversity, and writing requirements of the Dornsife College of Letters, Arts, and Sciences. Of the 128 units they must complete, the Gender Studies major consists of 36 units, or nine classes. These nine classes must include one lower-division class, three required upper-division classes, and five upper-division electives drawn from both Gender Studies classes and cross-listed classes that count for credit. Our program is especially attractive for students wishing to double major, and each year we have a significant number who do. We also offer three minors, all of which require five classes or 20 units of coursework. First there is our longstanding Gender Studies minor with the following

requirements: one lower-division course, two required upper-division classes, and two electives drawn from GS and cross-listed classes. Beginning AY 2016-2017, we began offering a minor in Gender and Social Justice, with the following requirements: one lower division course, one required upper-division class—the gateway to the minor, and three upper-division electives drawn from GS and cross-listed classes. Finally, beginning in 2015 we also began offering a minor in LGBTQ Studies, with the following requirements: one lower-division course, one required upper-division class—the gateway to the minor, and three upper-division electives drawn from GS and cross-listed classes. We believe that the requirements for our majors and minors are sufficient to educate undergraduates in Gender Studies. We do not feel that they constitute an undue burden.

In the past, students sometimes complained that there were too many cross-listed classes and not enough Gender Studies classes some semesters. However, since we began growing our curriculum a decade ago and started to offer Gender Conflict across Cultural Contexts, Introduction to LGBTQ Studies, Gender and Social Justice, U.S. Gay & Lesbian History, Queer Los Angeles, and Transgender Studies, we stopped hearing those complaints. In Fall 2017 we will begin offering another 300-level class, Gender and Creative Labor.

Even with an expanded undergraduate curriculum our numbers are strong, especially strong for a Humanities unit. Our 300- and 400-level classes are capped at 19, and in Spring 2017, three of seven such classes were completely full, and another had 18 students. Our three other classes averaged 14. This is in a semester when there are ten cross-listed Gender Studies classes.

Over the years the faculty has discussed the advisability of having three of our introductory level lower-division classes (and even one version of the required 300-level class, Feminist Theory: An Introduction) as GE classes. Can we really offer sufficiently rigorous and sophisticated versions of Gender Studies in a GE context? This will likely remain a topic for discussion.

<u>Other Curricular Concerns</u>

Many Dornsife departments and programs have found themselves fending off incursions from professional schools muscling into our intellectual territory. This has not been a problem for Gender Studies, although we recognize that it has been a problem elsewhere. However, we do face significant challenges from within Dornsife. Our problems stem from 2013 when American Studies and Ethnicity (ASE) created a new strategic plan following the department's 2012 academic review. In its new strategic plan, ASE identified gender & sexuality one of its four key nodes… in research, graduate training and undergraduate education. The Dean's Office and the Provost's Office subsequently signed off on this. Intellectually, this move was understandable in that many American Studies/Ethnic Studies programs, following the field of Gender/Women's Studies, have embraced intersectionality.

We have no reason to think that ASE's expansion into our territory was prompted by anything other than a desire to see the department better reflect an increasingly intersectional field. However, we were never consulted about this shift. Nor was the chair of Gender Studies ever consulted during ASE's 2012 academic review. It is the norm, as we understand it, that when departments share faculty—and this was the case with ASE—that they are consulted during an academic review. This omission was especially regrettable since Gender Studies and ASE had a strong tradition of joint events and co-sponsorships of events.

We felt the effects of ASE's new mandate immediately. In September 2013, ASE submitted to the College Curriculum Committee syllabi for classes similar to our own. Twice now, ASE's Sex in America has gone head-to-head with our Studies in Gender and Sexuality, with the result that both have under-enrolled. As conceived, these were similar classes because Jack Halberstam (ASE, Comparative Literature and Gender Studies) developed the syllabus for our SWMS 212 and helped develop and taught ASE 111. Fall 2017 finds the two units once again competing for students.

IV. Teaching

A. What is the ratio of RTPC faculty to tenure-track and tenured faculty in the major and minor courses,

and what is the rationale for this in terms of achieving the outcomes for the program?

During the 2016-2017 academic year, Gender Studies has a total of 8 RTPC faculty members and 11 part-time TT faculty members. This is an 8/11 ratio, which begins to look even more serious when one considers that two of our RTPC faculty have full-time appointments in Gender Studies whereas of our 11 TT faculty, eight hold 25% appointments, and only three have 50% appointments. The ratio of RTPC faculty to TT faculty has grown significantly over the past 12 years. However, it has accelerated as we have lost faculty to retirement and resignation, and as a result of our decision to develop two new minors, offer more innovative classes, and nearly double our commitment to GE. Currently, Karina Eileraas and Heather Berg are our two full-time RTPC faculty. Over the past three years, other RTPC faculty—Diana Blaine, Christopher Freeman, Joseph Hawkins, Arunima Paul, Attia Satar, and Jeff Solomon—have been "borrowed" from the Writing Program, the English Department, and the ONE Archives/USC Libraries.

B. What are the issues related to the quality of teaching in this program as reflected in the University's evaluations and in any other methods of teaching/learning evaluation use in this program?

Ever since the University moved to electronic course evaluations the rate of return has been less than optimal. However, our evaluations have remained impressively high, particularly for instructors. Between Fall 2004 and Fall 2016 our average instructor rating was 4.49, and our average course rating was 4.31. During the past 3-year period, and even with electronic evaluations, those rates are still strong at 4.40 and 4.13.

C. What is your unit's program for continual training of teaching assistants who have taught or assisted in teaching courses for this program?

A variety of Dornsife Humanities departments offer a two-unit practicum to second-year graduate students in the first semester that they work as TAs at USC. Gender Studies typically employs only three teaching assistants each year; therefore, we do not offer a practicum, although the Chair of Gender Studies did develop a syllabus geared for Gender Studies teaching assistants. (See Appendix XX.) Since the practicum was put into effect, our

students have taken this class with professors in English, Art History, Sociology, and American Studies and Ethnicity. Graduate student teaching assistants are also encouraged to participate in workshops offered by USC's Center for Excellence in Teaching.

At the beginning of the semester faculty typically meet with their teaching assistants in order to review how the course is structured and to address their concerns, particularly about handling student complaints. Only some faculty members hold weekly meetings with teaching assistants to go over that week's lectures and reading assignments and how best to structure a successful discussion session. Others make themselves available each week for such meetings with TAs. Often teaching assistants are also given the opportunity to lecture, and professors provide them with substantial feedback on their lectures and style of lecturing. Typically, faculty members meet with TAs to "norm" students' essays. They also send their teaching assistants drafts of essay prompts and exams, both to get their feedback and to include them in the process of drafting exam questions. Finally, they mentor TAs throughout the semester as they field queries from their TAs all semester about how to best respond to students. Still, if we continue to rely upon teaching assistants, an increasingly scarce resource at USC, we need to establish best practices to ensure they are being properly supervised and mentored.

D. What technology-enhanced and other innovative educational practices are there in the courses for this degree program?

Many Gender Studies professors use PowerPoint presentations, film and video clips, and podcasts in their classrooms. Indeed, especially in our introductory classes, many professors foreground the visual in order to stimulate discussion about gender representations in the media. Our professors often bring in guest speakers. Sherry Velasco reports great success with guest lecturer transgender writer Emerson Whitney, who unsettles easy assumptions about gender, and filmmaker Jonathan Skurnik, the director of the Youth & Gender Media Project. On several occasions Diana Blaine has invited into her classroom Shereen Sabet, an Egyptian-born U.S. citizen who chooses to cover as a sign of her faith. As an American and a woman of science from a secular family, she offers a unique perspective on what wearing

the hijab means, and students find her presentation both moving and mind-changing. After a screening of the documentary *Tab Hunter Confidential* for Queer Los Angeles (SWMS 425), Chris Freeman Skyped in the gay movie star Hunter himself to discuss 1950s and 1960s Los Angeles and the capacious Hollywood closet. He also arranged for Don Norman, an 80-year old African-American gay man who appears in the documentary about gay LA, *On These Shoulders We Stand*, to speak to his class. Freeman reports that he routinely has transgender lawyer Mia Yamamoto and Pat Alderete, a gender-non-conforming Chicana writer, appear in SWMS 355, Transgender Studies. This fall he arranged for his SWMS 306 students to attend a screening of *Moonlight*.

In her Gender and Social Justice class, Heather Berg gave students an op-ed assignment, which led some students to begin to share their writing with a broader audience. Berg is currently working with one such student who is submitting an essay to a *New York Times* writing contest. Joseph Boone tends to teach through the Socratic method rather than through lecturing. He describes his methods as more traditional, but in his Fall 2016 senior seminar, which was focused on gender in the U.S. presidential campaign, Boone did arrange for the prize-wining poet (and USC colleague) Carol Muske-Dukes to visit his class and discuss her play about the famous 19th-century feminist (and Presidential candidate) Victoria Woodhull. During that class Boone had several students act out roles in the play.

Professor Ange-Marie Hancock has had great success with class-wide projects that span the semester. In Sex, Power, and Politics, a Political Science class cross-listed with Gender Studies, she focused on campus sexual assault as an ongoing case study through which to teach students about sex, power and politics. The class featured a remarkably diverse cross section of the university: about 20% athletes, 20% transfer students, and 20% members of Greek Life, with similar distributions across races and ethnicities and year in school. This experiment produced several student-generated recommendations for the University which were implemented by our central administration, including an online course required of all first-year students that update them on changes to California consent laws and a required syllabus statement on student conduct approved and sent out by then-Provost Garrett. This was a class that had a significant impact on students *and* the University.

Joseph Hawkins, the Director of the ONE Archives at USC and an RTPC faculty member in Gender Studies and Anthropology, taught our Senior Seminar in Fall 2015. Hawkins, who is writing a book about the overlapping worlds of queerness and science fiction in the U.S., taught the class at the ONE—just blocks from campus—where students conducted research on post-war science-fiction fandom and how it helped to spark gay consciousness and even the gay rights movement. Hawkins submitted a panel proposal to the Southwest popular/American Culture Association (SWPAC), which was accepted. The subsequent panel (with Gender Studies students Chris Cervantes and Sareen Palassian) was a big success. Gender Studies made this possible by funding the students' travel. These opportunities are crucial to students' professionalization and self-image, and as a program we need to commit ourselves to making this happen more often.

Over the past three years we have offered one Maymester class, Tongson's Gender, Sexuality and Food Cultures in the U.S. Students meet with guest scholars, writers, scientists, and chefs who are a part of our regional food scene. They also take field trips to the Women's Center for Creative Work, Alice Waters' Edible Schoolyard in Berkeley, and the USC Wrigley Institute for Marine Studies, and visit restaurants and kitchens across the region.

Several of our faculty members have also participated in SOAR and SURF/SHURE research programs. For example, Professor of Teaching Diana Blaine has used URAP (Undergraduate Research Associates Program) funds to work with undergraduates on a number of projects. Like Hawkins, she has taken students to conferences and mentored them through the process of writing and presenting a paper.

V. Learning

A. How does the student quality, both at admissions to USC and at admission into your program, affect the way that you deliver your degree program?

Faculty report that their finest Gender Studies students are among the best they have ever taught at USC. Many faculty find that across the board our students are better than average, but this it is not a unanimous opinion. One faculty member reports that his English Department students generally out-perform those he has taught in Gender Studies.

B. How does the financial aid status of the students in this program affect the way you deliver your degree program? How does your program serve first-generation students and lower-income level students?

First of all, anything we say here is partial and based on anecdotal evidence because we were not provided with data to assess the demographics of our majors and minors. We also were not given data pertaining to the "retention and graduation rate" of our students.

That said, we have undergraduates who are first-generation college students with limited financial resources. We are always alert to the presumptions that more comfortably situated students may bring to our classrooms. In our classes and in the lectures organized through our research arm, the Center for Feminist Research, we make a point of addressing issues of economic inequality. Beyond that, some professors are also careful to make sure students have access to library copies of required books.

C. What initiatives or special programming do you have to integrate international students into your program?

We do not currently have any initiatives that target international students. However, the Chair, who also serves as the DUS, is available to all our students, as is the Gender Studies Student Services Advisor, Jeanne Weiss.

D. How do you address the various learning styles and goals of your students?

Gender Studies classes—even our big lecture classes—include a discussion component in order to encourage more active learning. They also often feature in-class individual presentations. We generally offer hands-on teaching when it comes to their papers and

exams. We meet with many students individually in order to teach them the mechanics of exam-taking and paper-writing.

E. How do you inform students of the vision for this degree program and how do you reinforce this message?

Faculty members communicate the program's vision and goals for its students through the many classes we teach and through the ongoing efforts of our superlative academic advisor, Jeanne Weiss, who spends endless hours advising our undergraduates. Jeanne Weiss works hard to try to create a greater sense of community among our undergraduates. One such method that worked well at first was a weekly departmental tea.

That said, more work needs to be done to communicate our vision to our students and to prospective majors and minors. We need to have designed three new and up-to-date brochures—one about our Genders Studies major, another about the LGBTQ minor, and the third one about our Gender & Social Justice minor. As for existing students, the Gender Studies Chair and Jeanne Weiss, our Student Services Advisor, have discussed sending out a newsletter twice a year to all our majors and minors.

F. How do the retention and graduation rate and the surveys of students enrolled in this degree program reflect successes and failures of the above strategies at various points in your students' progress to degree?

We do not have the hard data that would enable us to answer this question definitively, but for the most part our undergraduates appear to move through the program more than adequately. Sometimes we do have problem students, and we work especially hard to do our best to ensure that they get through our program. The lion's share of this work lands on the shoulders of Jeanne Weiss, who has real rapport with our students and knows the ins-and outs of curriculum like few others at USC.

VI. Academic Advising

A. What is the role of the faculty Director of Undergraduate Studies and how do they fulfill this function?

The Chair also acts as our Director of Undergraduate Studies. Tasks include:

- Initiating new course proposals and revising course proposals
- Reviewing the program's curriculum
- Meeting with Associate Deans Jane Cody and Richard Fliegel about GS course offerings
- Attending annual Staffing & Scheduling meetings
- Attending each semester's meetings with the Vice Dean of Undergraduate Studies
- Evaluating student and faculty requests for student activities
- Creating learning objectives for our webpage and syllabi

B. What is the role of the staff undergraduate advisor?

Jeanne Weiss is our in-house undergraduate (and graduate) advisor. She is invaluable, and her tasks include:

- Providing academic advising for undergraduate students. She advises students on matters such as curriculum, course selection, transfer credits, degree requirements, and degree related opportunities, including study abroad, internships, and research.
- Enabling the retention and graduation of our majors through skillful advisement strategies
- Monitoring student performance, degree progress, and student records
- Preparing, with the Chair, yearly teaching plans
- Participating in our yearly Staffing & Scheduling meetings
- Encouraging community among our majors and minors, through regular teas
- Working with at-risk students
- Participating in Dornsife Admission programs and University Orientation programs—admitted students and welcome events
- Providing program-related reports on retention and graduation
- Maintaining professional knowledge through participating in associations, committees, workshops, and other ways of networking
- Developing and maintaining relationships with faculty, administrators and staff
- Attending program meetings

- Representing the program at all new student-related events
- Staying informed about the curriculum, course offerings, and program-related opportunities
- Coordinating academic and co-curricular programs
- Organizing our yearly graduation luncheon for graduating seniors, their parents, and their friends at Commencement

C. What initiatives do you have to assist minority and first-generation students? How successful are they?

We do have first-generation and minority students, and we would appreciate being made aware of any such initiatives to assist these students beyond what we do in our curriculum.

We currently have one major, Sean Scantlebury in the Posse program, a program in which USC no longer participates. One fairly recent graduate, Val Valdovinos, first encountered Gender Studies through RTPC faculty member Diana Blaine, who led a micro-seminar in Gender Studies for students in USC's Summer Bridge program. He reports that the program was a terrific aid to him and that Blaine eviscerated the gender binary in ways he found intellectually thrilling. He soon declared himself a Gender Studies major. He ended up graduating as a triple major with BAs in Sociology and French, as well.

D. What initiatives do you have to improve student satisfaction with this degree program (retention and timely graduation)?

Our Student Services Advisor, Jeanne Weiss, tries to ensure that students are satisfied and that they are on schedule to graduate in a timely fashion. The Chair also meets with students to advise them about which courses and faculty might work best with their research interests and long-term career goals.

VII. Co-Curricular Support

A. What student organizations and annual events are sponsored by your department? There was a

Gender Studies student group, but it stopped functioning a very long time ago.

The Center for Feminist Research (CFR) is the research arm of the Gender Studies Program. Over the years it has organized and funded yearlong seminars for faculty and graduate students on particular topics and subjects. However, its bread-and-butter work is programming—the programming of lectures, symposia, and conferences. Some of these events are meant to appeal to undergraduates. One recent example is Occidental College Sociologist Lisa Wade who drew 75 students to an evening lecture about her new book, *American Hookup: The New Culture of Sex on Campus*. Last spring another talk, "Adolescent Boys, Embodied Masculinities/Sexualities, and Sexual Violence" attracted 60 undergraduates. Our students asked the presenter, James Metterschmidt (Gender Studies/Sociology University of Southern Maine), some very smart questions in the Q&A. From 2012 through 2015 Gender Studies Chair Alice Echols organized a Streisand Lecture Series that often drew 75 undergraduates, as well as Streisand herself on one occasion. (See Appendix XX.) Very often the Chair will ask professors to provide undergraduates with extra credit if they attend a CFR lecture and compose a response to it.

B. What opportunities for student research with tenure track, tenured and research appointments do you provide?

The Student Opportunities for Academic Research (SOAR) program funds Dornsife undergraduates to participate as a research assistant in a faculty member's project. The purpose of SOAR is to connect students with faculty members and their research; it allows all students to be mentored one-on-one by USC faculty, and it introduces students early in their academic careers to the process of serious scholarly inquiry.

The Summer Undergraduate Research Fund (SURF) and the Summer Humanities

Undergraduate Research Experience (SHURE) support Dornsife undergraduates interested in conducting research with faculty members, both on- and off-campus during the summer semester. Any student in good standing with at least one Dornsife major may apply for a research stipend of up to $3,000 to provide support for working on a faculty member's research with that faculty member. The stipend may be used to pay for travel, equipment, living expenses, fees, and other costs related to the research project.

Gender Studies faculty have taken part in SURF/SHURE and SOAR. Five years ago, Professor Michael Messner (Sociology/Gender Studies) received SOAR funds that enabled an undergraduate to work with him on his study, "Gender in Televised Sports." Thus far, however, RTPC faculty members have made greater use of these programs than TT faculty. During the summer of 2014 Professor of Teaching Diana Blaine used funds from the Undergraduate Research Associates Program (URAP) so that our Gender Studies major Monica Ramsy could assist her on her book project about the commodification of the female body, *Fatal Fantasies*. Currently, Blaine has applied for SHURE funds so that another of her undergraduates can assist her this summer on her research project, "Gendered Representations of Death in the Media." This is an area in which TT Gender Studies faculty can and should more fully participate.

C. What other academic activities or events are sponsored at least annually by the department?

Through lectures, symposia and conferences organized by the Center for Feminist Research, our undergraduates are exposed to gender studies scholars both here and at other academic institutions. Many of these talks are well attended by undergraduates. Additionally, several of our faculty members have been involved in USC's Visions and Voices, an ambitious initiative to bring arts and humanities events to our community. For example, in November 2016 Professors Jack Halberstam (now at Columbia University) and Karen Tongson organized "The Trans/Gender Tipping Point? Representing Gender Variance from *Tangerine* to *Transparent*." Additionally, the Kerckhoff Prize is an annual competition for the best undergraduate and graduate papers related to gender. Undergraduate prizewinners receive a $100 gift card for use at the USC Bookstore.

D. What overseas study and research opportunities are sponsored by your program?

Approximately 25% of our majors and minors participate in Overseas Studies programs that are facilitated by the Dornsife Overseas Studies office. Both the Chair and the Student Services Advisor work together to ensure that courses taken overseas count for credit as Gender Studies units.

E. What initiatives do you have to integrate international students into the life of your program?

We currently have no such programs. However, Professor of Teaching Heather Berg reports that she has been involved with USC's IDEAS student group, which advocates for undocumented students. She has also been involved in programming through the Norman Topping Student Aid Fund, which serves primarily first generation students from low income families in the Los Angeles area.

From 2012 through 2014, the Center for Feminist Research's Mellon Postdoctoral Fellow, Chaitanya Lakkimsetti, taught classes for Gender Studies that were admirably global in reach, and this attracted some international students. (She now has a TT job at Texas A&M, in part of as a result of our mentoring.) Lectures, such as one about young women in rural Malawi, given by USC Sociologist Emily Smith-Greenaway, attract international students.

F. What career counseling is provided by the program?

Faculty members routinely provide informal counseling about graduate and professional schools and offer career counseling more generally. However, we should also be encouraging our graduates to sign up with the USC Career Center so that current students can reach out to them.

VIII. Program Outcomes

A. How do you assess student satisfaction with the program?

Currently, we do so informally. However, we plan to borrow from departments that have adopted among their best practices "entrance and exit interviews"—done through questionnaires—with our majors. We will begin working on this during the summer of 2017.

B. What are your graduates doing immediately after graduation and again after five years of graduating?

Professors report that a number of our graduates are enrolled in PhD programs. Others are working as researchers, lawyers, social workers, teachers, doctors, writers, financiers, actors, journalists, and professors. We have provided a list of alumnae and their current employment or educational circumstances in Appendix XX.

IX. Plans for the Future

◆ First and foremost, Gender Studies wants to open a conversation with the deans about becoming a department. (We understand that ultimately this is a Provostial decision.) Being a department would permit us to grow our much-diminished TT faculty, which is crucial in going forward and making ours one of the leading undergraduate programs in the country. (Departmental status is also necessary if our graduate certificate program is to remain useful and desirable to graduate students.) Because the process of departmentalization will not happen overnight, we would prioritize hiring in those areas unrepresented in traditional departments. The need to do so was brought home to us recently when the search for the Erburu Chair in International Relations—a search in which gender was one of two areas prioritized and where one of our own faculty members was a search committee member—resulted in a finalists' list that included zero gender-oriented scholars, a decision made over our representative's objection. However, given that resources are limited, we need to also pursue joint appointments in those departments where we enjoy collegial relations and where gender is understood to be a crucial category of analysis. Doing so at the junior level, where most of the hiring in Dornsife is happening, requires re-thinking or revising the ban on junior joint appointments. Could jointly appointed junior faculty have a 2-1 teaching schedule during their probationary period, as is done, for example, at Wake Forest

University? Or is there another mechanism we could utilize?

◆ Provide better mentoring for our undergraduates by assigning faculty advisors who will remain their advisors during their full four years

◆ Initiate entrance and exit interviews with our majors

◆ Organize an annual event with our alumnae for the benefit of our majors and minors

◆ Develop another Maymester class and a Problems Without Passports class ◆ Initiate a process whereby we ensure as little duplication as possible in our courses ◆ Develop a course about gender and popular culture that would draw on our faculty's expertise and likely prove popular with undergraduates

◆ Explore the possibility of adding an internship to the minor in Gender and Social Justice

◆ Given the difficulty of finding suitable graduate students to serve as TAs (the result of the scaling back of graduate programs) and growing student complaints about TAs, we need to either provide greater supervision or consider moving to a model where our RTPC faculty teach both the lecture and the discussion sections of our large GE classes. This is currently being done in SWMS 215 and SWMS 301, and it may be a better model going forward.

◆ Evaluating our SWMS 311 internship class to consider whether the required internship hours should be cut back so students could have a classroom experience as well

◆ establishing a new small introductory class for majors or a section each semester of such a class whose enrollment is limited to majors and minors?

APPENDICES

Gender Studies Course Enrollment Fall 2013 - Spring 2016

Fall 2013			
Course #		Enrollment	Course Title
SWMS	140g	142	Contemporary Moral and Social Issues
SWMS	210gm	146	Social Issues in Gender
SWMS	301m	16	Introduction to Feminist Theory and the Women's and Men's Movements
SWMS	355	21	Transgender Studies
SWMS	384m	23	Gender, Social Inequality, and Social Justice
SWMS	410	12	Senior Seminar in Gender Studies

Spring 2014			
Course #		Enrollment	Course Title
Course number		Registered	Course title
SWMS	215g	88	Gender Conflict in Cultural Contexts
SWMS	225	22	Gender, Sex, and Science: A Gender Studies Approach
SWMS	301m	25	Introduction to Feminist Theory and the Women's and Men's Movements
SWMS	358	19	U.S. Gay and Lesbian History
SWMS	385m	22	Men and Masculinity
SWMS	499	3	Special Topics: Food Culture and Food Politics in the Land of Plenty

Fall 2014			
Course #		Enrollment	Course Title
SWMS	215g	147	Gender Conflict in Cultural Contexts
SWMS	301m	24	Introduction to Feminist Theory and the Women's and Men's Movements
SWMS	355	19	Transgender Studies
SWMS	358	8	U.S. Gay and Lesbian History
SWMS	384m	15	Gender, Social Inequality, and Social Justice

Spring 2015			
Course #		Enrollment	Course Title
SWMS	210gm	145	Social Issues in Gender
SWMS	225	11	Gender, Sex, and Science: A Gender Studies Approach
SWMS	301m	24	Introduction to Feminist Theory and the Women's and Men's Movements

SWMS	385m	16	Men and Masculinity
SWMS	425	25	Queer Los Angeles
SWMS	499	11	Special Topics: Food Culture and Food Politics in the Land of Plenty

Fall 2015			
Course #		Enrollment	Course Title
SWMS	215gp	146	Gender Conflict across Cultural Contexts
SWMS	301gm	68	Feminist Theory: an Introduction
SWMS	306	19	Introduction to LGBTQ Studies
SWMS	385m	16	Men and Masculinity
SWMS	410	13	Senior Seminar in Gender Studies

Spring 2016			
Course #		Enrollment	Course Title
SWMS	212g	34	Studies in Gender and Sexuality: An Introduction
SWMS	301gm	102	Feminist Theory: an Introduction
SWMS	306	19	Introduction to LGBTQ Studies
SWMS	336	18	Health, Gender and Ethnicity
SWMS	349	15	Women and the Law
SWMS	355	19	Transgender Studies
SWMS	358	4	U.S. Gay and Lesbian History
SWMS	389	7	Gender, Sexuality and Food Cultures in the U.S.

Grade Distribution for Gender Studies Fall 2013 - Spring 2016

Fall 2013			
Course #		Course GPA	Avg Student GPA
SWMS	210gm	3.48	3.29
SWMS	301m	3.65	3.51
SWMS	355	3.72	3.36
SWMS	384m	3.62	3.26
SWMS	410	3.75	3.32

Spring 2014			
Course #		Course GPA	Avg Student GPA
SWMS	215g	3.42	3.18
SWMS	225	3.03	3.06
SWMS	301m	3.33	3.35
SWMS	358	3.16	3.17
SWMS	385m	3.48	3.19
SWMS	499	3.9	3.37

Fall 2014			
Course #		Course GPA	Avg Student GPA
SWMS	215g	3.35	3.25
SWMS	301m	3.4	3.25
SWMS	355	3.79	3.37
SWMS	358	2.95	2.91
SWMS	384m	3.56	2.83
SWMS	410	3.93	3.32

Spring 2015			
Course #		Course GPA	Avg Student GPA
SWMS	210gm	3.56	3.29
SWMS	225	2.79	3.09
SWMS	301m	3.63	3.43
SWMS	385m	3.61	3.18
SWMS	425	3.89	3.36
SWMS	499	3.94	3.37

Fall 2015			
Course #		Course GPA	Avg Student GPA
SWMS	215gp	3.28	3.33

SWMS	301gm	3.63	3.32
SWMS	306	3.85	3.08
SWMS	385m	3.54	2.99
SWMS	410	3.45	3.36

Spring 2016			
Course #		Course GPA	Avg Student GPA
SWMS	212g	3.17	3.32
SWMS	301gm	3.61	3.32
SWMS	306	3.34	3.35
SWMS	336	3.45	3.33
SWMS	349	3.63	3.52
SWMS	355	3.91	3.43
SWMS	358	3.33	3.46
SWMS	389	3.88	3.37

HIGH SCHOOL GPA AND SAT

MAJOR	Column 1	SAT_V	SAT_M	SAT_W	SAT_COMP	ACT_E	ACT_M	ACT_S	ACT_N	ACT_COMP	HS_GPA
GS	20133										
GS	20133					33	33	34	27	32	3.78
GS	20133	580	610	510	1700						
GS	20133	660	800	700	2160						
GS	20133										
GS	20141										
GS	20143										
GS	20143	800	690	770	2260						3.47
GS	20143	510	500	550	1560	23	24	25	20	23	3.39
GS	20143	760	630	670	2060						4
GS	20143	570	530	600	1700	21	18	23	14	19	3.43
GS	20143										
GS	20143	730	740	800	2270						3.5
GS	20143	690	770	700	2160						3.67
GS	20143	490	540	640	1670						2.9
GS	20143	670	640	640	1950						3.77
GS	20143	630	740	730	2100						3.81
GS	20143	500	500	540	1540	23	23	19	20	21	2.42
GS	20151	680	640	700	2020						3.21
GS	20151	630	590	580	1800	31	24	27	24	27	3.14
GS	20151	670	660	640	1970	33	31	33	26	31	3.75
GS	20153	690	700	710	2100						3.57
GS	20153	640	640	750	2030						3.77
GS	20153					27	32	27	28	29	
GS	20153	430	550	550	1530						3.02
GS	20153	620	520	620	1760						2.87
GS	20153	690	630	700	2020	34	28	33	29	31	3.97
GS	20153	670	750	760	2180						4
GS	20153					28	28	26	23	26	3.4
GS	20153	560	590	610	1760						
GS	20161					29	21	24	19	23	
GS	20161	620	520	620	1760						2.87

USC ADMISSION AVERAGES – 2013-2016

ADMIT_TERM	HSGPAAVG
20133	3.78
20141	NA
20143	3.44
20151	3.37
20153	3.51
20161	2.87
DORNSIFE FALL ADMITS	
2014	
Mean GPA	3.82
Middle 50% SAT Critical Reading	640-740
Middle 50% SAT Math	680-770
Middle 50% SAT Writing	670-770
Middle 50% SAT composite	2030-2250
Middle 50% ACT composite	30-34
2015	
Mean GPA	3.82
Middle 50% SAT Critical Reading	650-750
Middle 50% SAT Math	680-780
Middle 50% SAT Writing	670-770
Middle 50% SAT composite	2040-2260
Middle 50% ACT composite	31-34
2016	
Middle 50% GPA (un-weighted)	3.76-4.0
Middle 50% SAT Critical Reading	650-750
Middle 50% SAT Math	680-780
Middle 50% SAT Writing	670-770
Middle 50% SAT composite	2040-2270
Middle 50% ACT composite	31-34

INTERNATIONAL STUDENTS

MAJOR	ADMIT_TERM	PERM_RES
GS	20133	I
GS	20133	D
GS	20133	D
GS	20133	D
GS	20133	D
GS	20141	D
GS	20143	I
GS	20143	I
GS	20143	I
GS	20143	D
GS	20143	D
GS	20143	D
GS	20143	D
GS	20143	D
GS	20143	D
GS	20143	D
GS	20143	D
GS	20143	D
GS	20143	D
GS	20151	P
GS	20151	D
GS	20151	D
GS	20153	I
GS	20153	D
GS	20153	D
GS	20153	D
GS	20153	D
GS	20153	D
GS	20153	D
GS	20153	D
GS	20153	D
GS	20161	D
GS	20161	D

ADMIT_TERM	#_International_Students
20133	1
20141	0
20143	3
20151	0
20153	1
20161	0
DORNSIFE TOTALS	
2014	17%
2015	15%
2016	14%

UNDERREPRESENTED STUDENTS

MAJOR	ADMIT_TERM	IPEDS_ETH	STRING_ETH	DORNSIFE TOTALS
GS	20133	8	BW	2014
GS	20133	6	W	African American 7%
GS	20133	2	CA	Latino / Hispanic 13%
GS	20133	5	AC	Native American / Pacific Islander 2%
GS	20133	6	T	Asian / Asian American 20%
GS	20141	6	W	Caucasian 40%
GS	20143	5	W	2015
GS	20143	2	CA	African American 7%
GS	20143	6	W	Latino / Hispanic 13%
GS	20143	6	W	Native American / Pacific Islander 2%
GS	20143	3	LH	Asian / Asian American 22%
GS	20143	3	HM	Caucasian 40%
GS	20143	6	T	2016
GS	20143	5	CA	African American 5%
GS	20143	6	T	Latino / Hispanic 13%
GS	20143	2	CA	Native American / Pacific Islander <1%
GS	20143	5	CA	Asian / Asian American 20%
GS	20143	2	IA	White 41%
GS	20151	2	A	Multiple Ethnicities 6%
GS	20151	6	W	
GS	20151	6	W	
GS	20153	6	W	
GS	20153	6	T	
GS	20153	2	KA	
GS	20153	6	T	
GS	20153	6	T	
GS	20153	3	SHW	
GS	20153	5	IA	
GS	20153	6	T	
GS	20153	6	W	
GS	20161	6	T	
GS	20161	6	T	

Number of NTT and TT Faculty - 3 Years Gender Studies											
Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT	TT	NTT
5	1	5	2	2	4	4	3	3	4	4	4

SWMS Instructor Evaluations Fall 2013 - Spring 2016

Faculty Evaluation

Fall 2013

Course Number	Section	Instructor	Instructor Evaluation	Course Evaluation
210	34900	Vanessa Dawn Carlisle	4.52	4.28
	34900	Gina Marie Conti	3.94	4.28
	34900	Judith Marion Halberstam	4.65	4.28
	34900	Caitlin E. Myers	4.8	4.28
301	34919	Lois W Banner	4.22	4
311	34923	Alice Echols	5	5
355	34935	Christopher Edward Freeman	4.87	4.8
384	34943	Chaitanya Lakkimsetti	4.33	4.17

Spring 2014

Course Number	Section	Instructor	Instructor Evaluation	Course Evaluation
215	34913	Joseph Hawkins	3.71	3.6
225	34915	Katie Hasson	4.87	4.53
301	34919	Diana Blaine	4.54	4.46
311	34923	Alice Echols	3	3
358	34938	Alice Echols	4.25	3.88
385	34947	Michael Messner	4.6	4.4

Fall 2014

Course Number	Section	Instructor	Instructor Evaluation	Course Evaluation
215	34913	Sherry Velasco	3.99	3.62
301	34919	Diana Blaine	4.4	4.4
311	34923	Sheila Briggs	3	1
355	34935	Christopher Freeman	4.69	4.81
358	34938	Allison Miller	4.83	4.67
384	34943	Joseph Hawkins	4.57	4.43
410	34951	Karina Eileraas	4.6	4.4

Spring 2015				
Course Number	**Section**	**Instructor**	**Instructor Evaluation**	**Course Evaluation**
210	34989	Tim Biblarz	4.71	4.71
	34900	Karen Tongson	3.73	3.48
225	34915	Katie Hasson	4.5	4.5
301	34919	Diana Blaine	4.67	4.6
311	34923	Sheila Briggs	5	5
385	34947	Joseph Hawkins	4.29	4
425	34960	Christopher Freeman	4.85	4.6

Fall 2015				
Course Number	**Section**	**Instructor**	**Instructor Evaluation**	**Course Evaluation**
215	34913	Sherry Velasco	3.69	3.01
301	34989	Diana Blaine	4.55	4.55
	34924	Karina Eileraas	4.35	4.45
306	34922	Christopher Freeman	4.81	4.69
311	34923	Alice Echols	3.5	3.5
385	34947	Joseph Hawkins	4.71	4.57
410	34951	Joseph Hawkins	4.5	4.63

Spring 2016				
Course Number	**Section**	**Instructor**	**Instructor Evaluation**	**Course Evaluation**
212	34902	Diana Blaine	4.67	4.19
301	34924	Karina Eileraas	4.37	3.97
	34919	Sunyoung Park	4.8	4.5
306	34922	Karen Tongson	3.64	3.36
311	34923	Alice Echols	4.5	4.5
336	34927	Atia Sattar	4.4	4.3
349	34931	Diana Williams	4.43	4.14
355	34935	Christopher Freeman	4.88	4.69
358	34938	Alice Echols	5	5
389	34949	Karen Tongson	5	5

University of Southern California
Gender Studies Program Review

Elizabeth A. Armstrong, James A. Schultz, and Brett Sheehan

Introduction

We begin by expressing our gratitude to all the people who assisted in planning, arranging, and managing our visit to USC to evaluate the Gender Studies Program. We know that we benefited from the work of people we did not have the chance to meet, and so we want to take this opportunity to thank everyone who participated in our visit. We very much appreciate the time and effort you committed to this project.

We were charged with assessing the undergraduate Gender Studies Program, and thus did not attend to the research profile of the faculty or the Graduate Certificate Program in Gender Studies.

Assessment

We were very impressed by what Gender Studies has accomplished. The undergraduate students with whom we met were passionate about the Major and the Minor. They raved about the courses, particularly those taught directly by the Gender Studies Program. We shared the students' enthusiasm after reviewing the excellent course syllabi and meeting with the instructional faculty. In the last few years the Gender Studies Program has developed new Minors in LGBTQ Studies and Gender and Social Justice, and is working on a program on Gender and Creative Labor. The Gender Studies program has retained majors and minors, even as numbers in the Dornsife College overall have declined. The program also makes strong contributions to the university's General Education (GE) program. Those with whom we spoke were very appreciative of the leadership of Alice Echols, who was described as "heroic in making things work," and excited about the new energy and vision of the incoming Chair, Ange-Marie Hancock Alfaro. We were especially struck with the esprit de corps of the unit. Everyone with whom we spoke expressed deep commitment to the endeavor—alongside shared frustration that the unit has been starved of resources in recent years.

Gender Studies currently exists in a tenuous position in the ecology of the Dornsife College. As a program (rather than a department), all faculty are jointly appointed and owe primary loyalty to another department, their tenure home. This arrangement was always precarious, but it was made more so by the decision some years ago restricting assistant professors from holding joint positions. This eliminated one of the few avenues through which Gender Studies could build its faculty. With joint searches off the table, Gender Studies became entirely dependent on the hiring decisions of other departments. According to the self-study, the last search in which Gender Studies played a meaningful role was 2003. This has both reduced the total number of faculty associated with the program and limited its ability to shape its curriculum.

Lacking the infusion of the energy of new faculty, the strain on existing faculty has led even devoted faculty to reduce their investments in the program. With Tongson moving a fraction of her line to ACE, Echols and Messner will be the only 50% faculty remaining in the program. In 2005-06 Gender Studies had a total of 17 jointly appointed tenure track faculty, with a total tenure-track FTE of 5.5. In 2016-2017, Gender Studies had just 11 part-time tenure-track faculty members, with a total tenure-track FTE of 3.25. The decline in the number of faculty, combined with the fact that many fractional appointments fulfill their obligation to Gender Studies with cross-listed courses, has made staffing core SWMS courses very difficult.

With no other way to maintain capacity, the Gender Studies Program has turned to hiring RTCP faculty. These faculty now do the bulk of the teaching for the unit. During the 2016-2017 academic year Gender Studies relied on 8 RTCP faculty for teaching, including two with full-time appointments in the program. In 2005-2006 there were only 2 part-time RTCP faculty members. Increased reliance on RTCP faculty has gradually reduced the fraction of SWMS courses taught by TT faculty, to the point that *no SWMS courses will be taught by TT faculty this upcoming fall*. Table 1 below tracks the decline over the past few years.

The administration and staffing of Gender Studies is similarly minimal. The Chair serves not only in that role but also as Director of Undergraduate Studies and Director of the Center for Feminist Research, and in addition must also supervise the undergraduate internship program as an uncompensated overload. The unit runs with just one staff person—Jeanne Weiss—in the role of Student Services Advisor. Over and over we heard that the unit would simply cease to function without the efforts of Jeanne Weiss.

Collectively, this state of affairs has serious consequences for undergraduate education. Students are acutely aware of the situation. Students complained about limited contact with tenure-line faculty members. Those interested in applying for graduate school worried that they would not be able to find tenure-track faculty members who knew them well enough to draft letters of recommendation. Some reported that they were not able to take advantage of undergraduate research opportunities, as the only faculty members they knew were newly hired lecturers and thus not able to sponsor the research. They worried that their instructors would not even be on campus next year. They reported difficulties planning their course schedules, as they experienced course offerings as too slim and too unpredictable. They complained, “you never know who is going to teach what” from semester to semester. They noted that the first few weeks of many of their courses were repetitive, as core terms in the field were defined anew each course, as there are no courses with prerequisites and minimal progression across the curriculum.

Undergraduates understood the lack of investment in Gender Studies as a statement about how the university values—or more accurately, does not value—the intellectual endeavor. They were surprisingly sensitive to the status of the unit as a “program” rather than a “department,” and viewed its status as reflecting the university’s view that the study of gender was not a worthy enterprise. They described to us “a general air of

precarity around the whole program." They astutely noted that, "there are so many passionate people, but they are restricted in what they can do."

Without substantial investments from Dornsife, Gender Studies will not be able to meaningfully improve the undergraduate experience. Indeed, as things now stand, faculty are spread so thin that they cannot invest the relatively small amounts of time necessary to address problems they themselves have identified in program coherence, the senior seminar, and the internship. More significant improvements are impossible because the program doesn't have the capacity to hire. Without the power to hire—or influence in the hiring decisions of other units—they can do nothing but hire RTCP to staff courses. They cannot respond to new intellectual currents in the field. The students are hungry for instruction addressing the complexities of gender in our globalizing and increasingly digital world. Gender Studies at USC is well positioned to move into leadership roles in these areas, but has not had the resources to move in these directions. Students seek more diversity in both the demography of the teaching faculty and the content of the curriculum with respect to race, nationality, gender identity, gender expression, sexuality, ability status, and other dimensions. Gender Studies faculty would relish the opportunity to address these student interests and concerns. Even where expertise is on hand on campus, the challenge of simply staffing classes and running the undergraduate program on a shoestring has impeded the ability to bring together and utilize existing expertise and resources.

Over the past decade, peer universities have invested in gender studies, even as USC has allowed its program to languish (see Table 2). At both the University of Michigan and UCLA (the universities we know best), Gender Studies has departmental status, runs tenure-track faculty searches, including for positions located fully in the department (100% FTE), and conducts tenure and promotion processes. UCLA's Gender Studies Department has 7 100% faculty and 6 50% faculty for a total of 13 faculty and 10 FTE. Next year they will hire 2 more 100% faculty, bringing the faculty up to 15, with 12 FTE. The Women's Studies Department at the University of Michigan has 4 100% faculty and 27 jointly appointed faculty, for a total faculty of 31, with an FTE of around 18.

Recommendations

1. We recommend that Gender Studies be granted departmental status.

Gender Studies has become an integral part of undergraduate education at US universities. A March 2017 *USA Today* article describes the nationwide surge in majors since 1990 and predicts continued growth of student interest.[1] This interest is not surprising, as gender, along with race, is highly salient in our world today. Providing the tools help students critically analyze the role of gender in all spheres of social life is a key component of a liberal arts education. Universities must have a vibrant undergraduate program in gender studies in order to considered among those colleges and universities providing high quality liberal arts education.

[1] http://college.usatoday.com/2017/03/05/womens-studies-popular/

Creating a stable platform to preserve and expand undergraduate programming in Gender Studies at USC requires the unit be granted departmental status. Granting Gender Studies departmental status is not a novel move in the national context. Many of the institutions with which USC likes to compare itself have Departments of Gender Studies (see Table 1 below). If USC wants to compete in this league, it has to step up to the plate. With strategic investment, USC can stabilize the program, improve its quality, and build its national reputation. The strength and collegiality of the existing faculty, the reputation of the program in the field, and its location in Los Angeles position the unit to build. The level of resources needed to secure the status of this program—and thus to enhance the status of the university more generally—is relatively small. Investment will communicate to students and other constituencies that the university is committed to gender studies and supports this academic enterprise.

2. We recommend investment of resources necessary to develop the Gender Studies Program into a functioning academic department. The list of items below should be taken as minimal starting points for investment, rather than as exhaustive.

A. Faculty and Instructional Staff

We recommend that Gender Studies be granted permission to hire *at minimum* three FTE over the next three academic job market cycles. At least two of these new faculty should be located 100% in the new Department of Gender Studies, with at least one of these individuals coming in with tenure. The other FTE could be filled by another 100% hire, or by two or more joint hires *initiated by Gender Studies* and conducted with cooperating units. Unless the policy on joint assistant professor hiring is changed by the College, joint hires would have to be at the tenured level. (We recommend that the College revisit this, as categorically forbidding joint hires jeopardizes the ability of the university to recruit scholars engaging in creative, boundary-spanning scholarship and teaching. Such a policy is crippling for disciplines, like Gender Studies, that were constituted as interdisciplinary endeavors.)

We recommend that the incoming Chair of Gender Studies endeavor to reenergize joint faculty who have long been involved in the unit and to recruit faculty from around campus with interests in gender or sexuality who have not previously been involved. With institutional investment, affiliating with Gender Studies may become more appealing to existing faculty and it may be possible to grow the unit from within the university. We encourage the College to work with the Chair to create incentives for faculty from around the university to invest energies in Gender Studies.

We recommend that Gender Studies gradually reduce its reliance on RTCP levels so that no more than half of all SWMS courses are offered by RTCP faculty. We also recommend that Gender Studies endeavor to promote lecturers into the teaching professorship track as expeditiously as possible in order to provide more security for RTCP faculty—and for the students who form relationships with these faculty. We recommend that Gender Studies encourage RTCP faculty members to engage in the

design of new courses and programs, and to teach in their areas of expertise. In some cases RTCP have been covering the sections for the lecture course they are teaching. In general it would be preferable to employ graduate student TAs to teach the sections, in order to leverage the expertise of RTCP faculty as instructors for other courses.

B. Space

The space is just barely adequate for the unit at its current size. The space consists of several offices housed in the midst of the English Department in Mark Taper Hall. The Student Services Advisor has an office, as does the administrative support person for the Center for Feminist Research. There is space for a receptionist, which is sometimes staffed by work study students. The Chair has an office, which has no window and is currently being shared with a RTCP lecturer. Other RTCP faculty share another office, which is also used to store departmental supplies (e.g., the beverages used for events).

Faculty members hired into the unit with 100% appointments will need offices in the department. If the university succeeds at recruiting mid-career faculty from other universities they would, of course, expect offices in the unit. We realize that space on campus is very tight and that real estate in Los Angeles is expensive. Nonetheless, Gender Studies needs several appealing faculty offices in addition to its current space. This would roughly double the space currently available to the unit.

C. Staffing

Everyone spoke extremely highly of Jeanne Weiss, the Student Services Advisor. As one individual said, “everyone depends on Jeanne for everything.” We, too, were impressed with her devotion to the students and to the unit. It is risky, though, for an organization to depend so heavily on one individual for its functioning. We recommend that the transformation of the unit be accompanied by appropriate growth in staff support, perhaps starting with the addition of one 50% staff person as administrative assistant to the Chair, with the responsibility of assisting with the faculty recruitment process over the next several years.

D. Governance

Currently the Chair also acts as the Director of Undergraduate Studies and as the Director of the Center for Feminist Research. We recommend that these positions be separated and filled by different individuals. The Chair of Gender Studies should focus on expanding the tenure-line instructional staff of the department, both through external hiring and through recruiting faculty from around the college. Freed of the tasks of direct administration of the undergraduate program (and oversight of the internship program), the Chair may be able to focus on development and on building productive relationships with other units on campus and organizations throughout the Los Angeles area. (We place this item under resources, as we assume that this will increase the overall level of service compensation that the College will be asked to provide).

We are aware that departmental status would gradually require the unit to take on the complex administrative responsibilities of reviewing faculty for tenure and promotion. Although no one mentioned it during our visit, the website suggests that Gender Studies has an Advisory Board charged with advising the core faculty on policy, curriculum, and personnel matters. This body would seem to be the appropriate group to handle tenure and promotion cases for those without another disciplinary home. Individuals with 100% appointments in Gender Studies would be evaluated either by some combination of the standards of the field of gender studies and those of the disciplines in which they received their PhDs.

3. We recommend that investments in new hires and programming leverage the existing strengths of Gender Studies, the University, and its location in Los Angeles.

Even with substantial investments by the College, Gender Studies at USC is likely to remain small compared to its peer units around the country and heavily reliant on the contributions of faculty with primary appointments elsewhere. It will not be possible for the unit to pursue all the exciting new intellectual currents in the field. We recommend that Gender Studies build on existing strengths, but we defer on offering more specific advice. There are many possible paths. Hiring someone who could help develop a minor—and progressive master's—in Gender and Creative Labor would capitalize on the university's location and strengths in the arts. A historian of sexuality with deep interests in American LGBTQ history, and novel ideas about how to involve undergraduates in research in the ONE Archive would be obvious move, and would contribute to the Minor in LGBTQ Studies. The university already has strengths in transnationalism feminism on which to build, and USC's profile as a global institution on the edge of the Pacific Rim would make this a natural arena for growth. Students also pointed out the need for more diverse perspectives on race, gender fluidity, and globalization. The Minor in Gender and Social Justice could benefit from a social scientist with expertise on gender, race, and health disparities and/or on intersectionality and social movements. Gender and technology would also fit well with existing university strengths.

4. We recommend that faculty engage in a comprehensive review of the Gender Studies curriculum (after successfully accomplishing several hires).

The Gender Studies major at USC requires 9 courses, including one lower-division course. Students can choose among three lower division courses, all of which satisfy GE requirements. There are three upper-division requirements (Feminist Theory, Internship, Senior Seminar). Students must take five additional courses. All of these may be cross listed courses.

This is a slim major, with relatively little of the content provided within the unit. As a point of comparison, the Women's Studies major at the University of Michigan requires 12 courses, including a lower-division prerequisite.[2] Like USC, U-M requires a course in feminist theory, a practice course, and a senior capstone course. Students at U-M take at minimum 10 courses from within the Women's Studies department, as compared to a

[2] https://lsa.umich.edu/women/undergraduates/women-s-studies-major/major-requirements.html

minimum of 4 at USC. This is, of course, possible because U-M is a large, well established, department. Even at Amherst College, though, majors in Sexuality, Women, and Gender Studies must take 6 of their 9 required courses within their department.

We do not recommend that Gender Studies require more courses, as the relative ease of fulfilling the major makes it an appealing choice for double majors at USC. We recommend, though, that Gender Studies rely less on cross-listed courses and endeavor to directly provide a larger share of courses that count toward the major. Gender Studies faculty should carefully assess the quality of cross-listed courses and eliminate those that do not contribute to the aims of the major or minors. (Students we spoke with complained about the quality of some of the cross-listed courses they took). Gender Studies faculty might attempt to build more progression into the major, so that ambitious students find the courses challenging through the senior year.

The Chair should be relieved of responsibility for the Internship Program, and the Program should be re-envisioned to increase the academic value of the experience by adding a more structured academic component. We also recommend increasing the flexibility of the program (e.g., by allowing students to fulfill it over two semesters or during the summer, perhaps including an option based on the Maymester model) so that students who have to work for pay or who are involved in research can more easily fit it into their schedules. We suggest that more efforts be made to secure internships for students. Requiring students to identify their own placements rewards students with high levels of social or cultural capital and penalizes those who lack these advantages.

We recommend that the Senior Seminar be redesigned to center around student research interests instead of faculty research interests and that additional structure be added to the Honors Option.

5. We recommend limited investment in graduate education.

A. We recommend supporting the existing Gender Studies Graduate Certificate Program.

B. We recommend exploring the possibility of a progressive master's program in the area of Gender and Creative Labor.

C. We ***do not recommend*** *the development of a PhD program in Gender Studies—whether in isolation or joint with other units.*

PhD programs require a lot of resources, from faculty and staff to run admissions, to overview student progress, to help them find jobs, and so forth. Interdisciplinary doctoral programs are even more laborious to run than disciplinary programs, due to the degree of coordination required across units. From where Gender Studies stands currently, we cannot envision a scenario in which it would have the resources to run a doctoral program without serious cost to the undergraduate program. Virtually everyone with whom we spoke advocated for the move to departmental status in service of improving undergraduate education, not with the goal of expanding the graduate program so it would include a PhD.

6. We recommend that the Chair of Gender Studies investigate the possibility of increasing the endowment of the unit by working with the university to develop "a case for support" and building relationships on campus and in the community.

In our meeting with us, Ange-Marie Hancock indicated that she was interested in devoting energies to development to support Gender Studies. This would require collaboration with units across campus and networking with individuals throughout the community. We believe that Ange-Marie has the energy and vision to successfully generate substantial investments in Gender Studies. For her to have the space to be able to think big and to network broadly, the position of Chair needs to be radically reconfigured. The job Alice Echols was asked to do—and did very well—was of necessity inward looking, as she and Jeanne Weiss between them had to do everything—from abstract to prosaic—to maintain the program. It is our view that both the university and Gender Studies would be better served if the day-to-day tasks of keeping the ship afloat—particularly the role of Director of Undergraduate Studies—could be executed by another faculty member.

7. We recommend that College separately review the mission and goals of the Center for Feminist Research (CFR), its staffing, and its relationship to Gender Studies.

Although defined as the "research arm of the Gender Studies Program," at this point the Center for Feminist Research (CFR) seems more accurately described as the programming arm of the unit. The core activity of the CFR involves hosting lectures, symposia, and conferences. It does not appear that the CFR has funds to support faculty or graduate student research on a large scale. Nor does it appear that the CFR is engaged in grant-writing or development. Like the Gender Studies Program, the Center for Feminist Research (CFR) appears to be just treading water. Although our recommendation for the Gender Studies Program is to invest meaningfully in order to jolt it out of its trajectory of slow decline, we are not clear about whether the CFR should be similarly injected with new energy and resources. We suggest that Gender Studies and the College think seriously about the vision and goals of the CFW. If there is commitment to expanding it into a larger, more highly resourced center supporting feminist research, it likely should be directed by someone other than the individual serving as Chair of Gender Studies, and staffed by someone with a serious track record in grant-writing. Alternatively, if people are satisfied with it just being the programming arm of the unit, it could be simply folded into Gender Studies, and the staff position might be reasonably reduced to half-time.

Conclusion

We close this report as we opened it: with gratitude for the many faculty, students, and staff who supported our efforts. We thank you, and we hope you find our report helpful in your collective efforts to build Gender Studies at the University of Southern California.

Table 1. TT and RPTC Teaching in Gender Studies

	Total SWMS courses	% taught by TT faculty	Total Cross-listed Courses	% taught by TT faculty	Total N of TT taught courses
F17	9	0%	12	58%	7
S17	11	18%	10	50%	7
F16	8	25%	15	60%	11
S16	10	50%	11	55%	9
F15	7	29%	11	55%	8
S15	11	45%	10	50%	10
F14	7	29%	13	46%	13
S14	7	57%	12	50%	13
F13	6	67%	16	56%	10
S13	5	40%	15	53%	10

Table 2. Size and Status of Peer Departments (as visible from departmental webpages)

University	Name/Departmental Status	Core Faculty
University of Michigan	**Department** of Women's Studies	31*
Rutgers University	**Department** of Women's and Gender Studies	23
UCLA	**Department** of Gender Studies	13
UC Santa Barbara	**Department** of Feminist Studies	11
Pomona College	Gender & Women's Studies **Program**	All with primary appointments in other units
Stanford University	Feminist, Gender, and Sexuality Studies **Program**	All with primary appointments in other units

Yale	Women's, Gender, and Sexuality Studies **Program**	13 (virtually all with primary appointments in other units)

*Few are 100% in Women's Studies, but all of these individuals have a budgeted fraction in WS, meaning that WS participates in hiring, tenure, and promotion decisions.

August 4, 2017

MEMORANDUM

TO:
Dean Amber Miller
Interim Vice Dean for Humanities Sherry Velasco
Vice Dean for Social Sciences Andy Lakoff
Vice Dean for Undergraduate Education

FROM:
Ange-Marie Hancock Alfaro, Chair, Gender Studies (Professor, Gender Studies & Political Science)

RE: Departmental Response to Undergraduate Program Review and Proposed Plan of Action

In May 2017 the faculty of Dornsife's Program in Gender Studies met to discuss the report of the Gender Studies Program review, conducted by Elizabeth A. Armstrong (University of Michigan), James A. Schultz (UCLA) and Brett Shehan (USC Department of History). While the report is titled "Gender Studies Program Review," the reviewers rightly note that they were charged with an assessment of the undergraduate Gender Studies Program **only**. In what follows I draw conclusions from the department's discussion of the review, and outline steps for AY 2017-2018 based on the Self-Assessment, Program Review Report, and additional data not included explicitly in either report.

Three conclusions can be drawn from the report, which the Gender Studies faculty heartily endorse:

1. **The Gender Studies Program should be granted departmental status**
2. **The undergraduate curriculum requires review and revision**
3. **The precise relationship between the Gender Studies Program and the USC Center for Feminist Research should be reviewed to determine each unit's next steps**

Gender inequality in today's political and economic climate continues to be part of the "wicked problem" of access and opportunity that the University of Southern California is uniquely positioned to help end. The faculty who are part of Gender Studies are passionate supporters of the endeavor. Former chair Alice Echols left the department in a better state despite being starved of resources during prior administrations. I look forward to working with my colleagues to build upon the legacy and to take Gender Studies to the status it merits as a site for innovative research and contributions to society. I discuss each of the three conclusions below and look forward to a conversation in person about their merits and the path forward.

Gender Studies Program Should be Granted Departmental Status

This recommendation is the unanimous recommendation of the reviewers and the faculty currently participating in the program. The reviewers rightly note that "Providing the tools [of Gender Studies] help students critically analyze the role of gender in all spheres of social life is a key component of a liberal arts education." While both undergraduate students and faculty who participated in the review

concur, skeptics may not consider unanimity sufficient grounds for the significant investment granting Gender Studies departmental status requires (e.g., tenure-line faculty hiring, staff allocation, and space allocation).

To supplement the arguments made by the self-assessment, external review, and undergraduate students, I add empirical evidence.[1] Gender Studies has exploded in interest since 1990 around the country and indeed the world. Figure 1 illustrates the growth in the USC Gender Studies Program. At USC, Gender Studies students have grown by 31% and the three-year trend line suggests continued growth of interest in this area. The lines vary, however, in where the potential for growth exists. Strategic investment will be a key objective.

Figure 1

Gender Studies Undergraduates 2014-2017

A brief review of 10 peer and aspirational institutions reveals that most have gender studies departments, with department status defined as academic units with the capacity to hire its own faculty and offer courses at the undergraduate and graduate level. Table 1 lists them in alphabetical order.

Table 1. Peer and Aspirational Institutions' Academic Incorporation of Gender Studies

Name	Department Status?	Undergraduate Offerings	Graduate Offerings	Separate Research Center?
Boston University	No	Minor	Certificate; Consortium	No

UC Berkeley	Yes	Major/Minor	Certificate; developing PhD	Yes
Duke	Yes	Major/Minor	Certificate	Yes
Harvard	Yes	Concentration	Second Field	Yes (at HKS)
Michigan	Yes	Major/Minor	Joint PhD	Yes
U of Pennsylvania	No	Major/Minor	Certificate	Yes
Princeton	No	Certificate	Certificate	No

[1]It is important to note that the data analyzed in this memo are drawn from an historical context of administrative leadership's hostility to Gender Studies as an intellectual project. The somewhat surprising growth should be considered a conservative estimate of what a department, revised curriculum, and reinvented Center for Feminist Research could do with investment of status and resources allocated to similarly situated departments.

Name	**Department Status?**	**Undergraduate Offerings**	**Graduate Offerings**	**Separate Research Center?**
Stanford	No	Major/Minor	Minor	Yes
UCLA	Yes	Major/Minor	PhD	Yes
Yale	Yes	Major	Certificate; developing PhD	No

Moreover, Gender Studies has made some inroads in attracting students to (or retaining them) in Dornsife through its curricular flexibility, making Gender Studies an attractive second major or minor (Gender Studies major/minor, LGBTQ Studies minor, or Gender and Social Justice minor). Figure 2 illustrates the broad variety of combinations Gender Studies students pursue – our students pair Gender Studies with majors and minors in **eight (8)** other schools. To our knowledge, this has happened somewhat organically and the faculty are interested in pursuing a more intentional strategy to continue attracting more non-Dornsife students into Dornsife to do our part to turn the tide of Dornsife students transferring to other USC schools.

Figure 2

GS Reach into Non-Dornsife Students

Double Majors/Minors

20

15

10

5
0

2017 2016 2015 2014

ACTION PLAN:

Gender Studies intends to pursue the approval process to become an academic department at USC. A more formal proposal will emerge once the procedures for approval have been made clear. We have spoken with numerous faculty in other Dornsife programs as well as members of the Dean's Office who are well-versed in the creation of new departments. We are confident that an intentional strategy could further increase Gender Studies' attractiveness to Non-Dornsife Students. We plan to develop that strategy as part of a review of the undergraduate curriculum, discussed next.

Review and Revision of the Undergraduate Curriculum

As with the notion of departmental status, there is virtual unanimity among the reviewers, faculty and current majors that the Gender Studies curriculum needs revamping to best serve its majors. The reviewers also explicitly noted that **none** of our required courses are currently taught by tenure-line

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faculty due to Gender Studies' status as a program, and recommended the review occur after the arrival of new hires.

Without the ability to offer SWMS-designated classes by tenure-line faculty, Gender Studies suffers a double disadvantage: students are exposed to repetition in the curriculum due to little cohesion among cross-listed courses, and tenure-line faculty are unable to honor their responsibilities to teach one or more SWMS-designated courses each year due to departmental commitments. To wit: in the course of my nine years here at USC, all of which have been jointly appointed with Gender Studies, I have taught exactly two courses with the SWMS course designation, both at the graduate level. Doing otherwise has been a difficult process given the program's structural reliance upon the largesse of other department chairs and Dornsife's policy forbidding junior joint appointments.

Per the review:

"Gender Studies faculty should carefully assess the quality of cross-listed courses and eliminate those that do not contribute to the aims of the major or minors. (Students we spoke with complained about the quality of some of the cross-listed courses they took). Gender Studies faculty might attempt to build more progression into the major, so that

ambitious students find the courses challenging through the senior year."

I feel strongly that a review and revision of the undergraduate curriculum must occur *concurrently* with the process of applying for departmental status. First, our growth suggests a strong trajectory for becoming a department, and the momentum provided by the undergraduate review should not be lost. Second, while departmental status would allow us to search for the tenure-line faculty all concur would lead the nation in Gender Studies research, it will be difficult to recruit top junior and senior faculty to teach in the curriculum as it currently exists.

Current and future faculty need to be part of a curriculum that avoids repetition and enables students to leave USC equipped for success in their chosen endeavors. This review would also enable the program to consider carefully the additional recommendations such as appointment of a separate Director of Undergraduate Studies (recommendation 2D), revision of the internship course and delegation of it to another faculty member (recommendation 4), as well as redesign of the Senior Seminar (recommendation 4) and to then respond accordingly.

ACTION PLAN:

To complete this review, I have convened a curriculum review committee of Gender Studies faculty, staff and students for AY 2017-2018. We plan to review the curriculum, consult aspirational peer institutions' Gender Studies major requirements, and gather feedback from current majors and minors about courses that could be added to the major for tenure-line faculty to teach. We further plan to gather current faculty feedback to the proposed curriculum during a 1-day faculty retreat at the start of the Spring semester.

Review of the Center for Feminist Research

Table 1 also notes that 7 of 10 peer and aspirational institutions have **both** an academic program or department in Gender Studies **and** a research institute for gender. The Center for Feminist Research was not a subject of the undergraduate program review but it was mentioned in the report's

5

recommendations. I thus address it here, as many tenure line faculty have benefited from the Center in a variety of ways in the past. It became clear over the course of the two-term tenure of Chair Alice Echols that the need to keep Gender Studies afloat while it was starved of resources made it difficult to keep the Center thriving and growing simultaneously.

CFR has been a hub for vibrant research in the past 10 years and could be again. In order to make it a hub for Dornsife it will take resources that I as chair will need to cultivate in collaboration with USC Dornsife Advancement through grantwriting and donors. However I am not clear that the current state of CFR is "shovel ready" and would like to take this year getting it into shape for significant investment.

ACTION PLAN:

In response to the recommendation that Dornsife separately review the Center for Feminist Research (CFR) and its relationship to Gender Studies, I plan to embark upon a top-to-bottom review of the CFR that includes a review of aspirational university centers, a review of staffing qualifications and allocations, along with a review of CFR's mission. I then intend to put forth a three-year strategic vision that can outline CFR's unique value proposition within Dornsife and to the larger university and world.

Final
September 21, 2017

IMPLEMENTATION (INCLUDING TIMELINE)
OF THE REVIEW COMMITTEE RECOMMENDATIONS FOR THE
GENDER STUDIES PROGRAM

Goal: Keep the major and minor numbers growing

I. Investigate/implement the change of status from program to department a.
START: Immediately (Dean Stott)
b. FINISH: By the end of this semester

II. Set up a process to consider the status of the Center for Feminist Research and its relationship to the Gender Studies program/department
a. START: Fall Semester 2017 (Deans Stott and divisional dean)
b. FINISH: Spring Semester 2018

III. Consider slot for a Director of Undergraduate Studies
a. START: Immediately (Director and divisional dean)
b. FINISH: February 2018

IV. Consider TT hires predominantly/entirely in Gender Studies
a. START: Immediately (Dean Stott with divisional dean)
b. FINISH: Fall semester 2017

V. Analyze need for additional office help
a. START: Immediately (Director and Business Office)
b. FINISH: Fall Semester 2017

VI. Consider expanding office/work space for Gender Studies
a. START: Fall Semester 2017 (Director and Dean Mackey)
b. FINISH: Summer 2018

VII. Develop Curriculum including a more robust internship program and a capstone course for the major
a. START: Depends on acquiring additional faculty lines (Faculty Committee) b.
FINISH: Ongoing

VIII. Review cross-listed courses to eliminate redundancy and achieve a better progression through the curriculum
a. START: Immediately (Faculty Committee)
b. FINISH: Submit to UCOC in Spring 2018

IX. Depending on the outcome of IV above, work with Faculty to achieve a higher level of training for discussion leaders.
a. START: Immediately (Faculty Committee)
b. FINISH: Spring 2018 for implementation Fall 2018

Gender and Sexuality Studies – UPR Timeline Update Fall 2020

1. Investigate/implement the change of status from program to department (Estimated date of completion: Fall 2017)

Updates:

The program in gender studies officially achieved departmental status, and was renamed the Department of Gender and Sexuality Studies starting Fall 2018. Thanks to the tireless efforts of our previous chairs, Alice Echols and Ange-Marie Hancock Alfaro, the transition was smooth and resulted in numerous curricular and structural changes, which has culminated in our first tenure-track search for a 100% hire this fall 2020.

2. Set up a process to consider the status of the Center for Feminist Research and its relationship to the Gender Studies program/department (Estimated date of completion: Ongoing)

Updates:

Since our departmentalization in 2018, the Center for Feminist Research was officially designated a separate entity, with separate staff and administration, albeit a primary research partner of the Department of GSS. Furthermore, the position of Director of CFR which had several incarnations (first as a separate position, then as a position also held simultaneously by the Chair of the program/department), is now once again a distinct position separate from the chairship of the department. CFR is currently directed by our most recent former chair, Ange-Marie Hancock Alfaro and is transforming its focus on building research archives and databases for work generated in GSS, not just programming. Currently CFR is staffed by students (one grad, one undergrad) and may build smaller clusters or units within its existing structure.

3. Consider slot for a Director of Undergraduate Studies (Estimated date of completion: Fall 2017)

Updates:

Professor Diana Blaine (RTPC), was appointed DUS as soon as we departmentalized in Fall 2018, and she has successfully overseen major curricular changes, including conducting curriculum meetings in the summer leading up to our official debut as a department. The DUS has relieved the chair of some crucial and complicated duties, including overseeing the undergraduate internship program, and serving as our primary liaison with GE. The DUS, in consultation with the department chair, also oversees our annual course coverage.

4. Consider TT hires predominantly/entirely in Gender Studies (Estimated date of completion: Fall 2017)

Updates:

This took longer than we had hoped, even though GSS has submitted hiring requests annually since our departmentalization was approved in 2017, and implemented in fall 2018. Indeed,

we've struggled with attaining upper-level approval for TT hires, even though hiring TT faculty was one of the most urgent recommendations in our external review. We are now (in fall 2020) hiring our first 100% TT position in GSS ever, and making our first junior hire since our current chair, Karen Tongson was hired through a search led by gender studies in 2004. We are still in urgent need of more tenured and tenure-line hires, considering that half of our department consists of RTPC faculty and we are still understaffed for departmental service. We expect that after a successful hire this year, we will be given more lines to build accordingly—and by "build" we mean simply having enough faculty to run at full capacity with a full faculty to further our researchmission, teach courses, and participate in our governance.

5. Analyze need for additional office help (Estimated date of completion: Fall 2017) **Updates:**

Our previous chair, Ange-Marie Hancock Alfaro reassessed and re-distributed official departmental duties between the two primary staff serving GSS, Rebecca Zobeck (our program specialist), and Jeanne Weiss (our indispensable academic advisor). We have supplemented the work each do in our office with up to two work study students per semester. Though we have been able to proceed decently given our understaffing at the faculty level as well, what has become apparent, especially during the pandemic is that our two staff members are covering a tremendous range of work that is sometimes slowed whenever our teaching demands increase (e.g. onboarding guest speakers for payment). The introduction of something new—a faculty search—also exposes how we are likely to need additional office help as we grow. Indeed, we are lucky that the search is happening entirely online, and does not require the coordination of in-person activities and travel, in addition to the other programming and office administration required of our program specialist.

6. Consider expanding office/work space for Gender Studies (Estimated date of completion: Fall 2017)

Updates:

We continue to be in need of additional office space in GSS, especially with our new incoming hire and our steady stream of postdoctoral fellows. In many ways, we are lucky not to be on campus this year because it temporarily absolves us from having to confront our limited workspace issues. We've converted closet space into shared postdoc/T.A. office space. But given the lasting effects of the pandemic, and the likely need to keep from crowding spaces, the shared office (closet) situation we currently have may well be completely untenable when we come back.

7. Develop Curriculum including a more robust internship program and a capstone course for the major (Estimated date of completion: Ongoing)

Updates:

The Gender and Sexuality Studies curriculum committee met throughout Summer 2018, subjecting extant GSS curriculum to exhaustive review and ultimately reshaping it through the addition of new courses and the reworking of previous courses. Successful progression through the GSS major now involves completion of 10 four-unit courses (rather than the

previous 9).
Working with the Center for Excellence in Teaching, the GSS curriculum committee structured the major to be more progressive, building on a foundation of introductory courses, mandating prerequisites, and creating/amending upper-division courses to build upon lower-division courses in content, skills, and goals. For example, introductory courses are now 200-level (rather than 300-level), and additional courses at the upper-division level were developed.

Please see below for specific information about GSS courses that have been redesigned or created.

- Redesigned: the introductory feminist theory course, previously numbered SWMS 301, has become an introductory course at the 200-level and is now SWMS 219, Introduction to Feminist Theory (GE B and GE-H).
- Created: SWMS 221, Introduction to Queer Theory (GE-B), was created to provide undergraduates with a more thorough review of queer theory that could not be sufficiently examined in our introductory feminist theory course.
- Created: SWMS 308, Advanced Gender Theory, was created to provide majors and minors with scholarship that expands upon the theory introduced in our 200-level courses. SWMS 308 is required for our majors (and is highly recommended for our minors during GSS advising appointments).
- Redesigned: SWMS 311, Gender and Sexuality Studies Internship, which has always been required of our majors. Students taking SWMS 311 are now required to complete a significant research project in addition to working a substantial number of hours at their internship sites. SWMS 311 is optional for our minors.
- Created: SWMS 392, Junior Seminar in Gender and Sexuality Studies, was added to the requirements for majors (and for minors in Gender and Sexuality Studies) to teach our students research methods in gender and sexuality studies during the spring semester of the junior year. This is immediately followed by our senior seminar during the fall semester of the senior year.
- Redesigned: The capstone course, SWMS 410, Senior Seminar in Gender and Sexuality Studies, was redesigned so that undergraduates conduct their own research in gender and sexuality studies using the skills they developed in SWMS 392. Previously, SWMS 410 focused on the research of the individual faculty member teaching the course, a practice that our undergraduates did not find sufficiently engaging. Changing the focus of SWMS 410 (and adding SWMS 392 to the curriculum) met the needs of our students.

8. Review cross-listed courses to eliminate redundancy and achieve a better progression through the curriculum (Estimated date of completion: Submit to UCOC in Spring 2018)

Updates:

During the 2017-2018 academic year, the Gender and Sexuality Studies curriculum committee carefully reviewed the syllabi of all courses that were cross-listed with GSS at that time. It was determined that the content of a significant number of those courses did not meet the qualifications of the revised curriculum for GSS. As a result, 21 undergraduate cross-listings with GSS were terminated during the 2018-2019 curriculum development cycle. The curriculum committee decided that, at that time, cross listings would remain intact for another 25 courses.

9. Depending on the outcome of IV above, work with Faculty to achieve a higher level of training for discussion leaders. (Estimated date of completion: Fall 2018)

Updates:

Since this question is contingent on the outcome of #4, and we were only granted a search this year, we have no updates to offer at this time.

Memorandum of Understanding to Guide the Academic Review of the Sonny Astani Department of Civil and Environmental Engineering

Academic program review consists of on-going, high quality peer reviews of all the University's academic units and programs offering graduate degrees. The purpose of program reviews is to foster academic excellence at all levels, to determine how to raise quality to a higher level, and to provide guidance for administrative decisions in support of continual future improvement.

Program reviews at USC have the following characteristics:

1. Reviews provide a concise, honest appraisal of an academic unit's strengths and weaknesses.
2. Reviews are forward looking. While assessment of a program's current status is important, priorities for continual future improvement are of greatest concern.
3. Reviews are evaluative, not just descriptive. Plans for improvement require academic judgments about the quality of the faculty, academic program(s), students, curricula, resources and future directions.
4. Reviews incorporate expert assessment provided by reviewers from other high quality institutions.

Each program review must include consideration of the issues described in the Guidelines for Academic Review. These are set forth in Appendix I, II, and III of the Guidelines. In particular, Appendix I provides an outline for the unit's self-study, and Appendix III includes the topics for the Review Committee, consisting of internal and external members, to assess. The latter specifies:

> The Review Committee should thoroughly and candidly evaluate:
>
> 1. The mission and intellectual profile of the program, with particular regard to doctoral programs.
> 2. The reputation of the program among peers in the discipline, including national rankings, and the extent to which the program is regarded as a leader in the field.
> 3. The likelihood that the program can become pre-eminent in the field. Review Committees should recommend the priorities and strategies that are needed to achieve the University's goal of academic excellence and eminence.
> 4. The stature and diversity of the faculty, and whether specific faculty members have been duly recognized in their field or by their peers for their accomplishments and promise.
> 5. The extent to which the unit under review contributes (or could contribute in the future) to interdisciplinary research and teaching, and whether there are interdisciplinary ties that currently are underdeveloped.
> 6. Improvements that are possible without the need for massive infusions of University resources.
> 7. Improvements that are possible only with additional resources.

8. Whether there are entrenched or irreconcilable issues within the unit that constrain its effectiveness, and whether there might be more effective ways of working together.

This Memorandum of Understanding (MOU) sets forth additional issues that the Provost, the Dean, and the school or unit have identified as questions of particular importance for the unit under review. Please be aware that the additional issues are in addition to, and must not supplant, the eight specific areas for evaluation listed above. Both the school or unit, in its self-study, and the Review Committee should provide their analyses of these issues during the review process. We note that the review itself may raise additional issues during the process of assessing a unit's strengths and weaknesses.

The additional questions identified as important to address during this review are the following:

- To what extent is the department taking advantage of the strategic opportunities for partnership with USCs other strong schools, particularly the Dornsife College of Letters, Arts and Scienes, the arts schools, the Keck School of Medicine and the Price School of Public Policy?

The MOU also outlines the general composition of the Review Committee, including its size, and the range of disciplines and/or sub-disciplines to be represented. The following provides guidance with regard to the composition of the Review Committee:

The Review Committee should include representatives from institutions with the following types of programs:

- Extreme Events, including Infrastructure/Systems of Systems
- Sustainability
- Water

Institutions from which Review Committee members could be drawn:

- Large State Universities – Georgia Tech, University of California Berkeley, University of Illinois, University of Michigan, University of Texas at Austin, Virginia Tech
- Private Research Universities – Columbia University, Cornell University, Duke University, Johns Hopkins University, Northeastern University, Purdue University, Rice University, Stanford University

The internal member of the Review Committee might be drawn from the following programs at USC:

- Communication
- Earth Sciences
- Environmental Studies

- Loker Hydrocarbon Research Institute
- Marine Environmental Biology
- Mathematics
- Price School of Public Policy
- Psychology

The following are collaborating units, centers, or groups of faculty that might be included in the site visit and/or particular groups within the unit which should meet separately with the review committee:

- Dornsife College of Letters, Arts and Sciences
- Keck School of Medicine
- Price School of Public Policy
- School of Architecture
- School of Cinematic Arts

The self-study should be completed no later than **April 30, 2016**. If the unit needs any information that is gathered centrally for use in its self-study, it should contact the Provost's Office or the Dean's Office for that information. During this time, the Provost's Office will work with the UCAR Chair and members to select the appropriate internal reviewer(s) and to invite external consultants to participate in the site visit.

Signed:

Beth Meyerowitz
Vice Provost for Faculty Affairs
Provost's Designee

Yannis Yortsos
Dean

03/05/15

Lucio Soibelman
Department Chair

cc: Michael Quick
Sarah Pratt
Mark Todd
Donna Garcia

USC Viterbi

School of Engineering

Sonny Astani Department of Civil and Environmental Engineering

Academic Review
2016

Self-Study Report

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1 Executive Summary of Plan for Improvement

The Sonny Astani Department of Civil and Environmental Engineering is a relatively small department. In the past, by organizing itself as a traditional department, the department was trying to fill all traditional civil and environmental engineering research areas; the consequence was that the Department faculty was spread thin over many different areas, without critical mass in any of the focus areas. The Department is now trying to reorganize itself around a smaller number of critical areas, considering societal and regional needs and existing strengths. The recent result has been the development of a new strategic plan that reorganized the Department around four dominant research thrust areas. The strategic vision statement served as the guidance for the numerous recent faculty hires and, therefore, will play a role in the future path of research and education in the Department. The procedure that was followed to develop this strategic plan included a background review and identification of forward-looking themes, relating these themes to civil and environmental engineering, followed by a distillation with regards to activities approachable by a leading research department.

The background review consisted of an assessment of the visions of relevant professional societies, various academy and society grand challenges and long-term goals, and emergent funding agency research themes. Specifically, the ASCE and ASME Vision Statements, the NAE Grand Challenges, the UN Millennium Development Goals, and recent/future significant RFP themes from funding agencies, such as NSF's CaMRA and SEES, were the focus of the review. This review found that civil and environmental engineers should:

- be stewards of the natural environment and ensure environmental sustainability
- be integrators of technology and engineer the tools of scientific discovery
- understand the environmental pressures brought about by economic growth across large and small-scale systems
- restore and improve urban infrastructure
- help to eradicate extreme poverty and hunger, and provide access to clean water
- develop global partnerships for development

With a fine-grained perspective, detailed areas expected to be of primary importance could also be extracted from the various documents noted above. Topics that were anticipated to be both relevant to civil and environmental engineering, and in need of additional research, include:

- Dynamics of Coupled Natural and Human Systems
- Large Scale Energy Production and Consumption Dynamics
- Food Security and Land Use Change
- Urban Sustainability
- Altered Biogeochemistry of Earth Systems
- Water Sustainability
- Coastal System Vulnerability and Resilience
- Ocean Acidification
- Disaster Resilience
- Pre- (extreme) event Prediction and Planning
- Pre- (extreme) event Response and Recovery

With these forward-thinking topics of importance outlined, a set of strategic priorities were developed.

The Department has targeted a broad theme of research and education as "Modeling, Monitoring, and Analysis of Complex Systems across Scales in Natural and Anthropogenic Environments." Under this theme, four specific topical areas, or "hubs", were perceived to be the most relevant to the future role of Civil Engineering at USC:

- **Coupling of Complex Systems [Systems Group]**
  Most natural and engineered systems are known to be complex, defined as systems characterized by their display of patterns of structure or behavior at one level of system organization that are diagnostic of interactions among parts of the system at other levels; the emergent behaviors or structures are not evident from considering only the system's separate components. Furthermore, individual systems do not exist in a vacuum; transportation, critical infrastructure, and security, for example, all represent distinguishable complex systems, yet all must be in some way coupled. These couplings can be nonlinear and difficult to quantify. Research in this area has a wide reach, and includes topics such as simulation and experimentation of the coupled structural response of all components in a large structure or measurement of air quality changes as related to traffic characteristics.

- **Disasters and Extreme Events [Hazards Group]**
  Both natural (e.g., earthquakes, tsunamis, floods, climate change) and man-made (e.g., terrorist attacks, engineering failures, industrial accidents) disasters encompass the focus of this hub. Research and education in this area include all aspects of an event, from a fundamental understanding of the physical processes controlling its evolution, to the resulting environmental and social reaction. Faculty in this area collaborate with other hubs through connections such as: the effects of an earthquake on water distribution networks, climate-change–induced changes in precipitation and water access, and design of civil infrastructure that is resilient and sustainable with regards to extreme events.

- **Sustainable Development [Sustainability Group]**
  The focus of Sustainability in the context of Civil Engineering is to ensure long-term viability of natural resources and engineered civil systems. In urban and developing areas, research into smart growth strategies is needed, as are approaches to restoring ecological function to altered natural systems. Included in this hub is Earth Systems Engineering, which involves large-scale understanding of and research into the planetary system, such as mitigation of anthropogenic emissions and adaptation to climate change. Development of clean and renewable energy sources, as well as creation of the materials and devices needed to make them practical, are important components of Sustainability.

- **Water Quality, Access and Distribution [Water Group]**
  One of the great challenges facing the world now is our ability to provide an adequate supply of potable water considering population growth and climate variability. This is a global problem, including modern cities in arid climates to growing communities in the developing world with little or no water distribution system. Within this hub, research in the areas of Water Resources and Environmental Engineering are included. A global perspective is needed to tackle problems in this Group, and the linkages between Sustainability should be strong.

Within each hub, three activity specializations were defined:

- Modeling: e.g., physical experimentation, analytical work, and numerical simulation
- Monitoring: e.g., in-site measurement, sensor development, and remote sensing
- Analysis: e.g., data filtering, mining, assessment, and interpretation

The four hubs, each with three specializations, yields a matrix with 12 hub-activity combinations; the Department seeks to have a strong presence within each of these 12. Faculty hires are being focused on the interconnections between these hubs, such that a wide range of problems, with a variety of associated methods and analysis approaches.

2 Overview

2.1 Current Academic/Intellectual Profile of the Sonny Astani Department of Civil and Environmental Engineering

The Department of Civil Engineering (the former name of the Department) is the oldest engineering department at the University of Southern California; the first Civil Engineering course was offered in 1906, at the same time as the first course in Electrical Engineering. The current chair, Dr. Lucio Soibelman, was appointed in January 2012, following Dr. Jean Pierre Bardet, who had been chair from 2006 to 2011. In November 2007, the department received a naming gift of $17 million from Sonny Astani, Chairman of Astani Enterprises, Inc. and USC Viterbi alumnus, and became the Sonny Astani Department of Civil and Environmental Engineering. It also became the fourth department of the Viterbi School of Engineering to be named (after the Mork Family Department of Chemical Engineering and Materials Science; the Ming Hsieh Department of Electrical Engineering; and the Daniel J. Epstein Department of Industrial and Systems Engineering). The Viterbi School of Engineering (VSoE) has been systematically ranked among the top ten engineering schools of the nation.

The **vision** of the Sonny Astani Department of Civil and Environmental Engineering is to make urban and non-urban environments of the 21st century safer and more livable.

The **mission** of the Department is to excel in civil and environmental engineering education and research in order to achieve a sustainable evolution of urban and suburban environments.

The **goal** of the department is to capitalize on its unique position in Southern California; this goal is aligned with the strategic goals of USC and VSoE. The Department's goal is to educate engineers and perform research relevant to societal challenges in a time of globalization and unprecedented urbanization.

The faculty of the Department of Civil and Environmental Engineering includes an equivalent of 23.5 tenured and tenure-track faculty members, with 4 professors of practice and 1 research professor. The department also has twelve courtesy appointment faculty and about 22 lecturers. As of the 2015-2016 year, the Department has 376 students (140 undergraduate, 178 masters, and 63 Ph.D.). The Department offers Ph.D. degree programs in Civil Engineering and in Environmental Engineering, and a broad range of Master's programs in Structural Engineering, Structural Mechanics, Environmental Engineering, Construction Engineering, Construction Management, Water Resources Engineering, and Transportation Engineering. The Department also offers undergraduate BS degree programs in Civil Engineering, Environmental Engineering, Structural Engineering, Construction Engineering, and Building Science (Architectural Engineering).

2.2 Recommendations of the Previous UCAR and Progress Since Assessment

The previous UCAR review in 2009 generated recommendations, each of which are summarized below followed by a brief description of the actions the Department has taken since November

2009 to address them. Several of the action items suggested by the reviewers are also mentioned in other sections of this report.

1. *Evaluate the mission and intellectual profile of the program, with particular regard to doctoral programs.*

As a whole, the Department of Civil and Environmental Engineering is not achieving its potential for producing a high-impact PhD program. There is not a shared commitment to excellence in the doctoral program. In many respects, the graduate program seems to be running on inertia from years past, without modification and innovation. The committee observed a very limited sense of community within the PhD program. For example, the PhD students are not aware of basic policies related to degree requirements and expectations. However, the students are acutely aware that a limited number of faculty members have active research programs and are willing to serve as dissertation advisors.

Action: We strived to create a better environment for our PhD students. We have developed admissions to the PhD in the areas of excellence defined by the University's strategic plan, as well as novel graduate curricula for our students. We created clean procedures to be followed by students with screening exams, qualifying exams, and defense exams.

Further, a PhD student retreat has been implemented for all incoming PhD students to inform them about the requirements and expectations of their program, the duties and responsibilities of a PhD student, and discussion of research ethics and PhD graduates career paths; this retreat involves the Department chair and/or associate chair and staff from the Department student services office. Further, every semester, the Department holds an RA/TA training, particularly for new RAs and TAs but all are asked to join, to discuss the specific duties of research assistants and teaching assistants, particularly with regard to ethics in both research and teaching; for TAs, this is, of course, in addition to the Center for Excellence in Teaching training of TAs, which the Department requires for all new teaching assistants. We also provided available TA funding only for students that were funded at least as a 25% RA, making sure that students would only work with our research active faculty, including our large number of new hires.

2. *Evaluate the reputation of the program among peers in the discipline, including national rankings, and the extent to which the program is regarded as a leader in the field.*

The current rankings of the CEE graduate programs seem appropriate. The graduate program performance is not at the level of highly-ranked departments. This situation can only be improved by an infusion of new faculty and new emphasis on the research mission.

Action: A strategic plan was developed for the Department (See Executive Summary above). This plan served as a road map for the hiring of a significant number of new research-active faculty, creating areas of strength and national and international recognition for the department.

3. *Evaluate the likelihood that the program can become pre-eminent in the field. The Review Committee should recommend the priorities and strategies that are needed to achieve the University's goal of academic excellence and eminence.*

The likelihood is low that the CEE department can achieve academic excellence and eminence with the current faculty composition, resources, and culture. However, a number of excellent current faculty members could help define the future of the Department under strong new leadership.

Action: This was resolved by the hiring of 12 new research active faculty, all aligned to the new research focus areas. This creates a critical mass to allow our Department to be a leading research institution in the selected focus areas. Together, with the new hires, the Department secured large investments from the Viterbi dean's office in startup funds for the new hires and on the construction of 2 state-of-the-art research laboratories: the new water research lab and the new material and structures research lab.

4. *Evaluate the stature and diversity of the faculty.*

The CEE faculty is top heavy with very senior professors, too few of whom are active in research. Some of the senior faculty are very strong. The few young faculty seem promising but not well-supported or mentored. The gender and ethnic diversity of the faculty is quite limited.

Action: We hired twelve new research-active faculty, making huge efforts in improving ethnic diversity. We hired three female and two Latino faculty. A new mentoring plan was developed where each young faculty member works with at least two mentors: One senior, with knowledge in the research areas, and one young, recently-promoted faculty member, who will mentor them in the requirements for the promotion process.

5. *Evaluate the extent to which the unit under review contributes (or could contribute in the future) to interdisciplinary research and teaching, and whether there are interdisciplinary ties that currently are underdeveloped.*

Several CEE faculty members have engaged in interdisciplinary research, but not to the full potential of the department, given the opportunities at USC. The current level of interdisciplinary research does not seem to match what is occurring at top ranked departments. The department chair began several initiatives, but the faculty expressed little enthusiasm.

Action: The new strategic plan had as a consequence the elimination of the tradititional silos of research in CEE. This forced collaboration between different areas, within and outside the Department, and facilitated the interest of the faculty in interdisciplinary research. Unlike the actions taken by the previous chair, which were "top-down" approaches, chairman Soibelman empowered the CEE faculty to create novel initiatives, many driven by the new strategic plan that was a department-wide effort. This bottom-up approach increased the commitment and engagement from all faculty.

6. *Identify improvements that are possible without the need for massive infusions of university resources.*

The Dean and Department Chair must establish an open and transparent management style. Through collaborative leadership, the faculty should develop a shared vision for CEE and make a commitment to achieve department-wide goals.

A new culture of communication and engagement is needed in the department. For example, the junior faculty are unclear about key issues such as how graduate applicants are reviewed and given, received financial aid offers, how graduate students are assigned dissertation advisors, and how the faculty can suggest and implement changes in the curriculum. The lack of information about the Astani pledge and how the endowment funds will be used pose substantial uncertainty for the faculty. The University has not been able to fulfill the promise associated with naming of the department and has confused all constituents.

Specific actions include instituting a formal mentoring program for junior faculty, articulating goals and expectations for faculty, and implementing periodic post-tenure reviews.

The faculty should restructure the PhD program by reducing the course requirements substantially and establish doctoral-level seminar courses.

The department currently offers too many masters programs and should focus on its core strengths. Course content and quality should be evaluated critically.

Action: The dean hired a new chair that started in 2012. This new chair brought a transparent management style with faculty committees making all important decisions in the department. The first step of the new leadership was the development of a new vision and strategic plan to the department. The plan was developed and voted by the whole faculty and served as a road map for the aggressive faculty hiring plan that followed. All recommendations from the previous UCAR report were implemented, such as new mentoring for junior faculty, post and pre-tenure review made by an elected faculty committee, all admissions and assignment of advisors by a committee with participation of junior faculty, very active curriculum committees, PhD seminars, etc.

7. Identify improvements that are possible only with additional resources.

Significant resources will be needed to attract a new CEE department chair and faculty members. The department cannot afford to wait for less-productive senior faculty to retire. An immediate infusion of new faculty and supporting resources is required to prevent the national ranking from dropping. Effective retirement incentives are essential to move the department forward.

Action: All of this was done. The Viterbi dean made huge financial commitments to the department, hiring twelve new faculty with substantial start-up packages, including a new water laboratory, a new structures laboratory, renovation of all facilities and several other improvements that will be described in the Appendix.

2.3 Relationship to University's Strategic Plan

The University's Strategic Plan states that its main goal is to improve its world class status, its innovative education system and infrastructure (academic). USC intends to be one of the most influential universities in the world. In an effort to accomplish that goal, USC plans to embed three core values:

- Expand and continue the advancement of research in order to address the issues of tomorrow.
- Continue to make a significant impact in the world and establish global recognition as an institution of research, scholarship, art, education, and service to its fellow man.
- Ensuring education for all. Meeting the needs of qualified students. Committed to provide guidance to the students of tomorrow by providing pedagogy, instructional technology, curriculum, admissions, and support services.

The USC Sonny Astani Department of Civil and Environmental Engineering aligns its vision with the university's core values by focusing on a set of critical research themes. The targeted areas include disasters and extreme events; water, quality, acess and distribution; coupling of complex systems; and sustainable development. To improve the research and guarantee a better education for our students, we are hiring new professors. The professors we interview and choose to hire not only fill in the gaps for certain research missing in our program, and also take over when older faculty retire, but also show the best potential for creating a better future for our Department.

Hiring new faculty also serves the goals of USC, which is to "expand disciplinary and school boundaries to focus on problems of societal significance." While hiring new faculty, we have brought in transformative people that will bridge multiple departments, which offers new views for research and educational purposes. We are trying to not only adapt to the twenty-first century, but also move ahead through it. We want our faculty's research and teaching to make an impact on future generations, and we will do that by bringing in those who offer promise and prospect.

3 Assessment of Quality

3.1 Assessment of Quality of the Academic Programs

The Sonny Astani Department of Civil and Environmental Engineering offers Undergraduate, Master, and Ph.D. Degrees. This section will mainly address the Master and Ph.D programs. The Department offers three types of Master's degrees: a Master of Science in Civil Engineering (MSCE), a Master of Science in Evironmental Engineering (MSENE), and a Master of Construction Management (MCM). The MSCE has multiple areas of focus: General Option, Construction Engineering and Management, Structural Engineering, Transportation Engineering, Transportation Systems, and Water and Waste Management.

3.1.1 Current Academic Stature, Including National Ranking & Metrics of Excellence

In 2015, U.S. News and World Report (USNWR) published its rankings of engineering schools and departments. According to USNWR, "These are the top graduate schools for civil engineering. Each school's score reflects its average rating on a scale from 1 (marginal) to 5 (outstanding), based on a survey of academics at peer institutions" (2015). USNWR ranked a total of 158 departments in civil engineering and 104 departments in environmental (or environmental health) engineering.

The result, shown in Appendix 6, is that USC's civil engineering program ranked 26th nationally, with an overall score of 3.2 out of a possible 5 (4.7 being the top score for first place). Five universities have the same score of 3.2 and are ranked at 26th: Columbia University; Rice Univeristy; University of California, Irvine; University of Maryland; and USC.

USNWR ranked USC's environmental engineering program as 34th nationally, with an overall score of 2.9.

3.1.2 Quality and Diversity of Students and Placement of Graduates

As of the 2015-2016 year, the Sonny Astani Department has 63 Ph.D. students. Our students have proven themselves to be highly qualified. The average undergraduate GPA, as of Fall 2015, of all master's applicants was 3.23 (accepted applicants had an average of 3.41) and for all Ph.D. applicants is 3.39 (accepted applicants had an average of 3.56).The average GRE score, as of Fall 2015, for all master's applicants is 312.28 (accepted applicants had an average of 314.13) and for Ph.D. applicants is 313.19 (accepted applicants had an average of 318.48) [See Appendix 11].

As seen in Appendix 16, our students have shown themselves to be incredibly successful after graduation. About 52% of our post-graduates went on to corporate positions, 37% went on to academic positions, and 11% went on to work in the government. Exceptional examples include 2007 Civil Engineering graduate Kang-Kyu Choi, a Senior Civil Engineer for Samsung Engineering and Structural Engineering Associates for the city of Los Angeles; 2007 Environmental Engineering graduate Masoud Samee, Senior Project Manager at Southern California Edison and Founder and CEO of Siranna Corporation; 2009 Environmental

Engineering graduate Mohammad Arhami, assistant professor at Sharif University of Technology; 2012 Civil Engineering graduate Mohammad Reza Jahanshahi, assistant professor at Purdue University; 2012 Civil Engineering graduate Hadi Meidani, assistant professor at the University of Illinois at Urbana-Champaign; 2014 Civil Engineering graduate Nan Li, assistant professor at Tsinghua University; and 2015 Civil Engineering graduate Farrokh Jazizadeh Karim, assistant professor at Virginia Tech.

According to the American Society for Engineering Education's "2015 ASEE Profiles of Engineering and Engineering Technology Colleges" and the accompanying data on ASEE's website, the fraction of all engineering PhD degrees across the US is about 45% domestic, and about 26% by women; the fraction of PhD degrees that are by women is 27% in civil engineering departments, 32% in civil and environmental engineering departments, and 39% in environmental engineering departments. Our Department's Fall 2016 PhD enrollment is 23% domestic and 29% women; the former is a bit below the 2015 Viterbi average of 26% and the latter is above Viterbi's 2015 average of 21% and higher than in most Viterbi departments (biomedical and industrial engineering departments are higher) (Viterbi 2015 averages are from ASEE). Increasing both the number of women and number of domestic students in PhD programs are goals of almost every engineering department. In recent years, our Department has taken several specific actions to push toward these goals.

Three women number among the recent hires: a tenured professor, a tenure-track assistant professor, and a professor of practice (who is primarily teaching but also some research); hiring more women faculty provides additional role models for women pursuing advanced degrees in engineering; special (and successful) effort has been made to obtain funding to bring preeminent women in civil and environmental engineering to visit the Department over the past several years. Additionally, the Department created a number of PowerPoint slides, describing the Department as a whole and the research opportunities the Department, to be used by our faculty members as they give invited talks around the country; several leading faculty in the Department have traveled to top institutions, and minority serving institutions, giving talks about their own research and using these Department slides. Third, the Department faculty and the Department PhD admissions and fellowship committee include gender and underrepresented minority status as one among many factors in deciding on PhD admission and RA/TA/fellowship recommendations.

3.1.3 Stature, Diversity and Duties of Faculty

The department has been putting significant effort into increasing the portion of our faculty who come from groups traditionally underrepresented in engineering. The search committee works extremely hard searching for potential women and underrepresented minorities through exploring available websites from top civil and environmental engineering departments and contacting friends and collaborators. During the selection of the final group of candidates who visit our campus, we make sure to include at least one candidate from these underrepresented groups. The final decision is always based on the quality of the candidate but, in the case that we have a tie between two of the top candidates, if one is from an underrepresented group, he or she will be selected.

The Sonny Astani Department currently employs the equivalent of 23.5 full-time faculty. Our faculty has grown and changed vastly since 2009. About half of the tenured and tenure-track faculty are senior (42% received their Ph.D. degrees before 1990). Three of our tenured and tenure-track faculty, two of our professors of practice, and our one research professor are female. A significant percentage of our full-time professors were born in several different countries, including Turkey, Brazil, Lebanon, China, Iran, India, Greece, Serbia, and Malcedonia.

Some particular successes in research funding deserve special notice as they bring reputation to the department. Burcin Becerik-Gerber and Ketan Savla received CAREER Grants in February 2014 and February 2015, respectively, from the National Science Foundation.

The Department's tenured and tenure-track faculty members are expected to devote roughly 40% of their time on research and research-related activities (including mentoring students from all levels, but particularly doctoral students, in conducting research and disseminating its results), 40% of their time on teaching and teaching-related activities, and 20% on service (both within USC as well as within their technical/professional communities). This 40% of time spent on teaching is typically teaching 2–3 courses per academic year, typically constituted by 1–2 undergraduate courses and 1–2 graduate courses (the latter are a mix of primarily master's courses, primarily doctoral courses, and some that have both).

Service within USC includes Department, School and University committees (e.g., curriculum, governance, laboratory oversight), as well as mentoring of undergraduate and master's students (we also have student services staff who advise students but the faculty provide career and technical mentoring), supervision of students in directed research, faculty advisor of student organizations and so forth; external service includes serving on professional technical committees (e.g., of ASCE), organizing sessions and symposia at technical conferences, reviewing papers for top journals and for funding agencies such as NSF, and so forth.

The undergraduate program is a significant portion of the teaching by the full-time faculty; for example, in AY 2016-17, 51% of the courses taught by full-time Department faculty are at the undergraduate level (100- to 400-level), even though the Department has more graduate students than undergraduate.

Some faculty are on modified load profiles, such as: untenured tenure-track assistant professors teach at most 2 courses per year, and have a reduced expectation of service within the university, so as to give them greater opportunity to establish their research reputation; faculty with administrative roles (chair, associate chair, environmental engineering director) have a higher service component and a slightly reduced teaching load; teaching faculty have a greater teaching profile, generally no research expectations, and service loads that very from standard 20% for most up to about 40% for those with service duties leading an academic program; and some faculty with reduced research activity have a larger teaching profile component. Roughly 67% of the tenured/tenure-track faculty are considered very active in research, about 23% are modestly research-active, and about 10% are research-inactive.

3.1.4 The Community of the Sonny Astani Department of Civil and Environmental Engineering

The Sonny Astani Department regularly hosts events and seminars to inspire community among our faculty and students. The Department events in the Fall semester are the Master's **Welcome Dinner** and a PhD **Welcome Dinner**. Another event is the **Tailgate**, which is an exciting event for the students, especially the foreign nationals for whom this is usually a new and unique cultural experience; one of our senior faculty, Dr. Dave Wong, is in charge of the barbeque (chicken, beef, hotdogs, and hamburgers) in front of KAP building. The **RA/TA awards luncheon** recognizes the recipients of the best teaching assistant awards (based on teaching evaluations and faculty recommendations) and the research assistant with the most outstanding record of writing and publishing peer-reviewed journal papers — each recognized with a $100 gift card from the USC Bookstore. For Fall 2014/Spring 2015, the Best TA award (CE) went to Pedram Oskouie, the Best TA award (ENE) went to Trevor Krasowsky, and the Best RA award went to Arian Safari.

Our annual **Halloween party** is at end of October; our **Talent Show** is in November; a **Thanksgiving potluck** lunch in November; and the **Holiday party** is in December.

In the spring, the biggest event is the **Commencement Reception**, where parents and guests join the BS, MS and PhD graduates at lunch on the lawn under the trees next to the Gerontology building.

The Department begins each year with the **PhD Retreat**, where all the new PhD students reviews, with the Department Chair and staff, the policies of the University, Viterbi School of Engineering, and the Sonny Astani Department, such as assistantships, benchmarks, and requirements for graduation. The chair and staff also talk to the PhD students about ethic requirements, specifically in regards to plagiarism. Each retreat takes place on campus, but always includes activities, such as hiking and games.

The Department also includes a PhD Student Council, which allows students to develop events to encourage fellowship among the students. Activities of the CEE PhD Council include the **Annual Ski Trip,** which recently occurred on February 28, 2015, where students, faculty, and staff bond while skiing at Big Bear Mountain. As well, the CEE PhD Council will hold the annual **CEE Talent Show** on November 13, 2015, highlighting the abilities of the students and faculty.

3.1.5 Quality of Teaching, Evaluation of Educational Programs, and Evidence of Student Learning

Appendix 15 contains data on teaching performance of the faculty, including teaching evaluations and the number of classes taught. The average teaching evaluation score for the civil and environmental engineering courses is 4.32 on USC's usual five-point scale.

3.1.6 Contribution to Interdisciplinary Research and Teaching in Conjunction with Other Units at USC and/or Elsewhere

The Department has been involved in prominent interdisciplinary research, both within USC and with other universities. Based on the research grants listed in Appendix 4, the faculty of the Department have had collaborative research grants with the following USC units: Aerospace and Mechanical Engineering, the Mork Family Department of Chemical Engineering and Materials Science, Computer Science, the Daniel J. Epstein Department of Industrial and Systems Engineering, the Ming Hsieh Department of Electrical Engineering, the USC School of Architecture, the USC School of Cinematic Arts, the USC Davis School of Gerontology, the USC Keck School of Medicine, the USC Dornsife College of Letters, Arts and Science, and the Southern California Earthquake Center.

Our faculty have won numerous awards and grants, with other researchers from different departments and research facilities. For example, Dr. Burcin Becerik-Gerber, one of our civil engineering professors, and Jonathan Gratch, a research professor from the USC Viterbi School of Engineering Computer Science Department, received an award of $250,000 from the National Science Foundation for their work, titled "EAGER: Developing a Mathematical Framework to Enable Bi-Directional Interactions of Humans with Smart Engineered Systems Using Relational Elements."

Interdisciplinary teaching works in two directions, i.e., programs from other departments and schools offer their students access to CEE courses and, reciprocally, CEE students may take courses from other departments and schools.

Master's programs, in civil and environmental engineering, accept courses from the Dornsife College of Letters, Arts, and Sciences (e.g., economics, geography, mathematics); the School of Architecture; the Price School of Public Policy; the Gould School of Law; and the Marshall School of Business.

The Department's faculty includes several professors with joint appointments. As listed in Appendix 2, these professors have primary affiliations with departments other than civil and environmental engineering, e.g., Aerospace and Mechanical Engineering, Architecture, Price School of Public Policy, and Industrial & Systems Engineering.

3.1.7 Comparative Strengths and Weaknesses

Based on the overview material provided above in this report concerning the past, present, and future plans for the CEE Department, it is seen that the Department is achieving its long-range plan to strengthen its educational mission and research activities in the broad area of "Modeling, Monitoring, and Analysis of Complex Systems Across Scales in Natural and Anthropogenic Environments." The four research themes are highly applicable to USC's urban location and climate and there is strong synergy among the research themes.

The Department has been successfully recruiting high-quality faculty, who are productively engaged in both research and teaching. In addition to obtaining external research funding, the

faculty has also developed strong relationships with industry. Research is being carried out in fully renovated laboratories with state-of-the-art instrumentation.

The faculty has been successful at hiring students at constantly increasing standards of admission. Many of the students are fellowship recipients (Viterbi, Provost, and NSF GRFP). Upon graduation, the students are finding quick placement in industry and academia. As alumni, they are interested in maintaining relationships with the Department.

In regard to recognized weaknesses that the Department has been trying to ameliorate, are the following: (1) insufficient number of faculty in the broad area of structural engineering and structural mechanics, (2) lack of sufficient diversity in the graduate student enrollment (their distribution is very heavily skewed towards a few sources: China and India), and the recruitment of outstanding PhD candidates that are likely to pursue academic positions in the USA. The relatively small faculty size also leads to relatively high service burdens - particularly on more willing faculty members. Additionally, a weakness in the Department is that the graduate course offerings do not broadly reflect the research expertise of the faculty, but this is will change as the Department is currently re-adjusting its course offerings.

3.2 Assessment of Quality of Research in the Department

Faculty members of the Department conduct research in a wide variety of fields. These areas include structure design and control, earthquake technology, climate quality, air quality, fluid mechanics, membrane processes, water resources, coastal engineering, lifecycle assessment, waste and water treatment, advanced infrastructure systems, sensors, structural health monitoring, data management, green building, smart buildings, non-linear structure analysis, and many other research areas.

3.2.1 Research Funding

According to the American Society of Engineering Education, in 2014, our Department is ranked at 26 in the top 35 civil and environmental engineering departments for total research expenditures, with a total of $5,696,271 (See Appendix 5). The average research expenditure per faculty member in the USC Sonny Astani department of Civil and Environmental Engineering lists at about $271,251 (See Appendix 5).

The number of proposals submitted and awarded has grown immensely since 2009. In 2009, 40 proposals were submitted and only 7 were award. In 2014, 77 proposals were submitted and 20 were awarded (Appendix 6). In the past five years, our Department faculty have been awarded a grand total CEE budget of $13,606,985, for their research. The grand sum total of their budget proposals, over the past five years, is $424,066,860. These awards are funded (directly or through other universities as subcontracts) by multiple organizations, such as the Jet Propulsion Laboratory, the National Science Foundation, and the Environmental Protection Agency (See Appendix 6).

4 Comprehensive Plans for the Future

4.1 Possible Internal Improvements through the Reallocation of Existing Resources

The Astani Department has $2M principal in endowed funds for scholarships. In addition, there are $385k gifts for restricted scholarships. Currently, there is $500k available to be awarded; if not, this is re-invested to principal for higher earnings in the following fiscal years.

4.2 Improvements Only Available through Additional Resources

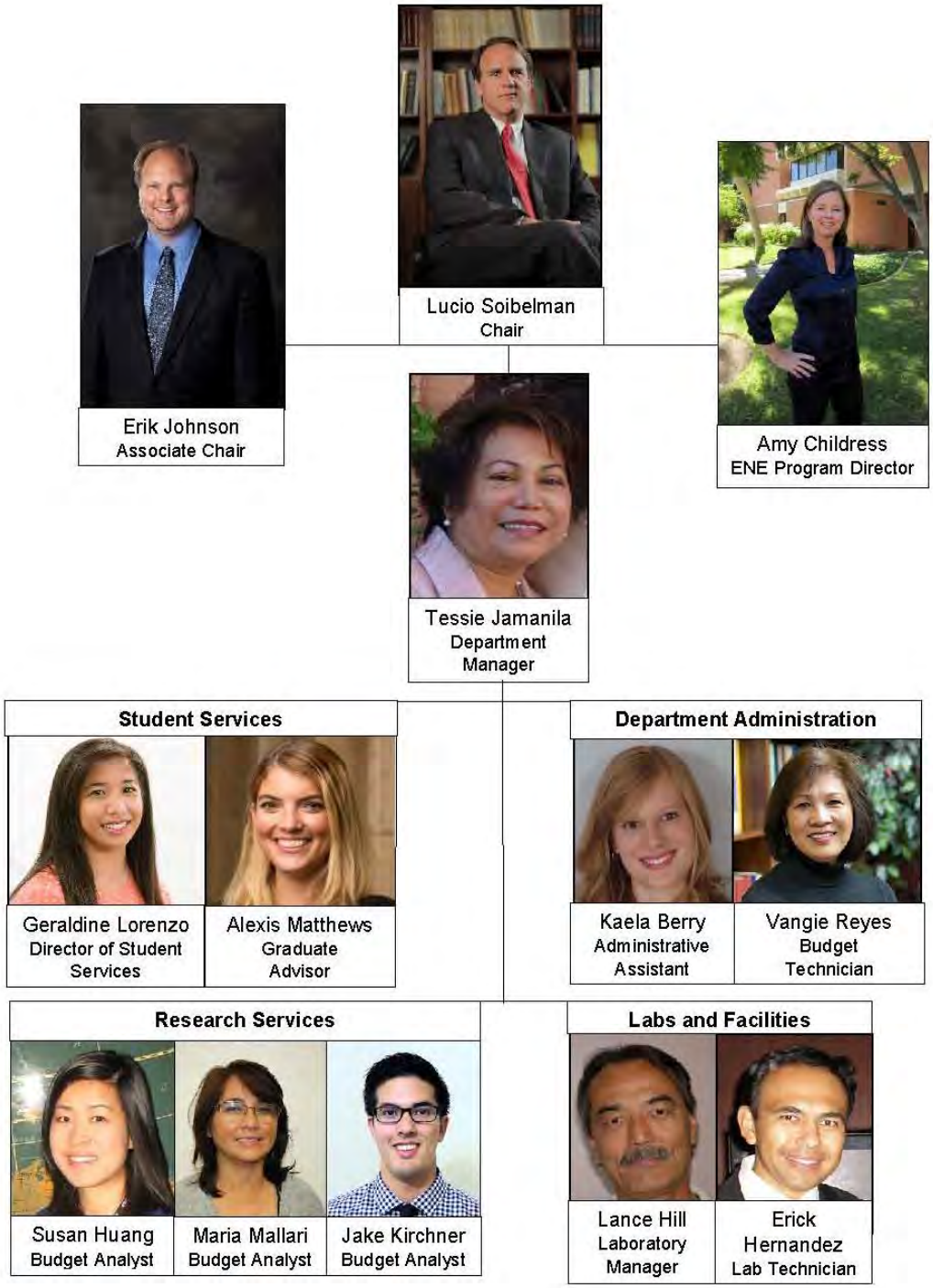
The Viterbi School has The New Initiative Form as mechanism in requesting for funds to augment current department budget for special projects. For FY 16-17, the Astani Department sent requests for a lab technician for the structures lab; a Budget Technician for the main office; additional funds for maintenance of lab equipment; funding for repetitive events like alumni awards night; funding for additional instructional software; and others.

The Viterbi School also has the Facilities Requests Form as a mechanism to upgrade facilities. In FY 2012-15, the Astani Department sent requests for re-carpeting of office suites; re-configuration of PhD offices; office renovations; and others.

5 Appendices

5.1 Appendices for Overview

5.1.1 Appendix 1: Department Management and Staff Organizational Chart



5.1.2 Appendix 2: List of Faculty

5.1.2.1 List of Tenured Faculty

Name	Status	Rank	FTE	Gender	Primary Expertise
Becerik-Gerber, Burcin	Tenured	Associate Professor	1	Female	Energy Efficiency, Building Information Modeling, Situational Awareness for Built Environment, Human-Building Interaction, Human Centered Sensing and Policy Generation for Energy Efficiency, Occupancy and Behavior Driven Energy Models, Sensors and Sensor Systems, Prediction of Human and Building Behavior
Childress, Amy	Tenured	Professor	1	Female	Membrane contactor processes for innovative solutions to contaminant and energy challenges; pressure-driven membrane processes as industry standards for desalination and water reuse, membrane bioreactor technology, colloidal and Interfacial aspects of membrane processes.
Ghanem, Roger	Tenured	Professor	1	Male	Probabilistic modeling and computational stochastic mechanics, quantitative models for the propagation of uncertainty in physical systems and structural dynamics.
Johnson, Erik	Tenured	Professor	1	Male	Structural control, structural dynamics, system identification, and computational stochastic dynamics, semi-active damping strategies for structural systems, evolutionary algorithms for efficient simulation of stochastic dynamical systems.
Lee, Jiin-Jen	Tenured	Professor	1	Male	Hydraulics, water resources engineering and coastal engineering.
Lee, Vincent	Tenured	Professor	1	Male	Seismic data processing, risk analysis, wave propagation and numerical methods.

Name	Status	Rank	FTE	Gender	Primary Expertise
Lynett, Patrick	Tenured	Professor	1	Male	Numerical and physical modeling of coastal processes; wind wave evolution from deep to shallow water; sediment transport in the coastal zone; wave interaction with permeable structures such as breakwaters; internal waves; wave energy.
Masri, Sami	Tenured	Professor	1	Male	Analysis, control, and modeling of nonlinear dynamic systems.
Meshkati, Najmedin	Tenured	Professor	0.5	Male	Risk reduction of civil infrastructure systems; safety, reliability, and efficiency of complex, large-scale technological systems; environmentally sustainable development.
Pirbazari, Massoud	Tenured	Professor	1	Male	Treatment and removal of hazardous chemicals, mathematical modeling of biophysicochemical processes in water and wastewater treatment, and the development of biotechnology for pollution remediation.
Sioutas, Constantinos	Tenured	Professor	1	Male	Technologies for measuring physicochemical characteristics of air pollutants, toxic properties, and novel technologies for reducing the emissions of air pollutants.
Soibelman, Lucio	Tenured	Professor and Chair	1	Male	Artificial Intelligence, Data Mining, Knowledge Discovery, Image Reasoning, Text Mining, Machine Learning, Multi-reasoning Mechanisms, sensors, sensor networks, and advanced infrastructure systems
Synolakis, Costas	Tenured	Professor	1	Male	Prediction of tsunami inundation and other co-seismic hazards, breaking waves, wave runup, hydrodynamic pressures on dams and two-phase flow.

Name	Status	Rank	FTE	Gender	Primary Expertise
Trifunac, Mihailo	Tenured	Professor	1	Male	Strong motion seismology, earthquake engineering, structural dynamics, wave propagation, random vibrations and instrumentation and measurement.
Wellford, L. Carter	Tenured	Professor	1	Male	Numerical methods in engineering, finite element methods for linear and nonlinear structural analysis.
Wong, Hung Leung	Tenured	Professor	1	Male	Numerical methods in engineering, wave propagation in solids and soil-structure interaction.

5.1.2.2 List of Tenure-Track Faculty

Name	Status	Rank	FTE	Gender	Primary Expertise
Ban-Weiss, George	Tenure-Track	Assistant Professor	1	Male	Earthquake Engineering, performance-based design, failure analysis, and forensic engineering
de Barros, Felipe	Tenure-Track	Assistant Professor	1	Male	Environmental fluid mechanics, stochastic hydrogeology, contaminant transport in heterogeneous porous media, site characterization and risk assessment, with emphasis on the scale issue, aquifer remediation and sustainability
Gencturk, Bora	Tenure-Track	Assistant Professor	1	Male	Novel materials and environmental durability, advanced structural testing and measurement, reliability analysis and probabilistic methods, life-cycle assessment (LCA) and structural optimization, and field investigations and structural assessment
Sanders, Kelly	Tenure-Track	Assistant Professor	1	Female	Analytical modeling of urban and agricultural systems; sustainable energy, water, and waste management; lifecycle assessment; smart grid data analytics
Savla, Ketan	Tenure-Track	Assistant Professor	1	Male	Control and Optimization tools for: Complex Dynamical Networks, Multi-agent Systems, Humans-in-loop Systems
Smith, Adam	Tenure-Track	Assistant Professor	1	Male	Resource recovery from waste streams, microbial syntrophy in anaerobic systems.
Wang, Qiming	Tenure-Track	Assistant Professor	1	Male	Mechanics of active materials and structures, Additive manufacture, Biofouling management, Water treatment

5.1.2.3 List of Professors of Research, Teaching, Practice, Clinical (RTPC Faculty)

Name	Status	Rank	FTE	Gender	Primary Expertise
Ashley, David	Non-Tenure Track	Professor of Engineering Practice	1	Male	Development and implementation of risk analysis techniques appropriate for project management and construction engineering decisions
Brandow, Gregg	Non-Tenure Track	Professor of Engineering Practice	0.5	Male	Earthquake engineering and computer analysis and application of numerical methods to solutions of complex structural problems
Knatz, Geraldine	Non-Tenure Track	Professor of Engineering Practice	0.5	Female	Seaport policy and management, maritime transportation, international trade, seaport sustainability
Koffman, Henry	Non-Tenure Track	Professor of Engineering Practice	1	Male	Global Construction Management, Forensic Engineering, BIM, Sustainability
Rechenmacher, Amy	Non-Tenure Track	Associate Professor of Engineering Practice	1	Female	Geotechnical Engineering, granular material failure and flow, experimental imaging, strain localization/ shear banding, granular physics.
Todorovska, Maria	Non-Tenure Track	Adjunct Research Professor	1	Female	Earthquake engineering, engineering seismology, structural identification and health monitoring, soil-structure interaction, probabilistic seismic hazard analysis, strong ground motion.

5.1.2.4 List of Courtesy Appointment Faculty

Name	Status	Rank	FTE	Gender	Primary Expertise
Borrero, Jose	Non-Tenure Track	Adjunct Research Assistant Professor	0	Male	Tsunami hazards, field surveys and submarine landslides
Caffrey, John	Non-Tenure Track	Adjunct Research Assistant Professor	0	Male	Structural control, mechanical design and manufacturing, and experimental mechanics.
Gerber, David	Tenure-Track	Assistant Professor of Architecture, Joint Appointment	0	Male	Domain integration, interactivity and system intelligence, digital media and fabrication, multi-objective design optimization and design agency
Jahanshahi, Mohammad	Non-Tenure Track	Adjunct Assistant Research Professor	0	Male	Autonomous sensing, data interpretation and intelligent condition assessment of structures. He has been working in the field of computer vision and machine learning to develop robust systems for health monitoring of civil infrastructures
Khoshnevis, Behrokh	Tenured	Professor, Epstein Department of Industrial & Systems Engineering , Joint Appointment	0	Male	Computer-integrated systems of planning and design in manufacturing, rapid Prototyping, intelligent simulation environments
Le-Griffin, Hanh Dam	Non-Tenure Track	Adjunct Associate Professor	0	Female	Transportation engineering analysis, transportation modeling and application of GIS and TranCAD, cost-benefit analysis, freight logistics, Asia-Pacific Issues, port system optimization, public and private financing for marine port development, port capacities and performance characteristics.

Name	Status	Rank	FTE	Gender	Primary Expertise
Luhar, Mitul	Tenure-Track	Assistant Professor, Department of Aerospace and Mechanical Engineering, Joint Appointment	0	Male	Turbulence, Environmental Fluid Mechanics, Flow-Structure Interaction
Moore, James	Tenured	Professor, Joint Appointment	0	Male	Economic impact analysis, engineering economics, transportation engineering, urban transportation, infrastructure performance
Nastar, Navid	Non-Tenure Track	Adjunct Assistant Professor	0	Male	Structural and earthquake engineering, forensic engineering and failure investigations,seismic behavior and design of structures
Udwadia, Firdaus	Non-Tenure Track	Professor of Aerospace and Mechanical Eng., Joint Appointment	0	Male	Dynamics and control, mechanics and mathematics, collaborative engineering, engineering management, structural dynamics, system identification.
Wahbeh, Ahmed	Non-Tenure Track	Adjunct Research Assistant Professor	0	Male	Experimental studies and generating synthetic motion data, seismic performance of bridges under ambient and high-level ground motions
Zhang, Dongxiao	Non-Tenure Track	Adjunct Research Professor	0	Male	Stochastic uncertainty quantification for hydrology and petroleum reservoir simulations; multiscale modeling and simulation of flow in porous media; geological sequestration of carbon dioxide

5.1.3 Appendix 3: New Hires

Since the last UCAR visit, our Department has hired twelve new faculty members. One of the main issues that UCAR addressed in 2009 was the gaps missing in our research and the need for younger faculty. Dr. Lucio Soibelman was hired as the new department chair, with the commitment and support from the dean of the Viterbi School of Engineering, to hire new tenure-track professors and fill the gaps of the Department's dominant research thrust areas. Dr. Soibelman has proved to have done so with great success. Every new hire brought in, during his term, has been the first choice of the department. The Dean demonstrated his commitment to the Department by funding this rapid growth, providing resources for the needed facility renovations, for new offices and labs, and for the needed startup. The accumulated sum of all start-up packages for the new hires is about $8.5 million. Since our new hires joined the faculty, they have proven to provide a positive impact on our Department through their research and teaching. Their numerous awards and honors have transformed our Department into one of the most distinguished members within the Viterbi school.

Dr. Patrick Lynett joined the Viterbi Faculty in Fall 2011. He graduated from Cornell University in 2002 with a Ph.D. in civil and environmental engineering. Dr. Lynett served as an assistant professor from 2002 to 2011 at Texas A&M University before coming to USC. His research focuses on hydrodynamic modeling, with a general concentration on shallow water wave phenomenon. Much of his work is numerical-based, although experimental and field components play a significant role in his projects. In February 2012, Dr. Lynett was appointed as the inaugural holder of the John and Dorothy Shea Early Career Chair in Civil Engineering. Dr. Lynett has been the recipient of research grants from the National Science Foundation (NSF), the U.S. Army Corps of Engineers, the United States Geological Survey, the Nuclear Regulatory Commission, the NOAA Sea Grant Program, the Office of Naval Research, various California state agencies, and private industry. He has received numerous awards, including the Department of the Army Commander's Award for Public Service given for Dr. Lynett's post-Katrina work, a prestigious Guggenheim Fellowship in 2010, and the ASCE Walter L. Huber Civil Engineering Research Prize in 2013.

Dr. Lucio Soibelman was hired as the new department chair in Spring 2012, after more than seven years as a professor of civil and environmental engineering at Carnegie Mellon University and six years as a faculty member at the University of Illinois at Urbana-Champaign. He received his Ph.D. from the Massachusetts Institute of Technology in 1998. During the last 17 years, he focused his research on advanced data acquisition, management, visualization, and mining for construction and operations of advanced infrastructure systems. He published over 100 books, books chapters, journal papers, conference articles, and reports and performed research with funding from NSF (NSF career award and several other NSF grants), NASA, DOE, US Army, NIST, IBM, Bosch, IDOT, and RedZone Robotics, among many others funding agencies. He is the former chief editor of the American Society of Civil Engineers *Computing in Civil Engineering* Journal. In 2010, he received the ASCE Computing in Civil Engineering Award; in 2012, he received the 2011 FIATECH Outstanding Researcher Celebration of Engineering & Technology Innovation, or CETI, Award; and in 2013, he was elected a Fellow of ASCE.

Dr. Ketan Savla joined the CEE Department as an Assistant Professor in August 2012. Dr. Savla received his Ph.D. in Electrical Engineering from the University of California, Santa Barbara in 2007. He was a Research Scientist at the Massachusetts Institute of Technology before coming to USC. His research interests include control and optimization tools for complex dynamical networks, multi-agent systems, and humans-in-loop systems, including applications to transportation networks. His recognitions include CCDC Best Thesis Award from UCSB, an IEEE CSS George S. Axelby Outstanding Paper Award, and a CAREER Award from the National Science Foundation. Recently, Dr. Savla was appointed as the holder of the John and Dorothy Shea Early Career Chair in Civil Engineering.

Dr. Felipe de Barros joined the CEE Department as an Assistant Professor in January 2013. He received his Ph.D. in Civil and Environmental Engineering from the University of California, Berkeley in 2009. Prior to joining the USC Viterbi School of Engineering, Dr. de Barros worked as a researcher for both the University of Stuttgart, Germany, from 2009 to 2011, and the Technical University of Catalunya-BarcelonaTech, from 2011 to 2012. His research interests include environmental fluid mechanics, stochastic hydrogeology, contaminant transport in heterogeneous porous media, site characterization and risk assessment, with emphasis on the scale issue, aquifer remediation and sustainability. Other interests include applications of numerical, hybrid numerical-analytical and statistical methodologies for efficient modeling of stochastic flow and transport phenomena in heterogeneous subsurface environments. He received multiple fellowships, such as the CAPES Foundation Fellowship in in 2003, the Jane Lewis Fellowship in 2007 and 2009, and the Juan de la Cierva Fellowship in 2011. His students have shown great success, such as Mahsa Moslehi receiving the 2015 Association of Professors and Scholars in Iranian Heritage, or APSIH, Award as a recognition of her exceptional scholarly activities.

Dr. George Ban-Weiss was appointed by the CEE Department as an Assistant Professor in August 2013. Dr. Ban-Weiss received his Ph.D. in Mechanical Engineering from the University of California, Berkeley in 2008. Prior to coming to USC, Dr. Ban-Weiss did his postdoctoral research at Carnegie Institution, Stanford, from 2008 to 2010, and worked as a scientist for Lawrence Berkeley Laboratory, from 2010-2013. He is interested in how humans alter the environment ranging from urban to global scales. He is particularly interested in using global and regional climate models to study the influence of anthropogenic aerosols and land cover change on global and regional climate, developing high spatial resolution emissions and surface albedo data for megacities, developing novel measurement methods to characterize climatically relevant pollutant emissions from energy sources, evaluating the representation of particle-cloud interactions in climate models using satellite data, synergistic approaches for reducing climate change and urban air pollution. Dr. Ban-Weiss has received numerous grants from The Rose Hills Foundation, Lawrence Berkeley Laboratory, and the National Science Foundation. Since starting here, Dr. Ban-Weiss was named one of the world's top 35 innovators under the age of 35 by MIT Technology Review in fall of 2014.

Dr. Amy Childress is Professor and Director of Environmental Engineering at the University of Southern California (USC). She received her Ph.D. in Environmental Engineering from the University of California, Los Angeles in 1997. She not only worked as faculty at the University of Reno, Nevada, for fifteen years, but also served as chair of their Department of Civil and

Environmental Engineering. For the past 20 years, her research and scholarly interests have been in the area of membrane processes for water treatment, wastewater reclamation, and desalination. Recently, Dr. Childress has investigated membrane contactor processes for innovative solutions to contaminant and energy challenges; pressure-driven membrane processes as industry standards for desalination and water reuse; membrane bioreactor technology; and colloidal and interfacial aspects of membrane processes. She leads a research group that has produced numerous peer-reviewed publications and patents. Professor Childress has received several awards, most notably the AEESP Outstanding Publication Award and a National Science Foundation CAREER Award. She has been invited as a plenary or keynote speaker to technical conferences worldwide. Dr. Childress has also presented at two National Academy of Engineering Frontiers conferences and just recently participated on the Roundtable on Science and Technology for Sustainability. Dr. Childress has served as President of the Association of Environmental Engineering and Science Professors and as an editorial board member for several journals.

Dr. Kelly Sanders joined the Astani CEE Department as an Assistant Professor in January 2014. Dr. Sanders received her Ph.D. at the University of Texas at Austin in civil engineering. Her research aims to increase the sustainability of large-scale water, energy, and food systems. In particular, she is interested in identifying opportunities to implement synergistic conservation strategies that decrease the energy, water, and environmental impacts associated with the production, delivery, and consumption of these critical resources. In 2012, Sanders was recognized in Forbes' "30 under 30: Today's disrupters and tomorrow's brightest stars" for her technical contributions to the energy field. Her research has been featured in prominent media outlets including Forbes, The Washington Post, The Huffington Post, Bloomberg, Scientific American, and The Christian Science Monitor. She recently received the Outstanding Educator Award from the Orange County Engineering Council (OCEC) in February 2016.

Dr. Adam Smith joined as an Assistant Professor in Fall 2014. Dr. Smith earned his Ph.D. in environmental engineering from the University of Michigan. His research is focused on resource recovery from waste streams, microbial syntrophy in anaerobic systems, implications of low temperatures on microbial communities, biofilm-based treatment systems, and sustainability assessment applied to water infrastructure systems. His lab is researching global environmental protection through improving water infrastructure and water resources, as well as studying the potential for wastewater as a valuable resource of energy, nutrients, and water. Smith has published multiple peer-reviewed articles focusing on his biological research interests. He received the Ignatius Scholarship in 2005 and the John P. Hennessey Scholarship in 2010. He received the Jack A. Borchardt Fellowship in 2009 and won first place in the Geosyntec Consultants Paper Competition in 2011.

Dr. Qiming Wang was appointed as Assistant Professor in May 2015. He earned a Ph.D. in Mechanical Engineering and Materials Science at Duke University, and received postdoctoral training in Mechanical Engineering at MIT. His research is focused on designing novel materials and structures to rise to two grand challenges: how to restore and improve urban infrastructure, and how to provide access to clean water. His research has been reported on by The Discovery Channel, The Washington Post, BBC Focus, NBC News, The Wall Street Journal, and Physics

Today. He has won a number of prestigious awards, including the ACS Arthur K. Doolittle Award, the NSF-PACAM Fellowship, and the Duke Lew Pre-doctoral Fellowship.

Dr. David Ashley was brought in as a Professor of Engineering Practice in August 2015. Previously, he was President of the University of Nevada, Las Vegas, and Executive Vice Chancellor and Provost at the University of California, Merced, where he also was the Shaffer-George Chair in Engineering. He also was Dean of Engineering at Ohio State University and held civil engineering faculty positions at the University of California, Berkeley, the University of Texas at Austin, and the Massachusetts Institute of Technology. Dr. Ashley received his Ph.D. in Civil Engineering from Stanford University. His central research area is developing and implementing risk analysis techniques to make project management and construction engineering decisions. His research has been recognized by The American Society of Civil Engineers (ASCE) and The National Academy of Construction, among others.

Dr. Bora Gencturk joined the Sonny Astani Civil and Environmental Engineering Department as an Assistant Professor in August 2016. He earned his Ph.D. degree in Civil Engineering from the University of Illinois at Urbana-Champaign. Prior to joining the University of Southern California, he was an Assistant Professor in Civil and Environmental Engineering Department at the University of Houston. Dr. Gencturk's research interests include the use of novel materials for environmental durability, advanced structural testing and measurement, probabilistic methods, life-cycle assessment, and field investigations. He is a member of ASCE, the American Concrete Institute (ACI), the Earthquake Engineering Research Institute (EERI), and the Structural Engineers Association of Texas (SEAoT).

Dr. Daniel McCurry is our newest hire, coming in as an Assistant Professor in January 2017. He is a Ph.D. candidate in the Department of Civil and Environmental Engineering at Stanford University. Prior to Stanford, he earned an M.S. (Environmental Engineering) from Yale University and a B.S. (Civil Engineering) from the University of Cincinnati, and worked as a research assistant at the U.S. EPA. His recent research has focused on improving the safety of engineered water sources, by applying the tools of environmental organic chemistry to urgent water quality problems arising from chemical disinfection of wastewater. He received the NSF Graduate Research Fellowship in 2012 and two fellowships at Yale University in 2011.

5.1.4 Appendix 4: Renovations

Another way of measuring the school's commitment to improving the quality of the Department is through the recent renovations of our facilities. This has created needed space of the quality required to allow our faculty to effectively perform their research and manage their work. The KAP renovations described below amounted to over $2 million. The total project costs (construction, furniture and miscellanous expenses) for CEE projects from FY 2012 to present is $5,177,200, and covers 30,800 square feet of renovated space. Pure construction costs are about $4,931,356. This gives our Department the equipment, space, and convenience needed for a productive scholarly work environment.

KAP Renovations

- KAP 214 – The renovation of the student affairs suite in 2013 brings back the student life in social context. The modified area contributes to better serve the functional needs of the two student advisors.
- KAP 210 – The main office was renovated late Fall 2013 with full occupancy in January 2014. Its open concept design, where glass walls were installed with organic geometry, meant to support work groups of two staff and two student workers, create open space using transaction counter and mobile cabinets. The current main department office landscape feels more welcoming. The department chair's office has an unfrosted glass wall.
- KAP 203 – This room was converted into a student lounge and kitchen. The students eat here and use the microwave ovens. Traffic is constant because of the coffee machine with free hot water. The sofa is comfortable for sitting, to relax, and chat with colleagues. The Department gathers together for cake on faculty/staff birthdays.
- KAP 200 – This suite has the copiers, part-time lecturers' office, and conference room. Many meetings occur in this conference room and the presence of the steel beam across the glass wall is richly appropriate for the civil engineering department.
- The storage room next to KAP 209 was converted into a PhD office with 7 desks and functional workstations.
- PhD student offices (KAP 223, 225, 227, 229) are now furnished with work-fit desk workstations with overheads and better chairs.
- Two faculty offices were converted into three faculty offices for new hires.
- The geotechnical lab in KAP B38 was completed as of January 2015. CE 467L lab course is being conducted here.
- A new structure laboratory was added to the KAP sub-basement, with upgraded hydraulics, a new reaction wall, a new strong floor, and a new flume for the tsunami research team. As well, we received a new concrete lab, crane, classroom for materials and structures class, and a workshop.

BHE Renovations

Approximately 4,000 square feet of ENE laboratory space have just been completely renovated and both process and analytical equipment have been installed for use by environmental

engineering faculty, staff, and students. The laboratory houses membrane bench- and pilot-scale systems for seawater desalination and wastewater reclamation. Each system equipped with online monitoring and data acquisition. As part of Dr. Childress's and Dr. Smith's start-up package, instrumentation for water membrane filtration and environmental microbiology has been purchased. This new renovated water laboratory enables fundamental understanding of complex transport and reaction processes, implementation of new modeling approaches, and development of laboratory and pilot systems. Together, the water faculty intends to build a portfolio of integrated modeling and processes for the production of water and energy. Research efforts focus on (A) advanced water and wastewater treatment processes to reduce energy consumption in clean water production and to reuse water during energy production and other industrial processes, and (B) new methodologies to leverage uncommon sources to produce energy.

The second floor of Biegler Hall, or BHE, has been renovated to create more space for our growing department. Offices have been created for both professors and PhD students. The renovations also included new restrooms, kitchen, and work area. The newly renovated floor also includes the environmental engineering laboratory, developed last year. This space allows environmental engineering professors and students to work close to the laboratory, without having to walk from one building to the next, giving more time to their research.

The basement of Biegler Hall includes a new research lab for Dr. Qiming Wang, dark room, Ph.D. students' office, and walk-in refrigerated room.

5.1.5 Appendix 5: Ph.D. Program Curriculums

Program Requirements

- Satisfactory completion of
  - at least 60 units of approved graduate level course work beyond the B.S. degree
  - a cumulative grade point average of at least 3.0
- Credit toward the 60 units of required course work is given for approved course work in the area of specialization of the Ph.D. program:
  - 40–50 units of regular courses
  - 6–12 units of directed research (3–6 if a prior M.S. was earned elsewhere)
    - the lower limit is automatic, the higher with department approval
  - 4–8 units of dissertation units
- Typically Ph.D. students have completed a master's degree with 24–30 units of prior course work that can be applied toward the Ph.D. unit requirement.
- Ph.D. students take 6–12 units per semester, typically completing the required regular courses in 3-4 semesters.
- The Ph.D. program has three milestones:
  - **Ph.D. Screening Examination**: a written and oral examination, which must be taken before the fourth semester (usually before the second semester for those with a prior master's degree), with questions posed by a committee of three faculty members.
  - **Qualifying Examination**: taken once the student has selected a dissertation topic and has done preliminary research resulting in a Dissertation Proposal.
    - A written and oral exam based on a report of completed research and the Dissertation Proposal.
    - Normally taken by the end of the third year in the Ph.D. program.
    - The committee is composed of five USC faculty, including at least three from within the student's home department and at least one with a primary appointment in another USC department.
  - **Dissertation Examination**: the Ph.D. student presents the Dissertation in manuscript form and defends it orally. This examination is usually taken within 6 months to two years after the Qualifying Examination.

Admission Requirements

- A bachelor degree from an accredited American college or university, or from a foreign institution of acceptable standing.
- GRE General Test.
- TOEFL scores, if applicable.
- Applicants must demonstrate from their previous major studies that they
  - meet the level of academic achievement
  - will be successful in advanced study
- Admission decisions are based on:
  - Grade Point Averages
  - GRE scores

    - Prior course work and scholarly excellence
    - Three letters of recommendation
    - A statement of purpose
    - Optimal background and fit with the intended advisor
    - Availability of funding
- The Ph.D. programs in Civil Engineering and Environmental Engineering are open to students with degrees in engineering or the sciences. Students with degrees in other fields may be admitted based on the recommendation of a Program Adviser. Those with prior degrees outside engineering may be required to take pre-requisite course work.

Specialization areas for Ph.D. in Civil Engineering

- Coastal Engineering, Water Resources Engineering
    - Research in hydraulics, water resources engineering, and coastal engineering focuses on problems that have great impacts on urban and coastal environments. PhD students can choose from a number of research topics depending on one's interest and background. Research topics normally range from theoretical modeling to computer modeling to experimental modeling. Many research projects are funded by Federal agencies and local government agencies as well as private industrial firms such as: the National Science Foundation (NSF), the County of Los Angeles, the San Gabriel Valley Protection Association, and the Taiwan Power Company. In addition, the USC Foundation for Cross-Connection Control and Hydraulic Research (FCCCHR) provides research funding support for Ph.D. students
- Earthquake Engineering
    - Research in Earthquake Engineering at the University of Southern California focuses on the development of a basic understanding of all physical processes of earthquake generation, wave propagation and structural response. Measurements of strong ground motion and of structures are used to develop methods of predicting the characteristics of future earthquake shaking, soil-structure interaction and structural response.
- Informatics for Intelligent Built Environments
    - The research of the Informatics for Intelligent Built Environments group is focused around the following core research areas: (1) Adaptive and responsive built environments; (2) Built environment information visualization; (3) Computing for design, construction and management of built environments; and (4) Smart infrastructure and urbanization. The research group strives to become one of the foremost experts in these areas with a multi-disciplinary approach towards developing top-notch researchers, and expand the existing body of knowledge for the research community and industry. Amongst specific on-going projects, areas of interest include:
        - Enhancing the management of built environments at all life cycle phases through information driven processes.
        - Active monitoring of built environments for leveraging feedback from building systems and occupants to identify opportunities to educate end

users and develop adaptive strategies towards efficient and sustainable operations.
        - Creating an awareness of energy impact factors in order to improve efficiency through methods for tracking and leveraging of feedback in real time.
        - Promoting communication and control systems with contextual awareness of location and individual human preferences, along with simulation capabilities for enhancing control logic of energy using systems.
        - Championing intelligent built environment paradigm, through constant data collection along with visualization techniques and interfaces for informed and powerful decision making.
        - Enabling next generation service delivery principles for design, construction, and management through data and model driven schema and interactions.
        - Deploying sensing, monitoring, and measuring techniques for verifying human-building interaction to inform the potential to further leverage these technologies in real world applications, and propose operational protocols.
        - Studying dependencies between user requirements and building system design and operation to promote enhanced approaches for input given to occupants about their environment, in order to enable control sequences which can adapt to this user feedback layer.
        - Developing frameworks, tools, and methods to support knowledge discovery from data rich buildings and infrastructure elements and systems.
    - Our research lab is called Innovation in Integrated Informatics LAB (iLAB) research.
- Structural Engineering and Design
    - Research in structural engineering at the University of Southern California presently focuses on development and implementation of new and improved numerical finite element methods for both static and dynamic problems, analysis of the performance of structures during earthquakes, dynamic soil-structure interaction, experimental studies of structural components and subassemblies, passive, hybrid/active/semiactive control of civil structures, the development of new analyses (including nonlinearity), design methodologies, and engineering seismology. Current research projects are funded by
        - National Science Foundation (NSF)
        - Pacific Earthquake Engineering Research Center (PEER)
        - California Department of Transportation (Caltrans)
- Structural Mechanics
    - Structural Mechanics concerns the analysis of structural components and systems with applications that include new and complex materials, bridges and tall buildings, mechanical subsystems, offshore and aerospace structures. Conservation laws, constitutive behaviors and phenomenological models of failure and extremes are explored with a variety of mathematical tools. Structural

mechanics is a core body of knowledge that intersects several of the more specialized focus areas throughout the Department.

- Transportation and Networked Systems
    - Research in Transportation and Networked Systems focuses on developing tools for analysis, control, estimation and planning for interdependent critical infrastructure networks such as transportation, power grid, gas, and communication networks. The emphasis is on efficient performance under nominal situations, and resilience under extreme events (natural as well as manmade), by management of physical assets as well as incentive design to influence behavior of human consumers. Theoretical topics include robust control theory for networked dynamical systems, that also incorporates cascading failures; incentive design with guarantees on robustness to disturbances; distributed control and estimation algorithms within emerging internet-of-things architectures with provable performance guarantees; and statistical mechanical theory for constructing macroscopic models for traffic flow from multiscale microscopic interaction rules, especially in the context of connected and autonomous vehicles. An emerging research topic is dynamic task allocation and motion planning algorithms in complex settings for autonomous monitoring of civil infrastructure by robotic platforms. From a methodology point of view, there is a strong emphasis on tight integration between cyber (optimization, control theory, game theory, etc.) and physical (domain characteristics, human behavior) aspects of the problems. The theoretical work is supplemented by case studies developed using professional grade software and real-world data, particularly in the context of the Los Angeles area, and by an indoor aerial robotics laboratory. Current research projects are funded by the National Science Foundation, the California Department of Transportation, and the Office of Naval Research.
- Coupled Complex Systems and Probabilistic Risk Assessment
    - Consequences of failure of engineered systems have grown in recent decades as functions of inter-dependence between their technological, functional, and societal aspects. Advanced characterization of system-level and component-level failure increasingly requires an assessment of the interaction between physical phenomena evolving at distinct temporal and spatial scales, as well as the impact of these phenomena on socio-economic processes that characterize societal sustainability and resilience. Our investigations of Coupled Complex Systems and Probabilistic Risk Assessment aims at improving our analysis, design and decision capabilities for systems that exhibit such multiscale, multi-physics, and multi-disciplinary interactions in the presence of uncertainty. The focus of the research is on quantitative methods that blend advanced modeling & simulation and data interpretation techniques with advanced statistical and uncertainty quantification methods. Recent applications within this group have included the analysis and design of advanced energy production components for nuclear, fossil, and smartGrid systems as well as the design of manufacturing and production processes for composite structures.

5.2 Appendices for Research

5.2.1 Appendix 6: Funding per Core Tenure Track Faculty Member (According to the ASEE) at both CEE@USC and the Top 22 CEE Departments According to the US News & World Report Rankings

Total Research Expenditures and Average Research Expenditures per Faculty Listed According to US News & World Report Rankings

US News World Report Ranking	School	T/TT Faculty ASEE	Total Expenditures ASEE	Expenditure per Faculty
1	University of California--Berkeley	43	$26,885,000	$625,233
2	University of Illinois--Urbana-Champaign	52	$22,267,765	$428,226
3	Stanford University	27	$13,132,877	$486,403
3	University of Texas--Austin (Cockrell)	52	$24,225,611	$465,877
5	Georgia Institute of Technology	53	$14,551,000	$274,547
6	Purdue University--West Lafayette	51	$41,393,451	$811,636
7	University of Michigan--Ann Arbor	33	$10,360,507	$313,955
8	Massachusetts Institute of Technology	35	$22,977,000	$656,486
9	Carnegie Mellon University	21	$6,181,678	$294,366
9	Cornell University	25	$4,185,367	$167,415
9	Virginia Tech	46	$51,657,825	$1,122,996
12	University of California--Davis	33	$17,576,680	$532,627
12	University of California--San Diego (Jacobs)	22	$9,409,845	$427,720
14	Northwestern University (McCormick)	21	$3,890,912	$185,282
15	Texas A&M University-- College Station (Look)	56	$87,424,000	$1,561,143
15	University of Washington	35	$14,135,000	$403,857
15	University of Wisconsin-- Madison	38	$19,048,810	$501,284
18	University of California--Los Angeles (Samueli)	16	$3,505,911	$219,119
18	University of Minnesota-- Twin Cities	32	$7,218,683	$225,584
21	Johns Hopkins University (Whiting)	9	$7,886,000	$876,222
21	Pennsylvania State University-- University Park	26	$14,403,908	$553,996
21	University of Colorado--Boulder	38	$14,546,492	$382,802
24	Lehigh University (Rossin)	20	$5,760,497	$288,025
24	Princeton University	16	$8,254,737	$515,921
26	Rice University (Brown)	11	$3,928,935	$357,176
26	University of California--Irvine (Samueli)	23	$3,978,647	$172,985
26	University of Maryland-- College Park (Clark)	27	$26,320,980	$974,851
26	University of Southern California (Sonny Astani Department of Civil & Environmental Engineering)	21	$5,696,271	$271,251
31	Arizona State University (Fulton)	30	$13,928,736	$464,291
31	North Carolina State University	45	$18,236,000	$405,244
31	Northeastern University	22	$5,277,150	$239,870
31	University at Buffalo-- SUNY	30	$4,391,000	$146,367
31	University of Florida	42	$11,046,000	$263,000

Data Sources:
Rankings: U.S. News and World Report, Best Graduate Schools- Civil Engineering 2016
Faculty and Financial Data: 2014 ASEE (American Society of Engineering Education)

*Columbia University (Fu Foundation),ranked 26, was not used for this analysis. No research expenditures reported to ASEE.
*California Institute of Technology ranked at 18, was not used for this analysis. Research expenditures for CE not reported to ASEE.

5.2.2 Appendix 7: Total Recent Funding Awards of the Core CEE Faculty

Total Awards in Past 5 Years (including Principal Investigator, Title, Date, & Amount

Row Labels	Investigator Team	Start Date	End Date	Sum of Total CEE Proposal Budget	Sum of Total Proposal Budget
Ban-Weiss	**CEE: Ban-Weiss (PI)**			$760,061	$760,061
	Lawrence Berkeley National Laboratory (LBNL)				
	Life-Cycle Assessment and Co-benefits of Cool Pavements	8/16/2013	3/31/2016	$68,000	$68,000
	Monitoring the Urban Heat Island Effect and the Efficacy of Future Countermeasures			$82,000	$82,000
	Solar-reflective "cool" walls: benefits, technologies, and implementation	10/7/2015	6/30/2018	$250,000	$250,000
	National Science Foundation				
	Collaborative Research: Development of a multi-scale model to determine optimal urban heat mitigation strategies for vulnerable populations in a changing climate	6/1/2015	5/31/2018	$210,061	$210,061
	Rose Hills Foundation				
	Can increased use of urban vegetation and "cool" roofs and pavements counter the effects of future climate change while simultaneously improving air quality in Los	7/1/2014	6/30/2016	$150,000	$150,000
	PI: Yan Liu (CS); CEE: Ban-Weiss			$200,000	$200,000
	National Science Foundation				
	CyberSEES: Type 1: A Novel Machine Learning Framework for Urban Heat Island Causal Analysis: a Marriage of Observations and Physical Models	9/1/2015	8/31/2017	$200,000	$200,000
Becerik	**Architecture: Qingyun Ma (PI), Greg Otto, David Gerber / CEE: Becerik / Computer Science: Michael Arbib / Cinematic Arts: Scott Fisher**			$0	$10,000
	Zumberge				
	Towards Interactive Architecture	6/1/2010	5/31/2011	$0	$10,000
	CEE: Becerik (PI)			$487,799	$487,799
	Autodesk, Inc.				
	Pixels to Objects to Intelligence: Building Reality Capture For Bridging Physical and Cyber Space	8/16/2010	5/15/2011	$20,354	$20,354
	Lyngsoe Systems Ltd				
	RFID Based Indoor Location Sensing	8/16/2010	8/15/2011	$56,756	$56,756
	National Science Foundation				
	CAREER: A Human-Building Interaction Framework for Responsive and Adaptive Built Environments	2/1/2014	1/31/2019	$400,715	$400,715
		5/16/2015	1/31/2019	$9,974	$9,974
	CEE: Becerik (PI) / Architecture: David Gerber / Computer Science: Milind Tambe / Psychology: Wendy Wood			$400,721	$1,569,828
	National Science Foundation				
	SEP: Creating An Energy Literate Society Of Humans, Buildings, And Agents For Sustainable Energy Management	9/1/2012	8/31/2016	$400,721	$1,569,828
	CEE: Becerik (PI) / Electrical Engineering: Bhaskar Krishnamachari			$182,728	$383,256
	National Science Foundation				
	An Integrated Mobile Sensor System for Occupancy and Behavior Driven Building Energy Management	5/15/2012	9/30/2014	$175,756	$376,284
		5/16/2013	9/30/2014	$6,972	$6,972
	CEE: Becerik (PI), Jonathan Gratch (ICT)			$125,000	$250,000
	National Science Foundation				
	EAGER: Developing a Mathematical Framework to Enable Bi-Directional Interactions of Humans with Smart Engineered Systems Using Relational Elements	9/1/2015	8/31/2017	$125,000	$250,000
	CEE: Becerik (PI), Masri			$124,999	$124,999
	National Academy of Sciences (aka: NCHRP)				
	An Inexpensive Vision-Based Approach for the Autonomous Detection, Localization and Quantification of Pavement Defects	3/1/2013	10/15/2015	$124,999	$124,999
	CEE: Becerik (PI)/ Computer Science: Milind Tambe			$0	$18,677
	National Science Foundation				
	SEP: Creating An Energy Literate Society Of Humans, Buildings, And Agents For Sustainable Energy Management	5/16/2015	8/31/2016	$0	$18,677
	ISI: Michael Orosz (PI) / CEE: Becerik			$211,613	$2,217,397
	U.S. Department of Energy (DOE)				
	Building Level Energy Management System (BLEMS) Development	8/16/2010	3/31/2013	$211,613	$2,217,397
Childress	**CEE: Childress (PI)**			$1,330,248	$1,754,594
	Environmental Protection Agency (EPA)				
	Contaminant Removal Using Membrane Distillation For Sustainable Drinking Water Treatment	9/1/2013	8/15/2016	$424,345	$848,691
	U.S. Army Corps of Engineers [Strategic Environmental Research & Development Program (SERDP)]				
	A Fully Integrated Membrane Bioreactor System for Wastewater Treatment in Remote Application	9/29/2014	9/28/2017	$889,259	$889,259
	University of Nevada, Reno				
	Osmotically Assisted Desalination: A Low Energy Reverse Osmosis Hybrid Desalination System	7/1/2013	12/31/2013	$16,644	$16,644
	PI: Childress (CEE)			$0	$49,500
	University of North Carolina at Chapel Hill				
	Redefining Environmental Engineering and Science in the 21st Century	10/1/2015	9/30/2016	$0	$49,500
Ghanem	**CEE: Ghanem (PI)**			$1,157,944	$1,157,944
	General Motors				
	ICME Development of Carbon Fiber Composites for Lightweight Vehicles	1/1/2015	2/28/2019	$1,057,944	$1,057,944
	National Science Foundation				
	Collaborative Research: RIPS Type 1: Human Geography Motifs to Evaluate Infrastructure Resilience	9/1/2014	8/31/2016	$100,000	$100,000
	CEE: Ghanem (PI) / CE: Fred Aminzadeh			$101,388	$223,236
	URS Energy & Construction Inc.				
	Confident Predictions of Reservoir and Well Bore Flow Using Reduced Models and Data	3/12/2013	12/31/2013	$101,388	$223,236
	CEE: Ghanem (PI) / MFD: Fred Aminzadeh			$125,093	$274,642
	URS Energy & Construction Inc.				
	Confident Predictions of Reservoir and Well Bore Flow Using Reduced Models and Data	2/26/2014	5/31/2014	$37,500	$75,000
		6/15/2014	11/14/2014	$87,593	$199,642
Johnson	**CEE: Johnson (PI)**			$627,801	$788,799
	National Science Foundation				
	Collaborative Research: NEESR Planning: Toward Experimental Verification of Controllable Damping Strategies for Base Isolated Buildings	10/1/2013	9/30/2016	$215,124	$215,124
	Collaborative Research: Optimal Design of Smart Damping for Structural Systems to Mitigate the Impacts of Natural Hazards	9/1/2014	8/31/2017	$206,107	$206,107
	RAPID: NEES/E-Defense Collaboration for Design of E-Defense Smart Base Isolation Experiments	6/1/2011	5/31/2014	$67,630	$67,630
	University of Minnesota				
	Rapid Identification, Control, and Uncertainty Analysis of Structural Models	4/1/2011	3/31/2014	$138,940	$299,938
	CEE: Johnson (PI) / Division of Engineering Education: Gisele Ragusa			$143,725	$392,827
	National Science Foundation				
	SAVI/Collaborative Research: Pacific Rim Earthquake Engineering Mitigation Protective Technologies International Virtual Environment (PREEMPTIVE)	8/1/2014	7/31/2017	$143,725	$392,827
Lynett	**CEE: Lynett (PI)**			$1,367,028	$1,367,028
	California Geological Survey				
	Simulation of Tsunami-Induced Currents for Hazard Assessment and Mapping	4/9/2014	4/30/2015	$95,000	$95,000

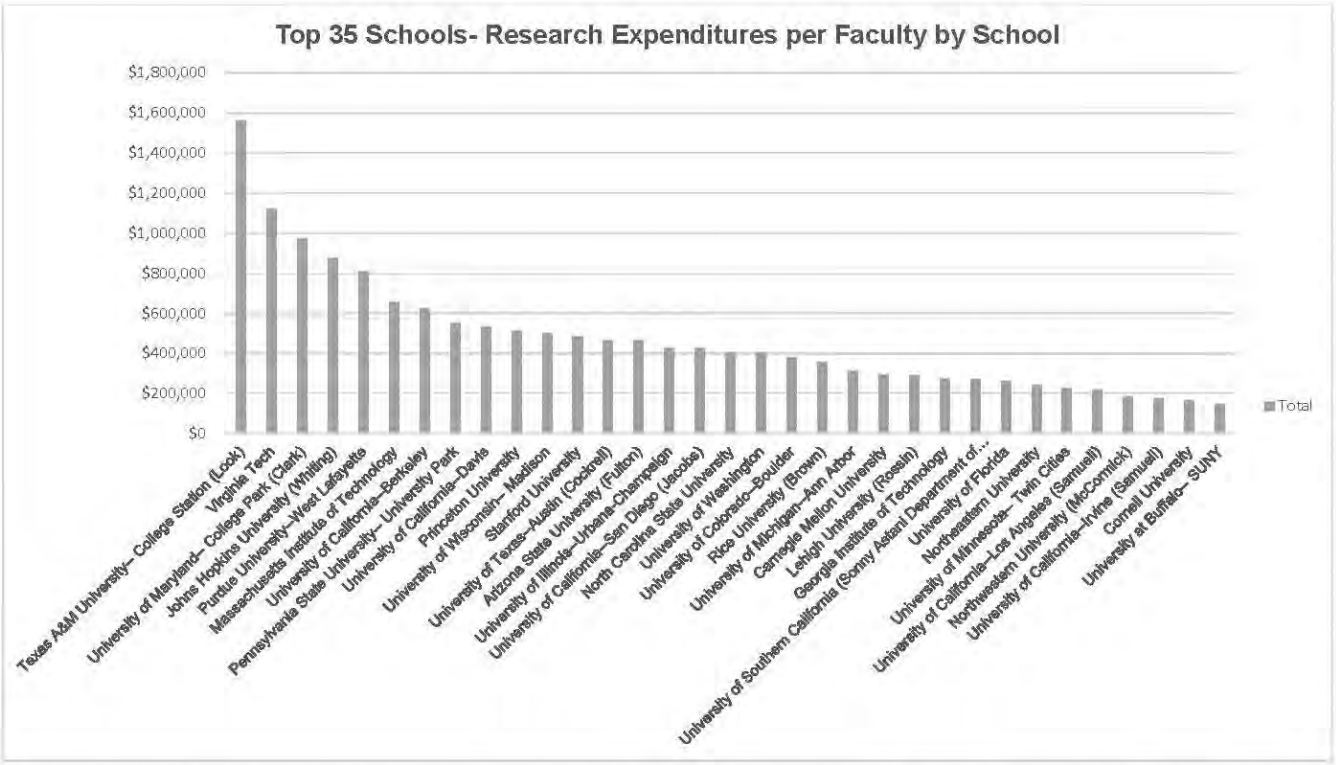
Total Awards in Past 5 Years (including Principal Investigator, Title, Date, & Amount

Row Labels	Investigator Team	Start Date	End Date	Sum of Total CEE Proposal Budget	Sum of Total Proposal Budget
Lynett	Instituto Português do Mar e da Atmosfera, I. P. Portugal				
	ASTARTE— Assessment, Strategy And Risk Reduction for Tsunamis in Europe	11/1/2013	10/31/2016	$0	$0
	National Science Foundation				
	Development of a High-Control Jet-Array Wavemaker	8/1/2014	7/31/2016	$58,127	$58,127
	NEESR-SG: TSUNAMOS: A Validated, Multi-Scale Tsunami Model for Hybrid Numerical-Experimental Simulation	8/23/2011	9/30/2012	$78,251	$78,251
	Office of Naval Research (ONR)				
	Development of a "Spot-Application" Tool for Rapid, High-Resolution Simulation of Wave-Driven Nearshore Hydrodynamics	5/20/2013	5/18/2016	$196,577	$196,577
	Faster than Real-Time Coastal Wave Visualization with a Phase-Resolving Boussinesq-type Model	5/1/2014	4/30/2016	$103,619	$103,619
	Oregon State University				
	Assimilation of Wave Imaging Radar Observations for Real-time Wave-by-Wave Forecasting	10/1/2014	9/30/2015	$122,000	$122,000
	Pacific Earthquake Engineering Research Center (PEER)				
	Simulation Confidence in Tsunami-Driven Overland Flow	5/1/2014	8/31/2015	$64,500	$64,500
	Texas A&M University				
	Efficient Non-Hydrostatic Modeling of Rotational, Turbulent, Dispersive and Variable-Density Flows in the Vicinity of River Mouths/Inlets: Development & Field Support	9/1/2011	12/31/2013	$129,391	$129,391
	Numerical Modeling in Support of Review of Various Nuclear Power Plant License Applications	9/1/2011	8/31/2012	$80,806	$80,806
	U.S. Geological Survey				
	Modeling and Technical Support for Tsunami Hazard Analysis at the Salem-Hope Creek Facility	10/1/2011	3/31/2013	$68,160	$68,160
	University of New Hampshire				
	Tsunami Induced Coherent Structures and their impact on our Coastal Infrastructure	10/1/2011	9/30/2016	$355,819	$355,819
	Virginia Tech				
	RAPID:Observations Of Sediment Scour And Deposition In The Vicinity Of Ports And Harbors From The 11 March 2011 Japan Tsunami	11/1/2012	5/31/2015	$14,778	$14,778
	CEE: Lynett (PI)			$134,306	$134,306
	Pacific Earthquake Engineering Research Center (PEER)				
	Tsunami Design Guide Specifications for Bridges: Local Tsunami Hazard Assessment	8/16/2015	8/15/2018	$90,000	$90,000
	Tsunami Design Guide Specifications for Bridges: Project Coordination	8/16/2015	8/15/2018	$19,306	$19,306
	United States Geological Survey (USGS)				
	Tsunami technical report describing methods and 1 EA results for all three locations: Dutch Harbor, Kodiak, and Sitka	9/1/2015	9/30/2016	$25,000	$25,000
	CEE: Lynett (PI), Synolakis			$353,221	$353,221
	California Emergency Management Agency (CalEMA)				
	Data Generation for Determination of Safe Depths near Ports, Harbors, and Marinas During Tsunamis	8/1/2012	7/31/2013	$35,000	$35,000
	California Geological Survey				
	Assessment and Application of Tools for Tsunami-Induced Maritime Damage Analysis	2/4/2015	9/30/2016	$112,500	$112,500
	Simulation of Complex Tsunami Currents for Use in Hazard Mapping	10/1/2012	9/1/2013	$125,000	$125,000
	National Science Foundation				
	RAPID: Reconnaissance Survey of Activity Concentrations Following the 11 March 2011 Japan Tsunami	1/15/2013	6/30/2014	$16,340	$16,340
	Office of Naval Research (ONR)				
	Numerical Simulation of Complex Tsunami Hydrodynamics in Harbors	3/19/2012	10/31/2012	$64,381	$64,381
	SCEAC Lead / CEE: Lynett			$17,348	$129,501
	Southern California Earthquake Center (SCEC)				
	Tsunami Modeling in Support of the USGS Multihazards Demonstration Project	9/26/2011	9/25/2012	$17,348	$129,501
	SCEC: John McRaney (PI) / CEE: Lynett			$193,685	$287,700
	Southern California Earthquake Center (SCEC)				
	Tsunami Modeling in Support of the USGS Application for Risk Reduction Project-Project # 1: Estimation of tsunami forces on submerged and floating objects near port	9/1/2012	8/31/2013	$35,000	$58,850
	Tsunami Modeling in Support of the USGS Application for Risk Reduction Project-Project # 2: Prediction of Tsunami Scour and Erosion Potential at Coast Infrastructure	9/1/2012	8/31/2013	$35,000	$58,850
	Tsunami Modeling in Support of the USGS Science Application for Risk Reduction (SAFRR) Project	9/1/2013	9/30/2014	$123,685	$170,000
Masri	**CEE: Masri (PI)**			$810,000	$835,000
	Metrans				
	Evaluation of the Efficacy of Some Promising Algorithms for Damage Detection, Location, and Quantification in Seismic Response Modification Devices and Flexible Bridges	11/1/2011	9/30/2013	$175,000	$200,000
	Michigan State University				
	Low-Powered Wireless Sensors for Asset Management or Health Monitoring of Structures and Pavements	8/19/2013	8/18/2016	$320,000	$320,000
	Qatar University				
	Novel Approaches in the Development and Application of Robust Fiber Optic-Based Structural Health Monitoring (SHM) of Civil / Mechanical Infrastructure	4/1/2015	4/1/2018	$315,000	$315,000
	CEE: Masri (PI), Ghanem			$699,999	$699,999
	King Abdulaziz City for Science and Technology (KACST)				
	Analytical and Experimental Studies of Aerospace System Structural Health Monitoring Based on System Identification Approaches	5/6/2011	11/4/2013	$699,999	$699,999
	CEE:Masri (PI)			$28,000	$28,000
	Jet Propulsion Laboratory				
	Development of an Innovative Hybrid Data-Driven Methodology for Computational Shock Response Prediction	1/11/2016	9/30/2016	$28,000	$28,000
Meshkati	**AME: Singh Sadal (PI) / CREATE: Isaac Maya / CEE: Meshkati**			$60,267	$200,000
	U.S. Nuclear Regulatory Commission				
	Distance Education Graduate Program Development in Nuclear Engineering	8/22/2011	8/31/2014	$60,267	$200,000
	CEE: Meshkati			$29,741	$29,741
	CREATE				
	The Critical Role of Human Performance Factors in Detection, Spread and Containment of Ebola in Clinical and Non-Clinical Settings	7/1/2015	6/30/2016	$29,741	$29,741
	ISE: James Moore (PI), Maged Dessouky / EES: Petros Ioannou, Urbashi Mitra / CEE: Meshkati			$97,861	$899,343
	Federal Transit Administration				
	Technical and Institutional Evaluation of the Southern California Regional Rail Authority Positive Train Control Deployment Project	8/16/2011	12/31/2015	$97,861	$899,343
Savla	**CEE: Savla (PI)**			$535,000	$535,000
	Metrans				
	A Dynamical Framework for Integrated Corridor Management	1/1/2015	12/31/2015	$35,000	$35,000
	National Science Foundation				
	CAREER: Control Design for Dynamical Network Flows with Applications to Transportation	2/1/2015	1/31/2020	$500,000	$500,000
Sioutas	**CEE: Sioutas**			$15,000	$15,000
	UC Davis				
	Association Between Long-Term Ultrafine Particulate Matter Exposure and Premature	5/1/2015	4/30/2016	$15,000	$15,000
	CEE: Sioutas (PI)			$902,195	$902,195
	Instituto Nazionale dei Tumori: Fondazione IRCCS				
	E-Cigarette and Normal Cigarette Sidestream Analysis and Comparison Project	11/20/2013	11/19/2014	$23,000	$23,000
	University of California, Irvine				

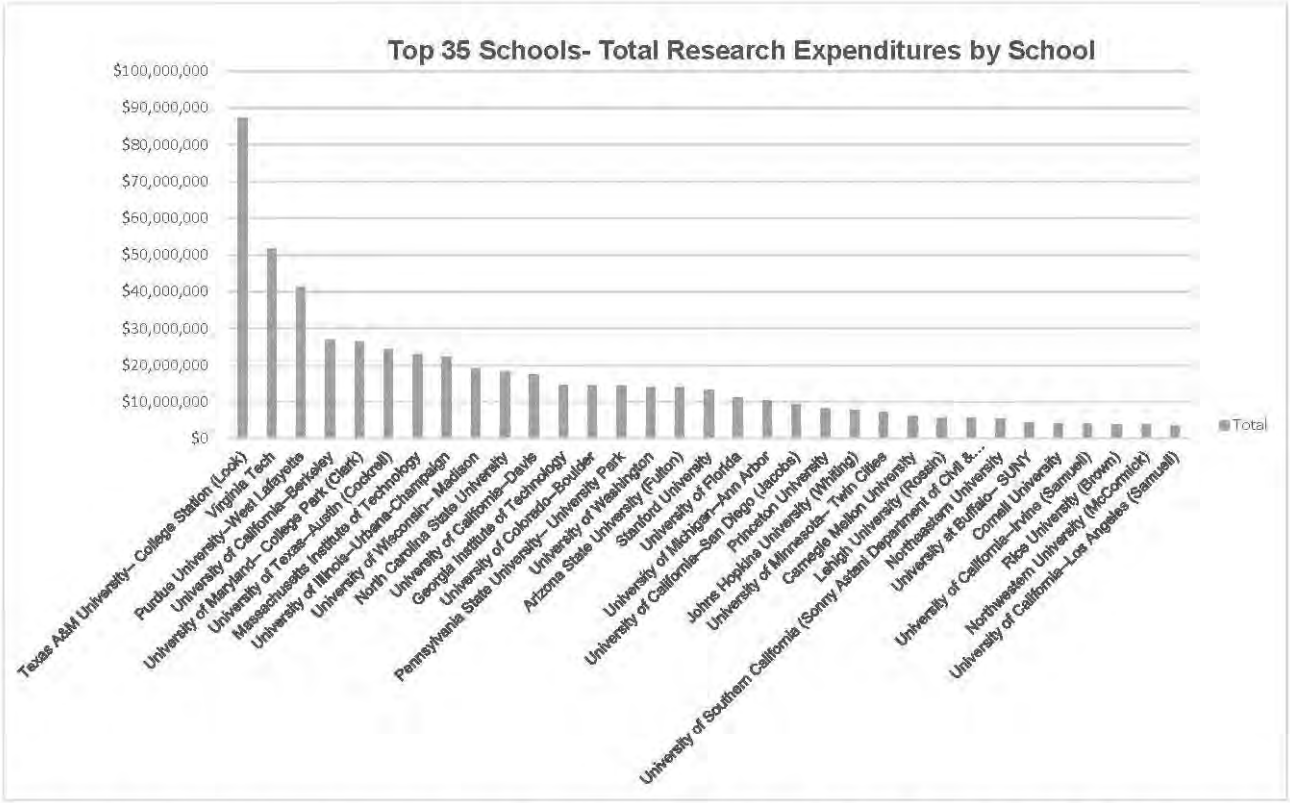
Total Awards in Past 5 Years (including Principal Investigator, Title, Date, & Amount

Row Labels	Investigator Team	Start Date	End Date	Sum of Total CEE Proposal Budget	Sum of Total Proposal Budget
Sioutas	The relation of cardiovascular health outcomes to the oxidative potential of particulate air pollution	1/15/2014	1/15/2016	$94,498	$94,498
	Transcriptomatic, Oxidative Stress, and Inflammatory Response to Air Pollutants	4/15/2011	1/31/2017	$717,867	$717,867
	University of California, Riverside				
	Health effects of PM particles emitted from heavy-duty vehicles-A comparison between different fuel formulations	1/13/2012	3/31/2014	$50,000	$50,000
	Westat, Incorporated				
	Measurement of Outdoor Ambient Ultrafine Particulates for a Study of Lung Cancer Risk in California	9/20/2015	9/19/2016	$16,830	$16,830
	Gerontology: Caleb Finch (PI) / CEE: Sioutas			$398,771	$3,035,654
	National Institutes of Health				
	Amyloid and inflammation: modulation by apoE, gender, air pollution, and drugs	9/30/2015	8/31/2016	$398,771	$3,035,654
	Gerontology: Finch (PI) / CEE: Sioutas			$154,800	$154,800
	National Institutes of Health				
	Aging and sensitivity to vehicle-derived air pollutants in male and female mice	9/1/2011	6/30/2014	$77,400	$77,400
	Air Pollution and Vulnerability to Alzheimer-like Neurodegeneration in Transgenic Models	9/1/2011	6/30/2014	$77,400	$77,400
	Keck: Mack (PI) / CEE: Sioutas			$490,502	$2,397,852
	National Institutes of Health				
	Neurotoxicity of Airborne Particles: Role of Chronic Cerebral Hypoperfusion	1/15/2015	11/30/2016	$490,502	$2,397,852
	Keck: McConnell (PI) / CEE: Sioutas			$46,858	$46,858
	Environmental Protection Agency (EPA)				
	Southern California Children's Environmental Health Center (SC-CEHC)	7/1/2013	6/30/2018	$21,560	$21,560
	National Institute of Environmental Health Sciences				
	Southern California Children's Environmental Health Center (SC-CEHC)	7/1/2013	5/31/2014	$10,712	$10,712
		6/1/2014	5/31/2015	$10,413	$10,413
		6/1/2015	5/31/2016	$4,173	$4,173
	PI: Sioutas			$259,468	$259,468
	Westat, Incorporated				
	Measurement of Outdoor Ambient Ultrafine Particulates for a Study of Lung Cancer Risk in California	6/22/2015	9/19/2016	$259,468	$259,468
Soibelman	**CEE: Soibelman (PI)**			$180,000	$180,000
	Carnegie Mellon University				
	-	1/1/2012	5/31/2014	$180,000	$180,000
Synolakis	**CEE: Synolakis (PI)**			$160,000	$160,000
	California Emergency Management Agency (CalEMA)				
	CONTINUATION: Revision, Review and Finalization of Tsunami Inundation Maps - Tsunami Hazard Analysis For Port and Harbor	8/1/2010	1/31/2012	$160,000	$160,000
	PI: Linda Duguay (USC Sea Grant) Synolakis			$25,000	$83,820
	California Coastal Conservancy				
	Southern California Coastal Climate Change Impacts Outreach Work Plan for Combined Outreach and Capacity Building	10/1/2014	6/30/2016	$25,000	$83,820
	PI: Synolakis (CEE), Patrick Lynett			$668,815	$668,815
	National Science Foundation				
	Collaborative Research : Nonlinear Long Wave Amplification in the Shadow Zone of Offshore Islands	8/1/2015	7/31/2018	$668,815	$668,815
Grand Total				**$13,606,985**	**$24,066,860**

5.2.3 Appendix 8: CEE Research Expenditures per Faculty by School

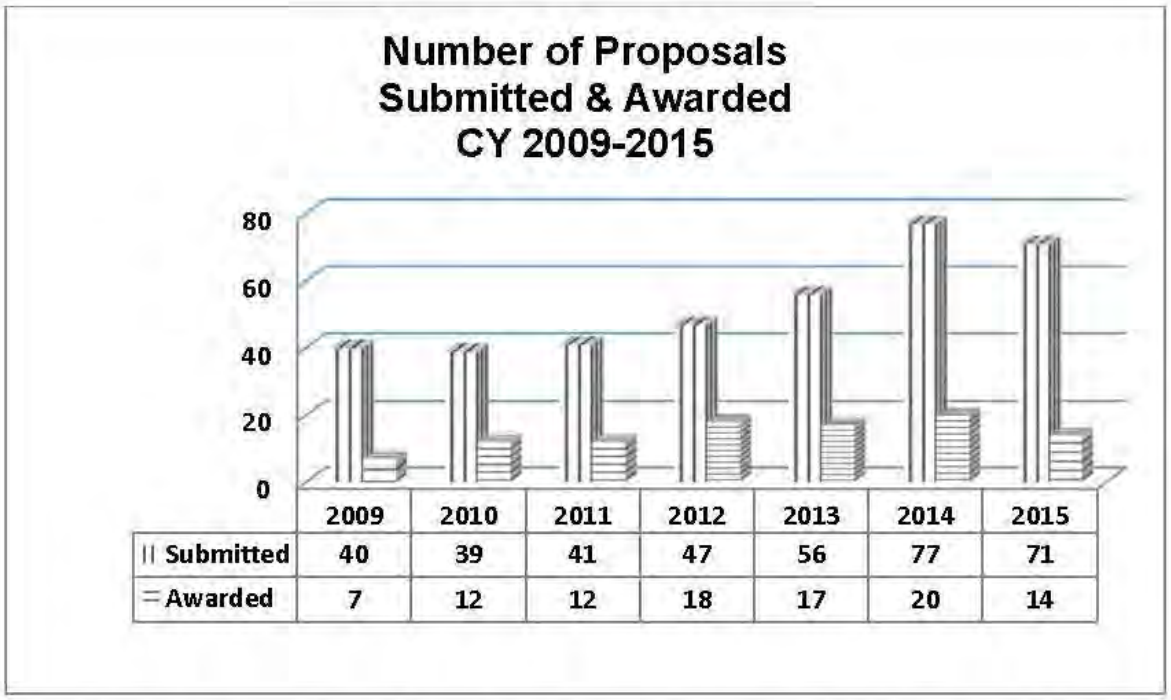


The above chart displays average research expenditures per faculty for each of the Top 35 Schools per US News & World Report rankings. The chart is sorted from highest to lowest average research expenditures.



The above chart displays total research expenditures for each of the Top 35 Schools per US News & World Report rankings. The chart is sorted from highest to lowest total research expenditures.

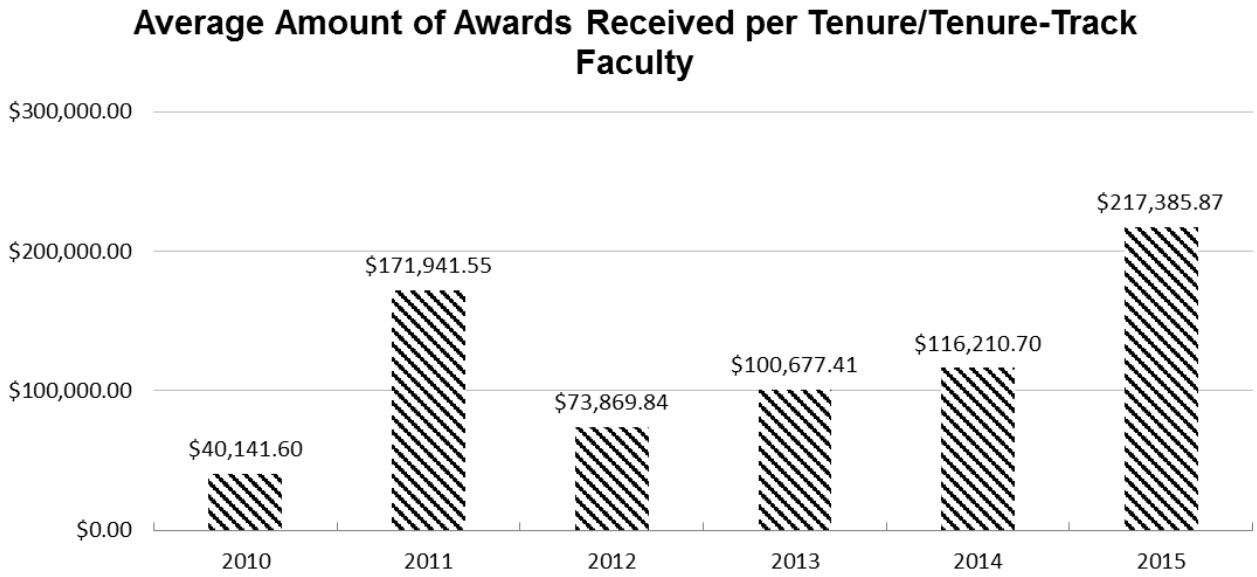
5.2.4 *Appendix 9: USC CEE Number of Proposals Submitted and Awarded*



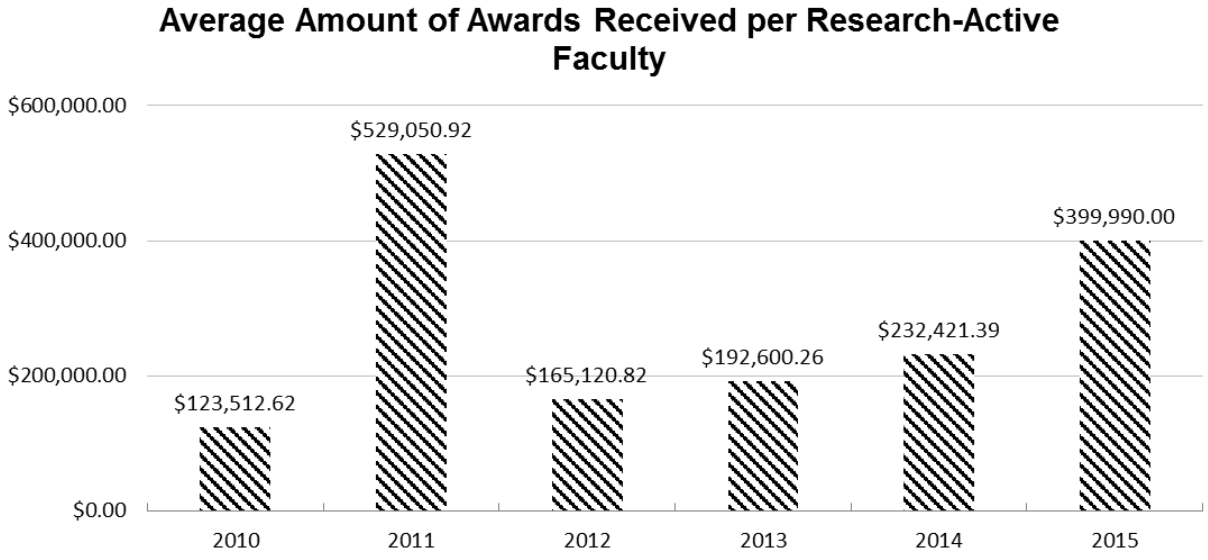
	2009	2010	2011	2012	2013	2014	2015
Submitted	40	39	41	47	56	77	71
Awarded	7	12	12	18	17	20	14

This chart represents the total number of research proposals submitted and the total number of new projects awarded by calendar year for the period of 2009 to 2015.

5.2.5 Appendix 10: Average USC CEE Research Awards Received per T-TT Faculty

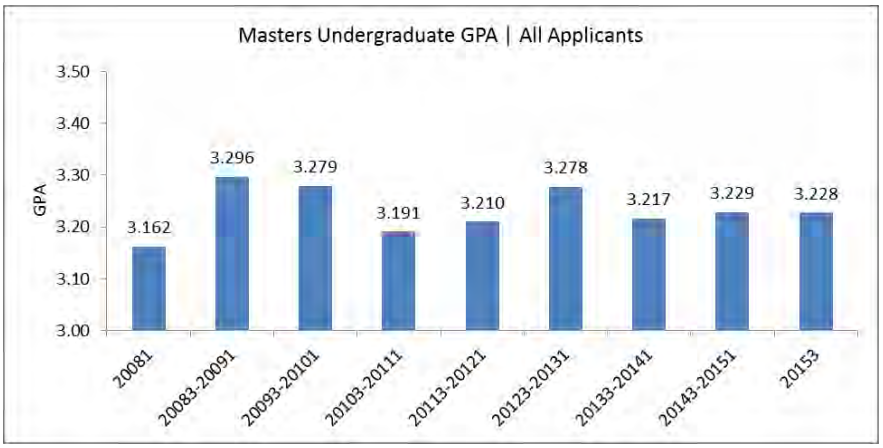


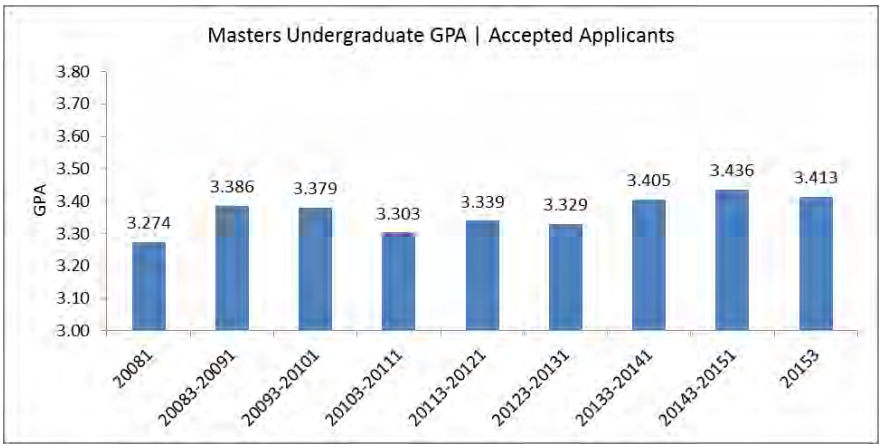
*** The above chart displays the average amount of awards received in dollars per Tenure/Tenure-Track Civil and Environmental Engineering professors in sequential years.**

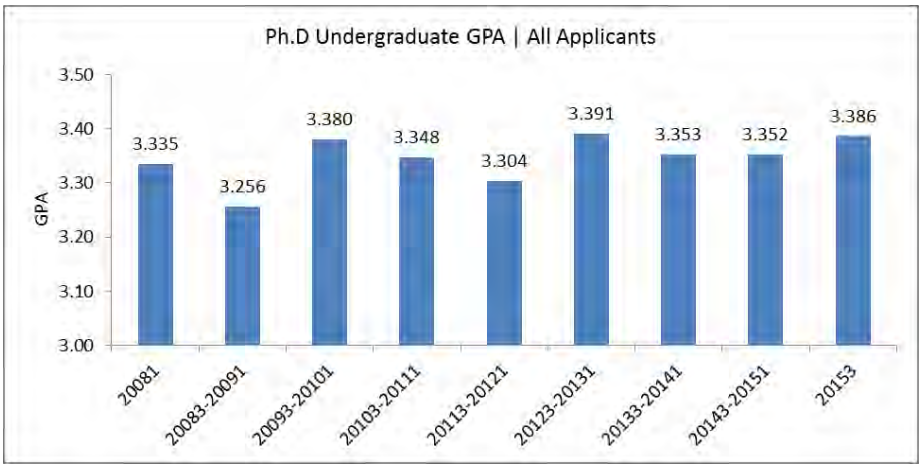


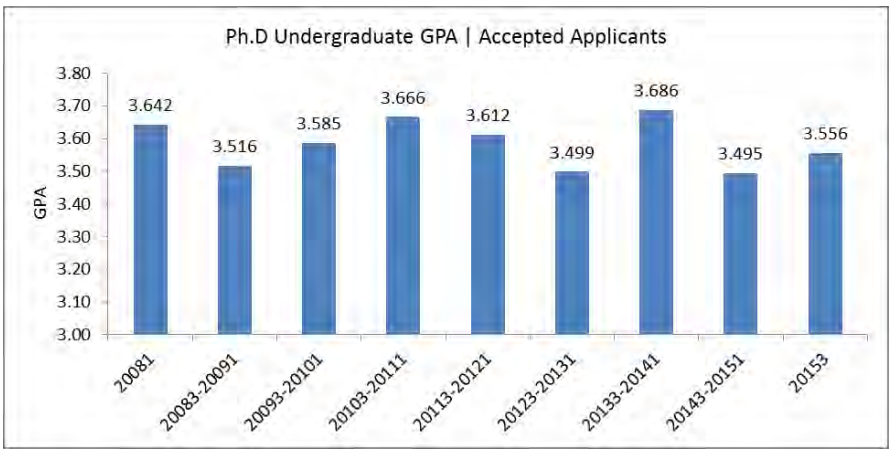
*** The above chart displays the average amount of awards received in dollars per Tenure/Tenure-Track Civil and Environmental Engineering professors who are research-active in sequential years.**

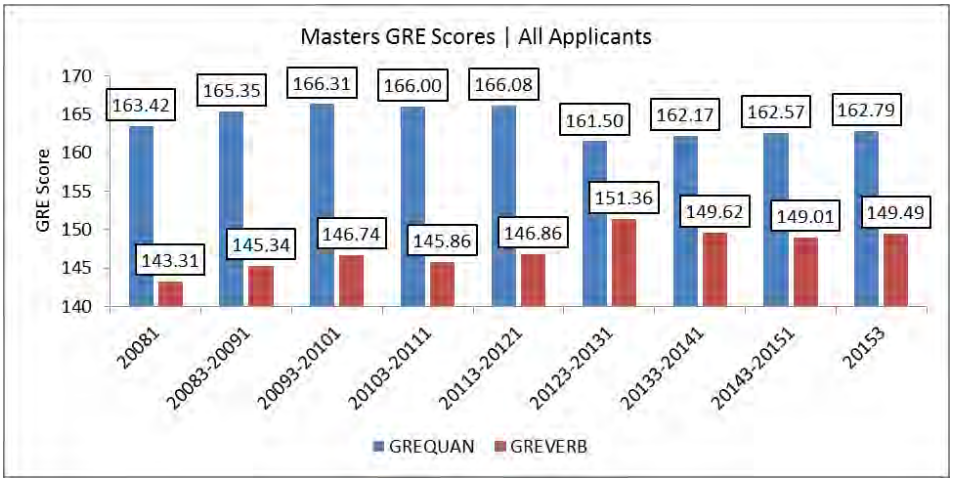
5.2.6 *Appendix 11: Graduate Student Quality Data: GPA and GRE of Graduate Applicants*

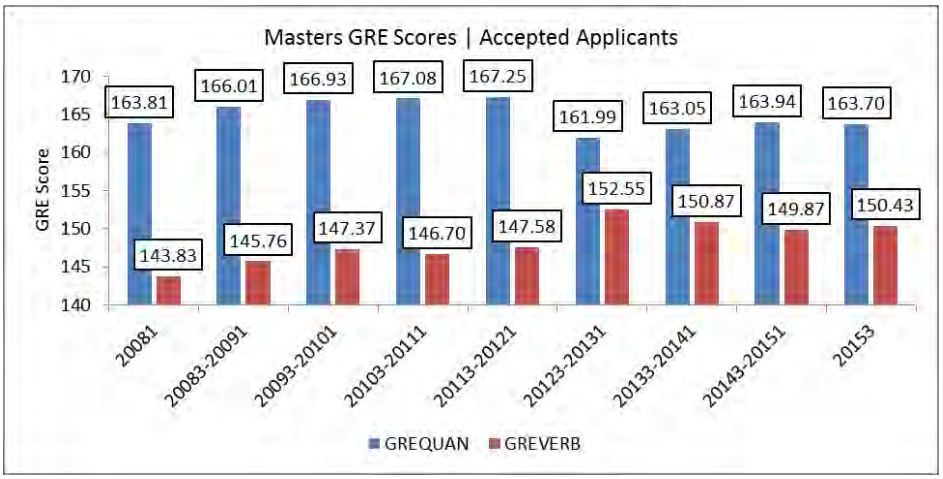


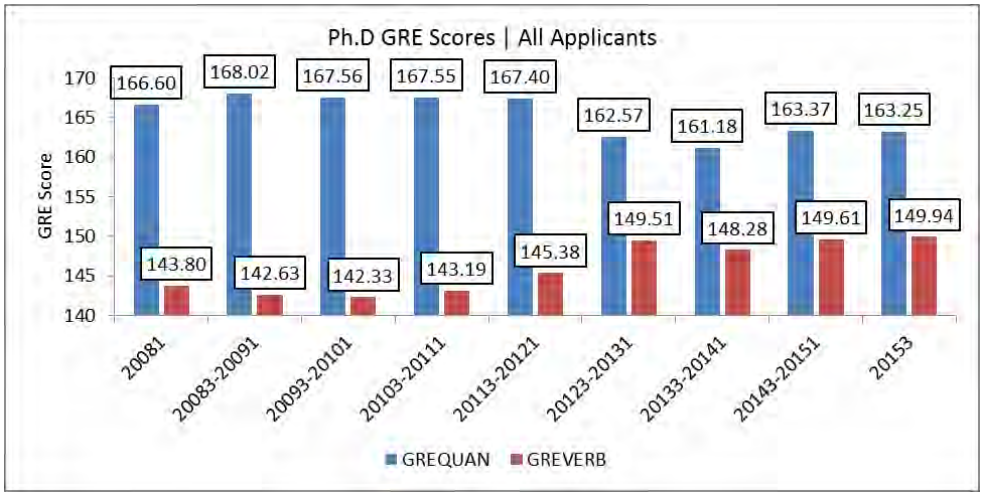


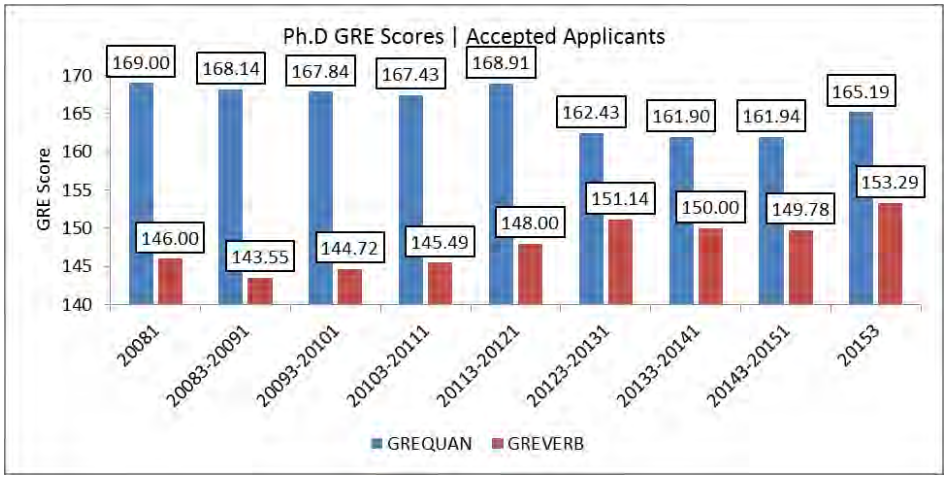




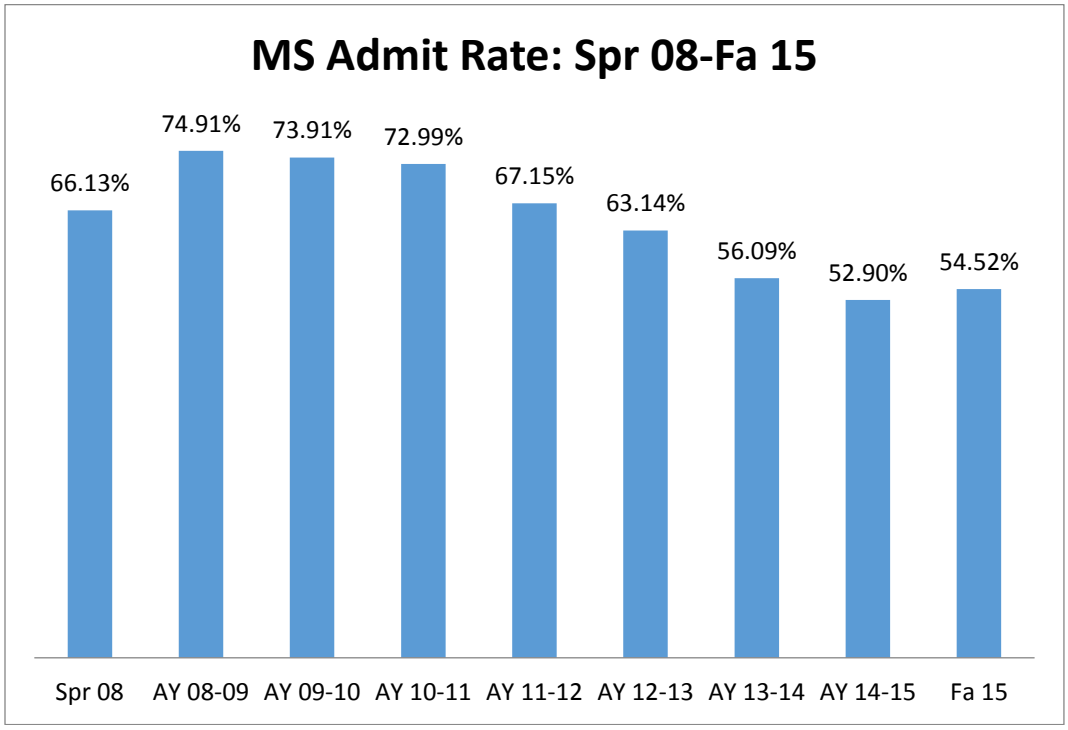

Masters GRE Scores | All Applicants
GRE Score
170
165
160
155
150
145
140
163.42
165.35
166.31
166.00
166.08
161.50
162.17
162.57
162.79
143.31
145.34
146.74
145.86
146.86
151.36
149.62
149.01
149.49
20081
20083-20091
20093-20101
20103-20111
20113-20121
20123-20131
20133-20141
20143-20151
20153
GREQUAN
GREVERB

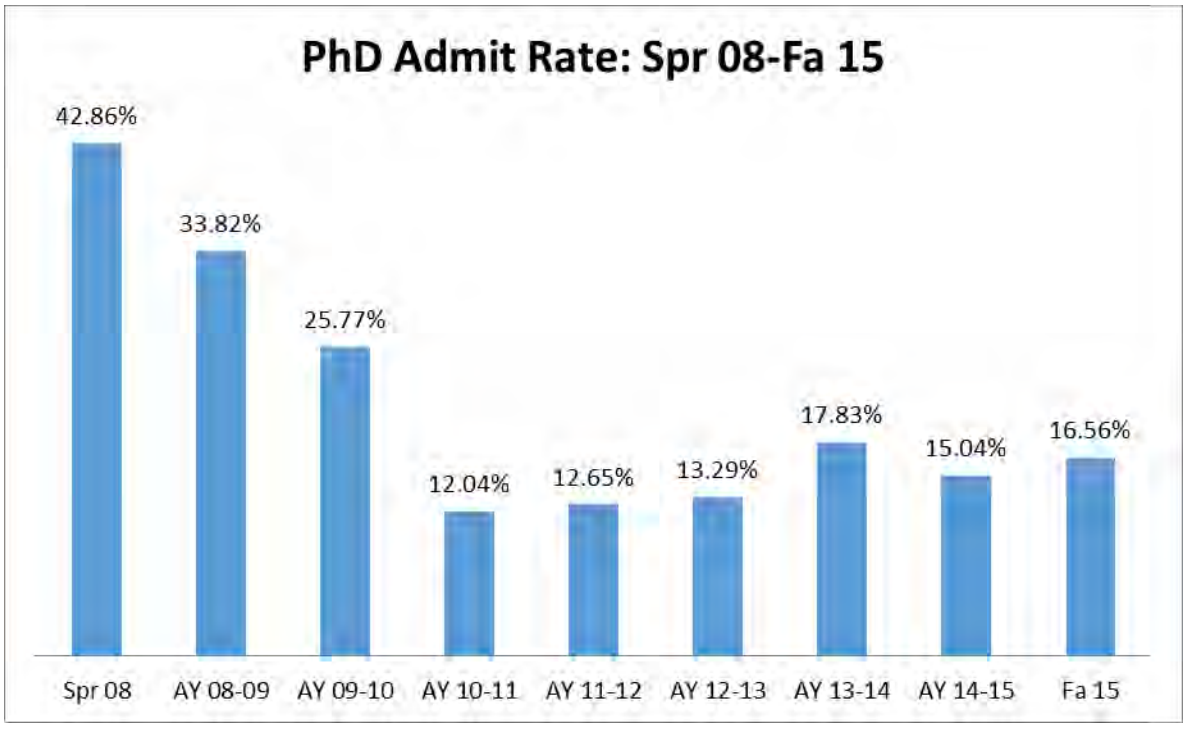

Masters GRE Scores | Accepted Applicants
GRE Score
170
165
160
155
150
145
140
163.81
166.01
166.93
167.08
167.25
161.99
163.05
163.94
163.70
143.83
145.76
147.37
146.70
147.58
152.55
150.87
149.87
150.43
20081
20083-20091
20093-20101
20103-20111
20113-20121
20123-20131
20133-20141
20143-20151
20153
GREQUAN
GREVERB


Ph.D GRE Scores | All Applicants
GRE Score
170
165
160
155
150
145
140
166.60
168.02
167.56
167.55
167.40
162.57
161.18
163.37
163.25
143.80
142.63
142.33
143.19
145.38
149.51
148.28
149.61
149.94
20081
20083-20091
20093-20101
20103-20111
20113-20121
20123-20131
20133-20141
20143-20151
20153
GREQUAN
GREVERB

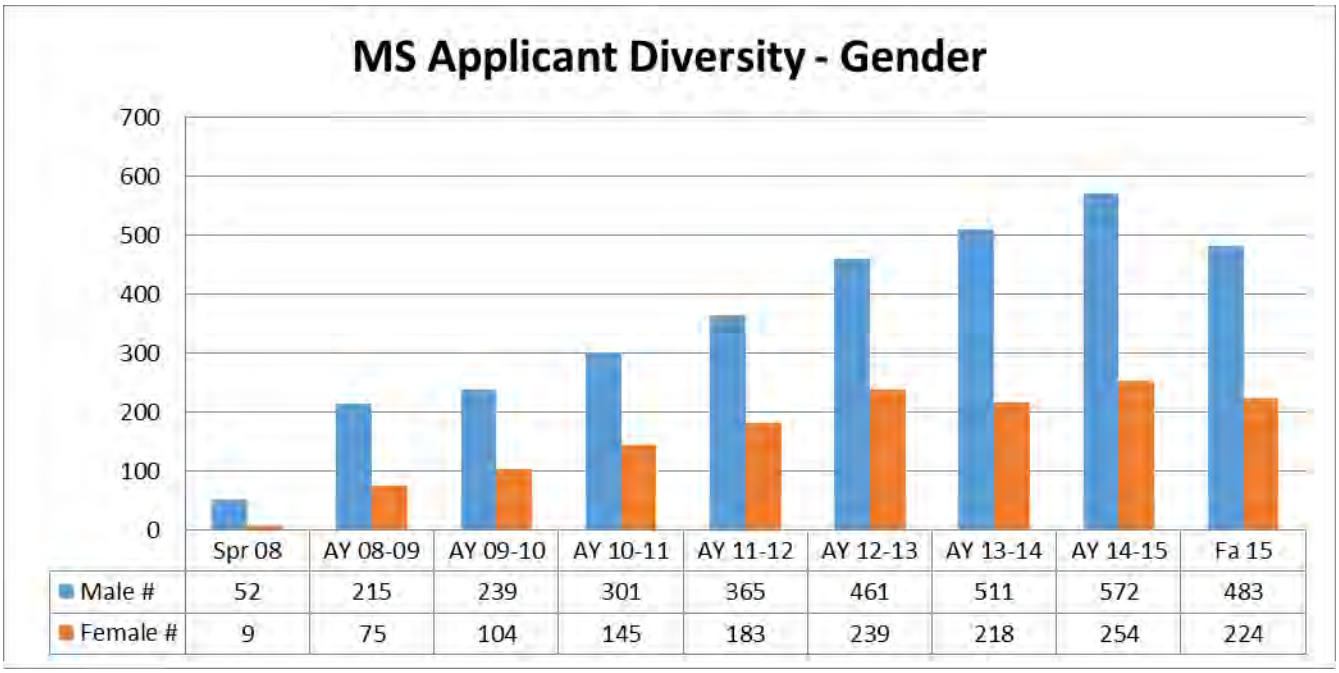

Ph.D GRE Scores | Accepted Applicants
GRE Score
170
165
160
155
150
145
140
169.00
168.14
167.84
167.43
168.91
162.43
161.90
161.94
165.19
146.00
143.55
144.72
145.49
148.00
151.14
150.00
149.78
153.29
20081
20083-20091
20093-20101
20103-20111
20113-20121
20123-20131
20133-20141
20143-20151
20153
GREQUAN
GREVERB

5.2.7 Appendix 12: Graduate Student Admission Rate

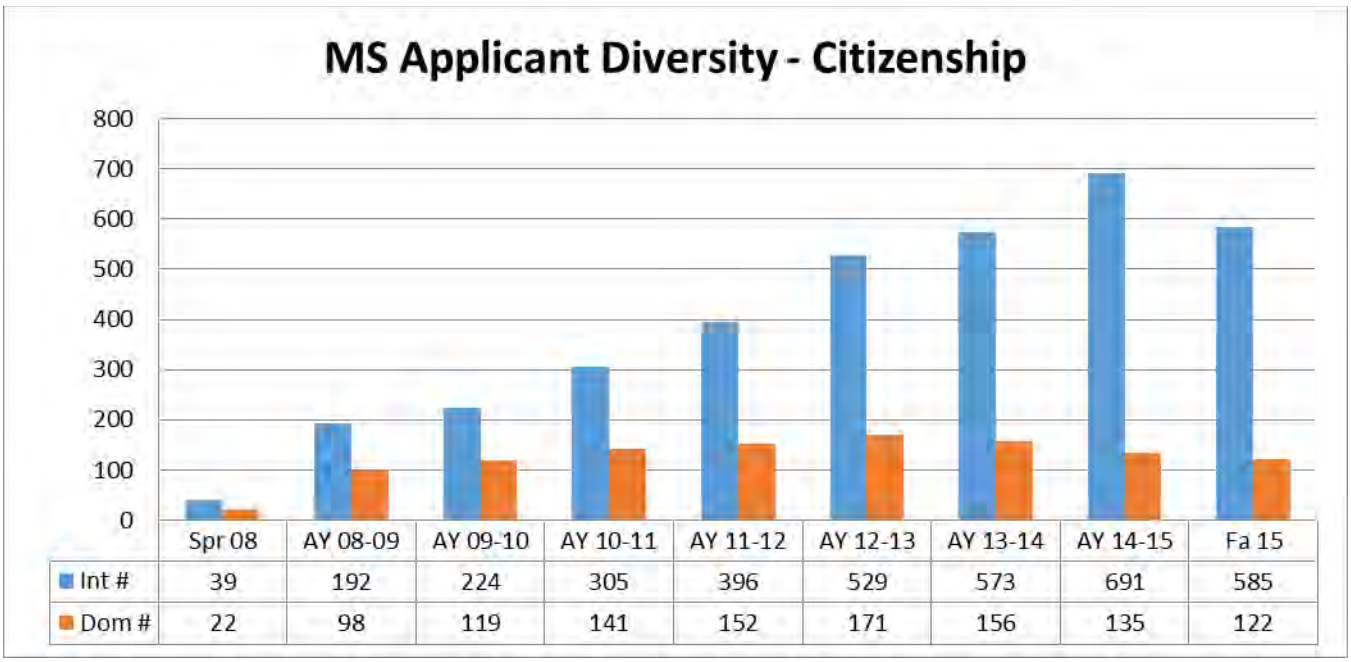




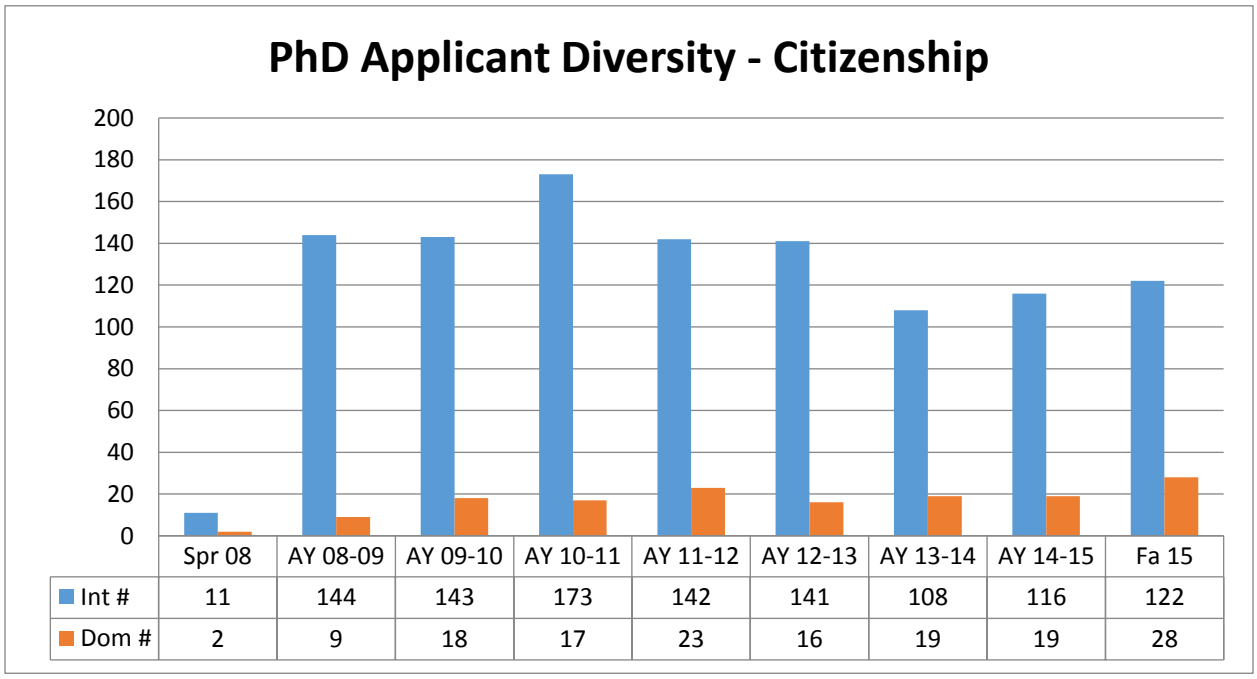
5.2.8 Appendix 13: Graduate Student Enrollment Diversity



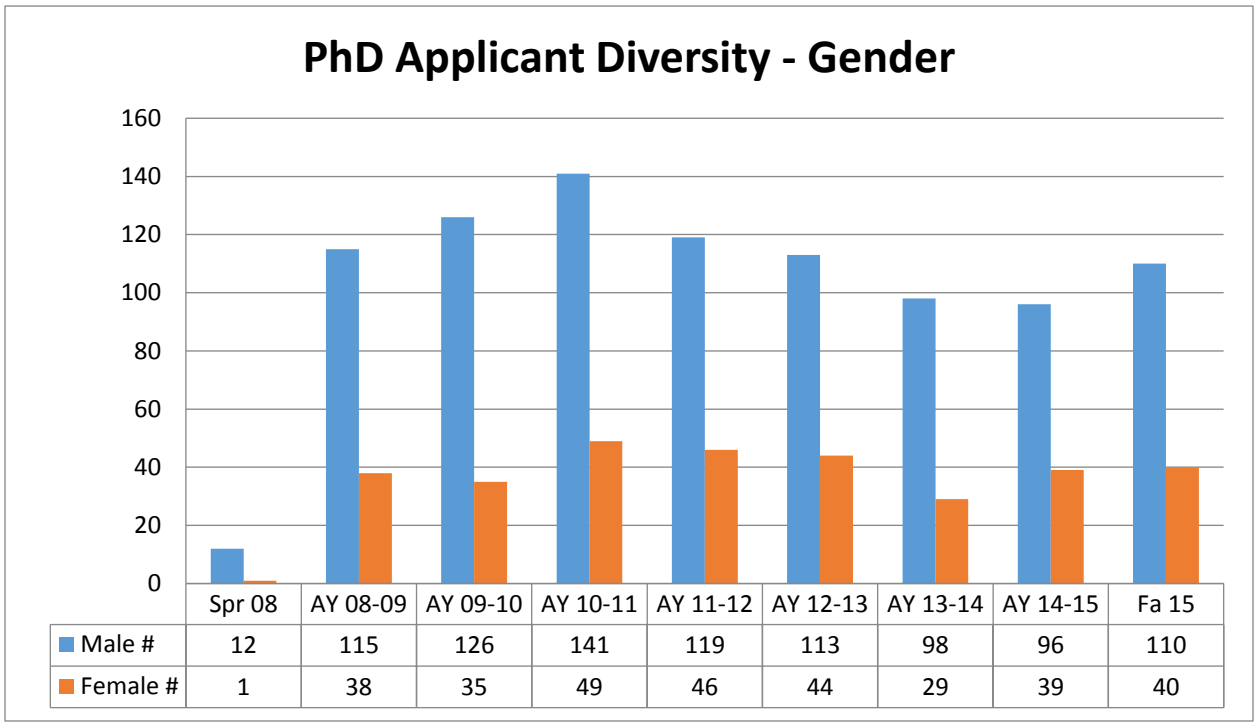
	Spr 08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Fa 15
Male #	52	215	239	301	365	461	511	572	483
Female #	9	75	104	145	183	239	218	254	224



	Spr 08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Fa 15
Int #	39	192	224	305	396	529	573	691	585
Dom #	22	98	119	141	152	171	156	135	122



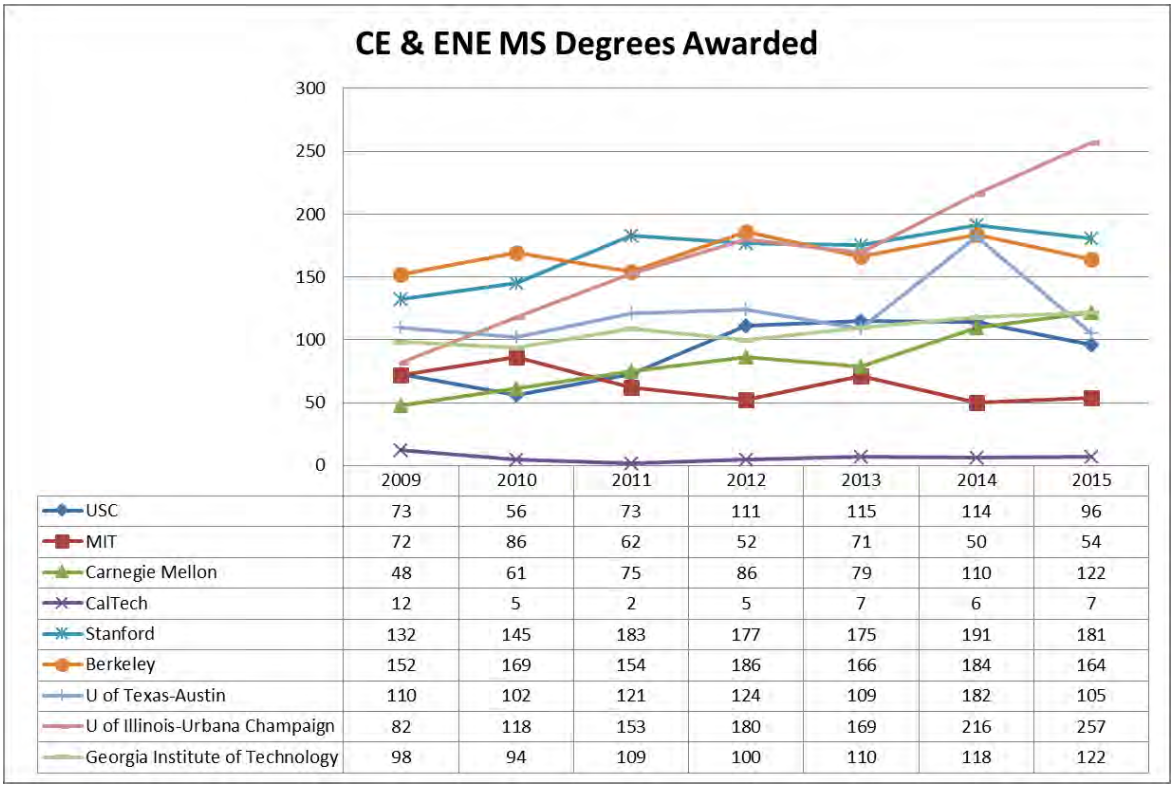
	Spr 08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Fa 15
Int #	11	144	143	173	142	141	108	116	122
Dom #	2	9	18	17	23	16	19	19	28



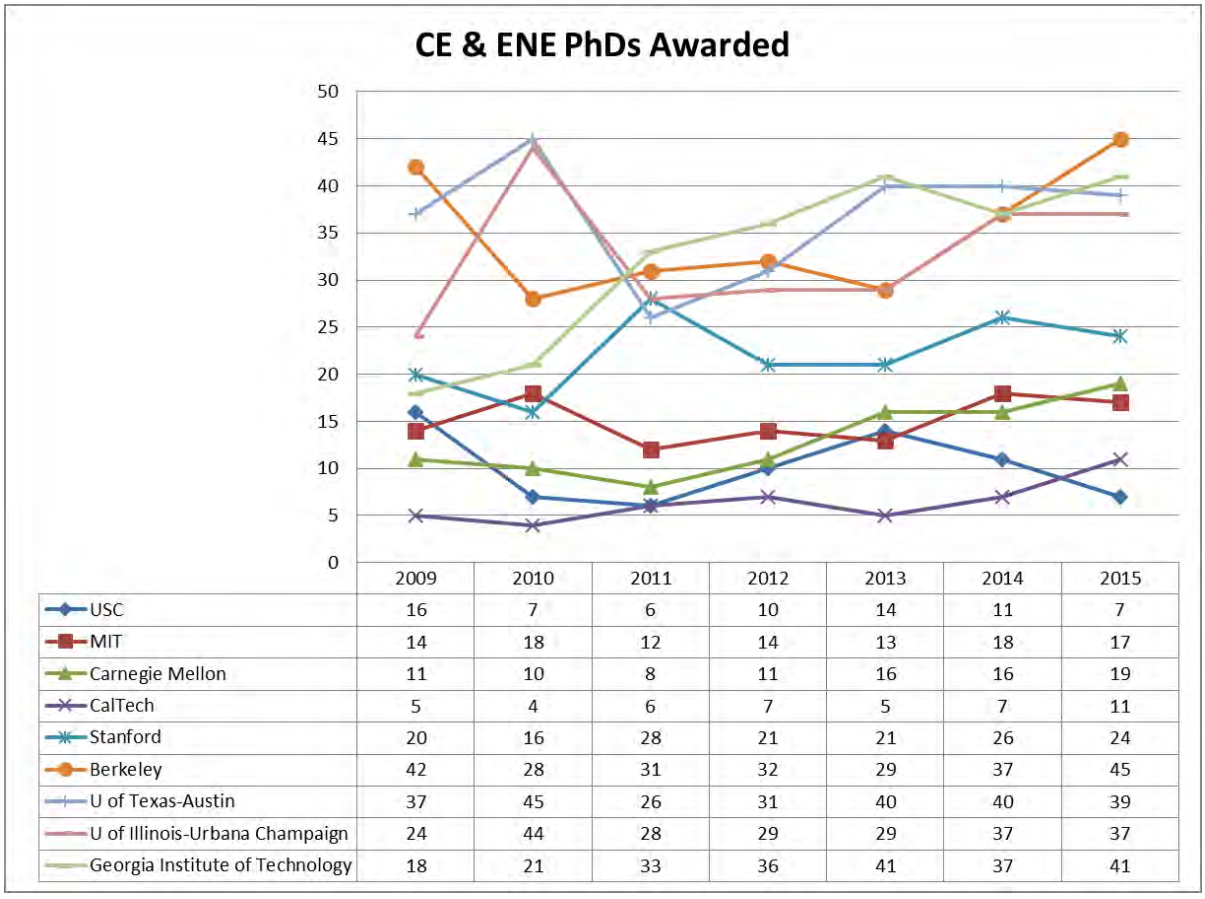
	Spr 08	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	Fa 15
Male #	12	115	126	141	119	113	98	96	110
Female #	1	38	35	49	46	44	29	39	40

5.3 Appendices for Teaching

5.3.1 Appendix 14: Number of Graduate Degrees Awarded

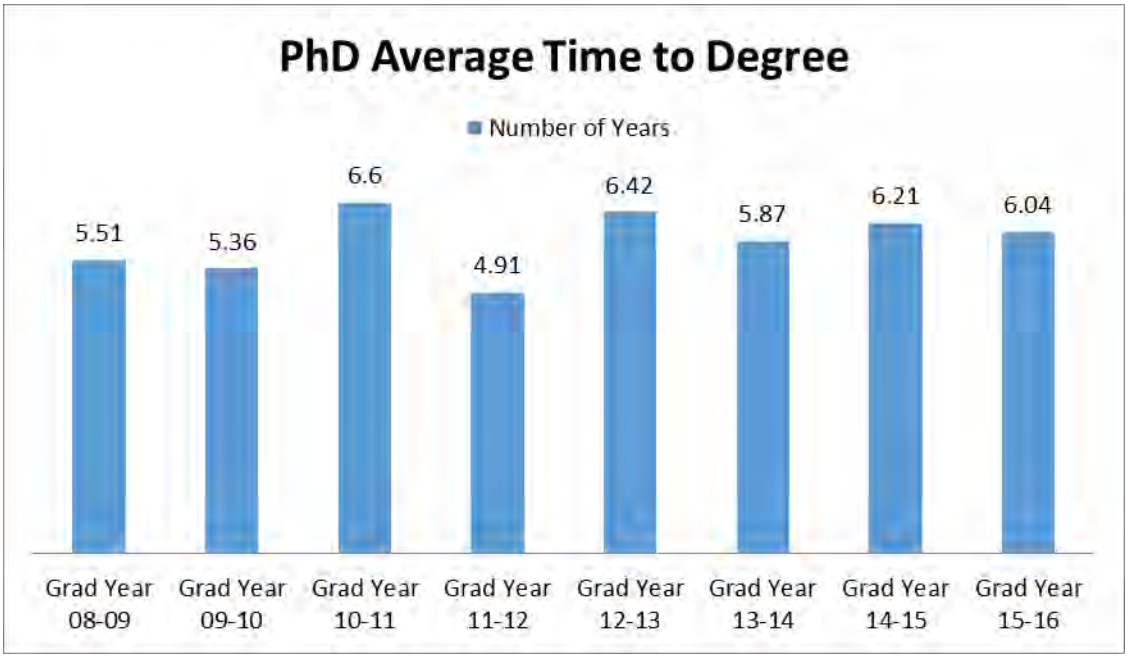


	2009	2010	2011	2012	2013	2014	2015
USC	73	56	73	111	115	114	96
MIT	72	86	62	52	71	50	54
Carnegie Mellon	48	61	75	86	79	110	122
CalTech	12	5	2	5	7	6	7
Stanford	132	145	183	177	175	191	181
Berkeley	152	169	154	186	166	184	164
U of Texas-Austin	110	102	121	124	109	182	105
U of Illinois-Urbana Champaign	82	118	153	180	169	216	257
Georgia Institute of Technology	98	94	109	100	110	118	122



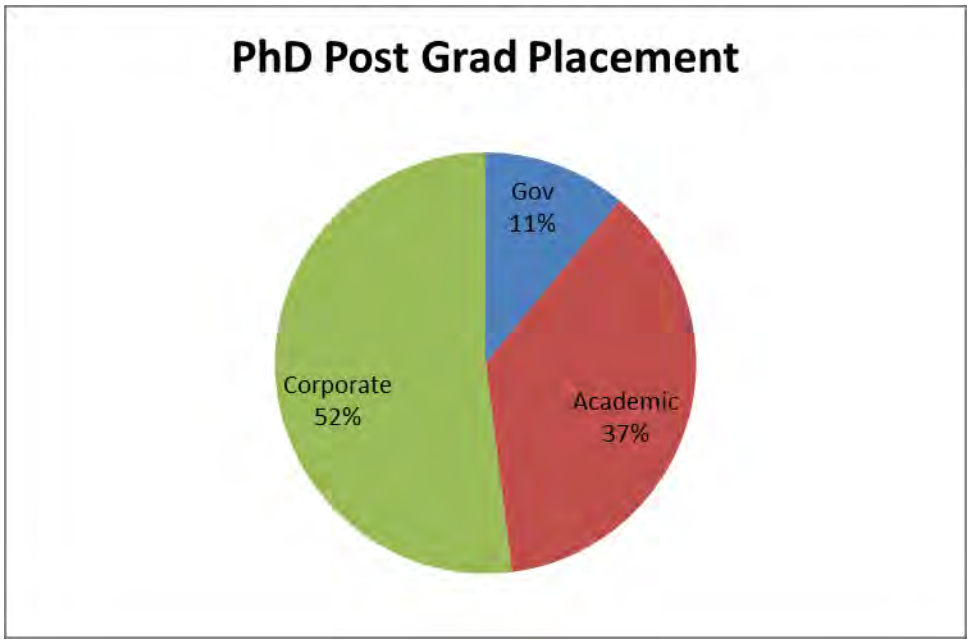
	2009	2010	2011	2012	2013	2014	2015
USC	16	7	6	10	14	11	7
MIT	14	18	12	14	13	18	17
Carnegie Mellon	11	10	8	11	16	16	19
CalTech	5	4	6	7	5	7	11
Stanford	20	16	28	21	21	26	24
Berkeley	42	28	31	32	29	37	45
U of Texas-Austin	37	45	26	31	40	40	39
U of Illinois-Urbana Champaign	24	44	28	29	29	37	37
Georgia Institute of Technology	18	21	33	36	41	37	41

5.3.2 Appendix 15: Average Time to Ph.D. Degree



	20153	20151	20143	20141	20133	20131	20123	20121	20113	20111	20103	20101	20093	20091	20083	20081	Average for each faculty member over 2008-2015
Anderson	NA	NA	2.75	NA	1.72	2.5	NA	2.82	3	3.6	3.53	4	4	4.57	3.32	NA	3.255454545
Ban-Weiss	NA	4.67	4.91	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.79
Becerik	4.8	NA	NA	NA	NA	NA	4.55	3	5	NA	NA	3.73	NA	NA	NA	NA	4.216
Brandow	4.56	4.86	4.73	4.57	NA	5	NA	4.79	NA	NA	NA	NA	NA	NA	NA	NA	4.751666667
Childress	4.06	NA	4.67	4.83	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.52
Cowles	4.21	4.73	4.05	4.19	4.2	4.15	4.08	4.58	NA	4	NA	3.88	NA	NA	NA	NA	4.207
Crain	NA	4.5	NA	4.14	NA	4.64	NA	4.56	NA	4.53	NA	4.72	NA	4.23	NA	4.33	4.45625
Devinny	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.67	4.69	NA	4.5	NA	4.62
De Barros	4.67	4.46	4.84	NA	4.76	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.6825
Ditko	NA	NA	NA	NA	NA	NA	NA	NA	4.8	NA	NA	NA	NA	NA	NA	NA	4.8
Elhaddad	NA	NA	NA	NA	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	5
Elsharief	NA	4.56	NA	4.3	NA	4.5	NA	3.85	NA	NA	NA	NA	NA	NA	NA	NA	4.3025
Eskijian	NA	NA	NA	NA	NA	NA	NA	4.2	NA	NA	NA	NA	NA	NA	NA	NA	4.2
Foss	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.71	NA	4.71
Giorgio	4.79	4.28	4.68	4.57	4.52	NA	4.81	NA	4.38	4.86	4.2	NA	4.11	NA	4.42	NA	4.510909091
Ghanem	NA	4	4.48	4.67	NA	4.71	NA	4.5	NA	NA	NA	4.5	NA	4.4	NA	NA	4.465714286
Glasser	4.15	3.63	NA	NA	3.92	NA	3.92	NA	3.64	4.67	4.27	3.55	3.64	3.91	3.67	NA	3.906363636
Henry	NA	3.38	3.67	NA	NA	NA	NA	NA	4.44	4.25	NA	NA	4.67	NA	NA	NA	4.082
Jablonski	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2.44	NA	3.64	3.04
Jarjour	NA	NA	NA	NA	NA	NA	NA	4	NA	NA	NA	NA	NA	NA	NA	4.17	4.085
Johnson	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.75	4.75
Karimi	NA	NA	NA	NA	4.15	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		4.15
Khashe	NA	NA	NA	NA	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		2
Knatz	NA	4.82	NA	4.05	NA	NA	NA	NA	NA	NA	NA	NA	4.64	NA		4.5	4.5025
Kuprenas	NA	4.61	4.28	NA	4.75	NA	4.58	NA	3.95	NA	4.54	NA	4.8	NA	4.49	NA	4.5
Lackpour	NA	NA	NA	NA	4.53	NA	3.32	4.69	4.21	NA	4.29	3.8	NA	NA	NA	NA	4.14
Le-Griffin	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.53	NA	4.86	NA	5	NA	4.796666667
Lee, J.J.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	5	NA	NA	NA	NA	NA	5
Lee, V.	3.95	4.33	3.29	NA	3.96	NA	3.67	3.97	3.99	4.67	3.28	NA	4.18	NA	3.65	NA	3.903636364
Lynett	NA	NA	NA	NA	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	5
Maby	NA	NA	3.71	NA	4.13	NA	3.77	NA	3.88	NA	NA	NA	NA	NA	NA	NA	3.8725
March	NA	NA	NA	NA	NA	3.57	3.27	3.5	4.29	4.33	4.4	NA	4.56	4.4	NA	5	4.146666667
Marvin	NA	NA	NA	3.76	NA	4.57	NA	4.66	NA	4.48	NA	4.61	NA	4.93	NA	4.76	4.538571429
Masri	3	NA	3.91	NA	2.65	NA	3.47	5	3.42	NA	3.25	NA	3.5	4.78	3.77	NA	3.675
Meshkati	NA	4.8	NA	NA	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.9
Moore	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.86	NA	4.86
Naeim	NA	NA	NA	NA	NA	NA	NA	4.22	NA	4.8	NA	5	NA	4.9	NA	NA	4.73
Nasseri	NA	4.73	NA	NA	NA	NA	NA	4.22	5	NA	NA	NA	4.75	NA	NA	NA	4.675
Nastar	NA	NA	NA	NA	NA	5	4.19	4.4	NA	NA	NA	NA	NA	NA	NA	NA	4.53
Niazy	4.22	4.56	4.88	4.09	3.71	3.42	3.65	NA	4	4.1	4	NA	NA	4	4	4.56	4.091538462
Ning	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.63	NA	NA	NA	NA	NA	4.63
Patterson	NA	4.83	NA	4.82	NA	4.9	NA	4.71	NA	4.6	NA	NA	NA	NA	NA	NA	4.772
Pescarolo	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.25	NA	4.27	NA	4.64	NA	NA	4.386666667
Pirbazari	NA	NA	NA	4.56	4.61	4.43	4.55	4.07	NA	4.36	NA	3.71	3.9	NA	3.7	4.6	4.249
Polidori	NA	NA	NA	NA	NA	NA	4.37	NA	4.71	NA	NA	NA	NA	5	NA		4.693333333
Powell	NA	NA	NA	NA	NA	NA	NA	NA	4.5	NA	4.6	NA	4.43	NA	NA		4.51
Rahman	NA	NA	NA	NA	NA	1	NA	3.6	NA	4.4	NA	3.05	NA	4	NA	3.91	3.326666667
Ramezani	NA	NA	NA	NA	NA	4.09	4.37	3.98	4.11	3.53	NA	NA	NA	NA	NA		4.016
Rechenmacher	4.69	NA	5	NA	4.14	NA	4.5	4.18	4.67	NA	NA	NA	NA	NA	NA		4.53
Reynolds	4.19	4.89	4.83	4.81	4.65	4.57	4.95	4.9	3.79	4.68	4.23	4.89	4.9	NA	4.71	NA	4.642142857
Sanders	4.68	NA	NA	4.68	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.68
Savla	NA	4	NA	4.33	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.165
Shen	4.14	NA	4.35	NA	NA	NA	4.17	4.43	NA	4.43	NA	4.33	NA	4.22	NA	NA	4.295714286
Sherman	4.88	NA	4.56	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.72
Sioutas	NA	4.38	NA	NA	NA	4.76	NA	4.37	NA	4.78	NA	4.83	NA	4.5	NA	NA	4.603333333
Smith	4.24	NA	4.31	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.275
Soibelman	4.13	NA	4.31	4.33	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.256666667
Synolakis	3.81	NA	4.5	5	NA	NA	NA	NA	NA	NA	NA	3.67	NA	NA	4.27	NA	4.25
Taylor	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.89	3.89
Todorovska	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.53	NA	NA	NA	NA	NA		3.53
Trifunac	4.4	4.1	4.67	4.4	NA	NA	4.13	NA	4.88	4.71	4.4	NA	4.4	NA	4.63	5	4.52
Vakharia	NA	NA	NA	4.5	NA	4.88	NA	4.98	NA	4.75	NA	4.87	NA	4.77	NA	4.89	4.805714286
Wang	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		5
Wellford	3.44	4.83	3.89	4.6	NA	3.95	1.5	3	3.77	4.8	3.53	4.4	4.39	NA	3.97	NA	3.851538462
Williams	NA	NA	NA	NA	NA	NA	4.57	NA	NA	NA	NA	NA	NA	NA	NA		4.57
Xiao	NA	NA	NA	NA	NA	NA	NA	NA	NA	3.465	NA	3.46	NA	3.25	NA	3.63	3.45125
Yen	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.3	NA	2.69	3.6	4.57	3.79
Zhang	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	4.5	NA	NA	NA		4.5
Average Eval score per Semester	4.28619	4.452273	4.316087	4.470952	4.073684	4.146667	4.018571	4.191852	4.210952	4.357292	4.1675	4.215455	4.36125	4.181667	4.237222	4.413333	
Average over 2008-2015	4.256309																

5.3.4 Appendix 17: Placement of Ph.D. Students Graduating in the CEE Department in the Last 10 Years



5.4 Appendix 18: CVs of Core Faculty

UCAR CV

David Ashley, Professor of Engineering Practice

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 0.5	Teaching: 53%
Original appointment date: August 2015	Research or scholarly activities: 27%
Original rank: Professor of Engineering Practice	Service: 20%

Education

degree	discipline	institution	Year
PhD	Civil Engineering	Stanford University	1977
MS	Engineering–Economic Systems	Stanford University	1975
MS	Civil Engineering	Massachusetts Institute of Technology	1974
BS	Civil Engineering	Massachusetts Institute of Technology	1973

Academic experience

institution	rank & title	when	full/part time
University of Nevada, Las Vegas	Professor	2009-2015	full
University of Nevada, Las Vegas	President	2006-2009	full
University of California, Merced,	Founding Executive Vice Chancellor and Provost, Shaffer-George Chair	2001-2006	full
The Ohio State University	Dean, College of Engineering	1997-2001	full
University of California at Berkeley	Chair of Civil and Environmental Engineering	1993-1997	Full
University of California at Berkeley	Professor	1989-1997	Full

Non-academic experience

company or entity	brief description of position	when	full/part time
Guy F. Atkinson Company	Special Studies Analyst	1975-1977	full

Certification or professional registrations

Registered Professional Engineer (inactive), Texas

Principal publications & presentations of the last five years

1	Risk Management Support for the Canal Expansion Program (with K. Molenaar), prepared for the Autoridad del Canal de Panama, November 2007, 75 pages.
2	Guide to Risk Assessment and Allocation for Highway Construction Management (with Keith R. Molenaar and James E. Diekmann) , Report # FHWA-PL-06-032, Federal Highway Administration, U.S. Department of Transportation, American Association of State Highway Transportation Officials, and the National Cooperative Highway Research Program, Washington, DC, October 2006, 73 pp.
3	Review of the Cost Estimates and Schedule for the Panama Canal 3rd Lane Locks and Access Channel Expansion Program (with Stuart D. Anderson, Keith R. Molenaar, Debbie A. Niemeier and Clifford J. Schexnayder), prepared for the Autoridad del Canal de Panama, November 2005, pp. 36.
4	Skyway Extension Estimate Review (with Stuart D. Anderson, Keith R. Molenaar, Debbie A. Niemeier and Clifford J. Schexnayder), a review of the San Francisco to Oakland Bay Bridge East Span Seismic Safety Project, prepared for the California Department of Transportation, March 2005.
5	Recording Lessons Learned on the Pocahontas Parkway Project (with M. C. Vorster and A. D. Songer), prepared for the Virginia Department of Transportation, December 2002.

6	"Evaluation and Management of Foreign Exchange and Revenue Risks in BOT Projects" (with R. L. K. Tiong, S. K. Ting, S.K., and ShouQing Wang), Dr. Tan Swan Beng Memorial Symposium – Excellence in Infrastructure Engineering, Singapore, March 1999, pp. 213-228.
7	"Risk Management of BOT Power Projects in China" (with R. L. K. Tiong, Shou Qing Wang, and S. K. Ting), Research Report, School of CSE, NTU, Singapore, June 1998.
8	"Evaluation of Completion Risks in Construction Projects" (with W. F. Ho and R. L. K. Tiong), Working Paper, School of CSE, NTU, Singapore, 1998.
9	"Computer Implementation of the Impact of Early-Planning Decisions on Project Performance" (with N. Akel, C. C. Tsai and Paul M. Teicholz), Construction Engineering and Management Program working paper, Department of Civil and Environmental Engineering, University of California, Berkeley, 1996.
10	"Linking Early Project Decisions with Project Outcomes (Cost, Schedule, Quality): General Performance Model" (with Paul M. Teicholz), Center for Integrated Facility Engineering (Stanford University) Summer Program 1996, July 28-August 2.
Current membership in professional organizations	
	American Society of Civil Engineers (ASCE)
Honors and awards	
	Keynote Presentation, First Global Leadership Forum for Construction Engineering and Management Programs, "Dimensions of Academic Leadership," Purdue University, March 2011.
	Elected to the National Academy of Construction, October 2008
	Selected one of the 50 Most Influential Persons in Southern Nevada, 2008
	Inducted as Distinguished Member of the American Society of Civil Engineers, November 2007
	Awarded Significant Sig status in the Sigma Chi National Fraternity, 2007
	Presented the Annual Lena C. Bailey Memorial Lecture on Leadership, The Ohio State University, Columbus, Ohio, November 2007.
	Presented the 42nd Arthur J. Boase Lecture, University of Colorado, Boulder, Colorado, April 2006
Service activities (within and outside of the institution)	
	Panel member, National Research Council's Committee on Independent Scientific Review of Everglades Restoration Progress (CISRERP V), 2013 to 2014.
	Panel member, National Research Council's Committee on Independent Scientific Review of Everglades Restoration Progress (CISRERP IV), 2011 to 2012
	Founding member, Industry Leaders Council, American Society of Civil Engineers, 2009 to present
	Member, Board of Directors, Civil Engineering Research Foundation, American Society of Civil Engineers, 2005-2009
Most recent professional development activities	
Construction Management Committee, USC, 2015- Present	

UCAR CV

George Ban-Weiss, Assistant Professor of Environmental Engineering
USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 2.5	Teaching: 27%
Original appointment date: August 16, 2013	Research or scholarly activities: 53%
Original rank: Assistant Professor	Service: 20%

Education

degree	discipline	institution	Year
PhD	Mechanical Engineering	University of California, Berkeley	2008
MS	Mechanical Engineering	University of California, Berkeley	2005
BS	Mechanical Engineering	University of California, Berkeley	2003

Academic experience

institution	rank & title	when	full/part time
Lawrence Berkeley Laboratory	Project Scientist	2010-2013	full
Carnegie Institution, Stanford	Postdoctoral Research Associate	2008-2010	full

Non-academic experience

company or entity	brief description of position	when	full/part time
Powerlight Corporation	Product Development Intern	2004-2005	Part

Certification or professional registrations

N/A

Principal publications & presentations of the last five years

1	Ban-Weiss GA, Jin L, Bauer S, Bennartz R, Liu X, Zhang K, Ming Y, Jiang J (in press) Evaluating clouds, aerosols, and their interactions in three global climate models using COSP and satellite observations. Journal of Geophysical Research.
2	Ban-Weiss GA, Wray C, Delp W, Ly P, Akbari H, Levinson R (2013) Electricity production and cooling energy savings from installation of building-integrated photovoltaic roof on an office building. Energy and Buildings, 56, 210-220, DOI 10.1016/j.enbuild.2012.06.032
3	MacCracken MC, Shin HJ, Caldeira K, Ban-Weiss GA (2013) Climate response to imposed solar radiation reductions in high latitudes. Earth System Dynamics, 4, 301–315, DOI 10.5194/esd-4-301-2013
4	Ban-Weiss GA, Cao L, Bala G, Caldeira K (2012) Dependence of Climate Forcing and Response on the Altitude of Black Carbon Aerosols. Climate Dynamics, 38, 897-911, DOI 10.1007/s00382-011-1052-y
5	MacCracken MC, Shin HJ, Caldeira K, Ban-Weiss GA (2013) Climate response to imposed solar radiation reductions in high latitudes. Earth System Dynamics, 4, 301–315, DOI 10.5194/esd-4-301-2013
6	Ban-Weiss GA, Bala G, Cao L, Pongratz J, Caldeira K (2011) Climate Forcing and Response to Idealized Changes in Surface Latent and Sensible Heat. Environmental Research Letters, 6, DOI 10.1088/1748-9326/6/3/034032
7	Levinson R, Pan H, Ban-Weiss GA, Rosado P, Paolini R, Akbari H (2011) Potential Benefits of Solar Reflective Car Shells: Cooler Cabins, Fuel Savings and Emission Reductions. Applied Energy, 88, 4343-4357, DOI 10.1016/j.apenergy.2011.05.006
8	Ban-Weiss GA, Lunden MM, Kirchstetter TW, Harley RA (2010) Size-Resolved Particle Number and Volume Emission Factors for On-Road Gasoline and Diesel Motor Vehicles. Journal of Aerosol Science, 41, 5-12, DOI 10.1016/j.jaerosci.2009.08.001

9	Anderson RG, Canadell JG, Randerson JT, Jackson RB, Hungate BA, Baldocchi DD, Ban-Weiss GA, Bonan GB, Caldeira K, Cao L, Diffenbaugh NS, Gurney KR, Kueppers LM, Law BE, Luyssaert S, O'Halloran TL (2011) Biophysical Considerations in Forestry for Climate Protection. 9, 174-182, Frontiers in Ecology and the Environment. DOI 10.1890/090179
Current membership in professional organizations	
	American Association for Aerosol Research (AAAR)
	American Geophysical Union (AGU)
	American Association for the Advancement of Science (AAAS)
Honors and awards	
	Listed by MIT Technology Review as one of the world's top 35 innovators under the age of 35
	The Rose Hills Foundation Research Fellowship (2014)
Service activities (within and outside of the institution)	
	Session creator and chair at American Geophysical Union Fall Meeting, 2013
	Co-chair at ASCE International Workshop on Computing in Civil Engineering
	Inivted "expert reviewer" for the Nobel Prize winning Intergovernmental Panel on Climate Change (IPCC) 5th Assessment Report
	Paper reviewer for several journals
	Department website committee
	Department ENE M.S. curriculum committee
	Department PhD Admissions committee
	Department visiting scholar request committee
Most recent professional development activities	
Conference: EmTech 2014, MIT Technology Review, Boston, MA, 2014	
Conference: AEROCOM (Aerosol Comparison between Observations and Models), 13th international workshop, Steamboat Springs, CO, 2014	
Conference: 2014 AGU (American Geophysical Union) Fall Meeting, San Francisco, CA, 2014	
Workshop: CAREER Proposal Workshop for National Science Foundation (NSF), Chemical, Bioengineering, Environmental, and Transport Systems (CBET), Webinar, 2014.	
Conference: 2013 AGU (American Geophysical Union) Fall Meeting, San Francisco, CA, 2013	

UCAR CV

Burcin Becerik-Gerber, Associate Professor of Civil Engineering
USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 7.5	Teaching: 40%
Original appointment date: Aug. 2008	Research or scholarly activities: 50%
Original rank: Assistant professor	Service: 10%

Education

degree	discipline	institution	Year
Doctor	Information Systems in Project Mgmt.	Harvard University	June 2006
M.S.	Construction Eng. And Management	UC Berkeley	May 2002
M.S.	Architecture	Istanbul Technical Univ.	May 2001
B.S.	Architecture	Istanbul Technical Univ.	May 1999

Academic experience

institution	rank & title	when	full/part time
University of Southern CA	Associate Professor	2015	Full Time
University of Southern CA	Assistant Professor	2008	Full Time

Non-academic experience

company or entity	brief description of position	when	full/part time
Southern California Institute of Architecture	Non-Tenured Faculty	May 2007 – May 2008	Part Time
Camp Dresser & McKee, Inc.	Project Manager, Product Development Manager, and Business Analyst	Jan 2006 – July 2008	Full Time
Harvard University, Graduate School of Design	Sponsored Research Manager	Feb 2004 – Dec 2005	Part Time
Mehmet Basaran Architecture and Interior Design Ltd.	Architect	Jan 2001 – Jul 2001	Full Time

Certification or professional registrations

Registered Architect in Turkey

Principal publications & presentations of the last five years

1	Li N, Becerik-Gerber B, Soibelman L. (201X) "Iterative Maximum Likelihood Estimation Algorithm: Leveraging Building Information and Sensing Infrastructure for Localization During Emergencies," Journal of Computing in Civil Engineering, http://dx.doi.org/ 10.1061/(ASCE)CP.1943-5487.0000430
2	Yang Z, Li N*, Becerik-Gerber B, Orosz M. (2014) "A Systematic Approach to Occupancy Modeling in Ambient Sensor Rich Office Environments," Simulation: Transactions of the Society for Modeling and Simulation International, Special Issue: Simulation for Architecture and Urban Design, Vol 90(8), pp:960-977 http://dx.doi.org/10.1177/0037549713489918
3	Becerik-Gerber B, Siddiqui M K, Brilakis I, El-Anwar O, El-Gohary N, Mahfouz T, Li S, Jog G, Kandil A. (2014) "Civil Engineering Grand Challenges: Opportunities for Data Sensing, Information Analysis and Knowledge Discovery," ASCE Journal of Computing in Civil Engineering, Vol. 28, No. 4, http://dx.doi.org/10.1061/(ASCE)CP.1943-5487.0000290
4	Yang Z, Becerik-Gerber B. (2014) "Coupled Effects of Personalized Occupancy Profile Based HVAC Schedule and Room Reassignment on Building Energy Consumption," Journal of Energy and Buildings, Vol. 78, pp: 113-122, http://dx.doi.org/10.1016/j.enbuild.2014.04.002
5	Yang Z, Becerik-Gerber B. (2014) "Modeling Personalized Occupancy Profiles for Representing Long Term Patterns by Using Ambient Context," Journal of Building and Environment, Vol. 78, pp: 23-35 http://dx.doi.org/10.1016/j.buildenv.2014.04.003

6	Li N, Becerik-Gerber B, Soibelman L, Krishnamachari B. (2014) "A BIM Centered Indoor Localization Algorithm to Support Building Fire Emergency Response Operations," Automation in Construction, Vol 42, pp. 78-89, http://dx.doi.org/10.1016/j.autcon.2014.02.019
7	Jazizadeh F, Ghahramani A, Becerik-Gerber B, Kichkaylo T, Orosz M. (2014) "User-Led Decentralized Thermal Comfort Driven HVAC Operations for Improved Efficiency in Office Buildings," Journal of Energy and Buildings, Vol. 70, pp: 398-410, http://dx.doi.org/10.1016/j.enbuild.2013.11.066

Current membership in professional organizations	
1	American Society of Civil Engineers (ASCE)
2	International Association of Automation and Robotics in Construction (IAARC)
3	Construction Institute (CI)
4	Construction Management Association of America (CMAA)
5	BuildingSMART Alliance
6	Water Environment Federation (WEF)
7	American Society for Engineering Education (ASEE)
8	Institute of Electrical and Electronics Engineers (IEEE) Robotics and Automation Society
9	Construction Research Council (CRC)

Honors and awards	
1	NSF Early CAREER Award, 2014
2	Stephen Shrank Early Career Chair in Civil and Environmental Engineering, 2013
3	TR 35 Award by MIT Technology Review, 2012
4	Selected as an Innovator to the National Academy of Engineers (NAE) Frontiers of Engineering Education (FOEE)
5	Donald S. Barrie Award, 2004
6	Wilson-Zells Academic Scholarship, 2004

Service activities (within and outside of the institution)	
1	Associate Editor for ASCE Journal of Computing in Civil Engineering since 2011
2	Editorial Review Board Member, Engineering, Construction and Architectural Management (ECAM) Journal since 2015
3	Guest Editor of ASCE Journal of Computing in Civil Engineering, Special Issue from the 2013 International Workshop in Civil Engineering for the Journal of Computing in Civil Engineering (SangHyun Lee & Ioannis Brilakis, co-Guest Editors), 2013-2014
4	Vice Chair of ASCE Technical Council on Computing and Information Technology, Data Sensing and Analysis Committee since 2014
5	Member of Annexx 66, a task group of the International Energy Agency, focuses on defining and simulating occupant behavior in buildings since 2013

Most recent professional development activities
Attended ASCE International Workshop of Computing in Civil Engineering, June 21 - 23, 2015, Austin, TX
Attended The 30th International Symposium on Automation and Robotics in Construction, July 9-11, 2014, Sydney, Australia
Attended International Society for Computing in Civil and Building Engineering (ISCCBE) 2014 & International Council for Research and Innovation in Building and Construction - IT in Construction (CIB W78) 2014, June 23-25, 2014, Orlando, FL

UCAR CV

Gregg E. Brandow, Professor of Engineering Practice in Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 50%
Years of service on this faculty: 45	Teaching: 35%
Original appointment date: 1971	Research or scholarly activities: 5%
Original rank: Lecturer	Service: 10%

Education			
PhD	Structural Engineering	Stanford University	1971
Engr	Structural Engineering	Stanford University	1969
MS	Structural Engineering	Stanford University	1968
BS	Civil Engineering	University of Southern California	1967

Advancement in Rank		
1973 Adjunct Professor	2012 Prof. of Engineering Practice	

Other related experience, teaching, industrial, etc.
Structural Engineer 1971 – present (structural engineering, forensic engineering, failure analysis)

Patent		

Professional Engineer Registration
CE/SE in CA, NV, ID, UT

Consulting		
Brandow & Johnston, Inc., President 1971-2012		
Brandow & Nastar, Inc, Principal 2012-Present		
CSU Seismic Review Board, Member 1992-2012, Part-time		

Principal publications of the last five years	
	Hart,G.C., Brandow,G., Park, K., Delli Quadri, N., Lew, M., Carpenter, L., "Seismic Evaluation and Rehabilitation of a Concrete Shear Wall Building using Structural Reliability Theory", Tenth U.S. National Conference on Earthquake Engineering, July 21-25, 2014.
	Gary C. Hart, Gregg E. Brandow, Larry Brugger, Lauren D. Carpenter, Nick Delli Quadri, Sampson C. Huang, Ifa Kashefi, Colin Kunabe, and Marshall Lew, "An alternative procedure for seismic evaluation and strengthening of tall Buildings, The Structural Design of Tall and Special Buildings, Wiley, 21, S3-S11, 2012.
	Hart, G.C., Brandow, G., Brugger, L., Carpenter, L.D., Delli Quadri, N., Huang, S.C., Kashefi, I., Kumabe, C., Lew, M., "An Alternative Procedure for Seismic Evaluation and Strengtheing of Tall Buildings, Proceedings of the 2012 Annual Meeting of the Los Angeles Tall Buildings Structural Design Council.
	Nicolino G. Delli Quadri, Colin Kumabe, Ifa Kashefi, Larry Brugger, Lauren D. Carpenter, Gregg E. Brandow and Cary C. Hart, "Structural evaluation and strengthening of tall buildings, expected value and coefficient of variation of limit state capacity", The Structural Design of Tall and Special Buildings, 21, S31-S47, 2012.
	Navid Nastar, James Anderson, Gregg Brandow, Robert Nigbor, " An Analysis of Low-Cycle Fatigue in Steel Moment Frames", NASCC Structures Congress, 2010.
	Hart, G.C., Brandow, G., Ekwueme, C.G.,Simsir, C., Ozegbe, K., Barnes, M.S., "High Performance/Smart and Lliving Buildings: The Benefits Of Using Viscous Dampers On A High-Rise Building (Part I)", The Structural Design of Tall and Special Buildings, Wiley, Special Issue, 2010.
	Gregg E. Brandow, Chukwuma Ekueme, Gary C. Hart, 2009 Design of Reinforced Masonry Structures, Concrete Masonry Association of California and Nevada, 2009
	Navid Nastar, James C. Anderson, Gregg E. Brandow, Robert L. Nigbor, "Effects of Low-Cycle Fatigue on a Ten-Story Steel Building", Los Angeles Tall Building Structural Design Council, 2009

Memberships in scientific and professional societies

	ASCE, SEI, SEAOSC, EERI, NCEES
Honors and awards	
	SEAOC Fellow (Structural Engineers Association of California)
	Distinguished Service Award NCEES, 2009
Institutional service in the last five years	
	Laboratory Committee
	Structural Engineering Curriculum Committee
	ABET Committee
	David M. Wilson Affiliates, Treasurer (Alumni support organization)
Professional service in the last five years	
Board of Professional Engineers and Land Surveyors, CA, SE Member	
NCEES Treasurer	
ASCE, Committee on Professional Practice, Member	
SEI, Professional Practice Committee, Chair	
SELC Structural Engineers Licensure Coalition, Chair	

UCAR CV

Amy Childress, Professor of Civil and Environmental Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 2.5	Teaching: 30%
Original appointment date: 7/1/13	Research or scholarly activities: 40%
Original rank: Professor	Service: 30%

Education

degree	discipline	institution	Year
PhD	Environmental Eng	University of California, Los Angeles	1997
MS	Environmental Eng	University of California, Los Angeles	1993
BS	Civil Engineering	University of Maryland	1992

Academic experience

institution	rank & title	when	full/part time
University of Southern California	Professor and Director of Env Eng	7/1/13-present	full
University of Nevada, Reno	Professor and Chair	7/1/97-6/30/13	full

Non-academic experience

company or entity	brief description of position	when	full/part time
various	Consulting	2006-present	part
Orange County Water District	Membrane system piloting	Summer 1996	full
CH2M Hill	Treatment facility piloting	Summer 1993	full

Certification or professional registrations

Principal publications & presentations of the last five years

	Achilli, A., Prante, J.L., Hancock, N.T., Maxwell, E.B., and Childress, A.E. "Experimental results for RO-PRO: A next generation system for low-energy desalination", *Environmental Science and Technology*, Vol. 48(11) June 2014, pages 6437-6443.
	Prante, J.L., Ruskowitz, J.A., Childress, A.E., and Achilli, A., "RO-PRO Desalination: An integrated low-energy approach to seawater desalination", *Applied Energy*, Vol. 120 May 2014, pages 104-114.
	Ruskowitz, J.A., Suarez, F., Tyler, S.W., and Childress, A.E., "Evaporation suppression and solar energy collection in a salt-gradient solar pond", *Solar Energy*, Vol. 99 November 2014, pages 36-46.
	Bowden, K.S., Achilli, A., and Childress, A.E., "Organic ionic salt draw solutions for osmotic membrane bioreactors", *Bioresource Technology*, Vol. 122 October 2012, pages 207-216.
	Achilli, A., Marchand E. A., and Childress, A.E., "A Performance Evaluation of Three Membrane Bioreactor Systems: Aerobic, Anaerobic, and Attached-Growth", Water Science and Technology, Vol. 63 (12) June 2011, pages 2999-3005.
	Childress, A.E., "The Pursuit of PRO for Sustainable Seawater Desalination", *Leading-Edge Conference on Water and Wastewater Treatment Technologies*, May 26-30, 2014, Abu Dhabi, United Arab Emirates. (keynote speaker)
	Childress, A.E., Advanced Membrane Systems for Contaminant and Energy Challenges", *National Water Research Institute Clarke Prize Conference and Award Ceremony*, November 15, 2013, Newport Beach, California. (invited speaker)
	Childress, A.E., "Membrane Systems for Wastewater Reclamation and Water Purification", *American Chemical Society 246th National Meeting*, September 8-12, 2013, Indianapolis, Indiana. (keynote speaker for symposium on Membranes for Water Purification)
	Childress, A.E., "Latest Technologies in Water Desalination", *Arab-American Frontiers of Science, Engineering, and Medicine Symposium*, October 17-19, 2011, Kuwait (invited speaker).

	Childress, A.E., "Membrane Distillation and Forward Osmosis: Energy, Recovery, and Water Quality Advantages", *Australian Water Association Membrane and Desalination Specialty Conference*, February 9-11, 2011, Surfer's Paradise, Queensland, Australia. (plenary speaker)
	Childress, A.E., "The paradigm shift from reverse osmosis: forward osmosis and pressure-retarded osmosis", *International Water Association Regional Conference and Exhibition on Membrane Technology and Water Reuse*, October 18-22, 2010, Istanbul, Turkey. (plenary speaker)
	"Membrane Technologies and Energy Use for Desalination" U.S. National Academies Roundtable on Science and Technology Sustainability, May 20, 2014
	"Applications of Forward Osmosis, Pressure Retarded Osmosis, and Membrane Distillation in Desalination and Wastewater Reuse" Samsung Cheil Industries, Seoul, Korea, May 2, 2012
Current membership in professional organizations	
ASCE	American Society of Civil Engineers
AWWA	American Water Works Association
WEF	Water Environment Federation
ACS	American Chemical Society
NAMS	North American Membrane Society
AEESP	Association of Environmental Engineering and Science Professors
AAEES	American Academy of Environmental Engineers and Scientists
TBP	Tau Beta Pi
XE	Chi Epsilon
Honors and awards	
2013	Board Certified Environmental Engineering Member (AAEES)
2012	Outstanding Publication Award (AEESP)
2007	invited speaker at NAE Frontiers of Engineering Symposium
2001	NSF CAREER Award
Service activities (within and outside of the institution)	
external	AEESP Foundation Board of Directors (January 2012-present)
	ASCE Department Heads Coordinating Council Member (September 2011- June 2013)
	Water RF's Public Council on Drinking Water Research (September 2011 – December 2013)
	Environmental Engineering Foundation (EEF) Board Member (January 2009-December 2011)
	AEESP President (October 2008-July 2009); President-Elect (August 2007-September 2008); Vice President (October 2006-July 2007); Board Member (August 2005-September 2006) Newsletter Editor (September 2001-January 2006)
internal	Viterbi Research Committee (Fall 2014-present)
	Transformative Faculty Committee (Fall 2013-Spring 2014)
	PhD/Postdoc Mentoring Panel (Fall 2013)
Most recent professional development activities	
NSF-NWRI Direct Potable Reuse (DPR) Treatment Workshop, July 17, 2014	
U.S. National Academies Roundtable on Science and Technology Sustainability, May 20, 2014	
participant in SRI's Five Disciplines of Innovation Workshop, May 2012	

ABET CV

Felipe de Barros, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 3	Teaching: 27%
Original appointment date: Jan. 2013	Research or scholarly activities: 53%
Original rank: Assistant Professor	Service: 20%

Education

degree	discipline	institution	Year
PhD	Civil & Env. Eng.	University of California, Berkeley	2009
MS	Mech. Eng.	Federal Univ. of Rio de Janeiro, Brazil	2004
Eng.	Mech. Eng.	Federal Univ. of Rio de Janeiro, Brazil	2003

Academic experience

institution	rank & title	when	full/part time
USC	Assist. Professor	2013-Present	Full Time
UPC-BarcelonaTech, Barcelona, Spain	Researcher	2011-2012	Full Time
Univ. of Stuttgart, Germany	Post-Doctorate Researcher	2010	Full Time

Non-academic experience

company or entity	brief description of position	when	full/part time

Certification or professional registrations

Principal publications & presentations of the last five years

de Barros, F. P. J., and A. Fiori, *First-order based cumulative distribution function for solute concentration in heterogeneous aquifers: Theoretical analysis and implications for human health risk assessment*, Water Resources Research, 50, doi:10.1002/2013WR015024, 2014

Kumar, V., de Barros, F.P.J., Schuhmacher, M., Fernàndez-Garcia, D. and Sanchez-Vila, X. (2013), "Dynamic interactions between hydrogeological and exposure parameters in daily dose prediction under uncertainty and temporal variability", *Journal of Hazardous Materials*, 263, p.197-206, doi:10.106/j.jhazmat.2013.08.038.

Leube, P., de Barros, F.P.J., Nowak, W., and Rajagopal, R. (2013),"Towards optimal allocation of computer resources: Trade-offs between uncertainty quantification, discretization and model reduction",*Environmental Modelling & Software*, 50, p.97-107, doi:10.1016/j.envsoft.2013.08.008

Dentz, M. and de Barros, F.P.J. (2013), "Dispersion variance for transport in heterogeneous porous media", *Water Resources Research*, 49, Issue 6, p.3443-3461, doi:10.1002/wrcr.20288.

de Barros, F.P.J., Guadagnini, A., Fernàndez-Garcia, D., Riva, M., and Sanchez-Vila, X. (2013), "Controlling scaling metrics for improved characterization of well-head protection regions", *Journal of Hydrology*, Volume 494, 28, p. 107-115, doi:10.106/j.jhydrol/2013.04.040.

Boso, F., de Barros, F.P.J., Fiori, A. and Bellin, A., (2013), "Performance analysis of statistical spatial measures for contaminant plume characterization towards risk-based decision making", *Water Resources Research*, 49, Issue 6, p.3119-3132, doi:10.1002/wrcr.20270.

de Barros, F.P.J., Fernàndez-Garcia, D., Bolster, D., and Sanchez-Vila, X., (2013), "A risk-based probabilistic framework to estimate the end-point of remediation: Concentration rebound by rate-limited mass transfer", *Water Resources Research*, 49, Issue 4, p.1929-1942, doi:10.1002/wrcr.20171.

	Cirpka, O.A., Rolle, M., Chiogna, G., de Barros, F.P.J., and Nowak, W., (2012), "Stochastic evaluation of mixing-controlled steady-state plume lengths in two-dimensional heterogeneous domains", *Journal of Contaminant Hydrology,* Vol. 138-139, pp.22-39, doi:10.1016/j.jconhyd.2012.05.007.
	Nowak, W., Rubin, Y. and de Barros, F. P. J., (2012), "A hypothesis-driven approach to optimize field campaigns", *Water Resources Research*, Vol. 48, W06509, doi:10.1029/2011WR011016.
	de Barros, F.P.J., Dentz, M., Koch, J. and Nowak, W., (2012), "Flow Topology and Scalar Mixing in Spatially Heterogeneous Flow Fields", *Geophysical Research Letters*, Vol. 39, L08404, 5 pp.,doi:10.1029/2012GL051302.
	Oladyshkin, S., de Barros, F. P. J., Nowak, W., (2012) "Global sensitivity analysis: a flexible and efficient framework with an example from stochastic hydrogeology", *Advances in Water Resources*, 37, p. 10-22, doi: 10.1016/j.advwatres.2011.11.001.
	de Barros, F. P. J., Ezzedine, S., and Rubin, Y., (2012) "Impact of Hydrogeological Data on Measures of Uncertainty, Site Characterization and Environmental Performance Metrics", *Advances in Water Resources*, 36, p.51-63, doi:10.1016/j.advwatres.2011.05.004.
	de Barros, F. P. J., Fiori, A. and Bellin, A., (2011) "A simple closed-form solution for assessing concentration uncertainty", *Water Resources Research*, 47, 12, doi:10.1029/2011WR011107.
	Cirpka, O. A., de Barros, F. P. J., Chiogna, G. and Nowak, W., (2011) "Probability Density Function of Steady-State Concentration in Two-Dimensional Heterogeneous Porous Media", *Water Resources Research*, 47,W11523, doi:10.1029/2011WR010750
Current membership in professional organizations	
	American Geophysical Union (AGU)
Honors and awards	
	Juan de la Cierva
	Jane Lewis Fellowship
Service activities (within and outside of the institution)	
	Editorial Board of Journal of Hydrology (Associate Editor), 2014-Present
	Assistant Editor to the INTERPORE Newsletter, 2011-Present
	Reviewer activities to top peer review journals, 2009-Present
	Organizing session committee in the AGU Fall Meeting 2012
	Services in curriculum activities USC 2014
	Faculty search committee USC 2013-2014
Most recent professional development activities	
Conference: *Computational Methods in Water Resources (CMWR) Conference*, Stuttgart, Germany, 2014	
Conference: *American Geophysical Union (AGU) Fall Meeting*, San Francisco, CA, 2014	
Conference: *European Geophysical Union (EGU) Meeting*, Vienna, Austria, 2014	
Conference: *Annual Meeting of the APS Divison of Fluid Dynamics*, San Francisco, CA, 2014	
Reviewer activities: Acted as a reviewer for more than 5 journals in 2014	
Peer-review articles: For the 2014 year, Dr. de Barros' has one published paper in Water Resources Research and 3 other manuscripts submitted (under review at the current date)	

UCAR CV

Bora Gencturk, Assistant Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 0	Teaching: 27%
Original appointment date: August 2016	Research or scholarly activities: 53%
Original rank: Assistant Professor	Service: 20%

Education

degree	discipline	institution	Year
Ph.D.	Civil Engineering	University of Illinois at Urbana-Champaign	2011
M. S.	Civil Engineering	University of Illinois at Urbana-Champaign	2007
B.S.	Civil Engineering	Bogazici University	2006

Academic experience

institution	rank & title	when	full/part time
University of Houston, Houston, Texas	Assistant Professor	2011-2016	Full time

Non-academic experience

company or entity	brief description of position	when	full/part time
N/A			

Certification or professional registrations

N/A

Principal publications & presentations of the last five years

1	Gencturk, B., Araki, Y., Kusama, T., Omori, T., Kainuma, R., and Medina, F. (2014). "Loading Rate and Temperature Dependency of Superelastic Cu-Al-Mn Alloys," Construction and Building Materials, 53, 555-560.
2	Gencturk, B., Hossain, K.§, Kapadia, A., Labib, E., and Mo, Y. L. (2014). "Use of Digital Image Correlation Technique in Full-Scale Testing of Prestressed Concrete Structures," Measurement, 47, 505-515.
3	Gencturk, B., Mullapudi, R., Kilic, S. A., and Erdik, M. (2014). "Capacity Assessment of the Historical Titus Tunnel Bridge Using Analytical and Numerical Techniques," ASCE Journal of Performance of Constructed Facilities, 28(2), 349-362.
4	Gencturk, B. and Elnashai, A. S. (2013). "Numerical Modeling and Analysis of ECC Structures," Materials and Structures, 46(4), 663-682.
5	Gencturk, B.*, Elnashai, A. S., Lepech, M., and Billington, S. (2013). "Behavior of Concrete and ECC Structures under Simulated Earthquake Motion," ASCE Journal of Structural Engineering, 139(3), 389-399.
6	Frankie, T. M.*, Gencturk, B., and Elnashai, A. S. (2013). "Simulation-Based Fragility Relationships for Unreinforced Masonry Buildings," ASCE Journal of Structural Engineering, 139(3), 400-410.
7	Gencturk, B.* (2013). "Life-Cycle Cost Assessment of RC and ECC Frames Using Structural Optimization," Earthquake Engineering and Structural Dynamics, 42(1), 61-79.
8	Pinto, P. E., Bazzurro, P., Elnashai, A., Franchin, P., Gencturk, B., Gunay, S., Haukaas, T., Mosalam, K., and Vamvatsikos, D. (2012). "Probabilistic Performance-Based Seismic Design," International Federation for Structural Concrete (fib), Bulletin No. 68, TG 7.7, Lausanne, Switzerland, pp. 118, ISBN: 978-2-88394-108-3.
9	Gencturk, B. and Hossain, K. A.§ (2012). "Optimal Design of RC Frames Using Nonlinear Inelastic Analysis," Computational Methods in Earthquake Engineering, Vol. 2, eds. Papadrakakis, M., Fragiadakis, M., and Plevris, V., pp. 545-568, DOI: 10.1007/978-94-007-6573-3_25.

10	Elnashai, A. S. and Gencturk, B. (2012). "Life Cycle Cost Considerations in Seismic Design Optimization of Structures," Structural Seismic Design Optimization and Earthquake Engineering: Formulations and Applications, eds. Plevris, V., Mitropoulou, C. Ch., and Lagaros, N. D., IGI Global, pp. 1-22, ISBN13: 9781466616400, DOI: 10.4018/978-1-4666-1640-0
Current membership in professional organizations	
	American Concrete Institute (ACI)
	American Society of Civil Engineers (ASCE)
	Earthquake Engineering Research Institute (EERI)
	Structural Engineering Association of Texas (SEAoT)
Honors and awards	
2014	NSF Fellowship to attend US-Israel Workshop on Industrial Ecology in Multi-Scale Design and Construction of Sustainable Built Environments, Tel Aviv, Israel,
2013	Broadening Participation Research Initiation Grants in Engineering (BRIGE) Award, National Science Foundation,
2013	University of Houston, Provost's Travel Award to attend 2013 Quake Summit, Reno, NV
2012	NSF Fellowship to attend NSF Summer Institute Short Course on Materiomics—Merging Biology and Engineering in Multiscale Structures and Materials, Boston, MA
2011	Best presentation, Elnashai, Kuchma, Spencer (EKS) 7th Annual Retreat, Allerton Park, IL
Service activities (within and outside of the institution)	
1	Member, Infrastructure Enhancement Committee, Department of Civil and Environmental Engineering, September 2011 – present.
2	Session chair, "Design and Analysis of Wind Turbine Support Towers," 2014 ASCE/SEI Structures Congress, Boston, MA, April 3-5, 2014.
3	Guest editor of Special Issue on "Field Testing of Structures," ASCE Journal of Structural Engineering, Dr. D. Linzell (co-editor), in press for publication in Spring 2015.
4	Organized activities for high school students attending the STEP Forward Summer Camp at the "Multi-Axial Earthquake Simulation Facility," Cullen College of Engineering, University of Houston, June 21, 2013.
Most recent professional development activities	
"Experimental Investigation of Innovative Bridge Columns for a Resilient Bridge Infrastructure," 30th US-Japan Bridge Engineering Workshop, Washington, DC, October 21-23, 2015.	
"Design and Construction of a Multi-Axial Earthquake Simulation Facility at the University of Houston," Celebrating Professor Amr Elnashai's 40 Years of Research Contribution to Earthquake Engineering, Chicago, Illinois, June 25, 2014.	
"A New Framework for Lifetime Sustainability Assessment of Reinforced Concrete Structures in Hazard Prone Regions," US-Israel Workshop on Industrial Ecology in Multi-Scale Design and Construction of Sustainable Built Environments, Tel Aviv, Israel, March 9-11.	
"Column Base-Plate Connection Flexibility in Low-Rise Metal Buildings," Metal Building Manufacturers Association (MBMA) Researchers' Symposium, Nashville, TN, February 26, 2014.	

UCAR CV

Roger Ghanem, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service | Total Percentage of Time: 100%

Years of service on this faculty: 11
Original appointment date: 1/1/2005
Original rank: Professor

Teaching: 27%
Research or scholarly activities: 53%
Service: 20%

Education

degree	discipline	institution	Year
Ph.D.	Civil Engineering	Rice University	1989
MCE	Civil Engineering	Rice University	1985
BE	Civil Engineering	American Univ. Beirut	1984

Academic experience

institution	rank & title	when	full/part time
Johns Hopkins University	Assistant/Associate/Full Professor	1995-2005	Full Time
SUNY-Buffalo	Assistant Professor	1992-1995	Full Time

Non-academic experience

N/A			

Certification or professional registrations

Principal publications & presentations of the last five years

1	Comboul, M. and Ghanem, R., ``Multiscale Modeling for Stochastic Forest Dynamics,'' *International Journal for Multiscal Computational Engineering*,Vol. 12, No. 4, pp. 319-329, 2014.
2	Lakeland, D., Rechenmacher, A. and Ghanem, R., ``Towards a complete model of soil liquefaction: The importance of fluid flow and grain motion,'' *Proceedings of the Royal Society, A*, Vol. 470, No, 2165, 2014.
3	Meidani, H. and Ghanem, R., ``Random Markov decision processes for sustainable infrastructure systems,'' *Structure and Infrastructure Engineering*, DOI:10.1080/15732479.2014.893445, 2014.
4	Tipireddy, R. and Ghanem, R. ``Adaptation in homogeneous chaos spaces,'' *Journal of Computational Physics*, Vol. 259, pp. 304-317, 2014.
5	Arnst, M., Ghanem, R., Phipps, E., and Red-Horse, J., ``Reduced chaos expansions with random coefficients in reduced-dimensional stochastic modeling of coupled problems,'' *International Journal for Numerical Methods in Engineering*, Vol. 97, No.5., pp. 352-376, 2014.

Current membership in professional organizations

1	ASCE
2	ASME

3	SIAM
4	USACM
5	AAAS
Honors and awards	
1	Fellow of USACM ASCE Huber Research Prize Excellence in teaching award from Hopkins
2	Fellow of the Engineering Mechanics Institute of ASCE
3	International Association for Structural Safety and Reliability (IASSAR) Senior Research Award, 2009.
4	Computational Structural Mechanics Award, U.S. Association for Computational Mechanics, 2009.
5	Gordon S. Marshall Professor of Engineering Technology, University of Southern California, 2011-present.
6	NRC Committee on Mathematical Foundations of Verification, Validation, and Uncertainty Quantification.
7	Keynote lectures at several international and national conference.
Service Activities	
1	Served as President of the Engineering Mechanics Institute of ASCE from 2011-2013.
2	Elected member of the USNCTAM and of the Executive Council of the USACM.
3	Member of NRC committee on Mathematical Foundations of Uncertainty
4	Quantification, Verification and Validation, 2010-2012.
5	Member of NRC Panel on Ballistics Science and Engineering at the Army Research Laboratory
Most recent professional development activities	
Participated in several workshops organized by DOE, NIH, DARPA, AFOSR, ARL, ARO, aimed at defining the future of federal research funding in several key areas in the USA.	
Participated in several academic workshops in the USA, China, Germany, France, in the general areas of computational science, urban systems, and complex systems.	
Organized several workshops at short courses at USC and in conjunction with several domestic and international conferences.	

ABET CV

Erik Johnson, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 17	Teaching: 23%
Original appointment date: 9/1/1999	Research or scholarly activities: 40%
Original rank: Asst. Prof.	Service: 37% (Associate Chair)

Education

degree	discipline	institution	Year
B.S.	Aero/Astro Engrg.	University of Illinois at Urbana-Champaign	1988
Cert.	Biblical Studies	Trinity Evangelical Divinity School	1991
M.S.	Aero/Astro Engrg.	University of Illinois at Urbana-Champaign	1993
Ph.D.	Aero/Astro Engrg.	University of Illinois at Urbana-Champaign	1997

Academic experience

institution	rank & title	when	full/part time
University of Notre Dame	Visiting Rsrch. Asst. Prof.	1997–99	FT
University of Southern California	Asst./Assoc. Prof.	1999–	FT

Non-academic experience

company or entity	brief description of position	when	full/part time

Certification or professional registrations

	S.J. Kim, R.E. Christenson, S.F. Wojtkiewicz and E.A. Johnson, "Real-Time Hybrid Simulation using the Convolution Integral Method," *Smart Materials and Structures*, 20(2), February 2011, paper 025024. doi:10.1088/0964-1726/20/2/025024
	S.J. Kim, R.E. Christenson, S.F. Wojtkiewicz and E.A. Johnson, "Real-Time Hybrid Simulation using the Convolution Integral Method," *Smart Materials and Structures*, 20(2), February 2011, paper 025024. doi:10.1088/0964-1726/20/2/025024
	T.S. Fu* and E.A. Johnson, "Distributed Mass Damper System for Integrating Structural and Environmental Controls in Buildings," *Journal of Engineering Mechanics*, ASCE, 137(3), March 2011, 205–213. doi:10.1061/(ASCE)EM.1943-7889.0000211
	B. Erkus* and E.A. Johnson, "Dissipativity Analysis of the Base Isolated Benchmark Structure with Magnetorheological Fluid Dampers," *Smart Materials and Structures*, 20(10) 105001, October 2011. doi:10.1088/0964-1726/20/10/105001
	Gaurav, S.F. Wojtkiewicz and E.A. Johnson, "Efficient Uncertainty Quantification of Dynamical Systems with Local Nonlinearities and Uncertainties," *Probabilistic Engineering Mechanics*, 26(4), October 2011, 561–569. doi:10.1016/j.probengmech.2011.07.002
	D.-Y. Zhang* and E.A. Johnson, "Substructure Identification for Shear Structures: Cross Power Spectral Density Method," *Smart Materials and Structures*, 21(5) 055006, May 2012. doi:10.1088/0964-1726/21/5/055006
	D.-Y. Zhang* and E.A. Johnson, "Substructure Identification for Shear Structures I: Substructure Identification Method," *Structural Control and Health Monitoring*, 20(5), May 2013, 804–820. doi:10.1002/stc.1497
	D.-Y. Zhang* and E.A. Johnson, "Substructure Identification for Shear Structures II: Controlled Substructure Identification," *Structural Control and Health Monitoring*, 20(5), May 2013, 821–834. doi:10.1002/stc.1498

	T.S. Fu*, A. Ghosh, E.A. Johnson and B. Krishnamachari, "Energy-efficient Deployment Strategies in Structural Health Monitoring using Wireless Sensor Networks," *Structural Control and Health Monitoring*, 20(6), June 2013, 971–986. doi:10.1002/stc.1510
	Gaurav, S.F. Wojtkiewicz and E.A. Johnson, "Rapid Reanalysis of the Generalized Eigenvalue Problem of Locally Modified Linear Dynamical Systems," *Journal of Sound and Vibration*, 332(18), September 2013, 4354–4368. doi:10.1016/j.jsv.2013.03.016
	D.-Y. Zhang* and E.A. Johnson, "Substructure Identification for Shear Structures with Nonstationary Structural Responses," *Journal of Engineering Mechanics*, ASCE, 139(12), December 2013, 1769–1779. doi:10.1061/(ASCE)EM.1943-7889.0000626
	D.-Y. Zhang*, C.E. DeVore* and E.A. Johnson, "Using Control to Improve Substructure Parameter Identification Accuracy in Shear Structures: An experimental verification," *IEEE/ASME Transactions on Mechatronics*, 18(6), December 2013, 1683–1690. doi:10.1109/TMECH.2013.2280087
	T.S. Fu* and E.A. Johnson, "Active Control for a Distributed Mass Damper System," *Journal of Engineering Mechanics*, ASCE, 140(2), February 2014, 426–429. doi:10.1061/(ASCE)EM.1943-7889.0000650
	D.-Y. Zhang* and E.A. Johnson, "Substructure Identification for Plane Frame Building Structures," *Engineering Structures*, 60, February 2014, 276–286. doi:10.1016/j.engstruct.2013.12.008
	T.S. Fu* and E.A. Johnson, "Structural Health Monitoring with a Distributed Mass Damper System," *Structural Control and Health Monitoring*, 21(2), February 2014, 189–204. doi:10.1002/stc.1561
	M. Kamalzare*, E.A. Johnson and S.F. Wojtkiewicz, "Computationally Efficient Design of Optimal Output Feedback Strategies for Controllable Passive Damping Devices," *Smart Materials and Structures*, 23(5) 055027, May 2014. doi:10.1088/0964-1726/23/5/055027
Current membership in professional organizations	
AIAA	Senior Member
ASME	Member
ASCE	Member
	USC Viterbi Dean Faculty Service Award, April 2012
	IASSAR Junior Research Prize & Medal, 2005
	Outstanding Recent Alumnus Award, UIUC AAE, 2003
Service activities (within and outside of the institution)	
	Associate Chair, *Sonny Astani Department of Civil and Environmental Engineering*, 2007–
	Director, *American Automatic Control Council*, 2004–
	Director, *American Automatic Control Council*, 2004–
	ASCE EMI *Technical Committee on Structural Health Monitoring and Control*, 2004– (chair 2006–09)
	ASCE EMI *Probabilistic Methods Committee*, 1999–2007, 2012– (vice chair 2014–)
	Engineering Faculty Council, 2007–12, 2014–
	Executive Committee Member, *U.S. Panel of the International Association for Structural Control and Monitoring (IASCM)*, 2007–12
	Associate Editor, *ASCE Journal of Engineering Mechanics*, 2006–10
	Guest co-Editor, *Structural Control and Health Monitoring*, 2006–08
	Conference Operations Committee, Proceedings Co-Editor, *4th World Conference on Structural Control and Monitoring (4WCSCM)*, San Diego, California, July 11–13, 2006

UCAR CV

Geraldine Knatz, Professor of Practice in Policy and Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 50%
Years of service on this faculty: 1.5	Teaching: 27%
Original appointment date: August 2014	Research or scholarly activities: 13%
Original rank: Instructor	Service:10%

Education

degree	discipline	institution	Year
M.S	Env. Engineering	University of Southern California	1977
Ph.D.	Biological Sciences	University of Southern California	1979

Academic experience

institution	rank & title	when	full/part time
University of Southern California	Instructor		Part-Time

Non-academic experience

company or entity	brief description of position	when	full/part time
Port of Los Angeles	Executive Director	2006-2014	Full
Port of Long Beach	Managing Director	1999-2006	Full

Certification or professional registrations

Global Logistics Specialists, California State University at Long Beach, 2009

Principal publications & presentations of the last five years

	Knatz, G., Looking Beyond Cargo and Cruise Ships: Promoting Academic Marine Research and Clean Technologies as an Economic Development Strategy for Ports, *Coastal Management*, 41:314-326, 2013.
	Knatz, G., The Harbour Master and the Environment. Chapter 10 in The Work of the Harbour Master, 3nd edition, London: The Nautical Institute, 2012.
	Knatz, G., The Route-to-Carbon Footprint Connections, Examining Greenhouse Gas Emissions and Alternate Routings, Marine Technology, July 2011, pp. 47-51.
	Knatz, G., The Expansion's Market Impact (Opinion on how the expansion of the Panama Canal could affect cargo routing), Marine Technology, July 2011, pp. 8-9.
	Knatz, G.., Local Seaport Initiatives Driving International Policy, Eliminating the Effects of Air Pollution and Drawing up Green Prints for Responsible Growth, Transportation Research Record, Journal of the Transportation Research Board, 2009, No. 2100, pp. 5-11.

Current membership in professional organizations

	National Academy of Engineering
	International Association of Ports and Harbors, Past President

Honors and awards	
	Containerization International Lifetime Achievement Award
	Peter Benchley Ocean's Award
Service activities (within and outside of the institution)	
	Board Member, Banning Residence Museum
	Board Member, Los Angeles City Historical Society
Most recent professional development activities	
Certificate of Completion, Senior Executives in State and Local Government Program, 2012 Harvard University, John F. Kennedy School of Government, Executive Education	

UCAR CV

Henry M. Koffman Professor of Engineering Practice

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 24	Teaching: 53%
Original appointment date: 1992	Research or scholarly activities: 0%
Original rank: Adjunct Lecturer	Service: 47%

Education

degree	discipline	institution	Year
MSCE	Civil Engineering	Stanford University	1962
BSCE	Civil Engineering	University of Southern California (USC),	1961

Academic experience

institution	rank & title	when	full/part time
University of Southern California	Professor of Engineering Practice in Civil and Environmental Engineering Department, Director of the Construction Engineering and Management Program	1992 to Present	
Chuo University	Visiting Professor, Department of Civil Engineering	2000	
Yonsei University	Visiting Professor, School of Real Estate and Planning	1996, 1997	

Non-academic experience

company or entity	brief description of position	when	full/part time
Trojan Construction Management, LLC	Principal Engineer and Principal Construction Manager	2002-Present	Part-Time
American Arbitration Association	Arbitrator	1993-Present	Part-Time
Henry M. Koffman, P.E	Licensed Professional Engineer	1992-Present	Part-Time

Certification or professional registrations

Professional Engineer (PE) Civil Engineer #16560 State of California, 2010

Principal publications & presentations of the last five years

Current membership in professional organizations	
1	ASCE-American Society of Civil Engineers – Past President Los Angeles Section
2	CMAA-Construction Management Association of America – National Director
3	AGC-Associated General Contractors
4	Beavers
5	AAA – American Arbitration Association
Honors and awards	
1	2013 USC Mellon Award for Mentoring
2	
Service Activities	
1	Annual Construction Management Symposium
2	ASC Sparks Construction Competition
3	
4	
Most recent professional development activities	

UCAR CV

Jiin-Jen Lee, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 45.5	Teaching: 40%
Original appointment date: September 1970	Research or scholarly activities: 30%
Original rank: Assistant Professor	Service: 30%

Education

degree	discipline	institution	Year
Ph. D.	Civil Engineering	California Institute of Technology, Pasadena, CA	May, 1970
M.S.	Civil Engineering	Utah State University, Logan, Utah	June 1967
B.S.	Civil Engineering	National Taiwan University, Taipei, Taiwan	June 1962

Academic experience

institution	rank & title	when	full/part time
University of Southern California	Asst. Prof (1970-1975), Associate Professor (1975-1982), Professor (1982-present)	1970-present	Full time
USC Foundation for Cross-Connection Control and Hydraulic Research	Director	1984-present	Part time

Non-academic experience

company or entity	brief description of position	when	full/part time
Port of Long Beach	Consultant for Port Planning and Design	1985-1995	Part time
Port of Los Angeles	Scientific Advisory Board Member on Environmental Modeling & Simulation	1995-2000	Part time
Environmental and Ocean Technology/ Maffat & Nichol Engineers, Inc	Consultant for Coastal and Environmental Engineering	1990-1998	Part time

Certification or professional registrations

Registered Civil Engineer, State of California, 1973-present (License Number: #22659)

Principal publications & presentations of the last five years

1.	"Manual of Cross-Connection Control" Tenth Edition" Book Edited by Paul Schwartz and J. J. Lee, Published by USC Foundation for Cross-Connection Control and Hydraulic Research. ISBN#0-9638912-1-1 January 2010, pp1-512.
2.	"Determining Vulnerability and Occurrence of Residential Backflow" by O.D. Schneider, D.M. Hughs, M. Lechevallier, P. Schwartz, P. Sylvester and J.J.Lee, Journal of AWWA, Volume 102, No.8, August 2010 (Awarded by AWWA-Best Paper Award for year 2011).
3.	"Application Focused Hydraulic Research in Surface water, Ground Water and Coastal Water" by J.J.Lee, Invited key note address with written paper (25 pages), Proceeding of the 19th National Hydraulic Engineering Conference held at Yuan Lin, Taiwan, November 9-11, 2010, pp1-25
4.	"Frequency–based Harbor Responses to Incident Tsunami Waves in American Samoa Island" by Ziyi Huang and J. J. Lee, Coastal Engineering Proceedings of ICCE 2012 held in Santander, Spain, July 1-6, 2012 (13 pages)
5.	" The Effect of Tidal Level on the Tsunami Response of Coastal Harbors" by J. J. Lee and Ziyi Huang, Z. Kou and Xiuying Xing, Coastal Engineering Proceedings of ICCE 2012 held in Santander, Spain July 1-6, 2012 (13 pages)
6.	"Computational Fluid Dynamic Analysis of Highway Bridges Exposed to Hurricane Waves" by M. Bozorgnia and J.J.Lee, Coastal Engineering Proceedings of ICCE 2012 held in Santander, Spain, July 1-6, 2012 (13 pages).
7.	"The Mystery of 2010 Chilean Earthquake Generated Tsunami Waves at Crescent City Harbor" by J.J.Lee, Z. Huang and X. Xing , ASCE Book on Trends in Engineering Mechanics- Coastal Hazard, Chapter 1, pp.1-12 April 2013.
8.	"Wave Structure Interaction During Hurricane Ivan Simulated by a Two-Phase Flow Model" by M. Bozorgnia, J. J. Lee, ASCE Book on Trends in Engineering Mechanics- Coastal Hazard, Chapter 4, pp. 33-44 April 2013.

9.	"Simulation of Oscillation at Lake Pontchartrain Induced by Hurricane Katrina" by Y.H. Tan and J.J.Lee, ASCE Book on Trends in Engineering Mechanics- Coastal Hazard, Chapter 6, pp.57-68, April 2013.
10.	"Frequency Domain Response at Pacific Coast Harbors to Major Tsunamis of 2005-2011" by X,Xing, Z. Kou, Z. Huang, and J.J.Lee, Journal of Pure and Applied Geophysics June 2013, Volume 170, Issue 6-8, pp.1148-1168
11	"CFD Modeling of a Solitary Wave Overtopping Breakwater of Varying Submergence" by M. Bozorgnia, A. Eftekhrian and J.J.Lee . Coastal Engineering Proceedings of ICCE 2014 held in Seoul, Korea, June 15-20, 2014 (15 pages).
12	"Harbor Resonance Under Impact of Powerful Tsunami" by Shentong Lu and J.J.Lee . Coastal Engineering Proceedings of ICCE 2014 held in Seoul, Korea, June 15-20, 2014 (11 pages).
13.	"Numerical Investigation on Roll-Wave Interactions, Generality and Spectrum" by Ziyi Huang and J.J.Lee , Accepted for publication in ASCE Journal of Engineering Mechanics, September 2014

Current membership in professional organizations	
1970-	ASCE American Society of Civil Engineers
1984-	ABPA American Backflow Prevention Association
1986-	SCWUA Southern California Water Utility Association
1990	ACCAEPA Southern California Chinese American Environmental Protection Association
Honors and awards	
1990	Chi-Epsilon Honor Society Society's "Excellence in Teaching Award " for the Pacific District
1995	USC School of Engineering/TRW "Excellence in Teaching Award
Service activities (within and outside of the institution)	
	Director of USC Foundation for Cross-Connection Control and Hydraulic Research (1984-present)
	Viterbi School of Engineering Infrastructure/Green Technology Committee (2012-present)
	Viterbi School of Engineering Appointment, Promotion and Tenure Committee (2007-2009) (2014-present)
	Ph. D. Advisor
	M.S. Advisor for General Option and Water/Waste Management Option
	Civil Engineering Department Graduate and Undergraduate Curriculum Committee
Most recent professional development activities	
U.S. Patent #4,594,853 (Issued June 17, 1986) Wave Powered Generator. Inventors: Fredric Raichlen and J. J. Lee	

UCAR CV

Vincent W. Lee, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 33	Teaching: 53%
Original appointment date: September, 1983	Research or scholarly activities: 27%
Original rank: Assistant Professor	Service: 20%

Education

PhD	Civil Engineering	University of Southern California	1976-1980
MSc	Applied Mechanics	California Institute of Technology	1975-1976
MSc	Mathematics	California Institute of Technology	1973-1974
BSc	Mathematics	California Institute of Technology	1969-1973

Academic experience

University of Southern California	Assistant Professor	1983-1989	Full time
University of Southern California	Associate Professor	1990-2003	Full time
University of Southern California	Professor	2003-now	Full time

Non-academic experience

Certification or professional registrations

Principal publications of the last five years (2010 – 2014)

101.	J.-W. Liang, H. Lou & V.W. Lee"Diffraction of Plane SH waves by a Semi-Circular Cavity in Half-Space." *Earthquake Science 23(1): 5-12*, Feb 2010.
102.	J.-W. Liang, X. Wei & V.W. Lee"3D Scattering of Plane P Waves by a Circular-arc Alluvial Valley"*J. Rock and Soil Mechanics, Academia Sinica, 31(2) 461-470, Feb* 2010.
103.	V.W.lee, M.Herak, D.Herak and M.D.trifunacUniform Hazard Spectra in Northwestern Bosnia and Herzegovina *Izgradnja Journal, 64(5-6), 282-304,*Jun2010.
104.	C.H. Lin, V.W. Lee M.I. Todorovska& M.D. Trifunac"Zero-Stress Cylindrical Wave Functions Around a Circular Underground Tunnel in a Flat Elastic Half-Space: Incident P Waves", Soil Dynamics and Earthquake Engineering *30(10) 879-894,*Oct 2010.
105.	V.W. Lee & M.D. Trifunac"Should average shear wave velocity in the top 30 m of soil be the only local site parameter used to describe seismic amplification?" Soil Dynamics and Earthquake Engineering *30(11) 1250-1258,*(to appear) Nov 2010.
106.	V.W. Lee & H. LuoAnti-plane Foundationless Soil-Structure Interaction, Soil Dynamics and Earthquake Engineering, *30(11) 1329-1337)* Nov 2010.
107.	H.Luo, VW Lee &J-W Liang"Anti-plane (SH) waves diffraction by a semi-circular cavity in a half-space. Analytic Solution" *Earthquake Eng. and Eng.* Vibration 9 (3) 385-396,Nov 2010.
108.	*V.W. Lee, M.D. Trifunac, M. Herak andD. Herak* Uniform Hazard Earthquake Acceleration Spectra in Kraljevo – contributions from local seismicity *Izgradnja Journal, 65(5-6), 227-235,*May-Jun2011.
109.	V.W. Lee, M.D. Trifunac, M. Herak andD. Herak Minimum Radius of Seismic Activity for Earthquake Hazard Analyses *Izgradnja Journal, 65(5-6), 219-226,* May-Jun2011.
110.	M.I. Todorovska, M.D. Trifunac, V.W. Lee & N. Orbovic Synthetic Earthquake Ground Motions on an Array, *Soil Dynamics and Earthquake Engineering,48(1) 234-251,* Jan. 2013.
111.	*V.W. Lee & A. Amornwongpaibun* Scattering of Anti-Plane (SH) Waves by a Semi-Elliptical Hill:I - Shallow Hill, Soil Dynamics and Earthquake Engineering, *52, 116-125,* Sep 2013.

112.	A. Amornwongpaibun & V.W. Lee Scattering of Anti-Plane (SH) Waves by a Semi-Elliptical Hill:II - Deep Hill, Soil Dynamics and Earthquake Engineering, *52, 126-137,* Sep 2013.
113.	V.W. Lee, M. Herak, D. Herak, & M.D. Trifunac Uniform hazard spectra in western Balkan Peninsula, *Soil Dynamics and Earthquake Engineering Soil Dynamics and Earthquake Engineering,55( ) 1-20,* 2013.
114.	H. Luo and V.W. Lee Soil-Structure Interaction on Shallow Rigid Circular Foundation: SH Wave Source from Near-Field Excitations, *J. Earthquake Engineering Manuscript ID UEQE-2013-1598 18(1): 67-89,* 2014.
115.	V.W. Lee and H. Luo Soil-Structure Interaction on Shallow Rigid Circular Foundation: Plane SH Waves from Far-Field Earthquakes, *Earthquake Engineering and Engineering Vibrations , 13(1) 29-45* Mar, 2014.
116.	V.W. Lee & Guanying Zhu A Note on Three-dimensional Scattering by a Hemspherical Canyon, I: Vertically Incident P-Wave, *Soil Dynamics and Earthquake Engineering, 61-62: 197-211,* Jun-Jul, 2014.
117.	*V.W. Lee & W-Y Liu* Two-Dimensional Diffraction of P- and SV-Waves Around a Semi-Circular Canyon in an Elastic Half-Space: An Analytic Solution via a Stress-Free Wave Function, *Soil Dynamics and Earthquake Engineering, 63, 110-119,* Aug 2014.
118.	*T. Le and V.W. Lee* Out-of-Plane (SH) Soil-Structure Interaction: Semi-circular Rigid Foundation Revisited, *Soil Dynamics and Earthquake Engineering, 66, 149-156*, 2014.

Current membership in professional organizations	
2009	Editorial Board, Journal of Earthquake Science
1990	American Society of Civil Engineers (A.S.C.E.), Engineering Mechanics Division (E.M.D.), Dynamics Committee -Technical Member
Honors and awards	
2008-09	Exceptional Service Award, Sonny Astani Civil & Environmental Engineering, U.S.C
Service activities (within and outside of the institution)	
2009-now	Editorial Board, Journal of Earthquake Science, ACTA Sinica
1990-now	American Society of Civil Engineers (A.S.C.E.), Engineering Mechanics Division (E.M.D.), Dynamics Committee -Technical Member
Most recent professional development activities	
2014 Advisory Board, Civil and Environmental Science, Loyola Marymount University, Los Angeles, California	
2014 Editorial Board, Journal of Earthquake Science	

UCAR CV

Patrick Lynett, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 5	Teaching: 40%
Original appointment date: 2011	Research or scholarly activities: 40%
Original rank: Associate Professor	Service: 20%

Education

degree	discipline	institution	Year
PhD	Civil and Environmental Engineering, Coastal Engineering focus	Cornell University	2002
M.E.	Civil and Environmental Engineering, Hydraulics focus,	Cornell University	1998
B.S.	Civil and Environmental Engineering, Environmental Eng. focus	Cornell University	1997

Academic experience

institution	rank & title	when	full/part time
Texas A&M University	Assistant – Associate Prof	2002-2011	Full
University of Southern California	Associate Prof	2011-2014	Full
University of Southern California	Prof	2014-Present	Full

Non-academic experience

company or entity	brief description of position	when	full/part time

Certification or professional registrations

none

Principal publications & presentations of the last five years

	Geist, E. and Lynett, P. "Source Process in the Probabilistic Assessment of Tsunami Hazards," Oceanography, v. 27 (2), pp.86-96, 2014
	Son, S., and Lynett, P., "Nonlinear and Dispersive Free Surface Waves Propagating over Fluids with Weak Vertical and Horizontal Density Variation," Journal of Fluid Mechanics, v (748), pp. 221-240, doi: 10.1017/jfm.2014.144, 2014.
	Lynett, P., Borrero, J., *Son, S., Wilson, R., and Miller, K., "Assessment of the Tsunami-Induced Current Hazard," Geophysical Research Letters, doi: 10.1002/2013GL058680, 2014.
	Park, H., Cox, D., Lynett, P., Wiebe, D., and Shin, S. "Tsunami Inundation Modeling in Constructed Environments: A Physical and Numerical Comparison of Free-Surface Elevation, Velocity, and Momentum Flux," Coastal Engineering, v. 79, pp. 9-21, doi: 10.1016/j.coastaleng.2013.04.002. 2013

	Irish, J., Lynett, P., Weiss, R., Smallegan, A., and Cheng, W., "A tale of two Boroughs: Hurricane Sandy's knitting of the shore slowed by relic seawall," Coastal Engineering, v. 80, pp. 79-82, doi: 10.1016/j.coastaleng.2013.06.001. 2013.
	Lynett, P., Borrero, J, Weiss, R., *Son, S., Greer, D., and *Renteria, W. "Observations and Modeling of Tsunami-Induced Currents in Ports and Harbors," Earth and Planetary Science Letters, v. 327/328, pp. 68-74, doi: 10.1016/j.epsl.2012.02.002, 2012.
	Oaks, D., Lynett, P., and Edge. B., "Evaluation of the Structure of Levee Transitions on Wave Run-Up and Overtopping by Physical Modeling," Journal of Waterway, Port, Coastal, and Ocean Engineering (ASCE), v. 138(1), pp. 53-62, doi: 10.1061/(ASCE)WW.1943-5460.0000103, 2012.
	Kim, D.-H. and Lynett, P., "Turbulent Mixing and Scalar Transport in Shallow and Wavy Flows," Physics of Fluids, v. 23 (1), doi:10.1063/1.3531716, 2011.
	Fritz, H.M., Borrero, J.C., Synolakis, C.E., Okal, E.A., Weiss, R., Titov, V.V., Jaffe, B.E., Foteinis, S., Lynett, P., Chan, I.-C., Liu, P L.-F., "Insights on the 2009 South Pacific tsunami in Samoa and Tonga from field surveys and numerical simulations," Earth Science Reviews, v. 1-7 (1-2), p. 66-75, doi:10.1016/j.earscirev.2011.03.004, 2011.
	Lynett, P., Melby, J., and *Kim, D.-H. "An Application of Boussinesq Modeling to Hurricane Wave Overtopping and Inundation," Ocean Engineering. v. 37, p. 135-153. 2010.

Current membership in professional organizations	
	American Society of Civil Engineers (ASCE)
	American Geophysical Union

Honors and awards	
	Walter L Huber Civil Engineering Research Prize ASCE, 2013
	Department of the Army Commander's Award for Public Service, U.S. Army Corps of Engineers, 2008

Service activities (within and outside of the institution)		
	Secretary, Coastal Engineering Research Council (CERC)	1/13-present
	Member, Coastal Engineering Research Council (CERC)	9/09-present
	Associate Editor, JGR-Oceans	1/11-present
	Associate Editor, ASCE J. Waterway, Port, Coastal and Ocean Engr.	9/13-present
	Editor, Proceedings of the International Conference on Coastal Engineering (ICCE)	1/12-present
	Voting Member, Tsunami Loads and Effects Committee, ASCE7 Tsunami Loads Chapter	1/12-present
	Organized a National Tsunami Hazard Mitigation Program Workshop on Tsunami Modeling, Portland, OR [50 attendees]	
	Organized a Pooled Transportation Fund Workshop on Tsunami Forces on Bridges, Los Angeles, CA [25 attendees]	
	Editor of the Coastal Engineering Proceedings [200 papers / year]	

Most recent professional development activities
Lectured / short courses on extreme coastal events (Chile, Turkey, US Virgin Islands)
Organized Workshop on coastal modeling
Development new undergraduate and graduate courses on coastal engineering

UCAR CV

Sami F Masri, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 50	Teaching: 40%
Original appointment date: 1966	Research or scholarly activities: 40%
Original rank: Assistant Professor	Service: 20%

Education			
PhD	Mechanical Engineering	California Institute of Technology	1965
MS	Mechanical Engineering	California Institute of Technology	1926
MS	Aerospace Engineering	University of Texas (Austin)	1961

Advancement in Rank		
1966 Assistant Prof	1969 Associate Prof	1976 Full Prof

Other related experience, teaching, industrial, etc.

Patent		
Two patents	Semi-active vibration control device	Vision-based crack detection

Professional Engineer Registration
None

Consulting	
Consultant to industry	

Principal publications of the last five years	
	Derkevorkian, A., Masri, S.F., Fujino, Y., Siringoringo, D.M., (2013), "Development and Validation of Nonlinear Computational Models of Dispersed Structures Under Strong Earthquake Excitation", *Jnl Earthquake Engin and Structural Dynamics*; DOI: 10.1002.
	Jahanshahi, Mohammad; Jazizadeh, Farrokh; Masri, Sami F; and Becerik-Gerber, Burcin, (2012), "An Unsupervised Approach for Autonomous Pavement Defect Detection and Quantification Using an Inexpensive Depth Sensor," *Jnl Computing in Civil Engineering*, (ASCE), in press, DOI: 10.1061/(ASCE)CP.1943-5487.0000245.)
	Kallinikidou, E., Yun, H.-B., Masri, S. F., Caffrey, J. P., and Sheng, L.-H. (2013). "Application of orthogonal decomposition approaches to long-term monitoring of infrastructure systems." *Jnl of Engineering Mechanics*, ASCE. 139(6), 678-690.
	Jahanshahi , Mohammad R; and Masri, Sami F., (2013), "A New Methodology for Non-Contact Accurate Crack Width Measurement Through Photogrammetry for Automated Structural Safety Evaluation," *Jnl Smart Materials and Structures*, vol 22 (2013) 035019.
	Caffrey, J.P., Masri, S.F., Tasbihgoo, F., Smyth, A.W., and Chassiakos, A.G., (2004), "A Re-Configurable Test Apparatus For Complex Nonlinear Dynamic Systems," *Nonlinear Dynamics*, vol 36, pp 181-201.
	Derkevorkian, A; Masri S F; Alvarenga, J; Boussalis, H; Bakalyar, J; and Richards, W L, (2013), "Strain-Based Deformation Shape-Estimation Algorithm for Control and Monitoring Applications," *AIAA Journal*, Vol 51, No 9, September 2013, pp 2231- 2240.
	Housner, G.W., Bergman, L.A., Caughey, T.K., Chassiakos, A.G., Claus, R.O., Masri, S.F., Skelton, R.E., Soong, T.T., Spencer, B.F., and Yao, J.T.P. (1997), "Structural Control: Past, Present and Future," ASCE *Journal of Engineering Mechanics*, (Special Issue), **123**(9), Sept 1997, 897–971.
	Masri, S.F., Caffrey, J.P, Caughey, T.K., Smyth, A.W., and Chassiakos, A.G., (2005), "A General Data-Based Approach for Developing Reduced-Order Models of Nonlinear MDOF Systems" *Nonlinear Dynamics*, vol 39, pp 95-112.
	Masri, S.F., Ghanem, R., Arrate, F., and Caffrey, J.P., (2009), "A Data-Based Procedure for Analyzing the Response of Uncertain Nonlinear Systems," *Journal of Structural Control and Health Monitoring*, 2009; 16:724–750. DOI: 10.1002/stc.322

	Hernandez-Garcia, M.R., Masri, S.F., Ghanem, R., Figueiredo, E., and Farrar, C.R., (2010), "An Experimental Investigation of Change Detection in Uncertain Chain-Like Systems," *Journal of Sound and Vibration*, vol 329 (2010) pp 2395-2409.

Memberships in scientific and professional societies	
	American Society of Civil Engineers (ASCE)
	American Society of Mechanical Engineers (ASME)
	Earthquake Engineering Research Institute (EERI)
	Institute of Electrical and Electronics Engineers (IEEE)

Honors and awards	
2007	*Nathan M. Newmark Medal*, American Society of Civil Engineers
2012	*George W. Housner Structural Control and Monitoring Medal*, American Society of Civil Engineers 2012

Institutional service in the last five years	
	CEE Faculty Search Committee
	CEE Laboratory Committee
	CEE PhD Screening Committee
	CEE Awards Committee
	USC Faculty Rights and Responsibilities Committee

Professional service in the last five years
Officer: International Association for Structural Control and Monitoring (Secretary General)
Member: Awards Committee; ASCE - Engineering Mechanics Institute
Member: Editorial Board of 5 Journals
Conferences: Participation in, and session organization in, more than 15 conferences
Consultant: National School of Engineering, Tunisia

Outside Service
Member: Organizing Committee; Fifth World Conference on Structural Control and Monitoring (Japan)
Member: Organizing Committee; Sixth International Workshop on Structural Control and Monitoring (Australia)
Member: Organizing Committee; Sixth World Conference on Structural Control and Monitoring (Spain)
Member: Organizing Committee; Seventh International Workshop on Structural Control and Monitoring (Korea)
Member: Organizing Committee; International Conference on Structural Nonlinear Dynamics and Diagnosis (Morocco)

UCAR CV

Najmedin Meshkati, Professor of Civil Engineering & ISE

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 19	Teaching: 40%
Original appointment date: 1997	Research or scholarly activities: 40%
Original rank: Associate Professor	Service: 20%

Education

degree	discipline	institution	Year
PhD	Industrial & Sys Eng	University of Southern California	1983
MS	Engineering Mangmt	University of Southern California	1978

Academic experience

institution	rank & title	when	full/part time
USC, Institute of Safety & Sys Mangmt	Assistant Prof	1985-91	Full time
USC, Institute of Safety & Sys Mangmt	Associate Prof	1991-97	Full time
USC, Civil and Environment Engineering	Associate Prof	1997-2006	Full Time
USC, Civil and Environment Engineering	Professor	2006-Present	Full Time

Non-academic experience

company or entity	brief description of position	when	full/part time
US State Department	Jefferson Science Fellow & Sr Science & Eng Advisor to the Office of Secretary of State	2009-2010	Full time

Certification or professional registrations

Certified Professor Ergonomist (CPE # 650)

Principal publications & presentations of the last five years

1	Tabibzadeh, M. and Meshkati, N. (2014). Learning from the BP Deepwater Horizon Accident: Risk Analysis of Human and Organizational Factors in Negative Pressure Test, *Environment Systems and Decisions*, *34* (2): 194-207.
2	Chow, S., Yortsos, S. and Meshkati, N. (In press). Asiana 214: Investigating cockpit automation and culture issues in aviation safety. *Aviation Psychology and Applied Human Factors.* [Official Organ of the European Association for Aviation Psychology and the Australian Aviation Psychology Association (AAvPA)]
3	Heinecke, J., Jabari, N., and Meshkati, N. (In Press). The role of human factors considerations and safety Culture in the safety of hydraulic fracturing (Fracking), *Journal of Sustainable Energy Engineering*.
4	Meshkati, N. (2012). Engineering diplomacy: An underutilized too in foreign policy. *Science & Diplomacy* ("a quarterly publication from the American Association for the Advancement of Science (AAAS), the world's largest general scientific society") 20-30.
5	Meshkati, N. (2012). Not so fast Signore Marco De Luca!: Complex root-causes of the Costa Concordia accident. *Rivista Italiana di Ergonomia* (Italian Review of Ergonomics), No 6, 16-18.
6	Meshkati, N. (2014, August 25). The unsung heroes of Fukushima, *The Japan Times*.
7	Meshkati, N. (2014, May 26). Soma Mine: Need for independent accident investigation commission. *Hurriyet Daily News* ("Leading news sources for Turkey and the region")
8	"Leadership and Safety Culture: Personal Reflections on Lessons Learned", invited testimony before the US Defense Nuclear Facilities Safety Board (DNFSB) Public Hearing and Meeting on Safety Culture, Washington, DC, August 27, 2014.
9	"Lessons Learned from Recent Major Accidents in Complex, Large-scale Technological Systems: Personal Observations on Human Factors and Safety Culture". Invited keynote address to the 1st International Conference of HSE in Civil, Mine, Petroleum and Gas Projects, Tehran, Iran, (September 17, 2014, via Internet).
10	"Nuclear Safety and Safety Culture: Personal Reflections on Lessons Learned". Invited keynote address to the XXV Annual Congress of the Mexican Nuclear Society, Veracruz, México (September 1, 2014).

11	"Petroleum Industry Safety: Lessons Learned from Major Accidents." Invited presentation to the senior managers of the China National Petrochemical Corporation (CNPC), Beijing, China (April 28, 2014).
12	"National Cultures, Safety Culture and Severe Accidents." Invited plenary presentation at the International Atomic Energy Agency (IAEA) Workshop on Global Safety Culture: National Factors Relevant to Safety Culture, Vienna, Austria (April 8, 2014).
13	"Regulator's Safety Culture: Personal Observations." Invited presentation at the session, Influences of Organizational Factors and Safety Culture on Risk of Technical Systems, American Nuclear Society National Meeting, Washington, DC (November 12, 2013).
14	"Effective Safety Leadership: Personal Observations." Invited keynote address to the 11th Annual WSHO Conference: Evolving Effective WSH Leadership, Singapore (August 22, 2013).
15	"The Science of Human Factors: Personal Observations/Reflections." Invited keynote address to the 2013 PDA (Parenteral Drug Association) Annual Meeting (Human Factors and Human Error Reduction Workshop), Orlando, FL (April 17, 2013).
16	"Safety and Reliability of Complex Technological Systems: The Vital Role of Human-Organization-Technology (HOT) Subsystems Interactions and Safety Culture." Invited talk at the Engagement of Scientists Working Group (ESWG), Kick-Off Meeting, Ministry of Foreign Affairs, Rome, Italy (March 21, 2013).
Current membership in professional organizations	
1	Fellow, Human Factors and Ergonomics Society (HFES)
Honors and awards	
1	**Jefferson Science Fellow**, National Academies and the Office of the Science and Technology Adviser to the Secretary of State (September 2009 - September 2010).
2	**Steven B. Sample Teaching and Mentoring Award,** USC Parents Association (2013).
Service activities (within and outside of the institution)	
	Member, National Academy of Engineering/National Research Council's Committee on the Analysis of Causes of the BP Deepwater Horizon Explosion, Fire, and Oil Spill to Identify Measures to Prevent Similar Accidents in the Future (2010-2011).
	Member (2012-2013) and Technical Advisor (2013-2014), National Academy of Sciences/National Research Council committee to conduct a congressionally mandated study entitled "Lessons Learned from the Fukushima Nuclear Accident for Improving Safety and Security of U.S. Nuclear Plants"
	Member, Advisory Council, the Civilian Research and Development (CRDF) Global Foundation, Arlington, Virginia (February 2012-2016).
	External Reviewer, several reports by the National Academies, National Research Council and Institute of Medicine
	Advisor, US Chemical Safety and Hazard Investigation Board
	Member, University Convocation Committee, USC
	Member, Advisory Board, Center for Engineering Diversity, USC
	Member, Sustainability Steering Committee, USC
Most recent professional development activities	
Teaching a short course "Human Factors in Aviation Safety" at the USC Aviation Safety and Security (continuing education) Programs	
Conducted workshops on safety culture, human reliability, and accident investigation for the US Chemical Safety Board investigators.	
Collaborated with and advised accident investigators of the US Forest Service concerning several major accidents with fatalities	
dvised and collaborated with Metrolink on improving rail system safety; developed and conducted a workshop for senior managers of Metrolink and its contractors	
Written numerous public policy-related commentaries concerning nuclear, petrochemical, refinery safety in the United States , attended public hearings, and submitted/filed statements,	

UCAR CV

Massoud Pirbazari, Professor of Environmental Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 35	Teaching: 53%
Original appointment date: Fall 1981	Research or scholarly activities: 27%
Original rank: Assistant Professor	Service: 20%

Education

degree	discipline	institution	Year
Ph.D.	Environmental and Water Resources Eng.	University of Michigan, Ann Arbor	1980
M.S.	Civil Engineering (Environmental Eng.)	Wayne State University, Detroit	1972
M.S.	Mechanical Engineering (minor in metallurgy)	Michigan State University, East Lansing	1969
B.S.	Mechanical Engineering	Tehran Polytechnic University	1964

Academic experience

institution	rank & title	when	full/part time
University of Southern California	Assistant Professor	1981-86	
University of Southern California	Associate Professor	1986-93	
University of Southern California	Professor	1993 – present	

Non-academic experience

company or entity	brief description of position	when	full/part time

Certification or professional registrations

Principal publications & presentations of the last five years

1	Williams, M.D., Ravindran, V., and Pirbazari, M. Modeling and Performance Forecasting of Membrane Bioreactor Process for Removing Biodegradable Organic Matter from Water. AIChE Journal (submitted).
2	Tsai, H.H., Ravindran, V., Williams, M.D., Pirbazari, M. Membrane Bioreactor Process for Removing Nitrate, Natural Organic Matter, Viruses and Alachlor from Groundwater, Water Research (under review).
3	Song, W., Ravindran, V., and Pirbazari, M. (2008) Process optimization using a kinetic model for the ultraviolet radiation-hydrogen peroxide decomposition of natural and synthetic organic compounds in groundwater. Chemical Engineering Science, 63 (12), 3249-3270.
4	Williams, M.D., and Pirbazari, M. (2007) Membrane Bioreactor Process for Removing Biodegradable Organic Matter from Water. Water Research, 41 (17), 3880-3893.
5	Ersever, I., Ravindran, V., and Pirbazari, M. (2007) Biological Denitrification of Reverses Osmosis Brine: I. Batch Reactor and Chemostat Studies Journal of Environmental Engineering and Science, 6 (5), 503-518.

Current membership in professional organizations	
1	Assoc. of Environmental Eng. And Science Professors
2	American Chemical Society
3	American Association of University Professors
4	American Water Works Association
5	American Society of Civil Engineers
6	Water Environment Federation
7	American Institute of Chemical Engineers
8	New York Academy of Science
9	American Society of Microbiology
10	International Association on Water Pollution Research and Control
11	American Association for the Advancement of Science
12	International Association of Great Lakes Research
Honors and awards	
1	
2	
1	
2	
3	
4	
Most recent professional development activities	

UCAR CV

Amy Rechenmacher, Associate Professor of Engineering Practice

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 11	Teaching: 80%
Original appointment date: Jan. 1, 2005	Research or scholarly activities: 0%
Original rank: Assistant Professor	Service: 20%

Education

degree	discipline	institution	Year
PhD	Civil Engineering	Northwestern University	2000
MS	Civil Engineering	Cornell University	1994
BS	Civil Engineering	Iowa State University	1991

Academic experience

institution	rank & title	when	full/part time
Johns Hopkins University	Assistant Professor	2000	full
University of Southern California	Assistant Professor	2005	full
University of Southern California	Associate Professor of Engineering Practice	2013	full

Non-academic experience

company or entity	brief description of position	when	full/part time
Nicholson Construction Company	Geotechnical Engineer: field support and analysis & design of construction operations	1993	full
Woodward-Clyde Consultants	Staff Engineer: geotechnical analysis and design calculations	1995	full

Certification or professional registrations

EIT, Iowa.

Principal publications & presentations of the last five years

1	Lakeland, D.L., Rechenmacher, A.L., and Ghanem, R.G. (2014), "Towards a Complete Model of Soil Liquefaction: The Importance of Fluid Flow and Grain Movement," Proceedings of the Royal Society A, 470, 20130453.
2	Walker, D.M., Tordesillas, A., and Rechenmacher, A.L. (2013), "Transmission of kinematic information in granular systems: local and nonlocal network sensing," Acta Geotechnica, 8(5), 547-560.
3	Borja, R.I., Song, X., Rechenmacher, A.L., Abedi, S., and Wu, W. (2013), "Shear band in sand with spatially varying density," Journal of the Mechanics and Physics of Solids, 61 (1), 219-234.

4	Walker, D.M., Tordesillas, A., Pucilowski, S., Lin, Q., Rechenmacher, A.L., Abedi, S. (2012), "Analysis of grain-scale measurements of sand using kinematical complex networks," International Journal of Bifurcation and Chaos, 22 (12), DOI: 10.1142/S021812741230042X.
5	Abedi, S., Rechenmacher, A.L., and Orlando, A.D. (2012), "Vortex formation and dissolution in sheared sands," Granular Matter, 14 (6), 695-705, DOI: 10.1007/s10035-012-0369-5.
6	Chupin, O., Rechenmacher, A.L., Abedi, S. (2012), "Finite Strain Analysis of Non-Uniform Deformations in Shear Bands in Sand," International Journal of Numerical and Analytical Methods in Geomechanics, 36 (14), 1651-1666 (published online 18 Jul 2011, DOI: 10.1002/nag.1071).
7	Rechenmacher, A.L., Abedi, S., Chupin, O., and Orlando, A.D. (2011), "Characterization of Mesoscale Instabilities in Localized Granular Shear using Digital Image Correlation," Acta Geotechnica, 6, 205-217.
8	Rechenmacher, A., Abedi, S., Chupin, O. (2010) "Evolution of Force Chains in Shear Bands in Sand," Geotechnique, 60 (5), 343-351.
9	Medina-Cetina, Z. and Rechenmacher, A.L. (2010), "Influence of Boundary Conditions, Specimen Geometry and Material Heterogeneity on Model Calibration from Triaxial Tests," International Journal of Numerical and Analytical Methods in Geomechanics, 34 (6), 627-643.

Current membership in professional organizations	
1	ASCE American Society of Civil Engineers
2	
3	
4	

Honors and awards	
1	
2	

Service activities (within and outside of the institution)	
1	Faculty Advisor, GeoWall Competition team, 2014 ASCE Pacific SW Conference.
2	Judge, GeoWall Competition, 2013 ASCE Pacific SW Conference, Los Angeles
3	Engaged Learning Initiative, Viterbi School of Engineering, departmental early adopter, 2013-present
4	Engineering Faculty Council (EFC), 2009-2011
5	USC VSoE Presidential and Trustee Scholarship candidate interviewer, 2010-2013

Most recent professional development activities

UCAR CV

Kelly T. Sanders, Asst. Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 2	Teaching: 27%
Original appointment date: January 1, 2014	Research or scholarly activities: 53%
Original rank: Assistant Professor	Service: 20%

Education

degree	discipline	institution	Year
Ph.D.	Civil, Architectural, & Environmental Engineering	The University of Texas at Austin	2013
MSE	Mechanical Engineering	The University of Texas at Austin	2010
BSE	Bioengineering	Pennsylvania State University	2007

Academic experience

institution	rank & title	when	full/part time
University of Southern California	Assistant Professor	Current	Full

Non-academic experience

company or entity	brief description of position	when	full/part time
REMCOM Inc.	Software Engineer	2005-2008	Part

Certification or professional registrations

Principal publications & presentations of the last five years

Journal Papers

K.T. Sanders and M.E. Webber. (2014). "Evaluating the Energy and Greenhouse Gas Emissions Impacts of Shifts in Residential Water Heating in the United States." *Energy*, in press.

Y.R. Glazer, J.B. Kjellsson, K.T. Sanders, and M.E. Webber. (2014). "Using Flared Gas From Shale Production For On-Site Hydraulic Fracturing Wastewater Treatment." *Environmental Science & Technology Letters*, 1(7), pp 300–304.

A. Pacsi, K.T. Sanders, M.E. Webber, and D.T. Allen. (2014). "The spatial and temporal impacts on water consumption in Texas from rapid shale gas development and use." *ACS Sustainable Chemistry & Engineering*, 2(8), pp 2028–2035

K.T. Sanders, Michael F. Blackhurst, Carey W. King, and M.E. Webber. (2014). "The Impact of Water Use Fees on Water Used for Cooling Thermoelectric Power Generators." *Environmental Science & Technology*, 48 (12), 7128–7134.

K.T. Sanders and M.E. Webber. (2014). "A comparative analysis of the greenhouse gas emissions intensity of wheat and beef in the United States." *Environmental Research Letters*, 9(14), 1-9.

C.W. King, A.S. Stillwell, K.T. Sanders, and Michael E. Webber. (2013). "Coherence Between Water and Energy Policies." *Natural Resources Journal*, 53(1), 117-215.

K.T. Sanders, C.W. King, A.S. Stillwell, and M.E. Webber. (2013). "Clean Energy and Water: Assessment of Mexico for Improved Water Services and Renewable Energy." *Journal of Environment, Development, and Sustainability*, 14, 1-19.

K.T. Sanders and M.E. Webber. (2012). "Evaluating the energy consumed for water use in the United States." *Environmental Research Letters*, 7(3), 1-11.

	A.S. Stillwell, K.M. Twomey, R. Osborne, D.M. Greene, D.W. Pedersen, and M.E. Webber. (2012). "An Integrated Energy, Carbon, Water, and Economic Analysis of Reclaimed Water Use in Urban Settings: A Case Study of Austin, Texas." *Journal of Water Reuse and Desalination*, 1(4), 208-223.
	K.M. Twomey, A.S. Stillwell, and M.E. Webber. (2010). "The unintended energy impacts of increased nitrate contamination from biofuels production." *Journal of Environmental Monitoring*, 12(1), 218-224.
Current membership in professional organizations	
	American Society of Civil Engineers (ASCE)
	American Society of Mechanical Engineers (ASME)
Honors and awards	
2009-2012	National Science Foundation Graduate Research Fellowship
2012	Recognized in Forbes' Magazine's "30 under 30: Today's disrupters and tomorrow's brightest stars" feature
2010	Best Student Paper Award at the 2010 ASME 4th International Conference on Energy Sustainability
Service activities (within and outside of the institution)	
	Section Editor, Current Sustainable/Renewable Energy Reports, Springer (2013-2014)
	Session Organizer for 2015 ASCE's Environmental and Water Resources Institute's Energy-Water-Food Track in Austin, TX.
	Topical Organizer for three Energy-Water Nexus tracks at the 2014 ASME's International Mechanical Engineering Congress in Montreal, Canada.
	Session Chair for the Water Management Track of the 2014 Energy, Utility and Environment Conference in Phoenix, AZ.
	Member, Environmental and Water Resources Institute's Systems Committee, American Society of Civil Engineers (2014 - present)
	Member, Environmental and Water Resources Institute's Sustainability Committee, American Society of Civil Engineers (2013 - present)
	Member, Energy-Water Nexus Interdisciplinary Council, American Society of Mechanical Engineers (2011 - present)
	Manuscript Reviewer for Peer Reviewed Journals: Environmental Science & Technology, AIChE Journal, Clean Technologies and Environmental Policy
	Manuscript Reviewer for Peer Reviewed Conferences: 2013 & 2014 ASME International Mechanical Engineering Congress, 2014 ASCE Environmental and Water Resources Institute Conference
	Proposal Reviewer for Federal Agencies: National Science Foundation (2014, Environmental Sustainability Program)
	Faculty Fellow in the International Residential Community at Parkside (2014- Present)
	Explore USC (2014 Dates: 3/3, 3/6, 4/7, 4/10, 4/17, 4/21)
	2014 Civil and Environmental Website Committee
	2014 Civil and Environmental Visitor Request Committee
	2014 Civil and Environmental Expiring Faculty Appointments Committee
	2014 Environmental Engineering Curriculum Committee
Most recent professional development activities	

UCAR CV

Ketan Savla, Assistant Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service | Total Percentage of Time: 100%

Years of service on this faculty: 4
Original appointment date: 08/16/2012
Original rank: Assistant Professor

Teaching: 27%
Research or scholarly activities: 53%
Service: 20%

Education

degree	discipline	institution	Year
Ph.D.	Electrical Engineering	University of California at Santa Barbara	2007
M. S.	Mechanical Engineering	University of Illinois at Urbana-Champaign	2004

Academic experience

institution	rank & title	when	full/part time
Massachusetts Institute of Technology	Research Scientist	09/2009-08/2012	Full time
Massachusetts Institute of Technology	Postdoctoral Associate	10/2007-08/2009	Full time

Non-academic experience

company or entity	brief description of position	when	full/part time

Certification or professional registrations

Principal publications & presentations of the last five years

1	E. Lovisari, G. Como, A. Rantzer and K. Savla. "Monotone dynamical transportation networks: analysis and scalable control design." *Transportation Research Part B: Methodological*. Under review. 2014
2	K. Savla, G. Como and M. A. Dahleh. "Robust network routing under cascading failures." *IEEE Transactions on Network Science and Engineering*. Under review. 2014.
3	G. Como, E. Lovisari and K. Savla. "Throughput optimality and overload behavior of dynamical flow networks under monotone distributed routing." *IEEE Transactions on Control of Network Systems*. To appear. 2014.
4	G. Como, K. Savla, D. Acemoglu, M. A. Dahleh and E. Frazzoli. "Stability analysis of transportation networks with multiscale driver decisions." *SIAM Journal on Control and Optimization*, 51 (1): 230-252, 2013.
5	G. Como, K. Savla, D. Acemoglu, M. A. Dahleh and E. Frazzoli. "Robust distributed routing in dynamical networks – part I: locally responsive policies and weak resilience." *IEEE Transactions on Automatic Control*, 58(2): 317-332, 2013.

6	G. Como, K. Savla, D. Acemoglu, M. A. Dahleh and E. Frazzoli. "Robust distributed routing in dynamical networks – part II: strong resilience, equilibrium resilience and cascading failures." *IEEE Transactions on Automatic Control*, 58(2): 333-348, 2013.
7	R. T. Faghih, K. Savla, M. A. Dahleh and E. N. Brown. "Broad range of neural dynamics from a time-varying Fitzhugh-Nagumo model and its spiking threshold estimation." *IEEE Transactions on Biomedical Engineering*, 59(3): 816-823, 2012.
8	K. Savla and E. Frazzoli. "A dynamical queue approach to intelligent task management for human operators." *Proceedings of the IEEE*, 100(3): 672-686, 2012.
9	F. Bullo, E. Frazzoli, M. Pavone, K. Savla and S. L. Smith. "Dynamic vehicle routing for robotic systems." *Proceedings of the IEEE*, 99(9): 1482-1504, 2011.
10	K. Savla and E. Frazzoli. "Maximally stabilizing task release control policy for a dynamical queue." *IEEE Transactions on Automatic Control*, 55(11): 2655-2660, 2010.

Current membership in professional organizations	
	IEEE
	INFORMS

Honors and awards	
2010	CCDC Best Thesis Award

Service activities (within and outside of the institution)	
1	Associate Editor for the IEEE Control Systems Society Conference Editorial Board, 2014-present.
2	Program Committee Member for the International Symposium on Distributed Autonomous Robotics Systems, 2014 and 2010.
3	Program Committee Member for the International Conference on Control, Automation, Robotics and Vision, 2012.
4	Co-organizer of invited sessions at several conferences in controls, 2010, 2012 and 2014.
5	Member of the committee for the revision of the curriculum of the M.S. program in Transportation, USC CEE, Spring 2014-present
6	Member of the faculty search committee, USC CEE, Fall 2012-Spring 2014.
7	Member of the marketing committee, USC CEE, Fall 2012-Spring 2014.
8	Member of the Ph.D. admission committee, USC CEE, Fall 2012-Spring 2014.

Most recent professional development activities

UCAR CV

Constantinos Sioutas Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 19	Teaching: 40%
Original appointment date: 1-1-98	Research or scholarly activities: 40%
Original rank: Assistant Professor	Service: 20%

Education

degree	discipline	institution	Year
ScD	Env Engineering	Harvard	1994
MS	Aerospace Engineering	Univ Minnesota	1989
MS	Mechanical Eng.	Univ Minnesota	1988
BS	Mechanical Eng.	Aristotle University of Thessaloniki	1986

Academic experience

institution	rank & title	when	full/part time
University of Southern California	Professor	2004-present	full
University of Southern California	Associate Professor	2000-2004	Full
University of Southern California	Assistant Professor	1997-2000	full
Harvard	Assistant Professor	1995-1997	full

Non-academic experience

company or entity	brief description of position	when	full/part time
3M	Aerosol Engineer	1989-1992	full

Certification or professional registrations

Principal publications & presentations of the last five years

1	Sioutas, C., and Koutrakis P. (1996). Measurement of Acidic Particles and Gases. In The Handbook of Environmental Chemistry, (Editor Otto Hutzinger); pp. 201-232, Springer/Verlag.
2	Sioutas, C. and Koutrakis, P. "Characterization of Particles: Composition and Sources"; in Particles in Our Air: Concentration and Health Effects, (Editors Richard C. Wilson and John D. Spengler); pp. 15-40, Harvard University Press, 1996.
3	Sioutas, C. and Koutrakis P. "Development of Small Cutpoint Virtual Impactors and Applications in Air Pollution and Environmental Health" in Advances in Aerosol Filtration, Editor Kvetoslav Spurny; CRC Lewis Publishers, pp. 453-470, 1998

4	Sioutas, C. "Measurement and Presentation of Aerosol Size Distributions" in Air Sampling Instruments, American Conference of Governmental Industrial Hygienists, Cincinnati, Ohio, 9th edition, pages 135-148, 2001.
5	Singh, M. and Sioutas, C. "Assessment of Exposure to Airborne Particles". In Airborne Particles and Settled Dust in the Indoor Environment, WILEY-VCH, Weinheim, Germany, Eds. L. Morawska and T. Salthammer, pages 369-397, 2003

Current membership in professional organizations	
1	Executive Board of Trustees, Aristotle University of Thessaloniki, Greece
2	Editorial Advisory Board, Atmospheric Environment
3	Society of Mechanical Engineers, Greece
4	American Association for Aerosol Research (AAAR)
5	American Conference of Governmental Industrial Hygienists
6	American Association for the Advancement of Science (AAAS)
Honors and awards	
1	David Sinclair Award, American Association for Aerosol Research
2	Senior Faculty Research Award, University of Southern California
Service activities (within and outside of the institution)	
	Civil Engineering Undergraduate Recruitment Committee.
	Civil Engineering Curriculum Committee
	Viterbi School of Engineering, Engineering Faculty Council Research Committee
	University Committee of Appointments, Promotions and Tenure (UCPAT)
	CEE Chair Search Committee
	Dean's Advisory Committee for Transformational and Interdisciplinary Faculty Hiring

Most recent professional development activities

UCAR CV

Adam L. Smith, Asst. Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 3	Teaching: 27%
Original appointment date: 16 August 2014	Research or scholarly activities: 53%
Original rank: Assistant Professor	Service: 20%

Education			
PhD	Environmental Engineering	University of Michigan	2014
MSE	Environmental Engineering	University of Michigan	2011
BS	Civil Engineering	Marquette University	2009

Academic experience			
University of Southern California	Assistant Professor	2014	Full time
University of Michigan	Graduate Student Research Assistant	2009-2014	Full time

Non-academic experience			
URS	Lab technician	2008-2009	Part time

Certification or professional registrations

None

Principal publications & presentations of the last five years

2014	Smith, A.L.*, L.B. Stadler*, L. Cao, N.G. Love, L. Raskin, and S.J. Skerlos, 2013. Navigating wastewater energy recovery strategies: A life cycle comparison of anaerobic membrane bioreactor and high rate activated sludge with anaerobic digestion. Submitted to *Environmental Science and Technology*. *These authors contributed equally to this work.
2013	Smith, A.L., S.J. Skerlos, and L. Raskin, 2013. Psychrophilic anaerobic membrane bioreactor treatment of domestic wastewater. *Water Research* 47(4), 1655-1665.
2012	Smith, A.L., L.B. Stadler, N.G. Love, S.J. Skerlos, and L. Raskin, 2012. Perspectives on anaerobic membrane bioreactor treatment of domestic wastewater: A critical review. *Bioresource Technology* 122, 149-159.
2011	Shimada, T., E. Morgenroth, M. Tandukar, S.G. Pavlostathis, A.L. Smith, L. Raskin, and R.E. Kilian, 2011. Syntrophic acetate oxidation in two-phase (acid-methane) anaerobic digesters. *Water Science and Technology* 64(9), 1812-1820.
2014	Stadler, L.B., A.L. Smith, A.K. Jain, K.J. Martin, J. Delgado Vela, P. Puente, L. Cao, S. Frenette, C. Bott, T. Rauch-Williams, T. Shimada, A. Salveson, N.G. Love, L. Raskin, and S.J. Skerlos, 2014. Integrating life cycle assessment and experimental research: Evaluating anaerobic membrane bioreactors in domestic wastewater treatment for energy recovery. *Borchardt Conference*, February 25-26, Ann Arbor, Michigan.
2013	Stadler, L.B., A.L. Smith, L. Cao, N.G. Love, L. Raskin, and S.J. Skerlos, 2013. Energy recovery from wastewater: Life cycle comparison of carbon removal technologies upstream of autotrophic nitrogen removal. *WEF/IWA Nutrient Removal and Recovery 2013: Trends in Resource Recovery and Use*, July 28-31, Vancouver, British Columbia, Canada.
2013	Smith, A.L., T. Shimada, and L. Raskin, 2013. Syntrophic interactions in full-scale two-phase anaerobic digesters determined by pyrosequencing. *5th International Conference on Microbial Ecology and Water Engineering Conference,* July 7-10, Ann Arbor, Michigan.

2012	Smith, A.L., A. Hammerbeck, S. Skerlos, and L. Raskin, 2012. Psychrophilic anaerobic membrane bioreactor treatment of domestic wastewater: Evaluation of performance and methanogenic activity at varying temperatures and hydraulic retention times. *85th Annual Water Environment Federation Technical Exhibition and Conference*, September 29 - October 3, New Orleans, Louisiana.
2012	Smith, A.L., N.G. Love, S. Skerlos, and L. Raskin, 2012. Effects of changes in temperature and hydraulic retention time on performance and environmental impacts of anaerobic membrane bioreactors for domestic wastewater treatment. *Leading-Edge Conference on Water and Wastewater Technologies*, June 3-7, Brisbane, Australia.
2011	Smith, A.L., H. Dorer, N.G. Love, S. Skerlos, and L. Raskin, 2011. Role of membrane biofilm in psychrophilic anaerobic membrane bioreactor for domestic wastewater treatment. *84th Annual Water Environment Federation Technical Exhibition and Conference*, October 15-19, Los Angeles, California.
2011	Smith, A.L., N.G. Love, S. Skerlos, and L. Raskin, 2011. Analysis of microbial communities in an anaerobic membrane bioreactor for domestic wastewater treatment at psychrophilic conditions. *2011 Biogas Microbiology Conference*, September 14-16, Leipzig, Germany.
2011	Smith, A.L., H. Dorer, N.G. Love, S. Skerlos, and L Raskin, 2011. Psychrophilic anaerobic membrane bioreactor for domestic wastewater treatment. *2011 AEESP Education & Research Conference*, July 10-12, Tampa, Florida.
Current membership in professional organizations	
	Association of Environmental Engineering and Science Professors (AEESP)
	Water Environment Federation (WEF)
	International Water Association (IWA)
	Michigan Water Environmental Association (MWEA)
Honors and awards	
2011	1st place in Geosyntec Consultants Paper Competition, 2011
2010	John P. Hennessey Scholarship, 2010
Service activities (within and outside of the institution)	
	Manuscript reviewer for FEMS Microbiology Ecology, Chemosphere, Water Environment Research, Water Science and Technology, Separation Science and Technology, Journal of Membrane Science, and Biochemical Engineering Journal
2013	MconneX Xplore Engineering Summer Camp, 2013
2011	Detroit Area Pre-College Engineering Program (DAPCEP), 2011
Most recent professional development activities	

UCAR CV

Lucio Soibelman, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 4	Teaching: 20%
Original appointment date: January 2012	Research or scholarly activities: 40%
Original rank: Professor and Chair	Service: 40%

Education

degree	discipline	institution	Year
Bachelor	Civil Engineering	Universidade Federal do Rio Grande do Sul (UFRGS)	1984
MSc	Civil Engineering	Universidade Federal do Rio Grande do Sul (UFRGS)	1993
PhD	Civil Engineering Systems	Massachusetts Institute of Technology (MIT)	1998

Academic experience

institution	rank & title	when	full/part time
University of Illinois at Urbana Champaign	Assistant Professor	1998-2004	full
Carnegie Mellon University	Associate Professor	2004-2008	full
Carnegie Mellon University	Professor	2008-2011	full
University of Southern California	Professor and Chair	2012-current	full

Non-academic experience

Gafisa	IT in construction Consultant	2010-current	Part time
L.Soibelman Engenharia e Funcações	President and owner	1991-1993	Full time
Condomínio Edifício Gaporé	Project Manager	1992-1993	Part time
Sigma Ensaios Tecnológicos	Chief Engineer	1986-1991	Full time
Condomínio Edifício Minerva	Project Manager	1985-1986	Part time
Chão e Teto Colocadora de Revestimentos	President and owner	1983-1985	Part time

Certification or professional registrations

Professional Civil Engineer – CREA-RS-Brazil Registration number 54206D, 1984

Principal publications & presentations of the last five years

	Ahmadi-Karvigh, S., Becerik-Gerber, B., Soibelman, L., "A Framework For Allocating Personalized Appliance-Level Disaggregated Energy Consumption To Daily Activities", Journal of Computing in Civil Engineering , in review.
	Li N, Becerik-Gerber B, Soibelman L. "Iterative Maximum Likelihood Estimation Algorithm: Leveraging Building Information and Sensing Infrastructure for Localization During Emergencies," Journal of Computing in Civil Engineering, in print
	Jazizadeh F, Becerik-Gerber B, Berges M, Soibelman L. "An Hierarchical Clustering Based Heuristic Towards Facilitated Training for Electricity Disaggregation," Journal of Advanced Engineering Informatics , in print.
	Saurabh Taneja, Burcu Akinci, James H. Garrett, Jr. and Lucio Soibelman, 2014. "Algorithms for Automated Generation of Navigation Models from Building Information Models to Support Map-Matching". Journal of Automation in Construction, in print.
	Saurabh Taneja, Burcu Akinci, James H. Garrett, Jr., Lucio Soibelman and Mario Berges, 2014. "A Domain Model to Support Map- Matching of Different Types of Indoor Positioning Data". Journal of Advanced Engineering Informatics, in review.

	Saurabh Taneja, Burcu Akinci, James H. Garrett, Jr., Lucio Soibelman and Hassan A. Karimi, 2014. "Effects of Positioning Data Quality and Navigation Models on Map-Matching of Indoor Positioning Data". Journal of Computing in Civil Engineering, in review
	Li N, Becerik -Gerber B, Soibelman L, Krishnamachari B. (2014) "A BIM Centered Indoor Localization Algorithm to Support Building Fire Emergency Response Operations," Automation in Construction , Vol 42, pp. 78-89, http://dx.doi.org/10.1016/j.autcon.2014.02.019
Current membership in professional organizations	
	American Society of Civil Engineering (ASCE) – Fellow Member
	Project Management Institute (PMI)
	American Society for Engineering Education (ASEE)
	International Association for Bridge and Structural Engineering (IABSE)
Honors and awards	
2013	Elected Fellow for the American Society of Civil Engineers
2013	Appointed Honorary Professor of Beijing University of Civil Engineering and Architecture.
2011	FIATECH CETI (Celebration of Engineering & Technology
2010	ASCE Computing in Civil Engineering Award
2010	American Council on Education Award to recognize innovative use of information technology
2002	UIUC – Ranked as outstanding instructor
2001	UIUC – Ranked as outstanding instructor
2001	NSF Career Award
1996	MIT – CEE Outstanding Student Contribution
Service activities (within and outside of the institution)	
2008-present	Journal of Computing in Civil engineering - ASCE – Chief Editor
2000-2008	Journal of Computing in Civil engineering - ASCE – Associate Editor
2001-present	Revista da ANTAC –Associação Nacional de Tecnologia do Ambiente Construido – POA – Brazil Editorial Board
2004-present	International Journal of Architectural Engineering and Design Management – James & James, London - UK Editorial Board
2006-present	Engineering, Construction and Architectural Management – Emerald – Bradford – UK Editorial Board
2007-2013	Automation in Construction – Elsevier Science – Oxford – UK – Editorial Board
2007-present	Journal of Advanced Engineering Informatics – Elsevier Science – Oxford – UK – Editorial Board
2010-present	Construction Management and Economics - Routledge – London, UK – Editorial Board
2010-present	Journal of Construction Engineering and Project Management – Korea Institute of Construction Engineering and Management – Seoul, South Korea – Editorial Board
2013	Chair of the Aerospace and Mechanical Engineering Chair Search Committee - USC
2008-2009	CMU CIT P&T Ad Hoc Committee
2010-present	Member of the Construction Industry Institute (CII) Academic Committee

UCAR CV

Costas Synolakis, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service | Total Percentage of Time: 100%

Years of service on this faculty: 31
Original appointment date: Sept. 1985
Original rank: Lecturer

Teaching: 40%
Research or scholarly activities: 40%
Service: 20%

Education

degree	discipline	institution	Year
Ph.D.	Civil Engineering	California Institute of Technology	January 1986
M.S.	Civil Engineering	California Institute of Technology	June 1979
B.S.	Civil Engineering	California Institute of Technology	June 1978

Academic experience

institution	rank & title	when	full/part time
University of Southern CA	Assistant Professor	Jan. 1986	
University of Southern CA	Associate Professor	June 1991	
University of Southern CA	Professor	June 1997	

Non-academic experience

company or entity	brief description of position	when	full/part time
UNESCO	Teaching UNESCO classes in hazard mitigation in the Indian Ocean	2006	

Certification or professional registrations

PE in the European Union, licensed in 1987

Principal publications & presentations of the last five years

1	Kanoglu U.,, Titov, V.V., Aydin, B., Moore, C., Stefanakis, T.S., Zhou, H., Spillane, M., & Synolakis, C.E., 2013, Focusing of long waves with nite crest over constant depth, PROC. R. SOC. A. 469 doi:10.1098/rspa.2013.0015
2	Flouri, E. T., Kalligeris, N., Alexandrakis, G., Kampanis, N. and Synolakis, C.E., 2013, Application of a nite di erence computational model to the simulation of earthquake generated tsunamis, APPLIED NUMERICAL MATHEMATICS / 67 111{125.
3	Foteinis, S., Kallithrakas-Kontos, N.G. and Synolakis, C, Heavy Metal Distribution in Opportunistic Beach Nourishment: A Case Study in Greece, 2013, SCIENTIFIC WORLD JOURNAL , Article Number: 472149.
4	Kazolea, M., Dellis, A.J., Nikolos, I.K., Synolakis, C.E., 2012, An unstructured - nite volume numerical scheme for extended 2D Boussinesq{type equations. COASTAL ENGINEERING, 69, 42{66 DOI: 10.1016/j.coastaleng.2012.05.008.
5	Eberling, C.W., Okal, E.A., Kalligeris N., Synolakis, C.E., 2012, Modern seismological reassessment and tsunami simulation of historical Hellenic Arc earthquakes, TECTONO-PHYSICS, 530, 225{239, DOI: 10.1016/j.tecto.2011.12.036

6	Hill, E.M., Borrero, J.C., Huang, Z.H., Qiu, Q., Banerjee P, Natawidjaja D.J., Elosegui, P., Fritz, H., Suwargadi, B.W., Pramantyo, I.R., Macpherson K.A., Skanavis, V. Synolakis, C.E., Sieh, K.J., 2012, The 2010 M-w 7.8 Mentawai earthquake: Very shallow source of a rare tsunami earthquake determined from tsunami eld survey and near-eld GPS data, JOURNAL OF GEOPHYSICAL RESEARCH{SOLID EARTH , 117 , Article Number: B06402 , DOI: 10.1029/2012JB009159.
7	Mitsoudis, D.A., Flouri, E.T., Chrysoulakis, N., Kamarinakis, Y., Okal E.A., Synolakis, C.E., 2012, Tsunami Hazard in the southeast Aegean Sea, it COASTAL ENGINEERING, 60. 136{148, DOI : 10.1016/j.coastaleng.2011.09.004.
8	Fritz, H.M. Phillips, D.A. Okayasu, A. , Shimozono, T., Liu, H.J , Mohammed, F., Skanavis, V., Synolakis, C.E, , Takahashi, T., 2012, The 2011 Japan tsunami current velocity measurements from survivor videos at Kesennuma Bay using LiDAR, GEOPHYSICAL RESEARCH LETTERS 39 L00G23 DOI: 10.1029/2011GL050686.
9	Moore, A., Goff, J., McAdoo, B.G. , Fritz, H.M., Gusman, A., Kalligeris, N., Kalsum, K., Susanto, A ., Suteja, D., Synolakis, C.E., 2011, Sedimentary Deposits from the 17 July 2006 Western Java Tsunami, Indonesia: Use of Grain Size Analyses to Assess Tsunami Flow Depth, Speed, and Traction Carpet Characteristics, PURE A

Current membership in professional organizations	
1	ASCE
2	CORPI
3	AAAS
4	APS
5	AGU

Honors and awards	
1	The Sergey Soloviev Medal of the European Geophysical Union, 2013
2	Man of the Year for the Environment – Greece, 2010
3	The County of Los Angeles Award on Leadership in Emergency Preparedness, 2001
4	Presidential Young Investigator, the White House, 1989
5	The Alexander Onassis Public Benet Foundation Fellowship, 1981

Service activities (within and outside of the institution)	
1	National Research Council Committee on the US National Tsunami Hazard Mitigation Program, 2008-Present
2	Department of Commerce Review Panel for NOAA-PMEL, 2008
3	National Research Council of Greece (E ET), 2008-1010

Most recent professional development activities

UCAR CV

Mihailo Trifunac, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 40	Teaching: 40%
Original appointment date: 1976	Research or scholarly activities: 40%
Original rank: Associate Prof.	Service: 20%

Education

degree	discipline	institution	Year
Ph.D.	Civil Eng. & Geophysics	California Inst. of Technology	1969
M.S.	Civil Eng.	Princeton University	1966
Dipl. Ing.	Civil Eng.	University of Belgrade	1965

Academic experience

institution	rank & title	when	full/part time
Univ. of Southern Cal.	Professor	1980-present	Full time
Univ. of Southern Cal.	Associate Professor	1976-1980	Full Time
California Inst. of Technology	Assistant Professor	1972-1976	Full time
Columbia University	Lecturer	1970-1972	Full Time

Non-academic experience

company or entity	brief description of position	when	full/part time
Advisory Committee on rector safeguards	Advised on seismic design of Nuclear Power Plants	1972-1990	Part time

Certification or professional registrations

Principal publications & presentations of the last five years

	Earthquake Response Spectra for Performance based Design – A Critical Review, Soil Dynamics and Earthquake Engineering, 37(6), 73-83, (2012).
	Full-scale Experimental Studies of Soil-structure Interaction, Izgradnja, 62(12), 491-516, (2008).
	Should average shear wave velocity in the top 30 m of soil be the only local site parameter used to describe seismic amplification?, with V.W. Lee, Soil Dynamics and Earthquake Engineering, 30(11), 1250-1258, (2010).
	A Note on Predetermined Earthquake Damage Scenarios for Structural Health Monitoring, with V. Gičev, Structural Control and Health Monitoring, 19(8), 746-757, (2012).

	A Note on Energy of Strong Ground Motion During Northridge, California, Earthquake of January 17, 1994, with M.I. Todorovska, Soil Dynamics and Earthquake Engineering, 47, 175-184, (2013).
	The effects of dynamic characteristics of site on soil-structure interaction (I): Incidence of SH waves, with Jianwen Liang, Jia Fu, and Maria Todorovska, Soil Dynamics and Earthquake Engineering, 44, 27-37 (2013).
	Earthquake Response of a Three-span bridge, with mid-span supported by pins, to Near-field Pulse and Permanent-displacement Step, with Reza S. Jalali and Masoumeh Bahari Jokandan, Indian Society of Earthquake Technology journal, Paper No. 523, 50(1) (2013).
	A Note on Plane-Wave Approximation, with Hasan Faik Kara, Soil Dynamics and Earthquake Engineering, 51, 9-13 (2013).
	A Note on the Power of Strong Ground Motion During the January 17, 1994 Earthquake in Northridge, California, with M.I. Todorovska, Soil Dynamics and Earthquake Engineering, 52, 13-26, (2013).
	Uniform Hazard Spectra in western Balkan Peninsula, with V.W. Lee, M. Herak and D. Herak, Soil Dynamics and Earthquake Engineering, 55, 1-20, (2013).
	Earthquake Vulnerability and Engineering Education, with Marjan Herak, Izgradnja, 68 (5-6), 226-238 (2014)
Current membership in professional organizations	
	American Geophysical Union (AGU), American Society of Civil Engineers (ASCE), Seismological Society
	Seismological Society of America (SSA), Sigma Xi; Earthquake Engineering Research Institute (EERI),
	Indian Society of Earthquake Technology (ISET), and New York Academy of Sciences
Honors and awards	
	Serbian Academy of Engineering, Russian Academy of Natural Sciences,
	Fellow of the Indian National Academy of Engineering,
Service activities (within and outside of the institution)	
	Editorial Board Soil Dynamics and Earthquake Engineering
	Editorial Board Indian Society of Earthquake Technology Journal
	Editorial Board of Izgradnja
Most recent professional development activities	

UCAR CV

Qiming Wang, Assistant Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service	Total Percentage of Time: 100%
Years of service on this faculty: 0.5	Teaching: 27%
Original appointment date: August 2016	Research or scholarly activities: 53%
Original rank: Assistant Professor	Service: 20%

Education

degree	discipline	institution	Year
Ph.D.	Mechanical Engineering and Materials Science	Duke University	2014
B.S.	Theoretical & Applied Mechanics	Fudan University	2010

Academic experience

institution	rank & title	when	full/part time
University of Southern California	Assistant Professor	2015-Present	Full time
MIT	Postdoctoral Associate	2014-2015	Full-time

Non-academic experience

company or entity	brief description of position	when	full/part time
N/A			

Certification or professional registrations

N/A

Principal publications & presentations of the last five years

1	Qiming Wang, Gregory R. Gossweiler, Stephen L. Craig, and Xuanhe Zhao, Cephalopod-inspired Design of Electro-mechano-chemically Responsive Elastomers for On-demand Fluorescent Patterning, Nature Communications, 5, 4899 (2014).
2	Vrad Levering*, Qiming Wang* (*co-first author), Phanindhar Shivapooja, Xuanhe Zhao, and Gabriel P. López, Soft Robotic Concepts in Catheter Design: an On-Demand Fouling-Release Urinary Catheter, Advanced Healthcare Materials, DOI:10.1002/adhm.201400035 (2014)
3	Qiming Wang, Dominick Robinson, Xuanhe Zhao, On-Demand Hierarchical Patterning with Electric Fields, Applied Physics Letters, 104, 231605 (2014)
4	Qiming Wang, Xuanhe Zhao, Phase Diagrams of Instabilities in Compressed Film-Substrate Systems, Journal of Applied Mechanics, 81, 051004 (2014)
5	Xuanhe Zhao and Qiming Wang, Harnessing Large Deformation and Instabilities in Soft Dielectrics, Applied Physics Reviews, 1, 021304 (2014)
6	Qiming Wang, Anirudh C. Mohan, Michelle L. Oyen, and Xuanhe Zhao, Separating Viscoelasticity and Poroelasticity of Gels with Different Length and Time Scales, Acta Mechanica Sinica, 30, 20 (2014)
7	Shaoting Lin, Changyong Cao, Qiming Wang, Mark Gonzalez, John E. Dolbow, Xuanhe Zhao, Design Stiff, Tough and Stretchy Hydrogels via Nanoscale Hybrid Crosslinking and Macroscale Fiber Reinforcement, Soft Matter, 10, 7519 (2014)
8	Gregory R. Gossweiler, Gihan B. Hewage, Gerardo Soriano, Qiming Wang, Garrett W. Welshofer, Xuanhe Zhao, Stephen L. Craig, Reversible and Repeatable Mechanochemical Activation of Covalent Bonds in an Elastic Solid, ACS Macro Letter, 3, 216–219 (2014)

9	Phanindhar Shivapooja*, Qiming Wang* (*co-first author), Beatriz Orihuela, Daniel Rittschof, Gabriel P. López, Xuanhe Zhao, Bioinspired Surfaces with Dynamic Topography for Active Control of Biofouling, Advanced Materials, 25, 1430 (2013)
10	Qiming Wang, Xuanhe Zhao, Creasing-Wrinkling Transition in Elastomer Films under Electric Fields, Physical Review E, 88, 042403 (2013)
11	Jianfeng Zang, Seunghwa Ryu, Nicola Pugno, Qiming Wang, Qing Tu, Markus J. Buehler, Xuanhe Zhao, Multifunctional Crumpling and Unfolding of Large-Area Graphene, Nature Materials, 12, 321 (2013).
12	Harold S. Park, Qiming Wang, Xuanhe Zhao, Patrick A. Klein, Electromechanical Instability on Dielectric Polymer Surface: Modeling and Experiment, Computer Methods in Applied Mechanics and Engineering, 260, 40-49 (2013)
13	Qiming Wang, Zhigang Suo, Xuanhe Zhao, Bursting Drops in Solids Caused by High Voltages, Nature Communications, 3, 1157 (2012).
14	Qiming Wang, Mukarram Tahir, Jianfeng Zang, and Xuanhe Zhao, Dynamic Electrostatic Lithography: Multiscale On-demand Patterning on Large-Area Curved Surfaces, Advanced Materials, 24, 1947-1951 (2012).
15	Qiming Wang, Mukarram Tahir, Jianfeng Zang, and Xuanhe Zhao, Dynamic Electrostatic Lithography: Multiscale On-demand Patterning on Large-Area Curved Surfaces, Advanced Materials, 24, 1947-1951 (2012).
16	Yijie Jiang, Qiming Wang, Yi Cui, Yongzhong Huo, Shurong Ding, Lin Zhang, Yi Li, Prediction of the Micro-thermo-mechanical Behaviors in Dispersion Nuclear Fuel Plates With Heterogeneous Particle Distributions, Journal of Nuclear Materials, 418 (1), 69-79 (2012).
17	Qiming Wang, Lin Zhang, Xuanhe Zhao, Creasing to Cratering Instability in Polymers under Ultrahigh Electric Fields, Physical Review Letters, 106, 118301 (2011).
Current membership in professional organizations	
	N/A
Honors and awards	
2014	Fall 2014 MRS Graduate Student Silver Award
2014	Chinese Government Award for Outstanding Self-financed Students Abroad
2014	Arthur K. Doolittle Award, 246th ACS National Meeting
2013	Kewaunee Student Achievement Award, The Center for Biomolecular and Tissue Engineering (CBTE), Duke University
2013	NSF-PACAM Fellowship, PACAM XII 2013 Conference, USA
Service activities (within and outside of the institution)	
1	MRS 2014 Fall meeting, 12/2014, Qiming Wang, Synthetic cephalopod skins.
2	Mechanical Engineering, Johns Hopkins University, 03/2014. Qiming Wang, Design Transformative Skins and Artificial Muscles for Soft Machines.
3	Mechanical Engineering and Materials Science, Duke University, 01/2011, Qiming Wang, Electro-creasing Instability in Deformed Polymers.
4	
Most recent professional development activities	
N/A	

UCAR CV

Landon Carter Wellford, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service Total Percentage of Time: 100%

Years of service on this faculty: 41
Original appointment date: 1975
Original rank: Assistant Professor

Teaching: 40%
Research or scholarly activities: 20%
Service: 40%

Education

degree	discipline	institution	Year
BS	Mechanical Engineering	University of Virginia	1966
MS	Engineering Mechanics	University of Alabama	1973
PhD	Mechanical Engineering	University of Alabama	1975

Academic experience

institution	rank & title	when	full/part time
Univ. Southern California	Assistant Professor	1975	**Full Time**
Univ. Southern California	Associate Professor	1979	**Full Time**
Univ. Southern California	Professor	1982	**Full time**
Univ. Southern California	Associate Chair	1989-92,1995	**Full time**
Univ. Southern California	Chair	1996-2006	**Full time**

Non-academic experience

company or entity	brief description of position	when	full/part time
Teledyne Brown Engineering	Structural Analysis; Rigid Body Dynamics; Structural Dynamics, Vibration, and Acoustics Testing Techniques; Stability of Linear and Nonlinear Systems with Feedback; Optimization of Various Systems using mathematical programming techniques; Free Surface Hydrodynamics; Landing dynamics; Vehicle dynamics and control.	1966-1972	**Full Time**

Wyle Laboratories	Participation in design of a mine roof simulator (a five-degree freedom-fixed base dynamic test mechanic capable of applying an eight million pound dynamic load to mine roof supports). Specific tasks Surface Hydrodynamics; Transient Behavior of Wheeled Vehicles, and Aircraft Landing Dynamics. included the design of a large structure of frame and box construction, mechanical design of moveable crossheads, hydrostatic bearings, and other components, and stress analysis of structural and machine elements.	1972-1973	**Full Time**

Certification or professional registrations	
n/a	
Principal publications & presentations of the last five years	
1	"Computation of Thermo-Mechanical Constitutive Properties including Finite Temperature and Anharmonic Effects", K. Chockalingam, L.C. Wellford, and S.M. Masri, Journal of Computational and Theoretical Nanoscience, 2009.
2	"Multi-scale Homogenization Procedure for Continuum-atomistic, Thermo-mechanical Problems", with Karthik Chockaligam, Computer Methods in Applied Mechanics and Engineering, 200, pp. 356–371, 2011.
Current membership in professional organizations	
n/a	
Honors and awards	
n/a	
Service activities (within and outside of the institution)	
1	2009-2014 CEE ABET Committee Chair
2	2011-2014 VSoE APT Committee
3	2011-2014 VSoE Curriculum Committee
4	2012-2014 CEE Faculty Awards Committee
Most recent professional development activities	
n/a	

UCAR CV

Hung Leung 'Dave' Wong, Professor of Civil Engineering

USC | SONNY ASTANI DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Service Total Percentage of Time: 100%

Years of service on this faculty: 41
Original appointment date: September 1976
Original rank: Research Associate Professor

Teaching: 53%
Research or scholarly activities: 37%
Service: 10%

Education

degree	discipline	institution	Year
Ph.D	Applied Mechanics	California Institute of Technology	1975
MS	Applied Mechanics	California Institute of Technology	1973
BS	Mechanical Engineering	University of Utah	1972

Academic experience

institution	rank & title	when	full/part time
	Research Associate Prof.	1976	
	Research Asst. Prof.	1977	
	Assistant Professor	1979	
	Associate Professor	1984	
	Professor	1991	

Non-academic experience

company or entity	brief description of position	when	full/part time

Certification or professional registrations

Principal publications & presentations of the last five years

Current membership in professional organizations	
1	
2	
3	
4	

Honors and awards	
1	1988, TRW Award for Outstanding undergraduate teaching in the School of Engineering
2	

Service activities (within and outside of the institution)	
1	CEE Merit Evaluation Committee
2	CEE Ph.D. Matriculation Committee
3	CEE Undergraduate Curriculum Committee
4	CEE Webmaster
5	Ph.D. Advisor

Most recent professional development activities

Academic Program Review Committee Report

for

Sonny Astani Department of Civil & Environmental Engineering

October 21, 2016

Sarah Billington *Professor of Civil and Environmental Engineering and Senior Fellow at the Woods Institute for the Environment Stanford University (**Committee Chair**) billington@stanford.edu*

Robert A. Dalrymple *Willard & Lillian Hackerman Professor of Civil Engineering Johns Hopkins University (**Member**) rad@jhu.edu*

Julio Ramirez *Professor of Civil Engineering and NHERI-NCO Center Director Purdue University (**Member**) ramirez@purdue.edu*

Surya Prakash *Professor and George A. and Judith A. Olah Nobel Laureate Chair in Hydrocarbon Chemistry, University of Southern California (**Internal Member**) gprakash@usc.edu*

The Astani Department of Civil and Environmental Engineering is the oldest engineering department at the University of Southern California; the first Civil Engineering course was offered in 1906, at the same time as the first course in Electrical Engineering. In 2009, the department underwent a UCAR review that invoked the need for change. In response, the leadership of the Viterbi School of Engineering has shown tremendous support to the reinvigoration of the department. The current chair, Dr. Lucio Soibelman, was appointed in January 2012 to lead the effort. Moving away from a traditional approach to the breadth of civil engineering, the Astani Department has now reorganized itself around four cross-disciplinary mission areas, considering societal and regional needs and program strengths. They have hired twelve new faculty with substantial start-up packages and built new shared water and structures laboratories.

Prior to our visit we received the department's Self-Study Report to prepare for our Academic Program Review on October 18-21, 2016. The report contains positive, complete and thoughtful responses to the issues raised in their 2009 review while showing strong support from the Dean of the Viterbi School of Engineering.

The facts in the report and our own review show that the leadership provided by Dr. Soibelman is strong and resourceful. His enabling strategy and actions around the faculty-driven mission has been successful. Our analysis of the program and resulting findings are summarized in our responses to the nine areas that we were asked to evaluate based on the Guidelines for Academic Program Review (APR) at USC. Each area is highlighted in bold followed by our evaluation below.

1. The mission and intellectual profile of the program, with particular regard to doctoral programs.

The mission of the department of Civil & Environmental Engineering is to conduct state-of-the-art research and educate future civil and environmental engineers with a focus on "Modeling, Monitoring, and Analysis of Complex Systems across Scales in Natural and Anthropogenic Environments." The department is focusing on four cross-disciplinary areas under this theme: Coupling of Complex Systems, Disasters and Extreme Events, Sustainable

Development, and Water Quality, Access and Distribution. This mission was driven by the faculty and aligns well with the NAE Grand Challenges. The department has been very successful in attracting strong junior and mid-career faculty spanning these four mission areas.

The mission areas represent new frontiers in civil and environmental engineering addressing large societal problems. Several CEE departments around the country are focusing on similar issues. The committee is impressed by the depth and strength of the faculty in terms of their ability and enthusiasm for addressing these problems. The themes are exciting and the faculty purpose and dedication to understanding and developing innovative solutions is real.

Along with hiring a stellar group of faculty, department leaders Soibelman, Childress, and Johnson have done an outstanding job in spearheading the renovation and construction of new shared laboratory space to support their research mission. The department has reorganized several smaller laboratories and spaces into two main state-of-the-art laboratories. The faculty is situated in two locations on campus, each with a cross-disciplinary group centered around one of the two labs. The working environment struck us as collegial with many cross-disciplinary collaborations.

The department's efforts are well-recognized among their colleagues within the Viterbi school. The chairs we met were impressed and made comments such as "The improvements have been visible and dramatic," "They are excellence-oriented and very focused," and "The grad program is driven by the faculty, definitely heading in the right direction."

In summary, the department has done an outstanding job of invigorating civil and environmental engineering at USC. Building on past strengths and outstanding support to the professional community, they are showing by example how civil and environmental engineers can work together to support society's need for sustainable infrastructure, energy, clean water and clean air.

2. The reputation of the program among peers in the discipline, including national rankings, and the extent to which the program is regarded as a leader in the field.

The US News & World Report's 2016 ranking of graduate engineering programs has the Viterbi School of Engineering tied for 12th nationally. The Department of Civil and Environmental Engineering is ranked (by a survey of academics) as tied for 26th nationally out of 158 civil programs and the Environmental program as 34th out of 104 programs.

The figure below, from the department's Self-Study Report, shows the other schools ranked in the top 30. Many of the schools ranked higher than USC have much larger faculties--such as University of California, Berkeley and the University of Illinois with nearly double the faculty size. Further, many are state institutions with access for example, to significant research funding from Departments of Transportation. Looking only at comparably-sized departments at private institutions, the following schools lead USC: Stanford, Carnegie Mellon, Cornell University, Northwestern University, Johns Hopkins University, Lehigh

University, Princeton University, and Rice University. (The committee was unsure if USC has a known set of institutions that it considers as peer institutions. This list is based on civil and environmental engineering programs only.)

5.2.1 Appendix 6: Funding per Core Tenure Track Faculty Member (According to the ASEE) at both CEE@USC and the Top 22 CEE Departments According to the US News & World Report Rankings

Total Research Expenditures and Average Research Expenditures per Faculty Listed According to US News & World Report Rankings

US News World Report Ranking	School	T/TT Faculty ASEE	Total Expenditures ASEE	Expenditure per Faculty
1	University of California--Berkeley	43	$26,885,000	$625,233
2	University of Illinois--Urbana-Champaign	52	$22,267,765	$428,226
3	Stanford University	27	$13,132,877	$486,403
3	University of Texas--Austin (Cockrell)	52	$24,225,611	$465,877
5	Georgia Institute of Technology	53	$14,551,000	$274,547
6	Purdue University--West Lafayette	51	$41,393,451	$811,636
7	University of Michigan--Ann Arbor	33	$10,360,507	$313,955
8	Massachusetts Institute of Technology	35	$22,977,000	$656,486
9	Carnegie Mellon University	21	$6,181,678	$294,366
9	Cornell University	25	$4,185,367	$167,415
9	Virginia Tech	46	$51,657,825	$1,122,996
12	University of California--Davis	33	$17,576,680	$532,627
12	University of California--San Diego (Jacobs)	22	$9,409,845	$427,720
14	Northwestern University (McCormick)	21	$3,890,912	$185,282
15	Texas A&M University-- College Station (Look)	56	$87,424,000	$1,561,143
15	University of Washington	35	$14,135,000	$403,857
15	University of Wisconsin-- Madison	38	$19,048,810	$501,284
18	University of California--Los Angeles (Samueli)	16	$3,505,911	$219,119
18	University of Minnesota-- Twin Cities	32	$7,218,683	$225,584
21	Johns Hopkins University (Whiting)	9	$7,886,000	$876,222
21	Pennsylvania State University-- University Park	26	$14,403,908	$553,996
21	University of Colorado--Boulder	38	$14,546,492	$382,802
24	Lehigh University (Rossin)	20	$5,760,497	$288,025
24	Princeton University	16	$8,254,737	$515,921
26	Rice University (Brown)	11	$3,928,935	$357,176
26	University of California--Irvine (Samueli)	23	$3,978,647	$172,985
26	University of Maryland-- College Park (Clark)	27	$26,320,980	$974,851
26	University of Southern California (Sonny Astani Department of Civil & Environmental Engineering)	21	$5,696,271	$271,251
31	Arizona State University (Fulton)	30	$13,928,736	$464,291
31	North Carolina State University	45	$18,236,000	$405,244
31	Northeastern University	22	$5,277,150	$239,870
31	University at Buffalo-- SUNY	30	$4,391,000	$146,367
31	University of Florida	42	$11,046,000	$263,000

Data Sources:
Rankings: U.S. News and World Report, Best Graduate Schools- Civil Engineering 2016
Faculty and Financial Data: 2014 ASEE (American Society of Engineering Education)

*Columbia University (Fu Foundation),ranked 26, was not used for this analysis. No research expenditures reported to ASEE.
*California Institute of Technology ranked at 18, was not used for this analysis. Research expenditures for CE not reported to ASEE.

The department's reputation has been built by a well-respected group of senior scholars. Areas of excellence well-known to the visiting committee include risk assessment, monitoring, hybrid simulation, and tsunami modeling and forecasting.

The department's reputation does not yet fully reflect the impact of the large cohort of new faculty including many assistant professors who are currently building their national visibility. These junior faculty members are of high quality and several have already made a national impact (e.g., Ban-Weiss: MIT Technology Review top 35 innovators under 35; Sanders: Forbes 30 under 30, Today's Disrupters and Tomorrows Greatest Stars). Several of the faculty have also received NSF CAREER awards. It is expected that as these faculty rise in the ranks the reputation of the department will rise correspondingly.

3. **The likelihood that the program can become pre-eminent in the field. Review Committees should recommend the priorities and strategies that are needed to achieve the University's goal of academic excellence and eminence.**

The committee is confident that the program can indeed become pre-eminent in the field with particular emphasis on their four mission areas. The future plans and assessment of success in their current self-study report was thin, and the committee recognizes that they have been working diligently to coordinate the recent hires, build new shared laboratories, and develop a new environmental engineering curriculum. In addition, this UCAR assessment is following on the heels of the successful ABET review of their two undergraduate programs.

Through our discussions, we learned that the department's short term goals include (1) refining their strategic plan as the faculty get to know each other and their work, (2) aligning the curriculum with their strategic plan, and (3) continuing to attract research funding and possibly large center proposals in their mission areas. We agree that these priorities are a good set of short-term goals. In addition, the committee felt that attention to cultivating leadership in the mid-career faculty is important as well as updating the departmental webpage to disseminate within USC and outside the university the current research mission and eventually any re-aligned curricular changes.

We learned from MS students, PhD students and faculty that there was a noticeable difference in the caliber of students in courses that have both MS and PhD students enrolled. These students have different goals and often have different backgrounds. There was some frustration expressed by all parties about the level of instruction and classroom dynamics. As the curriculum is redeveloped, seeking advice from the Center for Excellence in Teaching could be helpful in designing or redesigning courses for students of varying backgrounds in a way that could be more satisfying for both the students and the instructors. In addition, there may be ways for faculty research to influence practice more directly through reaching the Masters students.

In the longer term and while developing the strategic plan, the committee suggests that the department think about what "Success" means for their mission. In the self-study report, success was described in research dollars. Faculty also mentioned success as their department leading major initiatives at USC and nationally as well as placing PhD students at top research universities in academic positions. However, the mission of the department is focused on providing innovative solutions to society's challenges in the areas of civil infrastructure, energy, water and air based on firm knowledge. Aligning their definition of success with this mission would benefit society in many ways and be attractive to students looking for a university to pursue their education. In particular, recognizing that roughly 65% of PhD graduates do not go into academia, highlighting other examples of success could potentially increase the attractiveness and perhaps diversity (gender, ethnicity and nationality) of the department's programs.

To pursue the department's mission requires a diverse set of minds and talents. The diversity of the faculty is discussed in item 4 below. The gender diversity of the student body (both PhD and MS) is similar to that across the country. Environmental engineering has roughly

50% women and civil engineering has roughly 20% women in the PhD program and 30% women in the Masters program. Under-represented minorities are fewer (~4 out of 70 in the PhD program and ~13 self-reported in the MS Program although the department estimates the number may be closer to 20-25). The Masters population represents a potential pool for a more diverse PhD student body. Furthermore, we learned that the ENE program put forth additional recruitment efforts for under-represented graduate students (e.g., domestic, female) that were successful. It would be great if their approach could be replicated throughout the department.

4. **The stature and diversity of the faculty, and whether specific faculty members have been duly recognized in their field or by their peers for their accomplishments and promise.**

Diversity should become ingrained in all aspects of the department, including not only the faculty, but the students, the staff, and the Department's Advisory Committee.

The importance of diversity in the tenure-line faculty is well understood. Faculty diversity in the department is an issue. Prior to the recent eleven tenure-line hires starting in 2011, there was only one female faculty member, who was hired a mere 8 years ago. On the positive side, the new hiring brought in two more women. So the number of women faculty members has risen to three (almost 13%). This is still a small percentage. Comparing to a few other programs: Carnegie Mellon (23% women), Johns Hopkins (22%), Purdue (22%), and Stanford (20%)

Due to the small numbers of women professors nationally and the desire of engineering schools to diversify, it is essential for the department to retain their women faculty.

As for other minorities, African-American civil engineering professors are very rare nationally. USC has none, neither does Carnegie Mellon. Both Stanford and Purdue each have one. Clearly the civil engineering profession has failed to attract African-Americans in the PhD pipeline. In universities in cities with major African-American populations, major innovative efforts need to be made by engineering departments to attract minority students, including USC.

There are also no Hispanic faculty. In a city that is over 50% Hispanic, this disparity calls for immediate and dedicated remedial efforts. However, again, we recognize the lack of Hispanic faculty to be a national problem. For example, the civil engineering faculty at Johns Hopkins is 11%, Hispanic, Purdue is 8%, Stanford 3%. Once again, innovative approaches are needed to rectify this problem at the graduate level.

<u>Awards</u>

The faculty have won numerous national awards. For example, Prof. Knatz (Practice) is a member of the National Academy of Engineering. Prof. Masri has received the prestigious Newmark and the Norman Medals from the ASCE. Prof Sioutas received the David Sinclair Award of the American Association for Aerosol Research. Prof. Synolakis received the John G. Moffatt-Frank E. Nichol Harbor and Coastal Engineering Award from the ASCE.

There are likely many more awards for which the various faculty members are worthy and eligible. In some cases, it might be a matter of a nomination to be successful. The School and the Department are aware of the importance of awards. What is often overlooked is that major awards often follow from lower level awards. A more formal approach to nomination of faculty might be either to have a departmental awards committee or perhaps more effective might be to have faculty members submit to the chair during the annual evaluation the awards for which they might be eligible or alternatively to nominate other faculty members for awards.

5. **The extent to which the program under review contributes (or could contribute in the future) to interdisciplinary research and teaching, and whether there are interdisciplinary ties that currently are underdeveloped.**

   Interdisciplinary research is active and a strong interest among the CEE faculty. There were numerous examples shared with the committee of faculty collaborations within CEE (of different disciplines), within Viterbi and also across units at the University. Some faculty have experienced slight resistance to collaborations across units due in part to some units having faculty less incentivized to pursue research funding or faculty in other units feeling that partnering with engineering faculty is "expensive" due to tuition charges to grants. The committee understood from several chairs that agreements can be made among the Deans of the various units to facilitate cross-unit collaborations and perhaps some of the newer faculty are not aware of this yet.

   In terms of interdisciplinary education, there is a successful collaboration at the undergraduate level with a program crossing CEE and the School of Architecture. At the graduate level, students in both the Masters and PhD programs take courses in other departments and outside of Viterbi (e.g., Transportation students often take courses in Policy and Construction students take courses at the Business school).

   Interdisciplinary co-teaching across units is not common. If such teaching were to be incentivized or desired by the university, faculty did comment that funding issues would likely come up considering that tuition for courses goes to the units in which the course is taught.

6. **Improvements that are possible without the need for massive infusions of University resources.**

   In the past five years, the Astani Department has successfully recruited an outstanding cohort of high-quality junior faculty, who are productively engaged in both research and teaching. In addition to obtaining external research funding, the faculty has also developed strong relationships with industry. The department has access to the return on a $2M principal in endowed funds for scholarships, in addition to $385k in gifts for restricted scholarships. Currently, there is $250k/year available from the principal in unrestricted funds that if not used can be carried over to the following fiscal year (*Note: there was some question if these funds can in fact be reinvested to principal for higher earnings in the following fiscal year as*

mentioned in the Self Study Report).

These resources represent a critical mass of human and monetary assets that could propel the Astani department to a leadership position in the research and academic community in the US. The return on this important investment can be increased substantially with several key improvements without the need for massive infusions of University resources.

In the pursuit of the large grants with multi-department and multi-institution participation, institutional support is an essential component to the success. First, a dedicated service mentality in the professional staff of the Viterbi School Dean's office, in service of the faculty, is needed in the pre-award stage such as preparation of budgets, and support in proposal writing and preparation of artwork in a timely and professional manner. During the competition phase help with marketing items or webpage development are needed.

Given the significant changes going on in the department, the junior faculty are participating in a large number of committees for their input on the future of the department. There is a sense that the committee work is feeling too large and efforts to reduce that time commitment should be sought to increase their time available to focus on scholarly and research activities.

The sharing of research infrastructure to increase its effectiveness and productivity would be facilitated by an easily accessible on-line complete inventory for instrumentation and research space across the university.

In addition, the support for the shared and non-shared instrumentation and laboratories from a board of Industrial Affiliates could yield the necessary resources for maintenance and operation so hard to achieve from other sources. An Industrial Affiliates program would also increase the awareness and potential use of these laboratories and impact of the work conducted to address for example in the structures lab, infrastructure resilience and sustainability.

7. Improvements that are possible only with additional resources.

In response to this question, first it is appropriate to recognize the strong support to date from the Viterbi School Dean's Office. Together, with the new hires, the Department secured large investments from the Dean in startup funds for the new hires and on the construction of two state-of-the-art research laboratories: (i) the new water research laboratory, and (ii) the new materials and structures research laboratory. With the commissioning of the materials and structural laboratory, the additional hiring of faculty members (at least one, preferably two) to use the laboratory is much needed. The additional faculty also presents a unique opportunity to increase the diversity of the program. As the productivity of faculty engaged in research increases a necessary incentive in the form of return of some portion of the indirect cost to foster more research is well justified. Private and state universities in the USA follow this strategy.

To promote efficiency, productivity and safety in operation, both laboratories need professional staff consisting of at least one lab manager in each laboratory. Another

important human resource currently missing is a manager for the Mega-city Center to help with the effort of putting large proposals together and strengthen ties with the city of Los Angeles. These ties would contribute to develop a stronger research partnership and the impact of the work of the faculty on the local community.

Funding to support post-docs in the form of University-wide Post-doc fellowships accessible to junior faculty can also increase their productivity and quality of research. Post-docs could also provide additional mentorship to underrepresented minorities at all academic levels to promote interest in research and academic career paths.

Outstanding faculty recognition in the form of endowed professorships at the senior level would nicely complement the current allotment of junior professorships to attract and retain the faculty leaders. Finally, increasing the level of funding dedicated to The Viterbi School New Initiative Form or the creation of a new fund to seed large center proposals would help faculty leading such time consuming and complex efforts in the preparation of successful proposals.

8. Whether there are entrenched or irreconcilable issues within the program that constrain its effectiveness, and whether there might be more effective ways of working together.

The Astani Department faculty is active in the education of a top-quality graduate student cohort and in the conduct of research in a wide variety of fields. These areas include amongst many others, structural design and control, earthquake technology, climate quality, air quality, fluid mechanics, membrane processes, water resources, coastal engineering, lifecycle assessment, waste and water treatment, advanced infrastructure systems, sensors, structural health monitoring, data management, green buildings, smart buildings, and non-linear structural analysis. To further release the creativity and productivity of the department a few key issues should be considered for attention.

<u>Quality of PhD Program</u>

a) Presently, TAships with tuition remission are only available to support PhD students. Consideration of supporting some qualified MS students in this same way could potentially increase the flow of students into the PhD program potentially increasing diversity in gender, nationality and ethnicity, while reducing the burden on the current PhD students during the research-intensive phase of their program. Several students have been TAs continuously since ending their 1-2 year fellowships. This is very high relative to peer institutions where PhD students are not TAs more than 1-2 quarters or semesters in their graduate career.
b) The screening PhD exam seems widely varying to many of the students with whom we spoke. There is a perception that the exam is not coordinated among the exam committee and different students receive exams of different length and depth. Students do have open access to the Chair and Associate Chair to discuss these issues as the chairs have an open door policy.
c) The course load is perceived by students as heavy particularly for those that arrive

without the MS. Students expressed that the exam timeline is aggressive and difficult to fulfill if taking classes and trying to get into research. It can take them 2-3 years before they are able to more solely focus on research. Students are aware that in other departments more research units and less coursework units are allowed for PhD students. CEE may want to consider this approach as well.

d) The reported average time to graduate for PhD students was just above 6 years. When speaking with the junior faculty as well as the PhD students, the average time to graduate for their students and fellow PhD students all seemed to be 5 years (some 4.5 some 5.5). There was mention of some students staying an extra 6 months to a year while looking for a job. It is reasonable to expect that the departmental average will come down in the coming few years.

Curriculum

a) The topic of switching from 3-unit to 4-unit courses in CEE was brought up several times by different faculty. The effort encourages the re-examination and re-alignment of the curriculum with faculty interests and strengths as well as the reduction of the individual teaching load to 1 course per semester. The reactions from faculty to this potential change were quite mixed (some interested, some skeptical). The chairs from other Viterbi departments who have made the switch (or are in the process of switching) seemed to think it was painful but ultimately doable, particularly because the rest of the University is on a 4-unit system for classes.
b) A benefit from the change is that it would potentially allow for more projects or in-class teamwork to increase connectedness of student body.
c) Faculty expressed interest in offering more 599 level special topic classes for PhD students in small class settings, which may be difficult if the overall number of courses may be reduced as a result of the change in units per course.

9. To what extent is the department taking advantage of the strategic opportunities for partnership with the USCs other strong schools, particularly the Dornsife College of Letters, Arts and Sciences, the Arts Schools, the Keck School of Medicine, and the Price School of Public Policy.

As discussed under item 5., a large number of faculty are active in interdisciplinary research. There are active collaborations with Dornsife, Keck, and Price including a metropolitan transportation center joint with the Price school. New collaborations are being forged between CEE and the law school around the topic of climate change and with several new environmental faculty, collaborations are being initiated with Dornsife faculty in environmental sciences and chemistry. The interest and ability to collaborate on research around the University is strong and the faculty are open to new connections. Junior faculty are also encouraged to collaborate.

Summary

In closing, the committee applauds the department and the Dean's support for undergoing such a significant, faculty-led change for the better over the past five years. Attracting, welcoming and

supporting such a strong cohort of junior faculty has invigorated the department and shows remarkable collegiality. We believe that the department is on a course to improve its already high national stature and contribute significantly to society in many important ways. We wish you all much continued success.

USC University of Southern California

LUCIO SOIBELMAN
PROFESSOR AND CHAIR

VITERBI SCHOOL OF ENGINEERING

Sonny Astani Department of Civil and Environmental Engineering

December 1, 2016

To: Office of the Provost
From: Lucio Soibelman
Date: December 1, 2016
Subject: Response to the Report Provided by the Visiting UCAR Committee

To Whom It May Concern,

The USC Sonny Astani Department of Civil and Environmental Engineering was evaluated by the external UCAR committee during their 19-21 October 2016 visit; the committee was composed of:

- Sarah Billington, Professor of Civil and Environmental Engineering and Senior Fellow at the Woods Institute for the Environment at Stanford University;
- Robert A. Dalrymple, Willard & Lillian Hackerman Professor of Civil and Environmental Engineering at John Hopkins University;
- Julio Ramirez, Professor of Civil Engineering and NHERI-NCO Center Director at Purdue University; and
- Surya Prakash, Professor and George A. and Judith A. Olah Nobel Laureate Chair in Hydrocarbon Chemistry at the University of Southern California.

Prior to the visit, the review committee received our self-study report.

The committee met, during their visit, with: the USC Viterbi School of Engineering Dean, Yannis Yortsos;leaders of the USC Sonny Astani Department; the department faculty, which include both those from the civil engineering and environmental engineering fields; department chairs from other Viterbi units, and Ph.D. and Masters students. Based on what the committee learned during the visit and from the self-study, they prepared their final academic program review report, which was delivered on October 21 to the Dean of USC Viterbi School of Engineering, the Chair of the USC Sonny Astani Department, and members of the USC Provost office.

This review committee's report concluded that the leadership of the department is strong and resourceful. With strategy and actions defined and driven by the faculty, the department mission has been very successful. The department faculty are very reassured by this report that reinforces our vision and applauds our actions to hire new outstanding faculty, while devoting time and resources toward renovating our facilities and

University of Southern California
Kaprielian Hall 210, 3620 South Vermont Ave., Los Angeles, California 90089-2531
Tel: 213 740 0609 • Fax: 213 744 1426 •soibelman@usc.edu • cee.usc.edu

laboratories, and simultaneously creating well-defined and clear processes for our students and enabling the faculty to achieve their goals aligned with the department's strategic directions. This has been a confirmation to us that our efforts are in the right direction and the results of those efforts are recognized as commendable.

We are very honored that the committee concluded that the department has done a remarkable job of invigorating the Sonny Astani Civil and Environmental Engineering Department at USC by building on past strengths and outstanding support from the professional community, showing by example how civil and environmental engineering professionals can work together to support society needs for a sustainable infrastructure, energy, clean water, and clean air.

We are grateful that the committee was impressed by the department's congeniality and the depth and strength of the faculty in terms of their ability and enthusiasm for addressing large societal problems.

This external review committee was very important to aid us in understanding which topics should be of continued focus to ensure that the department remains on this upward trajectory of excellence. Some topics we learned from the committee's feedback, and the actions we are planning in response to those findings, are as follows.

- *Diversity in Both Faculty and Student Body*

  We understand that we are on par with the national averages, but we still aim to do better than everyone else. Regarding faculty, we are planning a seminar series to bring outstanding minority PhD students from top programs in the country to get to know our department and evaluate their potential as future faculty candidates — before the faculty search process starts. Regarding PhD students, we believe that offering funding to minority students is too shallow and we should be finding resources for minority Masters Students. We have initiated discussion with the Viterbi Development office to redirect endowment fellowships and to create the same fellowships for minority Masters Students.

- *Awards for Faculty*

  According to the committee, we should increase our efforts in nominating faculty for awards. We started communicating with the Viterbi School Awards office. Their staff attended our most recent faculty meeting to discuss a new strategy for nominating faculty for awards. We created a new faculty awards committee and

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LUCIO SOIBELMAN
PROFESSOR AND CHAIR

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changed our annual faculty review process, requesting faculty to provide the least of possible awards for nomination.

- *Website Update*

  The committee took concern for the appearance of the department website and delays in regular updates. We spoke with the Viterbi Communications and Marketing, who are in the process of completely updating the Viterbi website systems. In terms of providing up-to-date news, Viterbi Communications hired a web content producer, Ashleen Knutsen, to keep up with news for our department and ensure that it is promptly published in a professional manner.

- *Teaching both Masters and PhD Students and PhD Student Course Load*

  The recommendation for the external evaluation committee was to create more challenging classes for PhD students. This is an issue of which the department was well aware. We are going through a large curriculum change that will revamp our undergraduate, Masters, and PhD programs. We have not tackled this problem in recent years because of the recent 2015 undergraduate ABET evaluation and did not want to create confusion before passing the ABET accreditation.

- *Lab Managers for the Structures and Water Laboratories*

  We agree with the review committee that this is a priority for the department. We invested millions of dollars in building state-of-the-art water and structure/materials laboratories and we understand the need to maintain efficient and safe operations of those facilities. Even before the external evaluation, we began discussions with the Viterbi Dean's office to create a business model to allow us the funding for the needed hires and for operating the laboratories. We are creating a revenue centers model that would allow us to charge services to the community using our laboratories for testing purposes. We are planning on charging faculty grants for the use of the facilities; further, Dean Yortsos is considering novel models that would allow a modest increase in the fraction charged for PhD students' tuition that would be returned back to the department to offset some of these laboratory operation and management expenses.

University of Southern California
Kaprielian Hall 210, 3620 South Vermont Ave., Los Angeles, California 90089-2531
Tel: 213 740 0609 • Fax: 213 744 1426 •soibelman@usc.edu • cee.usc.edu

USC University of Southern California

LUCIO SOIBELMAN
PROFESSOR AND CHAIR

VITERBI SCHOOL OF ENGINEERING

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- *Formulate Metrics for Success for the Next Decade*

  The department added this as a new responsibility to the strategic planning committee. They have six months to report back to the department with a new plan on how to develop those metrics.

In closing, we thank the Provost's office for the efforts managing this review process. It was reassuring to us to learn that our efforts are recognized as laudable by respected colleagues from top universities. The main concern now for the department is to maintain this momentum with continued hiring and replacing our retiring senior faculty.

Quite honestly, we are strongly concerned that the administration (the Provost's office, but particularly the Viterbi Dean's office) will see our success as a metric, that we have "arrived" and have achieved our goals. We strongly believe that we are moving in the right direction, but we still have a long journey to fulfill our aspirations and achieve our objectives. We need continuous commitment from Dean Yortsos and the Provost to elevate the USC Sonny Astani Department to be one of the top civil & environmental engineering departments in the world.

Best regards,

Lucio Soibelman, PH.D.
Professor and Chair
Astani Department of Civil and Environmental Engineering
University of Southern California
Co-Chief Editor of the ASCE Journal of Computing in Civil Engineering

3620 South Vermont Avenue
KAP 210A
Los Angeles, California 90089-2531
Direct 213-740-0609
Office: 213-740-0603
Fax 213-744-1426
Email: soibelman@usc.edu

USC University of Southern California

OFFICE OF THE PROVOST

Elizabeth A. Graddy, Ph.D.
Vice Provost for Academic and Faculty Affairs
Jeffrey J. Miller Chair in Government, Business, and the Economy

MEMORANDUM

To: Yannis Yortsos, Dean
Lucio Soibelman, Chair

From: Elizabeth A. Graddy

Date: March 9, 2017

Subject: UCAR Post-Review Action Plan for the Department of Civil and Environmental Engineering

Thank you for your participation in the Academic Program Review of the Department of Civil and Environmental Engineering. As a result of our post-review meeting held on March 7, 2017, I am pleased to lay out a basic action plan.

Please send me a progress report no later than September 7, 2017 on how the department is addressing the current needs of the PhD students, in light of the curriculum revision and modifying existing courses from 3 units to 4 units.

It is our hope that the UCAR process will support the continued growth and development of the Department of Civil and Environmental Engineering.

cc: Sally Pratt
Dana Irwin
Donna Garcia

USC University of Southern California

OFFICE OF THE PROVOST

Elizabeth A. Graddy, Ph.D.
Vice Provost for Academic and Faculty Affairs
Jeffrey J. Miller Chair in Government, Business, and the Economy

MEMORANDUM

To: Yannis Yortsos, Dean
Lucio Soibelman, Chair

From: Elizabeth A. Graddy

Date: September 29, 2017

Subject: Post-Review Action Plan for the Department of Civil and Environmental Engineering

Thank you for your update submitted on September 11, 2017 to share your progress on the post-review action plan. It is clear that you are addressing the primary concerns raised through the UCAR process, most notably the current needs of the Ph.D. students, in light of the curriculum revision. Therefore, it is unlikely that we will need to meet again as part of the Program Review process. Your plans and actions inspire confidence that the program will increase in stature as you continue implementing strategies to improve the Ph.D. training.

Thank you for your active involvement in the Academic Program Review. I hope that you have found the process beneficial. I would appreciate any ideas you might have on how we might improve the process.

cc: Sally Pratt
Dana Irwin
Donna Garcia

Memorandum of Understanding to Guide the
Academic Review of the Department of Data Sciences and Operations

Academic program review consists of on-going, high quality peer reviews of all the University's academic units and programs offering graduate degrees. The purpose of program reviews is to foster academic excellence at all levels, to determine how to raise quality to a higher level, and to provide guidance for administrative decisions in support of continual future improvement.

Program reviews at USC have the following characteristics:

1. Reviews provide a concise, honest appraisal of an academic unit's strengths and weaknesses.
2. Reviews are forward looking. While assessment of a program's current status is important, priorities for continual future improvement are of greatest concern.
3. Reviews are evaluative, not just descriptive. Plans for improvement require academic judgments about the quality of the faculty, academic program(s), students, curricula, resources and future directions.
4. Reviews incorporate expert assessment provided by reviewers from other high quality institutions.

Each program review must include consideration of the issues described in the Guidelines for Academic Review. These are set forth in Appendix I, II, and III of the Guidelines. In particular, Appendix I provides an outline for the unit's self-study, and Appendix III includes the topics for the Review Committee, consisting of internal and external members, to assess. The latter specifies:

The Review Committee should thoroughly and candidly evaluate:

1. The academic mission and intellectual profile of the doctoral program(s).
2. The reputation of the program among peers in the discipline, including national rankings (where appropriate), and the extent to which the program is regarded as a leader in the field.
3. The likelihood that the program can become pre-eminent in the field. Review Committees should recommend the priorities and strategies that are needed to achieve the university's goal of academic excellence and eminence.
4. The stature and diversity of the faculty, and whether specific faculty members have been duly recognized in their field or by their peers for their accomplishments and promise.
5. The extent to which the unit under review contributes (or could contribute in the future) to interdisciplinary research and teaching, and whether there are interdisciplinary ties that currently are underdeveloped.
6. The alignment between program learning outcomes and course learning outcomes along the progression from introductory to advanced levels.
7. The effectiveness of the program's assessment plan to evaluate student learning and quality of teaching.
8. Improvements which are possible without the need for massive infusions of university resources.

9. Improvements which are possible only with additional resources.
10. Whether there are entrenched or irreconcilable issues within the program that constrain its effectiveness, and whether there might be more effective ways of working together.

This Memorandum of Understanding (MOU) sets forth additional issues that the Provost, the Dean, and the school or unit have identified as questions of particular importance for the unit under review. Please be aware that the additional issues are in addition to, and must not supplant, the eight specific areas for evaluation listed above. Both the school and unit, in its self-study, and the Review Committee should provide their analyses of these issues during the review process. We note that the review itself may raise additional issues during the process of assessing a unit's strengths and weaknesses.

The MOU also outlines the general composition of the Review Committee, including its size, and the range of disciplines and/or sub-disciplines to be represented. The following provides guidance with regard to the composition of the Review Committee:

The Review Committee should include representatives from institutions with the following types of programs:

- Information Systems
- Operations Management
- Statistics

Institutions from which Review Committee members could be drawn:

- Carnegie Mellon University
- Columbia University
- Cornell University
- Dartmouth University
- Harvard University
- Massachusetts Institute of Technology
- New York University
- Northwestern University
- Stanford University
- University of California, Berkeley
- University of Chicago
- University of Michigan
- University of Pennsylvania
- University of Texas, Austin

The internal member of the Review Committee might be drawn from the following programs at USC:

- Daniel J. Epstein Department of Industrial and Systems Engineering, Viterbi School of Engineering

- Department of Economics, Dornsife College of Letters, Arts and Sciences
- Department of Mathematics, Dornsife College of Letters, Arts and Sciences

The following are collaborating units, centers, or groups of faculty that might be included in the site visit and/or particular groups within the unit which should meet separately with the review committee:

- Annenberg School for Communication and Journalism
- Daniel J. Epstein Department of Industrial and Systems Engineering
- Department of Computer Science, Viterbi School of Engineering
- Department of Economics, Dornsife College of Letters, Arts and Sciences
- Department of Mathematics, Dornsife College of Letters, Arts and Sciences
- Keck School of Medicine
- Ming Hsieh Department of Electrical Engineering
- Price School of Public Policy

The self-study should be completed no later than **December 14, 2018** If the unit needs any information that is gathered centrally for use in its self-study, it should contact the Provost's Office or the Dean's Office for that information. During this time, the Provost's Office will work with the UCAR Chair and members to select the appropriate internal reviewer(s) and to invite external consultants to participate in the site visit.

Signed:

Elizabeth Graddy
Vice Provost for Academic and Faculty Affairs
Provost's Designee

James Ellis
Dean, Marshall School of Business

Ramandeep S. Randhawa
Chair, Department of Data Sciences and Operations

cc: Michael Quick
Sarah Pratt
Dana Irwin
Donna Garcia

USC Marshall
School of Business

Department of Data Sciences and Operations
Self-Study Report

December 18, 2018
Revised: February 18, 2019

Outline

The Department of Data Sciences and Operations (DSO) consists of three groups: Operations Management (OM), Statistics and Information System (IS). The DSO department houses two different PhD programs: Operations Management and Statistics. The first objective of this document is to describe the current state of the OM and Statistics PhD programs, including the quality of PhD students, the stature and diversity of our faculty, and the extent to which the programs contribute to interdisciplinary research and the university's strategic vision. The second objective is to describe a comprehensive plan to improve the two existing programs in terms of recruitment of high-quality students, development of better educational systems and placement of graduates in top research institutions. Finally, we discuss a proposal to relaunch a PhD program in IS.

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I. EXECUTIVE SUMMARY

I.1 Summary of developments in the DSO department (2009-2018)

The department has seriously considered and incorporated the recommendations of the previous UCAR committee. Some of the key developments were in the doctoral program with the discontinuation of the Information Systems (IS) degree and the start of a new Statistics doctoral program. In the past nine years, the DSO department has made important strides in addressing the UCAR recommendations and gone through substantial improvements in the following dimensions.

- In all three disciplines, the faculty have continued to produce high-quality research and established themselves as leaders in their respective areas.
- A Statistics PhD program was started in 2010 and the IS program was discontinued with the last student graduating in 2012. In a steady state, we now have a total of 15 PhD students in the two PhD programs. The placement record of the doctoral program in Operations Management has improved considerably, and the new Statistics program also has an excellent placement record.
- In lock-step with improvements with the doctoral programs, the department has successfully retained and promoted a number of existing faculty, and hired a number of high-caliber junior faculty in key areas of contemporary research. The younger faculty in the DSO department have already been well recognized in the community, ensuring a bright future for the department.

I.2. Summary of plans for improvement

The DSO department still faces several challenges for improving the PhD recruitment, educational system and placement. Moreover, we believe that more can be done to improve the intellectual and managerial integration of all three groups. This report describes detailed plans to

- increase the overall PhD applicant quality,
- offer more specialized PhD classes,
- develop a better evaluation process,
- relaunch a PhD program in IS, and
- create a collaborative environment.

II. OVERVIEW

II.1 Current Academic/Intellectual Profile of the Program

a) Contemporary issues in the three disciplines of research.

- The field of operations management is concerned with a broad array of industries and research questions. Two major research streams include the optimal allocation of scarce resources under uncertainty in either demand or supply, and the design and analysis of contracts. The contemporary issues in OM center around pricing, assortment planning, inventory management in retail, supply chains operations and contracting, on-line advertising, platform business models, healthcare operations, energy management and service operations etc.

- Statistics is concerned with how to effectively extract useful knowledge, infer causal relationships, make informed decisions, and produce accurate predictions under uncertainty based on vast amount of data. The Statistics group focuses on several contemporary key issues including high-dimensional statistics, selective inference, causal inference, machine learning, deep learning, network analysis, functional and graphical models. A key and coherent goal of the research conducted by the Statistics group is to develop new methodologies, theories and computational algorithms for solving big data problems arising from various disciplines including business, economics, political, social and health sciences.

- The common umbrella theme of research in the IS group is "Digital Innovation". The contemporary issues center around digital experimentation, digital platform and ecosystem, digital business strategy, open innovation & virtual collaborations, AI, big data and its business implications. Topics being pursued by the IS group include data- and algorithm-driven digital interventions in online social networks and marketplaces, understanding of users' and developers' innovation behavior in digital industries, understanding the collective behavior of online crowds, and digital business strategy in dynamic environments and business models for digital platforms.

b) Overall statement of quality.

- A detailed assessment of quality is provided in Section III. Overall, the OM and Statistics PhD programs are highly regarded among peer research institutions. Our PhD students have received many research and teaching awards; recent graduates have been hired by top research institutions.

- The main strengths of the DSO department are the quality of faculty in all three disciplines with their diverse expertise, high-quality research and dedication to PhD teaching and mentoring. The faculty are leading experts in their respective fields and can provide excellent research and education to our students at all levels. The faculty are conducting cutting-edge and first-class research as evidenced by the large number of awards, grants and editorial positions.

- The OM group has gained a reputation as one of the top research groups in the OM field.
- The Statistics group has expanded its faculty size significantly, and further strengthened its prominent stature in the fields of high-dimensional statistics and machine learning. The junior and senior faculty have developed significant strengths in emerging areas such as deep learning, selective inference and large graphical models.
- The IS group has continued to conduct impactful research with two senior faculty, and has recently added two excellent junior faculty. The IS group carefully developed a future plan for restarting a PhD program in IS, which will be discussed in detail in Section IV.4.

II.2 Previous Recommendations and Progress

Some of key recommendations of the UCAR committee were focused on starting a new PhD program in Statistics, hiring of strong faculty in all areas, improved mentoring of PhD students and junior faculty, and a broader intellectual integration across the three groups in the department. The department has taken all these recommendations seriously and has achieved success in each of these dimensions. Below are some details.

a) Doctoral program changes.

- Following suggestions from the UCAR committee, a PhD program in Statistics was formally started in 2010, and the IS PhD program was discontinued with the last student graduating in 2012.
- We have improved placements in OM with recent graduates starting in MIT Sloan School, University College of London School of Management, Koc University as tenure track assistant professors. The new Statistics program has already obtained very good placements (e.g., Robert H. Smith School of Business at the University of Maryland, and London School of Economics).
- In Operations Management, contemporary courses have been introduced, including DSO 674 Queuing and Stochastic Networks, DSO 671 Inventory Model and Supply Chain management, and DSO 677 Dynamic Programming and Markov Decision Processes.
- In Statistics, a formal curriculum, which had been under careful development over the years, was finalized in 2017.
- Doctoral students are now working with both junior and senior faculty. Some formal inter-group mentoring has happened. For instance, Prof. James (Statistics) and Prof. Rusmevichientong (OM) had worked with a Statistics PhD student Courtney Paulson (now an assistant professor at Robert H. Smith School of Business), and Prof. T. Sun (IS) and Prof. Zhu (OM) are jointly advising Brian Han, a 5th year PhD student in OM.

b). Updates on tenure-track faculty hiring.

The previous study recommended hiring in all departments.

- *Information Systems:* We have formed inter-disciplinary hiring committees for hiring in the IS group and have successfully recruited two new faculty in the broad Economics of IS area: Profs. Milan Miric and Tianshu Sun (both started in 2016). There is another search ongoing at the assistant professor level in academic year 2018-2019.

- *Operations Management:* We have hired several junior faculty since the report: Raman Randhawa (now Full Professor), Hamid Nazerzadeh (now Associate Professor), Vishal Gupta (started 2014), Song-Hee Kim (started 2015), Kimon Drakopoulos (started 2016), Peng Shi (started 2017). We also hired a senior faculty, Paat Rusmevichientong as Associate Professor, who is now a Chaired Full Professor. In terms of areas of focus, several faculty are working in applied domains e.g. Song-Hee Kim in the area of Empirical Healthcare Operations.
- *Statistics:* We have hired several junior faculty since the report: Yingying Fan (now Associate Professor), Wen Sun (now Associate Professor), Jacob Bien (started 2017), Gourab Mukherjee (started 2013), Xin Tong (started 2013), Adel Javanmard (started 2015) and Jason Lee (started 2016).

c). Updates on junior faculty mentoring.

- The Marshal School has formalized and improved mentoring significantly in recent years. Each junior faculty is assigned a formal mentor. This mentor tends to be from the same group as the mentee with occasional exceptions. In general, junior faculty appear to regularly seek advice from senior faculty of other groups as well. This is evidenced by some cross-group research between junior and senior faculty: Tianshu Sun (Asst. Prof., IS) and Leon (OM), Vishal Gupta (Asst. Prof., OM) and Gareth James (Stats), Gourab Mukherjee (Asst. Prof. Stats) and Paat Rusmevichientong (OM), Tianshu Sun (Asst. Prof., IS) and Jinchi Lv (Stats).
- In 2017, the department organized presentations by all junior faculty to the senior faculty with the view of informing the senior faculty of the research of the juniors and providing an opportunity to give feedback.

d). Updates on promotions.

The department has been very successful with promotions since the previous report.

- *Information Systems:* Both senior professors received endowed chairs: Ann Majchzrak is the USC Associates Chair in Business Administration, and Omar El Sawy is the Kenneth King Stonier Professor of Business Administration.
- *Operations Management:* We had one unsuccessful tenure promotion case, and had five successful promotions to associate: Profs. Greys Sosic, Amy Ward, Leon Zhu, Raman Randhawa, Hamid Nazerzadeh. We also had several successful promotions to full professor: Amy Ward, Paat Rusmevichientong, and Raman Randhawa. We also have two endowed chairs: Paat Rusmevichientong as Justin Dart Professor of Operations Management, and Hamid Nazerzadeh as Dean's Associate Professor in Business Administration.
- *Statistics:* We had one unsuccessful tenure promotion case, and had three successful promotion to associate: Jinchi Lv, Yingying Fan and Wen Sun. We also had two promotions to full professors: Gareth James (2009), who also received the E. Morgan Stanley Chair in Business Administration (2014), and Jinchi Lv (2018). We also have two endowed associate professor chairs: Jinchi Lv is the McAlister Associate Professor in

Business Administration and Yingying Fan is the Dean's Associate Professor in Business Administration.

e). Integration across groups and school.

As guided by the committee's recommendations, the three groups administratively have been independent.

- *Hiring:* hiring in the smallest group IS has involvement of senior faculty from other groups. Further, in this academic year's hiring, each group's recruiting has a senior member from another group participating. For hiring senior members, there is consensus that senior hiring in each group needs to have support from other groups.

- *Intellectual integration*: The department now has a lot more synergies, at all interfaces: Stats and IS, Stats and OM, Stats and IS. Moreover, the faculty in DSO are heavily engaged in collaborative work with researchers in other disciplines. See Section III.4 for a detailed description.

  The department has made inroads into the supply chain area with the Center for Global Supply Chain Management, and in health care by hiring Song-Hee Kim, who is currently working with USC Keck Hospital. We feel that additional work can be done by leveraging the center and building broader consortia around the broader themes of interest.

- *Seminar Series:*
  - The department has three separate seminar series, one for each group.
  - There are ongoing discussions to establish a joint Brown-bag research series targeted at departmental faculty presenting their research to the whole department. Some thoughts are having junior faculty presenting once every two years, and senior faculty potentially presenting once every three or four years.
  - We have created a PhD course DSO 621, a seminar class that meets 6 to 7 times per semester. In each meeting, a DSO faculty member presents his/her research area to first and second year PhD students. The seminars are frequently attended by other faculty who are interested in learning particular areas of research.
  - A DSO-Marketing seminar series has been started in Fall 2018 with the goal of building a better understanding/appreciation of each other's research, especially in the context of a lot of synergy in research areas under the broad Data Science or Analytics umbrella.

- *Faculty co-location:* In the past few years, the DSO department faculty have moved physically to nearby locations: third and fourth floors of Bridge building. This has helped foster intra-departmental interactions, however, it has placed some distance between the department and the rest of the school which is located in different buildings.

III. ASSESSMENT OF QUALITY

The PhD students benefit from an excellent environment at Marshall with high quality of faculty and excellent research support.

III.1. Doctoral Student Quality Data

a). Operations Management Group

The Operations Management PhD program at Marshall has graduated 13 students since 2008; 9 of them are tenure-track faculty (Appendix C2). Most of these students are research active and continue to publish in top journals. Operations Management faculty have published over 35 papers with current and former students in the last 10 years and close to 20 of them have appeared in prestigious journals such as Operations Research, Management Science and M&SOM.

Research work of our PhD students are motivated by important problems encountered in supply chains, service systems, and public policy. Application areas include retailing, hospitality, revenue management, healthcare, call centers, environment, market platforms, and social networks. The methodologies being utilized for addressing these problems are also wide ranging and include mechanism design, convex programming, non-linear optimization, dynamic programming, network optimization, auctions, cooperative and non-cooperative game theory, queuing theory, and robust optimization. Students have published multiple articles in Operations Research, Management Science, Manufacturing and Service Operations Management, and Production and Operations Management. Professional societies have recognized some of our doctoral students' work. Brian Rongqing Han's paper was a finalist in the 2018 Pierskalla best paper award and in the 2018 POMS College of Healthcare Operations. Guangwen Kong's paper was a finalist in the 2011 POMS student best paper competition. Negin Golrezaei was the winner of the 2017 Dantzig Dissertation award and the INFORMS Revenue Management and Pricing Section Award. One of Negin's papers was the 2016 MSOM student paper finalist and 2017 POMS supply chain management student paper competition finalist.

b). Statistics Group

The Statistics PhD program is relatively new and selective, admitting approximately 1-2 students per year (Appendix C1). The quality of PhD students is in general high. The group has graduated 5 PhD students since the start of the PhD program in 2011: 4 graduates are currently tenure-track assistant professors (Xinghao Qiao, London School of Economics; Courtney Paulson, Robert H. Smith School of Business at the University of Maryland; Pallavi Basu, Indian School of Business; Luella Fu, San Francisco State University), and the other graduate (Weinan Wang) has obtained a coveted and competitive research position at SNAP Inc as a senior data scientist. See Appendix C2 for details.

Most students are active in research and have produced high-quality work. Their research spans a wide range of important areas and cutting-edge topics such as statistical machine learning, high-dimensional statistics, functional data analysis, multiple testing, selective inference, graphical

models, deep learning in neural networks, shrinkage estimation and optimization. The students have been recognized with many awards in recent years; these include the INFORMS Society of Marketing Science Doctoral Dissertation Award (Courtney Paulson, 2015), WNAR Student Travel Award (Luella Fu 2016), Best Paper award in the International Conference on Business Analytics (Trambak Banerjee, 2017), National Science Foundation Graduate Research Fellowship for Mathematical Statistics (Brad Rava, 2017), IMS Hannan Graduate Student Travel Award (Luella Fu, 2018), ENAR distinguished student paper award (Trambak Banerjee 2018), and James S. Ford Fellowship for Excellence in Research (Trambak Banerjee, 2018). The PhD students have co-authored a number of publications in top-tier journals such as Marketing Science, Journal of the American Statistical Association and JRSSB.

III.2. Quality of Faculty

The DSO faculty, in the three disciplines, have established themselves as leaders in their respective areas. More importantly, the younger faculty in the DSO department have already been well recognized in the community, ensuring a bright future for the department.

a). Operation Management Group

There are 13 tenure track Operations Management faculty members. In the last 5 years they have published over 30 articles in Operations Research, Management Science, and M&SOM and over 40 articles in top journals. Their research work is motivated by a broad array of industries that includes on-line advertising and retailing, network revenue management, service systems such as call centers, healthcare, public sector, environment, automotive, social networks, platform business, and energy. As a group their technical expertise is also very broad -- queuing, machine learning, data driven robust optimization, approximate dynamic programming, choice models, matching, mechanism design, auctions, cooperative and non-cooperative games, organizational decision making, and social psychology. Research work by the faculty has been recognized by the professional communities. Some highlights include: Prof. Nazerzadeh received the Google faculty research award in 2013 and 2016. Prof. Nazerzadeh received an honorable mention in the George Dantzig dissertation award in 2009. Professors Sosic, Zhu, Randhawa, Rusmevichientong, and Nazerzadeh have won the Marshall School's dean's award for research excellence in 2007, 2007, 2012, 2013, and 2014, respectively. Prof. Rusmevichientong was the recipient of the 2008 NSF CAREER award. Prof. Shi's paper was the winner of the 2013 INFORMS public sector best paper and the 2013 INFORMS Doing good with Good Operations Research student paper award.

Editorial roles in top journals of the operations management faculty provides additional evidence of their research leadership. Prof. Nazerzadeh is the department editor for Big Data Analytics in Management Science. He is also a co-editor of a special issue in Management Science. Professors Rusmevichientong, Randhawa, Sosic, and Zhu are associate editors of Operations Research. Professors Rusmevichientong and Randhawa are associate editors of Management Science. Prof. Sosic is an associate editor of M&SOM and Prof. Randhawa is an associate editor for a special issue in M&SOM. Prof. Dasu is a department editor in Service Science. Professors Bassok, Dasu, and Rajagopalan have also served on the editorial boards of Operations Research,

Management Science and M&SOM in the past. See Appendix B3 for a list of current and past editorial positions of the OM faculty.

Prof. Gupta is the principal investigator of an NSF grant in 2017. Prof. Nazerzadeh was the recipient of the Google Faculty research award for in 2013 and 2016. Prof. Rusmevichientong is the recipient of 8 NSF grants, four of which are received after he joined USC. Prof. Sosic received grants from the NSF in 2009 and from the US Air-force Office of the Scientific Research. She also the recipient of the USC award for advancing scholarship humanities and social sciences. In 2014, Prof. Rajagopalan was the principal investigator research grant from Taco bell to study design of supply chains. In 2015, he received a grant through the Marshall Center for Global Supply Chain Management to study efficiency of ports of Long Beach and Los Angeles. In 2015, he was co-investigator of research grant to study future of trade workforce. Prof. Dasu was a co-principal investigator of a research grant from Nike during the period 2008 - 2010.

b). Statistics Group

The Statistics group has seen a significant expansion under the leadership of Prof. Gareth James. Eight out of the nine current tenure track faculty members were hired since 2007 (all as assistant professors). The faculty are relatively young but have been well recognized by the profession. Professor Gareth James and Professor Jinchi Lv are among the most cited researchers at their respective career stages. In particular, Professor James' book "An Introduction to Statistical Learning: with Applications in R" has been very popular with over 3,600 citations in 5 years. Two of our faculty (Jinchi Lv and Yingying Fan) were awarded the prestigious Guy Medal in Bronze by the Royal Statistical Society in 2015 and 2017, respectively. In particular, Professor Yingying Fan is the first American woman to receive this award since its inception in 1936. Four faculty (Jinchi Lv, Yingying Fan, Wenguang Sun and Jacob Bien) have been award highly competitive NSF CAREER Awards. Professor James was invited as a Plenary Speaker for the INFORMS conference in 2016. Yingying Fan was awarded the American Statistical Association (ASA) Noether Young Scholar Award in 2013. Adel Javanmard received a Google Faculty Research Award in 2016. Prof. Sun's paper was recently accepted by JRSSB as a discussion paper. Some of our junior faculty have won national awards for their dissertations, including a NIPS Best Student Paper Award (Jason Lee, 2017) and the Thomas M. Cover Dissertation Award (Adel Javanmard, 2015). The Statistics faculty have won many research awards from the Marshall School, including USC Marshall Dean's Award for Research Impact (Lv, 2017), Dean's award for research excellence (James 2012, Radchenko 2012, Sun 2013, Fan 2016), and Dr. Douglas Basil Award for Junior Business Faculty (Fan 2014 Inaugural, Javanmard 2018).

The Statistics faculty's leadership has also been recognized through numerous appointments to editorial boards. In particular our faculty have been invited to serve as associate editors for all four of the top-tier journals in our field: Journal of the Royal Statistical Society – Series B (Gareth James, 2017-present, Wenguang Sun, 2017-present), Annals of Statistics (Jinchi Lv, 2013-2018), Journal of the American Statistical Association – Theory and Methods (Gareth James 2008-2014, Yingying Fan, 2014-present), Journal of the American Statistical Association – Application and Case Studies (Gareth James 2012-2014), Biometrika (Jacob Bien, 2016-present). Professor James also serves on the boards for top journals in related fields including as associated editor for Operations Research (2018-present) and guest associate editor for

Management Science (2018). The Statistics faculty are, or have served, as associate editors for many other strong journals in Statistics, Econometrics and Biostatistics including Journal of Econometrics (Fan), Journal of Multivariate Analysis (Fan and Sun), Journal of Business & Economic Statistics (Fan), The Econometrics Journal (Fan), Biostatistics (Bien), Statistica Sinica (James and Lv), and Sankhya - series A (Mukherjee). See Appendix B3 for a list of current and past editorial positions of the Statistics faculty.

The faculty in the Statistics group have received millions of dollars' worth of research grants from the NSF, NIH and other organizations. Four faculty have received the prestigious NSF CAREER award ($400,000 over a five-year period; Jinchi Lv 2010-2015, Yingying Fan 2012-2017, Wenguang Sun 2013-2018, Jacob Bien 2017-2022). Three faculty have received NIH grants (Jacob Bien 2017-2021, Yingying Fan 2018-2022, Xin Tong 2016-2021). Several have also recently received NSF-DMS grants (Wenguang Sun 2017-2019, Gourab Mukherjee 2018-2020, Xin Tong 2016-2019, Jacob Bien 2014-2017). Other notable grants include: Adobe Data Science Research Award (Jinchi Lv), Simons Foundation Research Award (Jacob Bien) and ARO MURI Grant (Jason Lee).

c). Information Systems Group

Over the last 5 years, the IS faculty have expanded from 2 senior faculty (El Sawy and Majchrzak) to include 2 junior faculty (T. Sun and Miric). This small group continues to be highly productive in the area of Digital Transformation, Innovation and Experimentation. The group has won multiple NSF awards in recent years (accounting for over $520,000), major industry awards (Sun and Miric - Faculty Research Award from Adobe, Soros Foundation, Marketing Science Institute, Center for the Middle Market), serve as most senior editors on two of the top journals (Prof. El Sawy - Senior Editor for MIS Quarterly, Prof. Majchrzak - SE for Organization Science as the longest serving of all Senior Editors for the journal), received many best paper awards (Prof. El Sawy - seven-time winner of the Society for Information Management's Annual Academic Paper Award as well as Best Paper Awards from AIS and INFORMS, Prof. Sun - 3 Best Paper Awards/Nominations at top conferences including ICIS and CIST and 3 Dissertation Awards at INFORMS/WITS/WHITE, Prof. Miric - Best Student / Best Paper Nominee REER 2016). Both Profs. El Sawy and Majchrzak have been inducted as Fellows of the Association of Information Systems (AIS) for their research contributions -- the highest lifetime honor in the area of Information Systems. In the last 5 years, both Profs. El Sawy (2016) and Majchrzak (in 2014) were promoted to endowed chair professorships by the Marshall School.

The group achieved international status in the Digital Innovation area by being invited to present keynote addresses at numerous international conferences in the US, Australia, Italy, Denmark, China and Finland. Prof. Majchrzak has been selected as the first International Professorial Chair for LUISS University, named as an external expert for the London School of Economics, a Shaoul Foundation Research Fellow for Tel-Aviv University, and a Distinguished Visiting Professor at ESADE Business School, Spain. Prof. El Sawy has served as advisor to the United Nations Development Programme in Egypt, and as a Fulbright scholar in Finland. Prof. Tianshu Sun has been invited to present at world-leading technology companies including Facebook, Snapchat and Alibaba.

The group continues to engage with industry leaders at the frontier of digitization and make an impact in the real world. Prof. El Sawy served as Director of Research for Marshall's Institute for Communications Technology Management from 2001-2007 with industry research sponsorships that neared $1 million annually. Prof. Tianshu Sun has worked closely with a variety of organizations in the US and China including Facebook, Alibaba, NetEase, LivingSocial, Adobe, Collage.com and Ministry of Health, and conducted large-scale randomized experiments with tens of millions of customers and users to guide the design of algorithm- and data-driven interventions. Prof. Majchrzak continues to work with cutting edge innovative companies, most recently Hyperloop Transportation Technologies, Inc. which is an entirely virtual organization developing a new form of transportation. Many findings from these collaborations have been implemented by collaborating organizations.

III.3 Assessment of the Structure of Doctoral Programs

a). Overview.

PhD students benefit from an excellent research environment at Marshall. They have guaranteed stipends and research funds to purchase books and computers, and travel to conferences. The students have been working on cutting edge methodological research motivated by a wide range of important business applications. The faculty members, who are conducting first class research in their respective fields, have provided a range of interesting and important topics to the PhD students. The faculty members are strict, caring and devoted in advising; the students usually interact with their advisors on a weekly and even daily basis. The successes of students are evidenced by their top tier journal publications, research awards and placements in good academic institutions.

The OM and Statistics PhD programs aim to provide a sequence of classes for our students to acquire *(i)* a solid training in the fundamental concepts and analytical skills that will be needed for developing new theoretical and methodological tools in dissertation research; *(ii)* a comprehensive overview of the main research topics in related fields and introduction to the state of the art methodological innovations on these topics; *(iii)* in-depth discussions on a selection of the most modern tools and impactful solutions to concurrent research problems. The syllabuses of all PhD classes offered in recent years are provided in Appendix C4. The curriculum has been carefully designed but needs further improvements. See Section IV for more discussion.

The OM and Statistics PhD programs follow essentially the same program sequence, which has been carefully designed and revised over time to accommodate the needs of our students. Over the years, the DSO department has developed a systematic, improved and more timely evaluation process, including a screening exam, a qualifying exam, and regular meetings with the PhD coordinator to assess the progress of the students. The evaluation system ensures that the students are well prepared and will be successful in their academic careers. Detailed descriptions of the program sequence and the evaluation system are provided in parts b) and c) in this section.

The DSO department also makes various efforts to integrate the PhD students from the two groups. The students have now mingled well: they take a lot of classes together; the newer students have been attending both Statistics and OM seminars on a regular basis; they have

become good friends and often appear together in various social events. Team work and research collaborations among the students are happening. For example, in 2017 Brad Rava (Statistics) and Michael Huang (OM) formed an analytics team and won a $20K prize for the Citadel Data Open Contest.

b). Description of the program sequence.

- During the first year, the students focus on their course work and preparation for the screening exam that typically occurs at the beginning of summer. While the coursework is the main focus, the students are expected to get started on research immediately upon the start of their PhD study. All students are assigned an RA advisor for the first year. The students meet with their RA advisors on a regular basis and discuss potential topics of interests.

- The PhD coordinator initially matches the students with faculty by taking into account mutual interests and past involvements of faculty in advising. In the Statistics group, students are often assigned two co-advisors, one junior and one senior faculty member. The students devote their first summer to research. While the output of the summer research is not expected to be publishable immediately, the students are asked to present at the beginning of the fall semester to obtain feedback. The faculty can identify their strengths and weaknesses and give advice on what aspects the students should put in more work, including skills to be strengthened and additional courses that need to be taken.

- During the second year, the students take additional courses, but the focus shifts to research. They are expected to make significant progress in their research to get ready for the qualifying exam, which is typically scheduled in the fall semester of the third year. The expectation is to have a submitted paper (or a paper close to submission) before the qualifying exam. The main purpose of the qualifying exam is to further assess whether the students have sufficient credentials to remain in the program. The faculty give feedback on the student's research and suggestions for further improvements.

- After passing the qualifying exam, each student is expected to act as a TA for the core undergraduate course, and to act as the lecturer for the same course after acting as a TA. The students receive feedback on their performance, both as TAs (based on the comments of the faculty who are teaching the course) and as instructors (based on the student comments, and on the observations of their advisor, who sits on at least one of their classes). We believe that this experience is helpful for the students in their paths to become effective and successful educators.

- The student will form a dissertation committee after the qualifying exam. The focus of their remaining stay will be on research. The students work closely with their advisors to write and submit more papers. They are required to present their work in PhD seminars every year, which provide opportunities for practicing their presentation skills and getting valuable feedback from faculty members. In addition, they are expected to present their

work annually at some of the top conferences in their respective research areas, which increases their visibility in the field and helps with their future job placement.

c). Description of the evaluation system.

- **Screening exam.** Both OM and Statistics groups offer the screening exam during the summer (usually end of May-early June). Until 2017, the OM screening exam had focused on questions from the coursework in the first year (6 questions from 3-4 areas); now the exam has been restructured so that it focuses on two areas: optimization and stochastics. The OM screening exam is taken over two days. with five questions each day in five hours. The faculty have created a question bank for each topic, to help students prepare for the exam, and specified in the PhD manual all topics and recommended literature for each of the two areas. The Statistics screening exam consists of two parts—a five-question, 270-minute open book in-class exam focusing on theory, and a two-day take home exam focusing on applied statistics. The in-class exam focuses on topics from fundamental statistics, probability and optimization topics; questions are made based on the classes that the students took in their first year. In addition to the exam, students' research progress, course grades, and overall performance are considered when evaluating if a student should continue in the program. Samples of the OM and Statistics screening exams are provided in Appendix C5. For the evaluation, we consider three factors in determining whether a student should continue in the program: the performance in the screening exam, the performance in research, and the grades in the first-year courses. Our policy is that all three components are crucial. Hence, we do not attach specific weights to each component -- the students must perform well in all three categories in order to pass the exam. For example, a high score in the written exam does not automatically guarantee a pass.

- **Qualifying exam.** The students take their qualifying exam in the fall semester of their third year. In OM, the written portion of the exam is a student's working paper. In Statistics, the written part consists of two parts: (i) a literature review on selected topics that are determined by the committee, and (ii) a written paper that is of publishable quality. A 2-hour oral examination follows, covering topics discussed in the written examination and/or touching upon additional material that can help to judge the student's capacity to do independent research. The oral portion of the exam can cover 3 general areas: (1) questions from or related to the written exam, (2) questions that ask about the student's overall knowledge of the field/area studied that may have not been covered on the exam, (3) questions about the dissertation topic. It is part of the test that determines whether the student has mastered the subject matter well enough to move on to their dissertation. The oral discussion of dissertation ideas is not considered to be a defense of a dissertation proposal.

- **The exam results.** For the OM program (2013-2018), 12 students took the screening exam and 8 have passed; 7 students took their qualifying exam and 7 passed. For the Statistics program (2013-2018): 10 students took the screening exam, and all have passed; 7 students took their qualifying exams, and all have passed. The new requirement of written papers was introduced in 2015 (simultaneously to the OM and Statistics PhD

qualifying exams). We require that the written papers should be of publishable quality for top-tier journals. We have included in Appendix C3 the list of written papers for the qualifying exam that eventually lead to helpful job market papers that are publishable in top tier journals. We believe that all written papers will be published in good journals, and more than 50% of them will be published in top-tier journals. A complete list of the papers is included in Appendix C3.

- **Additional regular feedback.** Students are required to present their work to the department faculty once or twice per academic year, during which they receive constructive comments from faculty members. In addition, job market candidates are encouraged to schedule numerous mock interviews with faculty members to prepare for the job market. The PhD coordinator meets with all students once per semester to discuss expectations from students in that semester, their duties and requirements, and any specific concerns or questions that they might have. The students are encouraged to contact the coordinator with any potential issues that might arise.

III.4 The Contribution to University's Strategic Vision and Interdisciplinary Research

The two PhD programs fit the university strategic plan, in particular on the issue of interdisciplinary research. As mentioned in this document the DSO department consists of three groups: Information Systems (IS), Operations management (OM) and Statistics. Each group is independent, but the three groups complement each other and encourage interdisciplinary research. This is most evident in the area of Big Data where the statistics group is developing and providing important tools to analyze large amounts of data. The OM group is developing and providing optimization tools that together with the statistical tools enable one to improve performance of systems. As described earlier in this document DSO researchers already conduct interdisciplinary research at all levels: within the department, between different departments within Marshall and with other schools within and outside USC.

The faculty in DSO are heavily engaged in collaborative work with researchers in other disciplines. The first stream of collaborative work involves DSO faculty bringing their domain skills to research projects in other areas. For example, Prof. James has worked with researchers in marketing where they apply and extend penalized regression ideas to the website advertising domain. Prof T. Sun is working with a faculty member in computer science on problems concerned with last mile delivery. Profs. Rusmevichientong and T. Sun have also published research papers with faculty in marketing. Prof. Fan and Prof. Lv are advising several PhD students in Mathematics, Bio-Statistics, Economics, and Electrical Engineering departments. They each have published several papers with these PhD students in top journals. Prof. Kim is working with the Keck School of Medicine on multiple projects. She has co-authored a paper with Keck faculty that has won the best paper award for an "OM paper" in *Management Science* 2018. In this paper, she studies the impact of capacity allocation in intensive care units on patient outcomes. Prof. Dasu is working with faculty in the LAC-USC hospital. Prof. Bassok is engaged with multidisciplinary teams that are seeking to strengthen healthcare supply chains in Africa.

The second stream consists of research collaborations that motivate new methodological developments. An example of this would be the joint work of Profs. James and Prof. Luo from the marketing department with a PhD student Courtney Paulson. Their work contributes to optimization methods motivated by a high-dimensional problem arising in web-based advertising. Prof. Fan and Prof. Lv's work with Lu and Zheng, doctoral students in computational biology and mathematics, respectively, are other examples.

The third stream consists of researchers from different disciplines collaborating on problems that are in essence multi-disciplinary. Some of these collaborations are occurring among faculty within DSO. Profs. T. Sun from the IS group and Zhu from the OM group are studying the last mile delivery problem with a doctoral student. Prof. T. Sun is also working with Prof. Lv from the statistics group on a project that received an Adobe faculty research award (2018). They are exploring how best to combine big data with small experiments. Prof. Gupta from the OM group is working with Prof. James on estimating demand rates, particularly for low-demand products in settings with limited data. There are several projects involving researchers from disciplines outside DSO. Prof. Rusmevichientong investigated category pricing decisions that require estimating a large matrix of cross-product demand elasticities and asks: how many experiments are required as the number of products in the category grows? Prof. Miric has two papers with Profs. Teodoritis and Raffiee from the MOR department at Marshall. They share a common interest in innovation. Prof. Dasu has worked on incorporating behavioral sciences into the design of service operations. He has a book on this topic. Profs. El Sawy and Majchrzak's work is essentially multi-disciplinary. Prof. Majchrzak has worked with scholars in, and contributed to, the fields of marketing, strategy, organizational studies, and innovation. Her work has appeared in *Organization Studies, Academy of Management,* and *Communication of the ACM.* Much of Prof. El Sawy's work is concerned with strategic and marketing decisions. Presently, he is working with Prof. Fiss from the MOR department. Organizational agility and communication technologies is one of the topics they have worked on.

Several faculty members have courtesy appointments in other departments at USC and in other universities. Prof. Sun has a (courtesy) joint appointment in the Department of Computer Science, USC. Prof. Fan has (courtesy) joint appointments in the Department of Economics and Department of Computer Science at USC. Prof. Lv has a (courtesy) joint appoint in the Mathematics Department, USC. Prof. Lv and Fan are associate fellows, USC Dornsife Institute for New Economic Thinking (INET). Profs. Fan, James and Lv are board members at the USC Machine Learning Center. Prof. James is a board member of CAMS at USC. Prof. Majchrzak is a faculty affiliate at the Annenberg Innovation Lab, USC. During the academic year 2018-2019, she is the University International Chair at LUISS University, Rome, Italy and a member of the scientific advisory committee, at Centre for Research in Leadership, Innovation, and Organization at the LUISS University, Rome.

III.5 Strengths and Weaknesses

a). Strengths

- **Faculty**. The biggest strength of the DSO department is our faculty. The faculty in all three groups are conducting cutting-edge and first-class research. Their outstanding

achievements have been well recognized by the large number of awards, grants and editorial positions in elite journals. They are extremely devoted to PhD advising and have demonstrated their ability to place our students in excellent research institutions. The faculty to student ratio is extremely high. The students get the full attention from faculty and have opportunities to collaborate with multiple faculty members during their PhD study.

- **Research Support**. The research support at Marshall has been excellent. The PhD students only need to TA in one semester and teach one class as instructors in one semester. They can focus on their research projects during most of their stay. All PhD students can study advanced topics and learn from faculty closely on a regular one-to-one basis. They have also benefited a lot from the co-advising system, which provides them great opportunities to interact with multiple faculty members frequently and get timely and informative feedback from various perspectives on their research.
- **Program Structure and Evaluations**. The present structure of the program has been carefully designed and fine-tuned to meet the needs of the students. We believe that it provides all the key elements for our PhD students to acquire the necessary skills, realize their research potential and thrive in the program. The evaluation system, including regular research meetings, student seminars in every semester, summer paper, screening and qualifying exams, can provide informative and timely feedback on the students' research progresses.
- **Integrative and Collaborative Research**. The ability to conduct integrative research is one of the main strengths of the DSO department as compared to many schools. The students benefit from the excellent and diverse research opportunities offered by the faculty in three strong and active groups in DSO. The faculty and students share similar visions and work enthusiastically together on topics in big data analytics, which has emerged as a vital and challenging area in modern business research. The DSO department has strived to provide our PhD students with a holistic approach with the excellent skills in Statistics, Machine Learning, Optimization, Information Systems so that our PhD students can conduct integrative research by interacting with faculty from different groups.
- **Collegial Environment**. Historically the DSO department has been well-known to be collegial and this excellent tradition has been further fostered by the increased collaborative research conducted by faculty and students across different groups. The different groups enjoy the company of each other, and the faculty and students participate in the seminars of the other groups and work together. This collegial environment enables the PhD students to work with a team of faculty and seek advice from faculty from diverse research perspectives.

b). Weaknesses

- **Program size.** The program is small compared to other research institutions. On average we only admit 1-2 students per year for both Statistics and OM programs (3 PhD students overall). Currently the OM group has a total of 10 PhD students and the Statistics group has a total of 7 PhD students. A larger group of students will enable the students to learn from each other, to work together and develop the camaraderie that many of us experienced during the PhD studies.

- **PhD classes.** We only offer 2 PhD classes per year for both the Statistics and OM PhD programs. This is partially due to the small size of the PhD program. This issue can be partially resolved by asking students to take elective classes offered by other schools at USC and UCLA. However, the ability to offer more advanced PhD classes would be extremely helpful to exploit the great talents of our faculty and enhance the effectiveness of the PhD education system.
- **Reputation and tradition.** The DSO department improved dramatically in the last 10-15 years. While the high quality of the IS, OM and Stat faculty is well known among academicians, it is not yet well known among potential PhD students. It will take some more time till the message will get around and till more excellent students will apply to our programs.
- **PhD recruiting.** We have a good track record for educating and placing PhD students in great schools. Although the student quality has improved significantly over the years, we still need to figure out novel approaches to identify star students and become more competitive to attract the top candidates.

We aim to develop a state-of-the-art education and training for our PhD students. At the moment, our students are taking two types of classes: *(a)* Specialized PhD classes uniquely designed by the DSO faculty to explicitly address OM and Statistics needs; these classes are unique, and not offered at other schools or departments at USC; *(b)* general classes offered in the Viterbi school, the economics and mathematics departments at the Dornsife College. At the moment, we are limited in the number of classes that the department can offer. The problem becomes more serious when we look at the subjects of "current questions and most recent solutions", as we do not have a lot of classes in which we can discuss them. One additional approach we took in addressing this issue is to offer summer workshops covering selected topics (alternating years for OM and Statistics). However, we believe that being allowed to offer only two specialized classes per year limits our ability to provide what we consider the optimal set of classes and to provide our students with the best possible education. Detailed plans for improvements are discussed in Section IV.

IV. COMPREHENSIVE PLAN FOR IMPROVEMENT

The DSO department still faces several challenges for improving the PhD recruitment and educational system. Moreover, the DSO department aims to strengthen the integration of research conducted by the strong faculty in all three groups. We first describe in detail our integrated plan for improving PhD recruiting, educational system and diversity in research (Section IV.1), and then discuss specifically the core tasks (Section IV.2), future directions (Section IV.3), opportunities and obstacles (Section IV.4). The improvements that can be made through reallocation of existing resources and through additional resources are discussed in Section IV.5 and Section IV.6, respectively.

IV.1 Integrated plan for improvement

The following strategic objectives (a)-(d) will be implemented over the next five years.

a) Improving PhD Recruiting

Summary: The OM PhD program has attracted a good number of applications over the years. The application pool of the Statistics PhD program has significantly improved in both quantity and quality in the past three years. See Appendix C1 for admission data for the OM and Statistics programs. We have both succeeded in attracting some good PhD students and failed in attracting some good PhD candidates. Clearly much is needed to be done in facing competition for the best students from the top programs such Stanford, Wharton, Columbia, MIT and Berkeley, among others.

The plans for further improving PhD recruiting are described below.

- Last year the Marshall PhD program organized a school-wide recruiting event that invited undergraduate and master's students majoring in Math, CS, Econ and Engineering at USC. We also advertised the event to nearby universities such as Caltech, UCLA and UCI. We will continue to participate in school-wide initiatives to identify suitable candidates for our PhD programs.

- The Statistics group will continue its current practice in PhD recruiting. These efforts include *(i)* advertising the PhD program (by sending email blasts) to potential candidates in the US top master programs and *(ii)* inviting top candidates to attend the PhD day, a whole day event that consists of faculty presentations in the morning, one-on-one meetings with faculty in the afternoon, and a campus tour and dinner with the PhD students. The OM group will follow similar strategies in future years. The DSO department is considering holding a joint PhD day with faculty, students and candidates from both PhD programs.

- We plan to implement a more strategic approach such as targeted recruiting to increase the overall PhD applicant quality. For example, some of the best placements of our PhD graduates are students that we successfully attracted from other programs at USC. This involves a more proactive approach to better leverage personal and professional relationships

of our excellent faculty to identify the best students. We plan to find effective ways to increase the visibility of the data science programs by advertising the exciting research opportunities and excellent support at Marshall to high-quality students from various programs in Computer Science, Engineering, Math and Econ within and outside USC.

- We are also looking into ways to increase the diversity of the applicant pool. For example, we plan to take a proactive approach to reach out to minority faculty members at USC and other universities who might be helpful for identifying suitable applicants through their networks and local communities.

- In addition to attracting master's students, we believe that recruiting excellent undergraduate students is important. We plan to develop a formal recruiting plan involving a collaborative effort among the Mathematics department, Economics department and the Viterbi School at USC. This may involve promoting and presenting the PhD programs to the undergraduate students. Furthermore, it will require making the effort to identify star undergraduate students who are interested in pursuing academic careers, help them develop their interests in our PhD programs and finally persuade them to join our programs at early stages.

- In the long run, we would like to develop good relationships with top American universities and top universities in other countries such as UK, China, India, Iran and Australia with strong undergrad programs in Math, Statistics, Econ and Engineering. We need to develop an active recruiting program at these universities including producing and delivering promotional materials and visiting these department to present our PhD programs.

b) Improving the Educational System

In the next few years the DSO department aims to tailor the structure of the PhD program to better fit students' needs and to address current issues relevant to OM and Statistics.

- Currently one of the biggest challenges is that the DSO department is only allowed to offer two PhD classes per year for each of our programs. We feel that in order to cover the latest research, techniques and developments we need to design and offer, in the near future, at least 3 classes, in total, per year per program. It will better equip the students to succeed in the job market and to develop more successful academic careers.

- We will help students identify, and encourage them to take, excellent classes offered by USC Viterbi, Caltech and UCLA.

- We will help interested students to identify new research opportunities outside USC including *(i)* choosing excellent students to visit top institutions for one semester, and *(ii)* finding internships for third year PhD students with high-tech firms such as Google, Microsoft, Uber and Snapchat. We believe that exposing and interacting with excellent researchers, professors and PhD students in other great research institutions or top tech firms would be very beneficial for our PhD students to learn the newest developments of their research fields and acquire the most advanced and cutting-edge techniques. Moreover,

industry experiences can help our PhD students to become better researchers, to gain a better understanding of the field, and to learn how to tackle real world problems.

- The statistics group suggested adding a statistics consulting class to the PhD sequence. Many statistics departments run these classes for their PhD program. The class would provide a valuable education to the PhD students on how to actually work on real world research problems and help others with their research (a key goal of a statistician). Moreover, the class should help the Statistics group to integrate with other business disciplines at Marshall in a more natural and effective way. This is roughly how it works.

  1) A class is created and run by a faculty member. PhD students enroll in the class.
  2) Faculty and students from Marshall and around the university are then invited to attend at certain times each week where they present their research problem and receive advice from the PhD students on potential statistical approaches that could be used to address the problem. The faculty member is usually also present in these meetings.
  3) Then at a regular time each week the students meet with the faculty member who provides advice on their interactions with the clients and any other suggestions they might have made etc.

  This course would provide valuable training for our Statistics PhD students and should be helpful to Marshall faculty and PhD students with their research problems. Moreover, they provide the general Marshall community with free advice on statistical problems they might be struggling with. We hope that Marshall can allocate a half course credit to a faculty member to run the course.

- We propose that additional funding should be provided to students, so that interested students will have the opportunity to start working with faculty on research in the summer *before* the first year.

- The PhD coordinator will hold regular meetings with both faculty and students to constantly reflect on the current evaluation system, identify new issues and further improve the evaluation process. The top priorities include: *(i)* to provide informative and timely feedback to the students, *(ii)* to make sure that the development and progress of the students are adequate for their respective stages, and *(iii)* to offer personalized assistance for students with special needs in their desired careers.

c) Expanding faculty's Expertise and increasing diversity of faculty

Building a more collaborative and integrative research atmosphere can *(i)* effectively exploit existing talents, *(ii)* help identify emergent and important opportunities in big data research and *(iii)* provide much needed solutions to important business analytics problems.

- The DSO department will continue to grow its strengths in several research fields by recruiting new faculty as well as providing better support for existing faculty to develop new expertise and expand their research scope. Moreover, the department plans to allocate at least four regular seminar slots per year to internal faculty and convert these to brownbag lunches.

This would help the DSO faculty to better know their research interests and identify potential collaboration opportunities.

- The department will also continue to incorporate diversity-related best practices into its faculty recruiting. DSO will be dedicated to recruiting more women and under-represented minorities in future hiring. This academic year, each recruiting committee chair participated in the university training and also a subset of the recruiting committees attended a special training provided by Prof. Little (Associate Dean for Diversity, USC Marshall). These best practices were integrated into the recruiting efforts to enhance the applicant pool and ensure equal opportunity for all candidates.

d) Strengthening research integrations and connections

- Professors Dutta (MKT) and Randhawa (DSO) recently initiated the DSO-MKT research series, which has also received support (lunch and meeting place) from the vice dean's office. In the first meeting on October 13, 2018, selected DSO and Marketing faculty introduced their research areas; all attendees expressed great enthusiasm to keep up such meetings. Profs. Dukes (MKT) and Gupta/Drakopoulos (DSO) have agreed to serve as point faculty to organize and develop future plans.

- DSO has an excellent record for interdisciplinary research. We will continue to strengthen our existing collaborations and connections with Keck School of Medicine, Mathematics, Economics and computer science departments.

IV.2. Core objectives and priorities

Among the comprehensive strategic objectives discussed in the previous section, the DSO department plans to give priorities to the following three core objectives.

a) *Recruiting top PhD candidates*.

We aim to consistently place our PhD students in top research institutions in the years to follow. The great starting point is that both the OM and Statistics groups have built a top-quality faculty who are conducting first class research and dedicated to PhD teaching and mentoring. Currently the most imperative task is to recruit motivated and talented PhD candidates that promise to thrive under careful teaching and mentoring. We always face competitions from other top programs and it is in general difficult to out-recruit places such as Stanford and Wharton. While the detailed plans have been discussed in the previous section, we stress that our focus will be to implement *(i)* proactive approaches such as targeted recruiting and active advertising to identify top candidates, and *(ii)* more strategic approaches by leveraging personal and professional relationships to increase the chances of success.

b) Building a more diverse faculty.

To make our PhD program more attractive to all candidates, a key focus of the DSO department in the next five years is to increase the diversity of our faculty in several dimensions. The key

tasks include the recruitment of new faculty from under-represented groups, and the search of star researchers in emerging fields such as causal inference, Bayesian methods and machine learning. The DSO department is also committed to provide strong support for existing faculty to develop and strengthen their expertise in related important research fields.

c) Improving the educational system.

We will work with the school and university to seek solutions that enable us to offer more advanced classes to our PhD students. The current setup, which only allows us to teach two PhD classes per year for each program, has limited our ability to build a more effective PhD curriculum. Our faculty has shown strong interests to help students develop more successful academic careers via teaching more advanced PhD classes. It is very important to enhance the current system to fully exploit the great talents of our world class faculty.

IV.3 Future Directions

DSO has built an excellent faculty that are leading experts in emerging areas of OM and Statistics including high-dimensional statistics, deep learning, large-scale inference, network analysis and sharing economy, among others. The department is well prepared for the big data era and capable of providing excellent research opportunities and education to our students at all levels. The department will further strengthen its research on causal inference, Bayesian statistics and business applications.

IV.4 Opportunities and obstacles

The DSO department provides great opportunities with respect to interdisciplinary research and teaching. The combination of OM, Statistics and IS under one roof positions the department to be a leader in the area of *Business Analytics*, and to conduct integrative and interdisciplinary research to address key issues arising from modern business applications. The department is housing a large and highly-ranked master's program in Business Analytics (BA). The BA program provides valuable resources and funds to support the department and faculty in various ways.

The major obstacles, in our view, are the relative small sizes of our PhD programs and the limited number of advanced classes that we can offer per year. We need to enhance the current educational system via increased support on these dimensions.

IV.5 Improvements via reallocation of existing resources.

At this stage, we are generally happy with the resources we have to support the two PhD programs in OM and Statistics. These two programs are running well. The current allocation of recourses seems to be reasonable. Several improvements are clearly needed but these improvements can only be achieved through additional resources.

IV.6 Improvements through additional resources

We discuss three improvements below, among which items (a) and (b) do not require major investments, whereas item (c) requires substantial additional resources.

a). Increase the size of our PhD programs.

Although the school has been very supportive and generous for the DSO department, the program size is still small compared to other research institutions. On average we only admit 1-2 students per year for Statistics and 2-3 students per year for OM programs (averaging 3 PhD students overall). Currently the OM group has a total of 10 PhD students and the Statistics group has a total of 7 PhD students. In comparison, the Statistics department at Wharton School has 33 PhD students and the Statistics department at Stanford has 60 PhD students. A larger group of students will enable the students to learn from each other, to work together and develop the camaraderie that many of us experienced during the PhD studies.

b). Increase the number of PhD classes.

We only offer 2 PhD classes per year for both the Statistics and OM PhD programs. This is partially due to the small size of the PhD program. This issue can be partially resolved by asking students to take elective classes offered by other schools at USC and UCLA. However, the ability to offer more advanced PhD classes would be extremely helpful to exploit the great talents of our faculty and enhance the effectiveness of the PhD education system.

c). Finally, we discuss in detail an initiative for ***restarting the PhD Program in Information Systems.***

In the past we had an IS PhD program (until the last PhD student graduated in 2012). The placement of this PhD program was good, including University of North Carolina, George Washington University, Temple University, HKUST, and MIT (Research Associate). More detailed placement information is provided in the Appendix E1.

The reason for eliminating the PhD program in IS was that the IS faculty shrank to two senior faculty. The group has now expanded with the addition of two excellent new junior faculty, and we believe that now the department can offer a very good PhD program in IS. The justification for a new IS PhD program is twofold. The field of IS, and more specifically digital platforms, is an important area at the core of most businesses. We can provide excellent guidance to aspiring researchers in this area. In addition, it will enable us to provide a holistic approach to the important area of Business Analytics. Having 3 PhD programs in Statistics, Operations and IS under the same DSO umbrella will enable us to conduct interdisciplinary research and to provide holistic and impactful solutions to important problems.

The importance of a PhD program in IS can be also seen by the fact that the IS job market has been extremely hot recently, and the market is projected to continue to grow in the coming years. One of our recent IS hires was on the market in 2015— the IS groups in nearly all the top schools such as Harvard Business School, Wharton, NYU, USC, University of Minnesota,

Rochester, UCSD, George Washington University, had one or more openings (Appendix E2) and interviewed him; almost all of them invited him for a job talk, and more than two thirds extended an offer to him.

There are a few reasons behind this trend:

1) The teaching need for digital technology, big data and business analytics is surging over the past few years. This trend seems not to be a fad because of the explosion of big data and the emergence of digital technologies and platform ecosystems. In most of the abovementioned schools, the IS group is responsible for a big part of Master of Business Analytics programs and Master of Information Systems/Digital Innovation programs, and often cannot fulfill the demand. Top job market candidates can be placed to very good schools.

2) With the increasing demand, the supply of IS PhD students is not catching up because of a fixed quota. It is especially hard to find PhD graduates from top IS programs. MIT and Wharton on average produce 0.5-1 graduates each year. USC is in a very good position to place students in the high end of the IS market.

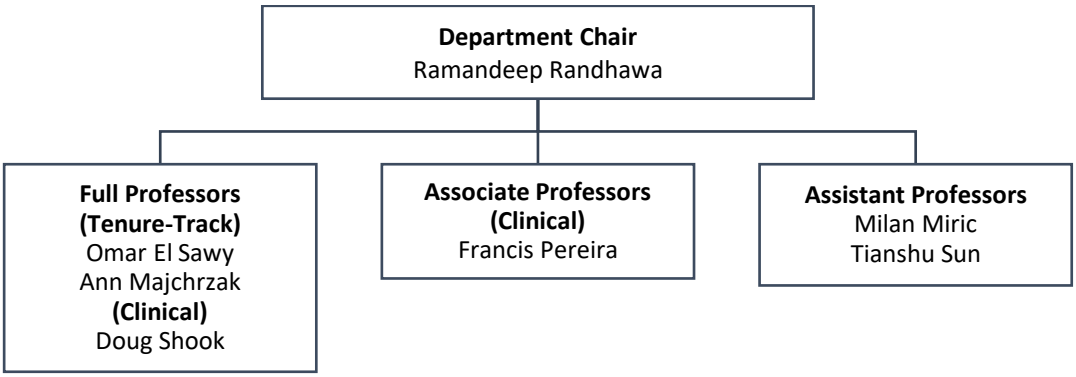
The field of IS, and more specifically digital platforms, is an important area at the core of most businesses. We can provide excellent guidance to aspiring researchers in this area. In addition to the two excellent recently hired junior faculty, who are already establishing cross-disciplinary collaborations, our two senior IS faculty members managed to keep our department in the Top 25 in the ranking of the Association of Information systems for the period 2006-2016. This fact is even more impressive if one keeps in mind that the ranking does not adjust for the number of faculty, and our IS group had only two members until last year.

Clearly, adding a new PhD program, even if admitting only one PhD student per year, is costly. The cost should include the cost of an additional student and the cost of adding two specialized classes. While we argue that each program needs at least four specialized classes, we believe that some of the specialized classes can be shared across the different PhD programs (esp. the methods classes in Economics, Optimization and Statistics) and thus two specialized class will suffice for the proposed new PhD program in IS. We believe that there will also be interest in the content of those IS classes in the OM/Stats group and the other departments (MOR, Marketing, Economics, Computer Science) as well, and that they might potentially be offered as GSBA courses. Potential topics for IS classes include field experiment/causal inference, and platform strategy and ecosystem.

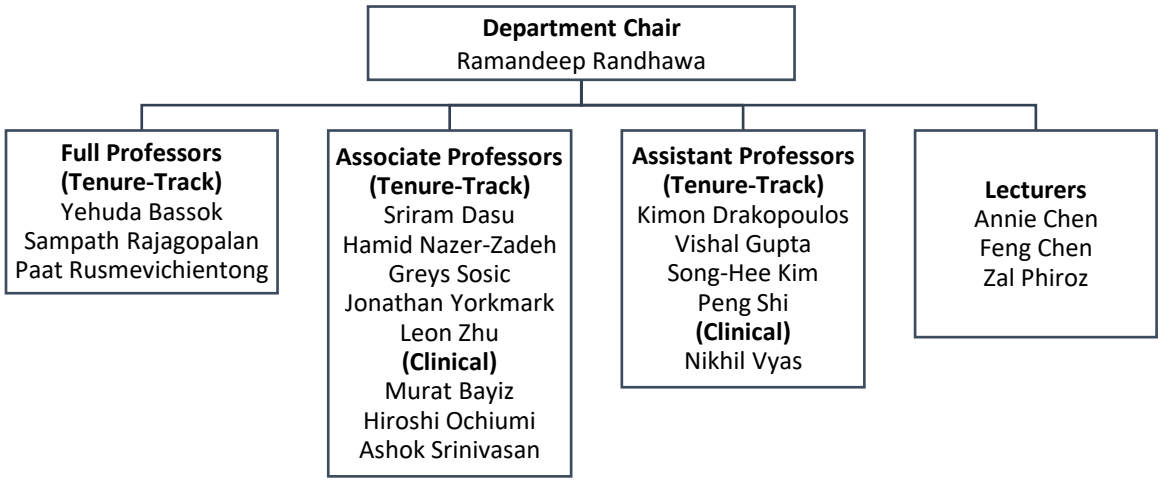
APPENDIX A: DEPARTMENTAL FACULTY

Appendix A1: Organization Chart

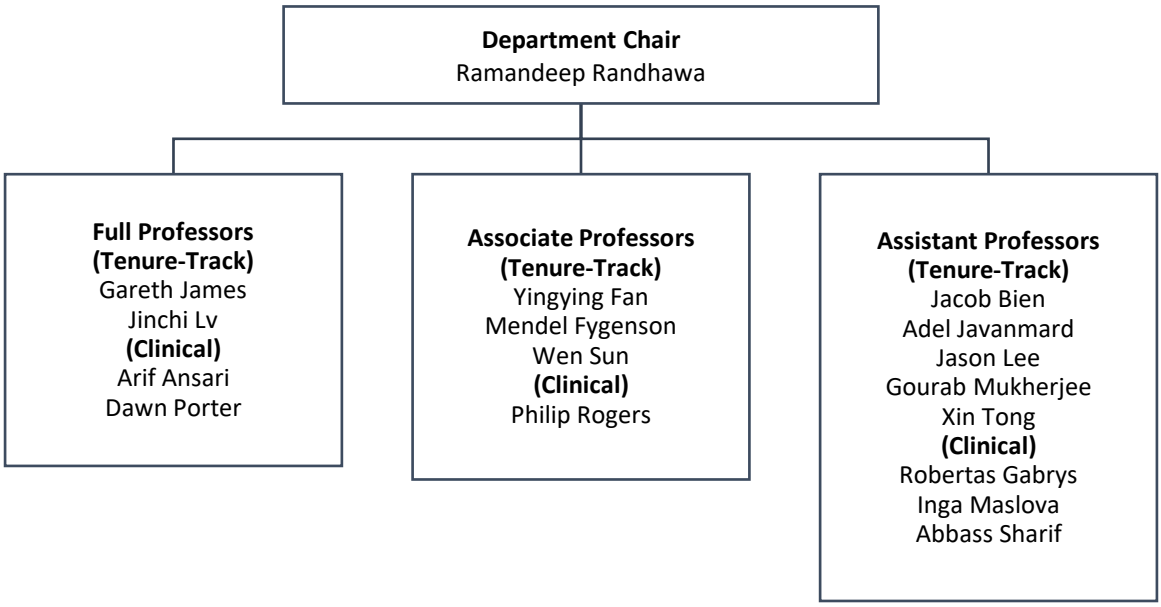
Information Systems Faculty



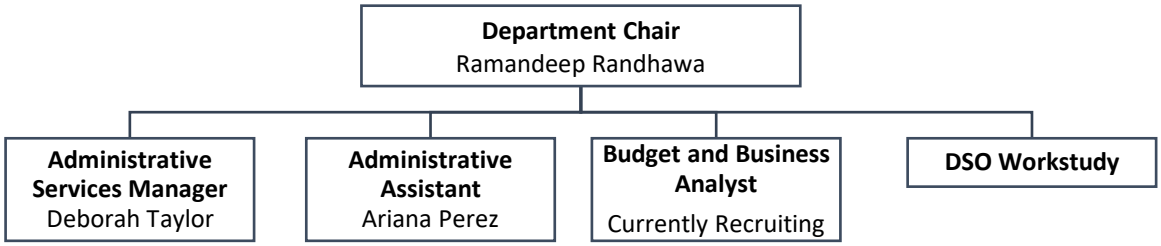
Operations Management Faculty



Statistics Faculty



Support Staff



Appendix A2: Full Time Faculty Gender and Ethnicity

Table A2-1: Operations Management Faculty

Title	Name	Gender	Ethnicity
Professor	Bassok, Yehuda	M	Caucasian
Associate Professor Clinical	Bayiz, Murat	M	Caucasian
Lecturer	Chen, Annie	F	Asian
Lecturer	Chen, Feng	F	Asian
Associate Professor	Dasu, Sriram	M	Indian Subcontinent
Assistant Professor	Drakopoulos, Kimon	M	Not Available
Assistant Professor	Gupta, Vishal	M	Indian Subcontinent
Assistant Professor	Kim, Song-Hee	F	Asian
Associate Professor	Nazer-Zadeh, Hamid	M	Middle Eastern
Associate Professor	Ochiumi, Hiroshi	M	Asian
Lecturer	Phiroz, Zal	M	Indian Subcontinent
Professor	Rajagopalan, Sampath	M	Asian
Department Chair & Professor	Randhawa, Ramandeep	M	Indian Subcontinent
Professor	Rusmevichientong, Paat	M	Asian

Title	Name	Gender	Ethnicity
Assistant Professor	Shi, Peng	M	Asian
Associate Professor	Sosic, Greys	F	Caucasian
Associate Professor Clinical	Srinivasan, Ashok	M	Asian
Assistant Professor Clinical	Vyas, Nikhil	M	Indian Subcontinent
Associate Professor	Yormark, Jonathan	M	Caucasian
Associate Professor	Zhu, Leon	M	Asian

Table A2-2: Statistics Faculty

Title	Name	Gender	Ethnicity
Professor of Clinical	Ansari, Arif	M	Indian Subcontinent
Assistant Professor	Bien, Jacob	M	Not Available
Associate Professor	Fan, Yingying	F	Asian
Associate Professor	Fygenson, Mendel	M	Caucasian
Assistant Professor Clinical	Gabrys, Robertas	M	Caucasian
Professor	James, Gareth	M	Caucasian
Assistant Professor	Javanmard, Adel	M	Not Available
Assistant Professor	Lee, Jason	M	Asian
Associate Professor	Lv, Jinchi	M	Asian
Assistant Professor Clinical	Maslova, Inga	F	Caucasian
Assistant Professor	Mukherjee, Gourab	M	Indian Subcontinent
Professor Clinical	Porter, Dawn	F	Caucasian
Associate Professor Clinical	Rogers, Philip	M	Caucasian
Assistant Professor Clinical	Sharif, Abbass	M	Middle Eastern
Associate Professor	Sun, Wen	M	Asian
Assistant Professor	Tong, Xin	M	Not Available

Table A2-3: IS TT Faculty

Title	Name	Gender	Ethnicity
Professor	El Sawy, Omar	M	Caucasian
Professor	Majchrzak, Ann	F	Caucasian
Assistant Professor	Miric, Milan	M	Not Available
Associate Professor Clinical	Pereira, Francis	M	Asian
Professor of Clinical	Shook, Doug	M	Not Available
Assistant Professor	Tianshu, Sun	M	Asian

Appendix A3: Adjunct Faculty Gender and Ethnicity

Title	Name	Gender	Ethnicity
Adjunct Professor	Coggeshall, Stephen	M	Caucasian
Adjunct Professor	Dasgupta, Tathagata	M	Indian Subcontinent
Adjunct Professor	Geng, Jason	M	Asian
Adjunct Professor	Hsu, Umi (Wendy)	Non-Binary	Asian
Adjunct Professor	Kim, Kyung	M	Asian
Adjunct Professor	Lin, Tony	M	Asian
Adjunct Professor	Mohasseb, Sid (Saeed)	M	Middle Eastern
Adjunct Professor	Qajar, Arsames	Declined to Answer	

Title	Name	Gender	Ethnicity
Adjunct Professor	Selbe, Omeed	M	Caucasian
Adjunct Professor	Selby, Richard	M	Caucasian
Adjunct Professor	Sharma, Vivek	M	Not Available
Adjunct Professor	Subramanian, Bala	M	Indian Subcontinent
Adjunct Professor	Thomas, Carlos	M	African American
Adjunct Professor	Wang, Robert	M	Asian

Appendix A4: Faculty Hires

Year	Name	Degree	Current Status
2009	Ramandeep Randhawa (OM)	Stanford	Professor
2009	Yingying Fan (Stats)	Princeton	Associate Prof.
2010	Robertas Gabrys (Stats)	Utah State	Assist. Prof. Clinical
2011	Hamid Nazerzadeh (OM)	Stanford	Associate Prof.
2011	Paat Rusmevichientong (OM)	Stanford	Chaired Professor
2011	Wen Sun (Stats)	U Penn	Associate Prof.
2012	Nick Vyas (OM)	Cal Polytechnic	Assist. Prof. Clinical
2013	Xin Tong (Stats)	Princeton	Assistant Prof.
2013	Gourab Mukherjee (Stats)	Stanford	Assistant Prof.
2013	Abbass Sharif (Stats)	Utah State	Assist. Prof. Clinical
2014	Vishal Gupta (OM)	MIT	Assistant Prof.
2015	Song-Hee (OM)	Columbia	Assistant Prof.
2015	Adel Javanmard (Stats)	Stanford	Assistant Prof.
2015	Philip Rogers (Stats)	UC Berkeley	Associate Prof. Clinical
2016	Kimon Drakopoulos (OM)	MIT	Assistant Prof.
2016	Jason Lee (Stats)	Stanford	Assistant Prof.
2016	Milan Miric (IS)	Copenhagen Business School	Assistant Prof.
2016	Tianshu Sun (IS)	Univ. of Maryland	Assistant Prof.
2016	Inga Maslova (Stats)	Utah State	Assist. Prof. Clinical
2017	Peng Shi (OM)	MIT	Assistant Prof.
2017	Annie Chen (OM)	MIT	Lecturer
2017	Jacob Bien (Stats)	Stanford	Assistant Prof.
2018	Zal Phiroz (OM)	Univ. of Cape Town	Lecturer
2018	Feng Chen (OM)	USC	Lecturer

Appendix A5: Faculty Departures

Year	Name	Reason
2018	Amy Ward (OM)	Moved to Booth School, University of Chicago
2017	Peter Radchenko (Stats)	Did not receive tenure (moved to University of Sydney Business School)
2012	Hao Zhang (OM)	Did not receive tenure (moved to UBC Sauder School of Business)

APPENDIX B: FACULTY QUALITY DATA

Appendix B1: National Rankings

Information Systems Group Ranking

The group is ranked #9 world-wide in the UT Dallas ranking based on number of articles published in journals: Information Systems Research, Management Information Systems Quarterly, and Management Science, during the period 2013 to 2018 (retrieved 12/13/2018).

TABLE B1-1 Ranking based on number of Publications in three top IS journals

Rank	University	Articles	Score	Country
1	**University of Texas at Dallas (Naveen Jindal School of Management)**	**85**	**43.48**	**USA**
2	University of Pennsylvania (The Wharton School)	66	33.72	USA
3	New York University (NYU) (Leonard N Stern School of Business)	72	32.97	USA
4	University of Maryland at College Park (Robert H. Smith School of Business)	62	28.18	USA
5	Harvard University (Harvard Business School)	51	27.03	USA
6	Massachusetts Institute of Technology (Sloan School of Management)	52	24.09	USA
7	University of Minnesota at Twin Cities (Carlson School of Management)	56	23.42	USA
8	University of Michigan at Ann Arbor (Ross School of Business)	47	22.60	USA
9	University of Southern California (Marshall School of Business)	43	22.21	USA
10	University of Toronto (Joseph L. Rotman School of Management)	45	20.72	Canada
11	Georgia Institute of Technology (Scheller College of Business)	41	20.27	USA
12	University of Texas at Austin (McCombs School of Business)	43	19.93	USA
13	Temple University (The Fox School of Business and Management)	46	19.70	USA
14	Stanford University (Graduate School of Business)	39	18.77	USA
15	Duke University (The Fuqua School of Business)	41	18.57	USA
16	Georgia State University (J. Mack Robinson School of Business)	43	18.52	USA
17	Columbia University (Columbia Business School)	40	16.57	USA
18	University of Arkansas at Fayetteville (Sam M. Walton College of Business)	28	15.66	USA
19	Carnegie Mellon University (Tepper School of Business)	30	14.62	USA
20	Northwestern University (Kellogg School of Management)	29	14.58	USA

Caveat: A top IS journal, Journal of Management Information Systems, is not included in the UT Dallas calculations. Further, Management Science is a broad journal in which faculty from OM publish, and so do some faculty from Marketing and Finance. The table above includes all articles published by researchers affiliated with these schools, not just those in the IS groups.

Operations Management Group Ranking

The group is ranked #11 world-wide in the UT Dallas ranking based on number of articles published in journals: Management Science, Operations Research, Manufacturing & Service Operations Management and Production and Operations Management, during the period 2013 to 2018 (retrieved 12/12/2018).

TABLE B1-2 Ranking based on number of publications in top four OM journals

Rank	University	Articles	Score	Country
1	**University of Texas at Dallas (Naveen Jindal School of Management)**	**112**	**56.46**	**USA**
2	Massachusetts Institute of Technology (Sloan School of Management)	93	44.28	USA
3	University of Pennsylvania (The Wharton School)	78	39.11	USA
4	New York University (NYU) (Leonard N Stern School of Business)	79	38.50	USA
5	Columbia University (Columbia Business School)	80	37.58	USA
6	Stanford University (Graduate School of Business)	72	36.30	USA
7	University of Michigan at Ann Arbor (Ross School of Business)	72	35.96	USA
8	Harvard University (Harvard Business School)	69	35.46	USA
9	Duke University (The Fuqua School of Business)	75	33.82	USA
10	University of California at Los Angeles (Anderson School of Management)	72	32.83	USA
11	University of Southern California (Marshall School of Business)	60	32.76	USA
12	University of North Carolina at Chapel Hill (Kenan-Flagler Business School)	63	32.13	USA
13	Washington University at St. Louis (Olin School of Business)	69	31.44	USA
14	University of Texas at Austin (McCombs School of Business)	56	25.14	USA
15	Carnegie Mellon University (Tepper School of Business)	50	25.14	USA
16	University of Maryland at College Park (Robert H. Smith School of Business)	51	24.10	USA
17	Cornell University (Samuel Curtis Johnson Graduate School of Management)	54	23.94	USA
18	Georgia Institute of Technology (Scheller College of Business)	49	23.52	USA
19	Northwestern University (Kellogg School of Management)	45	22.33	USA
20	Purdue University (Krannert Graduate School of Management)	45	22.04	USA

Caveat: Some faculty from Information Systems, Marketing, Finance also occasionally publish in Management Science. The table above includes all articles published by researchers affiliated with these schools, not just those in the operations management groups.

Statistics Group: No public ranking is available

FACULTY	AWARD	YEAR	DESCRIPTION IF ANY
Arif Ansari	Evan C. Thompson Teaching & Learning Innovation Award	2012	For creating the innovative BUAD 425 – Data Analysis for Decision Making class and teaching the class in an innovative way at Marshall School of Business.
Arif Ansari	Golden Apple Award	2009	For MBA-PM Core Class for Year 2008, awarded in 2009 at graduation ceremony, Marshall School of Business.
Arif Ansari	Student Organization Award	2009	Distinguished Professor and Scholarship Dinner by The Alpha Upsilon Chapter of the Sigma Chi Fraternity, November 4th 2009.
Murat Bayiz	Evan Thompson Award for Teaching & Learning Innovation	2014	
Murat Bayiz	Golden Apple Teaching Excellence Award	2013	For MBA, Spring 2013.
Murat Bayiz	Golden Apple Teaching Excellence Award	2013	For Undergraduate, Spring 2013.
Jacob Bien	NSF Career Award	2017	Principal Investigator for 5-year ($400,000) National Science Foundation Grant. Title: "Flexible Parsimonious Models for Complex Data." Estimated time: 1 summer month/year (July 1, 2017 - June 30, 2022). 1 of 8 awarded in Statistics in 2017.
Jacob Bien	Yahoo! Key Scientific Challenges Program Award in Machine Learning and Statistics	2011	(four awarded internationally) "We believe you are working on groundbreaking research that will be the future of our industry." (Spring 2011)
Dawn C. Porter	Golden Apple Award	2017	USC full-time MBA program
Dawn C. Porter	Golden Apple Award	2015	USC PM.MBA program
Dawn C. Porter	Evan C. Thompson Faculty Teaching Award	2011	
Dawn C. Porter	Golden Apple Award	2011	USC PM.MBA program
Jason D. Lee	NIPS Best Student Paper Award	2016	For "Matrix Completion has No Spurious Local Minima." Awarded to top paper at NIPS 2016.
Kimon Drakopoulos	Ernst Guillemin Award (2nd place)	2011	For Best Electrical Engineering SM Thesis.
Yingying Fan	Guy Medal in Bronze	2017	
Yingying Fan	The Inaugural Dr. Douglas Basil Award for Junior Business Faculty	2014	
Yingying Fan	Noether Young Scholar Award	2013	A prestigious award given annually to one young scholar in the field of Statistics.
Yingying Fan	NSF CAREER Award	2012	
Yingying Fan	NFS Career Award	2012	DMS-1150318. For "High-Dimensional Variable Selection in Nonlinear Models and Classification with Correlated Data," PI ($400,000). (The CAREER award is the highest distinction that NSF can provide to junior researchers; 1 of 5 recipients in the field of Statistics.)
Robertas Gabrys	Steven B. Sample Teaching and Mentoring Award (Nominee)	2011	USC Parents Association
Vishal Gupta	Evan C. Thompson Teaching & Learning Innovation Award	2016	Awarded to one Marshall Faculty per year for developing innovative course materials, implementing new learning pedagogies and demonstrating commitment to students' learning and success.
Vishal Gupta	Best Student Paper Prize	2013	For "Robust SAA," Mathematical Programming. MIT Operations Research Center.
Vishal Gupta	Finalist	2013	George Nicholson Student Paper Competition. For "Data-Driven Robust Optimization," Mathematical Programming, doi:10.1007/s10107-017-1125-8, pgs. 1-58, 2017 (W. D. Bertsimas and N. Kallus).
Vishal Gupta	Honorable Mention	2013	Hubway Data Visualization Challenge. Open challenge to create a visualization for data comprising a half-million rides on Boston's Bike-Share network (W. H. Barrigan and A. Calmon).
Vishal Gupta	Best Student Presentation, INFORMS Financial Services Section	2012	For "Fitting Investor Risk Preferences to Data."
Vishal Gupta	Excellence in Teaching Award (Nominee)	2012	For serving as Teaching Assistant to the MBA Core Course "Data, Models and Decisions" at MIT Sloan. Selected by MBA students.
Adel Javanmard	Zumberge Individual Award	2017	USC James H. Zumberge Faculty Research and Innovation Fund
Adel Javanmard	Google Faculty Research Award	2016	
Adel Javanmard	Thomas M. Cover Dissertation Award	2015	Information Theory Society
Adel Javanmard	Student Paper Award (Finalist)	2012	IEEE Intl Symp on Information Theory (ISIT), Cambridge, (Massachusetts) USA
Adel Javanmard	Student Paper Award (Finalist)	2011	IEEE Intl Symp on Information Theory (ISIT), Russia
Song-Hee Kim	Best OM Paper in Management Science	2018	
Song-Hee Kim	M&SOM Best Paper Award (Finalist)	2017	
Song-Hee Kim	The Southern California Clinical and Translational Science Institute (SCCTSI) Team Building Award	2017	Shared award with Welmoed van Deen, Dennix Wixon, Michael Menchine, Donna Spruijt-Metz, Gil Shlamovitz, and Edward Cho for "Understanding the Optimal Design of Performance Dashboards in the Healthcare Setting," ($5,000).
Song-Hee Kim	M&SOM Best Paper Award (Finalist)	2016	
Song-Hee Kim	Management Science Meritorious Service Award	2016	
Song-Hee Kim	Finalist, INFORMS Health Applications Society Student Paper Competition	2013	
Song-Hee Kim	INFORMS Pierskalla Award (Finalist)	2013	
Song-Hee Kim	M&SOM Student Paper Competition, First Prize	2013	
Jinchi Lv	Guy Medal in Bronze	2015	The Royal Statistical Society (RSS) Guy Medal
Jinchi Lv	NSF CAREER Award	2010	DMS-0955316. For "High Dimensional Variable Selection and Risk Properties."
Jinchi Lv	Dean's Award for Research Excellence	2009	
Jinchi Lv	Zumberge Individual Award	2008	USC James H. Zumberge Faculty Research and Innovation Fund, for "High Dimensional Variable Selection and Covariance Matrix Estimation," PI ($19,449).

Gareth M. James	USC Mellon Faculty Mentoring Faculty Award	2013	
Gareth M. James	Dean's Award for Research Excellence	2011	Awarded to 4 out of 120 research faculty at the Marshall School of Business.
Ann Majchrzak	Lifetime Service Award	2015	Organizational Communication and Information Systems Division, Academy of Management Meetings, July
Ann Majchrzak	Best top 10 papers	2014	R&D Management Conference Stuttgart. For "An Ecological Approach To Understanding How Diversity Affects Collaborative Innovation During Open Strategy Development," (with A. Armisen), June.
Ann Majchrzak	Best Paper of the Year, ICIS	2012	International Conference for Information Systems, Orlando, Florida, December 17.
Ann Majchrzak	Recipient of Emerald Citation of Excellence in Research Impact	2011	As one of top 50 articles from the top 300 management publications worldwide that have had proven impact since their publication (for my Wagner & Majchrzak paper on Wikis).
Ann Majchrzak	Best Conference Paper (Nominee)	2009	For "Building Dynamic Capabilities in an Uncertain World" (with More, P. and Majchrzak, A.), Strategic Management Society Conference, Washington, D.C.
Milan Miric	Kaffuman Prize for Best Student Paper Award REER Meetings (Nominee)	2015	
Gourab Mukherjee	USC Zumberge Individual Award	2016	
Hamid Nazerzadeh	Google Faculty Research Award	2013, 2016	
Hamid Nazerzadeh	Ph.D. Achievement Mentoring Award	2017	Marshall School of Business, USC
Hamid Nazerzadeh	Management Science Distinguished Service Award	2016	
Hamid Nazerzadeh	Dean's Award for Research Excellence	2014	Marshall School of Business, USC
Hamid Nazerzadeh	INFORMS Revenue Management and Pricing Section Prize	2014	
Hamid Nazerzadeh	Management Science Meritorious Service Award	2014	
Hamid Nazerzadeh	George Dantzig Dissertation Award (Honorable Mention)	2009	
Francis Pereira	Pacific Telecommunications Council Best Research Paper	2011	For "Capabilities, Configurations and Customer-Contexts: A Business Model Framework for the Process of Digital Service Innovation."
Zal Phiroz	Deans Commendation Award for Community Development	2017	
Zal Phiroz	Golden Apple Award	2016	
Paat Rusmevichientong	Golden Apple Award	2016	For Excellence in teaching MBA electives. Selected and awarded by Marshall full-time MBA students, given to a single faculty at the Marshall School of Business.
Paat Rusmevichientong	Evan C. Thompson Teaching and Learning Innovation Award	2015	Given to USC Marshall faculty who are both excellent and innovative teachers.
Paat Rusmevichientong	Dean's Award for Research Excellence	2013	Awarded to 3 out of 120 research faculty at the Marshall School of Business.
Paat Rusmevichientong	Golden Apple Award	2013	For Excellence in Undergraduate Teaching. Selected and awarded by Marshall undergraduate students, given to 8 out of 200 teaching faculty at the Marshall School of Business.
Paat Rusmevichientong	Operations Research Meritorious Service Award	2012	
Paat Rusmevichientong	NSF CAREER Award	2008	
Ramandeep S. Randhawa	Operations Research Meritorious Service Award	2012, 2013	
Ramandeep S. Randhawa	Dean's Award for Community	2018	
Raj S. Rajagopalan	Evan C. Thompson Community Service Award	2016	Marshall School of Business
Ramandeep S. Randhawa	Certificate of Teaching Excellence in the Masters of Business Veterans Program	2015	
Ramandeep S. Randhawa	Management Science Meritorious Service Award	2013	
Ramandeep S. Randhawa	Manufacturing and Service Operations Management Meritorious Service Award	2013	
Ramandeep S. Randhawa	Deans Award for Research Excellence	2012	
Ramandeep S. Randhawa	INFORMS JFIG 3rd Prize	2010	Junior Faculty Interest Group Paper Competition. Organized by INFORMS. For "On the Accuracy of Fluid Models for Capacity Sizing in Queueing Systems with Impatient Customers."
Raj S. Rajagopalan	Evan C. Thompson Faculty Leadership & Mentoring Award	2009	Marshall School of Business
Raj S. Rajagopalan	USC Parents Association Teaching and Mentoring Award (Nominee)	2009	
Ramandeep S. Randhawa	Manufacturing and Service Operations Management Meritorious Service Award	2009	
Abbass Sharif	Dean's Award for Community	2017	
Abbass Sharif	Evan Thompson Teaching & Learning Innovation Award	2017	
Abbass Sharif	Golden Apple Award for Excellence in Teaching	2015	
Abbass Sharif	Dissertation Research Award	2013	
Abbass Sharif	Robins Award - Man of the Year (Finalist)	2011	
Peng Shi	ACM SIGCOM Doctoral Dissertation Award (winner)	2017	
Peng Shi	MSOM SIG Best Paper Competition (winner)	2017	
Peng Shi	1st Place	2013	INFORMS Doing Good with Good Operations Research Best Student Paper Competition

Peng Shi	1st Place	2013	INFORMS Public Sector Operations Research Best Paper Competition	
Greys Sosic	MSOM Meritorious Service Award	2009, 2012		
Greys Sosic	IISE Transactions Design & Manufacturing Best Paper Award	2018		
Greys Sosic	Management Science Meritorious Service Award	2010		
Greys Sosic	Management Science Distinguished Service Award	2009		
Tianshu Sun	Management Science Meritorious Service Award	2016-2018		
Tianshu Sun	Adobe Faculty Research Award	2017		$50,000
Tianshu Sun	Best Paper (Finalist)	2017	Best Paper, International Conferences on Information Systems (ICIS)	
Tianshu Sun	Conference Best Paper and Research Competition INFORMS Nunamaker-Chen Dissertation Award (1st Runner-Up)	2017		
Tianshu Sun	Distinguished Dissertation Award (Nominee)	2017	University of Maryland	
Tianshu Sun	Faculty Research Award	2017	USC Greif Center for Entrepreneurial Studies	
Tianshu Sun	Best Paper, ICIS 2016 E-Business Track	2016		
Tianshu Sun	Best Paper (Finalist)	2016	Best Paper, International Conferences on Information Systems (ICIS)	
Tianshu Sun	Best Paper (Finalist)	2015	Best Paper, China Summer Workshop on Information Management	
Tianshu Sun	Best Paper	2015	Conference on Information Systems and Technology (CIST)	
Tianshu Sun	Best Paper (Honorable Mention)	2015	Best Paper, INFORMS Doing Good with Good OR Paper Competition	
Tianshu Sun	Best Student Paper (Finalist)	2015	Best Student Paper, Workshop on Health Information Technology and Economics (WHITE)	
Tianshu Sun	Frank Paine Doctoral Award for Academic Achievement	2015	University of Maryland. Most prestigious award for PhD Students at the Smith School of Business.	
Tianshu Sun	IBM Best Student Paper (3rd Place)	2014	IBM Best Student Paper, INFORMS Service Science Society	
Tianshu Sun	Marketing Science Institute (MSI) Research Competition (winner)	2014	$7,500. what level award?	
Tianshu Sun	Global Young Scholar	2013	Institute for New Economic Thinking & Soros Foundation (with grant)	
Wen Sun	Dean's Award for Research Excellence	2013	Marshall School of Business	
Wen Sun	NSF CAREER Award	2013	National Science Foundation	
Wen Sun	Saul Winegrad Dissertation Award	2009	University of Pennsylvania	
Xin Tong	The Zellner Thesis Award in Business and Economic Statistics	2013	American Statistical Association	
Leon Zhu	Management Science Distinguished Service Award	2012-2015		
Leon Zhu	M&SOM Meritorious Service Award	2011-2017		
Leon Zhu	Excellence Award	2017	Shanghai Open Data Applications Competition	
Leon Zhu	POMS Senior Editor Service Award	2015		
Leon Zhu	Management Science Meritorious Service Award	2011		
Leon Zhu	OCSAMSE Annual Conference Best Paper Award (2nd Prize)	2009		
Leon Zhu	Dean's Award for Research Excellence	2007	Marshall School of Business	

Appendix B3. Editorial Positions

Information Systems Group

Top-Tier Journals in Information Systems	*Faculty, appointment and terms*
Management Information Systems Quarterly	Ann Majchrzak (Senior E., 2011-2014, Special Issue Editor 2012 – present) Omar El Sawy (Senior E., 2016 – 2018, Guest Associate E., 2016, Guest Co-editor Special Issue, 2013)
Information Systems Research	Ann Majchrzak (Associate E., 2004 – 2008) Omar El Sawy (Advisory Board member, 2011 – present) Tianshu Sun (Associate Editor for Special Issue, 2018)
Top-Tier Journals in Related Fields	
Organization Science	Ann Majchrzak (Senior E., 2004 – present, Special Issue Editor 2008 – 2012, 2007-2009)
Other Journals in Information Systems and Related Fields	
Management Information Systems Executive	Ann Majchrzak (Co-Editor, 2009 – 2011)
Management Information Systems Quarterly Executive	Omar El Sawy (Senior E., 2009 – 2013, Co-Editor 2011)
Journal of Strategic Information Systems	Omar El Sawy (Editoral Board member, 2015 - present)
Electronic Markets	Omar El Sawy (Guest Co-Editor, 2018)

Operations Management Group

Top-Tier Journals in Operations Management	*Faculty, appointment and terms*
Operations Research	Yehuda Bassok (Assoc. E. 1997 – 2010) Hamid Nazerzadeh (Dept. E. 2018 – present; Assoc. E. 2016 -2017) Raj Rajagopalan (Assoc. E. 2003-2005, 2007 -- 2008) Ramandeep Randhawa (Assoc. E. 2012-present)

	Paat Rusmevichientong (Assoc. E. 2012 – present) Greys Sosic (Assoc. E. 2018 – present)
Management Science	Sriram Dasu (Assoc. E. 1990 – 2000) Hamid Nazerzadeh (Assoc. E, 2017-2018) Raj Rajagopolan (Dept. E. 2008, Assoc. E.: 2003 -2008) Ramandeep Randhawa (Assoc. E. 2014-present) Paat Rusmevichientong (Assoc. E. 2012 – present) Greys Sosic (Assoc. E. 2014 – 2017). Leon Zhu (Guest Assoc. E. 2008 – 2009)
Manufacturing and Service Operations Management	Sriram Dasu (Assoc. E. 2001 – 2006, Senior E. 2006). Ramandeep Randhawa (Guest Assoc. E. 2018) Greys Sosic (Assoc. E. 2008 – present)
Production and Operations Management	Raj Rajagopalan (Senior E. 2000 – Present) Ramandeep Randhawa (Senior E. 2009 – 2015) Paat Rusmevichientong (Senior. E. 2014 – present) Greys Sosic (Senior E. 2011 – present) Leon Zhu (Senior E. 2013 – present)
Top-Tier Journals in Related Fields	
Mathematics of Operations Research	Paat Rusmevichientong (Assoc. E. 2013 – 2016)
Other Journals in Operations Management and Related Fields	
IIE Transactions	Raj Rajagopalan (Assoc. E.. 2001 – 2008) Greys Sosic (Assoc. E. 2009 – present)
Operations Research Letters	Paat Rusmevichientong (Assoc. E. 2019 – 2015) Leon Zhu (Assoc. E. 2015 – present)
Service Science	Sriram Dasu (Dept. E. 2017 – Present)
Decision Sciences	Greys Sosic (Assoc. E. 2010 – 2016)
Naval Research Logistics	Sriram Dasu (Assoc. E. 2004 – 2007)
Omega	Leon Zhu (Assoc. E. 2015 – present)

Journal of Management Science and Engineering (China)	Leon Zhu (Assoc. E. 2017 – present)

Statistics Group:

Top-Tier Journals in Statistics	*Faculty, appointment and terms*
Journal of the Royal Statistical Society, Series B	Gareth James (AE, 2017-present) Wenguang Sun (AE, 2017-present)
Journal of the American Statistical Association (Application & Case Studies)	Gareth James (AE, 2012-2014)
Journal of the American Statistical Association (Theory and Methods)	Gareth James (AE, 2008-2014) Yingying Fan (AE, 2014-present)
Annals of Statistics	Jinchi Lv (2013-2018)
Biometrika	Jacob Bien (2016-present)
Top-Tier Journals in Related Fields	
Operations Research	Gareth James (AE, 2018-present)
Management Science	Gareth James (Guest associate editor, 2018)
Other Journals in Statistics and Related Fields	
Journal of Econometrics	Yingying Fan (AE, 2014-present)
Journal of Multivariate Analysis	Yingying Fan (AE, 2013-2016) Wenguang Sun (AE, 2016-present)
Biostatistics	Jacob Bien (AE, 2016-present)
Statistica Sinica	Gareth James (AE, 2008-2014) Jinchi Lv (AE, 2008-2016)
Sankhya	Gourab Mukherjee (AE, 2016-present)
The Econometrics Journal	Yingying Fan (AE, 2014-present)

Appendix B4. Representative Research

Three Representative Papers of DSO Faculty

Papers	Faculty	Group	Topic
How Well Do Structural Demand Models Work? Counterfactual Predictions in School Choice	Peng Shi	OM	econometrics, choice modeling
Design of Lotteries and Waitlists for Affordable Housing Allocation	Peng Shi	OM	mechanism design, matching
Communication Requirements and Informative Signaling in Matching Markets	Peng Shi	OM	signaling, matching
Persuading Customers to Buy Early: the Value of Personalized Information Provisioning	Kimon Drakopoulos, Raman Randhawa	OM	signaling, dynamic pricing
Network Effects in Contagion Processes: Identification and Control	Kimon Drakopoulos	OM	networks, empirical
Optimal Signaling of Content Accuracy: Engagement vs. Misinformation	Kimon Drakopoulos	OM	networks, signaling
Predicting Surgery Duration: Physician Input, Statistical Models, and Combined Models	Song-Hee Kim	OM	healthcare operations
Cross-disciplinary Temporary Teams in Health Care Organizations: The Role of Partner Variety and Shared	Song-Hee Kim	OM	healthcare operations
Maximizing Intervention Effectiveness	Song-Hee Kim, Vishal Gupta	OM	robust optimization, healthcare analytics
The Value of Personalized Pricing	Vishal Gupta	OM	pricing
Small-Data, Large-Scale Linear Optimization	Vishal Gupta, Paat Rusmevichientong	OM	optimization
Dynamic Pricing in High Dimensions	Hamid Nazerzadeh, Adel Javanmard	OM, Stats	machine learning, pricing
Position Ranking and Auctions for Online Marketplaces	Hamid Nazerzadeh, Leon Zhu	OM	mechanism design, auctions
Dynamic Pricing for Heterogeneous Time-Sensitive Customers	Hamid Nazerzadeh, Raman Randhawa	OM	mechanism design, dynamic pricing
Scheduling Homogeneous Impatient Customers	Raman Randhawa	OM	queueing, scheduling, call centers
Harnessing the Double-edged Sword via Routing: Information Provision on Ride-hailing Platforms	Leon Zhu	OM	queueing game, platform design
Strategic Benefit of Request for Proposal/Quotation	Leon Zhu	OM	bilateral bargaining, sourcing strategy
Dynamic Assortment Optimization for Reusable Products with Random Usage Durations	Paat Rusmevichientong	OM	high-dimensinal dynamic programming
Assortment Optimization under the Paired Combinatorial Logit	Paat Rusmevichientong	OM	combinatorial optimization
Functional Graphical Models	Gareth James	Stats	Functional Data, Graphical Models
Efficient Large-Scale Internet Media Selection Optimization for Online Display Advertising	Gareth James	Stats	Marketing, Website Optimization
Penalized and Constrained Optimization: An Application to High-Dimensional Website Advertising	Gareth James, Paat Rusmevichientong	Stats, OM	Penalized and Constrained Optimization, Marketing
Impact of process attributes and incentives on productivity and quality	Raj Rajagopalan	OM	Processes, Incentives
Impact of payment plans on referral decisions and process outcomes in healthcare	Raj Rajagopalan	OM	Healthcare operations, Incentives
Empirical Study of factors influencing product returns	Raj Rajagopalan	OM	Product Returns
Gradient Descent Converges to Minimizers	Jason Lee	Stat	Optimization, Machine Learning
Matrix Completion has No Spurious Local Minimizers	Jason Lee	Stat	Machine Learning, Optimization, High-Dimensional statistics
Exact post-selection inference for the lasso	Jason Lee	Stat	Statistical Inference
Coalition Stability in Assembly Models with Commodity Components	Greys Sosic	OM	assembly models, dynamic stability
Manufacturers' Competition and Cooperation in Sustainability: Stable Recycling Alliances	Greys Sosic	OM	sustainability, dynamic stability
Who's Afraid of Strategic Behavior? Mechanisms for Group Purchasing	Greys Sosic	OM	group purchasing
Optimizing and Satisficing: The Interplay between platform architecture and producers' design strategies for	Ann Majchrzak	IS	Simulation of platform features
Generation of high quality ideas in online communities: investigating the role of emergent routines	Ann Majchrzak	IS	Variable Length Markov Model of creativity triggers in crowdsourcing
Organizations Designed for Grand Challenges: Generative Dilemmas and Implications for Organization Des	Ann Majchrzak	IS	Organization theory
The Role of Business Intelligence and Communication Technologies in Organizational Agility: A Configurati	Omar El Sawy	IS	IT-Enabled Dynamic Capabilities, Configurational Approaches
Digital Business Strategy: Towards a Next Generation of Insights	Omar El Sawy	IS	Digital Business Strategy
How LEGO Built the Foundations and Enterprise Capabilities for Digital Leadership	Omar El Sawy	IS	Digital Innovation
Neyman-Pearson (NP) classification algo- rithms and NP receiver operating characteristics (NP-ROC)	Xin Tong	Stats	Classification, asymmetry, ROC curves
A plug-in approach to Neyman-Pearson Classification	Xin Tong	Stats	Classification, asymmetry
Multi-agent Learning in Social Networks: a Finite Population Learning Approach	Xin Tong	Stats	multi-agent inference
Graph-Guided Banding of the Covariance Matrix	Jacob Bien	Stats	high-dimensional covariance estimation
Rare Feature Selection in High Dimensions	Jacob Bien	Stats	prediction and feature selection, text data
Learning Local Dependence In Ordered Data	Jacob Bien	Stats	modeling dependence in high-dimensional data
Panning for gold: 'model-X' knockoffs for high dimensional controlled variable selection	Yingying Fan	Stats	Reproducible large-scale inference, Feature selection
RANK: large-scale inference with graphical nonlinear knockoffs	Yingying Fan	Stats	Power and robustness, Knockoffs inference
Tuning-free heterogeneous inference in massive networks	Yingying Fan	Stats	Big data inference, Multiple networks
DeepPINK: reproducible feature selection in deep neural networks	Jinchi Lv	Stats	Reproducible large-scale inference, Deep learning
Interaction pursuit in high-dimensional multi-response regression via distance correlation	Jinchi Lv	Stats	Interaction screening and selection, Multi-task learning
Innovated scalable efficient estimation in ultra-large Gaussian graphical models	Jinchi Lv	Stats	Scalable precision matrix estimation, Gaussian graphical models
Scaling Digital Platform Companies through Strategic Acquisitions: Asserting Control and Creating Value	Milan Miric	IS	Platform Strategies, Strategic Acquisitions

Freemium, Network Effects & Digital Competition: Evidence From App Developers & Game Center	Milan Miric	IS	Freemium strategies, network effects	
Licensing Strategies for AI Technologies	Milan Miric	IS	Product Design Strategies, Network Effects, AI / ML	
Mobile Messaging for Offline Group Formation in Prosocial Activities: A Large Field Experiment	Tianshu Sun	IS	Online/Offline Interaction, Social Sharing, Field Experiment, Structural Model	
Creating Social Contagion through Firm Mediated Message Design: Evidence from a Randomized Field Ex	Tianshu Sun	IS	Field Experiment, Social Sharing, Digital Platform	
Displaying Things in Common to Encourage Friendship Formation: A Large Randomized Field Experiment	Tianshu Sun	IS	Field Experiment, Network Formation, Digital Platform, Big Data, Algorithm	

Appendix B5. Faculty Publications and Citation Comparison

Statistics Area:

University	Name	B School?	Tenure Year	PhD Year	Total Pubs	Top-Tier Pubs	Web of Science Citations	Google Citations
U of Michigan	Yves Atchade	N	2012	2003	14	5	82	302
USC	Jay Bartroff	N	2012	2004	25	3	49	205
Cornell	Giles Hooker	N	2012	2004	22	2	175	776
UCLA	Qing Zhou	N	2012	2006	28	8	568	1123
Northwestern	Hongmei Jiang	N	2013	2004	24	1	472	1115
Columbia	Tian Zheng	N	2013	2002	46	6	211	657
Columbia	Tian Zheng	N	2013	2002	46	6	211	657
CMU	Cosma Shalizi	N	2014	2001	28	2	1118	4568
Cornell	Dawn Woodard	N	2014	2007	17	4	39	194
Duke	Fan Li	N	2015	2006	26	4	53	196
U of Michigan	Long Nguyen	N	2015	2007	26	6	96	419
Columbia	Bodhisattva Sen	N	2015	2008	31	10	342	514
Duke	Surya Tokdar	N	2016	2006	24	6	189	589
Cornell	Kengo Kato	N	2018	2009	29	10	239	830
UT Austin	Corwin Zigler	N	2018	2010	34	6	296	458
Duke	Alexandre Belloni	Y	2012	2006	19	11	34	298
UT Austin	Carlos Carvalho	Y	2012	2006	26	4	173	882
Upenn	Alexander Rakhlin	Y	2015	2006	42	6	11	778
UT Austin	James Scott	Y	2015	2009	27	10	230	1157

DSO Faculty:

DSO	Jinchi Lv	Y	2014	2007	17	12	372	1163
DSO	Yingying Fan	Y	2015	2007	18	15	226	715
DSO	Wen Sun	Y	2015	2008	12	7	93	384
DSO	Jacob Bien	Y	In process	2012	18	7	289	944

Operations Management Area:

University	Name	Tenure Year	PhD Year	Total Pubs	Top-Tier Pubs	Top 3 Pub	Web of Science Citations	Google Citations
UNC	Adam Mersereau	2013	2003	5	4	4	47	148
UCLA	Felipe Caro	2013	2005	14	8	8	41	133
UNC	Ali Parlaktürk	2013	2005	10	7	4	22	52
MIT	Vivek Farias	2013	2007	17	10	10	18	157
Purdue	Annabel Feng	2014	2005	14	5	5	49	212
LBS	Tolga Tezcan	2014	2006	15	6	6	79	309
UCLA	Guillaume Roels	2014	2006	8	6	6	102	394
UNC	Lauren Lu	2014	2006	7	6	5	51	122
UNC	Sarvanan Kesavan	2014	2007	4	4	4	23	128
Duke	Robert Swinney	2014	2008	5	5	5	100	440
Northwestern	Itai Gurvich	2014	2008	12	10	10	109	406
UNC	Bradley Staats	2014	2009	12	6	4	96	356
Dartmouth	Lauren Debo	2015	2002	17	14	12	188	1093
Stanford	Gabriel Weintraub	2015	2006	15	8	5	144	722
NYU	Wenqiang Xiao	2015	2006	8	6	6	58	164
Texas Dallas	Dorothee Honhon	2015	2006	9	7	5	22	237
Columbia	Ciamac Moallemi	2015	2007	14	8	7	127	474
NYU	Joshua Reed	2015	2007	14	5	2	52	294
Texas Austin	Guoming Lai	2015	2009	16	12	9	153	670
Michigan	Stephen Leider	2017	2008	16	10	6	196	798

University	**Name**	**Tenure Year**	**PhD Year**	**Total Pubs**	**Top-Tier Pubs**	**Top 3 Pub**	**Web of Science Citations**	**Google Citations**
Columbia	Carri Chan	2017	2010	18	9	8	97	430
Maryland	Llya Ryzhov	2017	2011	12	6	5	78	393
Columbia	Omar Besbes	2017	2008	15	15	14	141	632
Yale	Sang Kim	2018	2008	8	8		393	949
Michigan	Stefanus Jasin	2018	2011	6	5	5	49	230
Stanford	Dan Iancu	2018	2010	12	10	8	148	432
Stanford	Mohsen Bayati	2018	2007	19	7	5	653	1769
Duke	Alessandro Arlotto	2019	2012	13	5	3	50	149
UCLA	Elisa Long	2018	2008	24	2	2	300	1103
NYU	Ilan Lobel	2018	2009	13	12	8	339	1218

DSO Faculty:

Faculty	Tenure Year	PhD Year	Total Pubs	Top Tier Pubs	Pubs in top 3	Web of Science Citations	Google Citations
Hamid Nazerzadeh	2016	2009	14	8	8	69	452

APPENDIX C: DOCTORAL STUDENT DATA

Appendix C1. Admissions Data

Table C1-1. OM Admissions Data

Year	Applied	Admitted	Enrolled
2017	60	8	4
2016	47	7	2
2015	46	4	0

Table C1-2. Statistics Admissions Data

Year	Applied	Admitted	Enrolled
2017	87	2	2
2016	62	4	3
2015	55	5	1

Appendix C2. Placement Data (2011-2018)

Year	Name	Program	Current Position
2018	Luella Fu	Statistics	Assistant Professor, San Francisco State University
2018	Weinan Wang	Statistics	Senior Data Scientist, SNAP Data Research Team
	Erhun Ozkan	OM	Assistant Professor, Koc University (Turkey)
2017	Negin Golrezaei	OM	Assistant Professor, MIT
2016	Jeunghyun Kim	OM	Moody's Analytics
	Guang Li	OM	Assistant Professor, Queen's U
2016	Courtney Paulson	Statistics	Assistant Professor, Robert Smith School of Business, U. Maryland
2016	Pallavi Basu	Statistics	Assistant Professor, Indian School of Business (India)
2015	Xinghao Qiao	Statistics	Assistant Professor, London School of Economics (UK)
	Fang Tian	OM	Assistant Professor, Pepperdine
	Dongyuan Zhan	OM	Assistant Professor, University College London
2014	Seung Beom Kim	OM	Assistant Professor, Hongik University (Korea)
2013	Guangwen Kong	OM	Assistant Professor, U of Minnesota
2012	Liang Han	OM	Unknown
	Joseph Clark	IS	Lecturer, U of Maine

2011	Youngki Park	IS	Assistant Professor, George Washington
2011	Joo Hee Oh	IS	Assistant Professor, Erasmus U.

Appendix C3. The publications from written papers in the qualifying exam since 2015 (* indicates the PhD student)

OM Group:

1. Hailong Cui*, Greys Sošić, Recycling Common Materials: E ectiveness, Optimal Decisions, and Coordination Mechanisms, European Journal of Operational Research (2019), 274(3): 1055-1068.

2. Heng Zhang*, Paat Rusmevichientong, Huseyin Topaloglu, "Multi-Product Pricing under the Generalized Extreme Value Models with Homogeneous Price Sensitivity Parameters," To appear in *Operations Research*.

3. Leon Yang Chu, Hamid Nazerzadeh, Heng Zhang*, "Position Ranking and Auctions for Online Marketplaces," 2018, Minor revision at *Management Science*.

4. Heng Zhang*, Paat Rusmevichientong, Huseyin Topaloglu, "Assortment Optimization under the Pairwise Combinatorial Logit Model", Minor revision at *Operations Research*.

5. Erhun Ozkan* and Amy R. Ward (2018), On the Control of Fork-Join Networks. To appear in *Mathematics of Operations Research.*

6. Brian Han*, V. Gupta, S.H. Kim and H. Paek, Maximizing Intervention Effectiveness, Major Revision at Management Science.

Statistics Group:

7. Radchenko, P., Qiao, X.*, and James, G. (2015) "Index Models for Sparsely Sampled Functional Data", *Journal of the American Statistical Association* **110,** 824-836.

8. Paulson, C.*, Luo, L. and James, G. (2018) "Efficient Large-Scale Internet Media Selection Optimization for Online Display Advertising", *Journal of Marketing Research* **55**, 489-506.

9. Cai, T., Sun, W. and Wang, W.* (2018). CARS: a covariate-assisted approach to large-scale two-sample inference with sparse means (with discussion). Journal of the Royal Statistical Society, Series B, to appear.

10. Qiao, X.*, Guo, S. and James, G. (2018) "Functional Graphical Models", *Journal of the American Statistical Association* (to appear).

11. James, G., Paulson, C.* and Rusmevichientong, P. (2018) "Penalized and Constrained Optimization: An Application to High-Dimensional Website Advertising", *Journal of the American Statistical Association* (accepted subject to minor revisions).

12. Wang, W.*, and Sun, W. (2018). Sparse Recovery With Multiple Data Streams: A Sequential Adaptive Testing Approach. Under review (round 2 for the Annals of Statistics).

13. Banerjee T.*, Mukherjee G. and Sun W. (2017) Adaptive Sparse Estimation with Side Information. Under review (round 2 for Journal of the American Statistical Association).

14. Banerjee T*, Mukherjee G, Dutta S and Ghosh P. (2018). A Large-scale Constrained Joint Modeling Approach For Predicting User Activity, Engagement And Churn With Application To Freemium Mobile Games. Under review (round 2 for Journal of the American Statistical Association).

15. Derenski, J.*, Fan, Y. and James, G. (2018) "An Empirical Bayes Solution for Selection Bias in Functional Data" (under first round review at JRSSB)

APPENDIX C4:
SYLLABI OF PHD COURSES

APPENDIX C5:
SAMPLE OF OM SCREENING EXAM QUESTIONS

APPENDIX C5:
SAMPLE OF STATISTICS SCREENING EXAM QUESTIONS

USC Marshall
School of Business

OM Ph.D. Program Manual

Department of Data Sciences and Operations

2018

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Course Requirements

The USC requires that Ph.D. students complete 60 units of coursework, including up to eight units of GSBA 794 Doctoral dissertation. If the students are admitted with Advanced Standing (e.g. Master's Degree in appropriate field), this requirement may be reduced to 40 credits. No more than four units of GSBA 794 may be received or applied toward the Ph.D. degree for students with Advanced Standing.

A maximum of 30 units of transfer credit may be applied toward a Ph.D. degree. The application of the transferred courses toward a Ph.D. degree at Marshall School of Business is determined by the faculty advisor and /or department. It is not permitted to apply more than 6 units of transfer credit toward a Ph.D. degree with Advanced Standing. Admission with Advanced Standing is based upon a completed graduate degree. The only course work available for transfer credit is course work taken after completion of that degree. No exceptions are allowed.

OM Program of Study requires that students complete at least 12 courses in the first two years (these do not include Communication classes, but may include Directed Studies GSBA 790). In addition, the students are expected to regularly attend department seminars. In cases where this document differ from the Marshall Ph.D. program's policies and differ from those of the Graduate School, the policies of the Graduate School should supersede those of any Marshall and Department manual.

- "***Graduate School Policies and Requirements"*** outlined in the *USC Catalogue.* http://catalogue.usc.edu/content.php?catoid=2&navoid=469#graduate_school_policies_and_requirements
- Documents and forms on the ***Graduate School website*** at http://graduateschool.usc.edu/current-students/guidelines-forms-requests/
- The ***Graduate Assistant Handbook*** at http://graduateschool.usc.edu/assets/doc/GA_Handbook.pdf
- The Marshall School of Business, Ph.D. Program Manual online at http://mymarshall.usc.edu (Go to the "Community" tab, Marshall Community Groups, Marshall Ph.D. Program and look under Documents- Policies and Procedures Manual)

Required classes

- Students are required to take the following courses:

ECON 601 **Microeconomic Theory I (4 credits) F**
Optimization of the consumer and the firm; duality and imputed value; perfect and imperfect competition in product and factor markets.

GSBA 604 **Regression and Generalized Linear Models for Business (3 credits) Sp**
Theory and applications of linear regression methods; role of substantive theory in statistical model building; model specification, estimation, diagnostic checking; the general linear hypothesis.

DSO 670 **Current Research in Operations Management (3 credits) F**
Critique of the current research-based literature in operations management to include scheduling, forecasting, MRP, technology planning, inventory management, and facilities location and layout.

DSO 671 **Inventory Models and Supply chain Management (3 credits) F**
Single product, single location inventory models; Multi-echelon inventory models; Assembly Systems; Inventory and Pricing; Value of Information; Incentives and coordination in supply chains.

DSO 674 **Queueing and Stochastic Networks (3 credits) Sp**
Jackson Networks; Kelly Networks; The M/G/1 model and the Pollaczek–Khintchine formula; The G/G/1 queue; The GI/GI/1+GI queue and its diffusion approximation.

DSO 677 **Dynamic Programming and Markov Decision Processes (3 credits) Sp**
Introduction to Decision Analysis; MDP model formulation and examples; Finite horizon models; Infinite-horizon models: Discounted MDPs, Average reward criteria; Continuous-time models. Open only to doctoral students.

ISE 630 **Foundations of Optimization (3 credits) Sp**
Convex sets, convex functions, structures of optimization problems, Lagrangian and conjugate duality. First and second order optimality conditions; applications in engineering and management.

ISE 631 **Linear Programming (3 credits) F**
Doctoral course in optimization, the foundation for subsequent courses in mathematical programming.

ISE 632 **Network Flows and Combinatorial Optimization (3 credits) Sp**
Combinatorial optimization, particularly graph problems. Shortest paths, max flow, minimum cost flows, spanning trees, matroids, submodular functions. Bipartite and general matchings, polyhedral combinatorics, total unimodularity

- Choose one of the following two classes:

ISE 538 **Markov Models for Performance Analysis (3 credits) Sp, F**
Random variables, stochastic processes, birth-and-death processes, continuous and discrete time Markov chains with finite and infinite number of states, renewal phenomena, queueing systems.

MATH 505B **Applied Probability (3 credits) Sp**
Markov processes in discrete or continuous time; renewal processes; martingales; Brownian motion and diffusion theory; random walks, inventory models, population growth, queuing models, shot noise.

Some of the classes can be substituted by the courses transferred from students' previous programs, with the permission of Ph.D. coordinator. Note that students can "upgrade" some of the required courses with their more "advanced" versions, pending the approval of their advisor and the DSO department Ph.D. Coordinator.

Students are also expected to attend OM seminar series (usually held on Fridays).

All students should also enroll in **DSO 621** – Research forum. This is a one-credit course with lectures by research-active departmental faculty, where the faculty will present their own work or work of others in their specific area of interest. The course is taken repeatedly for up to 4 credits.

In addition to relevant required courses (ISE 630, ISE 631, ISE 538/MATH 505B), a recommended class that can help students prepare for their screening exam is

ISE 620 **Foundations of Stochastic Processes (3 credits) Sp**
An introductory PhD course on stochastic processes, covering such topics as conditional expectation, renewal processes, and discrete and continuous time Markov chains.

- To help them in their academic career, the students should also take the following classes offered by the Business Communication department

BUCO 633 **Writing a Journal Article for Publication (2 credits) F**

Academic writing for dissertations, conference papers, and journal articles

BUCO 634 **Conference Papers and Presentation (1 credit) Su**

Oral presentation skills for professional conferences and teaching

BUCO 637 **Succeeding as a Teacher (1 credit) Su**

Preparation for the academic job market

- If English is not their first language, students may be required by the Marshall School of Business to take one or more ALI courses. In addition, following class, in which students have one-on-one meetings with instructors to over student's writing, has proven helpful in the past

ALI 275 **Writing for Publication and Dissertations (2 credits) FSpSu**

Elective course for international graduate students focusing on conventions of advanced academic writing and problems in syntax, vocabulary, and register for writing and/or publishing dissertations

Elective Classes

- Elective courses are selected with the guidance of the OM Ph.D. Advisor or the student's research supervisor. Examples may include, but are not limited to, the following:

At Marshall:

GSBA 612 **Selected Issues in Economic Theory II (3 credits) Sp**
Further investigation of selected topics in methodology and research perspectives of economics. Topics vary in response to new developments and current trends in the field.

GSBA 625 **Designing and Running Experiments (3 credits) F**

Introduction to design and implementation of experiments. Single and multiple factors, fully crossed and fractional factorial designs, repeated measures, measurement, manipulations, subject choice, demand effects.

MOR 603 **Seminar in Strategic Management (3 credits) Sp**
Survey of strategic management. Topics include historical overview of strategic management, research methods used, current theory, and empirical research on the developing of paradigms

MOR 604 **Research Methods (3 credits) F**
Critical issues and decisions faced by behavioral researchers in designing and implementing research projects.

MKT 613 **Marketing Models in Consumer and B2B Markets (3 credits) Sp**
Modeling research on marketing with a focus on channel structure, franchising and sales force compensation, innovation and diffusion, inter-store composition, sales promotions, and market segmentation.

MKT 615 **Strategic and Marketing Mix Models (3 credits) F**
Modeling research on marketing with a focus on discrete choice models, consideration set models, purchase timing models, accounting for consumer heterogeneity, Bayesian models, dynamic models of consumer choice, market entry effects, product quality, advertising and carry over effects, price, and promotion

MKT 616 **Understanding Consumer and Organizational Buying Behavior (3 credits) F**
Behavioral research and theory on marketing with a focus on goals, emotions, categorization and knowledge, inferences, attitudes, consumption, marketing and technology, organizational learning, new product development.

MKT 618 **Buyer Behavior and Interorganizational Marketing (3 credits) Sp**
Behavioral research and theory on marketing with a focus on branding and brand extensions, framing, consideration set formation, variety seeking, consumer overspending, marketing orientation, buyer seller relationships, channel integration, supply chain management, inter-firm power and relationship marketing

MKT 620 **Advanced Quantitative Models in Marketing (3 credits) FSp**
Techniques for building and analyzing advanced quantitative analytical models. Develop and estimate various state-of-the-art models of consumer choice and firm decisions.

At USC:

Math department

MATH 502ab **Numerical Analysis (3 credits) Sp, F**
Computational linear algebra; solution of general nonlinear systems of equations; approximation theory using functional analysis; numerical solution of ordinary and partial differential equations.

MATH 503 **Stochastic Calculus for Finance (3 credits) Sp**
Stochastic differential equations. Bellman equation. Applications to option pricing. Kolmogorov equations and derivative securities. State prices, equivalent martingale measure. Optimal stopping, American options. Exotic options. *Prerequisite:* MATH 506 or MATH 507*a*.

MATH 506 **Stochastic Processes (3 credits) Sp**
Basic concepts of stochastic processes with examples illustrating applications; Markov chains and processes; birth and death processes; detailed treatment of 1-dimensional Brownian motion.

MATH 507B **Theory of Probability (3 credits) Sp**
Dependence, martingales, ergodic theorems, second-order random functions, harmonic analysis, Markov processes.

MATH 509 **Stochastic Differential Equations (3 credits) F**
Brownian motion, stochastic integrals, the Ito formula, stochastic differential equations, analysis of diffusion processes, Girsanov transformation, Feynmann-Kac formula, applications.

MATH 525A **Real Analysis (3 credits) F**
Measure and integration over abstract measure spaces, Radon-Nikodym theorem, Fubini's theorem, convergence theorems, differentiation.

MATH 544L **Multivariate Analysis (3 credits) not reg.**
Exploratory and inferential techniques for multivariate data, Hotelling's T2, multivariate analysis of variance, classification analysis, principle components, cluster analysis, factor analysis.

MATH 585 **Mathematical Theory of Optimal Control (3 credits) not reg.**
Deterministic control: calculus of variations; optimal control; Pontryagin principle; multiplier rules and abstract nonlinear programming; existence and continuity of controls; problem of Mayer; dynamic programming.

MATH 601 **Optimization Theory and Techniques (3 credits) Sp**
Necessary and sufficient conditions for existence of extrema with equality constraints; gradient methods; Ritz methods; eigenvalue problems; optimum control problems; inequality constraints; mathematical programming.

Psychology

PSYC 504 **Research Design (4 credits) F**
Intensive review of research methods in the behavioral sciences. Problem analysis, formulation of research propositions, and procedures for research inference.

Economics

ECON 503 **Microeconomic Theory I (4 credits) F**
Optimization of the consumer and the firm; duality and imputed value; perfect and imperfect competition in product and factor markets.

ECON 511 **Econometric Methods (4 credits) Sp**
Review of statistical methods of estimation and inference, linear regression with multicollinearity and serial correlation; multivariate regression and simultaneous equations.

ECON 513 **Practice of Econometrics (4 credits) F**
Application of econometric tools using standard econometric software packages for microcomputers; empirical applications to selected economic problems of estimation and inference.

ECON 537 **Contracts, Organizations and Institutions (4 credits) F**
Information, property rights, bargaining, transaction costs, incentives, free-riding and contracting in organizations; the nature of cooperation; bureaucracies

ECON 603 **Microeconomic Theory II (4 credits) Sp**
General equilibrium theory; existence, uniqueness, and stability; welfare economics; social choice; dynamic models and uncertainty; special topics

ECON 604 **Game Theory (4 credits) F**
Strategies and equilibrium concepts; dynamic and repeated games; incomplete information and learning in games.

ECON 609 **Econometric Methods (4 credits) SpF**
Review of statistical methods of estimation and inference, linear regression with multicollinearity and serial correlation; multivariate regression and simultaneous equations.

ECON 611 **Probability and Statistics for Economists (4 credits) FSp**
Introduction to probability theory and statistical inference to prepare students for graduate courses in econometrics and economic theory; probability, random variables, distributions, estimation, testing, asymptotics..

ECON 613 **Economic and Financial Time Series (4 credits) F**
Simultaneous equation models, dynamic structural econometric models, vector autoregressions, causality, forecasting, univariate and multivariate nonstationary time series, tests for unit roots, cointegration, autoregressive conditional heteroscedasticity models, time series models with changes in regime.

ECON 615 **Applied Econometrics (4 credits) F**
Use of quantitative models to describe and forecast economic activity; estimation and application of such models to selected policy problems.

ECON 680 **Industrial Organization (4 credits) Sp**
Decision making, economic behavior and organization in firms; types of competition and market structure; property rights, nonprofit decision making.

Computer Science

CSCI 567 **Machine Learning (4 credits) F**

Statistical methods for building intelligent and adaptive systems that improve performance from experiences; focus on theoretical understanding of these methods and their computational implications

CSCI 570 **Analysis of Algorithms (4 credits) FSp**
Explores fundamental techniques such as recursion, Fourier transform ordering, dynamic programming for efficient algorithm construction. Examples include arithmetic, algebraic, graph, pattern matching, sorting, searching algorithms

CSCI 670 **Advanced Analysis of Algorithms (4 credits) F**
Fundamental techniques for design and analysis of algorithms. Dynamic programming; network flows; theory of NP-completeness; linear programming; approximation, randomized, and online algorithms; basic cryptography

Students can also take classes at UCLA, although they have to be careful about credit correspondence, as UCLA is on the quarter system. If you are interested in taking courses at UCLA, talk to the PhD coordinator.

Other Requirements

In addition to the course requirements students must also pass a series of examinations and submit a dissertation of original research before completing their degree.

Screening procedure

- A screening procedure will occur at the end of the first year. This process will include a review of each student's grades, an analysis of competence in written communications, a written exam, and a summer paper.

Screening exam

- The **screening exam** will take place over two days, between 15th and 30th of June; one day will be dedicated to optimization, and the other to stochastic processes. Each day, students will have 5 hours to answer 5 questions. The exam will be closed book, and each day students may bring 1 (double-sided) crib-sheet of notes that should be turned in after the exam. There will be sample questions provided for both topics. Students should learn the results of their screening exam (High Pass/Pass/Fail) within 2-4 weeks after exam completion.

Optimization screening exam

The majority of the exam will cover linear optimization problems, including:
- Formulations
- Geometry of linear programming
- Simplex Algorithm
- Duality Theory and Its Applications
- Sensitivity Analysis and Parametric Programming
- Network Flow Models

The remainder of the exam may cover introductory convex optimization, including:
- Formulating Optimization Problems
- Lagrange Duality Theory
- Optimality Conditions in Convex Optimization
- Formulating Basic Integer Programming Problems
- Linear Relaxations.

References

Students are strongly encouraged to consult the following authoritative references to get a sense of the level of expertise expected on each of the following topics. In particular, a well-prepared student should be able to answer any of the end-of-chapter questions from the following textbooks:

- Bertsimas and Tsitsiklis, Introduction to Linear Optimization, Athena Scientific, Belmont, Mass, 1997.
  - Chapt: 1-5, 7, 10-11
- Boyd and Vandenberghe, Convex Optimization, Cambridge University Press, 2004.
  - Chapt. 1-5

We stress that the level and rigor of the exam may exceed the level and rigor of the exams previous students have taken. Students should consult the above texts and sample questions to assess their preparedness.

Stochastics Screening Exam

The exam will cover basic stochastic modeling, including:

- Random variables, and functions of random variables;
- Conditional expectation;
- Poisson and renewal processes;
- Discrete state Markov processes (both discrete and continuous time);
- Standard inequalities: Markov, Chebyschev, etc;
- Types of convergence (in probability, almost sure, in L1, weak);
- Strong and weak laws of large numbers;
- Central limit theorem;
- Queueing applications.

Knowledge of this material at the level of ISE 538 is expected; however, well-prepared students should realize that that class is introductory, and harder questions, closer to the level of ISE 620 or Math 505B may be asked.

References

Students are strongly encouraged to consult the following authoritative references to get a sense of the level of expertise expected on each of the following topics. In particular, a well-prepared student should be able to answer any of the end-of-chapter questions from the following textbooks:

- Sheldon M. Ross, Introduction to Probability Models (required textbook for ISE538; 10th Edition used for Chapter references below)
  - Chapters 1-8
- Mor Harchol-Balter, Performance Modeling and Design of Computer Systems
  - Sections I, II, and IV
  - Section III is Little's law.
- Ronald Wolff, Stochastic Modeling and the Theory of Queues
  - Chapters 1-4
- Sidney I. Resnick, Adventures in Stochastic Processes
  - Chapters 1-5

Summer paper

- During their first summer, students must complete a **summer paper** under the supervision of a faculty advisor. Students should identify a faculty advisor and a topic for their summer paper by the end of the second semester. At that time a short (one-page) paper proposal should be approved by the advisor and submitted to the Ph.D. coordinator. If they have trouble coming up with a research topic and advisor, students can consult the Ph.D. coordinator.
  Students should work closely with their advisor throughout the summer. A completed paper must be submitted to the Ph.D. coordinator by September 15. It should contain the following components:

  - Literature review: Relate the problem to what has been done and identify the significance of the work being done.
  - Modeling: Alternative approaches/assumptions that are possible.
  - Detailed analysis: The actual analysis.
  - Oral presentation: Students should present and defend their work in front of the OM faculty by September 30.

  The goal is to write a publishable quality paper.

Screening procedure outcome

Based upon student's performance so far, including, but not limited to, their screening exam, summer paper, and paper presentation, the Ph.D. committee will determine whether the student should continue in the Ph.D. program. Students who have not performed satisfactorily will be dropped from the program. The review shall normally be completed and results communicated to students by October 15.

Qualifying exam

- Students are required to complete their **qualifying exam** by January 1 of their third year. The qualifying exam committee consists of five faculty members. At least three members must be from the student's home department; at least one member must be a tenured faculty member in the student's home department; one faculty member must be from outside the student's home department—he or she can belong to another department within Marshall or another school within USC. Each member of the committee has to sign the "Appointment of Committee" form and "Request to Take the Qualifying Exam" form obtained from the Graduate School's web site. This form must be completed the semester before the exam and may not be turned in later than 30 days before the exam.

- The examination qualifying a student for candidacy for the Ph.D. degree is partly written and partly oral, designed, at least in part, to test the student's fitness to undertake independent research. Written and oral qualifying examinations are required of, and must be passed by, each student. Both portions must be completed within 60 days. After successful completion of the qualifying exams, the student is admitted to candidacy.

- Written exam is a research paper written by the student. The paper is expected to contain original research and be in the form of a scholarly paper. It should contain an introduction motivating the paper, a section describing the related literature, and presentation of results. The paper should be formatted with sufficient rigor to meet submission standards at top OM

journals.

- A 2-hour oral examination is given covering topics discussed in the written examination or touching upon additional material that can help to judge the student's capacity to do independent research. The oral portion of the exam can cover 3 general areas: (1) questions from or related to the written exam (paper), (2) questions that ask about the student's overall knowledge of the field/area studied that may have not been covered on the exam, (3) questions about the dissertation topic. It is part of the test that determines whether the student has mastered the subject matter well enough to move on to the more narrow focus of the dissertation. It is fully expected that these preliminary dissertation ideas are tentative and subject to change. In no way should any oral discussion of dissertation ideas be considered to be a defense of a dissertation proposal. All members of the committee should be present for the oral part of the defense.

- One retake is permitted—at the discretion of the qualifying exam committee. Retake must be taken within 3-6 months from the original exam date. Students who fail the second exam will not be allowed to continue in the Ph.D. Program.

Teaching Assistantship and Assistant Lecturer Assignment

- Once students pass the qualifying exams, students should work with the Ph.D. Program Coordinator and Department Chair to determine when they will fulfill their TA assignments.
- Students are expected to serve as a teaching assistant (TA) for two courses (ideally two sections of the same course taught in the same semester). As a Teaching Assistant, they should assist a member of the faculty in the classroom. The goal is to learn about issues such as syllabus preparation, course objectives, student evaluation metrics and other issues that will prepare them to be an effective teacher.
- Students will teach one course (where their title will be Assistant Lecturer). They will serve as the instructor of record and co-teach with a supervising faculty. Students will have full responsibility for performing all of the duties that accompany being a teacher.

Dissertation Committee

The Qualifying Committee may become the student's dissertation committee—assuming all parties are willing. However, separate forms must be filed for the Appointment of Guidance (Qualifying Exam) committee and the Appointment of Dissertation Committee. After successfully passing the qualifying exams, the students must appoint their Dissertation Committee by filling out the Appointment of Committee form for their Dissertation Committee. The Committee includes at least three members; at least one member from the student's home department must be tenured; one member must be from outside the Marshall School of Business, who is a USC faculty member.

Thesis Proposal

At the beginning of the fourth year, students will have their proposal defense. This should occur before INFORMS conference, with INFORMS talk included as a part of the proposal. Students should present their completed work and the ideas for thesis completion to their Dissertation Committee. Committee may approve student plans and/or give some recommendations for possible

improvements. In a rare occasion, when changes requested by the Committee are substantial, the Committee may require that students repeat a part of the proposal within the next six months.

Completing the Dissertation

While completing their dissertation, students are required to register in GSBA 794 a-d, z Doctoral Dissertation units each semester, and, if receiving full funding, are not allowed to engage in work elsewhere.

Dissertation Defense

Students must conform to University regulations regarding the deadline, format and style of the dissertation submission. Detailed guidelines are available from The Graduate School (http://graduateschool.usc.edu/current-students/thesis-dissertation-submission/).

Sample Program Sequence

Year 1

Fall: DSO 671, ISE 538, ISE 631, 1 elective (ALI 103 if required)

Spring: DSO 677, ISE 630, ISE 620, 1 elective

Students will have their screening procedure in June.

Summer: Summer Research Paper

Students will present their summer research project at the beginning of their second year.

Year 2

Fall: DSO 670, ECON 601, 1-2 electives
During the beginning of this semester, students must select the Chair of his/her qualifying exam committee; the remaining members must be selected by the end of the semester.

Spring: DSO 674, ISE 632, GSBA 604, 1 elective

Summer: BUCO 637

Year 3

Completing qualifying exam.

- The student must complete his/her written and oral qualifying exams by January 1st .
- A dissertation committee chair and the dissertation committee must be identified within ninety days after the student has passed the qualifying exams.

TA requirement.

Year 4

Working on dissertation

TA/AL requirement

Year 5

Completion of dissertation and oral defense; securing a job

USC Marshall

School of Business

Statistics Ph.D. Program Handbook

Data Sciences and Operations Department

Version: August, 2018

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1 Introduction

This document is designed to provide the basic knowledge about the course requirements and other requirements, as well as a general guideline on program sequences for students who are studying in the Statistics Ph.D. program at USC Marshall. All Ph.D. Students, the Ph.D. Coordinator, and faculty who supervise Ph.D. students should be familiar with this document. Further information can be found in the following companion documents that outline the policies and procedures at the Marshall School of Business and the USC Graduate School:

- The Marshall Ph.D. Manual. Available at http://mymarshall.usc.edu (Go to the "Community" tab, Hub, Department, Marshall PhD program and look under Documents "Policies and Procedures").
- Graduate School Policies and Requirements outlined in the USC Catalogue: http://www.usc.edu/dept/publications/cat2010/uscgraduate/policies.html
- Documents and forms on the graduate school website at http://www.usc.edu/schools/GraduateSchool/
- The graduate assistant handbook at http://www.usc.edu/schools/GraduateSchool/documents/StuServices/GA_Handbook.pdf

2 Course Requirements

USC requires that Ph.D. students complete 60 units of coursework, including up to 8 units of GSBA 794 Doctoral dissertation. If the students are admitted with Advanced Standing (e.g. Master's degree in appropriate fields), this requirement may be reduced to 40 units. No more than 4 units of 794 may be received or applied toward the Ph.D. degree for students with Advanced Standing.

A maximum of 30 units of transfer credit may be applied toward a Ph.D. degree. In general only courses considered at the graduate level may be transferred from previous training. Courses proposed for transfer credit must be relevant to training in statistics or a closely related field. The application of the transferred courses toward a Ph.D. degree at Marshall is determined by the faculty advisor and/or the department. It is not permitted to apply more than 6 units of transfer credit toward a Ph.D degree with Advanced Standing. Admission with Advanced Standing is based upon a completed graduate degree. The only course work available for transfer credit is course work taken after completion of that degree. No exceptions are allowed.

The Statistics Ph.D. Program requires that students complete at least 8 required courses (as described in Section 2.1) and 4 further elective classes in their first two years (these do not include Communication or audited classes). In addition, the students are expected to regularly attend STAT seminars (usually held on Fridays). All students should also enroll in **DSO 621 – Research forum**, which will be offered every semester. This is a one-credit course with lectures by research-active departmental faculty, who will present their own work or work of others in their specific area of interest. The course is taken repeatedly for up to 4 credits.

2.1 Required Classes

Students are required to take the following courses. With the permission of PhD coordinator, some of these classes may be substituted with courses transferred from the students' previous program.

1. Choose one of the following classes in probability:

   - **MATH 507A**: Theory of Probability (3 credits, Fall)
     Description: Probability spaces; distributions and characteristic functions; laws of large numbers, central limit problems; stable and infinitely divisible laws; conditional distributions.
   - **MATH 505b** Applied Probability (3 credits, Spring)
     Description: Markov processes in discrete or continuous time; renewal processes; martingales; Brownian motion and diffusion theory; random walks, inventory models, population growth, queuing models, shot noise.

   Note: Students are recommended to take MATH 507A. However, it is not a requirement depending on their backgrounds and research interests. Three possible sequences: (i) take 507A in the first year; (ii) take 505B in the first year and take 507A in the second year; (iii) take 505B in the first year and skip 507A to concentrate more on other topics.

2. Choose one of the following classes in mathematical statistics:

   - **MATH 541B** Introduction to Mathematical Statistics (3 Credits, Fall)
     Description: Hypothesis testing, Neyman-Pearson lemma, generalized likelihood ratio procedures, confidence intervals, consistency, power, jackknife and bootstrap. Monte Carlo Markov chain methods, hidden Markov models.
   - **MATH 547** Methods of Statistical Inference (3 units, Fall)
     Description: Statistical decision theory: game theory, loss and risk functions; Bayes, minimax, admissible rules; sufficiency, invariance, tests of hypotheses, optimality properties. Inference for stochastic processes.

3. **DSO 607** High-Dimensional Statistics and Big Data Problems

   Description: This class, which will be offered every year, presents cutting-edge developments on high-dimensional sparse models for large-scale complex data with applications to business areas including marketing, economics, and finance, and on big data problems. Prerequisite courses are calculus, linear algebra, and linear regression.

4. **DSO 599** Special Topics Class – Stat Methodology

   Description: This class is focused on advanced stat methodology. It will be offered every other year with a range of topics (such as time series, functional data analysis, and Bayesian analysis) that may vary from year to year.

5. **DSO 599** Special Topics Class – Stat Theory

   Description: This class will be offered every other year, with a focus on advanced stat theory. Possible topics include asymptotic theory, decision theory and empirical processes.

6. **GSBA 604** Regression and Generalized Linear Models for Business (3 units, Spring)

   Description: Theory and application of linear regression models; role of substantive theory in statistical model building; model specification, estimation, diagnostic checking; the general linear hypothesis. The class will be modernized with statistical learning methods such as neural networks, LASSO, regression trees, boosting and GAM.

7. **ISE 630** Foundations of Optimization (3 units, Spring)

   Description: Convex sets, convex functions, structures of optimization problems, Lagrangian and conjugate duality. First and second order optimality conditions; applications in engineering and management.

8. **A graduate level class in a selected business area.** The goal is to help students identify a potential minor concentration in a specific business area. With permission of the PhD coordinator, students may take any class to satisfy the requirement based on their interests. Some examples:

   - **Marketing 599** Special Topics (3 units).
     Description: topics change each semester. A guided class through important marketing research papers.
   - **MOR 603** Seminar in Strategic Management (3 units, Spring)
     Description: Survey of strategic management. Topics include historical overview of strategic management, research methods used, current theory, and empirical research on the developing of paradigms

2.2 Required Classes in Communication

To aid their preparation for an academic career, students should take the following classes offered by the Center for Management Communication.

- **BUCO 633** Writing a Journal Article for Publication (2 units, Fall)

  Description: Academic writing for dissertations, conference papers, and journal articles

- **BUCO 634** Conference Papers and Presentation (1 unit, Summer)

  Description: Oral presentation skills for professional conferences and teaching

- **BUCO 635** Career Planning and Development (1 unit, Fall)

  Description: Preparation for the academic job market

If English is not their first language, students may be required to take

- **ALI 103** Elective Courses in English as a Second Language (2 credits).

2.3 Recommended Classes

Elective courses are selected with the guidance of the student's RA or thesis advisor, according to the student's background and research needs. This section lists a number of classes that are relevant to Marshall's statistics PhD program. It is highly recommended that you work with your advisor to identify a selection of these courses that are relevant to your area of interest. Additional elective classes are listed in the Appendix.

1. Less advanced probability and stat classes (for students who need preparations before taking more theoretical classes such as MATH 507A and MATH 547).

- **MATH 505a** Applied Probability (3 credits, Fall).
  Description: Populations, permutations, combinations, random variables, distribution and density functions conditional probability and expectation, binomial, Poisson, and normal distributions; laws of large numbers, central limit theorem.
- **MATH 541A** Introduction to Mathematical Statistics (3 Credits, Spring)
  Description: Parametric families of distributions, sufficiency. Estimation: methods of moments, maximum likelihood, unbiased estimation. Comparison of estimators, optimality, information inequality, asymptotic efficiency. EM algorithm, jackknife and bootstrap.

2. Computing skills are critical to success in your PhD study. We strongly recommend the students to take one of the following computing classes.

   - **DSO 545** Statistical Computing and Data Visualizations (3 units, Fall)
     Description: Data cleaning and reshaping; good vs. bad graphics; univariate, bivariate, trivariate, hypervariate, and time series graphics; interactive graphics; web-related computing. Extensive computer applications using R.
   - **CSCI 570** Analysis of Algorithms (4 units, Fall & Spring)
     Description: Explores fundamental techniques such as recursion, Fourier transform ordering, dynamic programming for efficient algorithm construction. Examples include arithmetic, algebraic, graph, pattern matching, sorting, searching algorithms.
   - **CSCI 596** Scientific Computing and Visualization (4 units, irregular)
     Description: Hands-on training on the basics of parallel computing and scientific visualization in the context of computer simulations in science and engineering.

3. More advanced classes in probability theory.

   - **MATH 507B** Theory of Probability (3 credits, Spring)
     Description: Dependence, martingales, ergodic theorems, second-order random functions, harmonic analysis, Markov processes.
   - **MATH 605** Topics in Probability (3 units, Fall and Spring)
     Description: Advanced topics in probability.
   - **MATH 606** Topics in Stochastic Processes (3 units, Fall and Spring)
     Description: Theoretic and applied topics of current interest in discrete and continuous time stochastic processes and in stochastic differential equations.

4. More advanced classes in optimization

   - **ISE 631** Linear Programming (3 units, Fall)
     Description: Doctoral course in optimization, the foundation for subsequent courses in mathematical programming.
   - **ISE 632** Network Flows and Combinatorial Optimization (3 units, Spring)
     Description: Combinatorial optimization, particularly graph problems. Shortest paths, max flow, minimum cost flows, spanning trees, matroids, submodular functions. Bipartite and general matchings, polyhedral combinatorics, total unimodularity.

- **CSCI 675** Convex and Combinatorial Optimization (3 units, irregular)
  Description: Convex sets and functions; convex optimization problems; geometric and Lagrangian duality; simplex algorithm; ellipsoid algorithm and its implications; matroid theory; submodular optimization.

5. Classes in stochastic processes

   - **ISE 538** Elements of Stochastic Processes (3 units, Spring)
     Description:Random variables, stochastic processes, birth-and-death processes, continuous and discrete time Markov chains with finite and infinite number of states, renewal phenomena, queueing systems.
   - **Math 506** Stochastic Processes (3 units, Spring)
     Description: Basic concepts of stochastic processes with examples illustrating applications; Markov chains and processes; birth and death processes; detailed treatment of 1- dimensional Brownian motion.
   - **Math 509** Stochastic Differential Equations (3 units, fall)
     Description: Brownian motion, stochastic integrals, the Ito formula, stochastic differential equations, analysis of diffusion processes, Girsanov transformation, Feynmann-Kac formula, applications.

3 Other Requirements

In addition to the course requirements students must also pass a series of examinations and submit a dissertation of original research before completing their degree.

3.1 Screening procedure

In addition to the papers and examinations assigned in their first-year courses, a screening process will occur no later than the start of second year (typically students take the exam in May at the end of the first year).

Students with average GPA less than 3.3 (B+) are not allowed to take the exam. Exceptions can be made under unusual circumstances. The screening process will include a review of each student's grades, an analysis of competence in research and a written exam based on the material covered during the first year. Based upon this review, the Ph.D. committee will determine whether the student should continue in the Ph.D. program. Students who have not performed satisfactorily will be asked to leave the PhD program. Depending on their performance they may be allowed to enroll in a terminal master's degree. The review shall normally be completed and results communicated to students by July 1.

The following three factors will be taken into account in determining whether a student should continue in the program: the performance in the screening exam, the performance in RA research and the grades in the first year courses. A high score in the written exam does not automatically guarantee a pass; the students must have satisfactory performances in all three categories.

The students are expected to work on their research projects during the summer after the screening exam; some students will be asked to present their research in the student seminar in the fall.

3.2 Research and student seminar

- Research: Students will be assigned to an academic advisor (or a faculty committee) immediately upon entering the program. This assignment is typically renewed at the end of the first year after the student and faculty advisor are both in agreement. Meanwhile, the student should feel free to explore research opportunities with other faculty members.

- We will schedule PhD seminars every semester.

  - The first year students will participate in the PhD seminar in their second semester and present on a research topic jointly chosen by the student and his/her advisor. The expectation is to give a review of relevant literature or discuss preliminary research findings.
  - Every PhD student is expected to present once or twice during each academic year. More senior students are expected to present their original research results.

3.3 Qualifying exam

- Students are required to complete their **qualifying exam** by January 1 of their third year. The qualifying exam committee consists of five faculty members. At least three members must be from the student's home department; at least one member must be a tenured faculty member in the student's home department; one faculty member must be from outside the student's home department – he or she can belong to another department within Marshall or another school within USC. Each member of the committee has to sign the "Appointment of Committee" form and "Request to Take the Qualifying Exam" form obtained from the Graduate School's web site. This form must be completed the semester before the exam and may not be turned in later than 30 days before the exam.

- The examination qualifying a student for candidacy for the Ph.D. degree is partly written and partly oral, designed, at least in part, to test the student's fitness to undertake independent research. Written and oral qualifying examinations are required of, and must be passed by, each student. Both portions must be completed within 60 days. After successful completion of the qualifying exams, the student is admitted to candidacy.

- The written part consists of two parts: (i) a literature review on selected topics that are determined by the committee, and (ii) a written paper that is of publishable quality.

- A two-hour oral examination is given covering topics discussed in the written examination or touching upon additional material that can help to judge the student's capacity to do independent research. The oral portion of the exam can cover 3 general areas: (1) questions from or related to the written exam, (2) questions that ask about the students overall knowledge of the field/area studied that may have not been covered on the exam, (3) questions about the dissertation topic. It is part of the test that determines whether the student has mastered the subject matter well enough to move on to the more narrow focus of the dissertation. It is fully expected that these preliminary dissertation ideas are tentative and subject to change.

- One retake is permitted – at the discretion of the qualifying exam committee. Retake must be taken within 3-6 months from the original exam date. Students who fail the second exam will not be allowed to continue in the Ph.D. Program.

3.4 Teaching assistantship and assistant lecturer assignment

- Once students pass the qualifying exams, students should work with the Ph.D. Program Coordinator and Department Chair to determine when they will fulfill their TA assignments.
- Students are expected to serve as a teaching assistant (TA) for two courses (ideally two sections of the same course taught in the same semester). It is important to note that BUCO 633 Teaching Excellence Workshop is required before a student can TA. As a Teaching Assistant, they should assist a member of the faculty in the classroom. The goal is to learn about issues such as syllabus preparation, course objectives, student evaluation metrics and other issues that will prepare them to be an effective teacher.
- Students must teach one course (where their title will be Assistant Lecturer). They will serve as the instructor of record and will have full responsibility for performing all of the duties that accompany being a teacher.

3.5 Completing the dissertation

While completing their dissertation, students are required to register in 794 a-z dissertation units each semester, and, if receiving full funding, are not allowed to engage in work elsewhere. Funding beyond the 5th year is rare and only allowed under special circumstances.

- The Qualifying Committee may become the student's dissertation committee – assuming all parties are willing. However, separate forms must be filed for the Appointment of Guidance (Qualifying Exam) committee and the Appointment of Dissertation Committee. After successfully passing the qualifying exams, the students must appoint their Dissertation Committee by filling out the Appointment of Committee form for their Dissertation Committee. The Committee includes at least three members; at least one member from the student's home department must be tenured; one member must be a USC faculty member from outside the DSO department.
- Students must conform to University regulations regarding the deadline, format and style of the dissertation submission. Detailed guidelines are available from The Graduate School `http://www.usc.edu/dept/GRADSCHL/thesis_diss.html`
- The chair of the committee generally helps the student determine when the dissertation is ready to be defended.
- The student is responsible for scheduling the final dissertation defense date and arranging a room.
- A completed draft of the dissertation must be given to the committee at least 2 weeks prior to the final defense date.
- The final version of the dissertation is presented at an oral defense. It is the student's responsibility to arrange for the time and place of the defense. While the oral examination is open to the general university community, final judgment on the dissertation and oral defense is rendered by members of the dissertation committee.
- The decision to grant the dissertation must be unanimous.

4 Sample Program Sequence

4.1 Year 1

- Fall: 3 required classes, 1 elective (ALI 103 if required)
- Spring: 3 required classes, 1 elective
- Students will have their screening procedure at the end of their Spring semester.
- Summer: Work with RA advisor and prepare to present their summer research project at the beginning of the following fall semester.

4.2 Year 2

- Fall: 2 required classes, 2 electives.

  During this semester, students must select the Chair of his/her qualifying exam committee.

- Spring: 3 or 4 electives.

  During this semester, students must select the remaining members of his/her qualifying exam committee.

- Summer: BUCO 633, Teaching Excellence Workshop

4.3 Year 3

- Completing qualifying exam.
  - The student must complete his/her written and oral qualifying exams by Jan 1st .
  - A dissertation committee chair and the dissertation committee must be identified within ninety days after the student has passed the qualifying exams.
- TA requirements.

4.4 Year 4

- Working on dissertation.
- TA/Assistant lecture requirements.
- Securing 5th year funding.

4.5 Year 5

- Completion of dissertation
- Job search/interviews
- Oral defense

Appendix: Other elective classes

Students may check EE, ISE, CSCI, PM, DSO, and GSBA, and ECON courses at http://classes.usc.edu/ to identify other electives. Check similar departments at UCLA using their online schedule.

At Marshall

- **DSO 529** Advanced Regression Analysis (3 units, Spring)

  Description: Computer-assisted analysis of business data; advanced multiple regression analysis, survey analysis, ANOVA testing for Marketing-type applications and Times Series Analysis methods will be covered. Web registration open only to graduate business and accounting students.

- **DSO 530** Applied Modern Statistical Learning Methods (3 units, Fall & Spring)

  Description: Overview of highly computational modern statistical learning methods; applications of logistic regression, neural networks, LASSO, trees, boosting and GAM, etc., to finance and marketing data.

- **DSO 670** Current Research in Operations Management (3 units, Spring)

  Description: Critique of the current research-based literature in operations management to include scheduling, forecasting, MRP, technology planning, inventory management, and facilities location and layout.

- **DSO 671** Inventory Models and Supply chain Management (3 units, Fall)

  Description: Single product, single location inventory models; Multi-echelon inventory models; Assembly Systems; Inventory and Pricing; Value of Information; Incentives and coordination in supply chains.

- **DSO 677** Dynamic Programming and Markov Decision Processes (3 units, Spring):

  Description: Introduction to Decision Analysis; MDP model formulation and examples; Finite horizon models; Infinite-horizon models: Discounted MDPs, Average reward criteria; Continuous-time models. Open only to doctoral students.

- **MKT 615** Strategic and Marketing Mix Models (3 units, Fall)

  Description: Modeling research on marketing with a focus on discrete choice models, consideration set models, purchase timing models, accounting for consumer heterogeneity, Bayesian models, dynamic models of consumer choice, market entry effects, product quality, advertising and carry over effects, price, and promotion

Mathematics

- **MATH 525a** Real Analysis (3 units, Fall)

  Description: Measure and integration over abstract measure spaces, Radon-Nikodym theorem, FubiniÕs theorem, convergence theorems, differentiation.

- **MATH 544L**. Multivariate Analysis (3 units, not regular).

  Description: Exploratory and inferential techniques for multivariate data, Hotelling's T^2, multivariate analysis of variance, classification analysis, principle components, cluster analysis, factor analysis.

- **MATH 545L** Introduction to Time Series (3 units, Fall)

  Description: Transfer function models; stationary, nonstationary processes; moving average, autoregressive models; spectral analysis; estimation of mean, autocorrelation, spectrum; seasonal time series.

- **MATH 548** Sequential Analysis (3 units, irregular)

  Description: Sequential decision procedures: sequential probability-ratio tests, operating characteristic, expected sample size, two-stage procedures, optimal stopping, martingales, Markov processes; applications to gambling, industrial inspection.

Economics

- **ECON 511** Econometric Methods (4 units)

  Description: Summary of basic statistics (discrete vs continuous random variables, distributions), linear regression, IV regression

- **ECON 601** Microeconomic Theory I (4 units)

  Description: Optimization of the consumer and the firm; duality and imputed value; perfect and imperfect competition in product and factor markets.

- **ECON 604** Game Theory (4 units)

  Description: Strategies and equilibrium concepts; dynamic and repeated games; incomplete information and learning in games.

- **ECON 612** Econometric Theory (4 units)

  Description: Inference and prediction, generalized and restricted least squares, specification analysis, multivariate and seemingly unrelated regressions, simultaneous equations techniques, dynamic models, instrumental variable estimation.

- **ECON 613** Economic and Financial Time Series I (4 units, Fall)

  Description: Simultaneous equation models, dynamic structural econometric models, vector autoregressions, causality, forecasting, univariate and multivariate nonstationary time series, tests for unit roots, cointegration, autoregressive conditional heteroscedasticity models, time series models with changes in regime.

Electrical Engineering and Computer Science

- **EE 559** Mathematical Pattern Recognition (3 units, Spring)

  Description: Distribution free classification, discriminant functions, training algorithms; statistical classification, parametric and nonparametric techniques; artificial neural networks.

- **ISE 536** Linear Programming and Extensions (3 units, fall)

  Description: Linear programming models for resource allocation; simplex and revised simplex methods; duality; sensitivity; transportation problems; selected extensions to large scale, multiobjective, and special structured models.

- **ISE 599 Special Topics** Functions of Several Variables for Applied Mathematical Sciences (3 units, Fall)

  Description: Targeted for graduate students interested in the fundamentals of contemporary applied mathematics for modern-day applications in engineering and economics, and taught with rigor for the motivated learners, this is an accelerated course on the theory and methods of functions of several variables. The course complements much of the traditional mathematics curriculum and aims to provide a rigorous treatment of point-set theory, multivariate calculus, elements of matrix theory, solving equations, and polyhedral theory, all in the setting of a finite-dimensional Euclidian space.

- **CSCI 567** Machine Learning (4 units, Fall)

  Description: Statistical methods for building intelligent and adaptive systems that improve performance from experiences; focus on theoretical understanding of these methods and their computational implications. Recommended Preparation: Undergraduate level training or course work in linear algebra, multivariate calculus, basic probability and statistics; an undergraduate level course in Artificial Intelligence may be helpful but is not required.

- **CSCI 573** Probabilistic Reasoning (3 units, Fall)

  Description: Reasoning under uncertainty, statistical directed and undirected graphical models, temporal modeling, inference in graphical models, parameter learning, decisions under uncertainty.

- **CSCI 670x** Advanced Analysis of Algorithms (4 units, Fall and Spring)

  Description: Fundamental techniques for design and analysis of algorithms. Dynamic programming; network flows; theory of NP-completeness; linear programming; approximation, randomized, and online algorithms; basic cryptography. Prerequisite: CSCI 570;

- **CSCI 675** Convex and Combinatorial Optimization (3 units)

  Description: Topics include: Convex sets and functions; convex optimization problems; geometric and Lagrangian duality; simplex algorithm; ellipsoid algorithm and its implications; matroid theory; submodular optimization.

- **CSCI 686** Advanced Big Data Analytics (4 units)

  Description: Advanced statistical inference and data mining techniques for data analytics, including: topic modeling, structure learning, time-series analysis, learning with less supervision, and massive-scale data analytics.

Biostatistics

- **PM 542** Social Network Analysis (4 units, Spring)

  Description: Theory, methods and procedures of network analysis with emphasis on applications to public health programs.

- **PM 569** Spatial Statistics (3 units, Fall and Spring)

  Description: An introduction to statistical methods for analyzing and interpreting spatially referenced data topics include: geostatistics, areal data, point pattern data and visualization.

- **PM 579** Statistical Analysis of High-Dimensional Data (4 units, Fall and Spring)

  Description: Overview of statistical issues and solutions to high dimensional data analysis. Use of Bioconductor and R, with applications in molecular biology.

UCLA

- **EE 236B** Convex Optimization

  Description: Basic graduate course in nonlinear programming. Convex sets and functions. Engineering applications and convex optimization. Lagrange duality, optimality conditions, and theorems of alternatives. Unconstrained minimization methods. Convex optimization methods (interior-point methods, cutting-plane methods, ellipsoid algorithms). Lagrange multiplier methods and sequential quadratic programming.

- **200C** Large Sample Theory

  Description: Including Resampling, Asymptotic properties of tests and estimates, consistency and efficiency, likelihood ratio tests, chi-squared tests.

- **201B** Statistical Modeling and Learning

  Description: Methods of model fitting and parameter estimation, with emphasis on regression and classification techniques, including those from machine learning. Interest in either obtaining suitable conditional expectation function or estimating meaningful parameters of underlying probabilistic model to make inferences or predictions from data. Focus on what is to be done when linear models are not appropriate and may produce misleading estimates. Coverage of classical must know model fitting and parameter estimation techniques such as maximum likelihood fitting of generalized linear models. Exploration of broader regression/classification techniques that have been ubiquitous in machine learning literature, with special attention to regularization and kernelized methods.

- **201C** Advanced Modeling and Inference

  Description: Introduction to advanced topics in statistical modeling and inference, including Bayesian hierarchical models, missing data problems, mixture modeling, additive modeling, hidden Markov models, and Bayesian networks. Coverage of computational methods used and developed for these models and problems, such as EM algorithm, data augmentation, dynamic programming, and belief propagation.

- **204** Nonparametric Function Estimation and Modeling

  Description: Lecture, three hours. Requisite: course 200A. Introduction to many useful nonparametric techniques such as nonparametric density estimation, nonparametric regression, and high-dimensional statistical modeling. Some semiparametric techniques and functional data analysis.

- **C236** Introduction to Bayesian Statistics

  Description: Lecture, three hours; discussion, one hour. Recommended requisite: course 200A or 200B. Designed for graduate students. Introduction to statistical inference based on use of Bayes

theorem, covering foundational aspects, current applications, and computational issues. Topics include Stein paradox, nonparametric Bayes, and statistical learning. Examples of applications vary according to interests of students.

- **C245** History and Theory of Statistics

  Description: History of statistical methodology and its role within scientific community. Philosophical tenets of statistics; use of concept of probability as transparent and relatively objective means of evaluating empirical observations. Theory of statistical hypothesis generation and hypothesis testing. Designed to provide understanding and perspectives on role of statistics in modern science, theory of statistics, and its strengths and weaknesses.

APPENDIX E: IS DOCTORAL PROGRAM SUPPORTING INFORMATION

Appendix E1: IS PhD Placement since 2000 (From Most Recent Placement)

1. Joseph Clark -- University of Maine
2. YoungKi Park -- George Washington University
3. Paul Pavlou – Temple University
4. JooHee Oh -- Erasmus University, Netherlands
5. Nilesh Saraf- Simon Fraser University, Canada
6. Sanjay Gosain – Capital Group Research Department
7. Arvind Malhotra – University of North Carolina
8. Zoonky Lee – Yonsei University, Korea
9. Arjan Raven - Industry
10. David Kang -- China Dental Platforms
11. Mark Nissen -- Naval Post-Graduate School
12. Shaosong Ou – University of Washington
13. Raymond Sin -- HKUST Hong Kong
14. Il Im – Yonsei University , Korea
15. Ixchel Faniel: Research Scientist at OCLC Research
16. Jenny Zhong: Dead of cancer
17. Jeremiah Johnson: Syracuse University

Appendix E2: A (Partial) List of Schools with Openings in Fall 2015

Harvard,
Wharton,
University of Southern California (2 openings),
NYU Stern
Carnegie Mellon University,
University of Michigan,
University of Minnesota (2 openings),
University of Rochester (2 openings),
UT Austin,
UC San Diego
Purdue University,
Indiana University (3 openings),
University of Pittsburgh (2 openings),
Arizona State University,
Emory University (2 openings),
Temple University,
University of Connecticut (3 openings),
George Washington University (2 openings)
Chinese University of Hong Kong
HKUST (2 openings)

APPENDIX F:
FULL-TIME FACULTY CURRICULUM VITAE

Report on the Department of Data Sciences and Operations
USC Marshall School of Business

By

Nicola Secomandi (Carnegie Mellon University), Alexander Tuzhilin (New York University), Linda Zhao (University of Pennsylvania)

and Hashem Pesaran (USC, internal)

May 1, 2019

(based on the site visit during April 10-12, 2019)

Introduction

The Department of Data Sciences and Operations (DSO) has expanded significantly since its last Academic Program Review (when it was known as the Department of Information and Operations Management), which was conducted in April 2009. The Department has also become more internationally recognized.

Out of the three groups in the Department, the Statistics group has experienced the fastest growth, with net additions raising its size from 4 to 10 tenured and tenured track faculty. The other two groups have also expanded, with the Operations Management (OM) group rising by 5 to 14 and the Information Systems (IS) rising by 2 to 4 tenured and tenured track faculty. The IS group has also successfully recruited a junior faculty which brings their number to 5 for the next academic year. Overall the DSO Department has made 20 new hires since 2009 and experienced three departures, corresponding to two unsuccessful tenure cases and one notable departure to another high-ranking school.

Overall, we were pleased to see significant improvements in teaching and research in all the three groups. Also, despite the fact that the three groups differ in their objectives, and tend to follow different methodologies, we found a very positive departmental culture which has helped resolve some important resource allocation issues across the three groups reasonably well. However, as the groups expand and become more successful some formal arrangements might be required for efficient resource managements, both within and across the groups.

The multi-disciplinary nature of the research carried out in the Department also points to a more effective cross-school collaborations. Currently, there are some *ad hoc* arrangements between individual faculty in DSO and researchers in other Departments in Marshall as well as at the rest of the University. Given the recent advances in data sciences, the increasing availability of large data sets across many disciplines, a university-wide initiative that allows DSO to interact more effectively and widely with other like-mined researchers in the University would be welcome.

In what follows we will discuss each of the three groups within the DSO Department in some detail, comment on their strengths and weaknesses, and make a number of suggestions for enhancement of the doctoral programs, as well as for continued future improvements of all three groups in the Department. The rest of this reported is composed of three sections dealing with each of the three groups (in alphabetical order), providing a number of recommendations specifics to the groups. The report is concluded by providing a summary of the main recommendations, shared across the groups.

Information Systems Group

The Information Systems (IS) group includes two Chaired Professors and two Assistant Professors who have jointed Marshall within the last 3 years. Another Assistant Professor is joining the group next fall. The IS faculty members work in the areas of behavioral IS and economics of Information Systems. One Assistant Professor has interests in the technical aspects of IS, including that of data management and machine learning. The group is cohesive, has strong collegial relationships and is research active (according to the UT Dallas rankings, the IS group is placed number 9 worldwide, based on the number of articles published in the top-tier IS journals, which is impressive, given its small size). Some of the faculty have interdisciplinary interests and collaborate well with the faculty in other departments in the school and in the university. Furthermore, the IS group has been expanding over the last few years and had recent strong junior hires. Its senior faculty members hold several leadership positions in the IS field, including serving as Senior Editors of the top-tier IS journals, and have received several accolades and professional recognitions, including being inducted as Fellows of the Association of Information Systems (the highest lifetime honor in the field of Information Systems). The IS group has received significant external funding, won several best paper awards and has strong connections with the industry.

The key question that the Marshall School/USC faces is what to do with the IS group: should it strengthen it or keep it as-is (maintain the status quo). There is a national trend across numerous business schools to expand the IS programs due to the growing demand for the technology and data science related courses and due to the increasing importance of IS as a discipline. Our recommendation to the university is to follow this national trend and to strengthen the IS group. Among other things, this recommendation was strongly supported by some of the Marketing faculty, who argued during our meeting for the importance of IS within the Marshall school and their desire to collaborate with the IS faculty across a number of topics of mutual interest to the two groups.

As a part of this IS strengthening process, we recommend to hire a Senior research-active faculty either in the area of economics of IS or technical IS (note that the behavioral-IS area is already well represented by the two Senior IS faculty members who have been with the Marshall School for a long time). This new hire should enhance and make more vibrant the research environment of the IS group, the DSO department and the Marshall School in general. He/she should also provide leadership capabilities and also mentor the junior faculty working in the economics of IS and technical IS areas. With the two other senior IS faculty mentoring the behavioral IS faculty, this will cover all the "bases" of the IS discipline. Furthermore, this senior hire should also be involved in restarting the IS PhD program and be instrumental in making this PhD program successful.

It is impossible to build a strong research-oriented group without having an active PhD program, and we recommend to restart the IS PhD program at Marshall as a part of building up the IS group (note that the IS PhD program was placed on hold about 10 years ago). It is also crucial to launch such a program in order to retain current and be able to attract new research active IS faculty.

We recommend launching this program with the goal of having 1.5 PhD students admitted to the program per year on average in due course. To succeed with this program, it is crucial to have strong supervision and management of the program, and the newly hired Senior IS faculty should be involved in this process to assure its consistency and continuity.

The program can be launched with offering two PhD level core IS courses that can also be attractive to other PhD students across the Marshall School and beyond. Although we cannot be very specific about the exact nature of these course offerings, the Committee had extensive discussions with the IS and other faculty and felt that these two PhD-level core IS

courses will be sufficient since the IS PhD students can take other relevant courses in other departments and schools.

Although it is hard to make any definitive predictions about possible success of this PhD program, including its student placements, the Committee would like to point out that the IS job market is strong, with many IS departments hiring to meet the expanding demand. With the research active, enthusiastic, caring and "PhD hungry" IS faculty, the committee is confident that the IS group has a good chance to achieve strong placements of the graduating PhD students in the leading IS departments around the world. In sum we recommend:

1. Strengthen the IS program by hiring more faculty, including a Senior IS hire either in the area of economics of IS or technical IS.
2. Restart the IS PhD program that was placed on hold 10 years ago with the goal of having 1.5 PhD students admitted to the program per year on average.

Operations Management Group

The Operations Management (OM) group includes three tenure track full professors; five tenure-track associate professors; three clinical associate professors; four tenure-track assistant professors; one clinical assistant professor; three lecturers; and nine PhD students. The group's research spans multiple areas, including more traditional areas, such as supply chain and revenue management, and more emerging areas, such as robust decision making, big data and analytics, healthcare operations, and the design of societal systems. The group embraces a varied set of research approaches, covering stochastic processes and queueing, optimization, empirical methods, and economic theory and mechanism design. Faculty and doctoral students interact in a highly collegial fashion.

The group has a strong academic reputation: It places 11-th in the UT Dallas rankings for number of publications; its senior members hold associate editor positions in top ranked journals, such as Management Science, Manufacturing and Service Operations Management, Production and Operations Management, and Operations Research; and one of its members is department editor of Big Data Analytics within Management Science.

The full professors are leaders in their field. Their success has resulted in some organic attrition. However, the committee does not deem retention as a fundamental problem going forward.

Academic leadership also distinguishes the associate professors. Retention may become an issue for members whose research spans topics that are in high demand in industry. However, the school and university leadership have put in place creative solutions to successfully address this issue, at least in the short/medium term. There are opportunities for associate professors to make the next step in their professional career, which would further strengthen the profile of the group.

The group has grown substantially, mainly by hiring top caliber junior faculty members, even though it has lost one junior faculty member. The junior faculty members highly value their interactions with the senior faculty, in particular when it comes to mentorship, discussion of the promotion guidelines, and feedback on their progress toward tenure. They are highly appreciative of both the research funding opportunities that the school offers them and the overall strong research environment within the department. They find their teaching load extremely competitive, e.g., the possibility of co-teaching, which allows them to maximize the time they can dedicate to research. They all praise the collegiality that distinguishes the department.

Seeking external funding is a noteworthy feature of the research activity of some members of the group. This activity is seen as complementary to carrying out excellent research, as opposed to diluting other research efforts. The committee supports the sustained continuation of these research fund-seeking initiatives.

The OM PhD program has made substantial progress over the years, with excellent placements in both 2017 and 2019. However, the general feeling among the group is that it is not yet on par with top OM doctoral programs. In other words, it does not yet properly reflect the research stature of the OM group faculty. The main issue is the ability to attract more top quality students than the group can currently do, which places a constraint on the group's efforts to grow the size of its PhD program. Given the extremely competitive market for talented PhD student applicants, continuing the momentum with placement excellence will play a fundamental role in relieving this constraint. A key aspect here is continued coaching and mentoring of students by faculty. Although it requires substantial faculty time commitment, it can have large beneficial effects on placements. Further, there are opportunities for improved advertising of the program to a larger audience than currently done, perhaps in a formally structured fashion similar to what done by the statistic group (via e-mail campaigns), as well as more effective presentation of the group's strengths to potential

PhD students via redesigning the PhD program webpage. Some dimensions to play up in this effort are the extremely limited teaching assistant responsibilities of students; the competitive salary; the excellent research support (e.g., for attending conferences); the mentorship program; individualized coaching in carrying out research (especially by some senior faculty); and opportunities for interdisciplinary research within the DSO department and other departments (e.g., Marketing). Indeed, these are the aspects that current students find the most attractive about the OM PhD program. These initiatives involve limited additional resources.

The PhD students are overall happy about their experience. Nonetheless, they recognize that opportunities for improvement exist. On the academic side, they find it difficult to improve their research skills in the area of advanced stochastic processes. The tenure track OM faculty members bring up a closely related issue: They feel that it is critical for the group to offer a Foundations of Probability course geared toward OM and, more generally, business analytics and data science. Although seizing this opportunity would require additional resources, being able to pool with the statistics group in offering this course may improve its feasibility. On the administrative side, the PhD students feel that the school would benefit from more transparency about communicating changes in policies and procedures, e.g., the recent change of stipend of incoming students.

The OM faculty members feel that they have rather limited visibility on the allocation of incoming PhD students slots to the different departments. The statistics faculty voices the same concern, in an even stronger fashion. Put bluntly, faculty members see this process as a black box and would appreciate more transparency about its inner workings. Starting with sharing the general guiding principles behind this practice may go a long way toward addressing this issue. The committee encourages that it be made a priority for the school. Further, notwithstanding the current difficulty of the OM group in attracting more high quality PhD students than they do now, the apparent inability of the group to make multiple offers beyond their allocated target number of slots is deemed a limiting factor in improving the quality of the OM PhD program. Specifically, the OM faculty suggests that an improved approach be embraced that recognizes that the offer acceptance yield is often below 100%. The statistics faculty proposes exactly the same tactic. Moreover, both the OM and statistics faculty members believe that external research funding should be considered in the school's decisions about incoming PhD student slot allocations. That is, departments/groups who are successful at procuring research funds in a repeated fashion should have their allocations

increased accordingly. Indeed, in this case the overall school quota should rise. Further, slot allocation should reflect excellence in placements. The committee supports the enactment of these suggestions. They don't seem to require substantial additional resources. However, the committee is cognizant that the school cap on the overall number of slots (across departments) incorporates consideration of the generous package given to doctoral students, as well as an incentive for departments to sustain high standards in their review of PhD student progress (which ultimately affect quality of placements).

Statistics Group

Under the leadership of Gareth James, the statistics group has grown into a well-recognized department in the field. A number of outstanding junior faculty members joined the group. The faculty's research spans a wide range of cutting edge topics such as deep learning, high-dimension statistics, multiple testing, graphical analyses, etc. Several faculty members are well known for their pioneer research work. Five faculty members have received the prestigious NSF career award in addition to other NSF grants and NIH grants. Other notable grants include the Adobe Data Science Research award and the Simons Foundation research award.

All the members are actively producing high quality research results. They mostly publish in the top tier journals. While still young, several of the group members are already invited to be in the editorial board among all the leading journals in the field. They are Journal of Royal Statistical Society – Series B, Annals of Statistics, Journal of the American Statistical Association and Biometrika.

Another strength of the group is the ability of collaborative research with faculty members in other fields within the school as well as across the campus. Successfully mentoring graduate students adds another power to the program.

Since the inauguration of the PhD program in 2010 the group has recruited 12 graduate students. Four out of the five (80%) who have graduated by 2018 have gone on to take a job in academia, which is outstanding compared to other statistics programs in the country.

The students are very happy in the department; they love the mentoring system. Most students are actively engaged in research and have produced high quality research work as well.

One thing worth mentioning is that their TA duty is minimum in that they only need to work for one year during their entire stay at USC. In most peer statistics programs, students are TAs every semester. This could be one reason why the statistics group is able to recruit the very top applicants each year.

While the statistics group is doing very well in general, there is room to do even better. In particular we offer the following observations and recommendations:

(a) Number of Ph. D students

Modern data science requires huge effort towards understanding the data and data wrangling. It is almost impossible to carry out single author work nowadays. While most of the faculty members are engaged in complex research topics, it will be helpful if they can work with graduate students. Increasing the number of Ph.D students not only benefits the faculty members in terms of research, it also benefits the school by producing top quality academic personnel. It is evident that the current number of students is too small to meet the capacity of the faculty's ability. The committee strongly supports the voice from the statistics group and requests the school to allow them to take 2.5 Ph.D students on average each year.

(b) Number of Ph.D courses

While the Ph. D program has a well-designed curriculum, the 3 Ph. D courses allowed to be taught each year within the department is very limited. Adding one more course each year will strengthen the program so that many important topics can be delivered to the Ph.D students. We suggest that the following two sequences are taught every other year. The topics included here are important foundational as well as broad.

DSO 699 Advanced Statistical Theory (I) & (II)

Asymptotic theory (delta method, M-estimators; optimality of Maximum Likelihood Estimation (MLE), Bayes procedures and likelihood ratio tests); empirical processes; statistical decision theory (Bayes, shrinkage minimax, admissible rules); hypothesis testing

theory (global testing, sparsity estimation, signal detection, multiple testing, false discovery rate); random matrix theory with application to covariance estimation; additional special topics chosen by the instructor

DSO 699 Advanced Statistical Methods (I) and (II)

Bayesian analysis; functional data analysis; MCMC methods; deep learning methods; multivariate analysis; nonparametric statistics; online learning; clustering; causal inference and missing data; additional special topics chosen by the instructor

(c) Students placement evaluation standard

The statistics group sits in the Business school. It also serves for the University like the one in the Wharton School. Any student who is entering in a top statistics program regardless of being in the business school or not should be considered a great asset.

Summary of Recommendations

We summarize our recommendations according to their resource requirements.

- No additional resource requirement
    - Improved transparency of new PhD slot allocation
    - Allow groups to make multiple PhD admission offers
    - Link the number of slots to placements record and external research funding
    - Increase the number of slots for externally funded students
- Limited additional resource requirement
    - Improved advertising of the PhD program
    - Redesign the PhD program webpage(s)
- Substantial additional resource requirement
    - Strengthen the student educational experience in the area of advanced stochastic processes, in particular offering a new course dealing with Foundations of Probability for OM and, possibly, statistics/data science/business

- Strengthen the IS program by hiring more faculty, including a Senior IS hire either in the area of economics of IS or technical IS
- Strengthen the Statistics PhD program by adding one PhD course each year and increase the PhD students admitted to 2.5 per year on average
- Restart the IS PhD program that was placed on hold 10 years ago with the goal of having 1.5 PhD students admitted to the program per year on average and offering two IS PhD-level core courses

USC Marshall
School of Business

Data Sciences and Operations
Ramandeep S. Randhawa
Department Chair and Professor

Response to External Committee Report
Department of Data Sciences and Operations
USC Marshall School of Business

May 29, 2019

We are thankful to the committee for its diligence in evaluating the department. We are grateful that the committee acknowledged the many significant positive strides made by the department in the last ten years and the positive departmental culture that exists at its core. We also appreciate the thoughtful suggestions and recommendations, and especially the careful consideration of the corresponding resource implications. In the following, we discuss our responses to the committee's recommendations.

Response to Suggestions with No Additional Resource Requirements

We completely agree that additional transparency is needed on PhD slot allocation. We believe the school has started work on it this semester. This suggestion, and that of improved communication are a priority for the new Associate Dean for Doctoral Programs, Prof. Dina Mayzlin (Professor of Marketing), who will start in her role in the coming academic year.

We also agree and support the recommendation of allowing multiple admission offers. This would be very helpful in mitigating our yield issues.

In terms of usage of external funding for adding PhD slots. This is indeed a topic that faculty within the department frequently discuss. In my view, there are some confounding factors here that make it non-trivial to simply add slots based on external grants. One such factor is that because not all of our faculty secure grants, if extra slots are provided to faculty obtaining grants, then there could be inequity among faculty in terms of access to doctoral students. Given the small size of our doctoral program, and an overall lack of emphasis for faculty to generate funds, this may have a negative effect on our research environment. Our PhD program policies are formalized at the school level and apply equally to all departments in the school, so we would need to be mindful of the implications of implementing this change across the entire school. Overall, it would be very helpful if the school could take this topic into consideration and perhaps consider expanding slots for the department in light of the external funding that is being brought in.

Response to Suggestions with Limited Additional Resource Requirements

Improved advertising of our PhD program and a redesign of our website to highlight our competitive advantages are excellent suggestions and we plan to implement them.

Response to Suggestions with Substantial Additional Resource Requirements

1. *PhD course on Advanced Stochastic Processes*: We are thankful to the committee for this excellent suggestion. We will do our best to offer such a class on a regular basis as it benefits both OM and Statistics students. We will also explore ways to do this with minimal usage of extra resources.

2. *Strengthening of Statistics PhD program:* We completely agree that this program should be strengthened, although the financial implications of adding students and courses are both significant.

3. *Strengthening IS faculty:* This is another excellent suggestion. As a department, we understand this is an important field, and I believe we have support from the school as well as evident by our tenure-track recruiting in this area in recent years, including the current academic year.

   We agree with the committee's observation that there is a "growing demand for technology and data science related courses." We are also appreciative of the broader comment that "given the recent advances in data sciences, the increasing availability of large data sets across many disciplines, a university-wide initiative that allows DSO to interact more effectively and widely with other like-minded researchers in the University would be welcome."

   Indeed, the department would like to capitalize on these market forces, and to some extent, we are already doing so by leveraging existing strengths in the department and school. Our Statistics and Operations Management faculty are quite engaged with Analytics (for instance, Prof. Gareth James collaborates extensively with Marketing department faculty and PhD students, and Prof. Fan offers an elective on *AI for Business*, Prof. Rusmevichientong offers an elective *Analytics Edge*).

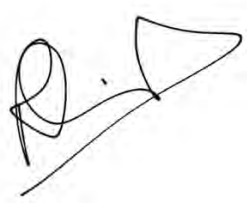
   The suggestion of recruiting a senior IS faculty in the areas of Economics of IS or Technical IS is well received. Given our current senior IS faculty are in a different area, it could be very productive to hire a senior person who may have research synergies with faculty in Statistics and OM as well. This would build on the collaborative culture and improve the synergies within the department and enhance our footprint in the areas of data science and analytics.

4. *Restarting the IS PhD program:* We agree a PhD Program is needed to have a vibrant research group. As noted in the report, the current senior faculty strength is in an area that is not aligned with the market demand, so it may be reasonable to postpone the start of such a program until such a senior person is recruited (and potentially some junior faculty are promoted so that there is a critical mass of tenured faculty to advise doctoral candidates). While the school-level potential benefits of such a program are

obvious to us, we are also aware of the significant resource requirements that will likely have school level implications and involve some trade-offs elsewhere. This would ultimately also need the support of the incoming Dean and would need to be aligned with the school's strategic priorities. Perhaps a way forward may be to form a faculty committee (with support and representation at School level) to perform a deeper examination of the benefits and potential trade-offs.

5. *Improving OM PhD Program:* We would like to highlight the sentiment in the external report that the OM Ph.D. program has made substantial progress in recent years and still has potential to improve further. The OM faculty will indeed do their part to continue on this trajectory. We also believe that it is important to ensure that this program maintains the current level of about 2.5 students per year on average.

As we consider these suggestions, many of which require significant additional resources at the school level, I would like to highlight that we also have some immediate resource-intensive recruiting. We are currently short-staffed in OM and Statistics areas with recent faculty departures, and we need to prioritize recruiting in these areas before turning to the other resource-intensive investments.



Ramandeep Randhawa

USC University of Southern California

OFFICE OF THE PROVOST

Elizabeth A. Graddy, Ph.D.
Executive Vice Provost
Jeffrey J. Miller Chair in Government, Business, and the Economy

MEMORANDUM

To: Gareth James, Interim Dean
Nandini Rajagopalan, Vice Dean for Faculty Affairs
Ramandeep Randhawa, Chair

From: Elizabeth A. Graddy

Date: October 9, 2019

Subject: UCAR Post-Review Action Plan for the Department of Data Sciences and Operations

Thank you for meeting on October 7, 2019 to discuss the outcomes of the Academic Program Review. Your plans inspire confidence that this already strong department will increase in stature.

Based on the action plan provided, we will not need to meet again as part of the Program Review process. We expect that the chair and deans will continue to work on the following items that arose from the review:

- Implementing a faculty recruitment plan to expand Statistics and Operations Management as deemed necessary
- Developing a strategy to improve PhD student quality and, if needed, to increase PhD student slot allocations
- Improving the department website for the Operations Management PhD Program
- Reviewing the core course offerings in the PhD programs
- Deciding on the future of the Information Systems PhD program
- Initiating discussions with potential collaborators to expand the reach of Data Sciences across the University, possibly through the creation of a Data Science Institute

Thank you for your active involvement in the Academic Program Review. I hope that you have found the process beneficial. I would appreciate any ideas you might have on how we might improve the process.

cc: Sally Pratt
Dana Irwin
Donna Garcia

Memorandum of Understanding to Guide the
Academic Review of the Department of Earth Sciences

Academic program review consists of on-going, high quality peer reviews of all the University's academic units and programs offering graduate degrees. The purpose of program reviews is to foster academic excellence at all levels, to determine how to raise quality to a higher level, and to provide guidance for administrative decisions in support of continual future improvement.

Program reviews at USC have the following characteristics:

1. Reviews provide a concise, honest appraisal of an academic unit's strengths and weaknesses.
2. Reviews are forward looking. While assessment of a program's current status is important, priorities for continual future improvement are of greatest concern.
3. Reviews are evaluative, not just descriptive. Plans for improvement require academic judgments about the quality of the faculty, academic program(s), students, curricula, resources and future directions.
4. Reviews incorporate expert assessment provided by reviewers from other high quality institutions.

Each program review must include consideration of the issues described in the Guidelines for Academic Review. These are set forth in Appendix I, II, and III of the Guidelines. In particular, Appendix I provides an outline for the unit's self-study, and Appendix III includes the topics for the Review Committee, consisting of internal and external members, to assess. The latter specifies:

The Review Committee should thoroughly and candidly evaluate:

1. The academic mission and intellectual profile of the graduate program(s).
2. The reputation of the program among peers in the discipline, including national rankings (where appropriate), and the extent to which the program is regarded as a leader in the field.
3. The likelihood that the program can become pre-eminent in the field. Review Committees should recommend the priorities and strategies that are needed to achieve the university's goal of academic excellence and eminence.
4. The stature and diversity of the faculty, and whether specific faculty members have been duly recognized in their field or by their peers for their accomplishments and promise.
5. The extent to which the unit under review contributes (or could contribute in the future) to interdisciplinary research and teaching, and whether there are interdisciplinary ties that currently are underdeveloped.
6. The alignment between program learning outcomes and course learning outcomes along the progression from introductory to advanced levels.
7. The effectiveness of the program's assessment plan to evaluate student learning and quality of teaching.
8. Improvements which are possible without the need for massive infusions of university resources.

9. Improvements which are possible only with additional resources.
10. Whether there are entrenched or irreconcilable issues within the program that constrain its effectiveness, and whether there might be more effective ways of working together.

This Memorandum of Understanding (MOU) sets forth additional issues that the Provost, the Dean, and the school or unit have identified as questions of particular importance for the unit under review. Please be aware that the additional issues are in addition to, and must not supplant, the eight specific areas for evaluation listed above. Both the school or unit, in its self-study, and the Review Committee should provide their analyses of these issues during the review process. We note that the review itself may raise additional issues during the process of assessing a unit's strengths and weaknesses.

The additional questions identified as important to address during this review are the following:

1. *Could the relationship between the ENST program and Earth Sciences be enhanced to further educational and possibly, research goals?*
2. *The desirability of adding an MS degree program to Earth Sciences to provide graduate study opportunities for Masters-level students, possibly targeting the part-time student, particularly in the areas of Risk, Resiliency and Big data analysis applied to Environmental problems.*
3. *Evaluation of Earth Sciences activities, and prospects for ES-specific Advancement initiatives.*
4. *Evaluation of the two major ES-affiliated Centers, SCEC and C-DEBI in terms of their integration with the department contributions to education and research.*
5. *Is diversity in hiring by ES satisfying University goals, and if not, what can be done to address this?*

The MOU also outlines the general composition of the Review Committee, including its size, and the range of disciplines and/or sub-disciplines to be represented. The following provides guidance with regard to the composition of the Review Committee:

The Review Committee should include representatives from institutions with the following types of programs:

- *Climate Science*
- *Geobiology*
- *Geochemistry*
- *Geophysics*
- *Tectonics*

Institutions from which Review Committee members could be drawn:

- *Harvard University*
- *Massachusetts Institute of Technology*

- *Northwestern University*
- *Pennsylvania State University*
- *Rice University*
- *Stanford University*
- *University of California, Berkeley*
- *University of Chicago*
- *Yale University*

The internal member of the Review Committee might be drawn from the following programs at USC:

- *Department of Biological Sciences*
- *Department of Physics and Astronomy*
- *Department of Chemistry*

The following are collaborating units, centers, or groups of faculty that might be included in the site visit and/or particular groups within the unit which should meet separately with the review committee:

- *Environmental Studies Program*
- *Marine and Environmental Biology*
- *Natural History Museum for Los Angeles County*
- *Southern California Earthquake Center*
- *Wrigley Institute for Environmental Studies*

The self-study should be completed no later than **March 31, 2017**. If the unit needs any information that is gathered centrally for use in its self-study, it should contact the Provost's Office or the Dean's Office for that information. During this time, the Provost's Office will work with the UCAR Chair and members to select the appropriate internal reviewer(s) and to invite external consultants to participate in the site visit.

Signed:

Elizabeth Graddy
Vice Provost for Academic and Faculty Affairs
Provost's Designee

10/26/16

Amber Miller
Dean, Dornsife College of Letters, Arts and Sciences

William Berelson Digitally signed by William Berelson
DN: cn=William Berelson, o=USC, ou=Dept Earth Sciences, email=berelson@usc.edu, c=US
Date: 2016.10.25 13:35:52 -07'00'

William Berelson
Chair, Department of Earth Sciences

cc: Michael Quick
Sarah Pratt
Dana Irwin
Donna Garcia

USC Dornsife
Dana and David Dornsife
College of Letters, Arts and Sciences

DEPARTMENT OF
earth sciences

2017 Self Study

Photo by C. Milliner

EXECUTIVE SUMMARY May 2017

Over the past 50 years, Earth Sciences has evolved from a discipline that emphasized field mapping and resource development to an interdisciplinary, systems-level science that pursues the understanding of connectivity between the Earth's interior, surface, oceans, atmosphere and the biological processes unique to this planet. For Earth Science faculty and students who pursue this field, the thrill of discovery and the beauty of nature motivates our efforts. Our discipline offers opportunities to explore intellectually compelling questions about the world around us, at the same time that it addresses pressing issues of societal relevance, including hazards, climate change, and natural resource sustainability.

Although we are a small number of faculty (currently FTE = 16, full time = 14; compared to our long-term average FTE > 20) we broadly contribute to the USC educational mission. Our successes include research dollars we obtain annually, the number of undergraduates we teach and mentor, the number of grad students we pass through our PhD program (and their successful placements), and impressive metrics of publication numbers, quality, awards, and honors. These successes, all discussed in this report, support our overall high ranking by US News and World (#25/117 in 2014). Yet recent departures and failure to hire (0 for 8 in faculty searches in last 6 years) leave us in a difficult situation. Related in part to this loss in faculty numbers, we have fallen behind other successful Earth Sciences departments in terms of cutting edge analytical equipment acquisition, especially in high and low temperature geochemistry. Our current reduced numbers have also weakened our ability to achieve a diverse faculty population. Changes in University graduate student fellowship support leave our graduate student program--one of our department's flagship strengths--in a state of uncertainty.

We are, nonetheless, excited to present this report to a new Dean because we have always seen our department as one that is 'flying below the radar' in terms of USC's internal recognition. We present visions for each segment of our department and for growth in these sub-divisions, focusing on developing in ways that link these groups, put us at the forefront of emerging 'hot-topics' and address the big questions in our field. For example, we see paths forward for our department in:

-Developing the science of earthquake forecasting, which is central to one of society's looming hazards, especially in the Western US.

-Understanding causes and effects of mountain-building as related to global climate, natural hazards, and resource location.

-Unraveling the role of the oceans as capacitors modulating climate, by quantifying dynamic exchange of heat and gas (CH_4 and CO_2 in particular), and studying how climate change in the recent and distant past offers insight into climate change now forced, dramatically, by human activity.

-Studying the biogeochemical cycles that allow life to persist on this planet from mountain tops to deep ocean basins, and understanding the associated connections

and feedbacks in the Earth system, using mapping and geochemical proxies that link space and time in terms of sources and sinks.

-Exploring origins of life (on this planet and others), the limits of life, life strategies, and recoveries from major planetary events, all with the goals of both satisfying humanity's curiosity and learning lessons that may have further relevance, for example, in terms of biomedical education and research.

-Understanding climate science/climate dynamics in ways that leverages our access to high performance computing and remote sensing and sensor development. Aspects of the hydrologic cycle, past, present and future is one potential target.

We are advocating for a commitment of steady re-growth of faculty numbers from the present 16 FTEs (our lowest in 22 years) to 22-25 FTEs, the expansion of our graduate population although not by the same fraction, the support for instituting selective professional Master's degree paths, and initiatives to make the strength of Earth Sciences part of a core effort to propel all sciences in Dornsife to world-class prominence. We also see Earth Sciences leading the effort in making Liberal Arts education and Science education societally relevant. Among the concrete steps we propose taking (several of which we are in the process of undertaking) for the next 5-10 years are the following:

-Capitalize on the international reputation the Southern California Earthquake Center (SCEC) has earned USC Earth Sciences by growing our EQ geophysics group and promote the expansion of Geobiology as a truly interdisciplinary field, largely founded by our own Ken Nealson, by increasing hires in these and related fields

-Hire in 'interfacial' areas such that the big research questions may be addressed while bridging between subgroups such as oceans-climate-biogeochemistry; tectonics-climate-biogeochemistry; mineral properties-rheology-EQ physics; paleontology-genomics-evolution; landscapes-sedimentation-global C cycling.

-Encourage undergraduates from top liberal arts colleges (Carleton, Wooster, Oberlin, Williams, Wesleyan, Haverford etc.) to apply for our graduate program.

- Leverage the connections and expertise SCEC has developed in super-computing together with departmental successes in pioneering novel data-synthesis and management initiatives (e.g., LinkedEarth), such that USC Earth Sciences develops a reputation for pushing the frontiers of data-rich environmental science topics.

-Continue to improve and modify our undergrad teaching to enrich the Dornsife experience for science and non-science students.

-Continue to re-engage our alumni to become more active supporters of our department and provide internships and opportunities for our graduates.

Part I. Overview/Comparative Strengths, Distinctiveness and Weaknesses

The Earth Sciences department at USC has built its reputation on the foundations of academic achievement through research and student mentoring. Around the mid 1980s, we saw the Geology field moving away from the traditional emphasis on Master's degree education and preparation for employment in the petroleum industry. We began re-shaping ourselves as a department. One early success, with the hiring of K. Aki and subsequently T. Jordan, was the expansion of systems science approaches to understanding earthquake mechanisms. Many of our geophysical faculty embraced this approach as did the funding agencies (USGS and NSF); they saw the potential in collaborations across this field, as well as the emergence of data-intensive analysis techniques, and have supported SCEC as an Science and Technology Center, housed in our department, for the last 26 years and recently renewed by NSF and USGS for another five years through 2022.

A second major change in direction occurred with the hiring of K. Nealson in 2001 and the growth of the geobiology program, initially in Earth Sciences and Marine Biology (MEB), and also, now, expanding into other branches of Biology and Physics (e.g. Moh El-Naggar). USC's pioneering investment in geobiology, facilitated by a 2007 Cluster Hire, led the development of this field, with other leading institutions around the world now following suit. Our success in this area has been cemented by subsequent funding of the C-DEBI Science and Technology Center by NSF under the direction of K. Edwards and then J. Amend, and a NASA Astrobiology Institute led by J. Amend.

While these two subdisciplines give us particular strength and standing, our view has always been that Earth sciences education and training involves foundational understanding grounded in basic science, as reflected in structural geology, tectonics, petrology, mineralogy, paleontology, oceanography, sedimentology and stratigraphy etc. Thus we have always titrated desires to emphasize growth in strategically targeted sub-disciplines with the desire to remain balanced enough to offer our students a comprehensive and deep Earth sciences education.

Two of the factors that we think have led to the success of our best graduate students are the interactions with professors who take a keen individual interest in a student's progress and the opportunities for students to work among and amidst various research groups. We find that students thrive when they are welcomed to explore novel directions connecting research interests between colleagues. Thus, while a small department, our cross-linked interests lead to students finding the important questions and working to answer these questions within a web of support. Cross-linked interests evolve organically when faculty enjoy working together and when the sub-disciplinary groups are not 'siloed', as happens at many schools. Thus, when challenged to consider how to improve our department and the

success of our graduate student program, our reply is to **encourage growth in areas that stitch together disciplines of strength**.

The opportunity to conduct a self-study allows us to look back at our trajectory and consider the future. From 2000 to 2016, our faculty numbers held steady at 20±1 (Figure 1). We are presently at 16, which reflects a long drought in hiring and recent departures. Counting faculty is somewhat tricky as we are a faculty of 20, yet only 14 are 100%, with 3 people on 50%, 2 on 25% and one 0%. The partial appointments reflect 2 on retirement plans and 4 with joint appointments in MEB. Of our 14 full time faculty, 11 are full professors and half dozen of these faculty are in their last 3-7 years of full-time activity. The other 3 are all associate professors; we have no assistant professors (although a search in progress may yield one or possibly two). The 'heavy-side' skewing of our department in terms of age, gender and ethnic diversity is an acknowledged shortcoming. This point, alone, argues for a recommendation of hiring at the assistant level as soon as possible.

We have an average population of graduate students of 50-60 (Table 1 and Appendix III). This is an average of 3 graduate students per research active professor, although this number shifts with time. A vibrant graduate student population requires this number of students, as a minimum. Ideally, we'd average 4 students per faculty, although our resources do not allow us this level of support. In order to get, on average, 12 graduate students per year, we accept (on average) 20-25 students. From 2008-2012 we were averaging 75 applicants; since 2012 we average 95. Reflecting these statistics, our enrolled student GRE scores have also improved over the past 10 years (Figure 2). However, we find the following interesting and in line with published accounts: the correlation between GRE scores or student 'ranking' as incoming graduate students and their success in grad school, measured by their advancement to post docs or other prestigious positions, is poor. While we agree that quality in = quality out is a general truism, often in academics exceptions make the rule. In the Earth Sciences, we have found that the most successful graduate student is often one of the exceptions.

While we admit ~12 students to the graduate program, per year, we lose, on average 1.5 to various forms of attrition. The reasons vary, from problems with quality to personality and psychological issues. In most cases, these students leave with a Master's degree.

The last UCAR review of Earth Sciences in 2007 resulted in 7 recommendations; summarized here by the department's response:

1) The Department will continue to find ways to build Geophysics and Geobiology as programs worthy of national and international stature.

2) The Department will continue to conduct broad searches for a new diverse group of young faculty.

3) The Department will continue to develop programs to foster graduate student interactions, including further development of the first year graduate student course, office assignments, seminar programs, and Departmental field trips.

4) New faculty hires will be made of individuals that can cross disciplinary boundaries of the different research programs in the Department, as an effort to build Departmental strength.

5) As they have in the past, all students will be informed that they may change graduate advisor while enrolled in our graduate program.

6) The Department will work with the College to make a senior hire who will be the new SCEC Director that will replace Tom Jordan when he steps down from this position.

7) The Department will develop a hiring plan to replace currently retiring faculty and achieve modest growth, with the aim of bringing in new faculty who will build to our strengths but who will also help knit together the several research groups. The opportunity to make a cluster hire would be welcomed.

It is interesting, perhaps a bit depressing, that many of these issues raised 10 years ago remain issues today. Perhaps it is also a sign of persistence and continuity. In this report we aim to burrow into these generic topics, providing concrete examples of how we might succeed and elevate our program. We are pleased to report that Item #6 has been accomplished with the recent hire of J. Vidale as the next SCEC director. While we were negotiating his leaving U. Washington for USC, he was elected to the National Academy of Sciences – this demonstrates our ability to identify and attract excellent scientists.

We set out as one of our goals of this self-study not only to define our strengths, attributes and weaknesses, but to use an analogy from the great hockey player Wayne Gretzky, we try to project where the 'puck is heading'. We find value in thinking about where the new initiatives lie, what grand challenges are facing our discipline, and how can we blend striking out in these directions with financial and space constraints, all in view of the visions proposed by our Provost and Dean.

A vision was provided by NSF when they laid out their 'Ideas for Future Investment' in a sweepingly broad announcement by the new NSF Director in May, 2016; of course, all pre-Trump. For all that NSF funds in the sciences, it is interesting to note that 3 of their 6 target areas are consistent with our department's strengths and vision: (1) Harnessing data for 21st century science; (2) Understanding the rules of life (i.e. predicting phenotype from genotype); (3) Navigating the new Arctic. These topics fit with our vision to build the data-intensive and machine learning parts of our department (geophysics and climate science); grow in geobiology and paleogenomics; and strengthen our group in ocean biogeochemistry and paleoceanography. Yet these are not the only areas we see the 'puck' headed. We see a strong future in linking tectonic evolution and processes to understand their impact on weathering, sedimentation, and the global carbon cycle. We would like to

add people working in remote sensing, perhaps linked to the global and regional water cycles. High temperature geochemistry is pushing the limits of analytical capabilities and the outcome of this work is ground breaking in terms of paleothermometry and paleospeedometry. We are excited to see our seismology group grow in areas of shallow seismicity and the use of geophysical imaging in environmental assessment. The strength of C-DEBI and the geobiology of extreme environments is a growing field, yet the geobiology and geochemistry of the early earth (i.e. deep time) would also be a compelling complementary field.

The vision of USC includes the general theme of 'sustainability', which weaves through so many units that it is hard to define and has many spokespeople. Both the Provost and Dean Miller have placed sustainability in the focus of USC's future. In the simplest quantitative terms, sustainability refers to the balance between input and output to a system. Our department is full of sustainability scientists who look at natural hazards, mineral abundance, climate and ocean change, evolution, landscapes, and elemental cycles, for example. Ours is a planetary and systems level approach to investigation of natural phenomena, particularly phenomena that have direct impact on society. We have seen recent evidence that the university is emphasizing investment in the social sciences and humanities. We have also seen Dornsife envisioning itself as a preeminent pre-med training ground. We think both trends are not favorable to the College and USC more generally in the longer term, unless they are supported by strong intellectual foundations. We believe that the stature of a great College should be built on strength of the sciences. We have a strong and eclectic faculty with advanced degrees in Physics, Chemistry, Mathematics and Biology in addition to Earth Sciences. We are, by the US News and World rating system, the highest rated USC science department (Table 2). We are a department that should be the nucleus for building USC Dornsife College's strength in the sciences.

II. Assessment of Faculty Quality

In the investigation surrounding the writing of this report, we find that US News and World ratings are based on simple surveys in which people are asked to rank departments. Clearly, these rankings are more a measure of perception and popularity than concrete data/metrics. Instead, we see the strength and hence quality of our department reflected in: a) our research funding, b) the placement of our students, c) our publication numbers, quality and citation rate, and d) our efforts and abilities in teaching and mentoring. Yet US News and World ranking will always get the attention of university administration, alumni and trustees, so here we provide a slightly closer look at these ratings:

Our ranking (tied for #25 out of 117) places us in equal standing with Washington U., U. Minnesota, Rice and Colorado School of Mines (Table 2). The number of Earth sciences faculty in these four schools averages 24. Our department presently stands

at 14 faculty with 100% appointments and 16 counting those with partial appointments or those on retirement fractional appointments. The schools ranked just worse than USC are Johns Hopkins, Virginia Tech, Texas A&M, U. Maryland and Northwestern, with an average 19 earth sciences faculty. Those ranked just better than us are ASU, UCSB, U. Colorado, U. Chicago and UC Davis with, on average, 31 faculty. All the premier Earth sciences departments: MIT, Caltech, Berkeley, Stanford, Columbia, Penn State, U. Arizona, Harvard, UT Austin, U. Michigan, Princeton have faculty numbers greater than ours.

Simply, higher faculty numbers is a *key* factor in achieving higher ratings, and yet we feel we "punch above our weight" when considering our currently low numbers.

But we don't feel that quality is measured adequately by US News and World. We view quality metrics both as the numbers we present below but also their trends. A department on an upward trajectory gets noticed. For example, our community noticed when UCLA Earth Sciences suffered through a period of resignations with people leaving at an extraordinary rate. That program had, for a while, a distinct negative trend. We feel that we are headed in the other direction, although we are concerned about the potential implications of recent faculty losses and upcoming retirements. Losing people to good schools, Becker to UT-Austin, Miller to ANU, Bucholz to Caltech is an endorsement of our quality, but it still diminishes our strength.

We have been a strong department in the eyes of our peers, and here we summarize our publication and funding records (Figs 3 and 4) that justifies that opinion. For the last 10 years, our faculty (minus Amend and Jordan, who run large centers) averaged $4 million annually in contracts and grants, primarily (>90%) via NSF awards. This comes from an average of 16 grants funded per year. Thus, on average, our faculty received 1 grant award per year for ~$250,000. In Earth sciences, this is really extraordinary and demonstrates our research prowess. The money brought into USC via the C-DEBI and SCEC centers dwarfs department funding; since 2007 SCEC has brought in >$91 million and C-DEBI and NAI >$55 million, while the rest of the department has brought in $40 million. We discuss C-DEBI and SCEC synergies with the department later in this report but note that these center PIs are faculty in our department.

Publication metrics can be tricky insofar as numbers generally reflect age, citation numbers generally reflect the size of the field and the most cited papers, etc. We have summarized our faculty (n=18 for the purposes of this metric, including faculty who recently left and those on 50% FTE) h-indices as normalized by the number of years elapsed since their PhD was awarded. This has become a fairly widely used method in our field to compare researchers. We have faculty whose h/year since PhD is <1.2 and faculty with values >2 (Figure 3) and overall, our faculty average is 1.5. This is the same as the average index computed identically for faculty at Rice. On the other hand, faculty at Harvard (n=9, only available data) have an average index of 2.7. Thus there is likely some relevance between faculty quality and publication and citation numbers. Improving on this index value is tricky, since some fields are

less cited than others, yet more aggressively publicizing our work may be one 'necessary evil' as part of a strategy for gaining the increased visibility and recognition we desire.

We have four active research faculty, three at the Associate level and one Assistant (nearing Associate). Research faculty in the college are responsible for 100% of their own salary and research funding—a truly daunting task. These faculty are closely aligned with TT faculty and share lab space with supporting TT faculty. The research faculty contribute to the vitality of the department in many ways; they mentor students (grads and undergrads), they serve on committees, they bring in large research portfolios, they mentor post docs and they will occasionally fill in to teach (although this is discouraged by the Administration). Research faculty have voting rights in faculty appointment decisions. These faculty enjoy and in some cases prefer the research appointment over a TT appointment for various reasons, and we feel that maintaining research faculty who have the highest standards of excellence is enriching our department.

Undergraduate teaching (GE's) has a significant impact on our graduate program and generally on faculty productivity. In recent years we've offered 6-8 General Education (GE) classes and one Thematic Option (Freshmen only) class per semester. Some of our GEs include field trip(s), all of our GEs include weekly laboratories, and we teach these classes to 120-240 students (except the Thematic Option, <40). Hence, the number of hours dedicated to teaching these classes averages well beyond the hours spent lecturing. Although we have TAs for the lab sessions, many faculty edit the labs, monitor the labs and otherwise are engaged in both lab and lecture material. Our teaching of GEs represents >50% of our full time teaching. We also staff undergraduate classes for our majors; although majors are few, we take their education and class selection very seriously to ensure we offer a very rigorous degree. This combination of GE and undergrad major teaching leaves very few faculty available to teach graduate classes, and most graduate courses are offered only in alternate years (sometimes less frequently). This is not always ideal, as it can present sequencing problems, when a student lacks a desired background for advanced courses. To keep faculty teaching loads reasonable, our strategy has been to offer undergraduate major classes every other year (except Mineralogy). We generally find graduate class enrollments of 5-10 and undergrad class enrollments of 10-20. Having enough faculty to offer a range of GE classes seems to benefit both college enrollment and tuition cash flow but it would help keep GE teaching fresh if we were to rotate instructors. Our faculty numbers are low enough now that we really can't provide this rotation and, in combination with the fact that we must keep teaching our majors, the group that suffers from low faculty numbers and high teaching load is the grad students.

However, we also find our teaching e of undergrads is beneficial for graduate students in several ways. First, TAs provide support for 20-40% of our graduate cohort. While TAing does slow research progress, it offers an opportunity for grad students to be mentors, and often hones their skills when teaching upper-level

classes. TAing a GE class can broaden their background. Second, many graduate students enter our program after doing an undergrad degree in Chemistry, Physics or Biology. They may lack some basic training in critical areas of earth sciences. This can be remedied by either sitting in on an appropriate undergrad major class, or (if the class is 400 level) taking it for graduate credit. Third, the mixing of graduate students and undergrads, either as fellow students in the same class or the TA—student relationship is beneficial to both groups; setting an example of graduate student behavior, drive, ambition etc. We feel that the symbiosis of our undergraduate and graduate programs is critical for the health of our department.

In summary, our faculty funding success and strong performance during fluctuations in NSF budgets provides evidence of its quality. Our publication record is strong. We have not garnered the number of honors and awards for our faculty as perhaps they deserve (see Appendix IV b i), but in all, we have earned a strong ranking from our peers. Yet, perhaps the most impressive achievement over the past 10 years is our continued improvement at graduate student accomplishment, as discussed below.

III—Assessment of Student Quality

Graduate student achievements and placements are a department's legacy. Through the last 10 years, we have seen the number of applicants double (Table 1) and also seen steady improvement in both the *applicant* GRE (Quant.) and in the *enrolled* grad student GRE (Quant.) (Fig. 2). For the last 10 years, we have enrolled on average 12±2 students per year and our attrition rate is 2±1 per year. Also noted, but not easily quantified, is that the students we rank highest, for example those who receive our most prestigious Provost Fellowships, are not consistently our best graduates. Our best graduating students are more closely related to particular mentors than incoming GRE or other quantitative metrics.

In terms of placements, we summarize 13 years of data for graduate students who completed our PhD (Table 3). We place 58% of our graduating PhDs in academic post-docs or directly into TT positions and 17% into highly competitive industry jobs (Fig. 5). A breakdown of student placement by faculty member is also given in Fig. 6. Of the 25% of PhD graduates from our department who do not go to either the post doc or business route, approximately half end up in a teaching position at a lower level college. Thus 10-15% of our graduates end up in occupations or fields that are not closely associated with their earth sciences training.

In the last 10 years, the greatest success at placing PhD students in academic TT positions has belonged to the Geobiology segment of the department, specifically to D. Bottjer and F. Corsetti who have between them placed 15 students in TT positions. Behind this group, the Tectonics/Structure group (J. Platt and S. Paterson) have graduated 6 students who now hold TT positions (Fig. 6). There are certainly notable successes in other segments of the department, and taking the 13-year window excludes successful placements that occurred prior to 2004. We also have 3

(plus 1 other on leave) Associate professors who have only been at USC for 7-8 years, providing limited opportunities for them to graduate students at this stage.

Our mentoring of post-docs (Table 4) shows a very strong record of success in terms of both academic and industry placement. Noting what schools post-docs are coming from is also a testament to our faculty quality and reputation. We do, on occasion, take our own PhD students and offer them post-doctoral fellowships; this has happened with 9/53 post-docs in the past 10 years. In most cases, this is done to help bridge support for an excellent student and/or in recognition of family constraints.

Since our last Self Study review, we have considered how to better prepare our graduate student population and systematize our process to degree. Our PhD granting process is loosely framed as follows:

-Incoming students are required to take a 2 unit class meant to introduce them to graduate school, including training in how to write impactful scientific papers, craft successful proposals, and deliver high quality presentations and posters. Most often, incoming grad students take 2-3 classes and TA their first year. This helps get them transition into our graduate program, including developing strategies for time management and socialization.

-On rare occasions, incoming students are not assigned a major advisor, but most often, students are recruited by a specific advisor and this affiliation lasts the duration of a student's time in our department. Rarely do graduate students change advisors, although this is something we can and hope to facilitate by easing the perception that students and advisors are fixed from day one. While we make this clear in the 2-unit class we offer first semester, this news often doesn't sink in. Some students are co-advised, yet in these circumstances there is one advisor who takes the lead.

-Many programs within our department use the summer months to conduct field work or have students involved in other research activities. Our department financial support for student research/travel helps immensely as do our department vehicles, which are in use all summer.

-Students move toward Qualifying Exams ("Quals") at different paces, so there is no fixed date for Quals. Students assemble a committee with the advice of their major advisor. Typically students are taking Quals in their 3rd year, but often assessment of quality has taken place before Quals are scheduled. We rarely use Quals to 'evaluate' a student, rather, we use Quals to establish that students have both broad and deep Earth Science knowledge, know how to pose a scientific question/hypothesis, know how to write a proposal and/or scientific paper, know the background literature, and are capable of thinking on their feet. Students who stumble in Quals are often asked to take more classes, and sometimes to write a Master's thesis before proceeding.

-A simple metric of grad student quality is whether they have a paper published (or submitted) by year 4. Most of our students do.

-We generally hold a 3-publication/manuscript level as the minimal criteria for graduating with a PhD. The record of this metric shows a very uneven outcome whereby some students have >>3 publications and some <<3 (Table 5).

-Progress toward the degree is more and more often hindered by students with some personal and/or psychological problems. This is an anecdotal observation that our faculty agree is a growing trend and concern.

-Often, a degree that might otherwise take 5 years to complete stretches to 6 or more years as a student tries to land the next job. We tend to be sympathetic to this strategy, rather than kicking people out of the nest, but have also tried to tamp down this tendency. Our average time to PhD is about 5.5 years.

We generally let the major advisor decide if progress toward a degree is satisfactory but this decision is always buffered by consultation with the student's committee and the department Graduate Advisor. Instituted recently, one-on-one meetings with the Graduate Advisor occur annually, and we encourage students to schedule regular committee meetings. We are getting more pro-active in identifying students who do not seem to be making good progress toward degree; we encourage these students to write a Master's Thesis and leave with an MS degree. We average one-two students per class who voluntarily or with encouragement opt for this route.

Students who have issues with their advisors number several per year. Our faculty all think they are good advisors, but clearly some are better than others. Students are encouraged to visit the Chair or Graduate Advisor or any other faculty to discuss problems they are having with their advisor. We are instituting an 'Exit Poll' in which students can provide feedback regarding their graduate experience in an anonymous fashion. We are also advocating that all new faculty hires be required to take a workshop class on mentoring best practices.

Our grad students show a remarkable knack for leadership and outreach. One example is the Young Researchers Program (http://youngresearchers.usc.edu/index.php), which brings local high school students from under-served communities into science labs at USC for summer research experience. This program was conceived and initiated by our students and has annually been organized and run by our students. A second example is the Science Policy Group (http://earth.usc.edu/sciencepolicy/), also initiated by our grad students to provide a forum for addressing the growing level of concern that science conversations are too often kept among and between scientists only. Thirdly, our grad students have ample opportunity to practice mentoring as nearly all our undergraduate major students work in a research lab.

IV- Comprehensive Plan for the Future

In a disciplinary sense, we have discussed and even tried to 'forecast' where the various fields are headed. Broadly, what we collectively consider 'hot' areas include:

Oceans and Climate:

- field and/or remote observations of the atmosphere/hydrosphere/cryosphere systems
- numerical solutions (models) for any aspect of the climate system
- mesoscale ocean dynamics
- oceanic biogeochemical cycles

Geophysics

- analysis of large data sets, data mining
- geophysics of the lithosphere, near surface seismology
- subduction zone research
- induced seismicity

Structure/Tectonics/Petrology

- lithospheric geochronology
- landform evolution
- lithospheric material behavior

Geobiology and Paleontology

- Paleogenomics
- Deep time paleoenvironmental reconstruction
- Life in extreme environments
- Microbes, minerals and energy

Geochemistry

- Rare isotopes as proxies for environmental conditions
- Hydrology and its interface with biogeochemistry
- Biogeochemical modeling

We have designed our growth plan from disciplinary presentations made during a department retreat in January 2017 during which the above topics were discussed. Out of that discussion, we derive the general plan for the next 5 years.

***To Improve our Program*--**We should be conducting 2 searches (among the list above) per year for the next 5 years, expecting to add 3-7 junior faculty in this time while we have attrition of senior faculty numbering 2-5. This plan might yield some net growth, which we need, and yet realistically might only yield steady state.

Department quality is measured by graduate student and post-doc placements which both point back to faculty quality, synergies, stature and infrastructural support. Improving faculty quality would occur by hiring faculty into inter-disciplinary niches. Specifically, we propose a 5-year plan to hire in:

- Lithospheric chemistry and the evolution of lithospheric systems over time
- Biogeochemistry and Earth Life Transitions, particularly considering the Carbon cycle
- Numerical solutions to problems in the Climate System
- Geobiology and Paleogenomics
- Landform evolution and dynamics of the shallow subsurface.

Additionally, we propose joint searches:

- in partnership with MEB to hire in Ocean Physics
- in partnership with Physics to hire in Mineral-Microbe Interactions and/or Planetary Geoscience.

These areas of growth meet a number of objectives that we see as vital to our future success. Rebuilding in the area of Lithospheric Systems (at the interface of Structure/Tectonics/Mineralogy/Petrology) is objective #1. This area is central to all other areas of the department and has been decimated since (a) Jean Morrison transferred to Administration, (b) she and Lawford Anderson left for Boston University, (c) Greg Davis retired and (d) Claire Bucholz signed and then left for Caltech in 2016 before beginning her tenure at USC. Lithospheric System evolution interfaces with global geodynamics, tomography and seismology, geochemistry and weathering, ocean chemistry, economic geology and landscape evolution/climate – and without faculty strength in this area, we miss key opportunities to enhance our research and graduate training in each of these other domains. Moreover, this area is crucial to the undergraduate Major curriculum; we have not had someone to teach Mineralogy or Petrology for 4 years, much less to develop related graduate-level courses.

Another overall objective reflected in our hiring targets is to strengthen our Geochemistry faculty to achieve international stature. Our existing faculty and associated infrastructure in this area provide a remarkable foundation, yet we have never reached the international reputation in this area that the Geophysics side of our department has achieved. We anticipate improving our standing in Geochemistry by hires that include strong analytical instrumentation skills (e.g. clumped isotopes, metal stable isotopes, radioisotopes) at the same time as working at the cutting-edge interfaces listed above.

Thirdly, we think USC has missed an opportunity in not making greater strides in becoming a leader in climate change research, especially given our location with respect to major ocean basin circulation fluctuations (PDO, El Nino), eastern ocean basin upwelling, hydrologic variability, desert to mountain access and our history as a marine geology and paleoceanography hot spot. Climate change is one of the most

pressing challenges facing humanity. Climate change in the geologic past provides a window through which we view the future. Our proposed strategy for growth in Climate Systems with the emphasis on numerical analysis complements our growth in 'big data' science in geophysics and/or field or remote observations of the atmosphere/hydrosphere/cryosphere system.

Genotype to phenotype is a buzz phrase that is significant to paleontologists and MDs alike. We could and should be among the first programs anywhere to move toward merging paleontologic research with medical research. Specific examples of Paleogenomics are given by the work of D. Bottjer and his students in collaboration with E. Davidson (Caltech, recently deceased). This work also couples our department with scientists and outreach opportunities at the Natural History Museum.

Finally, we see one of the great frontiers of Earth science research as being our ability to better understand the Carbon Cycle, broadly defined as including terrestrial biotic and weathering processes as well as global ocean sources and sinks. Proxies that help us delve into the workings of past carbon cycles are key to understanding the past and future – and insights from understanding the mechanisms at work in the natural carbon cycle over a range of timescales offer possibilities for better understanding technical solutions to future climate change, e.g., via carbon capture and storage.

These positions, and more, define the short-term evolution of our department. We may still be called by our disciplinary expertise (geochemist, oceanographer, geophysicist, etc.) but we are clearly looking to grow in areas that simultaneously fortify our strengths in earthquake science (largely accomplished pending outcome of Geophysics searches) and geobiology, while also developing a broad and intellectually robust department for the future.

The prospect of having a large undergraduate major population in Earth Sciences is not likely, especially since USC has never been the place high school students look to if they are broadly interested in the sciences. This needs to change, but we also capture many students interested in 'The Environment', helping the success and growth of ENST (the Environmental Studies Program). We continue to grow our partnership with this program, and to ENST students who are willing to dive deeper into environmental *science*, we welcome greater collaborations.

By training our graduate students with exposure to premier scientists from multiple subdisciplines within the Earth Sciences, we turn out highly successful PhDs. Improving upon the quality of incoming students is not ignored in our plan, but providing the best PhD education and opportunity is hand-in-hand with this hiring strategy.

Opportunities to Leverage on Strength with Existing Resources--Our department can capitalize on the international reputation that SCEC has earned especially in light of the recent hire of J. Vidale as Professor and future Center Director.

Outstanding offers to hire in EQ physics and global geophysics should help push this sub-discipline to better than it's present rating at #7. We can do the same by leveraging the reputation that our Geobiology program has obtained, given the prominence of K. Nealson (a founder of the field) and the scope of NASA NAI and C-DEBI centers. Our proposed hiring strategy would fill in different pieces of the Geobiology puzzle (biogeochemistry of the past; paleogenomics; microbe-mineral interfaces).

We can leverage the connections and expertise SCEC has developed in super-computing together with departmental successes in pioneering novel data-synthesis and management initiatives (e.g., LinkedEarth), such that USC Earth Sciences develops a reputation for pushing the frontiers of data-rich environmental science research. This would be enabled by faculty hiring in the general field of numerical approaches to the Climate System. By doing this, we'd be building on existing relationships with USC's Information Science Institute and its strong High Performance Computing facility.

We also see opportunity to grow professional relationships with the Natural History Museum and with Keck Medical School faculty. Growing in paleontology and becoming a center of paleogenomics are moves that take advantage of these two important units.

With Ken Nealson as new head of the Wrigley Institute we know there is someone in the lead of this program who values Earth Sciences and the insight our discipline can provide into problems of sustainability. CO_2 sources and sinks will become *the* scientific issue for the next generation and the ocean will play a huge role in regards to this topic. However, the quantification of CO_2 fluxes in our local coastal ocean has never been studied in all the years Wrigley has supported ocean research; we think this is a glaring gap that Nealson will remedy.

Faculty growth can be accommodated by shuffling our existing space and by capitalizing on the fact that the loss of several faculty has left unoccupied spaces sufficient for the growth specified above. We have much in common with colleagues in Physics, MEB and Molecular Biology (in terms of geobiology and oceanography), Spatial Sciences and Applied Math (Climate), Chemistry/Loker (geochemistry) and the Medical School (geobiology and paleontology). With the right coordination, our department curriculum and research could be improved by greater collaboration with all of the above. The same is true with respect to colleagues at UCLA, with whom collaborations in ocean biogeochemistry and ocean physics curricula are being explored.

Our graduates are a great strength, and we can better recruit good students when we have a happy, cohesive and productive student body. We have recently identified as a priority recruiting applicants from schools from which we get very few applicants, the excellent small colleges such as Pomona, Haverford, Carleton, Oberlin, Wesleyan, Williams etc. Increasingly our visibility to these students, e.g., by giving seminars at their schools, could be one strategy for attracting more applicants.

***Adding Quality with Additional Resources*--**The investment in new faculty, especially those in geochemistry required to bring that side of our department to national prominence, will involve significant resources for start-up instrumentation and lab renovations. These costs are associated with having an elite department with the likely outcome of better ranking and stature.

The investment in graduate student fellowships is another key piece of our success, recently hindered by the reduction of 2-year fellowships to 1-year. Re-instating the block grant system, whereby student fellowship awards and durations are set by the department and not mandated by the University, would be extremely beneficial for our department.

Each of our faculty have on average 3 graduate students, yet the mean is somewhat skewed by faculty no longer taking students and some faculty with >>3. We think we can handle a graduate student population of 60-80, although the higher number would require additional college support.

We also are perplexed that USC has no named post-doctoral fellowships in the Sciences. This is an odd but detrimental fact; very likely our reputation would be enhanced by this sort of investment. Prestigious post-docs attract top scientists.

We'd also like to see resources allocated toward the establishment of a visiting scholars program, again to bring top scientists to our department, to offer short courses or seminars but also to enrich faculty and student networks. Our experience is that top-ranked departments with such programs (Stanford, Yale) gain considerably from them, both in terms of international visibility and intellectual vigor within the department.

Our laboratories and general facilities are in decline and general infrastructural support is much needed. Specifically, we suggest a line of salary support to help pay for technical lab support. Unlike many of our peer institutions (e.g., Stanford, the UC's), we have no institutionally supported technical staff. We are increasingly finding that governmental funding of major infrastructure in the Earth Sciences (e.g., via NSF MRI) comes with the expectation of institutional technical support, yet this is absent at USC.

With growing compliance and paperwork, Earth Science faculty would benefit and become much more efficient were additions made to our office staff.

We have always had a strong reputation as a school where our students excel in field work. Our vehicles support a segment of this endeavor, yet investment in major seismic networks, GPS networks, drone and sensor networks would elevate our stature and promote better student projects. Institutional investment in these areas would likely nucleate efforts to secure external funding.

V--Special Topics

SCEC and C-DEBI—Both SCEC and C-DEBI represent NSF centers and accord our department a great deal of prestige and publicity.

SCEC operates in a 'collaboratory' model in which funding is dispersed far and wide for the purposes of addressing SCEC-specific topics related to earthquake science. Housed at USC are an IT group that helps run huge modeling efforts on behalf of SCEC science and an Education and Outreach office that has, among other things, developed Shake Out as an earthquake safety training activity for tens of millions of people, world-wide (www.shakeout.org).

Both SCEC and C-DEBI have significant administrative staffs and we are working on a staff re-organization that will still capitalize on synergies but also generate greater efficiency. The blending of SCEC and department activities, which has been the *modus operandi* for the past several years, can be problematic in terms of staff responsibilities. With a new SCEC director coming into place, the time is right for clarifying the delineation of these responsibilities.

The synergies that SCEC and C-DEBI create include workshops and meetings that are particularly valuable to our graduate students, providing opportunities to make contacts across geophysics and geobiology, respectively. Both organizations run summer REU intern programs, something that also involves faculty from other institutions, providing a flow of top researchers through our department. These programs often benefit our students who have opportunities to participate and also in some cases, TA. Many of our Geophysics professors have SCEC-funded projects and participate in various SCEC leadership activities, and similarly several of our Geobiology faculty, post-docs, and students hold C-DEBI grants. C-DEBI also offers intellectual opportunity for our students and spreads geobiology across the college to physics and molecular biology departments, and hence their students.

We recently added a new faculty member (J. Vidale) who will become SCEC Director later this year; this is an obvious synergy between a department and a center. Other faculty we are in the process of trying to hire will also complement SCECs mission to study earthquakes and reinforce our stature in geophysics, in general. In 2016, we tried to add faculty in geobiology, with the search still in progress after one top choice declined. This was a joint hire between MEB and Earth Sciences.

Both SCEC and C-DEBI have good publicity and social outreach organizations, something the department has never had. The department could benefit by learning from SCEC and C-DEBI outreach staff. SCEC 'controls' a large footprint of space in North Zumberge Hall. Much of this space benefits our Geophysics faculty research groups, but some of this space is underutilized, e.g. the USE-IT room. Strategies for better sharing some of this space for department use will be a topic addressed with the next SCEC director.

ENST/Wrigley—The Environmental Studies program is likely to see a boost in college support, given their high undergraduate enrollments and visibility at USC,

enhanced by their connection to the Wrigley Institute for Environmental Studies and the associated Marine Science Center on Catalina Island. Some of our faculty have joint appointments with ENST (Bottjer, Berelson, West) and our PhD graduates have a track record of becoming ENST faculty (Collins and Petryshyn). We also offer cross-listed classes that are aimed for ENST students (Introduction to Geosystems, GEOL 160; Climate Systems, GEOL 351; Environmental Hydrogeology, GEOL 470). Thus, our faculty are invested and participate in helping make ENST successful, yet our faculty are also wary that few ENST students are willing to take hard-core science classes necessary for the GEOL degree. Nonetheless, we think our department can continue to help ENST grow and improve. Adding faculty to Earth Sciences who can contribute to ENST teaching is an obvious win-win. Developing a professional Master's degree that combines Earth and Environmental Science with ENST classes is another path, especially at a time when ENST is also looking to grow its offerings at the M.S. level. We also note that ENST does not have laboratory space and our department does, and we have suggested the idea to the ENST director that some ENST classes develop labs and teach them in our rooms. We have also proposed the development of a Science Policy Seminar series, co-sponsored by ENST and Earth Sciences.

In our view, a clear shortcoming of ENST in its present configuration is that the program relies almost exclusively on Teaching faculty who are not on a tenure-track, and who do not run graduate research groups. This means that ENST faculty turn-over at a higher rate than tenure-track faculty, and that ENST students miss the opportunities of interaction with a vibrant, research active department that is characteristic of a major research university like USC. Although the interdisciplinary nature of ENST will always require blending department offerings across the natural sciences, social sciences, and humanities, we think that our department can continue to be a close partner and, with strategic initiatives, can enhance the educational experience for ENST students.

In the view of many in Earth Sciences, ENST, Wrigley, and MEB have always been so closely associated that terrestrial, atmospheric and natural resource environmental topics get much less attention than topics related to marine biology. K. Nealson, the new Wrigley director, will have much to say about how this coupling evolves, but our sense is that Nealson sees Wrigley's role in Environmental Studies as being much broader than mostly marine. We hope that we can become a closer partner as a result.

Joint ENST and Earth Sciences majors and minors present a win-win scenario for the College. The 2017 USC Salutatorian was a double ENST-GEOL major. Capitalizing on ENST's attraction to undergrads, their field-oriented class offerings and their emphasis on teaching partners well with our department in which research opportunities for excellent undergrads will always exist.

Fundraising—Connections and contacts with people in the College Development office have improved in recent years, yet there seem to be missed opportunities. Some potential donors would surely be thrilled to have the opportunity to join a

working geologist on any number of 'research' trips we could offer. Examples could include: site visit to a trench across an earthquake fault; day trip on RV Yellowfin for ocean sampling; hike through San Gabriel mountains to discuss igneous rock evolution; etc.

The department Chair has been working to develop a more robust Alumni network in hopes that this group will self-organize and help our graduates with job opportunities and mentoring, while also pushing for more giving. We made a fairly successful push to develop an endowment in the name of Donn Gorsline, a former much-loved faculty member who passed away in 2015. That endowment has almost met the $100,000 minimum criteria with gifts and pledges. If the Chair had more staff assistance, this sort of effort could easily generate the funds that would be both self-supporting but also provide meaningful department support. We note that several departments from which our faculty graduated now have full- or part-time development staff within the departments, coordinating fundraising, writing newsletters, and building social media presence. These positions also serve to increase visibility of research outcomes, one of the objectives we noted above, and they facilitate applications for competitive external grants. We think such a position in our department could make an enormous difference.

We view ourselves as an excellent department in spite of significant shortcomings when it comes to major analytical geochemical and visualization equipment. We may be the only top 25 Earth Sciences department without an MC-ICP-MS, which has become one of the iconic pieces of instrumentation in Geochemistry. One way we could make a major advancement in equipment and facilities is for the medical community to recognize that geochemists have been making precise, accurate and abundant measurements of rare elements and isotopes since the days of the lunar sample recoveries. These skills can meld with some medical applications such that an analytical facility, run by geochemists, could serve to broaden research across the college and into the Medical School. We would expect that the synergistic value to both environmental and medical research – especially given Dornsife investment at the intersection of basic science and medicine – could facilitate finding donors.

Our main building, ZHS has suffered multiple flooding events over the past two years, costing the university hudreds of thousands of dollars and causing disruption in faculty and student work. Our building needs an overhaul. The geochemistry lab of J. West – renovated on his arrival at USC in 2010 – has been inoperative for years due to underlying building and facility problems. Many classrooms suffer from poor to horrible acoustics and antiquated tables/chairs. Students should be impressed upon walking into an Earth Sciences building with tremendous displays of natural wonder. This could be done, with relative minor investment, with great rewards for occupant morale as well as for current students, prospective students (and their parents), and donors. Such additions could be made educationally relevant, for example the rock slabs mounted on hallway walls several years ago.

New technologies offer other opportunities for fundraising. We could become the first science department in the college, and likely one of the few in the country, that

offers state-of-the-art Virtual Reality (VR) laboratories as part of our General Education teaching. With the right support, we could partner with USC's leading Cinema school, including a dedicated program on science visualization, to develop lab modules in which students conduct VR field work and see what a working geologist sees.

Diversity—We recognize our shortcomings in terms of faculty diversity while we embrace the diversity we have achieved in our undergraduate and graduate programs. It has hurt us deeply that many hiring attempts in the past 8 years have failed where diversity candidates chose other schools over USC. We also recognize that the latest searches in geophysics did not result in an offer to a diversity candidate. Although we are not afraid to face these shortcomings, we also do not see easy solutions. We have recently suggested to the Dean of Sciences that the College should conduct searches that specifically target diverse candidates. This is the sure-fire approach to guarantee increased hiring. We also understand the 'cast the net broadly' approach. We may have admittedly suffered in some of our recent searches because we have had specific disciplinary needs, so our searches have not been sweepingly broad – yet in the past 10 years we have shortlisted numerous candidates who would have added diversity, and made offers to many of these, indicating that even within many of the subdisciplines we hope to target, there are top caliber diversity candidates. Now that we have so many hiring needs, it might be argued that conducting a very broad search across all these areas will lead to more diversity candidates.

Another strategy discussed with WiSE leadership was that we conduct a seminar/ workshop in which only diversity candidates are invited to speak. We would target upcoming post-docs, recommended by a web of our colleagues, and we would have a day of talks from this stellar group. What may emerge is the identification of people we 'just have to have'. But what will also emerge is our department demonstrating its interest in supporting diversity candidates, whether they come to USC or go elsewhere. As a department with only one (soon 2) female faculty members, we have to overcome the impression that we are not a good place for diversity.

The former president of USC, Steven Sample, identified racial diversity as one of the strengths of the City of Los Angeles as the capital of the Pacific Rim. However, the current faculty diversity at USC does not reflect the city and/or student population demographics. The USC faculty situation with respect to Hispanics/Latino faculty representation is disconcerting, especially with the present political climate of the country. For example, at the Dornsife College of Letters Arts & Science only 3% of the 382 tenure-track faculty members are from Hispanic/Latino origin and less than 1% of those are in the Natural Sciences.

Earth Sciences would be a willing leader in an aggressive move to hire diverse faculty; one strategy is to define diversity as an imperative quality in job advertisments, yet another strategy is to hire at the assistant professor level. Another is to make a cluster hire that must include diverse candidates. To reiterate,

clearly we must focus on the Assistant Professor level because the more senior the hire, the fewer candidates who represent diversity are available.

MS program—Since our department eliminated its Master's programs approximately 25 years ago, we have become a faculty intent on producing the best PhD graduates possible. With this shift, our production of future academic leaders has grown, but our links to the private sector have withered. Although the energy sector has changed in the last 25 years, employers have always been less interested in PhDs and more interested in MS students. Thus, in moving to the PhD only, we effectively lost our connections with the large energy companies that used to support this department through the 70s and 80s.

Some but not all of our current faculty think that we should re-examine the benefits of running professional-oriented MS degree programs in Earth Sciences. However, rather than returning to the MS degrees with an emphasis on careers in oil and gas, we envisage programs that address the industries of the future where Earth Sciences plays a central role. Degree programs we consider most viable in the short-term are programs that would meld Earth Sciences with other programs at USC, notably ENST and Public Policy.

We have discussed and would welcome deeper discussion of developing the following programs:

MS in Environmental Hazards, Risk, Mitigation—Our work on this subject via SCEC seems to make this an obvious target. We see our market including managers in the large infrastructural utilities and private companies who need to manage the risks associated with natural hazard events (earthquakes and floods, for example), as well as insurance and re-insurance companies.

MS in Environmental Data Mining—More information is available than people know what to do with, so finding useful data streams that provide evidence of environmental conditions is a growing industry. We could offer the training in how to handle large data, and how to process and statistically analyze these data, again serving managers in the public and private sectors.

MS in Astrobiology—When/if interest in life on other planets hits the news we'd expect a huge surge in student interest in this topic. But there may be an LA market for this degree given the large number of workers at JPL, SpaceX and the aerospace industry.

MS or Certificate in Carbonate Rock Diagenesis—While this topic may sound esoteric, the target of the huge oil reserves today are in carbonate rocks and the energy company people know less and less about basic carbonate chemistry and petrology due to retirements and evolving curricula. We have the faculty to cover such a topic.

As with most all new initiatives, spinning up an MS program would require upfront investment that our department faculty do not see clearly incentivized. The payoff,

in terms of real tuition flow back to the College and the department, seems to make the undertaking a rational one. Perhaps seed funding to support the initiation of one program would lead to a success.

VI. Summary

In this report we have documented both the quality of our faculty, the recent hits we have suffered as a faculty (via retirements, departures, and failed searches) and our case that rebuilding our department faculty numbers aligns with the goals of Dornsife.

We also make the case for the quality of our grad student body, and we argue that their placements following USC help us make this case.

We have outlined the a broad strategy for re-growing our depleted faculty numbers, including several general areas of hiring that would simultaneously boost our existing strengths and standing (earthquake science, geobiology), provide the necessary foundation for an intellectually robust department, and also anticipate 'where the puck is headed' in our field. The new directions and hires show both interest in staying ahead of the curve and becoming an elite department, but also in leveraging existing USC strengths and resources already in hand.

We know that a major shortcoming of our present department faculty is that we have only one (soon 2) female faculty, no other underrepresented groups on our faculty, and not even a single Asian faculty member (although 1/3 of our grad students are Asian). None of this is corrected in a single swipe, yet growing our faculty, especially at the Assistant Professor level, will be a critical step forward.

There is no question that faculty numbers and quality align with grad program quality, yet we also have identified action items that can help improve grad student success, summarized here:

-Provide resources for faculty and late-stage students to visit top-ranked small colleges for seminars, in order to attract better applicants from these schools

-Provide a list of 'best practices' in graduate student mentoring to all faculty, perhaps with reminders each year in faculty meeting, and institute of a policy that all new faculty take a mentoring class/workshop, e.g., as offered through the NSF-sponsored SERC program

-Develop more consistent rules governing progress to degree, to help grad students feel the playing field is level across the department

-Institute an annual survey to provide feedback regarding faculty advisor 'performance', developing the database necessary to identify areas for future improvement in advising

-Implement exit interviews with those students leaving without a PhD to provide data regarding department policy and mentoring

-Develop greater emphasis on Alumni-Grad Student relationships, to provide mentor opportunities and internship or job leads

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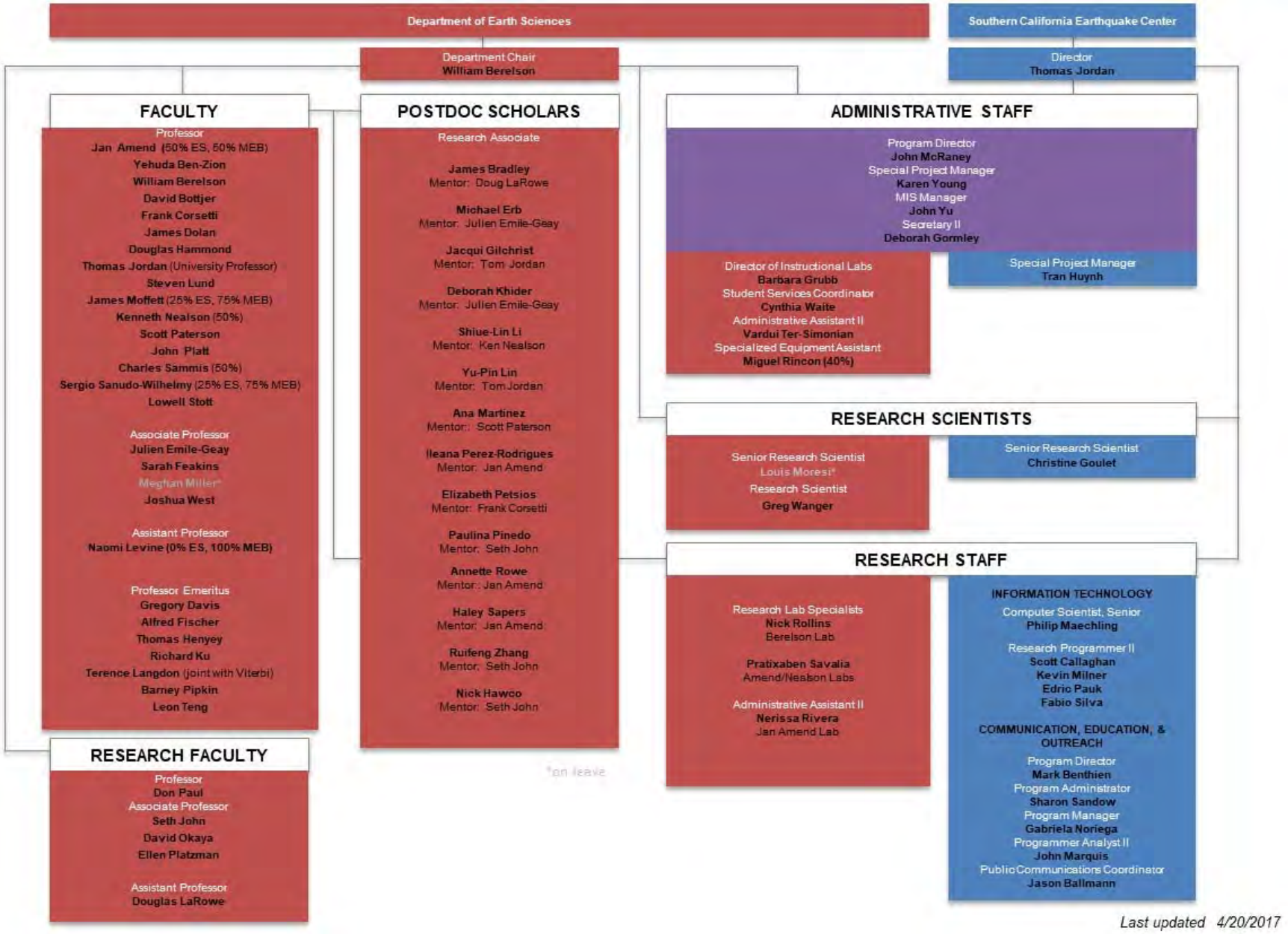
I.a – Overview – Organizational Chart



I.b – Tenure-Track Faculty by rank and tenure status

I.b TT FACULTY	RANK	TENURE STATUS	GENDER	ETHNICITY	MAJOR AREAS OF EXPERTISE
AMEND, JAN*	Professor	Tenured	Male	Caucasian	Microbial Geochemistry
BEN-ZION, YEHUDA	Professor	Tenured	Male	Caucasian	Geophysics and Seismology
BERELSON, WILL	Professor	Tenured	Male	Caucasian	Biogeochemistry and Oceanography
BOTTJER, DAVE	Professor	Tenured	Male	Caucasian	Paleobiology and Paleoecology
CORSETTI, FRANK	Professor	Tenured	Male	Caucasian	Evolutionary Geobiology
DOLAN, JAMES	Professor	Tenured	Male	Caucasian	Seismology, Tectonic Geomorphology, Geodynamics
EMILE-GEAY, JULIEN	Associate Professor	Tenured	Male	Caucasian	Climate Modeling, Data analysis and Geoinformatics
FEAKINS, SARAH	Associate Professor	Tenured	Female	Caucasian	Paleoclimate, Paleoecology; Isotope Biogeochemistry; Organic Geochemistry
HAMMOND, DOUG	Professor	Tenured	Male	Caucasian	Biogeochemistry and Hydrogeology
JORDAN, TOM	Professor	Tenured	Male	Caucasian	Seismology, earthquake dynamics, seismic hazard analysis, plate tectonics, mantle dynamics
LEVINE, NAOMI*	Assistant Professor	Tenure-track	Female	Caucasian	Climate-ecosystem interactions, marine carbon and nutrient cycling, microbial ecosystem dynamics, oceanography
LUND, STEVE	Professor	Tenured	Male	Caucasian	Earth's magnetic field and its variability through time
MOFFETT, JAMES*	Professor	Tenured	Male	Caucasian	Chemical Oceaongraphy
NEALSON, KEN*	Professor	Tenured	Male	Caucasian	Microbial physiology and genomics; Environmental microbiology
PATERSON, SCOTT	Professor	Tenured	Male	Caucasian	Structural Geology and Tectonics
PLATT, JOHN	Professor	Tenured	Male	Caucasian	Tectonics, Structural analysis, Microstructure
SAMMIS, CHARLIE	Professor	Tenured	Male	Caucasian	Geophysics and Rock Mechanics
SANUDO, SERGIO*	Professor	Tenured	Male	Hispanic	Environmental Biochemistry
STOTT, LOWELL	Professor	Tenured	Male	Caucasian	Oceanography, Climatology, Paleoceanography, Paleoclimatology,Stable isotope geochemistry.
WEST, JOSH	Associate Professor	Tenured	Male	Caucasian	Low-temperature geochemistry

* Joint appointment with Marine and Environmental Biology

I.c – Non-Tenure Track Faculty by rank and tenure status

I.c NTT FACULTY	RANK	TENURE STATUS	GENDER	ETHNICITY	MAJOR AREAS OF EXPERTISE
JOHN, SETH	Associate Research Professc	Non-Tenured	Male	Caucasian	Isotope Geochemistry, Chemical Oceanography
LAROWE,DOUGLAS	Assistant Research Professc	Non-Tenured	Male	Caucasian	Biogeochemistry, Bioenergetics, organic matter, thermodynamics
OKAYA, DAVID	Associate Research Professc	Non-Tenured	Male	Asian	Geophysics and Seismology
PLATZMAN, ELLEN	Assistant Research Professc	Non-Tenured	Female	Caucasian	Tectonics, Rock Physics, Planetary Magnetism and Global Climate Change

I.d - New Faculty Hired (Last 10 Years)

Tenure-track

Sarah Feakins (2008)
Julien Emile-Geay (2008)
Meghan Miller (2009)
Josh West (2010)
Jan Amend (2011)*
Naomi Levine (2014)*

NTT

Mandy Ward (2008)
Harsha Bhat (2010)
Maria Prokopenko (2010)
Valbone Memeti (2011)
Jeremy Zechar (2011)
Douglas LaRowe (2013)
Seth John (2015)

* Joint appointment with Marine and Environmental Biology

I.e – Faculty who have left (last 10 years)

Tenure-Track

Lawford Anderson (2011)
Greg Davis (retired 2016)
Ken Nealson (50%)
Jean Morrison (2011)
Thorsten Becker (2016)
Meghan Miller (Leave of Absence 2017)
Charlie Sammis (50%)

NTT

Harsha Bhat (2010-2011)
Maria Prokopenko (2010-2011)
Valbone Memeti (2010-2011)
Mandy Ward (2008-2011)
Jeremy Zechar (2011-2014)

I. f – USC Earth Sciences Curricular Map

There is no formal curricular map for our grad students. They come from such a varied background, math majors to biology majors, we don't see value in having core courses that teach to the mean. Rather, we evaluate each student individually, find holes in their background and suggest courses that will help fill these holes. We also know that certain grad classes are offered every other year, so we make sure our students leave room to take key classes during their first few years.

Generally, class work is done by their 4th year, although some PhD students take and/or sit in on classes every year they're here. Much of the class-taking vs. research-only is driven by the advisor's predilection.

Classes offered and geared to upper undergrad and grad students (some classes offered annually, some offered every other year, some offered infrequently*):

GEOL 425L Data Analysis in the Earth and Environmental Sciences
GEOL 460L Geochemistry and Hydrogeology
GEOL 505 Introductory Graduate Seminar in Earth Sciences (required)
GEOL 510L Advanced Stratigraphic Field Methods (often taught as carbonate chemistry)
GEOL 511L Depositional Systems (often taught as 'carbonates')
GEOL 512 Introduction to Chemical and Physical Oceanography
GEOL 520 Biosedimentology
GEOL 521L Advanced Structural Geology
GEOL 530 Modern Perspectives on Crustal Dynamics.
GEOL 531 Plate Interactions: Geological Aspects *
GEOL 532 Advanced Geologic Mapping
GEOL 533 Structural Evolution of Arcs*
GEOL 534L Mechanics of Lithospheric Deformation*
GEOL 535L Microstructures and Deforma-tion Mechanisms
GEOL 546 Reflection Seismology*
GEOL 550 Chemical Equilibrium and Disequilibrium in Geology*
GEOL 551 Introduction to Seismology
GEOL 552 Advanced Seismology
GEOL 553 Physics of Earthquakes*
GEOL 555 Paleoceanography*
GEOL 556 Active Tectonics
GEOL 557 Numerical Modeling of Earth Systems*
GEOL 560 Marine Geochemistry*.
GEOL 564 Isotope Geochemistry*
GEOL 566 Geochemistry Seminar
GEOL 567 Stable Isotope Geochemistry
GEOL 568L Metamorphic Petrology*
GEOL 569L Igneous Petrology *
GEOL 575 Organic Geochemistry
GEOL 601 Seminar in Sedimentary Geology (Geobiology)
GEOL 609 Seminar in Earthquake Physics

Total of 117 institutes ranked, only showing 1-42 in this table

Rank	School name	Score
1	California Institute of Technology Pasadena, CA	4.9
2	Massachusetts Institute of Technology Cambridge, MA	4.8
3	Stanford University Stanford, CA	4.6
3	University of California-Berkeley Berkeley, CA	4.6
5	Columbia University Palisades, NY	4.5
6	Pennsylvania State University-University Park University Park, PA	4.4
7	University of Arizona Tucson, AZ	4.3
8	Harvard University Cambridge, MA	4.2
8	University of Michigan-Ann Arbor Ann Arbor, MI	4.2
8	#8 University of Texas-Austin Austin, TX	4.2
11	Princeton University Princeton, NJ	4.1
11	University of Washington Seattle, WA	4.1
13	University of California-Los Angeles Los Angeles, CA	4
13	University of Wisconsin-Madison Madison, WI	4
13	Yale University New Haven, CT	4
16	Brown University Providence, RI	3.9
16	Cornell University Ithaca, NY	3.9
16	University of California-San Diego La Jolla, CA	3.9
16	University of California-Santa Cruz Santa Cruz, CA	3.9
20	Arizona State University Tempe, AZ	3.8
20	University of California-Davis Davis, CA	3.8
20	University of Chicago Chicago, IL	3.8
23	University of California-Santa Barbara Santa Barbara, CA	3.7
23	University of Colorado-Boulder Boulder, CO	3.7
25	Colorado School of Mines Golden, CO	3.6
25	Rice University Houston, TX	3.6
25	University of Minnesota-Twin Cities Minneapolis, MN	3.6
25	**University of Southern California Los Angeles, CA**	**3.6**
25	Washington University in St. Louis St. Louis, MO	3.6
30	Johns Hopkins University Baltimore, MD	3.5
30	Virginia Tech Blacksburg, VA	3.5
32	Texas A&M University-College Station College Station, TX	3.4
32	University of Maryland-College Park College Park, MD	3.4
34	Northwestern University Evanston, IL	3.3
34	Ohio State University Columbus, OH	3.3
34	Oregon State University Corvallis, OR	3.3
34	Stony Brook University-SUNY Stony Brook, NY	3.3
34	University of California-Irvine Irvine, CA	3.3
34	University of Hawaii-Manoa Honolulu, HI	3.3
34	University of Illinois-Urbana-Champaign Urbana, IL	3.3
34	University of Oregon Eugene, OR	3.3
42	Duke University Durham, NC	3.2
42	Georgia Institute of Technology Atlanta, GA	3.2

III.a.i, ii, iii – Appendix for Student Quality indicators, average GRE scores for applicants, admits and enrolled

Year	Number of:			Admit	Yield	GRE Quantatative (avg)			GRE Verbal (avg)			GRE Writing (avg)		
	Applicants	Admits	Enrolled	Rate	Rate	Applicants	Admits	Enrolled	Applicants	Admits	Enrolled	Applicants	Admits	Enrolled
2007	56	16	8	29%	50%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	52	17	10	33%	59%	735	726	713	538	558	516	4.26	4.6	4.5
2009	49	23	17	47%	74%	731	737	728	530	560	549	4.25	4.6	4.5
2010	71	19	11	27%	58%	739	749	765	510	568	563	4.6	4	4
2011	94	21	12	22%	57%	157	159	158	157	159	158	3.8	4.3	4.1
2012	109	20	12	18%	60%	158	162	161	156	161	159	3.6	4.22	4.13
2013	90	24	17	27%	71%	160	162	162	153	160	160	3.8	4.2	4.1
2014	120	22	13	18%	59%	161	160	162	154	159	159	3.7	4.12	4.13
2015	75	15	7	20%	47%	161	162	161	156	161	157	3.7	4.25	4
2016	108	24	14	22%	58%	161	162	162	154	160	158	3.7	4.2	3.88

(Source: Applyyourself.com 2008-2015, webadmit.org 2016)

III.a.iv – Graduate Student Publications with USC Advisor by cohort year

Cohort Year	No of Publications	No of Students	Pub/Student
2007	36	8	4.50
2008	29	10	2.90
2009	30	13	2.31
2010	22	10	2.20
2011	50	15	3.33
2012	11	12	0.92
2013	26	17	1.53
2014	11	13	0.85
2015	3	8	0.38
2016	5	13	0.38

*Number of publications by students from each class, 2007-2016. Data was obtained by searching student name in the CV of his/her faculty advisor. This includes papers written after students have graduated.

III.a.iv - Graduate Student Publications By Student with USC Advisor

Year	Last Name	First Name	No. of Pub
2007			
	Allam	Amir	6
	Bell	Alyssa	0
	Frantz	Carie	3
	Ianno	Adam	1
	Martindale	Rowen	10
	Mata	Scott	8
	Xu	Shiqing	7
	Zhu	Mengfan	1
TOTAL FOR 2007			**36**
2008			
	Chong	Lauren	5
	Gerault	Melanie	0
	Goebel	Thomas	12
	Haddad	Amanda	0
	Haravitch	Ben	0
	Ritterbush	Kathleen	6
	Singer	Esther	2
	Wang	Feng	3
	Wolfe	Christa	1
	Wu	Zi-Yu	0
TOTAL FOR 2008			**29**
2009			
	Boutwell	Christiann	0
	Cao	Wenrong	6
	Cheetham	Michael	2
	Donovan	Jessica	0
	Fleming	John	0
	Haskell	William	6
	Ibarra	Yadira	3
	Kaplan	Michael	0
	McAuliffe	Lee	4
	Ozakin	Yaman	3
	Pietsch	Carlie	4
	Potts	James	0
	Wang	Wei	2
TOTAL FOR 2009			**30**
2010			
	Dee	Sylvia	4
	Han (Weber)	Yang	0
	Mortazavi	Emily	3
	Paulson	Elizabeth	1
	Rong	Yilei	0
	Tems	Caitlin	2
	Torres	Mark	8
	Wang	Jianghao	3
	Zhang	Panxu	1
	Ozkabir	Maertcan	0
TOTAL FOR 2010			**22**

Year	Last Name	First Name	No. of Pub
2011			
	Baronas	Jokubas	3
	Hartman	Sean	0
	Holt	Adam	0
	Li	Gen	6
	Liddy	Hannah	2
	Liu	Xiao	1
	Liu	Xin	4
	McLean	Jeffrey	6
	Milliner	Christopher	4
	Monteverde	Danielle	1
	Petsios	Elizabeth	5
	Pinedo-Gonzalez	Paulina	3
	Ross	Zachary	13
	Williams	Jason	1
	Xia	Haoran	1
TOTAL FOR 2011			**50**
2012			
	Bardsley	Audra	1
	Butcher	Amber	1
	Gross	Martin (Ben)	0
	Kleinsasser	Eric	0
	Lippoldt	Rachel	0
	Lu	Guang-Sin	2
	Milner	Kevin	5
	Nishibayashi	Mark	0
	Ratschbacher	Barbara	2
	Roche	Tyler	0
	Song	Xin	0
	Wu	Mong Sin	0
TOTAL FOR 2012			**11**
2013			
	Dahlquist	Maxwell	0
	Grenader	Jessica	5
	Harris	Cooper	1
	Lee	Hyejung	3
	Lusk	Alexander	0
	McParland	Erin	2
	Perl	Scott	0
	Piazza	Olivia	0
	Qiu	Hongrui	2
	Rogers-Martinez	Marshall	0
	Shao	Jun	0
	Share	Pieter-Ewald	3
	Thompson	Jeffrey	4
	Washington	Kirstin	1
	Wilmeth	Dylan	0
	Yager	Joyce	2
	Zinke	Robert	3
TOTAL FOR 2013			**26**

Year	Last Name	First Name	No. of Pub
2014			
	Abolfathian	Niloufar	1
	Ardill	Katie	1
	Attia	Snir	0
	Barr	Casey	0
	Carroll	Nathan	1
	Dong	Sijia	1
	Eymold	William	0
	Hatem	Alexandra	0
	Hu	Jun	3
	Karkabi	Elias	1
	Meng	Haoran	2
	Schmidt	William	0
	Stellmann	Jessica	1
TOTAL FOR 2014			**11**
2015			
	Bolster	Kenneth	0
	Burt	Emily	2
	Feyhl-Buska	Jayme	0
	Larina	Ekaterina	0
	Qin	Lei	0
	Raut	Yubin	0
	Shen	Xueyao	1
	Zaiss-Bowman	Jessica	0
TOTAL FOR 2015			**3**
2016			
	Cheng	Yifang	0
	Johnson	Claire	0
	Joubert	Reena	0
	Juarez	Alan	0
	Kelly	Rachel	0
	Peaple	Mark	0
	Quackenbush	Paul	1
	Cawood	Tarryn	0
	White	Malcolm	3
	Wu	Becky	1
	Zhu	Feng	0
	Van Den Berghe	Martin	0
	Li	Yuwei	0
TOTAL FOR 2016			**5**

*Number of publications by students from each class, 2007-2016. Data was obtained by searching student name in the CV of his/her faculty advisor. This includes papers written after students have graduated.

III.a.iv Graduate Student External Fellowships

Award Year	Last Name	First Name	Award
2009			
	Frantz	Carie	NSF Fellowship
	Martindale	Rowen	Canadian Fellowship
2010			
	Kaplan	Michael	NSF Fellowship
2011			
	McLean	Jeffrey	External Fellowship
2013			
	Gerault	Melanie	Chateaubriand Fellow
	Washington	Kirstin	Gates Fellowship
2014			
	Torres	Mark	C-DEBI Fellowship
2015			
	Liddy	Hannah	Schlanger Ocean Drilling Fellowship
2016			
	Feyhl-Buska	Jayme	NSF Fellowship
	Liddy	Hannah	Schlanger Ocean Drilling Fellowship
	Larina Rogers-Martinez	Ekaterina Marshall	NSF Fellowship Graduate School Research Enhancement
	Wilmeth	Dylan	NSF Fellowship
	Wu	Becky	Taiwan MOE Fellowship

(Source: USC Dornsife)

Last Name	First Name	Advisor	Year of Admit	Exit Year	Degree	# of years to degree
2007						
Allam	Amir	Ben-Zion	2007	2013	PhD	6.00
Alpert	Lisa	Becker	2007	2012	PhD	4.67
Bell	Alyssa	Bottjer	2007	2013	PhD	6.33
Frantz	Carie	Nealson	2007	2013	PhD	6.33
Ianno	Adam	Paterson	2007	2015	PhD	5.33
Martindale	Rowan	Bottjer	2007	2012	PhD	5.00
Mata	Scott	Bottjer	2007	2012	PhD	5.00
Xu	Shiqing	Ben-Zion	2007	2013	PhD	6.00
Zhu	Mengfan	Stott	2007	2012	PhD	5.00
					Average years to PhD only	**5.52**
2008						
Chong	Lauren	Berelson	2008	2013	PhD	5.00
Gerault	Melanie	Becker	2008	2015	PhD	7.00
Goebel	Thomas	Becker	2008	2013	PhD	5.00
Haravich	Benjamin	Dolan	2008	2011	MS	2.67
Ritterbush	Kathleen	Bottjer	2008	2013	PhD	5.33
Singer	Esther	Edwards	2008	2013	PhD	4.67
Tackett	Lydia	Bottjer	2008	2014	PhD	5.33
Turner (Haddad)	Amanda	Edwards	2008	2013	PhD	4.67
Wang	Feng	Jordan	2008	2013	PhD	5.33
Wolfe	Christa	Hammond	2008	2011	MS	3.00
					Average years to PhD only	**5.29**
2009						
Burton (Richardson)	Marci	Lund	2009	2014	MS/PhD	5.33
Cheetham	Michael	Feakins	2009	2014	PhD	6.00
Boutwell	Christiann	Jordan	2009	2013	None	2.67
Cao	Wenrong	Paterson	2009	2015	PhD	6.00
Donovan	Jessica	Jordan	2009	2015	PhD	6.00
Fleming	John	Berelson	2009	2016	PhD	5.67
Haskell	William	Hammond	2009	2015	MS/PhD	6.00
Hames	Christopher	Platt	2009	2010	None	1.33
Ibarra	Yadira	Corsetti/Berelson	2009	2014	PhD	5.33
Kaplan	Michael	Becker	2009	2015	PhD	5.67
Klein	Nicholas	Sanudo	2009	2016	PhD	5.00

Last Name	First Name	Advisor	Year of Admit	Exit Year	Degree	# of years to degree
McAuliffe	Lee	Dolan	2009	2014	PhD	5.00
Misra	Suyash	Feakins	2009	2009	None	0.33
Ozakin	Yaman	Ben-Zion	2009	2015	PhD	5.67
Pietsch	Carlie	Bottjer	2009	2015	PhD	6.00
Potts	James	Platt	2009	2011	MS	2.33
Wang	Wei	Ben-Zion	2009	2011	MS	2.00
					Average years to PhD only	**5.64**
2010						
Dee	Sylvia	Emile-Geay	2010	2015	PhD	5.00
Mortazavi	Emily	Lund	2010	2012	MS	2.00
Ozkabir	Mertcan	Stott	2010	2010	None	0.33
Paulson	Elizabeth	Jordan	2010	2016	PhD	5.00
Rong	Yilei	Miller	2010	2011	None	0.67
Tems	Caitlin	Berelson	2010	2016	PhD	6.00
Torres	Mark	West	2010	2015	PhD	5.00
Wang	Jianghao	Emile-Geay	2010	2015	PhD	5.00
Zhang	Panxu	Miller	2010	2015	MS	2.00
					Average years to PhD only	**5.20**
2011						
Milliner	Christopher	Dolan	2011	2016	PhD	5.00
Baronas	Jacobus	Hammond	2011	2017	PhD	6.00
Hartman	Sean	Paterson	2011			
Holt	Adam	Becker/Miller	2011	2016	PhD	5.00
Li	Gen	West	2011	2017	PhD	6.00
Liddy	Hannah	Feakins	2011	2017	PhD	5.67
Liu	Xin	Ben-Zion	2011	2016	PhD	5.00
McLean	Jeffrey	Nealson	2011	2013	PhD	1.67
Monteverde	Danielle	Sanudo	2011	2016	PhD	5.33
Petsios	Elizabeth	Bottjer	2011	2016	PhD	5.00
Pinedo Gonzalez	Paulina	Hammond/Feakins	2011	2016	PhD	5.00
Ross	Zachary	Ben-Zion	2011	2016	PhD	4.67
Williams	Jason	Platt	2011	2017	PhD	6.33
Xia	Haoran	Platt	2011			
					Average years to PhD only	**5.06**
2012						
Bardsley	Audra	Hammond	2012			
Butcher	Amber	Miller	2012	2014	None	2.67
Gross	Martin	Paterson	2012	2014	MS	1.67
Kleinsasser	Eric	West	2012	2016	MS	3.67
Lippoldt	Rachel	Sammis	2012			

Last Name	First Name	Advisor	Year of Admit	Exit Year	Degree	# of years to degree
Lu	Guang-Sin	Amend	2012			
Milner	Kevin	Jordan	2012			
Nishibayashi	Mark	Stott	2012	2015	MS	3.00
Ratschbacher	Barbara	Paterson	2012			
Song	Xin	Jordan	2012			
Wu	Mong-Sin	Feakins	2012			
2013						
Dahlquist	Maxwell	West	2013			
Thompson	Jeffrey	Bottjer	2013			
Grenader	Jessica	Dolan	2013	2016	MS	3.00
Harris	Cooper	Miller	2013			
Lee	Hye-Jung	Feakins	2013			
Lusk	Alexander	Platt	2013			
Perl	Scott	Corsetti	2013			
Piazza	Olivia	Corsetti	2013			
Qiu	Hong-Rui	Ben-Zion	2013			
Rogers-Martinez	Marshall	Sammis	2013			
Shao	Jun	Stott	2013			
Share	Pieter-Ewald	Ben-Zion	2013			
Washington	Kirstin	West	2013			
Wilmeth	Dylan	Corsetti	2013			
Yager	Joyce	Bottjer	2013			
Zinke	Robert	Dolan	2013			
2014						
Abolfathian	Niloufar	Ben-Zion	2014			
Ardill	Katie	Paterson	2014			
Attia	Snir	Paterson	2014			
Barr	Casey	Nealson	2014			
Carroll	Nathan	Bottjer/Chiappe	2014			
Dong	Sijia	Berelson	2014			
Eymold	William	Jordan	2014	2017	MS	2.67
Hatem	Alexandra	Dolan	2014			
Hu	Jun	Emile-Geay	2014			
Karkabi	Elias	Feakins	2014	2016	None	
Meng	Haoran	Ben-Zion	2014			
Schmidt	William	Platt	2014			
Stellmann	Jessica	West	2014			
2015						
Bolster	Kenneth	Moffett	2015			

Last Name	First Name	Advisor	Year of Admit	Exit Year	Degree	# of years to degree
Burt	Emily	West	2015			
Feyhl-Buska	Jayme	Amend	2015			
Larina	Ekaterina	Bottjer	2015			
Qin	Lei	Ben-Zion	2015			
Shen	Xueyao	Jordan	2015			
Zaiss-Bowman	Jessica	Stott	2015			
2016						
Cawood	Tarryn	Platt	2016			
Cheng	Yifang	Ben-Zion	2016			
Johnson	Claire	Bottjer	2016			
Joubert	Reena	Corsetti	2016			
Juarez	Alan	Jordan	2016			
Kelly	Rachel	John	2016			
Li	Yuwei	Miller	2016			
Peaple	Mark	Feakins	2016			
Quackenbush	Paul	West	2016			
van den Berghe	Martin	Sanudo/Hammond	2016			
White	Malcolm	Ben-Zion	2016			
Wu	Yun-Hsin	Bottjer/Chiappe	2016			
Zhu	Feng	Emile-Geay	2016			

III.a.vi – Graduate Student Placement

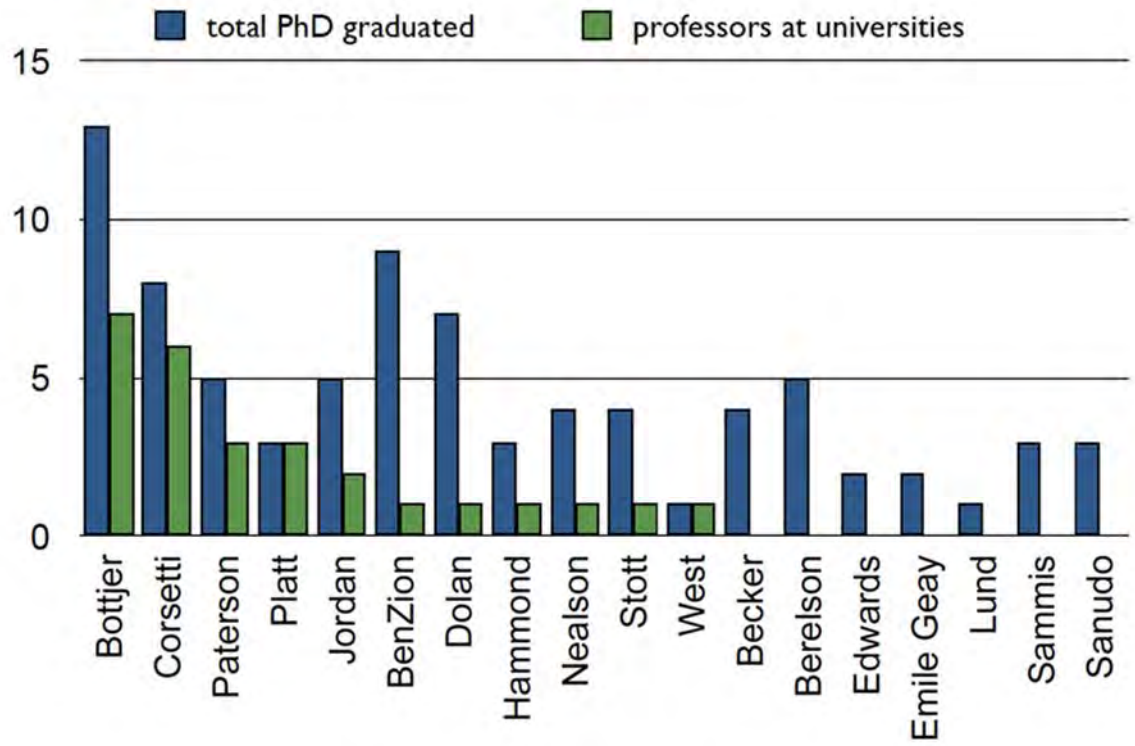
Student Last Name	Student First Name	Year Degree	Placement No.	First Placement:	Second Placement	Third Placement	Advisor	Division
Prokopenko	Maria,Genrikh	2004	1	Hess post doc, Princeton	USC post doc/Research Fac.	Pomona College, Visiting Prof.	D. Hammond	OCEANS&CLIMATE
Colbert	Steven,Laurence	2004	1	Post doc, U of Washington	Post doc, Lab. D'Oceanographie	U. Hawaii Hilo, Asst., Assoc. Prof	D. Hammond	OCEANS&CLIMATE
Chen	Po	2005	1	Post doc, Columbia University	Univer. Wyoming, Asst Prof.	Univer. Wyoming, Assoc. Prof.	T. Jordan	GEOPHYSICS
Clapham	Matthew,Eric	2006	1	UC, Santa Cruz- Asst. Prof	UC, Santa Cruz- Assoc. Prof		D. Bottjer	GEOBIOLOGY
Farris	David,Wedgwood	2006	1	CSU - Los Angeles, NTT	Smithsonian Institution	Florida State Univ, Asst. Prof.	S. Paterson	TECTONICS
Olcott	Alison,Nicola	2006	1	U. Kansas--Asst. Prof.	U. Kansas--Assoc. Prof.		F. Corsetti	GEOBIOLOGY
Frankel	Kurt,Lang	2007	1	GeorgiaTech--Asst. Professor			J. Dolan	TECTONICS
Dor	Ory	2007	1	Post doc, Brown University	Ecolog Engineering, Israel		Y. BenZion	GEOPHYSICS
Marenco	Pedro,Jose	2007	1	Post doc, UC Riverside	Bryn Mawr College, Asst. Prof.	Bryn Mawr College, Assoc. Prof.	D. Bottjer	GEOBIOLOGY
Lorentz	Nathaniel,James	2007	1	CSU - Northridge, NTT	Dickinson College, NTT	CSU-LA; Asst. Prof.	F. Corsetti	GEOBIOLOGY
Zechar	Jeremy,Douglas	2008	1	Post doc, USC	Post doc Lamont Doherty	Swiss Federal Institute Technology	T. Jordan	GEOPHYSICS
Bailey	Jake,Vincent	2008	1	Post doc, Caltech	U. Minnesota, Asst. Prof.	U. Minnesota, Assoc. Prof.	F. Corsetti	GEOBIOLOGY
Kozaci	Ozgur	2008	1	William Lettis & Asso., Inc.	Fugro Consultants		J. Dolan	GEOPHYSICS
Marenco	Katherine,N.	2008	1	Post doc, Bryn Mawr College	Bryn Mawr College, Lecturer NTT		D. Bottjer	GEOBIOLOGY
Lewis	Michael,Antony	2008	1	Post doc, USC	Post doc, UCSD	Earthworks, UK	Y. BenZion	GEOPHYSICS
Cooper	Frances	2008	1	Post doc, ASU	University of Bristol, UK		J. Platt	TECTONICS
Fischer	Adam	2008	1	ExxonMobil			C. Sammis	GEOPHYSICS
Salas	Everett,Cossio	2008	1	Post doc, Rice University	Post doc, JPL	Chevron, Bakerfield, Sr. Researcher	K. Nealson	GEOBIOLOGY
Saikku	Reetta,Maaria	2009	1	Researcher, Univ. of Turku	Nature Geoscience		L. Stott	OCEANS&CLIMATE
Shi	Zheqiang	2009	1	Post doc, SDSU	SDSU, NTT	USTC, China-Asst. Professor	Y. BenZion	GEOPHYSICS

Student Last Name	Student First Name	Year Degree	Placement No.	First Placement:	Second Placement	Third Placement	Advisor	Division
Economos	Rita,Claire	2009	1	Post doc, Indiana University	Post doc, UCLA	SMU, Asst. Prof.	S. Paterson	TECTONICS
Powers	Peter,Marion	2009	1	U.S. Geological Survey			T. Jordan	GEOPHYSICS
Leon	Lorraine,Annette	2009	1	Chevron U.S.A.			J. Dolan	TECTONICS
Memeti	Valbone	2009	1	Wash. U., NTT	U. Durham, NTT Fellow	CSU Fullerton, Asst. Prof.	L. Anderson	TECTONICS
Bailey	Iain,William	2009		Post doc, USC	SwissRe		Y. BenZion	GEOBIOLOGY
O'Connor	Jingmai,Kathleen	2009	1	Post doc, Academia Sinica, PRC	Academia Sinica--Asst.Prof	Academia Sinica--Assoc.Prof	D. Bottjer	GEOBIOLOGY
Powers	Catherine,Marie	2009	1	Glendale Comm. College, NTT	Front Range Comm. Coll.		D. Bottjer	GEOBIOLOGY
Yang	Wenzheng	2009	1	Post doc, Caltech	AIR Worldwide		Y. BenZion	GEOPHYSICS
Collins	Lisa	2009	1	USC ENST, NTT	SM College, Asst. Prof.		W. Berelson	OCEANS&CLIMATE
Barge	Laura	2009	1	Post doc, Caltech, JPL	JPL, Senior Scientist		K. Nealson	GEOBIOLOGY
Wechsler	Neta	2010	1	Post doc, SDSU	Tel Aviv University, NTT	Institut de Physique du Globe, NTT	C. Sammis	GEOPHYSICS
Frost	Erik,Karl	2010	1	Lettis Consultants International			J. Dolan	TECTONICS/GEOPHYS
Loyd	Sean	2010	1	Post doc, UCLA	CSU - Fullerton, Asst. Prof.		F. Corsetti	GEOBIOLOGY
Berkelhammer	Max	2010	1	Post doc, NCAR	Univ Illinois Chicago, Asst. Prof.		L. Stott	OCEANS&CLIMATE
Ganev	Plamen,Nikolov	2011	1	Aera Energy			J. Dolan	GEOPHYSICS
Behr	Whitney	2011	1	Post doc, Brown University	Univ Texas Austin, Asst. Prof.		J. Platt	TECTONICS
Johanesen	Katherine	2011	1	Bates College, NTT	SUNY Fredonia, NTT	Juniata College, Asst. Prof.	J. Platt	TECTONICS
Greene	Sarah,Elizabeth	2011	1	Post doc, Bristol University	Bristol, NERC Fellow	University of Birmingham, Lecturer	D. Bottjer	GEOBIOLOGY
Riedel	Timothy	2011	1	Post doc, UCLA	U Texas, Austin, Research NTT		W. Berelson	GEOBIOLOGY
Bhartia	Rohit	2012	1	JPL Senior Scientist			K. Nealson	GEOBIOLOGY
Alpert	Lisa,Ann	2012	1	Aera Energy			T. Becker	GEOPHYSICS
Zhang	Tao	2012	1	Gemological Inst. of America			S. Paterson	TECTONICS
Zhu	Mengfan	2012	1	CGGVeritas, Geophysics			L. Stott	OCEANS&CLIMATE
Martindale	Rowan	2012	1	Post doc, Harvard University	U. Texas, Austin, Asst. Prof.		D. Bottjer	GEOBIOLOGY
Mata	Scott	2012	1	Mt SanAntonio College, NTT	CSU - Fullerton, NTT		D. Bottjer	GEOBIOLOGY
Turner	Amanda,Gayle	2013	1	BHP Billiton Petroleum			K. Edwards	GEOBIOLOGY

Student Last Name	Student First Name	Year Degree	Placement No.	First Placement:	Second Placement	Third Placement	Advisor	Division
Petryshyn	Victoria	2013	1	Post doc, UCLA	Post doc,U. de Bretagne Occidentale	USC ENST, NTT	F. Corsetti	GEOBIOLOGY
Singer	Esther	2013	1	Lawrence Berkeley National Laboratory			K. Edwards	GEOBIOLOGY
McLean	Jeffrey,Scott	2013	1	J. Craig Venter Institute	U. of Washington, Asst. Prof.		K. Nealson	GEOBIOLOGY
Chong	Lauren,Stephanie	2013	1	U. of South Florida, NTT	Congressional Science Fellow, AAAS		W. Berelson	OCEANS&CLIMATE
Xu	Shiqing	2013	1	Nat. Res. Inst., Japan			Y. BenZion	GEOPHYSICS
Goebel	Thomas	2013	1	Post doc, Caltech	Post doc, UC S Cruz		C. Sammis	GEOPHYSICS
Allam	Amir	2013	1	Post doc, UCSD	Post doc, U. Alaska	Res. Scientist, U. Utah	Y. BenZion	GEOPHYSICS
Todd	Vincent,Michael	2013	1	U. of Hawaii - West Oahu, NTT			R. Ku	GEOCHEMISTRY
Ritterbush	Kathleen,Anita	2013	1	Post doc, U. of Chicago	U. Utah, Asst. Prof.		D. Bottjer	GEOBIOLOGY
Wang	Feng	2013	1	AIR Worldwide			T. Jordan	GEOPHYSICS
Frantz	Carie	2013	1	Post doc, U. of Washington	Weber State University, Asst. Prof.		F. Corsetti	GEOBIOLOGY
Bell	Alyssa	2013	1	Post doc, Nat. History Museum, LAC			D. Bottjer	GEOBIOLOGY
Tackett	Lydia,Schiavo	2014	1	North Dakota St U., Asst. Prof.			D. Bottjer	GEOBIOLOGY
Richardson	Marcia	2014	1	JPL, Staff Scientist			S. Lund	GEOPHYSICS
McAuliffe	Lee,Joseph	2014	1	Conoco-Phillips, Anchorage			J. Dolan	GEOPHYSICS
Ibarra	Yadira	2014	1	Post doc, Stanford University	SFSU, Asst. Prof.		F. Corsetti	GEOBIOLOGY
Kaplan	Michael,SamuelCruz	2015	1	Med School			T. Becker	GEOPHYSICS
Pietsch	Carlie	2015	1	Post doc, Paleontological Res. Inst.	San Jose State Univ., Asst. Prof.		D. Bottjer	GEOBIOLOGY
Torres	Mark,Albert	2015	1	Post doc, Caltech	Rice Univer., Asst. Prof.		J. West	GEOCHEMISTRY
Dee	Sylvia,Genevieve	2015	1	Post doc, Brown University			J. Emile Geay	OCEANS&CLIMATE
Wang	Jianghao	2015	1	Clean Air Task Force, Boston, MA	Mathworks, Inc.		J. Emile Geay	OCEANS&CLIMATE
Cao	Wenrong	2015	1	Post doc, Rice University	Nevada-Reno, Asst. Prof.		S. Paterson	GEOPHYSICS
Gerault	Melanie	2015	1	Post doc, Lab de Geologie de Lyon			T. Becker	GEOPHYSICS
Donovan	Jessica,Ryan	2015	1	Risk Management Solutions, Inc.			T. Jordan	GEOPHYSICS

Student Last Name	Student First Name	Year Degree	Placement No.	First Placement:	Second Placement	Third Placement	Advisor	Division
Ozakin	Yaman	2015	1	Post doc, Kandilli Institute, Turkey			Y. BenZion	GEOPHYSICS
Ianno	Adam	2015	1	Juniata College, NTT			S. Paterson	TECTONICS
Haskell	William	2015		NSF Post doc, UCSB			D. Hammond	OCEANS&CLIMATE
Ross	Zachary, Elias	2016	1	Post doc, Caltech			Y. BenZion	GEOPHYSICS
Tems	Caty	2016		Cuyamaca College, Asst. Prof.			W. Berelson	GEOCHEMISTRY
Fleming	John	2016		Center Biological Diversity's Climate Law Institute			W. Berelson	OCEANS&CLIMATE
Holt	Adam	2016		Post doc, MIT			T. Becker	GEOPHYSICS
Pinedo	Paulina	2016		Post doc, USC			Sanudo/West	GEOCHEMISTRY
Paulson	Elizabeth	2016		Accountant, Act One for Associa. PCM			T. Jordan	GEOPHYSICS
Petsios	Elizabeth	2016		Post doc, USC			D. Bottjer	GEOBIOLOGY
Liu	Xin	2016		Post doc, Stanford University			Y. BenZion	GEOPHYSICS
Milliner	Chris	2016		Post doc, UC Berkeley			J. Dolan	GEOPHYSICS
Monteverde	Dani	2016		Walker Envir. Consulting			Sanudo/Berelson	GEOBIOLOGY
Liddy	Hannah	2017		Academic Admin., Columbia U.			Feakins	GEOCHEMISTRY

TT jobs highlighted


total PhD graduated
professors at universities
15
10
5
0
Bottjer
Corsetti
Paterson
Platt
Jordan
BenZion
Dolan
Hammond
Nealson
Stott
West
Becker
Berelson
Edwards
Emile Geay
Lund
Sammis
Sanudo

III.b.i – USC Earth Sciences Methods to Evaluate Dissertations

There is no formal rule regarding dissertation evaluation; this is done by the Advisor and the dissertation committee faculty. We apply a general rule that a dissertation is, at minimum, three publishable 'units', but we may vary from this rule on occasion.

We are confident that our faculty uphold high standards of what qualifies as a PhD dissertation, but we do not codify this in any way.

III.b.ii – Accomplishment of learners…

The text defining this category makes no sense to the Chair nor to the Graduate Student Advisor, we have no idea what is being asked here.

2016, Total students: 61	
Women, full time: 31	Men, full time: 30
International: 14	International: 13
Domestic: 17	Domestic:17
Asian: 1	Hispanic/Latino: 1
African-American: 1	White: 16
White: 13	
Did not state: 2	

2015, Total students: 58	
Women, full time: 28	Men, full time: 30
International: 10	International: 11
Domestic: 18	Domestic: 19
African-American: 1	Hispanic/Latino: 1
White: 16	African-American: 1
Did not state: 1	White: 16

2014, Total students: 62	
Women, full time: 27	Men, full time: 35
International: 9	International: 13
Domestic: 18	Domestic: 22
Hispanic/Latina: 1	Hispanic/Latino: 3
African-American: 1	African-American: 1
White: 14	Multi-ethnic: 1
Did not state: 2	White: 17
	Did not state: 2

2013, Total students: 56	
Women, full time: 26	Men, full time: 30
International: 8	International: 12
Domestic:18	Domestic: 18
Hispanic/Latina: 1	Hispanic/Latino: 2
African-American: 1	African-American: 1
White: 13	White: 13
Mixed ethnicity: 1	Multi-ethnic: 2
Did not state: 2	

2012, Total students: 54	
Women, full time: 26	Men, full time: 28
International: 8	International: 13
Domestic: 18	Domestic: 15
Hispanic/Latina: 1	Hispanic/Latino: 2
Asian: 1	African-American: 1
White: 12	White: 8
Multi-ethnic: 1	Multi-ethnic: 3
Did not state: 3	Did not state: 1

2011, Total students: 56	
Women, full time: 29	Men, full time: 27
International: 9	International: 12
Domestic: 20	Domestic: 15
Hispanic/Latina: 1	Hispanic/Latino: 2
Asian: 1	African-American: 1
White: 13	White: 8
Did not state: 5	Multi-ethnic: 2
	Did not state: 2

2010, Total students: 53	
Women, full time: 29	Men, full time: 24
International: 8	International: 10
Domestic: 21	Domestic: 14
Hispanic/Latina: 1	Hispanic/Latino: 3
Asian: 1	Asian: 1
White: 13	African-American: 1
Did not state: 6	White: 7
	Multi-ethnic: 1
	Did not state: 1

2009, Total students: 54	
Women, full time: 24	Men, full time: 30
International: 6	International: 11
Domestic: 18	Domestic: 19
Hispanic/Latina: 1	Hispanic/Latina: 2
Asian: 1	Asian: 4
White: 10	African-American: 1
Did not state: 6	White: 10
	Did not state: 2

2008, Total students: 52	
Women, full time: 24	Men, full time: 28
International: 9	International: 9
Domestic: 15	Domestic: 19
Asian: 1	Hispanic/Latino: 3
White: 11	Asian: 4
Did not state: 3	White: 10
	Did not state: 2

2007, Total students: 50	
Women, full time: 25	Men, full time: 25
International: 7	International: 7
Domestic: 18	Domestic: 18
Asian: 1	Hispanic/Latino: 4
White: 10	Asian: 3
Did not state: 7	White: 9
	Did not state: 2

IV.a – USC Earth Sciences Faculty Awards and Honors

National Academy of Sciences:
Tom Jordan

Fellow of AGU:
Yehuda Ben Zion
Tom Jordan
Ken Nealson
Charlie Sammis

Fellow of GSA:
Dave Bottjer
Frank Corsetti
Scott Paterson
John Platt
David Okaya

Fellow of American Academy of Arts and Sciences--Tom Jordan

Fellow of American Association for Advancement of Science--Dave Bottjer

Fellow of Paleontological Society--Dave Bottjer

Fellow of American Academy Microbiology--Ken Nealson

American Philosophical Society--Tom Jordan

Humboldt Research Prize-- Yehuda Ben Zion

Raymond C. Moore Medalist, SEPM—Dave Bottjer

Presidents Medal, GSA—Tom Jordan

Inge Lehmann Medal, AGU—Tom Jordan

NAS Kavli Fellow—Josh West

NSF Career Award—Josh West

Award Total: $162,696,674

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Amend	06/30/08	A Deep-Biosphere Research Coordination Network	NSF	$499,418	funded - expired	$499,418	06/01/09	05/31/15
Amend	01/01/10	A Lost City-Type Hydrothermal System in Readily Accessible, Shallow Water	C-DEBI (NSF)	$49,469	funded - expired	$49,440	12/01/12	11/30/13
Amend	01/01/10	Center for Dark Energy Biosphere Investigations (C-DEBI)	NSF	$27,374,312	funded - current	$24,874,312	10/01/10	09/30/21
Amend	07/30/12	Collaborative Research: Development of Numerical Models Linking Fluid Geochemistry and Biological Communities in Mid-Ocean Ridge Hydrothermal Environments	NSF	$116,865	funded - expired	$116,865	09/01/11	08/31/14
Amend	10/26/12	Nickel (Ni) Isotope Fractionation as a Potential Biosignature for Methagenic Archaea	WashU in St. Louis/NSF	$18,953	funded - expired	$31,961	04/01/12	01/12/14
Amend	07/28/15	Center for Dark Energy Biosphere Investigations (C-DEBI Phase 2)	NSF	$22,500,000	funded - current	$22,500,000	10/01/10	09/30/21
Amend	07/28/15	Center for Dark Energy Biosphere Investigations (C-DEBI)	NSF	$100,000	funded - current	$100,000	10/01/10	09/30/21
Amend	03/07/16	WATSON Project: DUV Fluorescence/Raman Spectral Analysis	JPL	$75,000	funded - current	$75,000	03/09/16	09/30/17
Amend	06/27/16	Schlanger Fellowship: Active microbial carbon cycling in Baltic Sea Basin sediments	Consortium for Ocean Leadership	$30,000	funded - current	$30,000	03/01/15	02/28/18
Amend	09/23/16	WATSON Project: DUV Fluorescence/Raman Spectral Analysis	JPL	$69,999	funded - current	$69,999	03/09/16	09/30/17
Amend	n/a	CAREER: Geochemical Energy for Thermophilic Archaea and Bacteria	NSF	$102,000	funded - expired	$102,000	10/01/11	05/31/13
Amend	n/a	Collaborative Research: Microbial Ecology of Ocean Basement Aquifers: ODP Borehole Observatories	NSF	$66,946	funded - expired	$66,946	09/01/11	02/28/13
Amend	04/30/14	NAI-CAN Cycle 7 ICY WORLDS: Astrobiology at the Rock-Water Interface and Beyond…	JPL NASA	$44,000	funded - current	$44,000	08/15/16	08/15/17
Amend LaRowe	04/30/14	NAI-CAN Cycle 7 ICY WORLDS: Astrobiology at the Rock-Water Interface and Beyond…	JPL NASA	$92,859	funded - current	$44,000	07/16/15	07/16/16

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Amend Schroeder	08/27/14	REU Site: Community College Cultivation Cohort (C4)	NSF	$253,673	funded - current	$245,258	03/15/15	02/28/18
Amend Schroeder	12/15/15	REU Site: Community College Cultivation Cohort (C4)	NSF	$16,000	funded - current	$16,000	03/15/15	02/28/18
Amend	n/a	Collaborative Research: Shallow-Sea Hydrothermal Systems: Micron-Scale Sedimentary Sulfur Cycling and its Impact on Ocean Processes	NSF/WashU	$71,087	funded - expired	$71,087	04/01/12	03/31/16
Amend Nealson Edwards El-Naggar	02/15/12	Life Underground	NASA	$6,700,879	funded - current	$6,878,499	01/17/13	12/31/17
Becker	04/01/14	Lithospheric System Dynamics Graduate Student Scholarship Support Sustaining Chevron-USC Earth Sciences Research Collaboration	Chevron	$180,000	funded - expired	$62,017	08/31/14	08/31/17
Becker	07/24/15	Collaborative Research: Shear-wave Splitting and Mantle Dynamics of the North American Plate	NSF	$167,240	funded - current	$150,485	07/01/15	06/30/17
Becker	09/16/15	Geophysical fingerprinting of GPS time series in the western United States: Toward an integrated crustal deformation model	NASA	$528,575	funded - current	$528,575	n/a	n/a
Becker	07/20/06	CAREER: Using Upper Mantle Circulation Models to Evaluate the Role of te Asthenosphere: Tectosphere Contracts and Subduction Dynamics for	NSF	$511,291	funded - expired	$511,291	01/15/07	12/31/13
Becker	11/26/08	Collaborative Research: Geodynamic Implications of Imaged Upper Mantle Heterogeneity Beneath the Western United States	NSF	$156,124	funded - expired	$156,124	09/15/09	08/31/12
Becker	11/26/08	Collaborative Research: Thermochemical Models of Mantle Dynamics and Plate Motions	NSF	$88,885	funded - expired	$88,885	08/01/09	07/31/12
Becker	12/05/11	Estimating global subduction mass transport	NSF	$301,618	funded - current	$301,618	09/01/12	08/31/16
Ben-Zion	05/15/08	Theoretical Constraints on Large Earthquake Ground Motion	USGS	$133,112	funded - expired	$92,000	07/01/09	06/30/11
Ben-Zion	07/16/08	Bimaterial Interfaces, Damage Zones, Earthquake Directivities and Signatures Of Rupture Opening In The Parkfield Section of The San Andreas Fault	NSF	$192,837	funded - expired	$192,837	01/01/09	12/31/11

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Ben-Zion	11/15/08	Collaborative Research: Structural Architecture and Evolutionary Plate-Boundary Processes Along The San Jacinto Fault Zone	NSF	$832,676	funded - expired	$703,234	09/01/09	08/31/15
Ben-Zion	11/17/08	Mechanical Modeling Of Earthquakes and Aseismic Deformation along The Dead Sea Transform, Southern San Andreas Fault, and Eastern	US-IBSF	$92,000	funded - expired	$39,518	10/01/09	09/30/13
Ben-Zion	06/05/09	Collaborative Research: Comprehensive Analysis of Seismic Processes in a Deep South African Mine	NSF	$217,911	funded - expired	$35,002	07/01/10	06/30/14
Ben-Zion	12/10/09	Collaborative Research: Earthquake Rupture Dynamics on Non-Planar Faults with Off-Fault Damage	NSF	$203,458	funded - expired	$203,458	01/01/10	12/31/14
Ben-Zion	06/05/11	Spatio-temporal changes of earthquake and fault zone properties before and after the Mw7.1 Duzce event	NSF	$263,252	funded - expired	$129,485	01/15/12	12/31/14
Ben-Zion	03/05/12	Episodic Tremor and Slip on a Frictional Interface with Critical Depinning	USGS	$142,550	funded - expired	$70,024	04/01/12	03/31/13
Ben-Zion	10/15/12	40th Workshop of the international School of Geophysics on Properties and Processes of Crustal Fault Zones	NSF	$36,000	funded - expired	$25,000	04/01/13	03/31/14
Ben-Zion	11/30/12	Collaborative Research: Adjoint tomography of fault zone environments	NSF	$149,430	funded - expired	$74,320	09/01/13	08/31/16
Ben-Zion	05/22/14	Toward zonation of earthquake source properties in southern California	USGS	$148,690	funded - expired	$70,949	05/15/15	05/14/16
Ben-Zion	05/19/15	Multi scale/signal imaging of the San Andreas system in the South-Central Transverse Ranges	USGS	$166,526	funded - current	$166,526	04/01/16	03/31/18
Ben-Zion	12/02/15	Detailed seismic imaging and monitoring of the subsurface material around the San Jacinto fault zone	NSF	$252,159	funded - current	$252,159	07/01/16	06/30/19
Ben-Zion	03/16/16	Properties and dynamics of the shallow crust	DOE	$402,724	funded - current	$402,724	08/01/16	07/31/19
Berelson	08/15/08	Collaborative Research: Documenting N2 Fixation in N Deficient Waters Of The Eastern Tropical South Pacific	NSF	$374,695	funded - expired	$374,695	08/15/09	07/31/13
Berelson	01/01/09	International Geobiology Summer Course 2010-2013	Agouron Foundation	$1,010,500	funded - current	$1,010,500	11/01/09	06/30/29
Berelson	02/15/09	Collaborative Research: ETBC: Amazon iNfluence On The Atlantic: CarbOn Export From Nitrogen Fixation By DiAtom Symbioses	NSF	$490,254	funded - expired	$490,254	10/01/09	09/30/13

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Berelson	02/15/10	Collaborative Research (OSU, USC, RU): Continental Shelf DiagenesisII: The Importance of Increasing Oceanic Hypoxia to	NSF	$367,596	funded - expired	$249,894	01/15/11	12/31/14
Berelson	01/06/12	Ocean Acidification: Collaborative Research: Measuring the kinetics of CaCO3 dissolution in seawater using novel isotope labeling laboratory experiments, and in situ experiments	NSF	$469,212	funded - current	$469,212	09/01/12	08/31/17
Berelson	02/15/14	Collaborative Research: New Constraints on Marine Dioxygen Cycling From Quintuple-Isotopologue Analysis	NSF	$96,935	funded - current	$96,925	09/01/14	08/31/17
Berelson	08/15/15	Collaborative Research: CaCO3 Dissolution in the North Pacific Ocean: Comparison of Lab and Field Rates with Biogenic and Abiogenic Carbonates	NSF	$588,609	funded - current	$588,609	04/01/16	03/31/19
Berelson Corsetti	12/18/09	The International GeoBiology Summer Course: Engaging the Geology / Biology Community in Education and Outreach	NSF	$160,000	funded - expired	$160,000	07/15/10	06/30/11
Berelson Hammond	08/15/09	Collaborative Research: Applying 02/Ar, D170 and 222Rn Methodologies to Constrain Organic Carbon Productivity in the upper ocean of the ETSP	NSF	$301,969	funded - expired	$301,969	02/15/10	07/31/13
Biegel Sammis	05/05/08	Using Microstructures in Pulverized Rock to Constrain Dynamical Earthquake Source Models?	USGS	$77,751	funded - expired	$71,150	07/01/09	06/30/10
Bottjer	10/12/09	Workshop Proposal for Deep Time Earth-Life Observatories (DETELOs)	NSF	$42,845	funded - expired	$42,845	04/15/10	03/31/11
Bottjer	01/16/11	Workshop Proposal for Deep Time Earth-Life Observatories Network (DETELON)	NSF	$49,970	funded - expired	$49,970	04/15/10	02/28/14
Bottjer	06/15/12	CREATIV: Paleodevelopmental Evolution in Echinoids	Caltech/NSF	$279,154	funded - current	$258,154	09/01/12	08/31/16
Bottjer	02/08/13	Critical Transistions Across the Phanerozoic: A Roundtable Workshop on Sino-US Collaborative Research on Major Events in the History of Life during the Past 600 Million Years	NSF	$25,206	funded - expired	$25,206	04/01/13	03/31/14
Bottjer Cannariato	02/22/08	HSD: Collaborative Research: Development and Resilience of Complex Socioeconomic System: A Theoretical Model and Case Study	NSF	$111,897	funded - expired	$80,563	09/15/08	02/29/12
Bottjer Corsetti	12/17/09	Do Mass Extinctions Have Diagenetic Consequences? Investigating Unique Early Diagenesis at the Triassic-Jurassic Boundary	NSF	$32,837	funded - expired	$32,837	05/01/10	04/30/11

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Corsetti Becker West Levine Bottjer Berelson	02/22/13	Earth-Life Transitions: Linked geochemical/biotic response to massive volcanic CO2 injection during the Triassic-Jurassic mass extinction	NSF	$1,247,495	funded - current	$1,000,000	08/01/13	07/31/17
Corsetti Berelson	09/26/08	Engaging the Astrobiology Community in Education and Outreach: International Geobiology Summer Course	NASA	$207,282	funded - expired	$207,282	07/13/09	08/31/13
Corsetti Berelson	03/19/10	Geobiology Course Enhancement Proposal to the Gordon and Betty Moore Foundation	Gordon and Betty Moore Foundation	$400,500	funded - expired	$400,501	05/01/10	04/30/13
Corsetti	04/02/08	Deep Drilling and Sampling via Compact low-mass Rotary-Hammer Auto-Gopher	HoneyBee Robotics Ltd. - NASA ASTEP	$114,024	funded - expired	$112,701	04/01/11	09/30/12
Corsetti	09/26/08	Magnetic Susceptibility as a Biosignature	NASA	$205,624	funded - expired	$205,624	07/13/09	07/12/12
Corsetti	12/01/13	International Geobiology Summer Course 2014-16	Agouron Foundation	$690,000	funded - current	$690,000	01/01/14	12/31/16
Davis	05/15/12	Field Mapping of volcanic and plutonic systems in Sierra Nevada Arc: Dunderberg, Twin Lake, Buckeye Ridge and Tower Peak Quadrangle, Yosemite National Park	USGS	$17,388	funded - expired	$12,010	06/01/12	05/31/13
Davis	11/10/12	Field Mapping of Volcanic and Plutonic Systems in Sierra Nevada Arc: Dunderberg, Twin Lake, Bukeeye Ridge and Tower Peak quadrangle, Yosemite	USGS	$17,287	funded - expired	$17,287	05/05/11	05/04/12
Dolan	06/30/08	Collaborative Research: Spatial and Temporal Evolution of an Active Blind- Thrust Fault From Inception to the Most Recent Earthquake	NSF	$6,520	funded - expired	$6,520	07/01/07	06/30/11
Dolan	05/27/09	Collaborative Research: Spatial and Temporal Evolution of an Active Blind- Thrust Fault From Inception to the Most Recent Earthquake	NSF	$24,450	funded - expired	$24,450	07/01/07	06/30/11
Dolan	01/04/13	Collaborative Research: Towards an Understanding of the Collective Behavior of Regional Fault Networks: The Marlborough Fault System, New Zealand	NSF	$399,023	funded - current	$359,607	08/01/13	07/31/17
Dolan	11/30/06	Collaborative Research: Spatial and Temporal Evolution of an Active Blind- Thrust Fault From Inception to the Most Recent Earthquake	NSF	$178,770	funded - expired	$165,730	07/01/07	06/30/11

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Dolan	05/13/09	Direct Mega-Trench Exposure of the Buried Fold Scarp from the Most Recent Compton Thrust Earthquake: Implications for Surface	USGS	$96,394	funded - expired	$70,000	02/01/10	01/31/11
Dolan	07/06/11	Analysis of the Shallow Slip Deficit Using Sub Pixel Image Correlation and Seismic Hazards: Implications for Fault	NSF	$475,074	funded - expired	$424,999	02/01/12	01/31/16
Emile-Geay	07/01/13	Collaborative Research: GeoChronR - open-source tools for the analysis, visualization and integration of time-uncertain geoscientific data	NSF	$215,683	funded - current	$196,654	07/01/14	06/30/17
Emile-Geay	11/14/13	Last Millennium Climate Reanalysis Project	NOAA	$254,255	funded - current	$254,255	08/01/14	07/31/17
Emile-Geay	03/19/15	EarthCube IA: Collaborative Proposal LinkedEarth: Crowsourcing Data Curation and Standards Development in Paleoclimatology	NSF	$684,978	funded - current	$684,779	09/01/15	08/31/17
Emile-Geay	08/31/09	Maximizing the Potential of Tropical Climate Proxies through Integrated Climate-Proxy Forward Modeling	NOAA	$304,815	funded - expired	$278,858	08/01/10	07/31/14
Emile-Geay	10/15/09	Collaborative Research: Multiproxy Reconstuctions as a Missing-Data Problem: New Techniques and Their Application to Regional	NSF	$291,582	funded - expired	$291,582	06/15/10	05/31/15
Emile-Geay	01/22/10	Collaborative Research: Efficient High Dimensional Bayesian Methods for Climate Field Reconstuction	NSF	$214,002	funded - expired	$214,002	10/01/10	09/30/15
Feakins	10/17/11	Collaborative Research: Evaluating hydrologic and ecologic responses to late-Glacial (9-33ka) abrupt climatic transitions in the coastal southwest United States	NSF	$39,868	funded - expired	$39,868	09/01/12	08/31/14
Feakins	03/15/13	Lignin to lignite- the potential of methoxyl D/H ratios to discern source water and diagenetic exchange	ACS PRF	$100,000	funded - current	$100,000	01/01/14	08/31/17
Feakins	10/15/13	Collaborative Research: Mio-Pliocene evolution of the Indian summer monsoon recorded in the Bengal Fan	NSF	$226,075	funded - current	$226,075	07/01/14	06/30/17
Feakins	02/06/15	Participation of Hannah Liddy in IODP Expedition 355 Arabian Sea Monsoon	Consortium for Ocean Leadership	$32,640	funded - current	$32,640	03/01/15	02/28/18
Feakins	01/15/16	Participation of Camillo Ponton in IODP Expedition 354 Bengal Fan	Consortium for Ocean Leadership	$33,050	funded - expired	$33,050	01/29/15	01/28/16
Feakins	10/15/09	4,500 Years of Hydrologic Variability from Zaca Lake, Close to the Santa Barbara Basin	NSF	$178,029	funded - expired	$178,029	10/01/10	09/30/13

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Feakins	09/30/10	Paleoprecipitation Using Leaf Wax D/H Ratios in Middle Miocene Sediments from the ANDRILL SMS Project	University of Nebraska-Lincoln/NSF	$15,066	funded - expired	$15,066	10/01/10	05/31/12
Finkel Nealson El-Naggar	02/15/13	Physiological, Genetic, and Synthetic Biological Studies of Electron Transport Redox Machines	AFOSR	$1,799,000	funded - current	$1,399,800	08/15/14	08/14/18
Gorby Nealson	n/a	Bacterial Nanowires and Extracellular Electron Trnasfer to: Heavy Metal …	DOE	$893,511	funded - expired	$893,511	09/15/11	05/31/16
Hammond	02/15/12	GEOTRACES Pacific Section: 227Ac Distribution in Deep Waters as a Constraint on Mixing and Mass Transport of Solutes	NSF	$147,376	funded - current	$147,376	06/01/13	05/31/17
Hammond	02/15/14	GEOTRACES Arctic Section: 227Ac Distribution to Trace Solute Transport	NSF	$135,464	funded - current	$135,464	12/01/14	11/30/17
Hammond Jessen		Water Handling and Enhanced Productivity from Gas Shales	DOE/RPSEA	$200,253	funded - expired	$200,253	08/21/13	08/20/15
Hammond	08/15/10	Germanium Isotope Systematics in Marine Systems	NSF	$317,273	funded - expired	$317,273	03/15/11	02/28/14
Hammond	08/15/12	Collaborative Research: Use of Triple Oxygen Isotopes and O2/Ar to constrain Net/Gross Oxygen Production during upwelling and non-upwelling periods in a Coastal Setting	NSF	$466,508	funded - current	$421,210	04/15/13	09/30/17
John	03/13/15	Biological cycling of trace metals and their isotopes in the North Pacific	U Hawaii Foundation/ Simons Foundation	$520,180	funded - current	$520,182	01/01/15	06/30/17
John	05/05/15	Collaborative Research: GEOTRACES Arctic Section: Marine Cycling of Bioactive Trace Metals in the Arctic Ocean	NSF	$515,901	funded - current	$515,901	02/02/15	11/30/17
John	02/09/16	Gradients - Oceanography at the Gyre's Edge: Model Driven Investigations of Ocean Transition Zones	University of Washington/ Simons Foundation	$125,557	funded - current	$125,557	02/21/16	01/31/18
John	06/07/16	Beyond top-down and bottom-up: Quantifying nutrient-virus-phytoplankton interactions marine biochemistry	University of Chicago/Moore Foundation	$134,930	funded - current	$134,930	01/01/16	08/31/17
John	06/30/16	Collaborative Research: Experimental constraints on marine Fe isotope effects - Biology, ligands, and particles	NSF	$99,337	funded - current	$99,337	07/01/16	08/31/17

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
John	06/30/16	GEOTRACES Pacific section: Dissolved Fe, Cd, and Zn isotopes	NSF	$84,647	funded - current	$84,647	07/01/16	08/31/17
Jordan	03/25/08	Southern California Earthquake Center	NSF	$15,000	funded - expired	$15,000	02/01/07	01/31/12
Jordan	03/31/08	Petascale Research in Earthquake System Science on Blue Waters (Press On Blue Waters)	NSF	$40,000	funded - expired	$40,000	10/01/09	09/30/14
Jordan	07/15/08	Southern California Earthquake Center	NSF	$25,000	funded - expired	$25,000	02/01/07	01/31/12
Jordan	10/30/08	Outward on the Spiral: Petascale Inference in Earthquake System Science	NSF	$1,600,000	funded - expired	$1,600,000		
Jordan	12/12/08	Uniform California Earthquake Rupture Forecast, Version 3 (UCERF3)	CEA	$2,000,000	funded - expired	$2,000,000	01/01/10	03/31/14
Jordan	04/21/09	Southern California Earthquake Center	NSF	$50,000	funded - expired	$50,000	02/01/07	01/31/12
Jordan	05/26/09	Southern California Earthquake Center	NSF	$800,000	funded - expired	$800,000	02/01/07	01/31/12
Jordan	07/08/09	Geoinforrnatics: A Petascale Cyberfacility for Physics-Based Seismic Hazard Analysis (SCEC PetaSHA3 Project)	NSF	$1,741,574	funded - expired	$1,814,968	07/15/10	06/30/13
Jordan	09/30/09	Prototype Development of the new CISN Earthquake Alert System (EAS): Collaborative Research with California Institute of Technology,University of California at Berkeley,University of Southern California,and Swiss Federal Institute of Technology, Zürich	USGS	$135,012	funded - expired	$135,012	08/01/09	07/31/12
Jordan	10/22/09	REU Site: SCEC Undergraduate Studies in Earthquake Information Technology_(SCEC/UseIT)	NSF	$411,420	funded - expired	$338,880	06/01/10	05/31/13
Jordan	01/01/10	Collaboratory for the Study of Earthquake Predictability	Keck Foundation	$100,000	funded - current	$101,284	07/01/11	06/30/18
Jordan	03/01/10	The Southern California Earthquake Center, Phase 4 (SCEC4): Tracking Earthquake Cascades	USGS	$7,500,000	funded - current	$6,580,000	02/01/12	01/31/17
Jordan	03/01/10	The Southern California Earthquake Center, Phase 4 (SCEC4): Tracking Earthquake Cascades	NSF	$20,500,000	funded - current	$14,473,561	02/01/12	01/31/18
Jordan	05/14/10	Near-Real-Time-Monitoring, Analysis and Forecast of Repeating Earthquakes in Northern California: Collaborative Research with	USGS	$20,619	funded - expired	$216,619	01/01/11	12/31/12
Jordan	05/26/10	Southern California Earthquake Center	NSF	$45,000	funded - expired	$45,000	02/01/07	01/31/12

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Jordan	09/30/10	FESD Type I: Earthquake and Fault Sytem Dynamics	UCR	$250,065	funded - current	$242,564	09/01/11	08/31/17
Jordan	01/01/11	Ground Motion Modeling in Southwest US	PG&E	$1,225,000	funded - expired	$1,225,000	01/01/12	12/31/14
Jordan	03/24/11	RAPID: Real-Time Investigations of the Tohoku and Darfield Earthquake Sequences	NSF	$199,640	funded - expired	$144,875	06/01/11	05/31/13
Jordan	07/18/11	SI2-SSI: A Sustainable Community Software Framework for Petascale Earthquake Modeling	NSF	$2,938,823	funded - expired	$2,522,784	08/01/12	07/31/16
Jordan	11/22/11	Improving Whole Community Preparedness and Mitigation Through Motivating Public Action - Great California Shakeout	CalEMA	$209,280	funded - expired	$209,280	10/01/11	06/30/13
Jordan	03/26/12	The Southern California Earthquake Center, Phase 4 (SCEC4): Tracking Earthquake Cascades	NSF	$50,000	funded - current	$50,000	02/01/12	01/31/18
Jordan	03/27/12	New Zealand ShakeOut Website Development, Hosting and Support	New Zealand Department of the Prime Minister and Cabinet	$20,000	funded - expired	$20,000	04/17/12	06/30/13
Jordan	05/21/12	Great Naples ShakeOut Website Development Hosting and Support	Navy	$28,750	funded - expired	$28,750	06/18/12	05/31/13
Jordan	06/04/12	Prototype Implementation and Development of the new CISN ShakeAlert:Collaborative Research with California Institute of Technology,University of California at Berkeley,University of Southern California,and Swiss Federal Institute of Technology, Zürich	USGS	$79,999	funded - expired	$80,000	08/01/12	07/31/13
Jordan	07/12/12	Research Programmer II	USGS	$60,000	funded - expired	$123,000	08/01/12	07/31/15
Jordan	07/26/12	Development of Infrastructure and Procedure for Evaluating Earthquake Forecasts and Predictions	DHS	$349,952	funded - expired	$456,999	01/31/13	05/31/14
Jordan	08/20/12	Tsunami Modeling in Support of the USGS science Application for Risk Reduction Project	USGS	$117,700	funded - expired	$117,700	09/01/12	08/31/13
Jordan	08/24/12	The Southern California Earthquake Center, Phase 4 (SCEC4): Tracking Earthquake Cascades	NSF	$1,332,375	funded - current	$800,000	02/01/12	01/31/18
Jordan	08/27/12	Support to SCEC for coordinating Great ShakeOut Earthquake Drills nationwide and support to states for outreach activities and partnership	FEMA DHS-FEMA	$300,001	funded - expired	$300,000	09/30/12	03/31/14

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Jordan	09/07/12	8th International Workshop of ACES (APEC Collaboration for Earthquake Simulation)	NASA	$74,818	funded - expired	$74,818	09/15/12	08/31/13
Jordan	09/12/12	REU Site Undergraduate Studies in Earthquake Information Technology	NSF	$491,831	funded - current	$360,000	05/01/13	04/30/17
Jordan	03/05/13	TsunamiZone.org Website Development, Hosting, and Support	CA Govenor's Office of Emergency Services	$32,800	funded - expired	$32,800	05/01/13	08/31/14
Jordan	05/15/13	Vital Signs of the Planet Formal Education Program	JPL NASA	$65,000	funded - expired	$65,000	05/23/13	12/29/13
Jordan	07/01/13	Community Computational Platforms for Developing Three-Dimensional Models of Earth Structure, Phase II	NSF	$1,141,051	funded - current	$1,100,000	08/15/14	07/31/17
Jordan	07/03/13	Great Naples ShakeOut Website Development Hosting and Support	Navy	$7,000	funded - expired	$35,000	09/01/12	05/31/15
Jordan	08/30/13	FY13 Earthquake and Building Science Program Implementation: Support to SCEC for Coordinating Great ShakeOut	FEMA DHS-FEMA	$300,000	funded - expired	$300,000	10/01/13	03/31/15
Jordan	08/30/13	Tsunami Modeling in Support of the USGS science Application for Risk (SAFFR) Reduction Project	USGS	$150,000	funded - expired	$150,000	09/01/13	09/30/14
Jordan	09/18/13	Supplemental Support for National Coordination of Great ShakeOut Earthquake Drill	FEMA	$110,443	funded - expired	$110,345	10/01/13	09/30/14
Jordan	01/22/14	Tsunami Modeling in Support of the USGS Application for Risk Reduction (SAFFR) Project	USGS	$20,000	funded - expired	$20,000	09/01/13	09/30/14
Jordan	03/05/14	Tsunamizone.org Webpage	CA Govenor's Office of Emergency Services	$32,800	funded - expired	$32,800	03/02/15	08/31/15
Jordan	03/10/14	Extending the Spatiotemporal Scales of Physics-Based Seismic Hazard Analysis	NSF	$40,000	funded - current	$40,000	09/01/14	08/31/17
Jordan	05/23/14	"Great Yukon Shakeout" Website Creation and Support	Govt of Yukon	$11,000	funded - current	$11,000	05/26/14	03/31/17
Jordan	05/23/14	Collaboratory for the Study of Earthquake Predictability: Research and Development to Support USGS Operational Earthquake Forecasting	USGS	$200,000	funded - expired	$200,000	09/01/11	02/28/13
Jordan	05/23/14	Collaboratory for the Study of Earthquake Predictability:Research and Development of Short-Term Earthquake Forecasting	USGS	$75,000	funded - expired	$75,000	07/01/14	12/31/14

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Jordan	06/17/14	Vital Signs of the Planet Formal Education Program	JPL NASA	$65,000	funded - expired	$65,000	08/25/14	04/10/16
Jordan	06/24/14	Community Software for Extreme-Scale Computing in Earthquake System Science (ExCESS)	NSF	$2,877,514	funded - current	$2,200,000	09/01/15	08/31/19
Jordan	08/01/14	Support of the SCEC Broadband Platform for NGA-East Simulations	Berkeley/PEER	$50,000	funded - expired	$50,000	08/01/14	03/31/15
Jordan	08/15/14	FY14 Earthquake and Building Science Program Implementation: Support to SCEC for coordinating Great ShakeOut Earthquake Drills nationwide and support to states for outreach activities and partnerships	FEMA DHS-FEMA	$300,000	funded - expired	$300,000	10/01/14	02/28/16
Jordan	08/27/14	Supplemental Support for National Coordination of Great ShakeOut Earthquake Drill	FEMA	$110,074	funded - expired	$110,075	09/29/14	09/28/15
Jordan	01/20/15	Continued Development, Hosting, and Supporting of the Tsunamizone.org Webpage	CA Govenor's Office of Emergency Services	$32,800	funded - expired	$32,800	12/01/15	08/31/16
Jordan	02/10/15	Collaboratory for Interseismic Simulation and Modeling (CISM)	Keck Foundation	$2,000,000	funded - current	$2,000,000	07/01/15	06/30/18
Jordan	03/08/15	New Zealand Shakeout 2015 Website, Training and Support	New Zealand Department of the Prime Minister and Cabinet	$12,000	funded - expired	$12,000	02/01/15	01/31/16
Jordan	05/01/15	Quebec Province ShakeOut	BC&QuebecProvince	$10,000	funded - expired	$10,000		
Jordan	05/01/15	Vital Signs of the Planet Formal Education Program	JPL NASA	$65,000	funded - expired	$65,000	07/01/15	04/10/16
Jordan	06/05/15	Central California Seismic Project	PG&E	$1,200,000	funded - current	$1,200,000	07/01/15	06/30/17
Jordan	07/01/15	Support Services for Video and Education Materials to Support Earthquake Risk Awareness and Preparedness	FEMA	$252,611	funded - current	$252,611	09/21/15	07/15/17
Jordan	08/01/15	ShakeOut and America's PrepareAthon Support Services	FEMA	$220,411	funded - expired	$220,411	09/29/15	09/28/16

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Jordan	09/07/15	FY15 Earthquake and Building Science Program Implementation: Support to SCEC for coordinating Great ShakeOut Earthquake Drills nationwide and support to states for outreach activities and partnerships ShakeOut FY15	FEMA	$325,000	funded - current	$325,000	08/01/15	03/31/17
Jordan	06/01/16	Central California Seismic Project	PG&E	$1,180,000	funded - current	$1,180,000	07/01/15	06/30/17
Jordan	06/13/16	2016 Research Programmer II IPA	USGS	$20,000	funded - expired	$20,000	06/01/16	09/30/16
Jordan	07/01/16	The Southern California Earthquake Center, Phase 4 (SCEC4): Tracking Earthquake Cascades	NSF	$50,000	funded - current	$50,000	02/01/16	01/31/18
Jordan	09/02/16	FY16 Earthquake and Building Science Program Implementation: Support to SCEC for coordinating Great ShakeOut Earthquake Drills nationwide and support to states for outreach activities and partnerships	DHS-FEMA	$347,659	funded - current	$347,659	08/01/16	01/31/18
Jordan	09/06/16	The Southern California Earthquake Center, Phase 4 (SCEC4): Tracking Earthquake Cascades	NSF	$40,000	funded - current	$40,000	02/01/12	01/31/18
Jordan Ben-Zion	07/10/15	Collaborative Research: Mining Seismic Wavefields	NSF	$526,248	funded - current	$526,248	05/01/16	04/30/18
Jordan	03/09/05	Southern California Earthquake Center	NSF	$17,500,000	funded - expired	$14,100,000	02/01/07	01/31/12
Jordan	01/13/12	Community Computational Platforms for Developing Three-Dimensional Models of Earth Structure	NSF	$1,800,709	funded - expired	$1,550,000	09/01/12	08/31/15
Jordan	11/21/14	NHERI Cyberinfrastructure 2015 - 2019	University of Texas/NSF	$150,000	funded - current	$150,000	07/01/16	06/30/18
Li	12/01/08	Study of Coseismic Damage and Post-mainshock Heal on the Longmen-Shan Fault Ruptured In The 2008 M8 Wenchuan Earthquake in China	NSF	$108,558	funded - expired	$108,558	08/15/09	07/31/11
Li	04/11/11	RAPID: Recording Fault-Zone Trapped Waves from Aftershocks of the M6.3 Christchurch Earthquake Sequence in New Zealand to Document the Subsurface Damage Zones	NSF	$21,076	funded - expired	$21,076	07/01/11	06/30/12
Li	06/06/11	Seismic Documentation of Subsurface Damage Zones of the M7.2 Darfield and M6.3 Christchurch Earthquake Sequence in New Zealand Using Fault-Zone Trapped Waves	NSF	$215,328	funded - expired	$215,328	01/01/12	12/31/14

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Lund Platzman	12/05/12	Filling Holes in the Holocene Geomagnetic Field - Tropical East Africa	NSF	$226,613	funded - current	$200,000	08/01/13	07/31/16
Lund Platzman	06/03/15	Estimating the Character of Paleomagnetic Field Excursions and Surrounding Secular Variation at Equatorial Latitudes (Equatorial W.Atlantic; MIS 1-4)	NSF	$226,852	funded - current	$226,852	01/01/16	12/31/17
Lund	08/15/07	Chronostratigraphy and Environmental Variability in Postglacial Carbonates of the Tahiti Coral Reef	NSF	$176,235	funded - expired	$176,235	04/01/08	03/31/11
Lund	06/05/09	Evidence for Geomagnetic Field Excursions Recorded in Postglacial (9-15,000 Calendar YBP) Carbonates of the Tahiti Coral Reef	NSF	$213,273	funded - expired	$213,273	01/01/10	12/31/12
Lund	08/15/09	Collaborative Research: Expedition 323 Objective Research on the Paleoceanography of the Bering Sea	NSF	$149,950	funded - expired	$111,221	06/15/10	05/31/14
Miller	06/05/13	Using Dense Seismic Arrays to Map Deep Mantle Sharp Features	NSF	$207,066	funded - current	$187,000	07/01/14	06/30/17
Miller	04/24/15	CAREER: Slab Structure and Dynamics of Arcuate Shaped Subduction Zones	NSF - ERC	$13,048	funded - current	$6,524	10/01/11	09/30/17
Miller	08/12/15	Establishing Earthquake Monitoring in Timor-Leste	SEG	$50,000	funded - current	$50,000	11/01/15	10/31/17
Miller Becker West	07/06/12	Transitions in the Banda Arc-Australia continental collision as a bridge to understanding mantle and lithospheric controls on surface tectonics	NSF	$792,963	funded - expired	$715,000	07/01/13	06/30/16
Miller	07/16/08	Collaborative Research: Examining the Evolution of the Colorado Plateau and its relation to surrounding tectonic provinces using USArray data	NSF	$160,694	funded - expired	$160,694	07/01/09	06/30/11
Miller	07/16/10	Collaborative Research: USArray Data Processing Short Course for the Next Generation of Seismologists II	NSF	$9,649	funded - expired	$9,649	10/01/10	09/30/11
Miller	07/22/10	CAREER: Slab Structure and Dynamics of Arcuate Shaped Subduction Zones	NSF	$527,388	funded - current	$527,388	10/01/11	09/30/17
Moffett John	08/01/16	The role of cryptic nutrient cycling within sinking particles on trace element transport in oxygen minimum zones	NSF	$838,981	funded - current	$838,981	09/01/16	08/31/19
Moresi	04/06/15	Parameters that Enable Plate Tectonics and links to Exoplanet Evolution, Atmospheres, and Habitability	JPL	$47,369	funded - expired	$18,000	10/23/15	09/25/16
Nealson	06/01/06	Integrated Genome-Based Studies of Shewanella Ecophysiology	DOE	$996,207	funded - expired	$996,207	06/01/07	11/30/10

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Nealson	02/15/08	Chromium Remediation And Recovery Using Microbial Fuel Cell Technology	NSF	$316,466	funded - expired	$316,466	09/01/08	08/31/11
Nealson	04/02/09	(MURI-06) Bioengineered Fuel Cells: Optimization Via Genetic Approaches And Multi-Scale Modeling	AFOSR	$273,736	funded - expired	$273,736	05/01/09	04/30/11
Nealson	04/13/12	(MURI-06) Bioengineered Fuel Cells: Optimization Via Genetic Approaches And Multi-Scale Modeling	AFOSR	$500,000	funded - expired	$500,000	06/01/12	05/31/13
Nealson	11/02/12	14.3 Microbiology and Biodegeneration: Deep Ultraviolet Microscopy for the Detection, Quantification and Characterization	U.S. Army REDCOM	$449,996	funded - expired	$923,360	12/01/12	11/30/15
Nealson	06/24/13	Microbial fuel cells for in-situ life detection	JPL NASA	$50,000	funded - expired	$50,000	09/27/13	09/26/14
Nealson	09/27/13	Nanoscale Electron Transport in Biofilms	UCLA Navy	$269,996	funded - current	$269,997	10/01/13	01/14/17
Nealson	01/16/14	Collaborative Research: Determining functional correlations between geochemical factors and microbial metabolisms in ultrabasic serpentizing ecosystems	NSF	$49,508	funded - current	$49,508	09/01/14	08/31/17
Nealson	07/15/16	NAI-CAN Cycle 7 ICY WORLDS: Astrobiology at the Rock-Water Interface and Beyond…	JPL NASA	$28,000	funded - current	$28,000	08/15/16	08/15/17
Nealson	07/18/16	Catalytic Binuclear Manganese Centers as Biosignatures for Martian Exobiology	JPL	$7,000	funded - current	$7,000	06/13/16	12/31/16
Nealson Lam	01/31/16	C-DEBI SMALL RESEARCH GRANT: Investigating the Diversity of Extracellular Electron Transfer in Deep Sea Marine Sediment: A Poorly Understood Microbial Process with Global Implications	C-DEBI/NSF	$20,552	funded - current	$20,552	04/01/16	03/31/17
Nealson Suzuki	10/01/15	ICY WORLDS: Astrobiology at the Water-Rock Interface and Beyond	JPL NASA	$29,000	funded - current	$29,000	09/23/15	09/22/16
Nealson Suzuki	02/26/16	Collaborative Research: Determining functional correlations between geochemical factors and microbial metabolisms in ultrabasic serpentizing ecosystems	NSF	$145,254	funded - current	$145,254	10/01/15	08/31/17
Nealson	01/01/06	Genetic Engineering & Molecular Biological Manipulation of Shewanella Oneidensis MR-1: Applications to Microbial Fuel Cell (MURI-06) also called: (MURI-06) Bioengineered Fuel Cells: Optimization Via Genetic Approaches And Multi-Scale Modeling	AFOSR	$5,296,811	funded - expired	$5,296,811	05/01/06	05/31/13

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Nealson	03/23/07	2007 Applied and Environmental Microbiology Gordon Research Conference to be held in Mt. Holyoke College, S. Hadley, MA on July 15-20, 2007	NSF	$15,000	funded - expired	$15,000	06/01/07	
Okaya	12/07/10	Collaborative Research: TAIGER's Tale: Tectonics of Subduction to Collision	NSF	$7,150	funded - expired	$7,150	10/01/10	09/30/13
Okaya	11/16/15	Collaborative Research: Controls on Along-Strike Variations in Locked and Creeping Megathrust Behavior at the Hikurangi Convergent Margin	NSF	$889,027	funded - current	$889,027	08/01/16	07/31/20
Okaya	11/16/09	Collaborative Research: TAIGER's Tale: Tectonics of Subduction to Collision	NSF	$291,180	funded - expired	$254,308	10/01/10	09/30/13
Okaya	12/08/09	Collaborative Research: Multiscale Analysis of Geological Structures That Influence Crustal Seismic Anisotropy	NSF	$160,614	funded - expired	$160,614	07/15/10	06/30/13
Okaya	08/15/10	Seismogenic Zone Processes of Hikurangi Subduction, New Zealand, Illumination by the SAHKE Seismic Project	NSF	$379,607	funded - expired	$379,607	03/01/11	02/28/15
Okaya Becker	12/05/11	Collaborative Research: Reorganization of stresses beneath greater Tokyo after the 2011 Tohoku-Oki M9 earthquake	NSF	$302,146	funded - expired	$177,000	09/15/12	08/31/15
Paterson	11/29/07	Collaborative Research: Tectonic and Magmatic Implications of a Mid-Crustal, Sheeted Complex in a Tilted Arc Section, California	NSF	$181,728	funded - expired	$173,989	08/01/08	07/31/11
Paterson	07/06/09	Collaborative Research: Tectonic Links, Magma Fluxes and Single Mineral Geochemistry in Plutonic Systems from 5-30 km Depth, Cascades Core, Washington	NSF	$138,979	funded - expired	$137,571	06/01/10	05/31/14
Paterson	07/06/09	Collaborative Research: Tectonic Links, Magma Fluxes and Single Mineral Geochemistry in Plutonic Systems from 5-30 km Depth, Cascades Core, Washington	NSF	$5,000	funded - expired	$5,000	06/01/10	05/31/14
Paterson	11/12/09	4-D Mapping of a tilted Continental Arc: Indian Cove Quadrangle, Joshua Tree National Park, California	USGS	$17,464	funded - expired	$16,865	03/15/10	03/14/11
Paterson	01/06/10	Collaborative Research: Crustal Overturn in Continental Margin Arcs During Magmatic Surges	NSF	$287,431	funded - expired	$231,132	08/01/11	07/31/14
Paterson	11/10/10	4-D Mapping of a tilted Continental Arc: Indian Cove Quadrangle, Joshua Tree National Park, California	USGS	$17,417	funded - expired	$17,417	04/15/11	04/14/12

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Paterson	11/14/12	Linking brittle fault networks in the eastern Sierra Nevada to ductile shear, fluid flow, and pseudotachylite formation to explore implications for seismogenic rheology	USGS	$17,334	funded - expired	$13,470	06/01/13	05/31/15
Paterson	11/05/14	Mapping changes in deformational processes through a brittle-ductile transition in an arc scale shear zone system, Ritter Range, Sierra Nevada, CA.	USGS	$17,499	funded - expired	$17,499	04/15/15	04/14/16
Paterson	01/12/15	Deciphering the Role of Deformation in Orogenic Evolution Through Multi-scale Structural Studies in a "Crustal Laboratory", Central Sierra Nevada, California	NSF	$299,875	funded - current	$270,174	08/15/15	07/31/18
Paterson	11/12/15	Mapping temporal changes in surface processes in the Mesozoic Sierra Nevada arc: Ritter Range pendant, central Sierra Nevada, California	USGS	$17,498	funded - current	$17,498	06/01/16	05/31/17
Paterson	01/11/16	Collaborative Research: Examining the temporal, spatial and geochemical focusing of magmatism during a continental arc flare-up	NSF	$119,354	funded - current	$119,354	08/15/16	07/31/18
Paterson	07/06/12	Collaborative Research: From Gabbros to Granites - An Investigation of Arc-Scale Differenetiation at the Guadalupe Igneous Complex, Sierra Nevada, CA	NSF	$127,922	funded - expired	$127,922	07/01/13	06/30/16
Platt	11/29/07	Crustal Strength Profiles Across The Brittle-Ductile Transition	NSF	$306,451	funded - expired	$270,019	07/15/08	06/30/12
Platt	02/23/09	Acquisition Of Integrated EBSD/EDS Attachments and Software for The Field Emission SEM At The University of Southern California	NSF	$142,017	funded - expired	$142,017	09/01/09	08/31/10
Platt	07/06/12	Collaborative Research: Geological constraints on the physical state of the subduction-zone interface at the depth of slow slip and tremor	NSF	$289,025	funded - current	$289,025	09/01/13	08/31/17
Platt Becker	11/26/07	Collaborative Research: PICASSO: Program To Investigate Convective Alboran Sea System Overturn	NSF	$768,100	funded - expired	$720,002	10/01/08	09/30/16
Platt Becker Miller	08/21/09	Collaborative Research: PICASSO: Program To Investigate Convective Alboran Sea System Overturn	NSF	$142,000	funded - expired	$142,000	10/01/08	09/30/16
Sammis	07/22/08	Impact Processes in the Solar System	JPL/NASA	$9,000	funded - expired	$9,000	04/01/08	03/31/09

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Sammis	06/15/10	Generation of High-Frequency P and S Wave Energy by Rock Fracture During a Buried Explosion	AFRL/NNSA	$541,191	funded - expired	$589,562	05/25/12	09/07/15
Sammis	05/29/14	The Potential for Decoupling Explosions in Fractured Hard Rock: Examples from Kazakhstan Historical Data and a New Field Study	WGC-DTRA	$90,000	funded - expired	$185,285	08/01/14	07/31/17
Sammis	01/30/15	Effects of Fracture Anisotropy and the Free Surface on Secondary Seismic Radiation from Small Shallow Underground Explosions	AFRL/NNSA	$566,797	funded - current	$566,797	06/09/15	06/11/18
Sammis Becker	06/01/08	Micromechanics-based Modeling of Dynamic Earthquake Rupture in a Structurally Complex Fault Zone	NSF	$145,543	funded - expired	$145,543	07/15/09	06/30/11
Sammis	09/01/07	Generation of High-Frequency P and S Wave Energy by Rock Fracture During a Buried Explosion: A Theorectical, Experimental and Field	AFRL/NNSA	$549,891	funded - expired	$549,891	04/16/08	10/15/11
Sammis	07/17/09	Fractures in Geysers Geothermal Field from Microseismic Data, Using Soft Computing, Fractals and Shear Wave Anisotropy	DOE	$68,874	funded - expired	$68,874	01/29/10	09/30/13
Schorlem mer		A New Paradigm for Analyzing Detection Capabilities of Seismic Networks: Combining Probabilistic and Tomographic Approaches	NSF		funded - expired		01/01/08	12/31/10
Schorlem mer Zechar	06/05/09	Collaborative Research: From Earthquake Physics to Testable Forecasts	NSF	$175,377	funded - expired	$299,278	08/01/10	07/31/14
Stott	02/15/08	Acquisition of a New Continuous-Flow Stable Isotope Mass Spectrometer and Two Elemental Analyzers for Support of the University of Southern California	NSF	$321,095	funded - expired	$321,095	09/01/08	08/31/11
Stott	04/15/08	Workshop: Benefit and Practicality of the Establishment of a Virtual Climate Institute on the West Coast	NSF	$16,745	funded - expired	$16,745	06/01/08	05/31/09
Stott	07/18/08	SGER: Investigating the Hydroclimatic History of the Northeastern Pacific using DELTA18O from Tree Cellulose	NSF	$55,583	funded - expired	$55,583	09/01/08	08/31/09
Stott	05/31/13	EAGER: Preliminary Investigation of the Stott and Timmermann Hypothesis that Hydrothermal Carbon Fluxes Influences Glacial/Interglacial DELTA 14C Variability	NSF	$54,743	funded - expired	$36,800	07/01/13	06/30/14
Stott	06/03/13	Tracing shifts in the mid-latitude storm tracks over the western US through model simulations and remote sensing of isotopes in water vapor	NASA	$147,946	funded - expired	$147,946	02/01/15	01/31/16

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Stott	08/15/15	Investigating Sources of Excess Carbon and DELTA14C Anomalies During the Last Glacial Termination	NSF	$431,399	funded - current	$431,399	09/15/16	08/31/18
Stott	02/04/08	P2C2: A Network of Paleo-Monsoon Rainfall Stations in Southeast Asia To Investigate Atmospheric Circulation Changes Over The	NSF	$523,525	funded - expired	$404,575	08/15/09	12/31/11
Stott	03/01/09	MSLAHMS: Middle School Literacy Achievement in Health, Math and Science	California Postsecondary Education Commission	$25,148	funded - expired	$25,148	10/01/09	09/30/13
Stott	08/31/09	Is the Current Drought Affecting the Western US Unique from Earlier Droughts of the 20th century and Therefore Attributable	NOAA	$431,934	funded - expired	$544,021	08/01/10	07/31/13
Stott	06/25/10	1049238- Type 2 - L02170124 Collaborative Research: Investigating Decadal Climate Predictability and Climate Impacts (IDCPI) on the	NSF	$2,097,833	funded - current	$1,538,861	04/01/11	12/31/16
Ward	01/01/09	EAGER: Evaluation of an in Silico Constructed Transcriptional Regulatory Network	NSF	$221,770	funded - expired	$221,770	07/15/09	12/31/11
Ward	01/01/09	Accessing Mineral Surfaces: A Role For Chemotaxis?	NSF	$80,521	funded - expired	$80,521	05/01/09	12/31/11
West	11/01/12	ACS Petroleum Research Fund Proposal: Evaluating Li isotope preservation in carbonates and implications for use of Li as a carbon cycle paleoproxy	ACS PRF	$100,000	funded - current	$100,000	09/01/13	08/31/17
West	07/23/14	CAREER: Where water meets roots and rocks - flowpaths and hydrochemical transformations in the Critical Zone across the Andes-Amazon transition	NSF	$498,906	funded - current	$498,906	05/01/15	04/30/20
West	05/21/15	RAPID Collaborative Research: Landslides caused by the April 2015 Nepal earthquakes, from immediate hazard to tectonic driver	NSF	$52,737	funded - current	$52,737	07/01/15	06/30/17
West	04/04/16	Collaborative Research: Landslides related to the 2015 Mw7.8 Gorkha earthquake, from ground motion and hazard to geomorphic response	NSF	$247,953	funded - current	$247,953	08/01/16	07/31/19
West Feakins	01/16/12	A compound-specific isotopic approach to quantifying the source of terrestrial organic matter transported by a large river	NSF	$249,088	funded - expired	$273,088	10/01/12	09/30/15
West Hammond	07/16/10	Qualifying the Effects of an Extreme Earthquake on a Large River	NSF	$310,789	funded - expired	$294,751	05/01/11	04/30/16

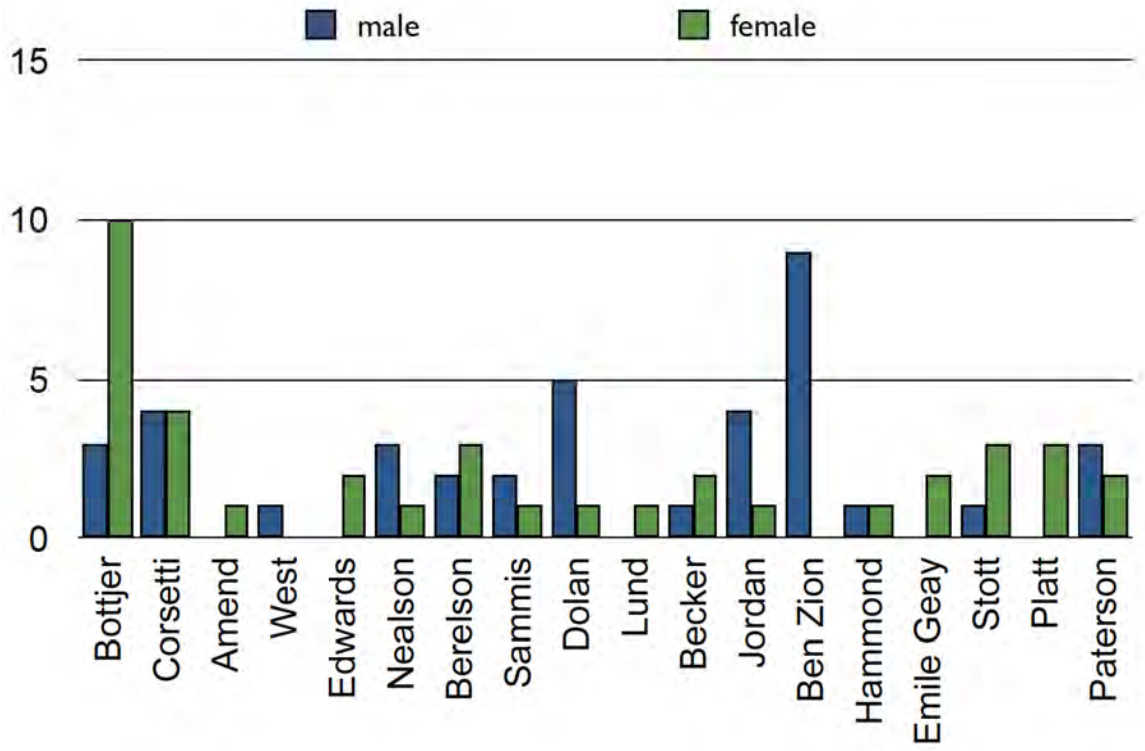
PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
West Nealson	01/16/13	Using novel genetic and isotopic techniques to understanding how microbial activity affects rates of dissolution of the mineral olivine.	NSF	$124,563	funded - current	$124,563	06/01/14	05/31/17

IV.b.ii Faculty Major Awards (over $1M, subset of previous table)

Award total	$ 118,045,096.00

PI/Co-PI(s)	Submitted	Project Title	Sponsor	Requested	Status	Awarded	Start	End
Jordan	03/09/05	Southern California Earthquake Center	NSF	$17,500,000	funded - expired	$14,100,000	02/01/07	01/31/12
Nealson	01/01/06	Genetic Engineering & Molecular Biological Manipulation of Shewanella Oneidensis MR-1: Applications to Microbial Fuel Cell (MURI-06) also called: (MURI-06) Bioengineered Fuel Cells: Optimization Via Genetic Approaches And Multi-Scale Modeling	AFOSR	$5,296,811	funded - expired	$5,296,811	05/01/06	05/31/13
Jordan	10/30/08	Outward on the Spiral: Petascale Inference in Earthquake System Science	NSF	$1,600,000	funded - expired	$1,600,000		
Jordan	12/12/08	Uniform California Earthquake Rupture Forecast, Version 3 (UCERF3)	CEA	$2,000,000	funded - expired	$2,000,000	01/01/10	03/31/14
Berelson	01/01/09	International Geobiology Summer Course 2010-2013	Agouron Foundation	$1,010,500	funded - current	$1,010,500	11/01/09	06/30/29
Jordan	07/08/09	Geoinforrnatics: A Petascale Cyberfacility for Physics-Based Seismic Hazard Analysis (SCEC PetaSHA3 Project)	NSF	$1,741,574	funded - expired	$1,814,968	07/15/10	06/30/13
Amend	01/01/10	Center for Dark Energy Biosphere Investigations (C-DEBI)	NSF	$27,374,312	funded - current	$24,874,312	10/01/10	09/30/21
Jordan	03/01/10	The Southern California Earthquake Center, Phase 4 (SCEC4): Tracking Earthquake Cascades	USGS	$7,500,000	funded - current	$6,580,000	02/01/12	01/31/17
Jordan	03/01/10	The Southern California Earthquake Center, Phase 4 (SCEC4): Tracking Earthquake Cascades	NSF	$20,500,000	funded - current	$14,473,561	02/01/12	01/31/18
Stott	06/25/10	1049238- Type 2 - L02170124 Collaborative Research: Investigating Decadal Climate Predictability and Climate Impacts (IDCPI) on the	NSF	$2,097,833	funded - current	$1,538,861	04/01/11	12/31/16
Jordan	01/01/11	Ground Motion Modeling in Southwest US	PG&E	$1,225,000	funded - expired	$1,225,000	01/01/12	12/31/14
Jordan	07/18/11	SI2-SSI: A Sustainable Community Software Framework for Petascale Earthquake Modeling	NSF	$2,938,823	funded - expired	$2,522,784	08/01/12	07/31/16
Jordan	01/13/12	Community Computational Platforms for Developing Three-Dimensional Models of Earth Structure	NSF	$1,800,709	funded - expired	$1,550,000	09/01/12	08/31/15
Amend Nealson Edwards El-Naggar	02/15/12	Life Underground	NASA	$6,700,879	funded - current	$6,878,499	01/17/13	12/31/17

Finkel Nealson El-Naggar	02/15/13	Physiological, Genetic, and Synthetic Biological Studies of Electron Transport Redox Machines	AFOSR	$1,799,000	funded - current	$1,399,800	08/15/14	08/14/18
Corsetti Becker West Levine Bottjer Berelson	02/22/13	Earth-Life Transitions: Linked geochemical/biotic response to massive volcanic CO2 injection during the Triassic-Jurassic mass extinction	NSF	$1,247,495	funded - current	$1,000,000	08/01/13	07/31/17
Jordan	07/01/13	Community Computational Platforms for Developing Three-Dimensional Models of Earth Structure, Phase II	NSF	$1,141,051	funded - current	$1,100,000	08/15/14	07/31/17
Jordan	06/24/14	Community Software for Extreme-Scale Computing in Earthquake System Science (ExCESS)	NSF	$2,877,514	funded - current	$2,200,000	09/01/15	08/31/19
Jordan	02/10/15	Collaboratory for Interseismic Simulation and Modeling (CISM)	Keck Foundation	$2,000,000	funded - current	$2,000,000	07/01/15	06/30/18
Jordan	06/05/15	Central California Seismic Project	PG&E	$1,200,000	funded - current	$1,200,000	07/01/15	06/30/17
Amend	07/28/15	Center for Dark Energy Biosphere Investigations (C-DEBI Phase 2)	NSF	$22,500,000	funded - current	$22,500,000	10/01/10	09/30/21
Jordan	06/01/16	Central California Seismic Project	PG&E	$1,180,000	funded - current	$1,180,000	07/01/15	06/30/17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Bottjer
Corsetti
Amend
West
Edwards
Nealson
Berelson
Sammis
Dolan
Lund
Becker
Jordan
Ben Zion
Hammond
Emile Geay
Stott
Platt
Paterson

Number of Graduate Students Per Faculty Per Academic Year								
Advisor	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**Average**
Amend			1	1	1	2	2	**1.4**
Becker	4	5	4	3	3	1		**3.3**
Ben-Zion	4	5	5	5	7	8	7	**5.9**
Berelson	3	3	3	2	3	2	1	**2.4**
Berelson/Sanudo	0	1	1	1	1	1	1	**0.9**
Bottjer	6	7	5	7	5	5	6	**5.9**
Corsetti	1	1	1	4	4	3	4	**2.6**
Dolan	2	2	2	4	4	4	2	**2.9**
Emile-Geay	2	2	2	2	3	1	2	**2.0**
Feakins	1	2	3	4	5	4	4	**3.3**
Hammond	2	2	3	3	3	3	2	**2.6**
John						0	1	**0.5**
Jordan	4	4	5	5	5	5	5	**4.7**
Lund	2	2	1	1	0	0	0	**0.9**

Miller	2	1	1	2	2	1	2	**1.6**
Moffett	0	0	0	0	0	1	1	**0.3**
Nealson	1	2	2	1	1	1	1	**1.3**
Paterson	2	3	5	4	5	4	4	**3.9**
Platt	2	3	2	3	4	4	5	**3.3**
Sammis	0	0	1	2	2	2	2	**1.3**
Sanudo	1	1	1	1	1	0	0	**0.7**
West/Sanudo							1	**1.0**
Stott	1	1	1	2	2	2	2	**1.6**
West	1	2	3	5	6	6	6	**4.1**

Advisor/Students	Current Students	No Degree	MS	MS/PhD	PhD	Grand Total
Amend	2					2
Feyhl-Buska	x					
Lu	x					
Becker					5	5
Alpert					x	
Gerault					x	
Goebel					x	
Kaplan					x	
Holt					x	
Ben-Zion	7		1		5	13
Abolfathian	x					
Allam					x	
Cheng	x					
Liu					x	
Meng	x					
Ozakin					x	
Qin	x					
Qiu	x					
Ross					x	
Share	x					
Wang			x			
White	x					
Xu					x	
Berelson	1				3	4
Chong					x	
Dong	x					
Fleming					x	
Tems					x	
Berelson/Sanudo					1	1
Monteverde					x	
Bottjer	6				7	13
Bell					x	
Johnson	x					
Larina	x					
Martindale					x	
Mata					x	
Petsios					x	
Pietsch					x	
Ritterbush					x	
Tackett					x	
Thompson	x					

Advisor/Students	Current Students	No Degree	MS	MS/PhD	PhD	Grand Total
Yager	x					
Carroll	x					
Wu	x					
Corsetti	4					4
Joubert	x					
Perl	x					
Piazza	x					
Wilmeth	x					
Corsetti/Berelson					1	1
Ibarra					1	
Dolan	2		2		2	6
Grenader			x			
Haravich			x			
Hatem	x					
McAuliffe					x	
Milliner					x	
Zinke	x					
Edwards					2	2
Singer					x	
Turner (Haddad)					x	
Emile-Geay	2				2	4
Dee					x	
Hu	x					
Wang					x	
Zhu	x					
Feakins	3	2			2	7
Cheetham					x	
Karkabi		x				
Lee	x					
Liddy					x	
Misra		x				
Peaple	x					
Wu	x					
Hammond	2		1	1		4
Bardsley	x					
Baronas	x					
Haskell				x		
Wolfe			x			
John	1					1
Kelly	x					
Jordan	4		1		3	9
Boutwell		x				
Donovan					x	
Eymold			x			

Advisor/Students	Current Students	No Degree	MS	MS/PhD	PhD	Grand Total
Juarez	x					
Milner	x					
Paulson					x	
Shen	x					
Song	x					
Wang					x	
Lund			1	1		2
Burton (Richardson)				x		
Mortazavi			x			
Miller	2	2	1			5
Butcher		x				
Harris	x					
Li	x					
Rong		x				
Zhang			x			
Moffett	1					1
Bolster	x					
Nealson	1				2	3
Barr	x					
Frantz					x	
McLean					x	
Paterson	4		1		2	7
Ardill	x					
Attia	x					
Cao					x	
Gross			x			
Hartman	x					
Ianno					x	
Ratschbacher	x					
Platt	4	1	1		1	7
Cawood	x					
Hames		x				
Lusk	x					
Potts			x			
Schmidt	x					
Williams					x	
Xia	x					
Sammis	2					2
Lippoldt	x					
Rogers-Martinez	x					
Sanudo	1				1	2
Klein					x	
van den Berghe	x					

Advisor/Students	Current Students	No Degree	MS	MS/PhD	PhD	Grand Total
Stott	2	1	1		1	5
Nishibayashi			x			
Ozkabir		x				
Shao	x					
Zaiss-Bowman	x					
Zhu					x	
West	6		1		1	8
Burt	x					
Dahlquist	x					
Kleinsasser			x			
Li	x					
Quackenbush	x					
Stellmann	x					
Torres					x	
Washington	x					
West/Sanudo					1	1
Pinedo Gonzalez					x	
Grand Total	**57**	**7**	**11**	**2**	**43**	**119**

INSTRUCTOR	SEMESTER	YEAR	COURSE	SECTION	INSTR MEAN	INSTR STD DEV	COURSE MEAN	COURSE STD DEV	# OF RESP	PCT RESP
Jan Amend	FALL	2012	387	25075	3.20	0.84	2.00	1.00	6.00	100.00
	SPRING	2014	387A	24943	3.60	1.14	3.20	1.30	5.00	71.00
	FALL	2015	460	25003	4.45	0.69	4.64	0.67	11.00	73.00
	SPRING	2015	387A	24943	4.57	0.79	3.71	1.11	7.00	64.00
	SPRING	2016	387A	24943	4.80	0.45	4.80	0.45	5.00	83.00
				Average:	**4.12**	**0.78**	**3.67**	**0.91**	**6.80**	**78.20**
Yehuda Ben-Zion	FALL	2007	609	25050	4.50	0.58	4.50	0.58	4.00	100.00
	SPRING	2007	609	25110	4.50	0.58	4.50	0.58	5.00	100.00
	FALL	2008	450	24990	3.60	0.84	3.20	0.92	10.00	71.00
	FALL	2008	530	25000	5.00	0.00	5.00	0.00	5.00	100.00
	FALL	2008	609	25050	5.00	0.00	4.67	0.58	4.00	100.00
	SPRING	2008	609	25110	3.75	1.26	3.75	1.26	4.00	100.00
	FALL	2009	599	25008	4.75	0.50	4.75	0.50	4.00	100.00
	FALL	2009	609	25050	5.00	0.00	4.80	0.45	5.00	100.00
	SPRING	2009	103	63513	3.88	0.91	3.54	0.90	26.00	81.00
	SPRING	2010	609	25110	5.00	0.00	5.00	0.00	5.00	100.00
	FALL	2011	530	24998	5.00	0.00	4.75	0.50	4.00	57.00
	FALL	2011	609	25003	4.60	0.55	4.00	0.71	5.00	63.00
	FALL	2012	450	24985	4.33	0.87	4.22	0.83	10.00	83.00
	FALL	2012	609	25003	5.00	0.00	4.80	0.45	5.00	83.00
	SPRING	2012	130	25124	3.60	1.08	3.19	1.24	57.00	49.00
	FALL	2013	530	25000	4.60	0.55	4.60	0.55	5.00	100.00
	FALL	2013	609	25039	4.67	0.58	4.33	1.15	3.00	50.00
	FALL	2014	450	24947	3.62	1.04	3.08	1.26	13.00	68.00
	FALL	2015	530	25002	5.00	0.00	4.88	0.35	8.00	100.00
	SPRING	2015	609	24967	4.89	0.33	4.67	0.71	9.00	82.00
	SPRING	2016	609	24967	5.00	0.00	4.86	0.38	7.00	100.00

				Average:	**4.54**	**0.46**	**4.34**	**0.66**	**9.43**	**85.10**
William Berelson	FALL	2007	474	13043	4.57	0.53	4.43	0.53	7.00	100.00
	SPRING	2007	107	24828	4.22	0.81	3.96	0.98	73.00	56.00
	SPRING	2007	601	25108	5.00	0.00	4.75	0.50	4.00	67.00
	FALL	2008	511	24998	4.80	0.42	4.70	0.67	10.00	83.00
	SPRING	2008	107	24828	3.98	0.86	3.69	0.86	55.00	50.00
	SPRING	2008	601	25108	4.50	0.55	4.67	0.52	7.00	100.00
	FALL	2009	560	25006	4.90	0.32	4.80	0.42	11.00	100.00
	SPRING	2009	107	24828	4.09	0.78	3.71	0.83	70.00	45.00
	SPRING	2009	601	25108	4.56	0.53	4.33	1.00	9.00	100.00
	FALL	2010	107	24828	4.52	0.67	4.13	0.67	64.00	54.00
	FALL	2010	510	24998	5.00	0.00	5.00	0.00	7.00	88.00
	SPRING	2010	107	24828	4.10	0.86	3.62	1.11	67.00	47.00
	SPRING	2010	601	25108	4.80	0.45	4.80	0.45	5.00	100.00
	FALL	2011	108	24858	4.27	0.77	3.83	1.13	71.00	60.00
	FALL	2011	385	24980	4.80	0.45	4.80	0.45	6.00	100.00
	SPRING	2011	601	25108	5.00	0.00	4.83	0.41	8.00	100.00
	FALL	2012	107	24828	4.11	0.90	3.77	0.96	67.00	54.00
	SPRING	2013	601	25108	4.75	0.50	4.50	1.00	6.00	86.00
	FALL	2013	290	24945	3.33	0.58	3.20	0.45	6.00	50.00
	FALL	2013	505	25074	4.64	0.67	4.64	0.50	11.00	69.00
	FALL	2014	290	24945	4.00	0.00	4.00	0.00	1.00	33.00
	FALL	2014	505	25074	4.69	0.63	3.92	0.95	13.00	100.00
	SPRING	2014	290	24917	3.50	0.71	3.50	0.71	2.00	67.00
	SPRING	2014	601	25108	3.88	1.13	3.75	1.16	8.00	80.00
	FALL	2015	290	24945	4.00	1.41	4.00	1.41	2.00	67.00
	FALL	2015	351	25010	4.50	0.58	4.50	0.58	4.00	40.00
	FALL	2015	505	25074	5.00	0.00	4.60	0.89	5.00	83.00
	SPRING	2015	601	25108	4.80	0.45	4.80	0.45	5.00	71.00
	SPRING	2016	290	24917	4.67	0.58	4.67	0.58	3.00	75.00
	SPRING	2016	601	25108	4.71	0.49	4.29	0.76	7.00	88.00
				Average:	**4.46**	**0.55**	**4.27**	**0.70**	**20.47**	**73.77**

David Bottjer	FALL	2007	520	25000	4.43	0.79	4.29	0.95	7.00	100.00
	SPRING	2007	601	25108	4.75	0.50	4.75	0.50	4.00	67.00
	FALL	2008	500	25072	5.00	0.00	4.71	0.49	7.00	100.00
	SPRING	2008	601	25108	4.86	0.38	4.86	0.38	7.00	100.00
	FALL	2009	501	25072	5.00	0.00	5.00	0.00	7.00	88.00
	SPRING	2009	601	25108	4.78	0.44	4.56	1.01	9.00	100.00
	FALL	2010	520	24999	5.00	0.00	5.00	0.00	4.00	100.00
	SPRING	2010	601	25108	5.00	0.00	4.80	0.45	5.00	100.00
	FALL	2011	650	25006	5.00	0.00	5.00	0.00	6.00	100.00
	SPRING	2011	601	25108	5.00	0.00	4.86	0.38	8.00	100.00
	FALL	2012	433	24947	4.42	0.51	4.25	0.87	12.00	71.00
	FALL	2012	500	24998	5.00	0.00	5.00	0.00	4.00	100.00
	SPRING	2012	601	25108	5.00	0.00	5.00	0.00	7.00	100.00
	FALL	2013	433	24947	3.86	0.38	3.43	0.53	7.00	78.00
	FALL	2013	501	24998	5.00	0.00	4.67	0.58	3.00	75.00
	FALL	2014	125	24890	3.43	1.06	2.96	1.20	75.00	65.00
	FALL	2014	520	25000	5.00	0.00	5.00	0.00	2.00	33.00
	FALL	2015	500	24999	5.00	0.00	5.00	0.00	4.00	57.00
	SPRING	2015	601	25108	4.80	0.45	4.80	0.45	5.00	71.00
	SPRING	2016	601	25108	4.43	0.79	4.29	0.76	7.00	88.00
				Average:	**4.74**	**0.27**	**4.61**	**0.43**	**9.50**	**84.65**
Frank Corsetti	FALL	2007	320	24945	5.00	0.00	4.92	0.29	12.00	100.00
	FALL	2007	790	25060	4.88	0.35	4.50	1.07	8.00	40.00
	SPRING	2007	316	24886	4.80	0.45	4.40	0.55	5.00	100.00
	SPRING	2007	601	25108	4.75	0.50	4.75	0.50	4.00	67.00
	FALL	2008	511	24998	4.89	0.33	4.78	0.44	9.00	75.00
	SPRING	2008	125	25138	4.37	0.78	3.94	0.98	50.00	67.00
	SPRING	2008	316	24866	5.00	0.00	4.60	0.55	5.00	83.00
	SPRING	2008	601	25108	4.71	0.49	4.71	0.49	7.00	100.00
	FALL	2009	125	24890	4.39	0.72	3.92	0.97	78.00	67.00
	FALL	2009	505	25074	5.00	0.00	4.80	0.45	5.00	31.00
	SPRING	2009	125	25138	4.33	0.82	4.00	0.88	65.00	59.00
	SPRING	2009	316	24886	4.83	0.41	4.33	0.82	6.00	100.00

	SPRING	2009	601	25108	4.44	0.53	4.44	1.01	9.00	100.00
	FALL	2010	505	25074	4.89	0.33	4.88	0.33	10.00	91.00
	FALL	2010	510	24998	5.00	0.00	5.00	0.00	7.00	88.00
	SPRING	2010	316	24886	4.75	0.50	4.75	0.50	4.00	80.00
	SPRING	2010	320	25152	4.91	0.30	4.90	0.32	12.00	75.00
	SPRING	2010	601	25108	5.00	0.00	4.80	0.45	5.00	100.00
	FALL	2011	320	24947	5.00	0.00	5.00	0.00	11.00	100.00
	SPRING	2011	125	25138	4.64	0.58	4.27	0.81	98.00	59.00
	SPRING	2011	601	25108	5.00	0.00	4.88	0.35	8.00	100.00
	FALL	2012	125	24890	4.63	0.62	4.23	0.82	110.00	61.00
	FALL	2012	510	25000	5.00	0.00	4.75	0.50	5.00	100.00
	SPRING	2012	125	25138	4.43	0.77	3.85	1.06	107.00	60.00
	SPRING	2012	601	25108	5.00	0.00	5.00	0.00	7.00	100.00
	SPRING	2013	125	25138	4.43	0.74	4.04	0.94	104.00	56.00
	FALL	2013	320	25075	5.00	0.00	4.22	0.67	9.00	53.00
	SPRING	2014	125	25138	4.49	0.65	4.05	0.85	131.00	74.00
	SPRING	2014	601	25108	5.00	0.00	3.75	1.16	8.00	80.00
	FALL	2015	320	24947	5.00	0.00	5.00	0.00	8.00	57.00
	FALL	2015	510	25000	4.80	0.45	4.20	1.10	5.00	56.00
	SPRING	2015	125	25138	4.44	0.65	3.98	0.90	131.00	75.00
	SPRING	2015	601	25108	4.80	0.45	4.80	0.45	5.00	71.00
	SPRING	2016	125	25138	4.46	0.76	3.96	1.04	164.00	71.00
	SPRING	2016	601	25108	4.86	0.38	4.29	0.76	7.00	88.00
				Average:	**4.77**	**0.36**	**4.48**	**0.63**	**34.83**	**76.69**
James Dolan	FALL	2007	240	24950	4.19	0.94	3.85	1.07	196.00	86.00
	SPRING	2007	556	24970	4.00	1.15	4.00	1.15	4.00	100.00
	FALL	2008	240	24950	4.14	0.96	3.78	1.07	174.00	75.00
	SPRING	2008	321	24934	3.60	0.97	3.70	0.82	11.00	100.00
	SPRING	2009	499	25125	5.00	0.00	4.67	0.58	3.00	100.00
	FALL	2010	240	24950	3.90	1.12	3.65	1.12	184.00	78.00
	FALL	2011	240	24950	3.95	0.96	3.60	1.13	165.00	72.00
	SPRING	2011	305	24920	4.56	0.70	4.12	1.00	44.00	77.00
	SPRING	2011	321	24886	3.71	0.76	3.86	1.07	7.00	100.00

FALL	2012	240	24950	4.13	0.99	3.61	1.10	160.00	67.00
SPRING	2012	556	24967	4.75	0.50	4.75	0.50	4.00	100.00
SPRING	2013	321	24952	3.33	0.89	3.67	0.89	12.00	80.00
FALL	2013	240	24950	3.60	1.25	3.29	1.28	130.00	60.00
FALL	2014	240	24950	3.59	1.22	3.21	1.34	132.00	66.00
SPRING	2014	499	24945	4.29	0.49	4.14	1.07	7.00	100.00
FALL	2015	240	24950	4.05	1.00	3.57	1.25	106.00	62.00
SPRING	2015	321	24985	4.50	0.76	4.40	0.84	10.00	83.00
SPRING	2016	305	24920	4.34	0.87	4.09	0.82	32.00	56.00
SPRING	2016	556	24969	4.75	0.50	4.50	0.58	4.00	100.00
			Average:	4.13	0.84	3.92	0.98	72.89	82.21
FALL	2009	425	24985	4.29	0.49	4.00	0.82	7.00	100.00
FALL	2010	515	25110	4.33	1.21	4.50	1.21	7.00	100.00
SPRING	2010	150	24872	4.60	0.69	4.36	0.87	39.00	37.00
FALL	2011	425	24985	4.13	0.83	4.00	0.11	8.00	80.00
SPRING	2011	150	24872	4.35	0.75	4.26	0.96	34.00	31.00
SPRING	2012	150	24872	4.27	0.77	4.09	0.75	25.00	39.00
SPRING	2012	599	24972	5.00	0.00	5.00	0.00	3.00	75.00
SPRING	2013	150	24872	4.37	0.69	4.13	0.75	62.00	35.00
FALL	2014	515	24998	4.67	0.52	4.67	0.52	6.00	100.00
SPRING	2014	150	24872	3.75	1.13	3.59	1.14	75.00	42.00
SPRING	2014	425	24985	4.08	0.95	4.00	1.22	13.00	62.00
FALL	2015	351	25010	4.50	0.58	4.50	0.58	4.00	40.00
FALL	2015	425	25073	4.50	0.58	4.75	0.50	4.00	67.00
SPRING	2015	150	24872	3.98	0.99	3.77	1.09	84.00	47.00
SPRING	2016	150	24872	4.34	0.75	4.05	1.05	91.00	71.00
			Average:	**4.34**	**0.73**	**4.24**	**0.77**	**30.80**	**61.73**
FALL	2009	107	24828	3.81	1.12	3.37	1.10	59.00	50.00
SPRING	2009	412	25152	4.25	0.62	4.17	0.72	12.00	80.00
SPRING	2009	601	25108	4.67	0.50	4.44	1.01	9.00	100.00
SPRING	2010	575	24960	4.14	0.69	4.00	0.82	7.00	100.00
FALL	2011	107	24828	4.09	0.87	3.80	0.93	70.00	41.00

	SPRING	2011	107	24828	3.78	1.05	3.51	0.98	47.00	33.00
	SPRING	2011	412	24952	4.17	0.75	4.17	0.75	6.00	50.00
	SPRING	2012	575	24971	5.00	0.00	4.60	0.55	5.00	71.00
	SPRING	2013	412	24999	4.75	0.45	4.50	0.52	12.00	80.00
	FALL	2013	107	24828	3.61	1.11	3.36	1.08	86.00	48.00
	FALL	2014	412	25075	4.00	1.05	3.95	0.85	19.00	86.00
	FALL	2014	566	25050	4.80	0.45	4.60	0.55	5.00	83.00
	SPRING	2014	575	24964	4.40	0.55	4.40	0.55	5.00	100.00
	SPRING	2015	107	24828	4.16	0.85	3.71	1.07	80.00	46.00
	SPRING	2015	566	24972	5.00	0.00	5.00	0.00	6.00	86.00
	SPRING	2016	107	24828	4.36	0.76	3.98	0.90	149.00	61.00
	SPRING	2016	566	24979	4.20	1.30	4.40	0.89	5.00	83.00
				Average:	**4.31**	**0.71**	**4.12**	**0.78**	**34.24**	**70.47**
Douglas Hammond	FALL	2007	125	24890	4.17	0.92	3.53	1.29	61.00	54.00
	FALL	2007	460	24998	3.54	1.45	2.69	1.55	13.00	100.00
	SPRING	2007	305	24920	4.00	0.52	3.56	0.81	17.00	46.00
	SPRING	2007	470	24938	4.22	0.67	3.78	0.83	9.00	90.00
	FALL	2008	125	24890	4.24	0.90	3.83	1.16	51.00	48.00
	FALL	2008	450	24990	4.10	0.74	3.50	0.85	10.00	71.00
	FALL	2008	512	48300	4.89	0.33	4.56	0.53	9.00	90.00
	SPRING	2008	305	24920	4.52	0.65	4.36	0.76	27.00	64.00
	SPRING	2009	305	24920	4.04	0.76	3.70	0.82	28.00	50.00
	SPRING	2009	470	24930	3.33	0.82	3.00	0.89	6.00	60.00
	FALL	2010	125	24890	3.61	1.17	3.07	1.17	58.00	35.00
	FALL	2010	450	24985	4.21	0.89	3.50	0.89	14.00	78.00
	FALL	2010	512	48300	4.33	0.69	3.71	0.69	19.00	90.00
	SPRING	2010	125	25138	4.11	1.03	3.49	1.10	47.00	55.00
	SPRING	2010	305	24920	3.28	1.12	3.50	1.13	38.00	63.00
	SPRING	2010	460	24952	3.70	1.16	3.50	1.27	11.00	85.00
	FALL	2011	125	24890	3.99	0.98	3.45	1.12	76.00	51.00
	FALL	2011	460	24987	4.24	0.97	4.18	0.88	17.00	89.00
	SPRING	2011	305	24920	3.45	1.02	3.62	1.13	45.00	79.00
	SPRING	2011	470	24954	4.38	0.74	4.13	1.13	8.00	73.00

	FALL	2012	241	24975	3.50	0.91	4.00	0.92	51.00	44.00
	FALL	2012	315	24940	4.33	0.65	3.83	0.72	12.00	86.00
	FALL	2012	450	24985	4.70	0.48	4.20	0.79	10.00	83.00
	FALL	2012	512	48302	4.82	0.40	4.30	0.67	12.00	100.00
	SPRING	2012	305	24920	3.94	0.68	3.63	0.96	18.00	32.00
	SPRING	2013	305	24920	3.96	0.88	3.83	1.11	23.00	45.00
	SPRING	2013	387	24943	4.56	0.53	4.00	0.71	10.00	100.00
	SPRING	2013	564	24969	4.70	0.48	4.40	0.70	11.00	92.00
	FALL	2013	125	24890	3.81	1.05	3.26	1.11	91.00	56.00
	FALL	2013	315	24940	4.33	0.52	4.33	0.52	6.00	50.00
	FALL	2013	460	24961	4.36	0.81	4.18	0.98	11.00	61.00
	FALL	2014	315	24940	4.00	0.85	3.83	0.58	12.00	80.00
	FALL	2014	450	24947	4.38	0.77	3.08	1.26	13.00	68.00
	SPRING	2014	305	24920	3.80	1.06	3.26	1.10	23.00	44.00
	SPRING	2014	494	24942	4.00	0.00	5.00	0.00	1.00	25.00
	FALL	2015	315	24940	3.88	0.99	4.00	0.93	8.00	80.00
	FALL	2015	460	25003	4.78	0.67	4.64	0.67	11.00	73.00
	SPRING	2015	105	24800	2.90	1.01	2.74	0.98	95.00	56.00
	SPRING	2015	305	24920	4.05	0.80	3.67	0.96	24.00	43.00
	SPRING	2015	494	24942	5.00	0.00	4.00	0.00	1.00	50.00
	SPRING	2016	305	24920	4.06	0.85	4.09	0.82	32.00	56.00
	SPRING	2016	494	24942	5.00	0.00	4.67	0.58	3.00	33.00
	SPRING	2016	564	24973	4.67	0.58	4.67	0.58	3.00	43.00
				Average:	**4.14**	**0.76**	**3.82**	**0.88**	**24.30**	**64.44**
Thomas Jordan	SPRING	2007	552	24962	4.83	0.41	4.67	0.52	6.00	100.00
	FALL	2008	450	24990	4.20	0.63	3.30	1.06	10.00	71.00
	SPRING	2009	105	24800	3.34	0.87	3.13	0.96	117.00	72.00
	SPRING	2009	552	24965	5.00	0.00	5.00	0.00	4.00	80.00
	FALL	2010	450	24985	4.25	0.46	4.13	0.46	10.00	56.00
	SPRING	2010	105	24800	3.81	1.00	3.49	0.99	55.00	42.00
	SPRING	2010	551	25125	4.43	0.79	3.57	1.40	7.00	78.00
	FALL	2012	450	24985	4.82	0.40	4.36	0.50	11.00	92.00
	SPRING	2012	105	24800	3.98	0.86	3.27	1.18	57.00	38.00

	SPRING	2012	552	24964	4.50	0.58	4.25	0.96	4.00	80.00
	SPRING	2013	105	24800	4.17	0.90	3.80	1.05	47.00	27.00
	FALL	2013	551	24999	4.50	0.53	4.60	0.52	10.00	100.00
	FALL	2014	450	24947	4.23	0.60	3.08	1.26	13.00	68.00
	FALL	2014	552	25041	4.86	0.38	4.43	1.13	7.00	70.00
	SPRING	2014	105	24800	3.75	0.92	3.16	1.06	140.00	87.00
	FALL	2015	351	25010	4.25	0.50	4.50	0.58	4.00	40.00
	FALL	2015	551	25030	5.00	0.00	5.00	0.00	1.00	33.00
	SPRING	2016	440	24999	4.40	0.89	4.20	1.30	5.00	100.00
				Average:	**4.35**	**0.60**	**4.00**	**0.83**	**28.22**	**68.56**
Steve Lund	FALL	2007	130	24904	3.93	1.03	3.48	1.17	48.00	56.00
	SPRING	2007	130	25124	3.73	1.07	3.19	1.17	39.00	34.00
	FALL	2008	107	24828	4.02	0.87	3.60	1.00	104.00	58.00
	FALL	2008	450	24990	3.60	1.07	3.60	0.84	10.00	71.00
	SPRING	2008	130	25124	4.37	0.79	3.66	0.94	39.00	53.00
	SPRING	2008	150	24872	3.83	0.82	3.49	1.02	93.00	54.00
	FALL	2009	130	24904	4.24	0.66	4.14	0.71	50.00	47.00
	SPRING	2009	150	24872	4.34	0.78	3.98	0.98	65.00	55.00
	SPRING	2010	160	24950	4.25	0.75	3.92	0.79	12.00	63.00
	FALL	2011	160	24937	4.30	0.80	3.95	0.89	21.00	91.00
	SPRING	2011	160	24950	3.83	0.76	3.48	1.12	25.00	86.00
	FALL	2012	160	24937	4.19	0.69	3.70	0.84	32.00	80.00
	FALL	2012	593	42297	4.14	0.53	3.36	1.01	17.00	100.00
	SPRING	2012	107	24828	3.78	1.15	3.50	1.11	81.00	45.00
	SPRING	2013	130	25124	3.97	0.93	3.48	0.97	73.00	42.00
	FALL	2013	160	24937	3.78	0.85	3.67	0.76	24.00	50.00
	FALL	2014	107	24828	3.54	0.85	3.34	0.95	85.00	47.00
	FALL	2014	593	25043	3.92	0.95	3.31	1.32	13.00	100.00
	SPRING	2014	107	24828	3.20	1.05	2.95	1.10	74.00	43.00
	FALL	2015	160	24937	3.65	1.06	3.42	0.99	26.00	55.00
	FALL	2015	593	25041	4.41	0.71	3.88	1.22	17.00	89.00
	SPRING	2015	160	24873	3.81	1.08	3.57	0.81	21.00	45.00
	SPRING	2016	130	25124	3.78	0.83	3.28	1.04	78.00	44.00

				Average:	**3.95**	**0.88**	**3.58**	**0.99**	**44.05**	**62.00**
Meghan Miller	FALL	2010	450	24985	4.38	0.52	4.00	0.52	10.00	56.00
	FALL	2010	599	25007	4.67	0.71	4.33	0.71	9.00	82.00
	SPRING	2010	551	25125	3.63	1.19	3.63	1.41	8.00	89.00
	SPRING	2011	240	24890	3.30	0.99	3.31	0.92	52.00	23.00
	SPRING	2011	240	24890	3.56	0.99	3.42	1.05	70.00	29.00
	SPRING	2012	240	24890	4.08	0.94	3.77	1.07	74.00	46.00
	SPRING	2012	552	24964	4.00	1.00	3.67	1.15	3.00	60.00
	SPRING	2012	599	25117	4.30	0.00	4.30	0.00	3.00	100.00
	SPRING	2013	240	24890	3.70	0.96	3.31	1.10	120.00	70.00
	SPRING	2013	465	24955	5.00	0.00	5.00	0.00	5.00	83.00
	FALL	2013	551	24999	4.44	0.53	4.60	0.52	10.00	100.00
	SPRING	2014	240	24890	3.88	1.04	3.26	1.13	118.00	84.00
	FALL	2014	552	25041	4.17	0.75	4.43	1.13	7.00	70.00
	FALL	2015	108	24858	3.77	0.95	3.27	0.98	159.00	69.00
	SPRING	2015	240	24890	3.77	1.07	3.37	1.18	65.00	63.00
	SPRING	2015	599	25001	4.67	0.58	4.33	0.58	3.00	100.00
				Average:	**4.04**	**0.78**	**3.84**	**0.86**	**47.53**	**68.27**
James Moffett	FALL	2008	512	48300	3.78	0.83	4.11	0.78	10.00	100.00
	FALL	2010	512	48300	3.50	1.03	3.60	1.03	18.00	86.00
	FALL	2012	512	48302	4.17	0.58	4.25	0.62	12.00	100.00
				Average:	**3.82**	**0.81**	**3.99**	**0.81**	**13.33**	**95.33**
Kenneth Nealson	SPRING	2009	483	13483	4.94	0.24	4.65	0.79	17.00	85.00
	SPRING	2011	483	13046	4.53	0.77	3.95	1.18	19.00	86.00
				Average:	**4.74**	**0.51**	**4.30**	**0.99**	**18.00**	**85.50**
Scott Paterson	FALL	2007	385	24980	4.30	1.25	3.80	1.32	10.00	100.00
	FALL	2007	490	24994	4.50	0.53	4.13	0.99	9.00	100.00
	SPRING	2007	105	24800	4.08	0.87	3.63	1.00	40.00	47.00
	SPRING	2007	490	24940	4.67	0.58	5.00	0.00	3.00	100.00
	FALL	2008	130	24904	4.00	0.77	3.32	0.98	33.00	37.00

	FALL	2008	385	24980	4.50	0.71	3.00	0.00	2.00	100.00
	FALL	2009	385	24980	4.31	1.18	4.31	1.18	13.00	87.00
	FALL	2009	533	24999	5.00	0.00	5.00	0.00	3.00	100.00
	SPRING	2009	130	25124	4.11	0.74	3.40	1.05	57.00	54.00
	SPRING	2009	490	24940	5.00	0.00	4.50	0.71	2.00	100.00
	SPRING	2009	521	24955	5.00	0.00	5.00	0.00	2.00	100.00
	FALL	2010	130	24904	3.92	0.99	3.32	0.99	66.00	55.00
	FALL	2010	385	24980	4.33	0.82	4.17	0.82	7.00	78.00
	SPRING	2010	130	25124	3.41	1.18	3.14	1.25	63.00	54.00
	SPRING	2011	130	25124	3.98	0.86	3.70	1.02	51.00	43.00
	FALL	2012	130	24904	3.62	1.08	3.05	1.15	92.00	53.00
	FALL	2012	505	25074	3.55	0.93	3.64	0.92	11.00	85.00
	SPRING	2012	105	24800	3.89	0.99	3.25	1.28	65.00	43.00
	SPRING	2012	316	24952	4.33	0.71	4.00	0.87	10.00	100.00
	SPRING	2013	533	24694	4.75	0.50	3.75	0.96	4.00	100.00
	FALL	2013	130	24904	3.50	1.03	3.08	1.02	85.00	50.00
	FALL	2014	130	24904	3.28	1.11	2.85	1.13	67.00	48.00
	FALL	2014	499	25003	4.25	0.96	4.00	1.41	4.00	57.00
	SPRING	2014	316	24952	3.83	0.41	3.83	0.41	6.00	43.00
	SPRING	2014	521	24962	5.00	0.00	4.50	0.71	2.00	67.00
	FALL	2015	130	24904	3.72	1.10	3.12	1.26	74.00	43.00
	SPRING	2015	532	24964	4.67	0.52	4.67	0.82	6.00	100.00
	SPRING	2016	316	24985	3.75	1.26	4.00	0.82	4.00	57.00
	SPRING	2016	533	24974	5.00	0.00	5.00	0.00	1.00	33.00
				Average:	**4.22**	**0.73**	**3.87**	**0.83**	**27.31**	**70.14**
John Platt	FALL	2007	105	24800	4.41	0.77	3.69	1.06	130.00	84.00
	FALL	2007	532	25003	4.89	0.33	4.89	0.33	9.00	100.00
	FALL	2007	534	25034	5.00	0.00	5.00	0.00	5.00	63.00
	SPRING	2007	316	24886	4.00	0.00	3.80	0.45	5.00	100.00
	SPRING	2007	535	24954	5.00	0.00	5.00	0.00	3.00	60.00
	FALL	2008	105	24800	4.38	0.82	3.52	1.17	124.00	87.00
	FALL	2008	568	25006	5.00	0.00	5.00	0.00	3.00	100.00
	SPRING	2008	105	24800	4.21	0.76	3.58	1.07	123.00	85.00

	SPRING	2008	305	24920	4.00	1.06	4.08	0.58	25.00	60.00
	SPRING	2008	316	24886	4.25	0.96	4.00	0.00	4.00	67.00
	FALL	2009	321	24946	4.40	0.70	4.20	0.79	10.00	77.00
	FALL	2009	532	24998	5.00	0.00	5.00	0.00	7.00	100.00
	FALL	2009	534	25001	5.00	0.00	5.00	0.00	6.00	100.00
	SPRING	2009	105	24800	4.22	0.82	3.37	1.06	122.00	79.00
	SPRING	2009	316	24886	4.50	0.55	4.17	0.98	6.00	100.00
	FALL	2010	105	24800	4.41	0.70	3.92	0.70	60.00	42.00
	FALL	2010	535	25001	5.00	0.00	5.00	0.00	2.00	50.00
	SPRING	2010	105	24800	4.37	0.85	3.49	1.00	51.00	39.00
	SPRING	2010	316	248886	5.00	0.00	4.80	0.45	5.00	100.00
	FALL	2011	532	25110	5.00	0.00	5.00	0.00	6.00	100.00
	FALL	2011	534	24999	5.00	0.00	4.75	0.46	8.00	100.00
	FALL	2012	105	24800	4.00	0.81	3.23	1.13	98.00	56.00
	SPRING	2012	316	24952	4.40	0.70	4.10	0.88	10.00	100.00
	SPRING	2013	405	24800	4.21	0.90	3.68	0.95	64.00	37.00
	FALL	2014	105	24800	3.84	1.07	3.10	1.24	144.00	86.00
	FALL	2014	534	25002	4.83	0.41	4.67	0.82	6.00	67.00
	SPRING	2014	105	24800	4.20	0.77	3.16	1.06	140.00	87.00
	SPRING	2014	316	24952	4.83	0.41	3.83	0.41	6.00	43.00
	FALL	2015	105	24800	4.27	0.82	3.53	1.15	91.00	52.00
	SPRING	2015	105	24800	4.01	0.80	2.74	0.98	95.00	56.00
	SPRING	2015	535	24962	5.00	0.00	4.75	0.50	4.00	100.00
	SPRING	2016	305	24920	4.26	0.63	4.09	0.82	32.00	56.00
	SPRING	2016	316	24985	5.00	0.00	4.00	0.82	4.00	57.00
				Average:	**4.54**	**0.47**	**4.13**	**0.63**	**42.67**	**75.45**
Charlie Sammis	FALL	2007	537	25006	4.67	0.58	4.67	0.58	3.00	60.00
	SPRING	2007	240	24890	4.34	0.71	3.92	0.96	124.00	52.00
	FALL	2008	130	24904	3.88	0.81	3.49	1.03	44.00	48.00
	SPRING	2008	240	24890	4.50	0.67	4.16	0.84	115.00	48.00
	SPRING	2008	240	24890	4.22	0.83	3.90	0.90	204.00	85.00
	FALL	2009	240	24950	4.54	0.68	4.11	0.92	140.00	60.00
	SPRING	2009	103	63513	4.20	0.58	3.52	0.87	25.00	78.00

	SPRING	2009	240	24890	4.25	0.83	3.74	0.98	102.00	44.00
	FALL	2010	537	25003	5.00	0.00	4.67	0.00	12.00	80.00
	SPRING	2010	240	24890	4.26	0.78	3.74	1.00	151.00	65.00
	FALL	2011	130	24904	3.80	1.03	3.16	1.15	106.00	60.00
	SPRING	2011	130	25124	3.57	0.96	3.66	0.72	54.00	46.00
	SPRING	2011	240	24890	4.33	0.76	3.65	1.13	97.00	42.00
	FALL	2012	241	24975	3.78	0.92	4.00	0.98	53.00	46.00
	FALL	2012	537	25039	4.43	0.79	4.00	1.00	9.00	100.00
	SPRING	2012	440	24954	5.00	0.00	5.00	0.00	5.00	100.00
	FALL	2014	537	24999	4.33	1.03	4.17	1.33	6.00	75.00
	SPRING	2014	130	25124	3.44	1.12	2.67	1.32	110.00	48.00
	SPRING	2014	440	24999	4.60	0.55	3.80	0.84	5.00	50.00
	SPRING	2015	130	25124	3.81	1.00	3.21	1.16	109.00	55.00
	SPRING	2016	240	24890	4.03	0.92	3.52	1.18	33.00	61.00
				Average:	**4.24**	**0.74**	**3.85**	**0.90**	**71.76**	**62.05**
Lowell Stott	FALL	2007	150	24920	3.63	1.00	3.36	1.05	75.00	66.00
	SPRING	2007	555	24964	3.86	0.90	3.71	0.76	7.00	100.00
	FALL	2008	150	24920	4.19	0.95	4.04	0.99	83.00	71.00
	FALL	2008	450	24990	4.40	0.97	3.90	0.99	10.00	71.00
	SPRING	2008	567	24960	3.80	1.30	3.80	0.84	5.00	100.00
	FALL	2009	150	24920	4.04	0.88	3.72	0.95	112.00	65.00
	SPRING	2009	525	24960	4.50	0.71	4.55	0.52	11.00	92.00
	FALL	2010	150	24920	2.92	1.03	2.86	1.03	106.00	61.00
	FALL	2010	450	24985	3.64	1.08	3.57	1.08	14.00	78.00
	FALL	2011	150	24920	3.59	1.12	3.36	1.12	88.00	75.00
	SPRING	2011	525	24960	3.40	1.14	3.20	0.84	5.00	100.00
	FALL	2012	150	24920	3.56	0.98	3.43	0.99	63.00	52.00
	FALL	2012	450	24985	2.90	1.29	3.60	1.17	10.00	83.00
	SPRING	2012	555	24965	3.71	0.49	3.43	0.79	7.00	88.00
	SPRING	2013	525	24962	4.40	0.55	3.80	0.45	5.00	100.00
	FALL	2013	150	24920	3.60	1.12	3.33	1.20	60.00	58.00
	FALL	2014	150	24920	3.40	0.84	3.05	1.04	40.00	53.00
	FALL	2014	450	24947	3.23	0.83	3.08	1.26	13.00	68.00

	SPRING	2014	555	24969	4.60	0.55	4.60	0.55	5.00	83.00
	FALL	2015	150	24920	3.74	1.06	3.57	1.06	72.00	67.00
	FALL	2015	351	25010	4.25	0.50	4.50	0.58	4.00	40.00
	SPRING	2015	525	24969	5.00	0.00	5.00	0.00	2.00	100.00
	SPRING	2016	555	24964	4.50	0.71	5.00	0.00	2.00	67.00
				Average:	**3.86**	**0.87**	**3.76**	**0.84**	**34.74**	**75.57**
Joshua West	SPRING	2010	460	24952	3.64	0.81	3.36	1.12	11.00	85.00
	FALL	2011	460	24987	4.65	0.49	4.12	0.86	17.00	89.00
	SPRING	2011	105	24800	4.45	0.67	3.95	1.03	43.00	37.00
	SPRING	2011	470	24954	4.71	0.49	4.00	1.41	8.00	73.00
	FALL	2012	241	24975	4.52	0.54	4.19	0.85	54.00	47.00
	SPRING	2012	470	24957	5.00	0.00	4.29	0.49	9.00	90.00
	SPRING	2012	566	24969	4.71	0.76	4.71	0.76	7.00	100.00
	FALL	2013	241	24975	4.50	0.66	4.03	0.97	63.00	53.00
	SPRING	2013	470	24960	4.82	0.39	4.65	0.49	17.00	100.00
	SPRING	2013	564	24969	4.91	0.30	4.45	0.69	11.00	92.00
	FALL	2014	241	24975	4.33	0.71	3.80	1.05	61.00	52.00
	FALL	2015	241	24975	4.35	0.81	3.94	1.00	157.00	66.00
	SPRING	2015	470	24999	4.76	0.56	4.29	0.69	17.00	81.00
	SPRING	2015	566	24970	5.00	0.00	4.63	0.74	8.00	100.00
	SPRING	2015	599	25001	4.67	0.58	4.33	0.58	3.00	100.00
	SPRING	2016	465	24970	5.00	0.00	4.50	0.71	2.00	18.00
	SPRING	2016	564	24973	5.00	0.00	4.67	0.58	3.00	43.00
				Average:	**4.65**	**0.46**	**4.23**	**0.82**	**28.88**	**72.12**

IV. c. iii – Underrepresented Minorities among our Faculty

We address this topic in the body of our self-study report.

V – Comprehensive Plan for the Future

We address this topic in the body of our self-study report.

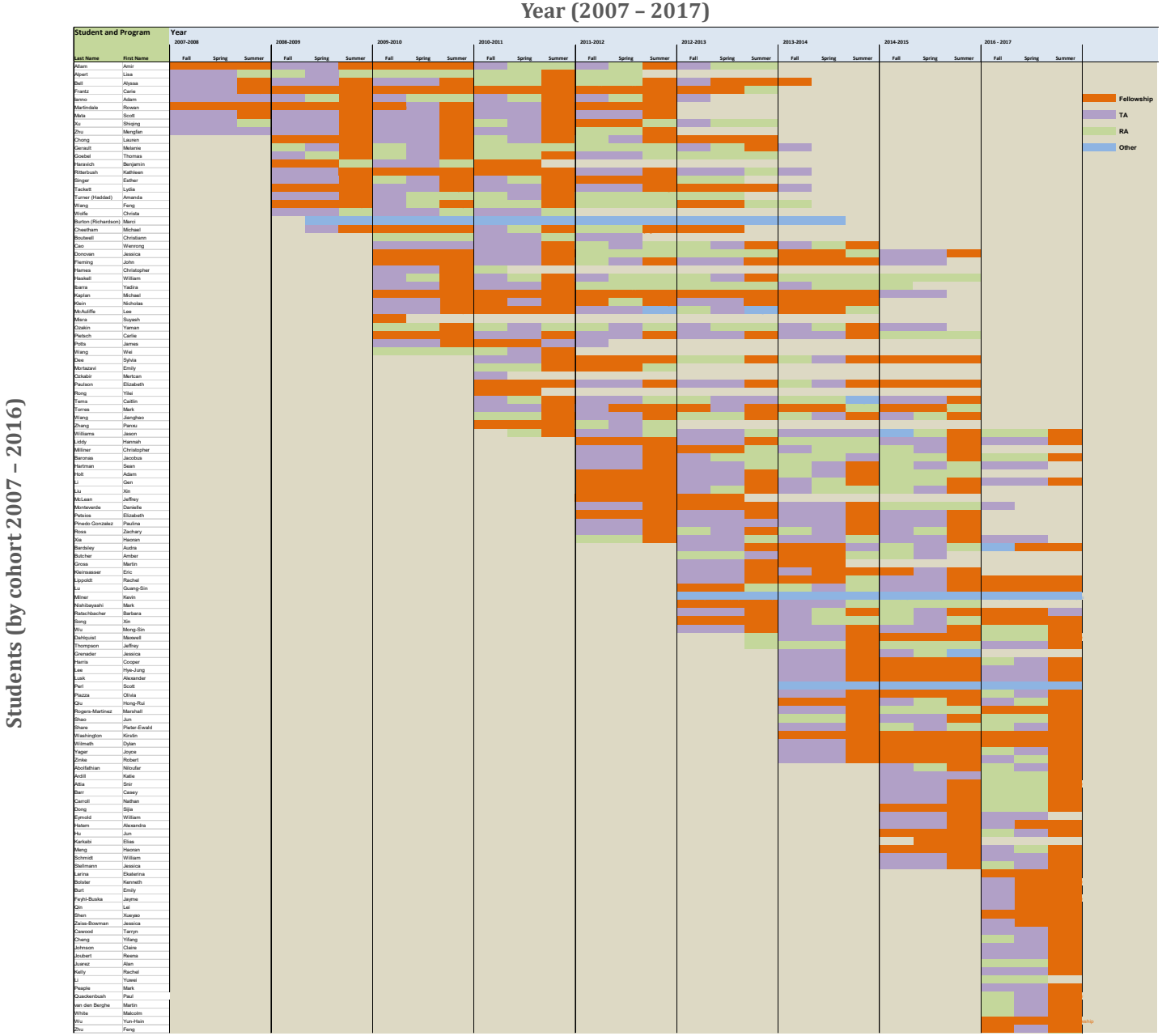
	FY17 Income	FY 17 Spending					
		a	b	c	d	e	f
ES Endowment		**Summer Salary**	**GSRF**	**TA Awards**	**Schools**	**Recruitment**	**Committed**
Unrestricted[2]	206,235	131,375	64,500	0	10,360	0	206,235
Brodek[3]	26,000	0	0	0	0	26,000	26,000
Sonosky	16,000	16,000	0	0	0	0	16,000
Gould	16,000	16,000	0	0	0	0	16,000
Sedgwick[3]	0	0	0	0	0	0	0
From College							
College[4]	104,500	80,000	10,000	4,500	0	10,000	104,500
Total	**368,735**	**243,375**	**74,500**	**4,500**	**10,360**	**36,000**	**368,735**

[2] Keck1, Keck2, ARCO, Gulf, Carter, Osborne, Reitz, et al.

[3] Brodek and Sedgwick Funds Used for Relocation Awards

[4] Cost of Education Funds (2,500/yr 1 students; 1,500 yrs 2-5 students)

Column a	Salary we pay graduate students during the summer months, on average $6,000 per student
Column b	Graduate Student Research (and Travel) Funding, we support student research and travel to meetings
Column c	We give our excellent TA's cash awards
Column d	We pay for grad students to attend summer courses
Column e	We pay for students to visit USC when considering schools and we offer money to help move to LA
Column f	Income = Committed


Year (2007 – 2017)
Students (by cohort 2007 – 2016)
Student and Program
Year
2007-2008
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
2016 - 2017
Fall
Spring
Summer
Last Name
First Name
Fellowship
TA
RA
Other

University of Southern California

Space Survey Report

Zumberge Hall of Science (ZHS)

Bld Cde	Room #	Room Type	Dept Code	Net Space	Percnt	Emp Name	PI #	PI Name
ZHS	101	WORK.RM	ERTH	153.00	100.00			
ZHS	101A	OFFICE	ERTH	167.00	100.00	Teng, Ta-Liang		
						(Emeritus)		
ZHS	103	WORK.RM	ERTH	143.00	100.00	Visiting Student		
ZHS	103A	OFFICE	ERTH	197.00	100.00	Visiting Student		
ZHS	105	WORK.RM	ERTH	123.00	100.00			
ZHS	105A	OFFICE	ERTH	169.00	100.00	HENYEY, THOMAS LOUIS		
						EMERITUS		
ZHS	107	WORK.RM	ERTH	124.00	100.00		0143826	Sammis, Charles George
ZHS	107A	OFFICE	ERTH	182.00	100.00	Sammis, Charles George		
ZHS	109	WORK.RM	ERTH	122.00	100.00		1134444	Ben-Zion, Yehuda
ZHS	109A	OFFICE	ERTH	169.00	100.00	Ben-Zion, Yehuda		
ZHS	111	OFFICE	ERTH	316.00	100.00	Dolan, James Francis		
ZHS	117	OFFICE	ERTH	396.00	100.00	Ter-Simonian, Vardui		
						Students		
ZHS	117A	SUPPLY	ERTH	22.00	100.00			
ZHS	117B	OFFICE	ERTH	295.00	100.00	Berelson, William M		
ZHS	117C	OFFICE	ERTH	121.00	100.00	Yu, John		
ZHS	117D	OFFICE	ERTH	135.00	100.00	Grubb, Barbara Jo		
ZHS	117E	OFFICE	ERTH	130.00	100.00	Waite, Cynthia Hanson		
ZHS	117F	OFFICE	ERTH	131.00	100.00	Young, Karen M		
ZHS	118	SEMI	ERTH	672.00	100.00			
ZHS	119	MAIL.RM	ERTH	211.00	100.00			
ZHS	119A	WORK.RM	ERTH	164.00	100.00			
ZHS	119B	OFFICE	ERTH	125.00	100.00	Rincon, Miguel		

ZHS	123	WORK.RM	ERTH	252.00	100.00			
ZHS	123A	OFFICE	ERTH	129.00	100.00			
ZHS	123B	OFFICE	ERTH	130.00	100.00			
ZHS	123C	OFFICE	ERTH	140.00	100.00	Ku, Teh-Lung (Emeritus)		
ZHS	123D	OFFICE	ERTH	114.00	100.00			
ZHS	125	OFFICE	ERTH	296.00	100.00	Platzman, Ellen Sue	0483397	Platzman, Ellen Sue
ZHS	127	LAB	ERTH	293.00	100.00		0018140	Paterson, Scott Robert
ZHS	129	LAB	ERTH	73.75	25.00	Hartman, Sean Matthew	0018140	Paterson, Scott Robert
ZHS	129	LAB	ERTH	73.75	25.00	Lusk, Alexander Dmitri	0109623	Platt, John Paul
ZHS	130	LAB	ERTH	73.75	25.00	Cawood, Tarryn	0109623	Platt, John Paul
ZHS	129	LAB	ERTH	73.75	25.00	Schmidt, William Lamborn	0109623	Platt, John Paul
ZHS	130	COMPLAB	ERTH	1027.00	100.00			
ZHS	131	LAB	ERTH	297.00	100.00	Emeritus	0212548	Davis, Gregory Arlen
ZHS	133	LAB	ERTH	289.00	100.00		1205954	Okaya, David
ZHS	200	SEMI	ERTH	654.00	100.00			
ZHS	202	STO	ERTH	157.00	100.00			
ZHS	205	LAB	ERTH	261.00	100.00			
ZHS	205A	WORK.RM	ERTH	206.00	100.00			
ZHS	209	OFFICE	ERTH	140.00	25.00	Piazza, Olivia	0080792	Corsetti, Frank Aldemaro
ZHS	209	OFFICE	ERTH	140.00	25.00	Perl, Scott		
ZHS	209	OFFICE	ERTH	140.00	25.00	Wilmeth, Dylan		
ZHS	209	OFFICE	ERTH	140.00	25.00	Joubert, Reena		
ZHS	209A	WORK.RM	ERTH	87.00	100.00		0080792	Corsetti, Frank Aldemaro
ZHS	209B	OFFICE	ERTH	184.00	100.00	Corsetti, Frank Aldemaro		
ZHS	213	LAB	ERTH	258.00	100.00		0080792	Corsetti, Frank Aldemaro
ZHS	213A	LAB	ERTH	253.00	100.00		0080792	Corsetti, Frank Aldemaro
ZHS	213B	LAB	ERTH	82.00	100.00		0080792	Corsetti, Frank Aldemaro
ZHS	223	WAIT.RM	ERTH	229.00	100.00		0436899	Feakins, Sarah J.
ZHS	223A	WORK.RM	ERTH	87.00	100.00		0436899	Feakins, Sarah J.
ZHS	223B	OFFICE	ERTH	109.00	100.00	John, Seth		

ZHS	223C	OFFICE	ERTH	64.00	50.00	Peaple, Mark	0436899	Feakins, Sarah J.
				65.00	50.00	Wu, Mong Sin		
ZHS	223D	OFFICE	ERTH	54.00	50.00	Pinedo, Paulina	2010984	John, Seth
				54.00	50.00	Hawco, Nicolas		
ZHS	223E	OFFICE	ERTH	108.00	100.00	Moresi, Louis-Noel	2009319	Moresi, Louis-Noel
ZHS	223F	OFFICE	ERTH	144.00	100.00	Feakins, Sarah J.		
ZHS	223G	OFFICE	ERTH	50.00	50.00	Dong, Sijia	0053421	Berelson, William M
				50.00	50.00	Kelly, Rachel	2010984	John, Seth
ZHS	223H	OFFICE	ERTH	156.00	100.00	Barr, Casey Robert	0097639	Nealson, Kenneth Henry
ZHS	227	OFFICE	ERTH	267.00	100.00	Berelson, William M		
ZHS	228	LAB	ERTH	53.65	37.52			
ZHS	228	LAB	ERTH	50.87	35.57			
ZHS	228	LAB	ERTH	38.48	26.91		9999999	Shared lab
ZHS	228A	DARK.RM	ERTH	42.02	37.52			
ZHS	228A	DARK.RM	ERTH	42.02	37.52			
ZHS	228A	DARK.RM	ERTH	27.96	24.96		9999999	Shared lab
ZHS	229	OFFICE	ERTH	216.00	50.00	Carroll, Nathan		
					50.00	Wu, Yun-Hsin		
ZHS	231	LAB	ERTH	150.00	100.00		0107573	Bottjer, David J
ZHS	231A	OFFICE	ERTH	128.00	50.00	Yager, Joyce Ann	0107573	Bottjer, David J
					50.00	Thompson, Jeffrey Robert	0107573	Bottjer, David J
ZHS	233	PREP.RM	ERTH	253.00	100.00			
ZHS	233A	COMPTR	ERTH	104.00	100.00	Larina, Ekaterina	0107573	Bottjer, David J
ZHS	233B	WORK.RM	ERTH	112.00	50.00	Petsios, Elizabeth	0107573	Bottjer, David J
					50.00	Johnson, Claire	0107573	Bottjer, David J
ZHS	233C	OFFICE	ERTH	220.00	100.00	Bottjer, David J		
ZHS	233D	COMPTR	ERTH	113.00	100.00		0107573	Bottjer, David J
ZHS	234	LAB	ERTH	132.00	100.00		0018862	Stott, Lowell Douglas
ZHS	235	OFFICE	ERTH	333.00	100.00	Stott, Lowell Douglas		
		COMPTR	ERTH	149.40	60.00		0018862	Stott, Lowell Douglas
ZHS	237	LIBRARY	ERTH	99.60	40.00		0018862	Stott, Lowell Douglas
ZHS	237A	OFFICE	ERTH	180.00	100.00	Shao, Jun	0018862	Stott, Lowell Douglas
ZHS	237B	OFFICE	ERTH	90.50	50.00	Zaiss-Bowman, Jessica Mae		

ZHS	237B	OFFICE	ERTH	90.50	50.00	Undergrad Students		
ZHS	241	LAB	ERTH	172.50	50.00		0018862	Stott, Lowell Douglas
ZHS	241	LAB	ERTH	172.50	50.00			
ZHS	241A	LAB	ERTH	202.00	100.00		0018862	Stott, Lowell Douglas
ZHS	241B	LAB	ERTH	66.00	100.00		0018862	Stott, Lowell Douglas
ZHS	242	LAB	ERTH	185.00	100.00		0018862	Stott, Lowell Douglas
ZHS	242A	LAB	ERTH	180.00	100.00		0018862	Stott, Lowell Douglas
ZHS	260	LOUNGE	ERTH	184.00	100.00			
ZHS	267	OFFICE	ERTH	246.00	100.00	Jordan, Thomas Hillman		
ZHS	268	CONF	ERTH	98.00	100.00		0076530	Jordan, Thomas Hillman
ZHS	269	OFFICE	ERTH	236.00	100.00			
ZHS	271	OFFICE	ERTH	292.00	100.00	Miller, Meghan Samantha		
ZHS	272	PREP.RM	ERTH	114.00	100.00			
ZHS	272A	COLD.RM	ERTH	55.00	100.00			
ZHS	273	OFFICE	ERTH	316.00	100.00	Lund, Steven Phillip		
ZHS	275	LAB	ERTH	217.00	25.00	Khider, Deborah	0214300	Emile-Geay, Julien
					25.00	Erb, Michael		
ZHS	275	LAB	ERTH	217.00	25.00	Hu, Jun	0214300	Emile-Geay, Julien
					25.00	Zhu, Feng		
ZHS	275A	OFFICE	ERTH	160.00	100.00	Emile-Geay, Julien		
ZHS	277	STO	ERTH	133.00	100.00			
ZHS	279	LOUNGE	ERTH	214.00	100.00			
ZHS	281	LOUNGE	ERTH	315.00	100.00			
ZHS	283	OFFICE	ERTH	300.00	100.00	Hatem, Alexandra Elise	0060324	Dolan, James Francis
ZHS	285	LAB	ERTH	427.00	100.00		0060324	Dolan, James Francis
ZHS	287	WORK.RM	ERTH	93.00	100.00	Zinke, Robert Wayne	0060324	Dolan, James Francis
ZHS	287A	OFFICE	ERTH	155.00	100.00			
ZHS	300	LAB	ERTH	145.00	100.00			
ZHS	300A	STO	ERTH	47.00	100.00			
ZHS	302	STO	ERTH	46.00	25.00		0087437	Hammond, Douglas E
ZHS	302	STO	ERTH	92.00	50.00		0394571	West, Abraham Joshua
ZHS	302	STO	ERTH	46.00	25.00		0053421	Berelson, William M
ZHS	304	LAB	ERTH	126.00	100.00	Attia, Snir	0018140	Paterson, Scott Robert

ZHS	305	OFFICE	ERTH	244.00	100.00	Davis, Gregory Arlen		
						EMERITUS		
ZHS	307	OFFICE	ERTH	369.00	100.00	Paterson, Scott Robert		
ZHS	309	OFFICE	ERTH	131.00	100.00	Ratschbacher, Barbara Cacalia	0018140	Paterson, Scott Robert
						Ardill, Katie	0018140	Paterson, Scott Robert
						Martinez, Ana	0018140	Paterson, Scott Robert
ZHS	309A	WORK.RM	ERTH	134.00	100.00		0109623	Platt, John Paul
ZHS	311	LAB	ERTH	182.50	50.00	DEPARTMENTAL INSTRUCTION		
ZHS	311	LAB	ERTH	182.50	50.00		0109623	Platt, John Paul
ZHS	311A	LAB	ERTH	117.00	100.00			
ZHS	313	OFFICE	ERTH	323.00	100.00	Platt, John Paul		
ZHS	315	LAB	ERTH	351.00	100.00		0109623	Platt, John Paul
ZHS	315A	WORK.RM	ERTH	177.00	100.00	Williams, Jason Robert	0109623	Platt, John Paul
						Xia, Haoran		
ZHS	317	WORK.RM	ERTH	129.00	100.00			
ZHS	317A	OFFICE	ERTH	185.00	100.00			
ZHS	319	LAB	ERTH	243.00	100.00			
ZHS	319A	LAB.OFF	ERTH	444.00	100.00			
ZHS	320	LAB	ERTH	177.00	50.00		0394571	West, Abraham Joshua
ZHS	320	LAB	ERTH	177.00	50.00		0087437	Hammond, Douglas E
ZHS	320A	PREP.RM	ERTH	106.00	100.00		0394571	West, Abraham Joshua
ZHS	324	LAB	ERTH	64.00	100.00		0018862	Stott, Lowell Douglas
ZHS	324A	LAB	ERTH	133.00	100.00		0018862	Stott, Lowell Douglas
ZHS	325	CONF	ERTH	69.25	25.00		0087437	Hammond, Douglas E
ZHS	325	CONF	ERTH	69.25	25.00		0394571	West, Abraham Joshua
ZHS	325	LOUNGE	ERTH	69.25	25.00		0394571	West, Abraham Joshua
ZHS	325	LOUNGE	ERTH	69.25	25.00		0087437	Hammond, Douglas E
ZHS	325A	WORK.RM	ERTH	94.00	100.00	DRAFTING ROOM		
ZHS	325B	OFFICE	ERTH	185.00	100.00	West, Abraham Joshua		
ZHS	325C	OFFICE	ERTH	55.00	50.00	Li, Gen	0394571	West, Abraham Joshua
ZHS	325C	OFFICE	ERTH	55.00	50.00	Baronas, Jokubas	0087437	Hammond, Douglas E
ZHS	325D	OFFICE	ERTH	98.00	50.00	Washington, Kirstin Elise	0394571	West, Abraham Joshua
					50.00	Quackenbush, Paul	0394571	West, Abraham Joshua

ZHS	325E	OFFICE	ERTH	216.00	100.00	Hammond, Douglas E		
ZHS	325F	COMPTR	ERTH	94.00	50.00	Dahlquist, Maxwell P.		
					50.00	Burt, Emily Irene	0394571	West, Abraham Joshua
ZHS	329	OFFICE	ERTH	148.00	50.00	Bardsley, Audra Isadora	0087437	Hammond, Douglas E
					50.00	Stellmann, Jessica	0394571	West, Abraham Joshua
ZHS	330	LAB	ERTH	77.50	50.00		0087437	Hammond, Douglas E
ZHS	330	LAB	ERTH	77.50	50.00		0394571	West, Abraham Joshua
ZHS	331	WORK.RM	ERTH	140.00	100.00			
ZHS	333	LAB	ERTH	515.00	50.00		0087437	Hammond, Douglas E
ZHS	333	LAB	ERTH	515.00	50.00		0394571	West, Abraham Joshua
ZHS	333B	CLEAN	ERTH	64.50	50.00		0087437	Hammond, Douglas E
ZHS	333B	CLEAN	ERTH	64.50	50.00		0394571	West, Abraham Joshua
ZHS	333C	LAB	ERTH	131.50	50.00		0087437	Hammond, Douglas E
ZHS	333C	LAB	ERTH	131.50	50.00		0394571	West, Abraham Joshua
ZHS	333D	CLEAN	ERTH	176.50	50.00		0087437	Hammond, Douglas E
ZHS	333D	CLEAN	ERTH	176.50	50.00		0394571	West, Abraham Joshua
ZHS	333F	EQUIP	ERTH	27.00	50.00		0087437	Hammond, Douglas E
ZHS	333F	EQUIP	ERTH	27.00	50.00		0394571	West, Abraham Joshua
ZHS	333G	STO	ERTH	48.50	50.00		0087437	Hammond, Douglas E
ZHS	333G	STO	ERTH	48.50	50.00		0394571	West, Abraham Joshua
ZHS	333H	LAB	ERTH	48.50	50.00		0394571	West, Abraham Joshua
ZHS	333H	LAB	ERTH	48.50	50.00		0087437	Hammond, Douglas E
ZHS	333J	LAB	ERTH	19.00	50.00		0394571	West, Abraham Joshua
ZHS	333J	LAB	ERTH	19.00	50.00		0087437	Hammond, Douglas E
ZHS	B1	STO	ERTH	169.00	100.00			
ZHS	B1A	EQUIP	ERTH	197.00	100.00			
ZHS	B2	STO	ERTH	247.20	80.00		0082552	Lund, Steven Phillip
ZHS	B2	STO	ERTH	61.80	20.00		0087437	Hammond, Douglas E
ZHS	B3	LAB	ERTH	302.00	100.00		0191262	Bottjer, Sarah W
ZHS	B5	PREP.RM	ERTH	152.00	100.00		0097639	Nealson, Kenneth Henry
ZHS	B5A	LAB	ERTH	141.00	100.00		0097639	Nealson, Kenneth Henry
ZHS	B7	STO	ERTH	151.00	100.00			

ZHS	B7A	STO	ERTH	141.00	100.00	White, Malcolm	1134444	Ben-Zion, Yehuda
ZHS	B9	STO	ERTH	150.00	100.00			
ZHS	B9A	STO	ERTH	140.00	100.00			
ZHS	B11	LAB.OFF	ERTH	298.00	100.00	Li, Yong Gang	1134436	Li, Yong Gang
ZHS	B13	LAB	ERTH	242.00	100.00		0365958	Miller, Meghan Samantha
ZHS	B13A	LAB	ERTH	79.00	100.00		0365958	Miller, Meghan Samantha
ZHS	B15	LAB	ERTH	249.22	34.00	Share, Pieter-Ewald	1134444	Ben-Zion, Yehuda
ZHS	B15	LAB	ERTH	241.89	33.00	Meng, Haoran	1134444	Ben-Zion, Yehuda
ZHS	B15	LAB	ERTH	241.89	33.00	Qiu, Hongrui	1134444	Ben-Zion, Yehuda
ZHS	B17	LAB	ERTH	281.00	100.00		0082552	Lund, Steven Phillip
ZHS	B19	VEST	ERTH	76.00	100.00		0082552	Lund, Steven Phillip
ZHS	B19A	COLD.RM	ERTH	198.00	100.00		0082552	Lund, Steven Phillip
ZHS	B20	LIBRARY	ERTH	277.50	75.00			
ZHS	B20	SEMI	ERTH	92.50	25.00			
ZHS	B21	LAB	ERTH	281.16	66.00		0087437	Hammond, Douglas E
ZHS	B21	LAB	ERTH	144.84	34.00		0053421	Berelson, William M
ZHS	B21A	STO	ERTH	25.08	66.00		0087437	Hammond, Douglas E
ZHS	B21A	STO	ERTH	12.92	34.00		0053421	Berelson, William M
ZHS	B23	LAB	ERTH	274.31	33.33		0053421	Berelson, William M
ZHS	B23	LAB	ERTH	274.31	33.33		0087437	Hammond, Douglas E
ZHS	B23	LAB	ERTH	274.39	33.34		0394571	West, Abraham Joshua
ZHS	B23A	STO	ERTH	33.00	33.33		0053421	Berelson, William M
ZHS	B23A	STO	ERTH	33.00	33.33		0087437	Hammond, Douglas E
ZHS	B23A	STO	ERTH	33.01	33.34		0394571	West, Abraham Joshua
ZHS	B24	LAB	ERTH	638.00	100.00		0082552	Lund, Steven Phillip
ZHS	B24A	LAB	ERTH	118.00	100.00		0082552	Lund, Steven Phillip
ZHS	B24B	LAB	ERTH	156.00	100.00		0082552	Lund, Steven Phillip
ZHS	B50	LAB.S	ERTH	181.80	60.00			
ZHS	B50	LAB.S	ERTH	121.20	40.00		9999999	Shared space
ZHS	B51	PREP.RM	ERTH	322.00	100.00		0080792	Corsetti, Frank Aldemaro
ZHS	B53	PREP.RM	ERTH	304.00	100.00		0107573	Bottjer, David J

ZHS	B54	LAB	ERTH	759.00	100.00			
ZHS	B54A	PREP.RM	ERTH	256.00	100.00			
ZHS	B55A	STO	ERTH	81.00	100.00			
ZHS	B56	LAB	ERTH	793.00	100.00			
ZHS	B57	PREP.RM	ERTH	391.00	100.00			
ZHS	B57A	STO	ERTH	74.00	100.00			
ZHS	B61	LAB	ERTH	935.00	100.00			
ZHS	B63	LAB	ERTH	909.00	100.00			
ZHS	B65	LAB	ERTH	957.00	100.00			
ZHS	B67	STO	ERTH	264.00	100.00			
ZHS	B67A	STO	ERTH	7.00	100.00			
ZHS	B69	OFFICE	ERTH	369.00	100.00	STUDENT ORG		
ZHS	B74	PREP.RM	ERTH	224.07	33.00		0018140	Paterson, Scott Robert
ZHS	B74	PREP.RM	ERTH	230.86	34.00		0109623	Platt, John Paul
ZHS	B74	PREP.RM	ERTH	224.07	33.00			
ZHS	B74A	LAB	ERTH	124.00	50.00		0018140	Paterson, Scott Robert
ZHS	B74A	LAB	ERTH	124.00	50.00		0109623	Platt, John Paul
ZHS	B74B	PREP.RM	ERTH	229.00	50.00		0018140	Paterson, Scott Robert
ZHS	B74B	PREP.RM	ERTH	229.00	50.00		0109623	Platt, John Paul
ZHS	B74C	PREP.RM	ERTH	270.00	50.00		0018140	Paterson, Scott Robert
ZHS	B74C	PREP.RM	ERTH	270.00	50.00		0109623	Platt, John Paul
ZHS	B74E	PREP.RM	ERTH	175.00	100.00			

				41965.00		**Net space ZHS (Sq. Ft.)**		
Stauffer Hall of Science (SHS)								
SHS	460	CLASS	ERTH	1017.00	100.00		0436899	Feakins, Sarah J.
SHS	460A	LAB	ERTH	292.00	100.00		0436899	Feakins, Sarah J.
SHS	460C	LAB	ERTH	97.00	100.00		0436899	Feakins, Sarah J.
SHS	461	OFFICE	ERTH	71.50	50.00	Lee, Hye Jung		
SHS	461	OFFICE	ERTH	71.50	50.00	Liddy, Hannah M	0436899	Feakins, Sarah J.
SHS	462	PREP.RM	ERTH	109.00	50.00		0053421	Berelson, William M

SHS	462	PREP.RM	ERTH	109.00	50.00		0436899	Feakins, Sarah J.
SHS	464	LAB	ERTH	1063.00	100.00	Rollins, Nick Everett	0053421	Berelson, William M
SHS	465	COLD.RM	ERTH	51.00	100.00		0053421	Berelson, William M
SHS	466	WARM.RM	ERTH	53.00	100.00		0053421	Berelson, William M
SHS	467	WORK.RM	ERTH	150.00	100.00		0053421	Berelson, William M
SHS	468	WORK.RM	ERTH	142.00	100.00		0053421	Berelson, William M
SHS	560	OFFICE	ERTH	146.00	100.00	Nealson, Kenneth Henry		
SHS	561	WORK.RM	ERTH	144.00	100.00	Lam, Bonita Ramsey	0097639	Nealson, Kenneth Henry
SHS	562	CONF	ERTH	234.75	75.00		0097639	Nealson, Kenneth Henry
SHS	562	OFFICE	ERTH	78.25	25.00	Savalia, Pratixaben	0097639	Nealson, Kenneth Henry
SHS	563	LAB	ERTH	2275.00	100.00		0097639	Nealson, Kenneth Henry
SHS	563A	PREP.RM	ERTH	127.00	100.00		0097639	Nealson, Kenneth Henry
SHS	563B	COLD.RM	ERTH	184.00	100.00		0097639	Nealson, Kenneth Henry
SHS	563C	DARK.RM	ERTH	58.00	100.00		0097639	Nealson, Kenneth Henry
SHS	563D	LAB	ERTH	327.00	100.00		0097639	Nealson, Kenneth Henry
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				6800.00		**Net space SHS (Sq. Ft.)**		
Ahmanson Center (ACB)								
ACB	300A	STO	ERTH	0.00	100.00		0495923	Amend, Jan
ACB	302	OFFICE	ERTH	147.00	100.00	Zinke, Laura Alice		
						Feyhl-Buska, Jayme Lee		
						Lu, Guang-Sin		
ACB	303	OFFICE	ERTH	150.00	100.00	LaRowe, Douglas Edward	0495923	Amend, Jan
						Rowe, Annette Ruth		
						Robador Ausejo, Alberto		

						Sapers, Haley		
ACB	304	OFFICE	ERTH	166.00	100.00	Amend, Jan		
ACB	305	OFFICE	ERTH	140.00	100.00	Savalia, Pratixaben	0495923	Amend, Jan
						Perez-Rodriguez, Ileana M.		
ACB	306	LAB	ERTH	612.00	100.00		0495923	Amend, Jan
ACB	306A	EQUIP	ERTH	221.00	100.00		0495923	Amend, Jan
ACB	307	LAB	ERTH	615.00	100.00		0495923	Amend, Jan
ACB	307A	EQUIP	ERTH	71.00	100.00		0495923	Amend, Jan
ACB	307B	COLD.RM	ERTH	71.00	100.00		0495923	Amend, Jan
ACB	308	STO	ERTH	0.00	100.00		0495923	Amend, Jan
ACB	501	COMPTR	ERTH	31.10	10.00	SCEC Server Room		

				2224.10		**Net space ACB (Sq. Ft.)**		
ACX								
ACX	447	STO	ERTH	176.00	100.00			
ACX	647	STO	ERTH	206.00	100.00		0053421	Berelson, William M
ACX	743	STO	ERTH	362.00	100.00			
ACX	744	STO	ERTH	206.00	100.00			

				950.00		**Net space ACX (Sq. Ft.)**		
VWB								
VWB	135	OFFICE	ERTH	801.00	100.00			

				801.00		**Net space VWB (Sq. Ft.)**		

TOTAL				**52740.10**		**Total Space Available (Sq. Ft.)**		

I. Geochemical Instruments

- 3 gas isotope ratio mass spectrometers (S, O, C, N, H/D)
- JY Ultima C ICP-OES
- Agilent GC-MS/FID
- Picarro CRDS (G2131i)
- Costech CHNS analyzers
- EGG Ortec Gamma counter
- Pfeiffer Prisma Plus 220 Equilibrator Inlet Quadrupole Mass Spectrometer (EIMS)
- Hitachi TM-1000 environmental SEM
- Element 2 ICP-MS
- Thermo Scientific Trace GC equipped with a Rxi®-5ms (30m x 0.25mm, film thickness 1mm); and a TriPlus programmable injector
- A Metrohm 850 Professional Ion Chromatography (IC)
- High Pressure Liquid Chromatography (Hewlett-Packard),
- Agilent 4100 Magnetic Plasma Optical Emission Spectrometer (MP-OES)

II. Paleomag facility

• Two-story magnetic-field shielded room complex, which houses a 2-G cryogenic magnetometer with inline AF demagnetizer (up to 200 mT)
• Molspin spinner magnetometer
• ASC thermal and A.F. demagnetizers
• AGICO KLY-4s AMS (anisotropy of magnetic susceptibility) system with attached furnace for high temperature measurements, all under computer control
• Princeton Applied MicroMag with low temperature (<10°K) capability
• Bartington susceptibility bridge (including frequency-dependent capability)
• ASC 1T pulse magnetizer for related rock magnetic studies

III. Computers, libraries and information access

The department makes every effort to meet the ever growing demand of computing within all areas of earth sciences. Beyond individual desktops and laptops, the department maintains Geosys - a network of Linux based HPC cluster and client-side workstations. By sharing and prioritizing available CPU time via remote desktops and schedulers, every member of the department has access to this cluster. In addition to Geosys, every member has access to the university's HPC system either through the general queue or dedicated queues purchased by research grants. The department has one FTE that maintains Geosys, liaise with USC HPC and other supercomputing centers, and supports all other computing related issues. Faculty and staff purchase their own personal computers either by grants or personal funds depending on their circumstance. Software and technical assistance is still provided for these machines.

The university provides some of the basic software requirements and the department supplements the rest – provided that a majority of our members can benefit from that software. Research specific software that are not open source are paid for individually. Library and information access is mainly provided by the university. Below is a summary of computing and library resources available to the department.

	Department provided	University provided
Hardware	**Geosys Cluster** 40 regular compute nodes 10 Large memory nodes 20 Workstations 25TB disk array Dedicated fiber to USC HPC **SCEC cluster queue** (Housed and maintained USC HPC) 34 regular nodes 4 large memory nodes (256GB) 400TB disk array **Climate cluster queue** (Housed and maintained USC HPC) 100 regular nodes 86TB disk array **Labs and peripherals** Collaboration computer lab - 6 collaboration displays - 6 Windows desktops - 2 Apple desktops - 1 Wide format scanner 6 Printers 1 Wide format plotter	**USC HPC** 644 regular compute nodes 7 Large-memory nodes (>128GB) 4 Very large-memory nodes (1TB) 327TB staging/project disk array
Software	Adobe Creative Cloud ENVI/IDL ESRI ArcGIS Matlab Toolboxes Microsoft Windows NoMachine remote desktop Server	Google Apps JMP Mathematica Matlab Microsoft Office Sophos Antivirus Cisco VPN
Library/ Information Access		23 Physical libraries Online library - 1.3M E-books - Most major E-journals InterLibrary Loan

IV. Microscopes

- Eclipse 600 microscope with co-observation bridge, Leica Wild M420 Macroscope
- Leica DMRX petrographic microscope
- Zeiss Petrographic Axioskop Microscope with 1.25x, 2.5x, 10x, 20x, 40x, and 100x, objectives and motor controlled stage
- ECM-34 Luminoscope (cathodoluminescence)

V. College and/or University Core Facilities

- USC Center for Electron Microscopy and Microanalysis (CEMMA)
- USC Translational Imaging Center (TIC) & Light Microscopy Imaging Center Resources
- USC NanoBiophysics Core
- USC W. M. Keck Photonic Laboratory
- USC Dornsife and Viterbi Machine Shop
- Department of Earth Sciences owns 3 Suburbans and 1 pick up for field work
- Some oceanographic equipment storage available in containers kept at SCMI

VI. USC Earth Sciences Vehicle Usage 2014-2016

P.I/Geol Course	2016 Total Days	2016 Total miles used
Berelson	9	552
Bottjer	12	1796
Platt	29	3761
Sanudo	4	203
Paterson	86	4253
Nealson	5	1120
Ben-Zion	1	330
Corsetti	5	929
Seth John	1	175
SCEC	6	780
Geol 115	6	1353
Geol 316	12	1019
Geol 432	2	196
Geol 433	3	84
Geol 501	6	1511
Geol 556	11	1954
Geol 601	9	1325
GeoBio	28	4891
Misc. (i.e MEB, Environmental Studies)	8	1016
Total	**243**	**27248**

P.I/Geol Course	2015 Total Days	2015 Total miles used
Berelson	2	690
Bottjer	5	878
Platt	29	2921
Sanudo	10	245
Miller	1	49
Paterson	61	5267
Nealson	6	1014
Feakins	1	32
SCEC	45	2919
Geol 315	11	2197
Geol 320	5	922
Geol 321	8	1385
Geol 460	9	2341
Geol 470	13	1066
Geol 500	8	2633
Geol 532	16	2124
Geol 601	15	2900
GeoBio	23	3781
Misc. (i.e MEB, Environmental Studies)	31	2367
Total	**299**	**35731**

P.I/Geol Course	2014 Total Days	2014 Total miles used
Berelson	4	200
Bottjer	9	2307
Hammond	32	1410
Corsetti	13	3076
Dolan	19	1896
Platt	5	382
West	3	212
Moffet	1	47
Miller	1	25
Paterson	13	1457
Nealson	10	2276
Feakins	1	216
SCEC	89	5996
Geol 315	14	2279
Geol 316	18	1523
Geol 499	18	2786
Geol 520	7	1512
Geol 601	7	2356
GeoBio	11	2313
Misc. (i.e MEB, Environmental Studies)	37	4340
Total	**312**	**36609**

Introduction

Tools and measurements are an intrinsic element of learning in the natural sciences. Lectures present scientific results and development of scientific paradigms. But they usually cannot show the underpinnings of how we get to a particular scientific result or idea. The laboratory component of our science courses provides that critical perspective. Across the country, it is common for science labs to be 'fill-in-the-blank' worksheet environments that don't really meet the laboratory goal of tools and measurements. The Department of Earth Sciences has worked very hard over more than 20 years to build laboratory exercises that meet the goal of 'hands-on' experiences with tools and measurements. Making measurements and trying to interpret them is not something one can do in lectures. The laboratory setting is an ideal venue for showing errors in measurement, errors in carrying out sequential experiments, and the 'eureka' moment of realizing that measurements and experiments DO show a result discussed in class. Hands-on' laboratory experiences are a critical element in helping students to understand the development of science and why it is constantly in the process of change as we make new observations and measurements.

Number of Lab Sections Taught, Spring 2014 to Fall 2016

	Number of lab sections taught					
course	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Geol 105	9	9	9	9		12
Geol 107	9	9			12	12
Geol 108	6	9	12	12		
Geol 125	9	6			12	
Geol 130	12	9	9	9	9	10
Geol 150	9	6		9	9	6
Geol 160			6	6		4
Geol 240	9	12	12	12	8	11
Geol 241		6	12	12		
totals	63	66	60	69	50	55

General Education Laboratory Experiments

Experiments are a principle part of the G.E. program. Examples of experiment equipment:

1. Stream Table. Used by Geol 105, 108, 160, 305 By controlling the flow of water, students develop stream patterns across a flood basin. The changing geomorphology is readily observed, and the effects on structures build near the channels. The original table was purchased from Ward's, and subsequently modified by Machine Shop.

2. Augmented Reality Sand Box. Used by Geol 105, 107, 108, 160, 305. This is a sand box where students create topography models by shaping real sand, which is augmented in real time by an elevation color map, topographic contours, and simulated water. Built by Machine Shop, with computer software and hardware (Kinect 3D camera and projector) provided by the Earth Science Director of Computing Services.

3. Darcy's Law for groundwater flow. Used by Geol 105, 108, 305. Machine Shop built this equipment from a design by Earth Science Professor Doug Hammond. Students take measurements of water flow from three different aquifers, and calculate/compare discharge.

4. Groundwater Pollution Model. Used by Geol 105, 108, 305. A geological cross-section that demonstrates the flow of groundwater and flow of pollutants with water wells and piezometers.

5. Watershed Model. Used by Geol 108. A three-dimensional plastic landscape model. Students introduce pollutants - point source and nonpoint source – and trace how storm water runoff carries pollutants through the watershed to a river, neighborhood, and ocean.

6. Wave Tank. Used by Geol 107, 320. Constructed by Machine Shop, this 6-meter length tank has a sand beach at one end, and a motorized paddle at the other end to generate waves. Students create summer and winter beaches, observing the wave characteristics, change in beach (onshore/offshore) configuration, and resulting sedimentary structures.

7. Liquefaction shake table. Used by Geol 105, 108, 160, 240, 305. Attached to a rheostat, the container of saturated sand can be shaken at variable intensity to simulate earthquake liquefaction.

In addition to these large equipment experiments, there are many “desktop sized” experiments. For example, one of the water pollution exercises in Geol 108 involves using reagents to determine the ppm concentration of ammonia, copper, and phosphate in contaminated water samples. Students plot the ppm concentration data on a groundwater flow contour map to establish a probable pollution source. In the ocean acidification lab exercise (Geol 241), students use pH meters, pH strip paper, and alkalinity test kits (pool kits) to determine pH of various fluids, and the effect of additional carbon dioxide on the fluids. Stress, strain, and earthquake recurrence intervals are measured using the crank-handle foam stress models (Geol 240, 305). Upper atmospheric circulation is demonstrated by circulating fluid in a container atop a variable speed control turntable (Geol 150). These are only a few examples of the many experiments and demonstrations utilized in the laboratory program. Other equipment used each semester includes sun angle models, Earth-Sun models, Coriolis tables, strobe light wave generator, Isostasy water tank models, Galileo’s acceleration ramp, and Snell’s Law water tank.

General Education Field Trips

Rocks tell the story of a changing and evolving earth. In Geol 105 (Planet Earth) for example, students can sample the Precambrian age San Gabriel anorthosite, one of the oldest crystalline rock units in California (1.2 to 1.5 billion years old). This rock unit is overlain by a very different, and much younger, group of sedimentary rocks, in which students can see evidence of ancient water channels, floods, and debris flows. Southern California is laced with faults, and students have the opportunity to stand on the San Andreas Fault – the transform boundary between the North American and Pacific Plate, and see the rock deformation resulting from the plate movement. Coastal processes are emphasized in the Geol 108 (Crises of a Planet) field trips, where students explore marine terraces resulting from slow tectonic uplift, tide pools, and the petroleum source rocks exposed in the Palos Verdes Peninsula.

For many students, field trips are their first outdoor science activity. They experience geology first hand, reinforcing concepts discussed in lecture.

E. Local Resources for General Education Students

The California Science Center and the Los Angeles Museum of Natural History are used by four of the G.E. courses. At the California Science Center, Geol 130 students explore how the products of science and new technological inventions intersect with their daily lives. The world-class mineral, fossil, and animal mount exhibits at the Museum of Natural History are used by Geol 107, 108, 125, and 130. Lessons/exercises at the museum include mineralogy, marine mammal evolution, dinosaur evolution, and changing climate as revealed in rocks and fossils. Graduate students conducting research in partnership with museum curators provide expertise for these laboratory exercises.

F. Cost

The following are year to date, July 2016 to November 2016.

Note:
John McRaney is familiar with other expenses that are placed in the lab 1281310005 account.

Object Code	Name	Amount
15109	Machine Shop	1,477.50
15120	Office Expense (inc. Xerox charges)	25,881.86
15140	Laboratory Expense (inc. VWR purchases by professors)	51,757.39
15210	Repair and Maintenance (microscopes, Alarm system)	2,475.64
15302	Supplies (John Yu – computer)	20,177.42
18100	Field Trips (busses, professor field trip reimbursements)	20,925.48
21809	Insurance	3,960.00
	Total	126,655.29

Major equipment purchases are usually a one-time expense. The many consumable supplies (for example, colored pencils, rulers, brittle/ductile deformation chocolate bars, colored sand, food dye, pH paper, water pollution chemistry test kits, alkalinity test kits) are an ongoing yearly or semester expense.

In the coming year, replacement of the aging G.E. laptop computers should be considered. These laptop computers are used by Geol 105, 107, 108, 150, 160, and 241. New experiments are being added, and involve equipment purchases. Lab furniture (15 years old) needs to be replaced in the next few years.

G. Next Steps

As new professors join the teaching faculty, lab exercises will need to be revised to reflect the revised lecture material. Among of the comments on the lab course evaluations (submitted by students each semester) is how the experiments assist students in understanding course content. This is a distinguishing component of our laboratory program.

Our department recommends a Chairman for a term of 3 years. We see this as a service position and the responsibility of our senior faculty. The Chairman is generally charged with managing department curriculum, hiring, HR, PR while maintaining his/her research program and teaching obligations. The chair serves to represent the faculty to the Deans and in this 'ping pong' position, the chair often has less power and more responsibility which undermines his/her ability to lead. A reallocation of the power/responsibility ratio is promising under the new Dean Miller, but is seriously out of whack. Maintaining and compensating a good chair should be reconsidered an administrative priority.

Earth Sciences does not operate with an associate chair, rather this chairman has 3 faculty serving in key roles: Graduate Student Advisor (Frank Corsetti), Undergraduate Student Advisor (Dave Bottjer) and Curriculum Coordinator (Josh West). The later position is newly created and comes about because of the necessary attention paid to declining GE enrollments and the strategies that need be developed to address this issue.

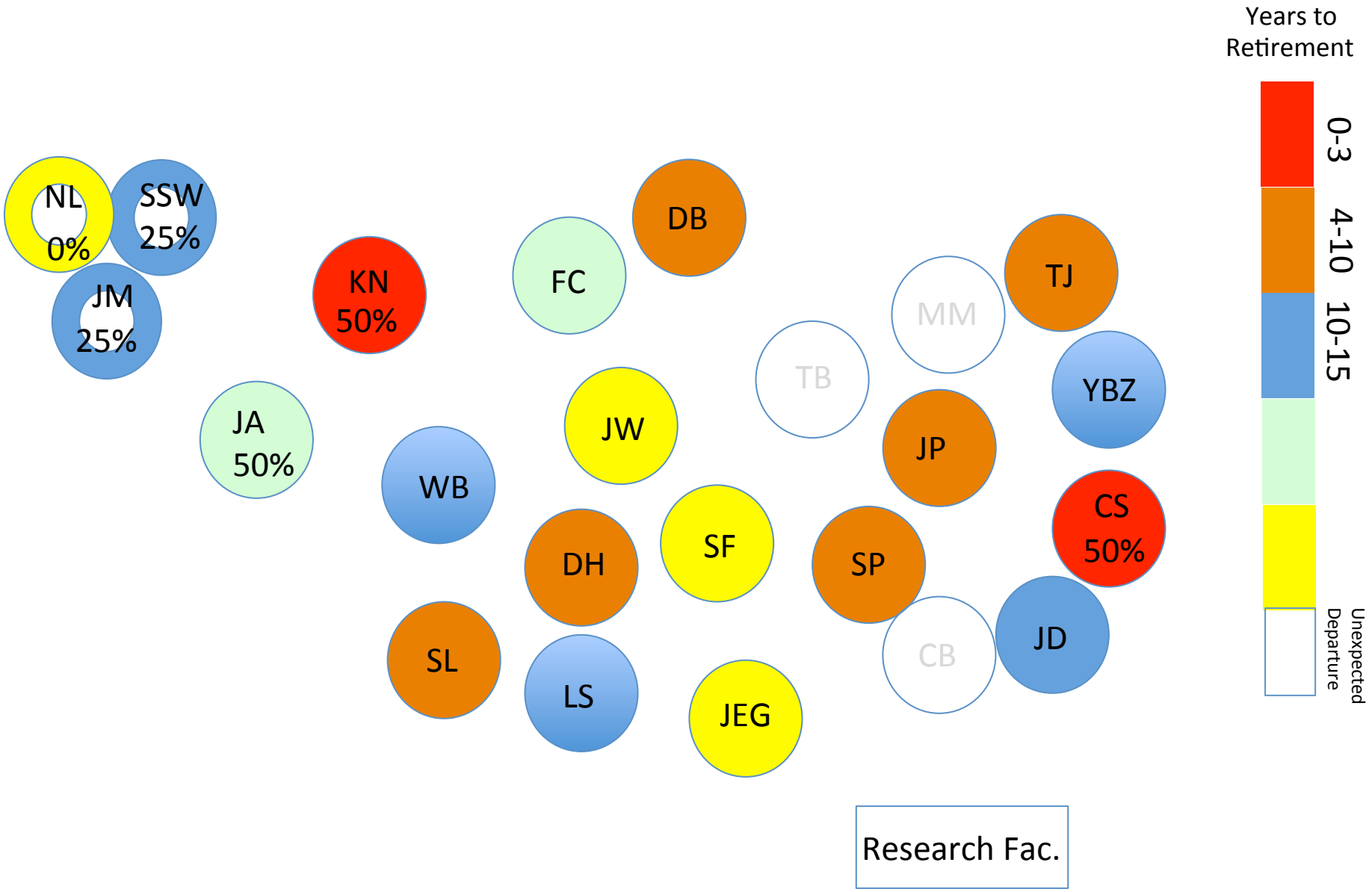
Other faculty committees are formed with a rotation of members. Present committee's include:
Executive committee (help Chair with particularly sticky problems): D. Bottjer, J. West, S. Feakins, J. Platt, Y. Ben Zion
Space committee (help the chair with space allocation decisions): F. Corsetti, L. Stott, S. Paterson, T. Jordan, D. Bottjer
Academic performance evaluation committee (conduct annual faculty evaluations): rotating faculty chosen each year

VIII - Faculty Curriculum Vitae

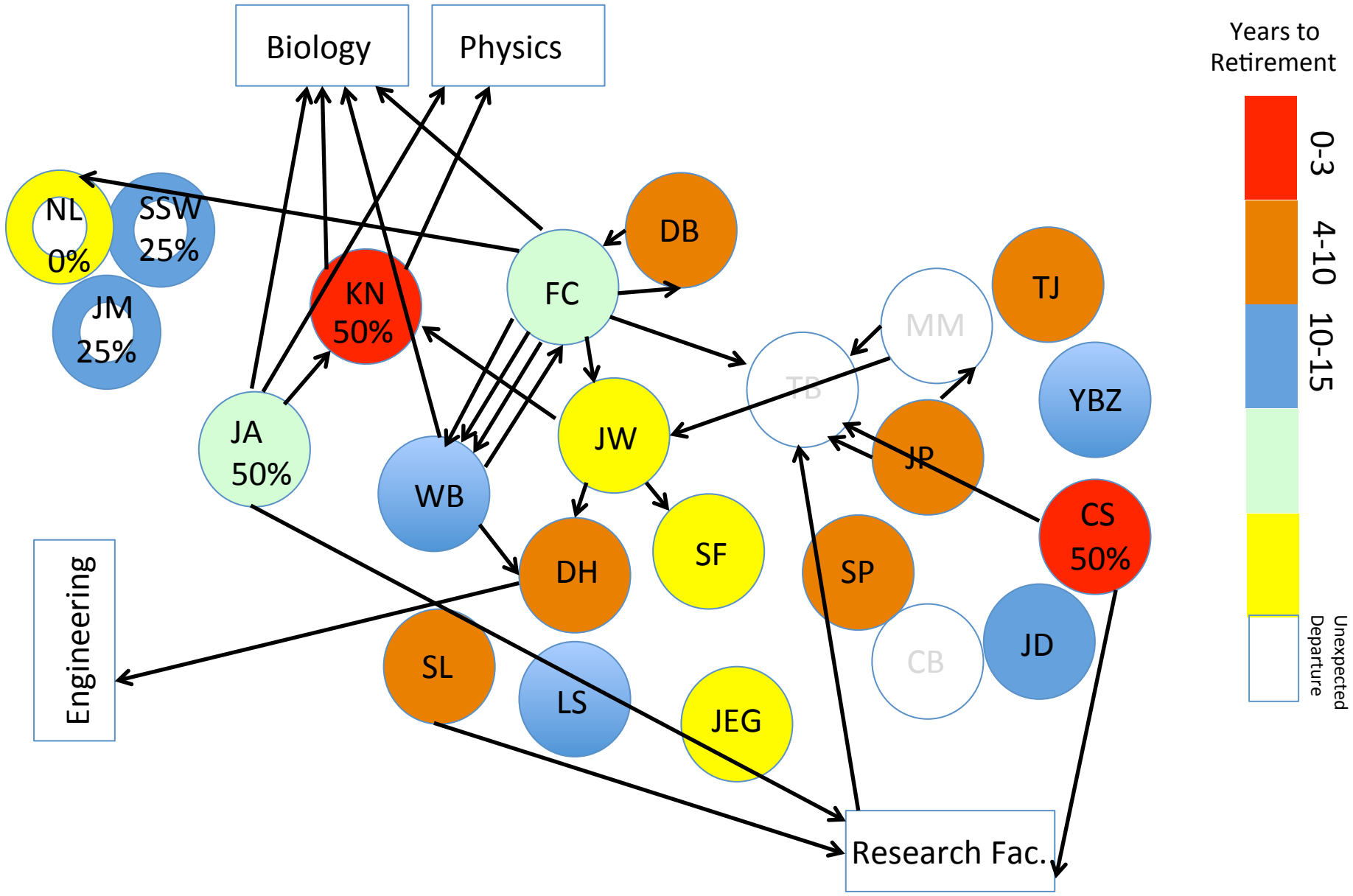
CVs submitted by faculty spring 2017, listed in alphabetical order.

IX - Additional Tables and Figures

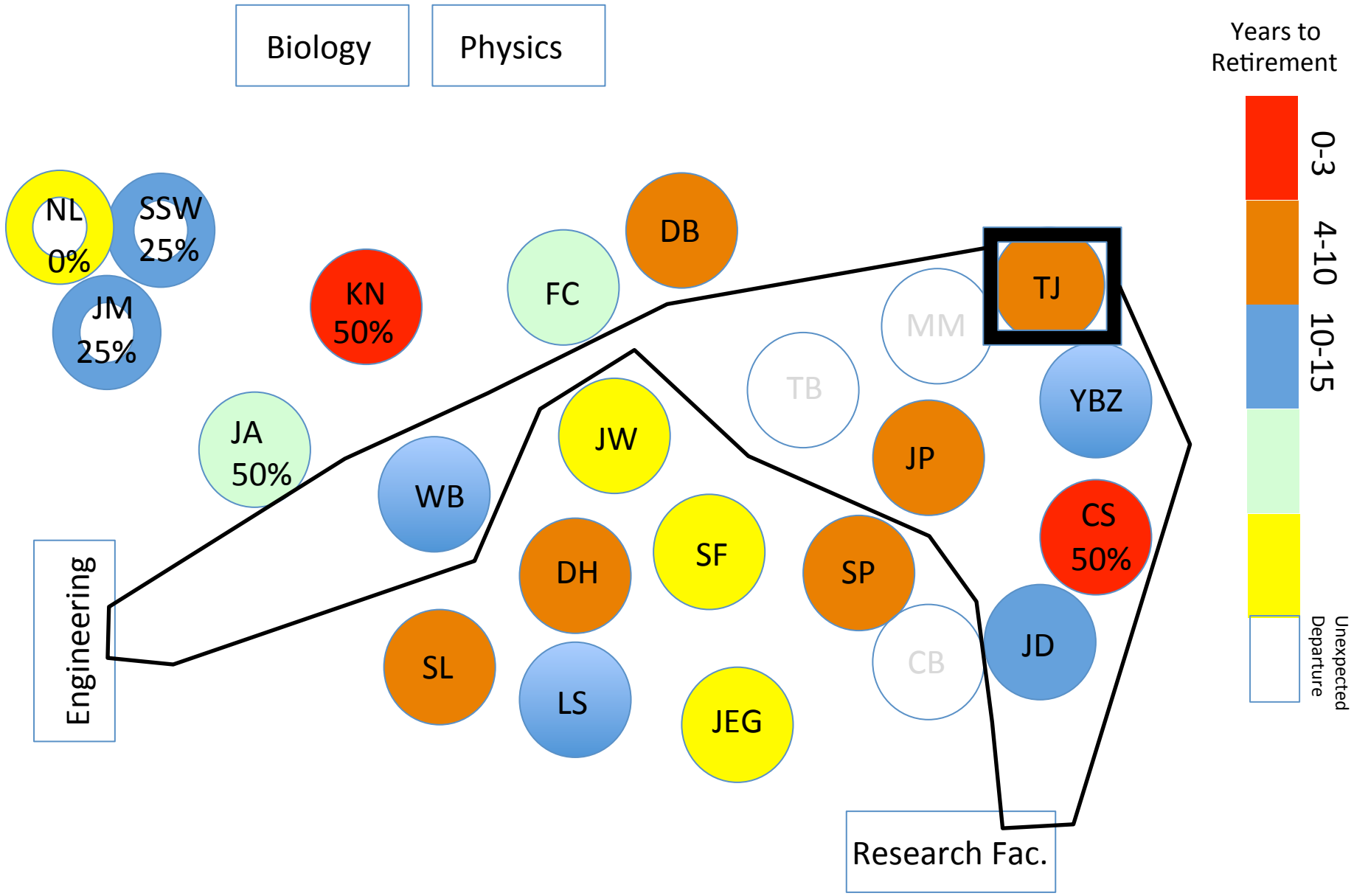
See following pages.



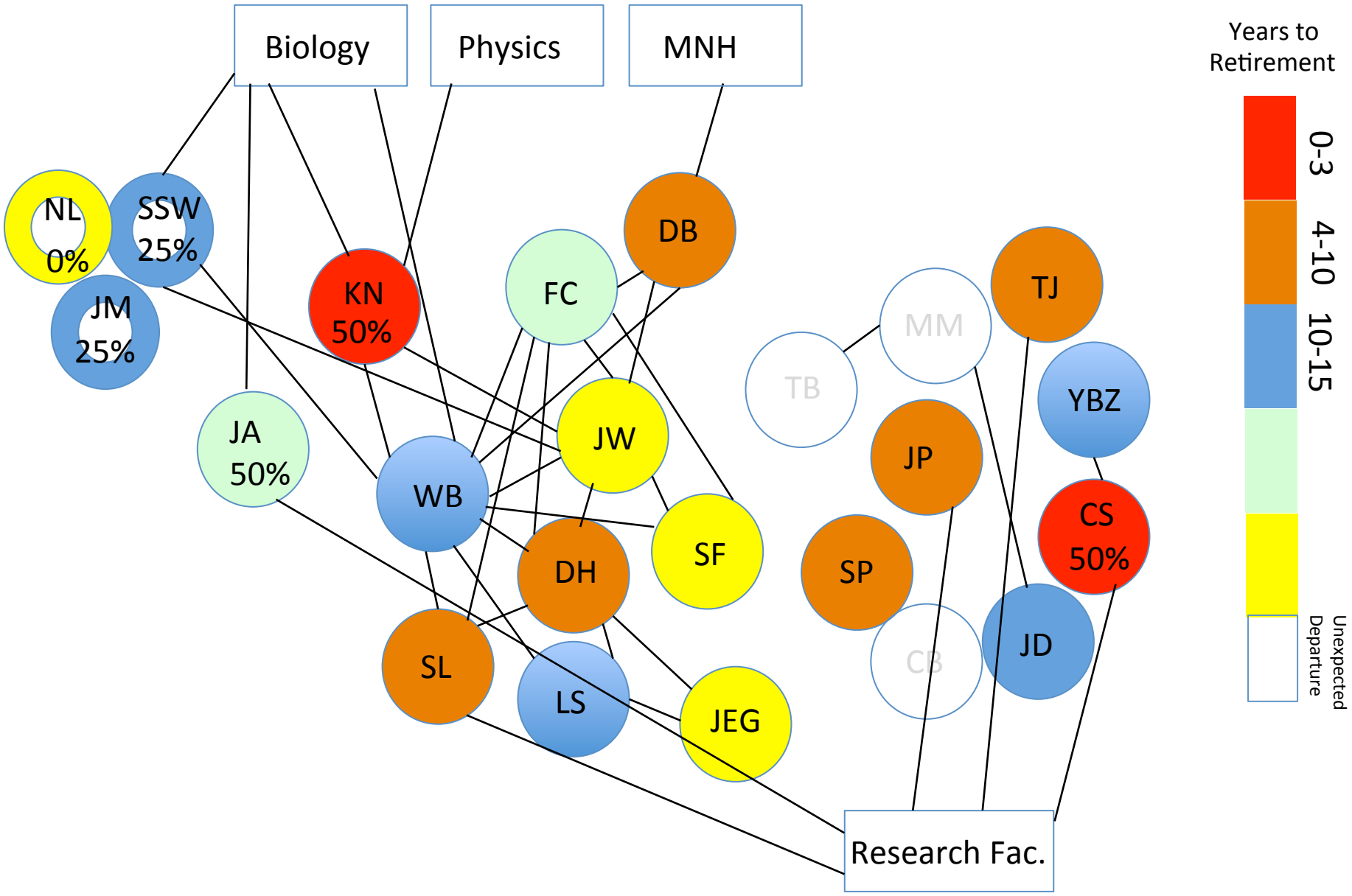
Department of Earth Sciences 2016



Funded Jointly since 2007

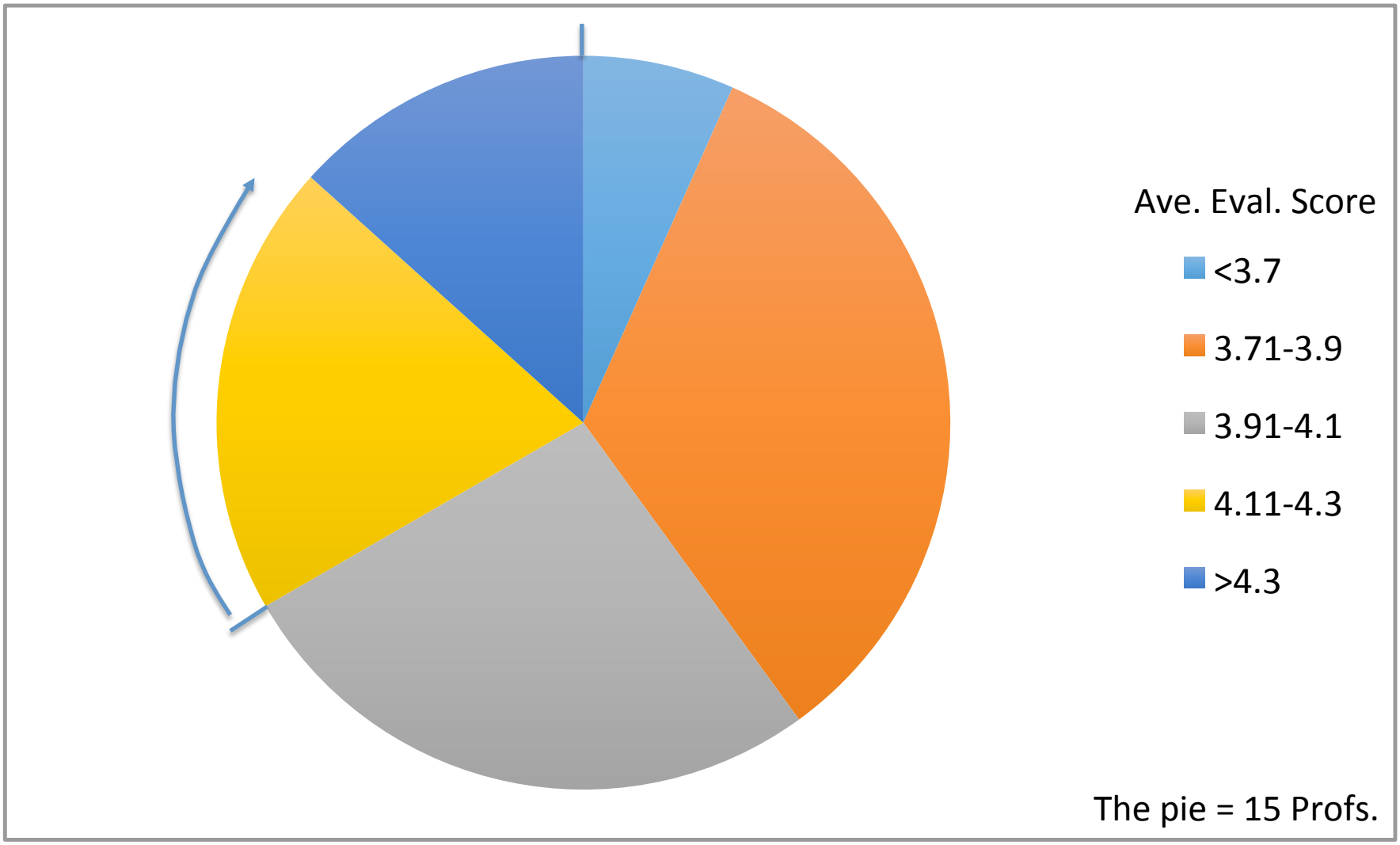


Web/Reach of SCEC

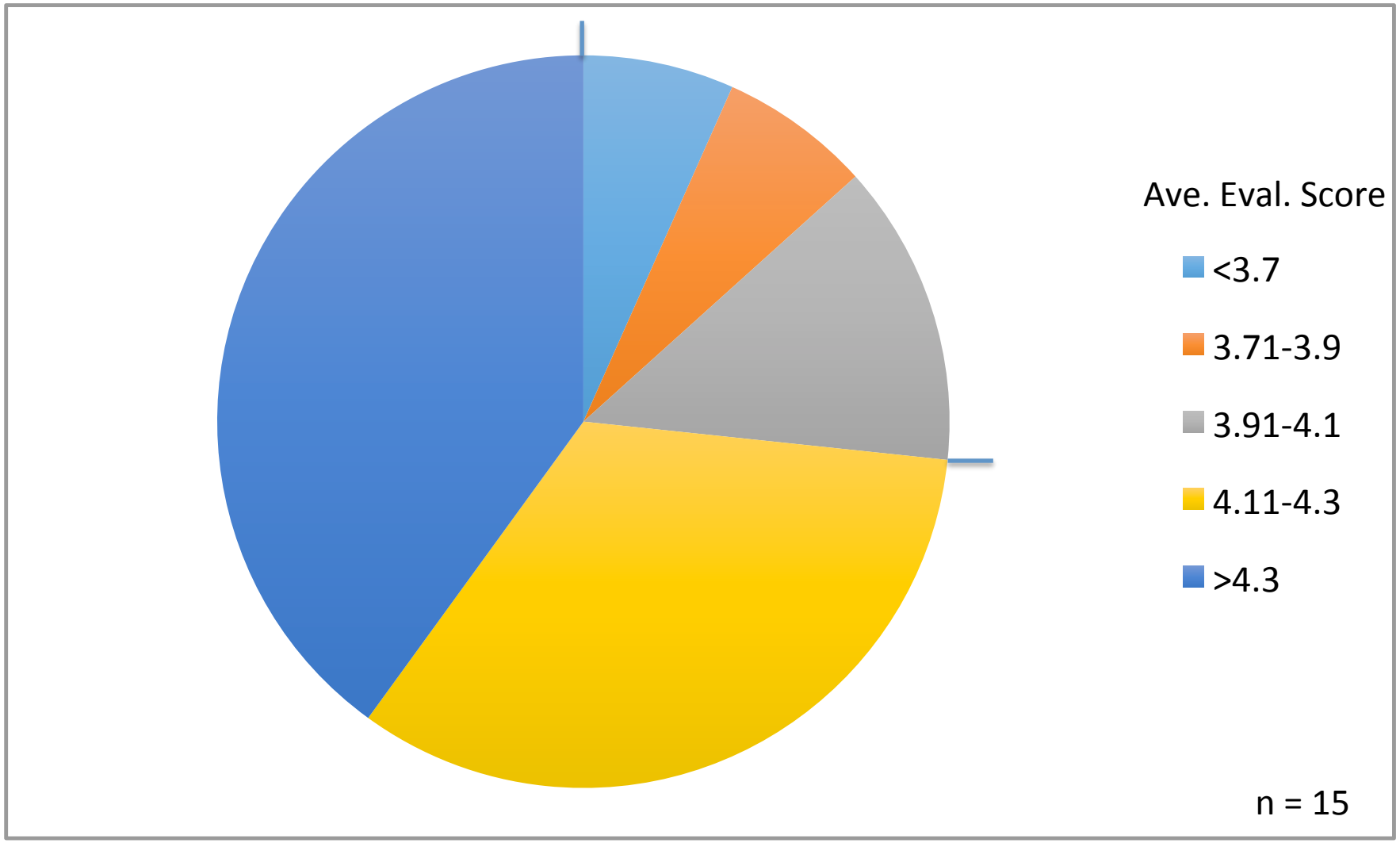


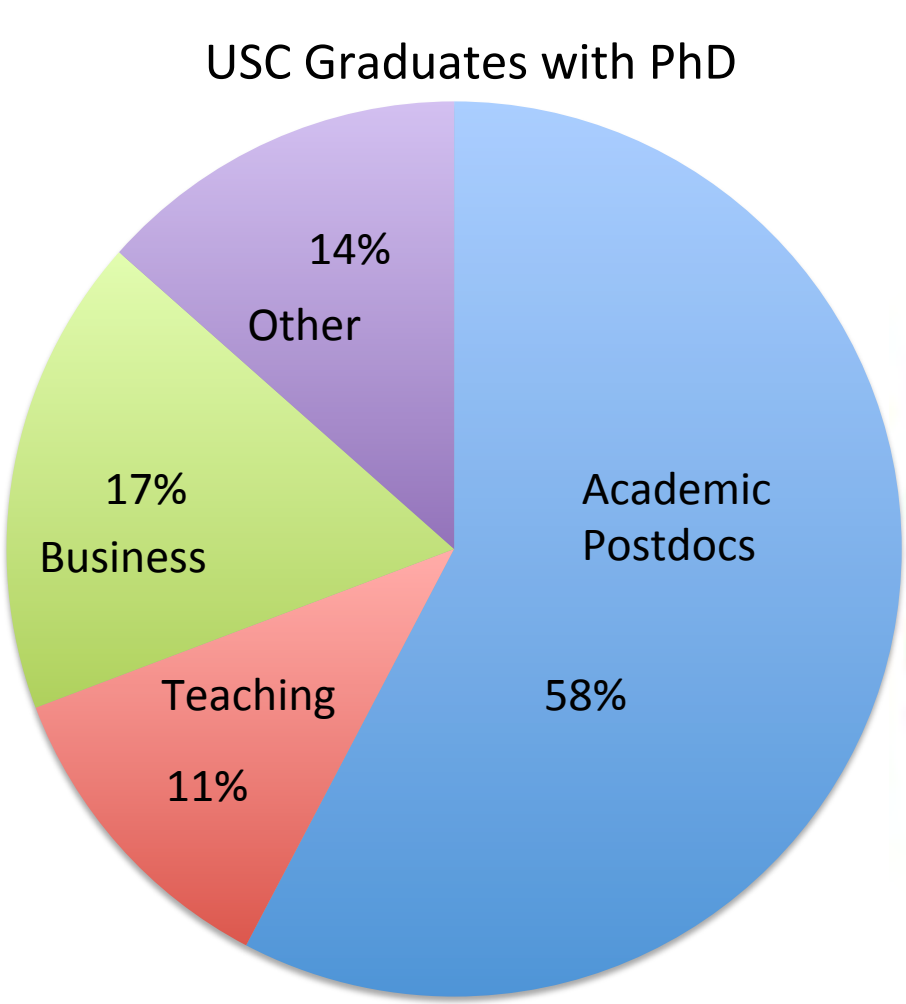
Papers co-authored in last 3 years

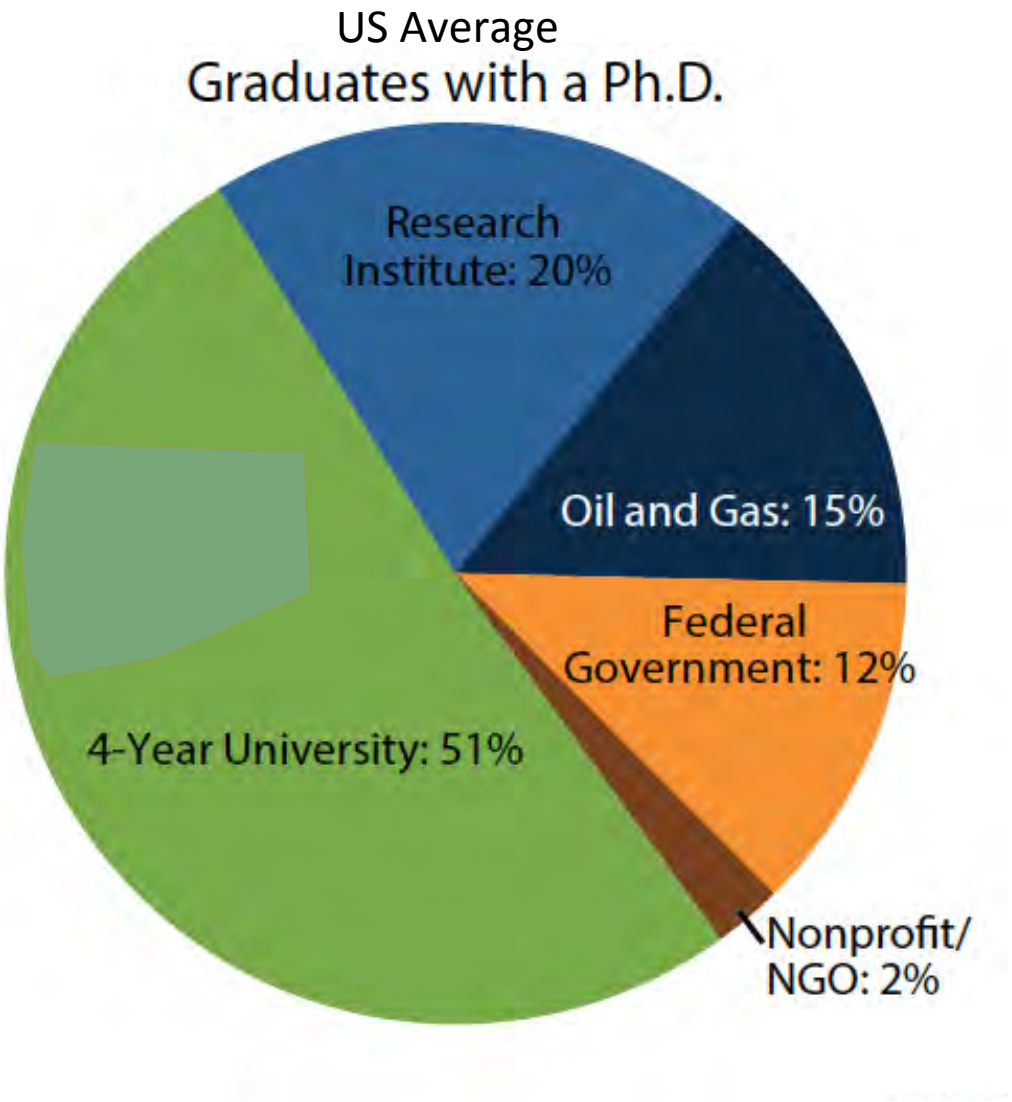
GE Teaching Professor Evaluations
2007-2016



Major Teaching Professor Evaluations
2007-2016







US University Survey AGI Jan. 2016

October 17th, 2017

Report of the Earth Sciences External Review Committee

The USC Department of Earth Sciences (USC DES) enjoys a substantial and positive reputation among its peers through its research leadership and accomplishments as well as the impressive placement of Ph.D. graduates and post-docs into academic and other professional careers. SCEC and C-DEBI are internationally recognized centers of excellence in research that enhance the research capacity of the USC DES as well as that of many other prominent institutions that receive support administered by these Centers. The Department has strengths outside of these two Centers and embraces teaching and scholarship in the areas of geology, geophysics, earth dynamics, oceanography, geochemistry, atmospheric science, climate change, and geobiology. Given the small size of the Department, the visiting committee is impressed by the quantity and quality of the research and teaching being done.

Department Size

The External Review Committee comprised faculty from earth science programs that are good comparators for the USC DES in terms of size, mission, and reputation. All members have participated previously in "visiting committee reviews" of earth science and geology departments at other universities. In evaluating DES, we also consider the size, breadth, and unit structures and purviews of Earth Science faculties at additional similar institutions in our direct experience (MIT, Harvard, Rice, UC Berkeley). Based on this knowledge set, we consider both the "optimal size" and critical mass with respect to the numbers of faculty within the USC DES. The Committee concludes that, relative to comparator schools with earth science departments of similar composition and breadth, the USC Department is understaffed. In fact, we learned that departmental staffing is at a 20-year low. Four new faculty in geophysics have recently been appointed, a much-needed replenishment, but serious understaffing still exists elsewhere within the DES.

Problems created by the presently small size of the faculty include:

1) Inability to consistently offer foundational and specialty courses and training to graduate students

2) Difficulties in attracting and retaining faculty in Earth Science subdisciplines where competing institutions have active cohorts of faculty.

3) Reduced ability to respond to rapidly emerging opportunities such as the Sustainability 20/20 and 20/30 initiatives, geohazard research, environmental risk mitigation, climate prediction, and others.

4 Limited capacity to provide the broader USC campus with expertise in areas of key importance in Earth, Ocean, and Atmospheric Sciences.

The Committee recognizes that setting an optimal number for the faculty size is difficult and may be viewed by the administration as somewhat arbitrary. However, our committee of experts was engaged to comment on this and other issues critical to graduate training. We note that other universities of comparable size and stature, and with similar aspirations as USC, have between 20 and 35 faculty members in their earth science departments. We submit that a target of about 25 regular faculty at steady state is about right for the Department of Earth Sciences at USC. We recognize that the resources required for such growth from the DES' currently depleted size are considerable, but we anticipate the paybacks will be substantial. The risk to the University from reinvesting is low because the DES has a proven track record of research excellence, innovation, and success at outside research funding. DES is highly ranked among the USC science departments and, as we describe below, is the natural leader for many possible new initiatives.

Departmental autonomy

USC DES is one of the highest ranked science department's in the University and has demonstrated considerable foresight, vision and responsibility in defining its scientific priorities, managing its resources, and securing external funding. The Committee believes it is advantageous to give the Department greater autonomy regarding its funding and hiring of faculty. In particular, programmatic planning, e.g., growth in critical or frontier areas, also requires graduate student and postdoctoral support to carry out basic science and to train the next generation of scientists. Having graduate fellowships, for example, doled out inconsistently – or, at the least, perceived as being granted unreliably -- from year to year by the Dean's office makes such planning difficult. It would thus significantly improve the research enterprise to set graduate fellowships and teaching assistantships, and ideally postdoctoral fellowships, or block grants for any of these, consistently for the Department, and to permit the Department to manage and optimize use of these resources.

Moreover, greater leeway should be given to the Department to manage its own faculty searches than has been true in the recent past. The Department should, of course, always justify its search requests. However, the search outcome should not be simply taken by the Dean's office as a loose recommendation, for example, in terms of candidate prioritization, as has occurred in the recent past. Likewise, if the Department identifies 2 or even 3 top candidates that are essentially equivalent in desirability, then they should be allowed to pursue one of the other candidates should the first offer fail. If the top desirable candidates also provide opportunities to enhance faculty diversity then the Department should be encouraged to make multiple offers without loss of future searches, especially given the lack of diversity in the current ES faculty.

Greater department autonomy is also advantageous to the Dean's office since it reduces the burden of micromanaging a department and thus greater time and man-power to focus on higher level college and university issues. A clear example of this

arrangement is CalTech in which the Provosts office distributes endowment funds for departments or divisions to manage.

USC DES currently has one female faculty member, and as a result, the proportion of women faculty (1/16 = 6.25%) is well below national averages. Data from NSF (Table 1) indicate STEM faculty nationally range from 16.8 % to 42.4% women, depending on the discipline. Notably, U.S. geoscience departments have an average of 18% female faculty. The gender diversity at USC DES is substantially below the expected availability of female candidates for hiring faculty, as estimated by the Penn State Title IX office (Table 2).

Table 1. The representation of women on U.S. faculty in STEM fields. Data are from the National Center for Science and Engineering Statistics (NSF) for 2003-2010. Values listed are the number of women/ total individuals, and the percentage of women. Data provided by the National Science Foundation's National Center for Science and Engineering Statistics (https://www.nsf.gov/statistics/2017/nsf17310/data.cfm).

U.S. Women Faculty in Science (women/total individuals, % women)			
Year	2006	2008	2010
Physical Science (thousands)	7.3/39.6 18.4%	7.8/39.9 19.5%	9.3/43.7 21.3%
Engineering (thousands)	3.6/29.6 12.2%	4.1/30.4 13.5%	5.5/32.8 16.8%
Life Sciences (thousands)	37.6/95.5 39.4%	38.7/94.2 41.1%	43.3/102 42.5%
Social Sciences (thousands)	18.2/50.1 36.3%	19.5/52.6 37.1%	21.5/54.9 39.2%

Table 2. Percentage of women faculty in geosciences at USC, in geosciences academic departments nationally (average; data from AGI), and estimated available for hiring, compiled by the Penn State Title IX office (2014).

% Faculty who are Women	
USC DES	6.25
US Geosciences Departments	18
National availability benchmark	28

The department faculty currently includes many faculty who are nearing retirement age. Upcoming retirements, and a commitment to grow the size of the department (we recommend nearly doubling it from 16 to 25) would provide a powerful opportunity to address both rank and diversity issues.

Yet, growth in the face of retirements also poses challenges, especially if the path forward involves 10-12 hires over a 5 to 6-year period. The search workload is likely to be substantial and might best be handled through either rolling or simultaneous search strategies. There are benefits to both approaches but the Committee is mindful that simultaneous searches for multiple new faculty within important growth areas for the DES are more likely to prove successful than the traditional one-search-at-a-time strategy. Cluster hires are known to be attractors for the best candidates and can also be used to more swiftly alter departmental demographics and diversity. In the section below, we suggest where multiple hires would be most effective.

Hiring Priority #1 - Oceans and Climate

Ocean sciences at USC has enjoyed a long history of international prominence. That continues today with remarkable strengths in ocean chemistry, the carbon cycle, and microbial biogeochemical processes. The scientifically diverse and interdisciplinary community spans multiple departments, and presents a vibrant and collaborative culture on campus. USC enjoys a growing scientific leadership in the study of climate in the near and distant past. The ocean and climate science communities located within the Earth Sciences Department are vital to its teaching mission, and to University-wide priorities that advance research and education to benefit society through science-informed understanding of natural resources, human impacts on the environment, and environmental hazards and climate risk.

The ocean and climate research community on campus is challenged by limited expertise in the physics of climate and circulation processes. The movement of energy and fluids in the atmosphere and ocean is central to climate processes from global to local spatial scales. The dynamics of circulation impacts the distribution of energy, water, carbon and other elements, and are key to understanding biological processes on landscapes and within marine ecosystems and sedimentary microbial communities. Physics-based and computational approaches to the study of circulation forms a foundation for understanding the chemical and biotic responses, feedbacks, and other consequences of climate variation that impact natural and human-built environments, ecosystems, and society.

One of the challenges to strengthening climate sciences is the genuine need for enough researchers to form a viable educational and research community. Committee members in leadership positions in their home institutions have had first-hand experience with the challenge of hiring faculty in climate science. It is a highly competitive arena for hiring, and researchers in this field are attracted to institutions with strong climate research communities already in place. Therefore, both from this experience, and because of the clear and exciting impact these hires will have on USC's national prominence in climate science, we recommend that the University make hiring a cohort of innovative scholars in climate dynamics a top priority.

Recommendation:

1) Hire up to three new faculty members with expertise in the **dynamics of climate**. We recommend a broad search for multiple positions (a cluster) of individuals working to advance understanding of the dynamics of Earth's climate,

including physical atmospheric processes that drive the movement of energy and matter, including water, within the atmosphere, and as their interactions with terrestrial environments, and the biosphere.

2) At the same time, we also recommend the hiring of one individual with expertise in **ocean dynamics** (physical oceanography), including oceans-atmospheric coupling. This individual would deepen and strengthen the climate dynamics cluster, while also propelling the widely recognized prominence of USC research in ocean chemistry and biogeochemistry, and paleoceanography.

We also recommend that the Department be given discretion to search for all four positions broadly in terms of candidates' expertise in oceans and atmospheres, particularly given the highly coupled atmospheric-ocean dynamics in the Earth's climate system.

The cluster hire of four individuals would ideally bring to USC expertise in innovative physical and computational techniques, as well as robust data sources via remote sensing or field-based methods. These hires would propel **dynamical climate and ocean science** at USC to national prominence, while also strengthening existing world-class ocean and paleoclimate research at USC. The data and rigorous methods of climate and ocean dynamics will also invigorate emerging interests in environmental hazards and risk assessment studies, sustainability and resiliency in urban, agricultural, and ocean environments, and the dynamics of water as a critical resource and as a driver of landscape and Earth surface processes.

Hiring Priority #2 Geobiology

USC Earth Sciences has, over the last 20 years, become a leader in geobiology by the novel combination of (i) path-finding work in geomicrobiology, presently facilitated by the C-DEBI (Center for Dark Energy Biosphere Investigations), which focuses on microbe-mineral interactions and non-photosynthetic energy production in sediments, and (ii) 'deep-time' paleobiological analysis of how the evolution of life (including both microbes and multicellular animals) has both affected and been affected by the evolution of earth systems.

This combination of modern and ancient perspectives on geo-biological interactions has produced an exceptional research and training program. Success reflects many factors: (a) strongly collaborative and constructive interactions between groups, (b) a focus largely on marine systems, giving coherence, and (c) exceptional mentoring of students, who interact regularly with multiple faculty and labs. The deep-time component stresses field- and specimen-based analysis of 'earth-life interactions', particularly the ecological, biogeochemical, and other environmental consequences of mass extinctions and their prolonged recoveries, and the timing and context of major evolutionary innovations, which has expanded in recent years to build on paleogenomic evidence. The geomicrobiological side is also strongly empirical, and is pursuing a

broad spectrum of basic and applied science frontiers. Biogeochemistry is a key part of these efforts and is also strongly relevant to climate/oceans research. Geobiology faculty are opening new, important avenues of research into urban environments and into anthropogenic environmental change writ large, such as the consequences of ocean acidification and de-oxygenation for carbon recycling and sequestration.

The University should be wary of losing their advantage in geobiology: the field is expanding quickly, with many universities now in or trying to enter the game. This competition arises both because of the compelling mix of basic and applied scientific frontiers pushed by USC and because of the professional success of the graduate students and post-docs that have been trained here. USC scientists remain at the forefront, with novel new work on electron transfer and tracers of key processes, and are moving forward aggressively on emerging scientific frontiers, and stress data and processes. One expression of the commitment of the group is that faculty have stepped up to assume leadership of the C-DEBI with the loss of Katrina Edwards and impending retirement of Ken Nealson, the original leaders of geomicrobiology. The Department has talented research faculty in this field and should be proactive not to lose them. We recommend hiring a minimum of 2-3 faculty to maintain existing strengths and to further develop this important, still-young field.

Hiring Priority #3. Lithosphere dynamics

Lithosphere dynamics is the Department's de facto center for modern hard-rock geology. This field treats important problems involving, for example, the connection between neotectonics to earthquakes, landscape evolution to climate change, and subsurface fluid flow to water rock interaction and volatile (e.g., hydrocarbon, water and CO_2) storage. This area also serves a critical educational role with basic training in core geology. However, this branch of the Department has suffered arguably the most losses and is depleted in faculty, with only 2 core members (down from a functional size of 5). Thus, some strategic rebuilding of this central group should be a high priority. Three hires should focus on areas that address frontier scientific questions, while leveraging off existing strengths in the Department, to give the best impact while also fostering collaboration and integration across Department disciplines. First, the study of plate-boundary processes using rock mechanics and deformation, structural geology and/or geodynamics would make obvious linkages to SCEC by connecting the evolution and structure of plate boundaries to earthquake dynamics across various spatial and temporal scales. Los Angeles is one of the most populated regions on the planet on a plate boundary, so understanding this critical tectonic environment should be an obvious pursuit. Second, the study of surface processes, such as geomorphology, erosion land-scape evolution, and sedimentology connects to both paleoclimatology and geochemical cycles (the geological carbon cycle), as well as modern climate and hydrological cycles (river networks). Finally, subsurface structure, fluid transport and fluid-rock interaction are critical for understanding water resources and volatile storage such as CO_2 sequestration. Lithosphere dynamics is the essence of core geology, but links fundamental problems, e.g., how plate tectonics works, to societally relevant issues of earthquakes systems and climate change.

Research Faculty

The Department includes a superb set of research faculty who play important roles. This small cohort is effective in research, helps supervise graduate students, and is well thought of by the tenure-line faculty. The University does not provide salary support for research faculty other than a disproportionately low 5% coverage for time allocated to grant writing, posing a risk that these individuals will be poached by other universities. In cases where a research professor has established important collaborations with DES faculty and students that has been sustained for a number of years by effective grants-getting, the Committee suggests that the University and Department develop policies and practices that provide buffers in the event of research faculty salary shortfalls during any given year. Such partial salary support or as-needed salary support for productive research faculty is a well-established retention method at other top research universities. Many research faculty also serve on student dissertation committees, train and assist students with laboratory equipment and methods, and increase the intellectual vitality and critical mass of the training effort. The Department and the University should value this resource and invest in it comparable to other universities, with either partial hard-money support or bridge funding to help stabilize these positions (as well as the facilities or centers in which they serve) in times of funding shortages, particularly for research scientists/research faculty with considerable seniority.

Graduate Student Education

The graduate program in USC Earth Sciences currently consists of approximately 60 doctoral students. The Department has demonstrated success in job and post doc placement, has an excellent new system of tracking student progress, and the feedback received by the External Review Committee during our meeting with a group of graduate students was very positive. The faculty seem very receptive to issues that emerge in the area of graduate student instruction. In this section, we note current issues in graduate level instruction and education.

Progressive Masters degree. There is a current trend toward one-year duration, credit hour-based progressive Masters degrees at USC. Some departments have developed a one year Masters degree and others are considering doing so. The Earth Sciences faculty expressed ambivalence about whether such a degree would benefit their graduate program or the department. The potential revenue gain for the University of course a factor in creating such a program. The faculty expressed concerns, however, about whether such a one year Masters degree would dangerously dilute the research and doctoral training effort of the Department, damaging the research profile and academic prestige of USC Earth Sciences. Concern was also expressed about who would staff such a program: likely it would be designed by senior faculty but staffed largely by RTPC faculty, increasing the proliferation at USC of non-tenure track faculty, who lack research efforts and long-term commitment to the institution. The Committee believes that the faculty is presently too understaffed to launch a Masters Degree effort without damaging their research profile. The Committee thus recommends that the

Department of Earth Sciences not implement a progressive Masters degree now, but that discussions continue about whether such a program could be structured in such a way as to be a component of faculty research programs.

Qualifying Exam Policy. The Committee spoke at length with Graduate Program Director Frank Corsetti and associated faculty about the system in place for qualifying exams for PhD students. There is a longstanding exam policy in USC Earth Sciences in which students are given an oral qualifying exam. This can take the form of, depending on the advisor, either a presentation followed by committee questions, or a pure question and answer format. Some graduate students in the program are also required to take a written component, while others are not. The External Review Committee was told by Corsetti that this written exam consists of a 3-hour written assignment from each member of the qualifying committee, which can total 12 hours of writing. Some PhD students told the Committee that the written component can comprise up to 16 hours of written assignments. For other students, there may be no written component at all.

There was no intellectual rationale given for these starkly different standards. Instead, it appears to be entirely up to the PhD advisor. The Committee is concerned that this arbitrary variation in the nature and length of the qualifying exam is unfair to those students required to do the maximum written component. The Committee is further troubled by the prospect that sooner or later, a student who fails the more stringent oral and written version of the quals will lodge a grievance or lawsuit, citing the double standard in place in the Department for examining students, without a clear intellectual rationale. For both instructional and legal reasons, the Committee strongly recommends that the Department decide upon a qualifying examination policy and make it a uniform program-wide policy. Further, the committee recommends that the exam format be designed based on interdisciplinary educational outcomes and that are relevant to successful careers in education, environmental, and energy sectors.

Fostering interdisciplinary training of graduate students. The Department of Earth Sciences is poised to take advantage of opportunities in graduate student collaboration and mentoring across the University. Faculty and research staff in the Keck School of Medicine, the Los Angeles County Natural History Museum, the Viterbi School of Engineering and elsewhere could boost the academic standing of both the Department and these other units, and would offer Earth Sciences PhD students new opportunities for collaborative, interdisciplinary research and co-publication. Many fruitful and intellectually exciting interactions are already underway on an ad hoc basis, with graduate student dissertation committees and faculty research involving professionals from other units. However, these collaborations are limited to individual arrangements by administrative barriers that exist among schools at USC and between USC and other local institutions such as the LA County Natural History Museum. For students to be able to take full advantage of these resources outside the Department, the Committee recommends that the Department work with the Dornsife deans and the Provost to eliminate or renegotiate cross-boundary barriers. Cross-departmental, indeed campus-wide, and cross-institutional graduate training programs have been successfully developed at other institutions, serving as models for USC to consider (see Appendix II).

In addition to graduate student support, the External Review Committee recommends the addition of at least two post-doctoral fellowships to the Department of Earth Sciences, to be given at the departmental level. One of these should target diversity candidates to help address the notable lack of gender and ethnic diversity in the program. Promoting diversity among future leaders in the field should be a goal of such a post doc fellowship program. These post-doctoral fellowships could be created, if not by Dornsife, as a matching fund from Dornsife with principal investigator mentors providing the other half of such stipends. They might also be a good focus for fund raising from donors.

Appendix I - Environmental Initiative at USC

The External Review Committee sees an opportunity for the USC Department of Earth Sciences to play a leadership role in the creation of a new initiative in the area of the Environment. USC faculty work on environmental issues across campus and in all schools, yet there is currently no effective organizational framework that recognizes and takes advantage of the breadth and strength of these various endeavors to create new and exciting partnerships in research and teaching. Environmental problem solving requires expertise in many disciplines at USC, from law, medicine, policy, and the social sciences to the natural sciences and engineering. No single department or school can take on the grand environmental challenges on its own – and the conventional college and department structure at USC is not well-suited to promote the cross-college interdisciplinary exchange of ideas and knowledge generation that is needed to generate innovative and actionable responses.

During our 3-day visit, it wasn't possible for the Committee to explore the viability, pros, and cons of alternative organizational structures that might work at USC. We use the generic term "Institute" to describe an entity separate from the departments and schools that operates as both a physical and financial collaboration unit that draws faculty together from across the University based on their common interest in environmental issues. The institute would not replace departments and faculty and students would retain their primary academic affiliations within departments and colleges. The institute could provide common and shared physical space and laboratories as well as theme-based funding streams. It could provide seed funding to encourage new faculty research collaborations and facilitate graduate research organized around team approaches.

The Committee perceived significant interest among Earth Sciences faculty in engaging with colleagues across campus around environmental issues and in fact, many individual-to-individual collaborations already exist. The Wrigley Institute for Environmental Studies was mentioned as a possible starting point but we note that it exists wholly within the Dornsife College of Science, Arts, and Letters, and now encompasses a limited portfolio of environmental activities. We suggest that USC, and the Department of Earth Sciences, has an opportunity to significantly advance the stature and relevance of the University by strategically embracing a more diverse set of faculty and activities in the area of the environment by blending the understanding and

measurement of environmental processes with economics, law, medicine, management science, and policy.

The Department of Earth Sciences has a mandate to explore and understand the Earth environment, from the oceans and coastlines to agricultural and urban settings, and is a natural nucleus for environmental collaboration at USC. The Committee also realizes that success in effecting change and introducing new university structures depends on bottom-up, grass roots choice by the USC faculty to engage in new cross-school, interdisciplinary thinking and planning. One possible path forward is the creation of a provostial committee with members from all interested schools charged with the mandate to examine faculty interest, focal themes, business models, and possible organizational requirements and options for an effective environmental initiative. This effort should not be taken lightly nor should it be rushed. As representatives from different disciplines engage around a common interest in the environment different vocabularies and practices must be shared and understood before a plan exciting and acceptable to all will emerge. The External Review Committee suggests that one or more faculty in the Department of Earth Sciences can and should play a lead role in facilitating and organizing such a new university-wide initiative.

Appendix II - Promoting interdisciplinary training of graduate students

This kind of research and training, which finds increasing favor by academics, funding agencies, and employers, is hindered by close and stingy accounting of faculty effort, for example awarding faculty only half-credit for team-taught courses or co-advised students. Genuinely team-taught, collaborative courses require just as much and commonly more faculty time than do solo courses. Discounting the effort of co-advising students is similarly disincentivizing, with the effort especially high when faculty have different home departments (within a division of a university) or are employed by different units within the university (e.g., College vs Engineering, Medicine, Law at USC) or by different institutions (e.g., USC vs NHM).

Universities have developed structures and policies to neutralize these negatives and, better yet, promote and actively support interdisciplinary interactions and productivity. For example, the committee heard that USC already has a successful example in support of graduate training: given neuroscience faculty who are distributed across multiple College departments (+ Keck Med School?), students and faculty apply to a separate entity, unattached to any single department, for doctoral funding. That entity has no faculty itself (nor permanent space or other resources?). Some universities simply double count all co-taught and co-advised students, giving each participating faculty (and their home department) full credit.

The University of Chicago has successfully used a novel “committee” approach to support inter-disciplinary, cross-unit interactions, using graduate student training as the focal mechanism. The highly-ranked Committee on Evolutionary Biology (CEB; https://evbio.uchicago.edu) is a relevant natural-science-focused example. It has 68 participating faculty drawn from four divisions within the University and six other science institutions in the region, including the Field Museum and Argonne National Lab. Its sole

purpose is to grant doctoral degrees – CEB has no faculty lines, although some other committees at Chicago do. Students are expected to draw their 4-person dissertation committee from at least two units; their course work is a simple distribution requirement, namely that, before candidacy, they take one course each from 5 of the 6 sub-disciplines of evolutionary biology as broadly defined (e.g. morphology, genetics, behavior, biogeography/ecology, etc.) in order to sample diverse scientific approaches. The Biological Sciences Division supports the effort by committing to an annual allocation of fellowship lines, permitting acceptance of outstanding students before RAs are available, and other participating divisions and institutions have raised funds to support students as well, thus putting skin in the game. Scientists from other institutions are given courtesy, unpaid appointments to the CEB, and can serve as primary advisors of dissertations, giving those institutions an advantage in recruiting and retaining outstanding researchers; CEB only stipulates that at least two members of a dissertation committee are regular tenure-track faculty at the University. Exceptional students are attracted to such a boundary-breaching program, and so have above average success in applying for federal and other fellowships and research grants, leveraging the early-year fellowship investment. The unusual structure and exceptional professional success of the program has also translated to success with federal training grants. To insure integration, CEB has a chair drawn from one of the key participating campus departments and a co-chair drawn from another participating units, usually the Field Museum, and has a student advising committee of four faculty drawn from across CEB's scope to meet quarterly with students up until their candidacy exam.

Such programs require a grass-roots buy-in by faculty – the effort is entirely volunteer and focused on students – and also requires, at the least, flexibility among administrators about accounting. The University of Illinois Champaign-Urbana has successfully adapted the approach by simply redefining units of accounting in order to reduce the sense of competition among the chairs of basic and applied sciences on their campus – a top-down solution by an on-board dean, in response to faculty request to create a CEB-like program. UICU now has a superb, campus-wide program (Program in Ecology, Evolution, and Conservation Biology, PEEC; http://peec.illinois.edu) that accepts MS as well as PhD students, with a curriculum that includes physical sciences (geology, geography), computational sciences, and public policy as well as the biological sciences.

Submitted by (alphabetically)

David Bercovici, Yale University

Rob Dunbar, Stanford University

Katherine H. Freeman, Penn State University

Susan Kidwell, University of Chicago

Craig Stanford, USC

Department of Earth Sciences Response to Visiting Committee Report

Prelude: We thank the visiting committee members, USC Deans and Provost representatives, and the USC faculty representative (Craig Stanford) for their efforts, thoughtful interrogation and insightful comments on the state of our department and suggested paths to improvement. Much of what this committee has provided in this document reflects a keen understanding of what makes for a great Earth Sciences department and is largely based on their own department successes. But their report also shows how perceptively they were listening and learning about USC Earth Sciences and thus this process became a 'win-win'; they took home ideas about improving their own departments as well as providing insights into our future. Given this recent review by an esteemed group of Earth scientists, we are proud and pleased to have been recognized as a department conducting high-quality research and teaching.

In the ensuing paragraphs, we'll discuss some of the key points raised in this document. We will do so primarily by following the organizational framework of the visiting committee report.

Department Size: Between 2004 and 2015, our faculty numbers were stable at 20±1, even though this period included significant turnover. Since 2015 we lost Davis (retirement), Becker and Miller (recruited away), Sammis and Nealson (both half time toward retirement, then Nealson named Wrigley Director in 2017) and failed to land a recent hire who had accepted an offer but then reneged and took a position with Caltech (Bucholz). This cascade of events left us, in January 2017, with a total faculty number at 15.5 (14 full FTE, 2 at 0.5 and 2 at 0.25). Thanks to a hiring cluster in geophysics, instigated by the SCEC Director (Jordan) stepping down necessitating the hiring of a new director (J. Vidale), our 2017 count at present (Dec. 2017) is 16.5 and by 2019 will be 19 (+ 3 (geophysics hires) – 0.5 (Sammis)). One search pending could increase this to 20.

Yet, against this backdrop of recent hires, we have 7 faculty who will very likely retire within the next 8 years, probably a majority within the next 4 years. Thus the visiting committee has rightfully noted that the size of our department will hold us back from achieving the kind of preeminence we might attain, and it hurts us in several fundamental, collateral ways: a) course offerings and the ability to set up a MS program b) attracting and retaining faculty c) responding to university and national initiatives, and d) adding diversity to our faculty. Moreover, as we noted in our self-study and the visiting committee re-iterated, our competitive peer institutions have substantially larger faculty numbers (>25). We are pleased to be seen as packing a punch larger than our actual size, but we also take to heart their recommendation to develop a strategy to expand modestly, aiming for 25 faculty size.

Our lack of success in recruiting and hiring persons of diverse backgrounds is due to a confluence of reasons, some within and some outside our control. Since 2010, eight offers to women to join our faculty resulted in one hire. During the same time, seven offers to men resulted in 3 successful hires. We work with WiSE on every new search to both define the search broadly and to extend really great offers to top women candidates. Yet, we don't deny that we have to do more, we have to be cognizant of subconscious biases (we are considering on-line training vs. in house discussion, but our most recent search committee has been airing this topic) and diligent about maintaining breadth in our searches.

To become the sort of top ranked department envisioned by Dean Miller, we throw strong support behind the committee's recommendation that rolling searches and/or cluster hires become our strategy. The one-off approach (typical of our past hiring efforts) will lead to gradual successful hires, yet the odds of landing a single candidate, upon negotiation and with competing offers, is often 50% or worse. This statistic alone suggests two searches should be run concurrently in order to, with some confidence, add one faculty. We point to the outcome of our recent searches in Geophysics, not advertised as a cluster hire, yet these multiple searches created an 'energy' in the community that USC was going big-time towards re-vamping its geophysics program. In addition to this good 'spin', it also resulted in an excellent set of applicants. The hiring of four faculty at once has revitalized department morale, and we have shown ourselves to be a department that can handle this task with rigor and persistence and can successfully work with the present set of College Deans in negotiating fair and successful offers.

Departmental Autonomy: This topic was a response to a reaction our faculty has had to the constraints and actions of the last set of College Deans, thus many of the points made in the committee discussion no longer apply. As mentioned above, the current set of College Deans have worked very well with our department. The management of faculty searches, in particular the search for a SCEC director and subsequent offers to 5 others (3 accepted, plus Vidale as SCEC director) went extremely well as the Chair and College Deans worked very closely and harmoniously.

This topic was also instigated by faculty who are still 'smarting' from the change from block grants supporting graduate fellowships to the one-year, one-off model now in play. In part, this is our department trying to grasp and get used to the new normal, and in part this is because there was never the kind of communication necessary between the department and the Provost-level administration to get the fellowship topic clear. As Chairman, I have appreciated efforts at the Provost level to help clarify and I also think we now catching up to the new normal. I also attribute some confusion and angst to the Provost and College not completely understanding that we were a department that handled the block grant monies quite differently than most other departments. Thus the change in the block to single fellowships impacted us more than others. We've requested more flexibility in the way we allocate the fellowships we've been awarded,

especially in making pairs of 1-year into 2-year fellowships, yet we have been told that this will not happen. This puts us at a competitive disadvantage with peer institutions; we are still adjusting. The take-home message that the visiting committee was delivering, and we endorse, is that whatever the strategy in graduate support, be it fellowships, salary hikes, etc., the more stability and forewarning we're given, the better faculty can plan-forward and adjust.

Hiring Priorities: We appreciate the synthesis of the Visiting Committee's report in characterizing our faculty interests into three programmatic categories. We agree with this sort of clustering and point out that many faculty feel like members of more than one cluster.

The way we read this report, the Visiting Committee chose to prioritize cluster-hiring in three areas. We agree with this strategy completely. That the committee chose to prioritize hiring sequence is useful, yet something that our faculty need to weigh, discuss, and debate as we gauge the success of an ongoing search and develop a short-term plan consistent with College academic planning goals.

Dornsife's strength in **ocean sciences**, with faculty housed in Earth Sciences and MEB, would complement growth in **climate dynamics**, where we have a strong desire to build but need deep thought as to how to grow modestly with most impact. The committee makes the case that a powerful research and educational thrust in this area will require a cohort of scholars, likely a cluster hire. We endorse this thesis and strategy. While climate dynamics and topics related to the hydrologic cycle are areas we want to grow, we also recognize ocean biogeochemistry, paleoceanography and ocean modeling as hiring possibilities that might bring a quicker path to preeminence. Our society faces grand challenges as the climate system undergoes change, the College needs to commit to growing USC's capabilities to participate in addressing these challenges. The committee's recommendation of a hire in ocean dynamics might be the sort of position that could be best searched and awarded as a joint position with MEB.

In their discussion of our broadly defined **Geobiology** group, the visiting committee has summarized our department's stature and standing in both i) geomicrobiology and ii) deep-time paleobiology. We note that this report has highlighted the successful way the faculty in this group interact and its impact on student mentoring and outcomes. As our faculty discussed in prioritizing a Geobiology search in 2015-16, we are wary of losing our advantage and standing in this field, largely as the students we've trained are pushing the frontiers while we see degradation due to the loss of K. Edwards and re-positioning (and imminent retirement) of K. Nealson. Hiring in the broad area of geobiology or Earth-Life transition science is recommended to maintain existing strength and to further develop in a still-young field.

Considering our Geophysics faculty and the other 'solid earth' faculty as a **Lithospheric Dynamics** group is a logical framework. Yet in practice, the solid Earth faculty, those

whose contributions in education and research serve at the core of training in geology, number only two. A functional size of this group should be at least 5. The strengths of the geophysics group as related to Earthquake Science is unrivaled, especially since the recent hiring. Yet their linkage to plate boundary processes, geodynamics, rock mechanics and landscape evolution can be better realized with a few more hires. We are especially pleased to see how the committee framed this group as central to both the oceans/climate and geobiology groups in how these faculty can link fluid-rock interactions, erosion and sedimentation, and high temperature geochemistry to geochemical cycles, hydrological cycles, as well as the geologic carbon cycle—all areas of strength and growth possibilities.

In sum, to maintain our current stature, our department will need to see the hiring of six faculty (2 in each of these key areas) on a 3-5 year time frame. This would barely keep up with imminent retirements, yet will also keep us on track and evolving to stay at the cutting edge our science.

Bold growth towards preeminence would take a hiring surge of twice this number. We see this course as most desirable because we are keen to step into the role of leading the college in attaining an international reputation in environmental science demanded by a changing world.

Graduate Student Education: We take great pride in our effort toward graduate student education and placement outcomes, and thus are pleased that the visiting committee report lauds these successes. The report goes on and points out three topics that warrant discussion and/or call for remedy.

In their discussion of the progressive Masters degree, we think the visiting committee has somewhat missed the major point—we are not a department that is putting energy into building the *progressive* Masters, we have far too few majors to make this sensible. Rather, we did bring up the topic of the *professional* Masters as a possible new track to pursue. Offering the progressive Masters does not require new faculty or courses offered; it is accomplished with courses we already teach and with faculty mentoring of a Masters quality research project. Many of our top undergrads write senior theses that are close to MS quality. The Professional Masters would be geared toward the working person and it would be a career-enhancement degree. We are presently exploring the development of a professional Masters degree around the topic of Natural Hazards and Prediction Science jointly with Economics and Mathematics departments.

Secondly, the issue of systematizing our Qualifying Exam procedure for graduate students has been a topic of discussion by our faculty on multiple occasions. This report and subsequent conversations with Dornsife Deans makes this a clear priority. We brought up this topic in a December faculty meeting, formed a committee to discuss and formulate a plan, and this committee has already met. Hence, not only are are in agreement with the visiting committee's comments but have already been taking steps

to standardize our Quals procedure. Given that we have students who are in various phases of pre-Quals, the committee will consider how to and on what time schedule we enforce systematization, but this is already in the works. The college can expect to receive a plan from us in the Spring 2018.

A third topic raised in this report and further embellished upon in one of the appendices is a strong encouragement that the department, college and university take steps to facilitate interdisciplinary training of graduate students. We don't see that there are the 'administrative barriers' in place as cited in this report; we generally consider the PhD committee formation procedure as one that quite easily fosters interdisciplinary involvement. However, teaching new classes across school boundaries still seems unnecessarily hindered by logistical and accounting barriers. There is more that the college and university could do together to encourage interdisciplinary training and research, and one example is worth citing here. There has been a growing collaboration between scientists at the Med School (Keck), Natural History Museum and our faculty on topics related to evolution, paleogenomics, anatomy, biomineralization and biophysics. Such an interdisciplinary blend could easily be encouraged if resources were provided to support graduate students in this nexus. Presently, graduate student resources are not available through Keck or LAMNH.

The visiting committee members note explicitly the excellence of our Research Faculty and post docs; we all know that much graduate student mentoring occurs across this spectrum of advisors. They recommend more institutional support for our research faculty, and we wholeheartedly agree. They also recommend a fund-raising focus on endowed post-doctoral fellowships, and we also wholeheartedly agree. The University and/or College should be pro-active about the lack of diversity in STEM fields and should sponsor diversity post-docs, across the sciences.

Environmental Initiative: The visiting committee focused on the diverse spread of environmental research being conducted across the college and urged the administration to consider consolidating environmental initiatives at USC under a single organization with Earth Sciences playing a leadership role. As Department Chair, I endorse this plan and further, recommend both a 'bricks and mortar' campaign and an intellectual effort to see this accomplished. The building we proposed as part of our submittal to Dornsife's Academic Planning document is one that would house many of the pieces that comprise what would aptly be called the **USC Environmental Institute**. The Institute would include undergrad educational programs (ENST and components of Wrigley) with a strong emphasis on experiential learning. It would include some top-level faculty recruits in areas of environmental data management, climate and energy, risk and natural hazard etc. Most importantly, it would bring under a single umbrella the faculty who strive to tackle environmental topics from the perspective of Environmental Science—Law—Medicine—Policy/Economics---USC strengths. One purpose of the institute could be to teach a gateway Environmental Topics undergraduate class. We envision the Environmental Institute as a funnel that would capture undergraduates

who want exposure to environmental topics from a broad perspective, as they sort out which direction they ultimately want to pursue for a degree.

Various visions of how to assimilate environmental study programs at USC under one cover have been discussed by our faculty for years. The report by the visiting committee adds impetus to seeing this occur. That it should happen in the college and should happen with Earth Sciences in a leadership role is my opinion and the faculty consensus. Recently, Dean Miller named 'Stewardship of the Earth' as one of 8 key initiatives to build upon in Dornsife. We propose that the Environmental Institute become a focus of this initiative.

USC University of Southern California

OFFICE OF THE PROVOST

Elizabeth A. Graddy, Ph.D.
Vice Provost for Academic and Faculty Affairs
Jeffrey J. Miller Chair in Government, Business, and the Economy

MEMORANDUM

To: Amber Miller, Dean
Stephen Bradforth, Divisional Dean of Natural Sciences
Steve Finkel, College Dean of Graduate and Professional Education
Will Berelson, Chair

From: Elizabeth A. Graddy

Date: March 30, 2018

Subject: UCAR Post-Review Action Plan for the Department of Earth Sciences

Thank you for your participation in the Academic Program Review of the Department of Earth Sciences. As a result of our post-review meeting held on March 28, 2018, I am pleased to lay out a basic action plan.

Please send me a progress report no later than August 15, 2018 – bullet points are fine – on the following items that arose from the review:

- Developing a hiring plan that builds on the strategic plans of the department.
- Developing a recruitment plan to increase the diversity of faculty.
- Creating greater stability and support for productive research faculty, such as longer-term contracts.
- Forming a unified set of expectations for the qualifying exam.
- Expanding collaboration across the University.

It is our hope that the UCAR process will support the continued growth and development of the PhD Program in Earth Sciences.

cc: Sally Pratt
Dana Irwin
Donna Garcia

USC University of Southern California

OFFICE OF THE PROVOST

Elizabeth A. Graddy, Ph.D.
Vice Provost for Academic and Faculty Affairs
Jeffrey J. Miller Chair in Government, Business, and the Economy

MEMORANDUM

To: Amber Miller, Dean
Stephen Bradforth, Divisional Dean of Natural Sciences
Steve Finkel, College Dean of Graduate and Professional Education
Will Berelson, Chair

From: Elizabeth A. Graddy

Date: September 26, 2018

Subject: UCAR Post-Review Action Plan for the Department of Earth Sciences

Thank you for your update submitted on August 10, 2018 to share your progress on the post-review action plan. It is clear that you are addressing the primary concerns raised through the UCAR process, most notably developing a faculty-hiring plan, creating greater stability and support for productive research faculty, and forming a unified set of expectations for the qualifying exam. Therefore, it is unlikely that we will need to meet again as part of the Program Review process. Your plans and actions inspire confidence that the program will increase in stature.

Thank you for your active involvement in the Academic Program Review. I hope that you have found the process beneficial. I would appreciate any ideas you might have on how we might improve the process.

cc: Sally Pratt
Dana Irwin
Donna Garcia

Memorandum of Understanding to Guide the
Academic Review of the Department of Psychology

Academic program review consists of on-going, high quality peer reviews of all the University's academic units and programs offering graduate degrees. The purpose of program reviews is to foster academic excellence at all levels, to determine how to raise quality to a higher level, and to provide guidance for administrative decisions in support of continual future improvement.

Program reviews at USC have the following characteristics:

1. Reviews provide a concise, honest appraisal of an academic unit's strengths and weaknesses.
2. Reviews are forward looking. While assessment of a program's current status is important, priorities for continual future improvement are of greatest concern.
3. Reviews are evaluative, not just descriptive. Plans for improvement require academic judgments about the quality of the faculty, academic program(s), students, curricula, resources and future directions.
4. Reviews incorporate expert assessment provided by reviewers from other high quality institutions.

Each program review must include consideration of the issues described in the Guidelines for Academic Review. These are set forth in Appendix I, II, and III of the Guidelines. In particular, Appendix I provides an outline for the unit's self-study, and Appendix III includes the topics for the Review Committee, consisting of internal and external members, to assess. The latter specifies:

The Review Committee should thoroughly and candidly evaluate:

1. The academic mission and intellectual profile of the doctoral program(s).
2. The reputation of the program among peers in the discipline, including national rankings (where appropriate), and the extent to which the program is regarded as a leader in the field.
3. The likelihood that the program can become pre-eminent in the field. Review Committees should recommend the priorities and strategies that are needed to achieve the university's goal of academic excellence and eminence.
4. The stature and diversity of the faculty, and whether specific faculty members have been duly recognized in their field or by their peers for their accomplishments and promise.
5. The extent to which the unit under review contributes (or could contribute in the future) to interdisciplinary research and teaching, and whether there are interdisciplinary ties that currently are underdeveloped.
6. The alignment between program learning outcomes and course learning outcomes along the progression from introductory to advanced levels.
7. The effectiveness of the program's assessment plan to evaluate student learning and quality of teaching.
8. Improvements which are possible without the need for massive infusions of university resources.

9. Improvements which are possible only with additional resources.
10. Whether there are entrenched or irreconcilable issues within the program that constrain its effectiveness, and whether there might be more effective ways of working together.

This Memorandum of Understanding (MOU) sets forth additional issues that the Provost, the Dean, and the school or unit have identified as questions of particular importance for the unit under review. Please be aware that the additional issues are in addition to, and must not supplant, the eight specific areas for evaluation listed above. Both the school or unit, in its self-study, and the Review Committee should provide their analyses of these issues during the review process. We note that the review itself may raise additional issues during the process of assessing a unit's strengths and weaknesses.

The additional questions identified as important to address during this review are the following:

1) In light of the Department's efforts to become more interdisciplinary, should the Department retain its area structure?
2) What is the role of the two Master of Science programs and how can they better interface with the Department and the Ph.D. program?
3) What departmental strengths should the Department leverage to be in alignment with the growth of the field?

The MOU also outlines the general composition of the Review Committee, including its size, and the range of disciplines and/or sub-disciplines to be represented. The following provides guidance with regard to the composition of the Review Committee:

The Review Committee should include representatives from institutions with the following types of programs:

- Clinical Science
- Cognitive Neuroscience
- Developmental Psychology
- Quantitative Methods
- Social Psychology

*The external committee should consist of at least one member from Clinical Science and one member from Cognitive Neuroscience.

Institutions from which Review Committee members could be drawn:

- Duke University
- Emory University
- Harvard University
- University of California, Berkeley
- University of Michigan

- University of Minnesota
- University of North Carolina, Chapel Hill
- University of Pennsylvania
- Yale University

The internal member of the Review Committee might be drawn from the following programs at USC:

- Davis School of Gerontology
- Department of Economics, Dornsife College of Letters, Arts and Sciences
- Department of Linguistics, Dornsife College of Letters, Arts and Sciences
- Department of Management and Organization, Marshall School of Business
- Department of Sociology, Dornsife College of Letters, Arts and Sciences
- Division of Biokinesiology & Physical Therapy, Ostrow School of Dentistry
- Division of Occupational Therapy, Ostrow School of Dentistry

The following are collaborating units, centers, or groups of faculty that might be included in the site visit and/or particular groups within the unit which should meet separately with the review committee:

- Alzheimer Disease Research Center
- Andrus Gerontology Center
- Annenberg School for Communication
- Center for Risk and Economic Analysis of Terrorism Events (CREATE)
- Department of Management and Organization, Marshall School of Business
- Department of Marketing, Marshall School of Business
- Neuroscience Graduate Program

The self-study should be completed no later than **January 25, 2019**. If the unit needs any information that is gathered centrally for use in its self-study, it should contact the Provost's Office or the Dean's Office for that information. During this time, the Provost's Office will work with the UCAR Chair and members to select the appropriate internal reviewer(s) and to invite external consultants to participate in the site visit.

Signed:

Elizabeth Graddy
Vice Provost for Academic and Faculty Affairs
Provost's Designee

Amber Miller
Dean, Dornsife College of Letters, Arts and Sciences

Jo Ann M. Farver
Chair, Department of Psychology

cc: Michael Quick
Sarah Pratt
Dana Irwin
Donna Garcia

UCAR Self Study

University of Southern California
Department of Psychology
January 25, 2019

Self Study Narrative

I Executive Summary of Comprehensive Plan for Improvement

II Overview

A. Introduction to contemporary issues in psychology
B. Current academic profile and comparisons with other programs
C. Statement of program learning outcomes
D. Recommendations of the previous UCAR and progress since that assessment
E. How the department is responsive to USC's strategic plan

III Comparative strengths, distinctiveness, and weaknesses

A. Assessment of the department's current academic stature, including national rankings and metrics of excellence

IV Assessment of Student Quality

A. How the program reviews the progress of each doctoral student
1. Form of review and when administered
2. Nature of the qualifying exam
3. How students are informed of the results
4. Measures taken if the student is not making good progress

B. Student Quality & Diversity, Placements of Graduates, & Diversity Statement

V. Assessment of Faculty Quality

A. Stature and diversity of faculty, recent achievements, research strengths, sponsored research support, and service.
B. Quality of teaching, evaluation of educational programs, evidence of student learning
C. Contributions to interdisciplinary research and teaching with other programs at USC and/or elsewhere
D. The impact of undergraduate teaching on faculty resources.

VI Comprehensive Plan for the Future

V Additional Questions

In light of the Department's efforts to become more interdisciplinary, should the Department retain its area structure?

What is the role of the Master's Degree programs and how can they better interface with the Department and the Ph.D. program?

What strengths should the department leverage to be in alignment with the growth of the field?

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V Appendix for Comprehensive Plan for the Future

[No appendix items- all information is in text of narrative]

VI Appendix on Resources

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Note: Most tables were assembled August to September 2018

I. Executive Summary of Comprehensive Plan for Improvement

The USC Psychology Department is committed to the development, dissemination, and application of new knowledge in Psychological Science. We strive to attract and support a faculty that is nationally and internationally recognized for excellence in research and to provide outstanding undergraduate and graduate programs of study. Our mission is to help students at all levels obtain knowledge and develop critical thinking skills through didactic, laboratory, and practical training experiences that lead to a solid understanding of the relations among psychological theories, research, practice, and application. Guided by the principles of scientific inquiry, we seek to advance knowledge of behavior, apply that knowledge to human problems, and extend our expertise to local, national, and international communities.

The Psychology Department is a strong and well-respected academic unit within the Dornsife College of Letters, Arts, and Sciences. Our faculty excel on all indices of research productivity, grant funding, teaching, and service, not only to the university, but also to the greater Los Angeles community and the field of Psychology. We attract strong doctoral applicants who have competitive GPAs and GRE scores, and undergraduate degrees from highly ranked psychology departments across the US and around the world. When degreed, our graduate students are well-prepared for research, teaching, and service careers in a variety of settings.

Despite the many successes of the faculty and students in Psychology, we face several challenges in meeting our goal of increasing our department ranking over the next ten years. In our 10-year plan, we have identified several themes that cut across our five traditional areas that can lead to new collaborations and address emerging issues in psychological science. We outline how these themes can be woven together to promote the quality of our program, increase our national rankings, and enhance our prominence in the field. In tackling the grand challenges of our times, the best work takes place at the intersections between disciplines, and psychology is situated at many of those intersections. As a department, we seek to be at the forefront of emerging opportunities in the field.

II OVERVIEW:

A. Introduction to contemporary issues in psychology

As a “hub” discipline, Psychological Science bridges the social and life sciences to address questions that span multiple domains of human behavior, including neural, physiological, and cognitive processes; developmental factors and individual differences; social and interpersonal influences and environmental contexts. Moreover, because Psychological Science benefits society and enhances our lives, there are obvious applications in community, school and health care settings. Therefore, while those who are trained as psychologists find work in psychology departments in universities and other research settings, they are increasingly visible in departments or schools of psychiatry, preventive medicine, neurology, pediatrics, law, business, communication, education, social work, engineering, public policy, and gerontology.

In fact, recent economic and demographic data compiled by the American Psychological Association (APA) predict significant changes in employment opportunities for psychology PhDs (APA, Diaz-Granados 2018; APA Monitor, 2017). In the past, an academic position in a top R01 university was the *gold standard* for a successful career. However, current trends suggest that newly degreed psychologists will build research careers in corporations, non-profit organizations, the military and government, and others will capitalize on their expertise to run clinics, develop new therapies and analyze program effectiveness in hospitals, research centers, mental health clinics, and pharmaceutical labs. The NIH has acknowledged these changes in their evaluation and funding of T-32 training grants (APA, Diaz-Granados 2018). These changes have ramifications for our graduate training program. Flexibility, creativity, and adaptability will be key to our long-term success in training students who will need skill sets and expertise that allow them to forge careers in both traditional and new settings. Many students will end up in careers they did not plan for or ones we cannot even imagine now.

Consistent with the increasing recognition that Psychology is a core STEM discipline (APA, 2014), many Psychology Departments have moved into the Natural Sciences Division (or the equivalent) at their universities and re-classified the CIP code for their doctoral degree to designate a STEM discipline; (e.g., UCLA, UWA, UVA, UWI, Purdue, UOR, Brown, Columbia, UNC-CH, etc.). In 2016, our program moved to the Natural Sciences division. This realignment is beneficial in raising the stature of Psychology within the Dornsife College, increasing start-up packages and salaries for new faculty hires, and after completing their degrees, international students receive three years of OPT instead of two.

In the past decade or more, there has been an increasing appreciation that human problems are best addressed by drawing on perspectives from different psychological specializations and other disciplines. Therefore, research in Psychological Science is increasingly carried out by collaborative, interdisciplinary teams that bring different theoretical perspectives, levels of expertise, and integrative analyses to the study of human behavior. This trend is consistent with shifts in federal funding priorities that emphasize centers, consortia, multi-site projects, and similar mechanisms. These changes have implications for how psychology departments are organized, faculty research is evaluated, and how graduate students are trained. Relatedly, in many top psychology departments, areas or specializations are becoming interwoven (See Appendix II A 3 and comparative information presented below). Emerging areas of interest are realigning and connecting traditional foci in new ways. For example, health psychology brings together clinical, social, and physiological psychology, whereas affective neuroscience brings together social psychology, personality, and cognitive neuroscience.

There is widespread recognition that the sub-discipline of quantitative psychology is rapidly evolving as more complex and sophisticated models and methods are developed to account for and predict outcomes related to psychological and behavioral variables. Advanced quantitative methods are essential for conducting research in psychology and related disciplines. As psychology advances, and new forms of data proliferate (e.g., “big” and intensive longitudinal data), more specific models and more sophisticated quantitative methods will be required to estimate model parameters and compare competing models to obtain a meaningful understanding of data. Therefore, maintaining a quantitative area within psychology departments is imperative not only to advance the field but also to provide training for graduate students.

Recent technological developments offer increasing potential for the development and use of new research methodologies (e.g., fMRI) in psychological studies. Moreover, the information revolution offers new tools for assessments and treatments that fundamentally alter patterns of human communication. Psychology will need researchers and practioners who have expertise in electronic communication, social media, and digital lives. Studies of the human-technology interface will allow us to better understand how new forms of technology will shape communication, behavior, and the manifestation of psychopathology. Furthermore,such studies will aid in harnessing new technologies to address critical problems, assess relevant phenomena, and plan interventions.

B. Current Academic Profile of our Department of Psychology & Comparisons with other Programs

Currently, there are 35 tenured and tenure-track faculty; seven have split appointments with other departments/schools. Our department is structured around five areas: Brain and Cognitive Science (BCS), Clinical Science, Developmental, Quantitative, and Social. All faculty members are affiliated with an area while seven are associated with two or more areas (Appendix I B & C). An increase in cross-area affiliation reflects trends for collaborative and interdisciplinary research and is in part a response to the 2008 review committee report that we *develop Cross-Cutting Interest Groups (discussed below).*

Over the past ten years, the number of tenure-track faculty has remained at about 35. Although we hired 16 faculty members during this time (Appendix I E 1 & 2), we lost 14: six retirements, three deaths, three resignations, and two non-tenure cases (see Appendix I F). The size of the faculty has

not kept pace with the increase in undergraduate psychology majors, (e.g., 714 in 2008 to~1000 in 2018). In addition, the increase in the total undergraduate enrollment at USC has ballooned the number of Psychology and GE courses we are required to offer (approx. 3000 seats per semester) and accordingly, an increase in the lab/discussion sections staffed by our graduate students as teaching assistants (TAs). Every semester we are short TAs to cover the undergraduate sections. This situation (which is likely to become worse), compromises the quality of our undergraduate major, the graduate student TA assistant experience and training, and in turn our overall graduate program.

There are 35 Research, Teaching, Practice, and Clinical (RTPC) faculty; formerly referred to as non-tenure track (NTT) (see Appendix I D 1). The increase from 29 NTT/RTPC faculty in 2008 to 35 is a result of our newly created terminal master's degree programs (MAPP in 2009 and ABA in 2017), and the demand for seats in the undergraduate psychology courses.

There are 35 USC faculty with joint appointments in our department (Appendix IV C1). The increase from 18 in 2008 to 35 is associated, in part with a response to the 2008 UCAR recommendation that the department *Capitalize on Joint Faculty.* Today, **j**oint faculty contribute to graduate training by serving on students' thesis and dissertation committees and admitting students as key advisors. These include: Mather (Gerontology), Immordino-Yang (Rossier School of Education), Leventhal (Keck), and Lyon (Law School).

Currently, there are 82 graduate students enrolled: 41 Clinical, 20 Social, 10 BCS, 7 Quantitative, and 4 Developmental (see Appendix III A1). Our Clinical Science program is nationally accredited which means that students must meet a certain distribution of courses including supervised clinical experience in addition to the coursework and research training requirements for all graduate students.

Appendix II D provides a comparison of our department profile with ten of the top ranked psychology departments. (Please note USC has no access to databases that would allow us to make specific comparisons of faculty and program metrics. All information in the appendix and discussed below was assembled from department webpages which unfortunately could be outdated or inaccurate).

In terms of relative size (i.e., number of core faculty), Stanford (30), Harvard (29), and Yale (27), are smaller than USC (35), while the public universities are much larger—UCLA (77), Michigan (98), UT Austin (63), and UIL C-U (79). The small programs draw on affiliated faculty from other departments and schools and encourage cross-area/interest group affiliations and interdisciplinary collaborations among faculty and graduate students. U Minn (45) draws on faculty from their highly ranked Child Development Institute, which is also one of the top developmental programs in the country. The large programs also have more graduate students enrolled with faculty/student ratios that range from 1.24 to 2.97 (USC is in midrange with ~2.34). The top ranked programs also have several prestigious National Academy of Science members; USC currently has none.

With the exception of Stanford, all departments have a clinical science program, which tends to be the largest followed by neuroscience/brain sciences or the equivalent. Every department has an area called "Social" (or "Social and Personality"), and all have a developmental area that tends to be smaller than the other areas. Seven of the 10 programs do not have a quantitative area. The proportion of faculty associated with cognitive psychology, behavioral neuroscience, biological psychology or similar areas ranges from 32% to 43%. At USC it is ~30% whereas,in prior years the proportion was about 50%. The proportion of social area faculty ranges from 16% to 36%, compared to 15% at USC.

The departments vary in their organizational structure. All have "areas" or specializations that differ in size; Penn has just two areas, Harvard and Yale have four; and others have as many as 10 (UCLA). At Penn and Yale for example, there are several crosscutting areas of specialization and a substantial number of faculty affiliate with multiple areas within their departments (e.g., Harvard). At Stanford, faculty and students are organized by five areas but they are also aligned with 25 themes that cut

across the areas. Most programs have added new, non-traditional areas/specializations, such as Health Psychology (UCLA); Judgment and Decision-making (Penn); Individual Differences and Behavior Genetics (Penn & Minnesota) and Affective Science (Stanford). Compared to these 10 programs, our department is organized by five "traditional" areas which continue to be uneven in size and quality. Although there are some crosscutting interest groups and we have developed new courses in health psychology and statistics for example, no new areas or specializations have emerged.

Our Brain and Cognitive Science area has well-known scientists among its faculty. BCS is integrated with a university-wide interdisciplinary neuroscience program for undergraduate and graduate students. Many of the BCS faculty mentor students in the Neuroscience Graduate Program, Computer Science, and Linguistics. This multidisciplinary effort strengthens the scholarship of our faculty and the training environment for students in Psychology.

The *Brain and Creativity Institute* led by Drs. Antonio and Hanna Damasio is home to twelve faculty (most of whom are affiliated with Psychology), who share an interest in the science of emotion and affect and other topics, such as decision-making, education, health behavior, the construction and regulation of cultures, and the creation and experience of music. The Institute's efforts both enrich and are enriched by the activity of several units (Viterbi's Department of Bioengineering, the Chan Division of Occupational Science, Rossier School of Education, and the Thornton School of Music). The BCS/BCI associated *Dornsife Neuroimaging Center* (DNI), directed by Dr. Hanna Damasio is available to psychology faculty and other units on campus. Graduate students can enroll in Kaplan's Psyc 555: *Introduction to Functional Magnetic Resonance Imaging,* which covers physical and physiological bases of MRI and fMRI, and allows students to design their own fMRI experiments.

Our department has a well-respected Clinical Science program that was re-accredited in 2017 for 10 years. The program offers a clinical-child track and a nationally renowned clinical-aging track that was one of the first in the country. Maintaining the clinical-aging focus has been a salient departmental goal and is evident in our three recent tenure-track faculty hires in clinical-aging: Nation 2013, Beam 2018, and Thames 2018. Our department has trained students in gero-psychology who are now faculty members teaching in psychology departments across the country.

Our Quantitative area faculty have led the field in developing modern quantitative methods and models, applying advanced methodology to a range of research areas, and training students to use cutting-edge quantitative methods. Their specific strengths include: Robust Statistical Methods (Wilcox); Behavioral Genetics, Methods and Models (Baker, Prescott); Behavioral Decision Making (John); Multi-level Modeling and Structural Equation Modeling (Lai); Longitudinal Growth Modeling (Prescott, Beam); and Big Data Text Analysis (Dehghani). These advanced quantitative methods are essential for conducting research in psychology and related disciplines and therefore are integral to graduate student training.

The recent transformational hires more than doubled the size and eminence of our Social area. The four senior hires (Oyserman, Schwarz, Stone, and W. Wood) and continuing senior faculty Read, have mean Google Scholar citation counts and *h* indexes on par with social psychology faculty at peer institutions (e.g., Harvard, Princeton, Stanford, and Yale; *M h* index range= 46.2 – 78.5; USC *M*= 78.4). Their research foci has broadened the area to include decision-making and health behavior; social and political formations, embodied cognition, and school-based interventions.

Developmental psychologists study change across the lifespan. Therefore, their work essentially connects to and informs every other subfield of psychology. For example, to understand the adult mind, one has to know how much of our cognitive functioning is innate to the human species, and how much is influenced by environmental experiences across the lifespan. To understand human social behavior, researchers study how formative experiences within the family, peer group and the larger sociocultural milieu shape adult social interactions and psychological functioning. Currently, our faculty studies hormonal influences during the transition to parenthood to the properties of memory in the aging brain.

Apart from the three core developmental faculty (Farver, Manis Moll), there are at least 11 faculty who study children, adolescents, young adults, aging adults, or changes across the lifespan. Thus, as a small area, Developmental has traditionally leveraged strengths to create bridges to other research areas within the department.

C. Statement of program learning outcomes (Appendix III B)

As shown in the *Handbook for Graduate Students*, the five areas have specific requirements associated with student training. Each area emphasizes students' involvement in research via an apprenticeship model. Clinical Science has the most detailed requirements and are aligned with the APA accreditation.

D. Recommendations of the previous 2008 UCAR review, and progress since that assessment

1.Moving Up in the Rankings of Psychology Departments

In ten years, our department has moved from #40 to #26. The 2008 review committee observed that our five departmental areas were uneven in many respects and that the goal of moving up in the national rankings would be difficult to achieve based on only two strong programs (i.e., BCS and clinical). Unfortunately, as mentioned above, hiring in our department has not kept pace with faculty losses. Therefore, it is no surprise that the reviewers' comment that: *small programs and small areas inside programs have difficulty attracting high quality graduate student applicant pools,* continues to be true. In 2018, the lack of a critical mass of faculty in three areas of the department remains a problem and the most critical area is developmental with just three core faculty. Hiring in the social area was prioritized and we added five faculty; four of whom were senior transformational hires. Compounding the critical mass problem, the 2008 review committee predicted that a third of our faculty would retire over the following five years. While this did not materialize (in fact only 17% retired), in 2018 this prediction may become a reality. We also acknowledge that simply adding faculty to small areas will not solve the problem. Therefore, we have made efforts to strengthen collaborations with faculty who are psychologists in other departments, add jointly appointed faculty, and encourage cross-area affiliations (Monterosso in BCS and Social, Dehghani in BCS, Social and Quant, and Beam in Clinical and Quant).

2.Forming Cross-Cutting Interest Groups

The first recommendation was to develop cross-cutting interest groups to help the department loosen the existing area structure and to help re-balance and pull the department together. The committee report contained a figure diagramming how these interest groups could map onto the department's area structure. Since 2008, we have moved in this direction and some faculty now claim affiliation with two or more areas. Interest groups we created after the review appear on our webpage; some of which are now being updated. These efforts helped to reduce the insularity and "silo-ed" nature of the department. Some of these affiliations have originated with the junior faculty who see it in their interest to collaborate on grants and publications; (e.g., Dehghani (BCS, Social, & Quant), who has a joint appointment with Computer Science in the Viterbi Engineering School and has collaborated with Moll (Developmental) on a successful grant from the Department of Defense). Other cross-disciplinary affiliations include John who is an Associate Director of CREATE (Center for Risk and Economic Analysis of Terrorism Events), and Nation who is linked to Keck and the Andrus Gerontology School. Accordingly, in recent hires, we have sought new faculty members whose research programs span two or more of the traditional areas of the department, to open up new connections, create new intellectual synergies, and bring new scientific approaches (e.g., Beam is a clinical gero-psychologist with expertise in close relationships and quantitative methods. He teaches graduate-level quantitative methods and a clinical practicum in gero-psychology, and an undergraduate family relations class). Tenure and promotion dossiers in our department now contain multi-authored publications and team projects submitted for funding. Submitting grants across departments and professional schools has increased and the USC contracts and grants office can set up satellite accounts to handle differential funding mechanisms.

3.Capitalizing on Joint Faculty

As mentioned by the 2008 review committee, small programs/areas inside programs need to be creative in building links to other units in the university—i.e., doing more with less. We have increased the number of joint faculty since the last review and these individuals have meaningful roles in our department serving as mentors and advisors of graduate students and supervising thesis and

dissertation committees, and so forth (Appendix IV C1).

*4.**International Opportunities/Collaborations***

Our faculty continue to pursue international collaborations in a programmatic fashion and many take advantage of our location on the Pacific Rim to develop and maintain collaborations with scholars in Asia. Two years ago, we created an exchange program between our undergraduate psychology program and the psychology department at the Chinese University of Hong Kong (CUHK). Faculty international collaborations include: ***Beam*** and colleagues in Finland, Sweden, Denmark and Australia work on twin studies of cognitive aging and dementia. ***Farver*** collaborates with colleagues in Hong Kong as a co-PI on a cyberbullying intervention at IED and an early literacy intervention at CUHK, both funded by the Hong Kong Research Grants Council. ***Lopez*** studies the duration of untreated psychosis among individuals with first episode psychosis in Puebla, Mexico funded by NIMHD**.** ***Margolin*** collaborates with former post docs at the University of Haifa and University of Montreal publishing from her longitudinal family studies project. ***Oyserman*** studies the correlates of youth identity formation in Australia, PRC, France, Israel, and The Netherlands. ***Schwarz*** has ongoing projects in Europe, Australia, and Canada. ***Stone*** collaborates with scientists in Spain and The Netherlands to develop the Ecological Momentary Assessment method for single case study designs. ***Wilcox*** collaborates with researchers in Scotland to develop methods to analyze neuroscience data, and ***W. Wood*** works with colleagues in Tel Aviv to test how habits impede social influences and has an online study at INSEAD in France. ***Zevin*** collaborates with colleagues on linguistics projects in Taiwan, Israel, Spain, PRC, and Hong Kong.

5.Space

Space is a continuing and ever-evolving issue.While most faculty are housed in SGM, some have offices and lab space in Hedco, the BCI, and VPD. We have renovated parts of the six floors of SGM that house our department to accommodate new hires and promote shared research space where practical. Since 2008: the entire 8th floor was remodeled to develop the social behavior labs for shared data collection; half of the 9th floor was remodeled to add a psycho-physiology lab for biological specimen collection and processing; to house the Psychological Services Center (PSC; the clinical science doctoral training center), the entire 10th floor was remodeled to house a new clinic. We expect that space will free up as faculty retire over the next five years. However, we will continue to be impacted due to how faculty space is presently configured; (i.e., individual faculty who have multi-room "suites" with mini-coinference rooms, mini-kitchens, testing rooms, etc.). For the department to grow (increase the number of faculty and graduate students), we will need to re-think our use of space. The 8th floor social area remodel could be the prototype for moving forward.

*6.**Faculty Development/Tenure, Promotion & Mentoring***

In the 2008 review, the committee noted there was confusion in the junior faculty's understanding of the evaluation process for tenure and promotion. The new Dornsife College Dean has initiated a myriad of changes in the mentoring and reviewing of junior faculty for tenure and promotion. There is now more extensive department-level mentoring and a series of college-level 2nd, 3rd , and 5th year reviews that involve compiling dossiers (minus outside/referee letters) to document junior faculty publications, grant funding, teaching evaluations, internal committee reviews, chair memos, dean-level committee evaluations, and so forth. Chair feedback and clarification of the expected benchmarks are provided after each review to the individual faculty member. The tenure review process at USC will not become more transparent than it is now. The merit review system for all TT and RTPC faculty will likely change as a new campus-wide process for evaluating faculty teaching is developed and implemented.

7.Diversity Issues (see section on Departmental Diversity efforts below).

8.Graduate Student Training

Admission policies. The *GRE scores of admitted students have increased* since 2008*:* Verbal 7-year average= 162.4 (91%); Quant= 161.2 (78%); GPA= 3.67 (See Appendix III A4). 86% of the students were admitted from private and public universities; and 14% came from international universities (N. Korea, PRC, Australia, Canada, Chile, Israel, Iran). As recommended by the 2008 review, none were admitted from our own undergraduate program.

Faculty Advising and Mentoring. Where reasonably possible, we *assign incoming students to*

mentors based on the mentor's past record. We have become more systematic in monitoring student progress through the program. In terms of *cross-mentoring*, we have encouraged students to seek out faculty in other departmental labs and emphasized the value of having a secondary mentor and/or being involved in other labs/projects.

Funding for students' travel to professional conferences. We have increased our departmental funding for students to attend national or international professional conferences from $500 to $1,000 per year. While we require students to present at the conferences to receive funding, first year students can receive funding without presenting. (See Appendix III A5) for number of students who received funding for professional conference attendance). Students can also apply to the Graduate and Professional School Senate Conference Travel Fund, and the clinical science area has a gift account that can support clinical students' travel to conferences.

Funding for students' research projects. Beginning Spring, 2018, we developed a mechanism to support students' data collection for their second year and dissertation projects, to attend specialized training (e.g., stats workshops), and to pilot their measures/research methods/data collection strategies. Students submit a mini grant proposal in NIH format with a budget for up to $4,000 per year. A four-person committee made up of the chair, director of graduate studies, and two graduate students evaluates the proposals and determines the funding.

Student Membership in Professional Organizations. Students are encouraged to join professional organizations in psychology and/or in their specialty and to establish at least one membership by the end of the first year. Student membership provides the benefits of regular membership (e.g., journals, newsletters, notices of meetings, reduced registration at meetings, and access to a ListServ where relevant discussions occur (see Appendix III A6 for list of current students' memberships).

Pre-Doctoral Fellowships. Between 2013 and 2017, eight of our students received NSF, NRSA, or Ford Foundation fellowships. We highly encourage these applications. Most of our students also attend a "boot camp" run by the graduate school to help them develop applications.

Mentored Teaching Experiences. Graduate students cannot teach classes at USC. However, most serve as Teaching Assistants (TAs) for two or three years (4 to 6 semesters) where they lead labs or discussion sections, hold office hours and interact with students, attend the classes they TA, and so forth. Simply grading papers or exams is now a rare TA experience. Students enroll in Psyc 593: *Practicum in Teaching Psychology*, a required 2-unit class that provides observations and feedback of their performance in their sections.

Peer mentoring for first year students. In December 2016, a BCS faculty member was killed in his office by his neuroscience graduate student. The morale of the department suffered as this event was very troubling to the faculty, staff, and students. To address safety and security concerns, we formed a Safety Committee. In Fall 2017, we began a peer mentor program where continuing graduate students are paired with the incoming first year cohort to provide a positive transition to the program (information about housing, courses, department issues, and so forth). Aside from the benefits to both mentor and mentee, the program helps us track the mental health of the "newbees".

Tracking and Evaluating our Program. In Spring 2016, we began holding yearly Town Hall Meetings with the graduate students and faculty. Students complete an anonymous survey about their experience with the program and their responses are compiled, summarized, and presented at the meeting. The department chair, director of graduate studies, faculty, and students discuss and address "burning issues," and provide information to dispel "urban myths" and misunderstandings or misinformation. Later, the chair and director of graduate studies meet to develop or initiate policy changes in response to the students' concerns.

Yearly Cohort Meetings. In 2017, the chair and director of graduate studies began holding meetings with each the cohort to provide updated information about changes in the curriculum requirements, answer questions, and remind students of impending deadlines. These meetings support our progress monitoring of all students, and alert us to existing issues and/or head off future problems.

Student Resources and Support. After the 2008 review, the department developed the Graduate Consultation and Computer Center (GC-3) https://dornsife.usc.edu/psyc/gc3/ The GC3 provides statistical consultation for students working on research projects, poster presentations, symposia, journal articles, theses, and dissertations. The center has computers and statistical programs to use with or without the assistance of the TA consultants. There is space to bring a laptop to work on projects either individually or in small teams.

In summary, we have minimized preventable causes of attrition (flawed admissions procedures, unsupportive learning environments) and increased the quality of our graduate training by:

1. Maximizing the "goodness of fit" between student background, educational/career goals and the program's aims/philosophy and faculty research areas/interests, and students' credentials.
2. Providing a climate of respect for students' opinions and their contribution to the department.
3. Holding yearly town hall and small group cohort meetings that track students' progress and "nudge" them along to ensure they complete the program in a timely fashion.
4. Maintaining an open door policy where the director of graduate studies and the chair welcome students to talk about their specific needs/special circumstances (personal/family, physical and mental health issues), to safeguard their well-being where possible.

9. Terminal Master of Science Degree Programs. Although the 2008 review recommended we re-think creating a terminal MS program, we went forward and created two.

MHB /MAP. In Fall 2009, we launched the Master of Science in Human Behavior (MHB) on-campus program directed by Greene. Developed in response to the college's interest in creating Masters' Degree Programs, the intent is to apply psychological principles to business settings. The training model links together traditional research methods, social psychology, interpersonal relations, group dynamics and cognitive processes to emphasize practitioner-focused learning in business and applied settings. The program develops students' personal and interpersonal skills for business environments and includes conflict negotiation, networking, and cross-cultural awareness. From a social psychology perspective it involves a hybrid Organizational/Industrial specialization. The program is typically completed in one year (two semesters and one summer) with five content courses, an internship, and final treatise (~ 32 units). In Fall 2012, the program was restructured and renamed Master of Science in Applied Psychology (MAP). In 2013, based on USC's 2011 strategic plan to expand distance education, an online version was developed and launched. Dr. Leggett was hired to direct the program. As of 2018, the program has stabilized largely due to Leggett's vision and effortful work. It has generated a revenue stream for the department via cost-sharing with the college to support the doctoral program. There are 30 students enrolled in the on-campus program per year and about 60 in the online program that runs year round (fall, spring, summer).

Applied Behavioral Analysis (ABA). In 2017, we developed the Master of Science in Applied Behavior Analysis.The program uses a scientist-practitioner model to prepare graduates to provide services that improve the quality of life of individuals with autism and other developmental disorders. The program is approved by the Behavior Analyst Certification Board (BACB), and includes 270 instructional hours of coursework and 1500 hours of supervised field work. At graduation, students have completed the coursework and fieldwork requirements to sit for the Board Certified Behavior Analyst (BCBA) certification exam. Elective coursework focuses on child language acquisition, psychopathology, and autism spectrum disorder. Dr.Tarbox is the director and there are 22 students enrolled in the program.

E. How the Department is Responsive to the University's Strategic Plan

Leading Through Values. In great universities, strong psychology departments contribute to the intellectual vitality and scholarship of other units and departments. Our department is committed to assuming this important role to support the USC mission of providing a meaningful educational experience for graduate and undergraduate students and carrying out research that creates new knowledge that benefits society. Today, big questions, problems, and topics require different perspectives and we are poised to address challenging questions by collaborating on research projects with faculty within our department and across the university. To this end, many of our faculty have joint appointments and several are associated with multidisciplinary centers housed in Dauterive Hall. We have embedded a multi-disciplinary perspective in our graduate student training and it is apparent in our faculty's basic and applied research.

We promote the core ethical values inherent in the USC tradition by instantiating them in our graduate and undergraduate courses where we help students learn *how* to think rather than *what* to think. In developing critical thinking skills, students can make *informed* ethical decisions across all areas of their education and life experiences. Regardless of students' subfield of interest within psychology or other majors, the future work force will require interfacing across a variety of settings with people who have different training, and are from different cultural backgrounds, social classes, and communities. Providing opportunities for students to develop an appreciation of diversity and inclusion in line with multidisciplinary problem-solving is a primary goal of our pedagogical practice in psychology.

Leading Through People, Impact, and Transformation. Working in interdisciplinary teams, our faculty and graduate students design and carry out research that addresses some of the challenging, *wicked problems* impacting the physical and psychological health of children, families, and aging adults. Psychology has a long tradition of wedding basic and applied research and our faculty are on the cutting-edge of an effort that bridges fundamental and applied work and offers applicability to real life problems. One recent example is our departmental effort to collaborate with Leventhal (who holds a joint appointment in Psychology and Keck Preventive Medicine) to form an *Institute for Addiction Science*. Addiction of any kind (and most recently the opioid crisis) is an intractable problem. As it takes shape, this institute has the potential to connect psychology faculty who study addiction (drugs, alcohol, tobacco, food, social media, and gambling), from cognitive, biological, and social perspectives, and across the life span (Baker, Bechara, Monterosso, Read, W. Wood), with faculty from Social Work, Preventive Medicine, Viterbi, and Education. Other *wicked problems* we tackle include: autism (our ABA MS program provides training to work with individuals who suffer from autism), victimization and bullying in schools (Schwartz), natural disasters, cyber-threats and terrorism (John), diseases of aging (Nation, Thames, Gatz, Beam); social and political formation/fake news (Schwarz), motivation and learning in schools (Oyserman), obesity and healthy eating (Bechara, W. Wood), health and well-being (Stone, Saxbe), risky decision-making (John, Read), risky-sexual behavior (Read).

III. Comparative Strengths, Distinctiveness, and Weaknesses (Appendices II & IV)

A, Assessment of the current academic status, including national rankings and metrics of excellence

Although there are objections to *US News and World Report* methodology and their rankings of departments, currently it is the only "longitudinal" metric available. According to the prior US News ratings for Graduate Psychology Departments, over time our department has moved from #55 in 2005, to #40 in 2009, and to #26 in 2018 (See Appendix II A-D). The most recent *US News* rankings of individual areas within psychology rated our clinical program at #16. The successive rankings (and those for which we have a record) from 1999 to 2018 show that our clinical science program was ranked #22, #14, #20, and #16. The 2018 *US News* rankings of the other areas of psychology (cognitive, quantitative, social, developmental), did not include USC programs in the top 25.

Our department's status rests on the quality and reputation of the faculty (see Assessment of Faculty Quality). Antonio and Hanna Damasio are two of the most visible neuroscientists in the world, with numerous prizes and honorary degrees. Other highly cited faculty, Schwarz and Bechara are

conducting research that appears in high impact journals with high citation counts. This informaton appears in Appendix IV A2 & 3. Faculty who are recognized for stellar teaching, who have earned top prizes in their area of specialization, who hold fellowships in professional organizations, are journal editors, have provided major lectureships, received internal USC awards, etc. appear in Appendix IVA1.

Despite our noted strengths, we continue to face disparities in the size of our five areas, which has led to conflicts over resources to insure survival. Moving ahead will require developing a greater sense of the department as a whole, overcoming outdated zero-sum attitudes, developing knowledge of each other's research and potential areas for collaboration, and capitalizing on our strengths in new ways. We will need to maintain a critical mass of faculty across all areas of the department to recruit new faculty and attract a strong graduate student applicant pool.

IV. Assessment of Student Quality (Appendix III)

A.How the program reviews the progress of each doctoral student

Students are given the *Handbook for Graduate Students* (aka the *Bluebook*, printed on blue paper and available on line) that contains program information, requirements, and deadlines which is regularly updated (Appendix III B). At the end of the first year, areas evaluate their students' course work and research performance via the ***First-Year Screening.*** Students are notified by August 15 with three possible outcomes: *clear pass* (approved to continue), *approved to continue for a terminal M.A. degree* (but not for the Ph.D.), and *dismissal from the program*. The ***Second Year Research Requirement*** evaluates students' research competence. In the first two years, students work with a faculty member on a program of research culminating in a written report in the form of a Master's thesis or a research report of comparable scope and quality. Students' performance in planning, conducting, and reporting the study is evaluated. Results are reported at the faculty meeting held during September of the students' third year. With a clear pass, students begin planning for the ***Qualifying Examination***. The **written section** is submitted to the students' 5-member committee and is evaluated using the ***Departmental Evaluation Form*** (See Appendix IX "Misc Student Forms"). Only one failing vote is permitted for students to pass. The students' committee chair summarizes the evaluations and provides them to the student. The **oral exam portion** is the dissertation proposal. At the advisor's discretion, the proposal can be in the form of a NIH or NSF grant application. During the oral, students present their proposed dissertation project to their committtee. Each committee member evaluates the oral defense on the Departmental Evaluation Form as a pass or fail; no more than one dissenting vote enables a pass. The committee chair summarizes the evaluations and presents them to the student.

B.Student Quality & Diversity, Placements of Graduates, & Diversity Statement (Appendix III)

In the last ten years, the number of applicants to our program has increased from 407 to 617. On average, we admitted ~28, and enrolled ~15 per year. In 2008, the admit rate was 6% with a yield rate of 55%; whereas in 2018, the admit rate decreased to 3% and the yield increased to 61%. Currently enrolled students were well qualified in terms of interest, aptitude, and prior achievement at the time of their admittance (See Appendix III C I & 2).

From 5/2008 - 5/2018, 163 students were enrolled; of these 17 (10%) did not finish; making our degree/graduate rate about 90%. The time to degree has ranged from 3.95 - 13.71; *M*= 6.49 years (the clinical program requires an extra year of internship). Program attrition is due to poor fit, family obligations, or transfer to another USC unit. Most students who have left did so with a terminal MA. Our current monitoring system has reduced attrition in the last two years and we moved up deadlines for completing the degree milestones to ensure students finish in five to six years. Doctoral placements for the last ten years appear in two figures. The first figure shows the placement directly after the PhD and the second shows the students' reported first job. Our graduate advisor maintains follow up records as students self-report changes in their employment status or she re-contacts them. Of the 146 students who completed their degree (5/2008 - 5/2018), 82 (56%) had post docs; 11 (8%) had tenure track positions; 43 (29%) were employed in non-tenure track research or teaching positions, in clinics (VA hospitals, etc.), in business or government settings; and 10 (7%) had no position by choice/were

looking for work (See Figure 1 in Appendix III A9).

Follow up information for first job data displayed in Figure 2 (Appendix III A10), shows that 13 (9%) were still in post doc positions;18 (12%) had tenure track jobs; 103 (70%) were employed in non-tenure track research or teaching positions, in clinics (VA hospitals, etc.), in business or government settings, or had private practices; and 12 (8%) did not respond. These data, in part, reflect the academic job market during the past ten years. As mentioned above, the job market is diversifying for PhDs in Psychology where many leverage their research training in other fields or careers.

Between 2013 and 2017, eight students received NSF, NRSA, and Ford Foundation Fellowships. Most students take advantage of college and department funding to attend professional conferences. While some enter our program with several publications, over half (i.e., 49) of our currently enrolled students have at least one published paper and some have as many as 72 publications (albeit many of which were published with non-USC faculty before they were admitted; see Appendix III A7).The diversity of our 164 admitted students (as measured by their self-identification) for the past ten years appears in Appendix III C1 & 2. The distribution is 49% white, 20% non-Hispanic/multi-ethnic; 12% Latino/a; 20% Asian, and 2% African American. If we compare our percentages with statistics compiled by the APA for the number of PhDs awarded in the US in psychology in 2017, (far right hand column of the table in the appendix), we are fairly consistent with the numbers for Latino students (@ 13%), lower than the percentages for white students (@ 68%), lower than percentages for African American students (@10%), and higher for the percentages for Asian students (@ 6%).

We have an ongoing commitment to admit under-represented minorities. As psychologists, we are well aware of the research on implicit biases and we attempt to educate our students about how bias can unintentionally affect our thought processes and decision-making related to our everyday social interactions, research, teaching, and clinical experiences. Therefore, we believe it is essential to understand the context and culture of our students, research participants, faculty, and staff. Consistent with the definition in APA policies we define culture and diversity broadly: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. We work hard promoting an environment characterized by inclusion and support.

Because our students and faculty come from an array of life experiences, ethnic identification, socioeconomic background, gender identification, sexual orientation, national origin, languages spoken, etc., we view our diversity as a significant strength. We encourage students and faculty from diverse backgrounds to apply for our positions and we send job ads to list servs that reach applicants from diverse backgrounds. Our faculty have attended the university training to “cast the net widely”; our hiring committees always include a diversity representative; our director of graduate students is African American. We have a Diversity Committee that evaluates current program climate and makes recommendations about methods to enhance research and student training with regard to diversity. This committee will continue to enhance the climate of our program, augment our diversity training, and facilitate recruitment of diverse individuals. For example, our new clinical faculty hire Thames, recently updated our webpage to highlight our research on culture and diversity. We expect her to take the lead on additional initiatives to expand our diversity efforts (Appendix IV C4 details our diversity plan).

V. Assessment of Faculty Quality (Appendix IV)

A. Stature and diversity of faculty, recent achievements, research strengths, sponsored research support, and service. How we are increasing underrepresented minorities among our faculty.

As mentioned above, our department faculty excel on several metrics of excellence: academy memberships, prizes and awards, citation rates, and grant funding. Appendix IV A & B contains tables and data for primary three indices:

Noteworthy memberships, awards, and prizes Memberships, career and young investigator awards,

international and national accolades and prizes (2008 to present) exemplify the quality and stature of our faculty. Also shown in the table are USC recognitions including endowed chairs, university-wide teaching and mentoring awards, and fellows of the Center for Excellence in Teaching and the Center for Excellence in Research.

Publications, citations, and highly cited work. To consider scholarly contributions, we used both the Web of Science and Google Scholar to create citation reports for each faculty member. Both methods have strengths and weaknesses. Web of Science omits some journals and does not track books or chapters, which can be very influential and highly cited publications. Google Scholar's results vary in quality and scholarship (i.e., includes "grey" literature, such as conference proceedings, open access journals, etc.). Data derived from both reports in June 2018 are included in two columns in the table (Note: these data are continually changing as the systems update and recalculate). The most highly cited faculty in W of S are Antonio and Hanna Damasio, Bechara, and Schwarz. Complete publication records for each faculty member are available in their CVs (on the USB drive).

Sponsored research support (Appendix IV B1-4). Records of faculty funding were obtained from the university contracts and grants office for applications submitted via the psychology department from 5/2008 to 3/2018. For this period, 71% of the faculty received funding for their research (total = $33,228,541.00; average= $3.3M per year). Appendix IV B4 shows funded grants that were submitted with other USC units/subcontracts or via other universities. Appendix IV B3 shows major funding awards (over $1M) with the total for the recent 10 year span = $24,442,063.00). Appendix IV B4 shows submission data for Oct 2014 to Oct 2018 (derived from the new USC online Kuali system); of the 138 submitted proposals ~57 were funded (41% hit rate).

Increasing diversity among our faculty. See Appendix IV C4 for the department statement.

B. Quality of teaching, evaluation of educational programs, and evidence of student learning

Faculty responsibilities with respect to teaching, advisement and mentoring of graduate students. Generally, faculty teaching is split between graduate and undergraduate teaching. Graduate student advisement takes place at the level of the individual faculty advisor with input from the area head, director of graduate studies, graduate advisor, and graduate school. A new faculty hire who began fall 2018, does not as yet have graduate student advisees. Of the other 34 faculty, 26 have graduate student advisees. Mentoring of graduate students takes place largely within the lab of the faculty advisor, but also within areas (clinical lunches, social brown bags, the BCS-Dev'l lecture series) and within inter-departmental interest areas. Faculty who hold joint appointments also teach, mentor and advise students. See table of joint appointees in Appendix IV C1.

Faculty-graduate student ratios. Ratios of students to faculty (range 2.05 - 3.03: 2018= 2.43) and students to research active faculty (range 2.70 - 3.69; 2018= 3.15) have remained relatively stable over the past ten years (Appendix IV C2) and obviously varied with the number of faculty associated with each of the five areas. As mentioned above, students are encouraged to affiliate with other labs and to consider having a second key advisor/mentor.

Course evaluations of graduate classes (Appendix IV C3). Student evaluations of graduate classes for the last five years (2013-2018) are generally very positive.

Evidence of student learning—Publications. As mentioned above in the section on student quality indicators, over half (49 of 82) of the currently enrolled students have at least one published paper (range= 1 – 72) with their faculty mentor as a co-author (see Appendix III A7).

Evidence of student learning—Student awards. Between 2013 and 2017, eight students received NSF, NRSA, and Ford Foundation Fellowships. Students also received awards and prizes from the American Psychological Foundation/Council of Graduate Departments of Psychology, SPSP

Outstanding Research, Western Psychological Foundation Student Scholarships, National Science Foundation East Asia and Pacific Summer Institute Fellowships, Elyn Saks Institute for Mental Health Law, Policy, & Ethics Student Scholar Fellowships, the Cozzarelli Prize, National Science Foundation Graduate Funding Honorable Mentions Irving and Jeanne Glovin Award, Oskar Schindler Humanities Foundation, UC Berkeley Greater Good Science Center; Sigma Xi Grants-in-Aid of Research Award; UCLA Advanced Neuroimaging Training Summer program; USC EDGE-SBE FIRST Summer Institute Fellowship; Thirty Top Thinkers Under 30 Pacific Standard Magazine; Southern California Clinical and Translational Science Institute Pilot Funding Award, NIH National Center for Advancing Translational Science Funding; Foundation for Psychocultural Research-UCLA Culture, Brain, Development, and Mental Health Summer Fieldwork Grant.

C. Contributions to interdisciplinary research and teaching in conjunction with other programs at USC and elsewhere. See p. 7 International Opportunities/Collaborations & Strategic Plan Response (p. 10).

D. Impact of undergraduate teaching on faculty resources is discussed page 3.

VI. Comprehensive Plan for the Future

The process. Our self study and plan for the future reflects small and large group department discussions. The chair assembled the appendices during the late summer/early fall of 2018 and wrote the report with significant input and feedback from colleagues throughout fall 2018. The Graduate School provided data for the students and our department graduate advisor provided the student placement data. An emeritus department faculty member, Dr. Jellison was hired to initiate the self-study process. During the late summer, he individually interviewed faculty about their view of the field and their assessment of the department and its future (i.e., strengths, weaknesses, new directions, etc.). During an all-day retreat on August 13th Jellison provided a summary of this information and the department chair presented department demographics derived from the appendices (rankings, faculty and graduate student metrics, and placements, etc.). Working in small groups faculty were asked to generate research topics/areas that might become important in the near future, to consider whether there are department efforts/themes/areas of interest that are underdeveloped, and to consider new interest areas that may better reflect existing or emerging themes/faculty interests upon which we could build. The chair held two discussions with the untenured and recently tenured (<5 years) faculty about their perspectives on the department and the future. Next, using Google Scholar, two junior faculty carried out a text analysis of each faculty member's publications over the past 5 years. From this analysis they generated a list of common research areas or clusters across the department. These data formed the basis for considering new directions-- areas to strengthen and further develop. These ideas were discussed at two subsequent executive committee meetings. Finally, each of the five areas were asked to develop a plan for their area and to list integrative developmental themes. The chair wrote an initial draft of the self-study, circulated it and incorporated comments and edits from faculty. Drafts were circulated to the department executive committee to share with their relevant faculty.The chair complied the final comments and a final draft was completed.

Objectives & Priorities. Psychology is a behavioral science that intersects the natural and social sciences and the humanities. It draws on historical input from the key elements of any college of letters, arts, and sciences and combines them with rigorous experimental and quantitative methods; making psychological science a hub discipline. As a result, psychology also plays a leading role in the integrative application of scientific knowledge to important real world issues, from sustainability to poverty, from health to aging, and from education to urban planning. As mentioned throughout this self-study, psychology's breadth and relevance are existing strengths of our department and are fully reflected in our faculty metrics and plans discussed below. Accordingly, our core mission is to add significantly to the understanding of the biological, cognitive and social underpinnings of human mental processes, and behavior for the ultimate purpose of improving the human condition. We accomplish this goal via cutting-edge research conducted by faculty and by students while they are at USC, in their

continuing research contributions after graduation, via tenure-track positions in leading departments in psychology-related disciplines, or within other research institutions.

Similar to our situation in 2008, the department is again in a period of transition with a new chair to begin August 2019, impending changes in the university administration (e.g., a new USC President expected in fall 2019), recent college-level administrative changes (new college dean, cabinet members, and divisional deans beginning 8/2016), and upcoming changes in our department associated with faculty retirements. Within the next five years, it is (again) possible that 1/3 of our faculty could retire and/or we could lose faculty to other universities. As mentioned above, in the past ten years, we lost 14 tenured/tenure-track faculty. Therefore, hiring faculty is a top priority. We are dependent on the university resources to make this a reality.

Consistent with our goals outlined in the 2008 review, over the next 5-10 years, we seek to continue to improve the quality of the department to foster scholarship and research that will improve our overall stature and reputation, yielding a stronger program that will in turn, lead to a rise in our rankings in the field. Our plan for improvement has four primary objectives:

1. Increase the department's contribution of high quality and impactful research.
2. Recruit, develop and retain both research and teaching faculty, support their research productivity and student mentoring, and identify and nominate faculty for awards and prizes.
3. Promote a leading doctoral graduate program by attracting, recruiting, and retaining high quality graduate students and providing training that will position them to compete for prestigious jobs to make meaningful societal contributions through research positions in academia, industry, and government.
4. Encourage a collaborative research climate within the department as well as with faculty in other academic units at USC and in other universities.

Our first objective highlights the hub nature of psychology. We will bolster several existing department interest areas as well as develop new research themes to facilitate interdisciplinary/cross-area collaborations and increase high quality and impactful research. We believe this effort will be the most effective way to leverage our existing resources, attenuate the disparities in our areas, and align our work with growth in the field. Specifically, we will:

- Strengthen and support existing cross-area themes.
- Develop new cross-area themes that bridge our five areas and emphasize future hires that facilitate further interdisciplinary collaboration.
- Continue to aim for the intellectual breadth and diversity that are essential for addressing human and societal issues and including society's *wicked* problems.

Possible Cross-Area Themes to Develop, Support, and Strengthen (in alphabetical order)

Affective Science. In the latter half of the 20th century, psychological science typically ignored emotions and their expression. Recently bolstered by new technology, there is an increased appreciation that human cultural achievements, and the looming "wicked problems" we face, turn on our capacity to represent and reason about our own affective states. Accordingly, as the science of emotion and feeling grows in importance, our department has a central role to play. As discussed above on p. 4, the BCI led by the Damasios is foundational to this work. In additional, we expect that the new Keck chair (a search in process) will contribute to developing and strengthening existing links between the department and the BCI. Beyond a focus on music and the brain, neuroimaging can aid in assessing psychological treatments, including imaging alternative scenarios in PTSD, gaming therapies, and behavioral economics. Associated faculty: *https://dornsife.usc.edu/bci/people/*

Computational Psychology. Applying computational principles to understanding human behavior involves developing computer programs that simulate and model human interaction with the environment and with others. For example, *emergentist models* show how complex phenomena arise

from the interaction of simple learning rules with the environment; *production models* specify representations and algorithms that underlie cognitive phenomena; *Bayesian models* connect statistical regularities of stimuli to optimal actions and decisions; *neuromorphic models* mimic neural computations, and so forth. Computational psychology would link and further develop areas of the department in new ways-- e.g., in the Quantitative area- new methods; the BCS area- neuroimaging and new analysis techniques; the Social area- computational models of social behavior and analysis of large-scale social behavior (social media); and the Developmental area- computational developmental models. Associated Faculty: *Beam, Dehghani, Gratch (Viterbi), John, Lai, Mintz, Read, Wilcox, Zevin.*

Cultural and Ethnic Diversity in Society. Culture encompasses the values, norms, and beliefs that shape how humans are socialized to think, feel, and act. Los Angeles is a natural laboratory for understanding how cultural and ethnic diversity impact human development, psychological functioning, and behavior. The large immigrant populations characteristic of urban Los Angeles also allow for the study of the acculturation process and the associated educational and psychological outcomes for families and their children. This would link developmental, social, and clinical faculty who work with underrepresented minority populations and contribute to the Pacific Rim theme and the faculty's existing international collaborations. Key questions might involve: *How do we understand the relation between individual psychological functioning and dynamic changes associated with increasing urbanization, migration patterns, and the cultural composition of communities? What mechanisms underlie disparities, prejudice, and in-group/outgroup rivalries?* Associated Faculty: *Farver, Huey, Oyserman, Schwarz, Schwartz.*

Cultural Neuropsychology: Culture and Brain Health Across the Lifespan. Coupled with neuroimaging techniques and advances in neuroscience, psychological science is positioned to study the links between neural and cultural variables that influence patterns of perception, behavior, and cognitive processes. Research in cultural neuropsychology and relatedly neuroscience, has shown how psychological processes once thought to be universal are affected by cultural experience and exposure at behavioral and neural levels. This effort would build links between the BCI, and the developmental, social, and clinical-aging faculty and with those who study culture. Associated Faculty: *Beam, Gatz (CESR), Mather (Gero), Nation, Stone, Thames, Walsh, Zelinski (Gero).*

Developmental Psychopathology and Child Clinical Psychology. Linking departmental faculty who study children and families across social, emotional, cognitive, and biological domains in a variety of settings (homes, schools, communities), would contribute to our clinical training needs, strengthen the developmental area, link the ABA program to the rest of the department, and position faculty to address important societal issues that impact youth such as: *How does early adversity shape the development of children and family functioning? How do genes and the environmental interact to determine aberrant patterns of brain and cognitive-social development as seen, for example in autism spectrum disorder?* Associated Faculty: *Baker, Farver, Huey, Manis, Margolin, Moll, Saxbe, Schwartz, Tarbox, Zevin.*

Geropsychology. As mentioned above, geropsychology, a traditional strength of our department, involves four key clinical faculty and interfaces with the School of Gerontology and Keck School of Medicine. Current efforts involve neuroimaging the aging brain to address cognitive decline and risk of dementia could be enhanced by examining genetic and environmental factors, such as exercise, diet, stress, and disease exposure. The cognitive aging focus could expand research on bio-markers to take advantage of our newly constructed 9th floor lab for collecting, freezing, and storing biological specimens and build stronger relations with the BCI and neuroimaging of the aging brain. Relevant questions would be*: What is the impact of aging on psychopathology? What new methods can be used to study dementia and problems related to neurological decline?* Associated Faculty*: Beam, Gatz (CESR), Mather (Gero), Nation, Stone, Thames, Walsh, Zelinski (Gero).*

Science of Human Well-Being: Health Psychology, Decision-Making, Addiction. There is considerable faculty interest in the link between health and human experience broadly defined. Current

faculty research focuses on the processes through which psychosocial stress translates to physiological processes and health outcomes; healthy decision-making and habit formation (and conversely unhealthy choices that sometimes lead to addiction), the psychology and neurobiology of risky sexual decision-making; the influence of experiential information in consumer decision making; and coherence-based reasoning in both legal and everyday settings. Collaborations could involve stronger links with faculty who are affiliated with Center for Economic and Social Research (CESR) to understand *How does stress get under the skin? How do mind and body interface in the course of addiction? How can we reliably measure individual's self-reports of their experiences and functioning?* Associated Faculty*: Bechara, John, Leventhal (Keck), Monterosso, Read, Saxbe, Stone, W. Wood.*

Science of Learning. The Science of Learning subfield evolved at the nexus of developmental science and educational psychology and focuses on how the brain and mind develop in social contexts, such as homes, schools, and communities. Current research has examined how conditions in the classroom and other settings support children's learning between age 5 and 12 when they develop key skills that support their future contributions to society (including literacy, language, communication, mathematical understanding, and scientific thinking). Moreover, adolescents' socio-emotional functioning, motivation, and self-identity as learners have direct impacts on their educational outcomes. A developmental hire could create connections with well-established and productive faculty in the Rossier School of Education and faculty work in the social area on identity, motivation, and educational outcomes. Associated Faculty*: Farver, Manis, Mintz, Moll, Oyserman, Schwarz, Schwartz, Zevin.*

When our departmental review is completed, we will develop a specific hiring plan in fall 2019 that is reponsive to the UCAR recommendations. We will appoint a planning committee to consider our area structure and how the themes we identified can be tailored to that decision. The consensus among the faculty however, is that we need to hire junior faculty (assistant or early associate professors) whose research bridges two or more of our five areas and/or spans new interest areas.

Our second objective is to recruit, develop, and retain faculty and provide mentoring and support for their research productivity and training of their graduate students.

Faculty Hiring. Departments are known through the reputation and quality of their faculty. Achievement and continuation of eminence requires adding new faculty as well as nurturing our existing faculty. We will need a commitment from the college/university for steady re-growth in faculty numbers. We will need replacement hires just to maintain the size, strength, and eminence of the current department. We will need to add stellar early- to mid-career colleagues ***before*** the senior faculty retire to allow them to grow into leadership roles over the next five years. Adding junior faculty to our overall faculty roster will balance the distribution of our existing senior-, associate-, and junior-level faculty, create new research synergies, and bring new scientific approaches to the department. We will continue to capitalize on faculty in other USC units, some of whom have existing joint appointments in psychology. We will need to maintain the critical mass in the Clinical Science program to ensure APA accreditation and we need to continue to add faculty who contribute to the social, quantitative, and developmental areas so these areas reach a critical mass. Without a thoughtful generational transition, USC will lose its emerging standing among its peer institutions.

- *Add junior fac*ulty. We need to add junior faculty to expand existing areas of strength and "build out" the department to take advantage of emerging perspectives in psychological science, with the goal of supporting and increasing the stature of the department. We mention several potential interest areas in this report that would span or link our existing five areas in new ways.

- *Target quantitative expertise in hiring.* A crosscutting theme in our hiring is quantitative expertise. The availability of (big) data and high performance computing has made quantitative methods an essential component of virtually all research in psychological science. There is a shortage of well-trained PhDs in quantitative methods in psychological science, making recruitment in this area a

challenge. Our department has an advantage in recruitment because we have defined quantitative area with a strong reputation for several decades. Four areas of expertise that would build on interest areas identified above and existing strengths in the department are:

- ❖Psychometrics/measurement. All areas of psychology are dependent on measurement. Hence, nearly every top quantitative psychology program has a least one faculty specializing in psychometrics. We are missing this component in our graduate training program.
- ❖Cognitive modeling. Cognitive science is a flourishing area relevant to all neuroscience researchers. Several faculty use these techniques, but no one specifically focuses on cutting edge cognitive modeling techniques.
- ❖Computational neuroscience. Quantitative methods and models are necessary for analyzing imaging data. We need faculty who apply innovative quantitative methods to imaging data.
- ❖Network Analysis. We have several faculty who use network modeling techniques, but none who specifically develop and improve network analysis methods. A hire in this area would foster collaborations among psychology faculty, and add to graduate student training.

- *Leverage resources across the campus*. We will need to continue to engage with other departments and schools that are hiring faculty with a research focus in psychology. We aim to participate more actively in new cross-department and cross-school initiatives (e.g., decision sciences and the "data revolution") that are highly relevant to our existing faculty expertise. We have a clear role to play in attracting talented experts in our own and adjacent fields, and could make strategic use of these initiatives to improve the scholarly environment at USC more broadly while also adding strength to Psychology. We should examine launching similar initiatives and joint hires with other departments and schools as well.

Faculty Support and Infrastructure Enhancement

- *Encourage and Support Grant Writing Proposals.* We will develop and offer internal seminars and mentoring on the process of creating an application/writing; make successful (and unsuccessful) applications with critiques/reviewer comments available for others to read; nomi8nate faculrty to serve on internal review panels to provide feedback before applications are submitted and give faculty compensation; and schedule workshops with faculty who are or have been study section members. We plan to ensure that every junior faculty member has a mentor who is sauvy in grant writing and submissions

- *Give faculty credit for preparing a grant application:* We will propose that faculty could turn in reviews of their applications as part of their teaching load or merit review; provide travel funding to attend NIH/NSF workshops to create applications.

- *Incentivize faculty efforts in grant applications, student training and placements*. Create incentives for faculty who obtain external funding that positively affects student training and success (training grants, support for research assistants), e.g., those who mentor students that obtain external funding, and those who place their mentees into academic positions.

- *Mentoring for Associate Level Faculty.* Develop mentoring plans and committees to help move associate-level faculty toward promotion.

- *Post-doc recruitment.* Make requests to provost to develop funding for post-docs (with a special focus on attracting diverse applicants); propose faculty/department cost sharing.

Our third objective focuses on strengthening our doctoral graduate program by attracting, recruiting, and retaining high quality graduate students and providing training that will position them to compete for prestigious jobs.

Admission of Graduate Students.

- Identify and reduce barriers to recruitment of quality graduate students.
- Review and set targets for a minimal number of applicants to each area each year, and develop recruiting plans to attract higher numbers of qualified applicants to each area. Larger cohorts of students will support meaningful socialization, improve research productivity and breadth of training. Over time, this expansion should increase the program's visibility through top placements of excellent graduates. Our yearly applicant pool can support a doubling of the cohort.
- Develop, implement, and monitor plans to increase diversity among admitted students.
- Update and revitalize our web pages to enhance recruitment of students and new faculty.

Improve graduate student training and job placements. Departmental quality is also measured by graduate students' and post-docs' placements because these reflect the quality of faculty mentoring, their investment in training students, and the synergies that emerge.

- *Make significant curriculum changes where needed*. We will examine our current curriculum to ensure we are offering the classes and training students need to be effective instructors and for their future roles as faculty. In particular, we will develop a new 2-unit "professionalization" course to be offered at two time points in the curriculum covering topics, such as pedagogical and presentation skills; workshops to enhance grant writing (NSF, NIH, NRSA), writing for publication; and preparation to be competitive for prestigious jobs (application materials, interview skills, job talks). Panel presentations will involve speakers and/or alumni who respond to questions, such as "How did you get your job? Internship? Opportunity?"

- Evaluate our student preparation efforts using inventories for Best Practices in Graduate Student Development (Border, L.B. (2006). *Journal on Excellence in College Teaching, 17,* 277-310)

- *Align students' training with new faculty collaborations*. We will prepare students to work in multidisciplinary and collaborative environments by initially encouraging them to work with more than one faculty mentor, including mentors from multiple areas of the department.

- *Enhance faculty mentoring/pedagogy*. Provide a list of best practices in graduate student mentoring to all faculty and require faculty to take on-line APA refreshers/mentoring courses.

- *Foster alumni-grad relations*. Allocate funding to bring alumni to campus for panel presentations and mentoring of graduate students. Add an alumni spotlight to the webpage.

- *External fellowships*. We will continue to encourage eligible students to apply for external support, particularly underrepresented minority students (e.g., NIH minority add-ons, minority NRSAs, APA minority traineeships, foundation fellowships). We plan to provide writing workshops in addition to the graduate school boot-camps, for all students. We are developing a database of internal and external grant support for students.

- *Increase student awards and recognition*. We will nominate students for college, university, and professional society awards and we revive our yearly publication, teaching, and research awards.

- *Training in Open Science and Replicability*: To encourage students to adopt open science practices, we will require completion of two Open Science Training sessions during their first semester. The first session will focus on problems that initially energized the movement (including p-hacking, HARKing, publication bias, and fraud). The second session will examine efforts to address pre-registration, registered reports, and use of an "Open Science Framework" (https://osf.io/) to facilitate sharing of data and analysis scripts, as well as issues concerning the peer review process for publication, and public and library access versus subscription journals that control access to data and to findings.

• *Training in computational methods*. Many students work with data that require significant preparation and handling. Neuroimaging studies, for example, require multiple preprocessing steps handled by purpose-built software. Similarly, those working with "big data," such as text corpora from online sources or different kinds of physical and physiological signals require a similar skill set. To train students to make their data and analyses more broadly available to open science, practical training in data handling, scripting, visualization, and workflow organization will be critical. Advanced statistical methods, such as machine learning, for which a few courses are already available will be a priority. All of these skills are highly transferrable outside of academia.

• *Continue our diversity efforts*. We will continue to develop students' understanding and appreciation of cultural diversity and ensure this competence is evident in their coursework, research, training, and clinical practice. This will involve the following steps:

- Examine syllabi to determine diversity content.
- Survey students about exposure/experience with multicultural psychology.
- Survey faculty about participation in multicultural research/collaborations.
- Consider adding course on culture within the new proseminar, or units within core courses.
- Create diversity colloquium series on culture and ethnicity.
- Identify courses from other departments or schools and provide list to students and advisors.
- Establish a student-faculty group on culture/ethnicity to develop a training grant.
- Encourage students to affiliate with more than one faculty lab, including one where they will receive training in empirical methods in addressing group differences, ethnic identity, acculturation, and other cultural processes.
- Identify faculty from other departments or units including those teaching relevant courses who could serve on guidance committees, be invited to a speaker series, and/or participate in a working group on culture and ethnicity.
- Continue to update website; add short 2-min video clips of faculty and students research.

- *Student funding*. Continue to provide funding to students for piloting their research projects, attending and presenting at professional conferences; attending ongoing events for professionalization and socialization opportunities; and support training in the GC-3 computing lab.
- *Apply for a training grant*. The developmental area had a training grant (Horn was the PI). A department-wide cooperative effort in writing a training grant could improve our national standing and increase financial support for incoming students.
- *Consider team-teaching graduate courses*. We would like to offer team-taught courses to provide students with an opportunity to learn about specific topics from faculty experts that cut across areas, such as Addiction, Neuroscience and Treatment, Neuroscience of Emotions, and Decision Making, Creativity and Artificial Intelligence. These courses would likely involve a proseminar format where faculty present their research.

Our fourth objective is to encourage a collaborative department climate. Our department functioning is defined, in part by its location in a sprawling urban environment with never-ending traffic, and a commuting faculty.

- A step in improving the sense of an intellectual community will involve mid-day, weekly presentations by faculty and perhaps postdocs to generate opportunities for faculty and students to learn about each other's research and cultivate an collaborations for grant writing and submission.
- Increase departmental colloquia with outside speakers to inform faculty and students of exciting developments in psychology and expose faculty and students to areas that we do not cover.

In summary, the department is reliant on the university for hiring to not only maintain the current faculty size but to expand the smaller areas (Developmental, Quantitative and Social), as well as to grow the department overall. A clear obstacle to growth is the space in our department. While faculty retirements

(could be a 1/3 of the faculty) will free up office space, the retirements will not necessarily yield "lab space" as our faculty currently *conceptualize* "lab space." The original design for housing the department in SGM involved "chopping up" each floor into relatively small offices. Research active faculty were allotted "suites" that contained a conference area, testing rooms, contiguious graduate student offices, and sometimes a "kitchen" with a refrigerator, etc. This "suite" arrangement has become untenable and has contributed to a "siloing" of faculty research that attenuates interaction. In order for the department to grow and to use the existing space in a more optimal fashion, we will need to reconfigure several floors using the 8th floor social area/behavioral labs as a model. The 8th floor has one large conference room available for all social faculty and multiple shared research/lab/testing rooms. We will continue to experience "space wars" until we can move towards shared space on each floor and graduate students do not expect their own individual offices furnished with large clunky desks

In light of the Department's efforts to become more interdisciplinary, should the Department retain its area structure?

At the present time, there is no clear consensus from faculty about abolishing the area structure. The faculty will need to deliberate in the coming year after this review to decide how we should be organized. We may move from an area structure to a hybrid model where faculty are aligned with multiple areas or alignment with interest groups may become the norm. The process will need to evolve over time, will require much discussion and cannot involve a mandated sudden change. Already, many faculty are affiliated with several areas.

What is the role of the Master's Degree programs and how can they better interface with the Department and the Ph.D. program?

The Applied Behavior Analysis (ABA) M.S. program was created two years ago to address a practical need to train more behavior analysts. Behavior analysis is one of the key tools used to facilitate the development of children on the autism spectrum. The number of children on the spectrum has grown in the past decade, i.e., one out of every 59 is now thought be at risk. At the same time, there is a shortage of well-trained behavior analysts. Our program provides state of the art training and coursework in developmental psychology (i.e., Psyc 534 (Moll) and 535 (Manis). It may be possible to integrate the ABA program into the developmental and clinical science areas as these courses provide skills related to behavior change in both children and adults. As such, they would benefit clinical science PhD students, who currently do not take these courses and the clinical science training does not offer training opportunities or courses in this area. The PhD program has an outstanding resource in Jonathan Tarbox, who is a nationally recognized scholar in behavior analysis as applied to teaching social cognitive and executive function skills in children with autism. Tarbox could add a research component to his faculty profile, and advise students in developmental and clinical science, and take on students working toward a PhD in ABA. There appears to be a willingness on the part of the faculty to support this integration. As the program grows, there is the possibility of creating a PhD in ABA.

The MS in Applied Psychology Program (MAPP) focuses on business, marketing, and consumer relations. Broadly defined, Applied Psychology can refer to any use of scientific psychological principles or methods to solve practical problems in human behavior and experience and encompasses sub-areas or specialties spanning mental and physical health, education and school psychology, business, as well as forensic, sports, community, industrial/organizational, and counseling psychology. MAPP is a hybrid program. The course requirements are not aligned with an Organizational Industrial Psychology (IO) program, it is not an MBA, and the training does not yield a professional degree. Integration of MAPP into our department would require the development of an IO area (or major) building on the work and interests of the faculty in the social area- namely W. Wood and Schwarz. These two faculty hold joint appointments with the Marshall School of Business. We offer Psyc 459; *Organizatonal Industrial Psychology* taught by an RTPC faculty. At present, we pleased with the on-campus program and we are tightening the on-line program. There are no current plans for expanding this program, but future monitoring may result in changes to that plan. Furthermore, depending on recommendations of reviewers, the department may create a subcommittee to pursue this idea. However, it should be noted

the program has been successful as a stand-alone program, as detailed in another section of this report.

What departmental strengths should the Department leverage to be in alignment with the growth of the field? Our department reflects many of the characteristics of similar departments nationally. We believe that both research and teaching within the Department of Psychology can be enhanced by: identifying and strengthening existing synergies with faculty in related disciplines, collaborating in joint research projects, and creating new interdisciplinary and multidisciplinary courses to be offered to students in multiple schools and departments. We have identified several substantive themes in Section IV.4 (Possible Cross-Area Themes to Develop, Support, and Strengthen) that reflect the future growth of psychology as a discipline (see pp. 16-18 and 19 where we mention the BCI, our highly ranked clinical science program and the quantitative program. These can be leveraged to make key hires in affective science, clinical science and quantitative psychology, as part of the interdisciplinary hiring efforts outlined earlier.

PhD Program Progress Five-Year Summary Report for the University of Southern California

Psychology (610)

Students	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	Total	Average	Percentage
Total number of students in fall semester	87	81	76	79	76	**399**	**80**	
Number of students in the program for 6 years or more	7	5	7	7	5	**31**	**6**	
This number as the percentage of the total students in the program								**7.77%**
Progress Toward Degree								
Average time to candidacy	4.22	4.38	4.09	3.59	3.93		**4.05**	
Average time to degree	6.43	5.60	6.71	6.35	5.98		**6.21**	
Attrition years 1 - 2	0	1	0	2	0	**3**	**0.6**	
Attrition years 3 and later	1	2	0	0	0	**3**	**0.6**	
Output / Input Ratio								
Number of PhD degree posted	17	14	11	14	12	**68**	**13.6**	
Number of students in incoming PhD cohorts	13	12	13	17	12	**67**	**13.4**	
Output/input ratio (PhD degrees posted/incoming students)								**1.01**
Diversity								
Number of under-represented minority students enrolled in incoming cohorts	1	1	2	1	2	**7**	**1.4**	
Under-represented students as a percentage of the incoming cohorts								**10.45%**
Admission Data								
Average incoming GRE Verbal	163	162	161	163	162		**162 (90%)**	
Average incoming GRE Quantitative	160	159	160	160	161		**160 (76%)**	
Average incoming TOEFL (IBT)	-	-	-	-	107		**107**	
Average incoming TOEFL (PBT)	-	-	-	-	-		**-**	
Average incoming IELTS	-	-	-	-	-		**-**	
Average incoming undergraduate GPA	3.73	3.64	3.77	3.68	3.61		**3.69**	
Overage TA/RA Hours Worked								
To be reported next year								
Graduate School Support								
Current Fellowship Model - Joint School/Graduate School PhD Fellowships								
External Baseline	14	0	0	0	36	**50**		
External Top Off	0	0	0	0	36	**36**		
Graduate School Baseline	0	0	0	0	6	**6**		
Global Taiwan Top Off	0	0	0	0	0	**0**		
Global Top Off	0	0	0	0	0	**0**		
Provost Top Off	0	0	0	0	0	**0**		
Rose Hills Top Off	0	0	0	0	0	**0**		
USC Global Baseline	0	0	0	0	0	**0**		
USC Global CONACYT Top Off	0	0	0	0	0	**0**		
Legacy Fellowship Model								
Provost Fellowship	32	36	10	0	0	**78**		

Rose Hills	0	0	0	0	0	**0**		
USC Global Fellowship/CONICYT Chile	0	0	0	0	0	**0**		
USC Taiwan Fellowship	0	0	0	0	0	**0**		
Advanced Fellowships								
Endowed	0	0	0	0	0	**0**		
Final Year / Semester Fellowship	13	0	0	0	0	**13**		
Mentored Teaching	0	0	0	0	0	**0**		
Research Enhancement	0	0	0	0	0	**0**		
Travel Award Funding								
Travel Award Funding	1	3	1	3	8	**16**		
PhD Achievement Award								
PhD Achievement Award	0	1	0	0	0	**1**		

PhD Program Progress Five-Year Summary Report for the University of Southern California

Psychology (610)

Students	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Total	Average	Percentage
Total number of students in fall/spring semesters	77	81	78	78	75	**389**	**78**	
Number of students in the program for 6 years or more	7	7	5	9	6	**34**	**7**	
This number as the percentage of the total students in the program								**8.74%**
Progress Toward Degree								
Average time to candidacy	4.09	3.59	3.93	3.40	3.36		**3.71**	
Average time to degree	6.71	6.35	5.98	6.41	5.94		**6.26**	
Attrition years 1 - 2	0	4	0	0	0	**4**	**1**	
Attrition years 3 and later	0	1	0	0	0	**1**	**0**	
Output / Input Ratio								
Number of PhD degree posted	11	14	12	8	13	**58**	**12**	
Number of students in incoming PhD cohorts	13	17	14	12	10	**66**	**13**	
Output/input ratio (PhD degrees posted/incoming students)								**0.88**
Diversity								
Number of under-represented minority students enrolled in incoming cohorts	2	2	2	0	0	**6**	**1**	
Under-represented students as a percentage of the incoming cohorts								**9.09%**
Number of international students enrolled in incoming cohorts	2	4	4	1	3	**14**	**3**	
International students as a percentage of the incoming cohorts								**21.21%**
Number of domestic students enrolled in incoming cohorts	11	13	10	11	7	**52**	**10**	
Domestic students as a percentage of the incoming cohorts								**78.79%**
Number of women enrolled in incoming cohorts	7	10	11	7	7	**42**	**8**	
Women as a percentage of the incoming cohorts								**63.64%**
Number of men enrolled in incoming cohorts	6	7	3	5	3	**24**	**5**	
Men as a percentage of the incoming cohorts								**36.36%**
Admission Data								
Average incoming GRE Verbal	161	163	162	162	161		**162**	
Average incoming GRE Quantitative	160	160	161	162	162		**161**	

Average incoming TOEFL (IBT)	-	-	107	116	109		**109**	
Average incoming TOEFL (PBT)	-	-	-	-	-		**-**	
Average incoming IELTS	-	-	-	-	-		**-**	
Average incoming undergraduate GPA	3.77	3.68	3.62	3.73	3.68		**3.69**	
Overage TA/RA Hours Worked								
Number of students with overage	-	-	-	0	0	0	0	
Graduate School Support								
Current Fellowship Model - Joint School/Graduate School PhD Fellowships								
External Top Off	1	1	10	3	4	**19**		
Graduate School Baseline	0	0	12	11	10	**33**		
Global Taiwan Top Off	0	0	0	0	0	**0**		
Global Top Off	0	0	0	0	0	**0**		
Provost Top Off	0	0	1	1	1	**3**		
Rose Hills Top Off	0	0	0	0	0	**0**		
DIA Top Off	0	0	0	0	1	**1**		
USC Global Baseline	0	0	0	0	0	**0**		
USC Global CONACYT Top Off	0	0	0	0	0	**0**		
Legacy Fellowship Model								
Provost Fellowship	4	4	0	0	0	**8**		
Rose Hills	0	0	0	0	0	**0**		
USC Global Fellowship/CONICYT Chile	0	0	0	0	0	**0**		
USC Taiwan Fellowship	0	0	0	0	0	**0**		
Advanced Fellowships								
Endowed	0	1	0	0	0	**1**		
Final Year / Semester Fellowship	1	1	1	1	1	**5**		
Mentored Teaching	0	0	1	0	0	**1**		
Research Enhancement	0	0	0	0	1	**1**		
Travel Award Funding								
Travel Award Funding	1	5	11	2	2	**21**		

PhD Achievement Award								
PhD Achievement Award	0	0	0	0	0	**0**		

APPENDI

PSYCHOLOGY DEPARTMENT TENURE T

	Hired	Name	Area	Rank	Gender	Ethnicity
1	1984	LAURA BAKER	BCS	Professor	F	White, Non Hispanic
2	2018	CHRIS BEAM	Clinical	Assistant	M	White, Non Hispanic
3	2005	ANTOINE BECHARA	BCS	Professor	M	White, Non Hispanic
4	1991	IRVING BIEDERMAN	BCS	Professor	M	White, Non Hispanic
5	2005	ANTONIO DAMASIO	BCS	Professor	M	White, Non Hispanic
6	2005	HANNA DAMASIO	BCS	Professor	F	White, Non Hispanic
7	2014	MORTEZA DEHGHANI	BCS	Assistant	M	White, Non Hispanic
8	1979	GERALD DAVISON	Clinical	Professor	M	White, Non Hispanic
9	1991	JOANN FARVER	Developmental	Professor	F	White, Non Hispanic
10	1969	ERNEST GREENE	BCS	Professor	M	White, Non Hispanic
11	2000	STANLEY HUEY	Clinical	Associate	M	Black, Non Hispanic
12	1976	RICHARD JOHN	Quantitative	Associate	M	White, Non Hispanic
13	2018	MARK LAI	Quantitative	Assistant	M	Asian
14	1987	DAVID LAVOND	BCS	Professor	M	White, Non Hispanic
15	1982/2008	STEVEN LOPEZ	Clinical	Professor	M	Latino
16	1981	FRANKLIN MANIS	Developmental	Professor	M	White, Non Hispanic
17	1978	GAYLA MARGOLIN	Clinical	Professor	F	White, Non Hispanic
18	2005	JOHN McARDLE	Quantitative	Professor	M	White, Non Hispanic
19	1989	BETH MEYEROWITZ	Clinical	Professor	F	White, Non Hispanic
20	1998	TOBEN MINTZ	BCS	Associate	M	White, Non Hispanic
21	2012	HENRIKE MOLL	Developmental	Associate	F	White, Non Hispanic
22	2008	JOHN MONTEROSSO	BCS	Associate	M	White, Non Hispanic
23	2013	DANIEL NATION	Clinical	Assistant	M	White, Non Hispanic
24	2014	DAPHNA OYSERMAN	Social	Professor	F	White, Non Hispanic
25	2005	CAROL PRESCOTT	Quantitative	Professor	F	White, Non Hispanic
26	1984	STEPHEN READ	Social	Professor	M	White, Non Hispanic
27	2013	DARBY SAXBE	Clinical	Assistant	F	White, Non Hispanic
28	1997	DAVID SCHWARTZ	Clinical	Associate	M	White, Non Hispanic
29	2014	NORBERT SCHWARZ	Social	Professor	M	White, Non Hispanic
30	2014	ARTHUR STONE	Social	Professor	M	White, Non Hispanic
31	2018	APRIL THAMES	Clinical	Associate	F	Black
32	1975	DAVID WALSH	Dev	Associate	M	White, Non Hispanic
33	1981	RAND WILCOX	Quantitative	Professor	M	White, Non Hispanic
34	2009	WENDY WOOD	Social	Professor	F	White, Non Hispanic
35	2014	JASON ZEVIN	BCS	Associate	M	White, Non Hispanic

new hires 2008-18

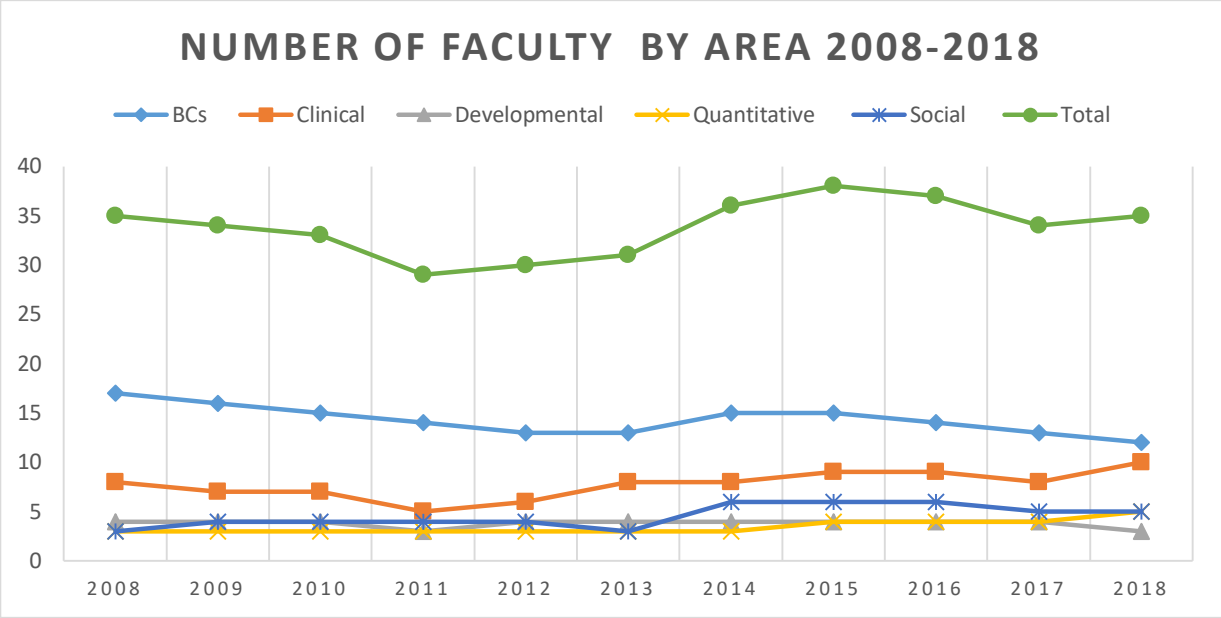
X I C

RACK FACULTY (AUGUST 2018)

Joint Appointments/Afiliations	Adj Appoints/Other Afiliations
Neuroscience & Computer Science	
Neurology	
Neurology	
Computer Science	
Davis School of Gerontology	[Dean of Andrus Gerontology Ctr 2007-2012]
	Chief Financial Off Neuropsychology Foundation
50% American Studies and Ethnicity	
Assoc Director of Research, CREATE	
School of Social Work	returned to USC 2008
Rossier School of Education	
Pediatrics	
Gerontology	
Preventive Medicine	vice provost 2011-2015
50% Linguistics	neurooscience grad program
	Neuroscience Grad Prog & Brain and Creativity Inst
Zilkha Neurogenetic Institute	
Rossier Ed (25%) & Annenberg Sch of Communication	Co-Director Dornsife Mind & Society Cntr
Davis School of Gerontology	
Rossier School of Education	
25% Marshall Sch of Business	Inst for Soc Res UMI; Co-Dir,Dornsife Mind & Society Ctr
CESR) 50% Economics & Sol Sch of Public Policy	Director Ctr for Self-Report Science
Psychiatry	
25% Marshall Sch of Business	
25% Linguistics	Neuroscience Grad Prog Senior Scientist Haskins Labs

Appendix I C2. Number of Psychology Faculty by Area by Year

Year												
Area	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**Future**
BCS	17	16	15	14	13	13	15	15	14	13	12	
Clinical	8	7	7	5	6	8	8	9	9	8	10	
Developmental	4	4	4	3	4	4	4	4	4	4	3	
Quantitative	3	3	3	3	3	3	3	4	4	4	5	
Social	3	4	4	4	4	3	6	6	6	5	5	
Total	**35**	**34**	**33**	**29**	**30**	**31**	**36**	**38**	**37**	**34**	**35**	



AP

Research, Teaching, Practice, & Clini

	Name	Rank/Title
1	Albright, Julie	Part time Lecturer (MAPP)
2	Barone, Miranda	Assistant (Teaching)
3	Barraza, Jorge	Assistant (Teaching) (MAPP)
4	Boyko, Orest	Associate (Research)
5	Breland, William	Full time Lecturer
6	Broitman, Samantha	Assistant (Teaching) (MAPP)
7	Brule, Jason	Part time Lecturer (MAPP)
8	Cameron, Michael	Adjunct Part Time Lecturer (ABA)
9	Fleming, Monique	Adjunct Assistant (Research)
10	Gatz, Margaret	Emeritus Prof (new Research CESR)
11	Grabarek, Patricia	Part time Lecturer (MAPP)
12	Guney, Sule	Full time Lecturer
13	Habibi, Assal	Assistant (Research)
14	Harris, Jennifer	Adjunct Part time Lecturer (ABA)
15	Hennigan, Karen	Associate (Research)
16	Ipek, Canan	Full time Lecturer
17	Kaplan, Jonas	Assistant (Research)/Co Director DNI
18	Lareau, Craig	Part time Lecturer
19	Leggett, Ellen	Professor (Practice)/Director MAPP
20	Lopez, Melissa	Part time Lecturer (MAPP)
21	Luczak, Susan	Professor (Research)
22	Meredith Lepley	Associate (Practice) (MAPP)
23	Newbauer, Catherine	Part time Lecturer
24	Nguyen, Michael	Adjunct Lecturer (MAPP)
25	Pedersen, Nancy	Adjunct Professor (Research)
26	Puggelli, Francesca	Part time Lecturer (MAPP)
27	Renken, Ann E.	Associate (Teaching)
28	Sahibzada, Khatera	Part time Lecturer (MAPP)
29	Shapiro, Lauren	PSC Clinic Director/Assistant (Practice)
30	Spruijt-Metz, Donna	Professor (Research) (2015)
31	Stephenson, Clayton	Assistant (Teaching) (rehire 2018)
32	Tarbox, Jonathan	Associate (Practice)/Director ABA
33	Tehrani, Jasmine	Adjunct Assistant (Teaching)
34	Thelen, Luke	Part time Lecturer (MAPP)
35	Westberg, Steve	Associate (Teaching) (MAPP)
		MAPP- MS in Applied Psych online & on ca
		ABA - MS in Applied Behavior Analysis on c

PENDIX I D

ical Faculty (RTPC) in August, 2018

Expertise	Gender	Ethncity	Hire
Applied Psych/Organizational Psyc	F	White, Non Hispanic	2016
Social Psych	F	White, Non Hispanic	2007
Applied Psych/Organizational Psyc	M	Latino	2016
Radiology	M	White, Non Hispanic	2018
Research Methods/Stats	M	White, Non Hispanic	2009
Applied Psych/Organizational Psyc	F	White, Non Hispanic	2014
Applied Psych/Organizational Psyc	M	White, Non Hispanic	2018
Applied Behavior Analysis	M	White, Non Hispanic	2017
Social	F	White, Non Hispanic	2005
Clinical	F	White, Non Hispanic	2017
Applied Psych/Organizational Psyc	F	White, Non Hispanic	2017
Research Methods/Stats	F	White, Non Hispanic	2015
Cognitive Science	F	White, Non Hispanic	2011
Applied Behavior Analysis	F	White, Non Hispanic	2017
Social Psych/Cter for Study of Crime	F	White, Non Hispanic	2005
Research Methods/Stats	F	White, Non Hispanic	2016
Cognitive Science	M	White, Non Hispanic	2008
Crimiinal Behavior	M	White, Non Hispanic	2016
Applied Psych/Organizational Psyc	F	White, Non Hispanic	2013
Applied Psych/Organizational Psyc	F	Latina	2014
Clinical	F	White, Non Hispanic	2004
Applied Psych/Organizational Psyc	F	White, Non Hispanic	2016
Applied Psych/Organizational Psyc	F	White, Non Hispanic	2014
Applied Psych/Organizational Psyc	M	Asian	2017
Gerontology/Developmental	F	White, Non Hispanic	1988
Applied Psych/Organizational Psyc	F	White, Non Hispanic	2016
Cognitive Science	F	White, Non Hispanic	2005
Applied Psych/Organizational Psyc	F	White, Non Hispanic	2016
Clinical Psychology	F	White, Non Hispanic	2018
Health Psychology	F	White, Non Hispanic	2000
Research Methods/Stats	M	White, Non Hispanic	2018
Applied Behavior Analysis	M	White, Non Hispanic	2016
Crimiinal Behavior	F	White, Non Hispanic	2005
Research Methods/Stats	M	White, Non Hispanic	2014
Applied Psych/Organizational Psyc	M	White, Non Hispanic	2011

mpus)

campus

Appendix E 2											
Number of Tenure Track Faculty by Area and Year											
Area	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
BCS	17	16	15	14	13	13	15	15	14	13	12
Clinical	8	7	7	5	6	8	8	9	9	8	10
Dev	4	4	4	3	4	4	4	4	4	4	3
Quant	3	3	3	3	3	3	3	4	4	4	5
Social	3	4	4	4	4	3	6	6	6	5	5
Total	**35**	**34**	**33**	**29**	**30**	**31**	**36**	**38**	**37**	**34**	**35**

APPEN

	PSYCHOLOGY DEPARTMENT NEW TENU				
	Hired	**Name**	**Area**	**Rank**	**Gender**
1	2008	JUSTIN WOOD	Developmental	Assistant	M
2	2008	JOHN MONTEROSSO	BCS	Assistant	M
3	2009	JESSE GRAHAM,	Social	Assistant	M
4	2009	WENDY WOOD	Social	Professor	F
5	2012	HENRIKE MOLL	Developmental	Assistant	F
6	2013	DANIEL NATION	Clinical	Assistant	M
7	2013	DARBY SAXBE	Clinical	Assistant	F
8	2014	MORTEZA DEHGHANI	BCS	Assistant	M
9	2014	DAPHNA OYSERMAN	Social	Professor	F
10	2014	NORBERT SCHWARZ	Social	Professor	M
11	2014	ARTHUR STONE	Social	Professor	M
12	2014	JASON ZEVIN	BCS	Associate	M
13	2018	CHRIS BEAM	Clinical	Assistant	M
14	2018	MARK LAI	Quantitative	Assistant	M
15	2018	APRIL THAMES	Clinical	Associate	F
16	1982/2008	STEVEN LOPEZ	Clinical	Professor	M

NDIX I E

URE TRACK FACULTY HIRED 2008 - 2018

Ethnicity	Joint appointment	note
White, Non Hispanic		Leaves May 2019
White, Non Hispanic		
White, Non Hispanic		left 2017
White, Non Hispanic	Marshall School of Business	
White, Non Hispanic		
White, Non Hispanic		
White, Non Hispanic		
White, Non Hispanic		
White, Non Hispanic	Rossier School of Education	
White, Non Hispanic	Marshall School of Business	
White, Non Hispanic	Center for Self Report Science	
White, Non Hispanic	Linguistics	
White, Non Hispanic		
Asian		begins fall 2018
Black		began Jan 2018
Latino		rehired 2008

APPENDIX I F

Psychology Department Core Faculty Who Left 200

	NAME	AREA	RANK	HIRED	DEPARTED
1	ELAINE ANDERSEN	Developmental	Professor	1992	2011
2	KATHLEEN CHAMBERS	BCS	Professor	1975	2012
3	MICHAEL DAWSON	BCS	Professor	1984	2018
4	MARGARET GATZ	Clinical	Professor	1978	2017
5	JESSE GRAHAM	Social	Associate	2009	2017
6	BRIAN LICKEL	Social	Associate	2000	2008
7	ZHONG-LIN LU	BCS	Professor	2004	2011
8	STEPHEN MADIGAN	BCS	Associate	1969	2015
9	SARNOFF MEDNICK	BCS	Professor	1977	2008
10	NORMAN MILLER	Social	Professor	1970	2013
11	BIING-JIUN SHEN	Clinical	Assistant	2007	2010
12	RICHARD THOMPSON	BCS	Professor	1987	2010
13	BOSCO TJAN	BCS	Professor	2001	2017
14	JUSTIN WOOD	BCS/Dev	Associate	2008	2019

)8 - 2018
REASON
retired
retired
retired
retired
U Utah new job business school
U Mass, Amherst new position
Ohio State new position
died
retired then died
retired
not tenured
retired then died
murdered at USC
not tenured (leaves 8/2019)

APPENDIX I B

Department of Psychology Organizational Chart

Department Chair: FARVER

EXECUTIVE COMMITTEE

Director of Undergraduate Studies	Director of Graduate Studies	Director of Faculty Affairs and Support	Junior Faculty Rep (assigned yearly)	MS Programs Rep*
RENKEN	**HUEY**	**LAVOND**	**BEAM**	**LEGGETT (MAPP)** **TARBOX (ABA)**

AREAS**

Brain & Cognitive Science	Clinical Science	Developmental	Quantitative	Social
BECHARA	**SCHWARTZ (DCT)**	**MANIS**	**JOHN**	**READ**
Bechara	Beam	Farver	Baker (BCS)	Oyserman (Rossier 25%)
Biederman	Davison	Manis	John	Read (BCS)
Dehghani (Soc)(Computer Sci)	Huey (AMST 50%)	Moll	Lai	Schwarz (Marshall (25%)
Damasio, A	Lopez	Walsh (BCS/Quant)	Prescott	Stone (CSER)
Damasio, H	Margolin		Wilcox	Wood (Marshall 25%)
Greene	Meyerowitz			
Lavond	Nation			
Mintz (Dev) (Linguistics 50%)	Saxbe			
Monterosso (Soc)	Schwartz (Dev)			
Zevin (Linguistics 25%)	Thames			

*See appendix I d. for list of RTPC MAPP and ABA faculty ** (Some faculty have multiple area affiliations or appointments)

Highlighted new hires 2008-2018

Apprendix II A

Ranking of Psychology Graduate Programs (*US News* 2018 *N* = 217; NRC* 1995 *N* = 185)

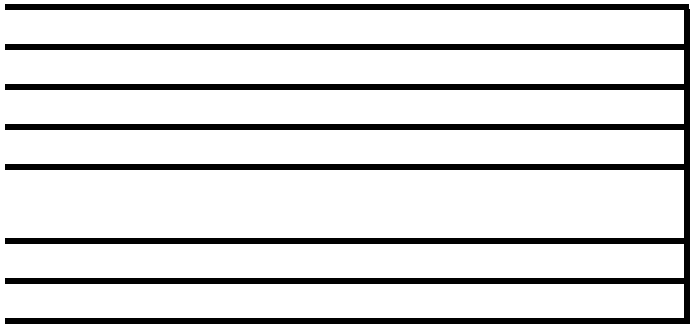
Psych Grad Programs			Specialty Areas								
University	**NRC**	**NEWS**	**Beh Neur**	**NEWS**	**Dev'l**	**NEWS**	**Cog Sci**	**NEWS**	**Social**	**NEWS**	**Clinical**
Stanford	1	1	U Mich	1	U Minn	1	Stanford	1	Stanford	1	UCLA
UCBerkeley	9.5	1	Harvard	2	U Mich	2	UCB	1	U Mich	2	UCBerkeley
Harvard	6	3	Stanford	2	Stanford	3	Harvard	3	Ohio St	3	UNC Chapel Hill
UCLA	3.5	3	UCSD	4	Harvard	4	MIT	3	UCLA	4	SUNY Stony Brook
U Mich	3.5	3	UCB	5	U Penn	5	Yale	5	Yale	4	U Minn
Yale	3.5	3	UCLA	5	UCB	6	Carnegie	5	Harvard	6	U of WI
UIL UC	3.5	7		***		***	U-IL UC	7	NYU	6	Yale
MIT	29.5	8					Indiana	8	Princeton	8	UT Austin
Princetion	12.5	8					UCSD	8		***	UVA
U Penn	9.5	8					U Mich	8			WWA
UT Austin	16.5	8					Wash U	8			Duke U
U Minn	7	8					Princeton	12			Emory U
UCSD	9.5	13					UCLA	12			U Penn
USC	**29.5**	**26**									U Pitt
Brown	35	26									**USC**
Penn St	29.5	26									CO Boulder
UC Davis	48	26									UKS
CO Boulder	21.5	26									U Mich
U Iowa	35	26									Vanderbilt
U Pitt	48	26									Wash U
U WA	12.5	26									Northwestern
Vanderbilt	39.5	26	** not top 25								Indiana
			*** no others rated								Harvard
											Wash U

Stanford no clinical

NATIONAL RES COUNCIL OF QUALITY PUB BY APA

*Harvard re-started

NEWS	NRC
1	6
2	5
2	12
4	22
4	4
4	**
4	1
8	11
8	**
8	10
11	16
11	**
11	2
11	**
16	**23**
16	9
16	**
16	3
16	24
16	20
16	13
16	7
16	*
16	20



Appendix II B Prior Rankings of Psychol

Prior Rankings of Psychology Departments NRC (

University	NRC 1995	US News 2005	US News 2009
Stanford	1	1	
UCLA	3.5	5	
Yale	3.5	4	
Harvard	6	5	
Minnesota	7	16	
USC	**29.5**	**55**	**40**

gy Graduate Programs

(1995) & *US News* (2005 & 2009)

US News 2005 Clinical Psychology Programs
No clinical program.
1
4
Not on the list. Clinical program recently re-instituted.
4
20

Appendix II C Trends in the Rankings of Graduate Psychology Programs (US News 2005; 2018 & NRC 1995)

Private Universities	NRC 1995	US News 2005	US News 2018	Public Universities	NRC 1995	US News 2005	US News 2018
Stanford	1	1	1	UCLA	3.5	5	3
Yale	3.5	4	3	U Minnesota	7	16	8
Harvard	6	5	3	U Wisconsin	16	9	13
U Penn	9.5	16	8	U Indiana	20	36	17
Northwestern	21.5	22	17	U Virginia	21	28	17
USC	**29.5**	**55**	**26**	Ohio State	22	36	24
Vanderbilt	39.5	36	26	UNC-Chapel Hill	26	22	13
Washington U	65	36	13				

Appendix II D --Comparison of Top Psychology Programs: Rankings, Size, Characteristics*					
University	**NRC Ranking 1995 *N*= 185**	**US NEWS Ranking 2018 *N*= 217**	**# Core Faculty**	**# Graduate Students** **Faculty/Student Ratio**	**Program Structure/Characteristics**
Stanford	1	1	30	72 2.4	• 5 areas: affective science, cognitive, neuro, dev'l, social (no clinical) • 25 themes • 15 National Academy of Science Members. • 19 PhDs awarded 2016
UC Berkeley	9.5	1	40	110 2.75	• 6 training units: beh & systems neuro; clinical, cognition, cog neuro, dev'l, social-personality (no quant) • 5 PhDs awarded 2016
Harvard	6	3	29	68 2.3	• 4 areas: 2 primary tracks (clinical & common curriculum) clinical, dev'l, social, cognitive, brain behavior. • 30 cross-cutting themes • 4 National Academy of Science members • 6 PhDs awarded 2016
UCLA	3.5	3	77	200 2.59	• 10 areas: beh neuro, clinical, cog neuro, dev'l, health, learning & beh, quant, social • (4 new hires in 2018-19) • 2 National Academy of Science members • 34 PhDs awarded 2016

U Michigan	3.5	3	98	220 2.24	• 6 areas: bio, clinical, cog & cog neuro, dev'l, personality & context, social • 3 joint programs with ED SW; Gender Studies; • 3 National Academy of Science members. • 20 PhDs awarded 2016
Yale	3.5	3	27	73 2.70	• 4 areas: clinical, cognitive, social, dev, neuroscience; (no quant) • weekly seminars; encourage collaborations; & policy/applications • 4 National Academy of Science members. • 9 PhDs awarded 2016.
UIL-UC	3.5	7	79	98 1.24	• 7 areas: beh neuro, clinical, cog, cog neuro, dev'l, general, quant, social, I-O, attention & perception • encourage students/faculty to work across areas; • 2 National Academy of Science members. • 22 PhDs awarded 2016
U Penn	9.5	8	35	56 1.60	• Two broad areas (with interest groups): <u>Brain, Cognitive, and Decision Science</u> o (Animal Beh; Judgment, Decision-Making & Processes; Dev'l, Ind Diffs & Beh Genetics; Lang & Comm; Memory & Learning; Sensation & Perception) • <u>Clinical, Positive, and Social Psychology</u> o (Dev'l Evo Psych, Positive Psych, Psychopath & Psychotherapy, Soc & Cult Psyc; • Interdisciplinary Centers • 6 National Academy of Science members. • 8 PhDs awarded in 2016
UT Austin	16.5	8	63	111 1.76	• 8 areas: Beh Neuro; Clinical; Cog Neuro; Cog Sci; Dev;l; Individual Differences and Evo Psyc, Perception, Brain, and Beh, Social & Personality; • Areas function as a cluster of semi-independent interest groups • 2 National Academy of Science members. • 37 PhDs awarded 2016

U Minnesota	7	8	45	134 1.76	• 8 areas: Bio Psychopath, Clinical & Psychopath; Cog & Brain Science; Counsel Psych; I-O; personality, ind diffs & beh genetics; quant; social. • Offers psyc grad minor • collaborations with public health, biomed engineering; Institute for Child Development, computer science • 63 PhDs awarded 2016
USC	29.5	26	35	82 3.15	• 5 traditional areas: BCS, Clinical, Dev'l Quant, Social • 13 PhDs awarded in 2016

*as determined from available website information in Sept 2018 but which could be outdated.
https://www.apa.org/workforce/data-tools/degrees-psychology.aspx

Appendix III A 1. APPLICANTS, ADMITS, AND NEWLY ENROLLED STUDENTS BY AREA AND YEAR

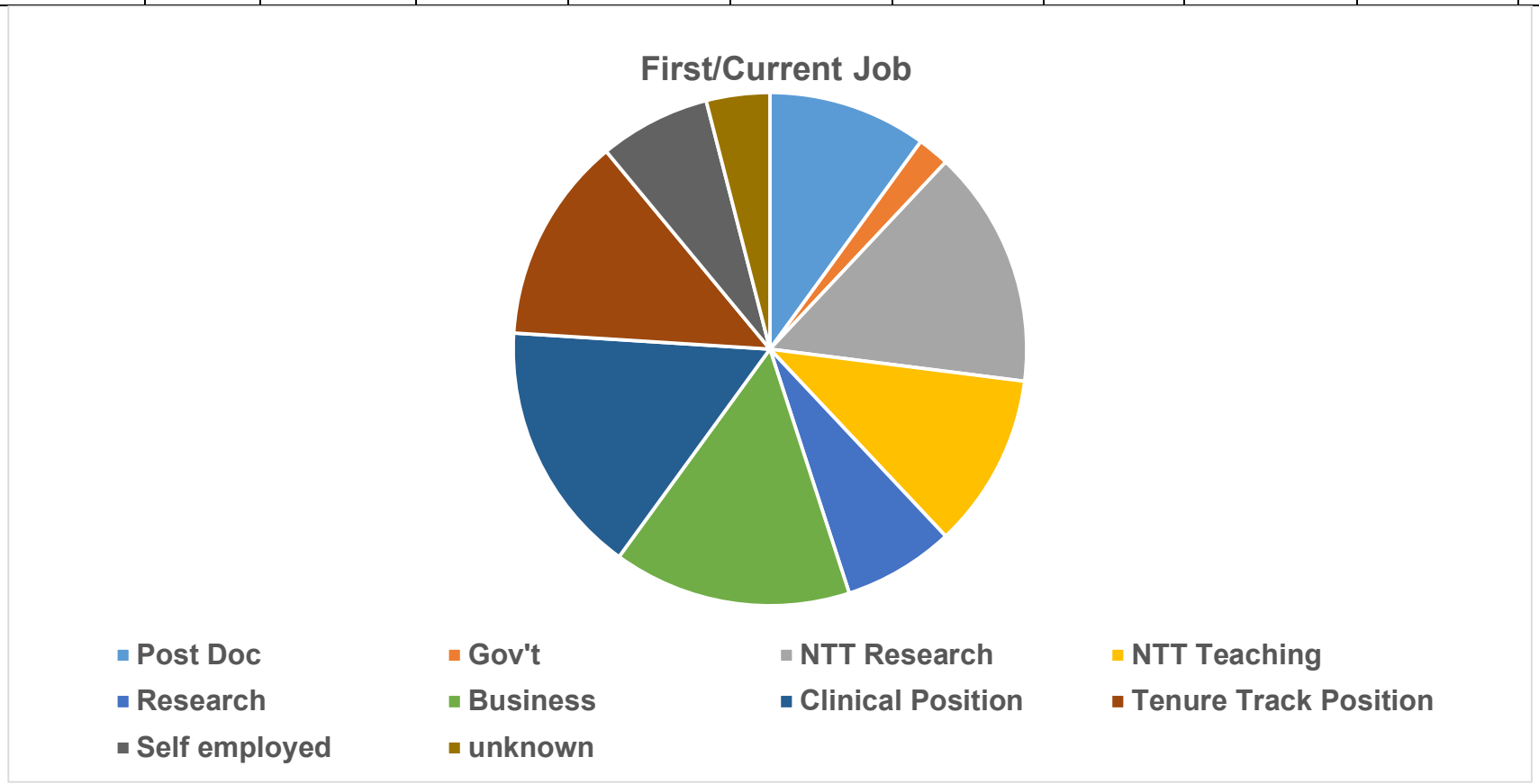
Number of Applicants 2008-2018 (*N*= 6,195)											
Area	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Brain & Cognitive Science	61	63	78	50	75	71	65	73	74	58	70
Clinical	255	271	360	365	396	362	401	410	369	357	424
Developmental	28	25	31	43	42	25	38	33	24	32	28
Quantitative	9	10	10	23	16	27	24	18	17	14	10
Social	54	61	63	88	88	62	130	124	84	121	85
TOTAL	**407**	**430**	**542**	**569**	**617**	**547**	**658**	**658**	**568**	**582**	**617**
Number of Applicants Admitted 2008-2018 (*N*= 278)											
Area	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Brain & Cognitive Science	10	7	8	4	7	4	4	2	5	8	4
Clinical	15	8	12	8	8	10	10	9	9	7	13
Developmental	1	1	1	2	2	3	3	2	3	0	4
Quantitative	3	3	3	3	3	3	5	5	2	1	2
Social	2	6	3	3	2	3	7	5	8	7	5
TOTAL	**31**	**25**	**27**	**20**	**22**	**23**	**29**	**23**	**27**	**23**	**28**
	Number of Admits That Enrolled 2008-2018 (*N*= 151)										
Area	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Brain & Cognitive Science	6	5	5	1	3	1	3	1	0	3	2
Clinical	8	5	6	6	4	6	6	6	5	3	9
Developmental	1	0	0	1	1	1	1	0	1	0	2
Quantitative	2	1	1	2	2	3	3	3	2	0	1
Social	0	2	2	3	1	2	4	4	4	4	3
TOTAL	**17**	**13**	**14**	**13**	**11**	**13**	**17**	**14**	**12**	**10**	**17**

NEWLY ENROLLED STUDENTS (2018-19) {28 offers; 17 accepted, 11 declined, yield = 61%)

#	Area	Advisor	Support Offer at Admission @ 30K
1	BCS	Monterosso	Dornsife/Grad School Fellowship
2	BCS	Damasio, A.	Dornsife/Grad School Fellowship
BCS: 4 offers; 2 admits			
3	CI	Leventhal	Dornsife/Grad School Fellowship *Underrepresented Minority*
4	CI	Saxbe	*Diversity, inclusion. Access top off @4K* *Underrepresented Minority*
5	CI	Huey	Annenberg
6	CI	Thames	Dornsife/Grad School Fellowship
7	CI	Beam	*Provost top off @4K*
8	CI	Nation	Dornsife/Grad School Fellowship
9	CI	Schwartz	Kellerman
10	CI	Nation	Dornsife/Grad School Fellowship
11	CI	Thames	Valentine
Clinical: 13 offers; 9 admits			
12	Dev	Mintz	Dornsife/Grad School Fellowship
13	Dev	Moll	Dornsife/Grad School Fellowship
Developmental: 4 offers; 2 admits			
14	Quant	John	Dornsife/Grad School Fellowship
Quantitative 2 offers; 1 admit			
15	Soc	Oyserman	Dornsife/Grad School Fellowship
16	Soc	Oyserman	Dornsife/Grad School Fellowship
17	Soc	Dehghani	Dornsife/Grad School Fellowship
Social: 5 offers; 3 admits			
Summary: 2014 (59%,17 admits; 2015 (61%,14 admits); 2016 (44%,12 admits); 2017 (43%,10 admits); 2018 (61%, 17 admits)			

Appendix III A10 First/Current Job (2008-2018)

	Still @1st Post Doc or 2nd Post Doc	Gov't	NTT Research	NTT Teaching	Research Position	Business	Clinical Position	Tenure Track Position	Self-employed /Private Practice	Unknown	Total
#	13	3	20	15	10	20	22	18	13	12	146
%	9%	2%	14%	10%	7%	14%	15%	12%	9%	8%	100%



Apppendix III B Graduate Student Admission Declines

2018

Area	Applicant	Advisor	Where they went	Decision date
BCS	Li	Biederman	U Minnesota	3/18/2018
	Nelken	Biederman	???	4/6/2018
Clin	Carroll	Beam	Michigan State	3/1/2018
	Clayton	Schwartz	UNC	3/12/2018
	Kilshaw	Margolin	U Utah	3/21/2018
	Ma	Huey	MSU or U Penn?	2/21/2018
Dev	Goldblum	Moll	UNC	3/12/2018
	Xing	Moll	Northwestern	3/12/2018
Quant	Amanmyracova	Wilcox	UC Berkeley	4/11/2018
Social	Bottesin	Dehghani	UC Davis	3/22/2018
	Gordon	Read	UCLA	3/7/2018

2017

Area	Applicant	Advisor	Where they went	Decision date
BCS	Bachman	Mather	NYU; 3/20/17 Received NSF	4/7/2017
	Cheng	Biederman	Emory	4/5/2017
	Jayangula	Zevin, Dehghani	Stanford M.S. in Symbolic Systems	4/5/2017
	Kim	Baker	U Minnesota	3/23/2017
	Sias	Monterosso, Bechara	UCLA	3/23/2017
Clin	Campbell,	Nation	UCSD/SDSU	3/6/2017
	Ramos	Lopez, Huey	UCLA	2/27/2017
	Saloner	Nation	UCSD/SDSU	2/28/2017
	Votaw	Leventhal	U New Mexico	3/2/2017
Quant	Mejia	Baker	U Illinios	4/13/2017
Social	Berg	Oyserman, Schwarz, St	U Michigan	3/12/2017
	Richards	Wood, W.	U Penn	3/27/2017
	Stark	Read	Florida Atlantic U	4/5/2017

2016

Area	Applicant	Advisor	Where they went	Decision date
BCS	Conwell	Dehghani	Harvard	3/29/2016
	Guhu	Baker	UCLA	3/21/2016
	Peng	Tjan	No grad school	3/21/2016
	Wilson	Damasio/Kaplan	ill deferring grad school	4/13/2016

	Wu	Tjan	U Minnesota	4/9/2016
Clin	Adamo	Margolin	U Utah	3/16/2016
	Boots	Nation	U Illinois at Chicago	3/15/2016
	Perrone	Margolin	Stonybrook	4/7/2016
	Pool	Saxbe	Wright Institute	2/24/2016
Dev	Fourie	Moll	UC Davis	3/11/2016
	Zheng	Spruit-Metz/Manis	UC Davis	2/19/2016
Quant	Beishel	Read	U Michigan	4/7/2016
	Cole	Wood, W.	UC Boulder	3/2/2016
SOCIAL	Diaz	Oyserman/Monterosso	U Oregon	3/17/2016
	Wang	Monterosso	U Chicago MA Prog	3/24/2016

2015

Area	Applicant	Advisor	Where they went	Decision date
BCS	Bein	A&H Damasio	U. Iowa	4/14/2015
Clin	King	Mather	UNC Chapel Hill	2/18/2015
	Machlin	Saxbe	U. Nevada, Reno	2/27/2015
	Ramaiya, Megan	Lopez		4/15/2015
Dev	Lee	Moll	U Washington?	2/19/2015
	Ogren	Moll	UCLA	2/21/2015
Quant	Kim	Wilcox	Ohio State U	4/7/2015
	Rockwood	McArdle	unknown	3/13/2015
Social	Wu	Oyserman	unknown	4/14/2015

2014

Area	Applicant	Advisor	Where they went	Decision date
BCS	Krepps	Baker	UC Boulder	4/1/2014
Clin	Hill	Lopez	ASU	3/18/2014
	Kao	Margolin	Columbia	3/10/2014
	Midden	Nation	U Louisville	3/4/2014
	Williams	D. Schwartz	Berkeley	3/7/2014
Dev	Factor	Moll	Virginia Tech	4/7/2014
	Mallikarjun	Mintz	UMD	3/18/2014
Quant	Best	John	Indiana U	3/31/2014
	Rights	Wilcox	Vanderbilt	3/10/2014
Social	Alaei	N. Schwarz	U. Toronto	3/21/2014
	Pearlmutter	Graham	Stanford (Business)	4/10/2014
	Weng	Oyserman	Yale	2/28/2014

2013

Area	Applicant	Advisor	Where they went	Decision date
BCS	Sanders	Bierman	Indiana U	no info
	Schwab	Mintz	Northwestern	no info
Clin	Allen	Schwartz	U Miami	no info
	Karpouzian	Lopez	Northwestern	no info
	Kim	Huey	UCLA	no info
	Momany	Baker/Saxbe	unknown	no info
Dev	Karp	Moll	U Washington	no info
	Storage	Schwartz	U Illinois	no info
Social	Grady	Read	UC Irvine	no info

2012

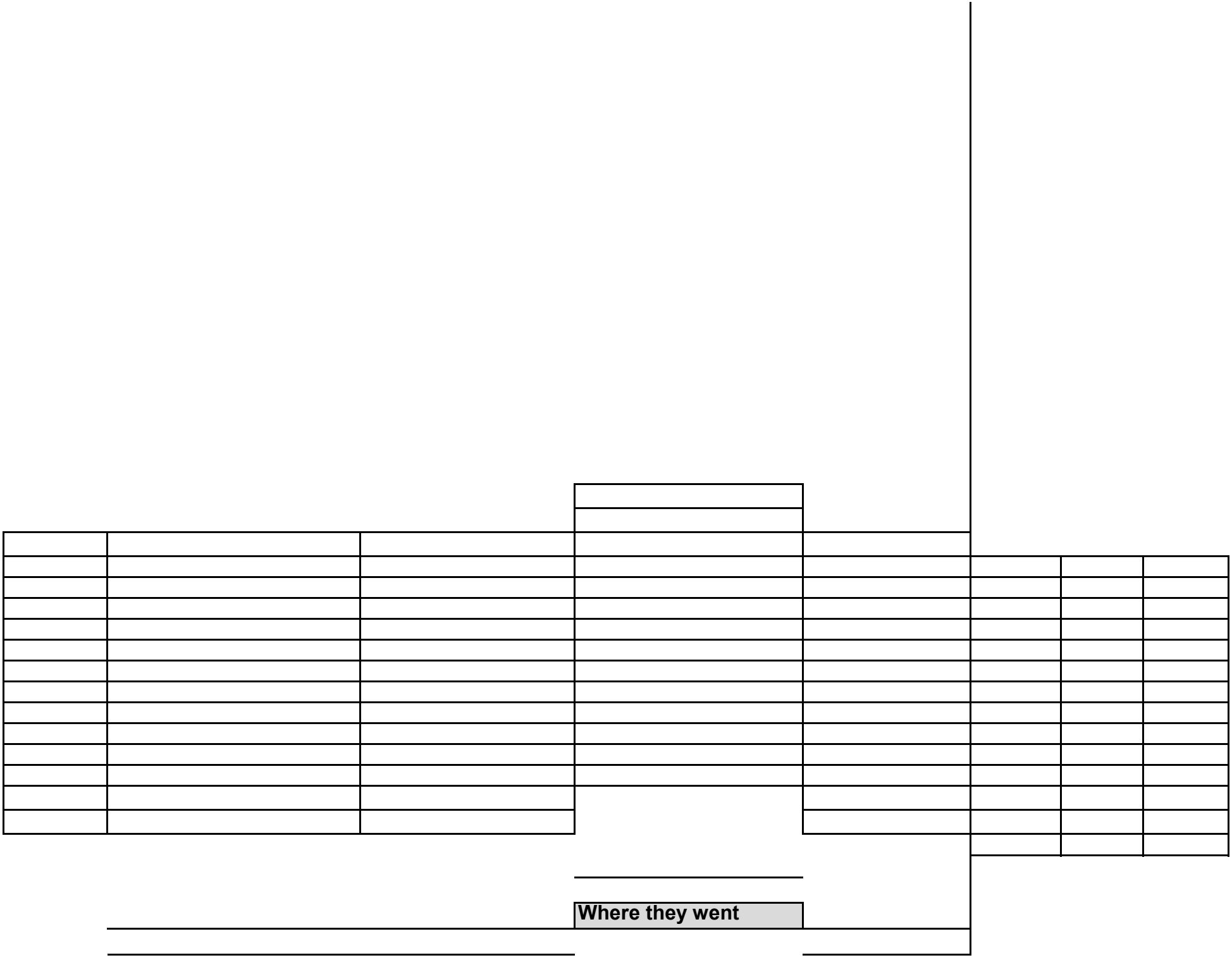
Area	Applicant	Advisor	Where they went	Decision date
BCS	Gong	Biederman		no info
	Klaphake	Baker		no info
	Mok	Biederman	Vanderbilt	4/3/2012
	Ryan	Biederman/Tjan	OSU	3/23/2012
	Tan	Tjan	UC Irvine	3/28/2012
	Taylor-Weiner	Bottjer	UCLA	3/17/2012
	Zeng	Biederman	NGP or BME @ USC	3/21/2012
	Zhang	Biederman/Tjan	Penn	3/23/2012
Clin	Allred	Lopez		3/2/2012
	Carroll	Monterosso/Prescott	Harvard	no info
	Demig	Gatz	Yale	3/5/2012
	Raila	Lopez	ASU	3/31/2012
	Nichter	Lopez		3/13/2012
	Glasson	Prescott		
Dev	Blackstock-Bernstein	Manis		no info
	Kreig	Farver	U Hawaii, Manoa	3/26/2012
Quant	Bates	Baker		no info
	Evelo	John		no info
	Marcoulides	McArdle	UC Davis	3/21/2012
	McArtor	McArdle	Notre Dame	2/27/2012
Social	Gampa	Graham	UVA	3/30/2012
	Patterson	Graham		no info

2011

Area	Applicant	Advisor	Where they went	Decision date
Clin	Cole	Prescott		no info
	Lakind			no info

2010

Area	Applicant	Advisor	Where they went	Decision date
BCS	Erb	Walsh/J.Wood	Brown	no info
	Essex	Damasio	Harvard Chemistry	no info
Clin	Brier	Margolin	Penn	no info
	Horn	Prescott	SDSU	no info
	McCarthy	Lopez	Virginia	no info
	Meyerson	Davison	UMD Col Prk	no info
	Montano	Lopez		no info
	Rastegar	Knight	ASU	no info
Dev	Erickson	Mintz		no info
Quant	Christensen	McArdle	UC Davis or UNC	no info
	O'Rourke	John	ASU	no info
Social	Ballinger	Monterosso	Duke	no info


Where they went

2011 Area	Applicant	Advisor		Decision date
2009			offered	
AREA				accepted
	Applicant	**Advisor**		
BCS	Hosey	Mather		
	Li	Mintz		
	Lim	Lu		
	Maio Wei	Lu		
	Peters	J Wood		
	Shin	Tjan		
	Singh, V	Dimasio		
CLIN			1	
	Dhaliwal	Lopez		
	Fairbairn	Prescott		0
	Keefe	Lopez		1
	Petrosko	Prescott / Monterosso		
DEV	Woodward	Margolin		0
	Brehm	Mintz		
	Goode	McArdle / John		
QUANT	Shelton	McArdle		
	Walter	Wilcox		
			1	
			1	
SOCIAL	Eldar	Read / Dimasio		0
	Espana	Miller	1	
	Joshi	Miller		
2008		Read		
Anusic	Mueller	W Wood		
Bacio	Toner		Cl	
Benson	Ivana		BCS	
Clark	Guadalupe		Cl	BCS
Downs	Lisa		BCS	Cl

Eisenberg	Kaitlin		Cl	Cl
Garibaldi	Lindsay		BCS	
Geffen	Stacy		Dev	
Grossman	Kyla		Soc	
Joo	Susan		Cl	
Kuroki	Shulamite		Quan	
Light	Sung Jun		BCS	
Maeda	Yusuke		BCS	
Manning	Alysson		BCS	
McColl	Uta		Quan	
Ngo	Joshua		Quan	
Niv	Andrea		BCS	
Owen	Thuan		Cl	
Petway	Sharon		Cl	
Reimann	Leslie		Cl	
Rodriguez	Kevin		Cl	
Rodriguez	Martin		BCS	
Roubinov	Aubrey		Cl	
Sakai	Carlos		Cl	
Sutherland	Danielle			
Witt	Erin			
	Matthew			
	Ashley			

2010			
Chaney	Biederman		0
Erb	Walsh/J.Wood		0
Essex	Damasio	Penn	
He	Lu	SDSU	
Brier	Margolin	Virginia	0

Escobar*	Huey/Farver	UMD Col Prk	0
Horn	Prescott	?	0
McCarthy	Lopez	ASU	0
Meyerson	Davison		
Montano*	Lopez	UC Davis or UNC	
Erickson	Mintz	ASU	
Christensen	McArdle	Duke	
O'Rourke	John		
Ballinger**	Monterosso		

Appendix III A 3 Student Admit and Yield Rates

ADMIT AND YIELD RATES for 2012-2018

	2012	2013	2014	2015	2016	2017	2018
Admit rate	2%	2%	3%	2%	2%	2%	3%
Yield	50%	57%	59%	61%	44%	43%	61%

Appendix III A4 GRADUATE STUDENT QUALITY DATA

	Year of Entry						
	2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Mean GRE Verbal Scores	163	162	163	163	163	162	162
Mean GRE Quantitative Scores	160	161	160	161	163	163	160
Mean Undergraduate GPAs	3.64	3.77	3.60	3.62	3.73	3.68	3.67
Mean GRE Writing Scores	4.80	4.50	4.56	4.64	4.88	4.65	4.71

Undergraduate Institution:

14% International (N. Korea, PRC, Australia, Canada, Chile, Israel, Iran)

23% Private Universities (Harvard, Yale, Duke, NYU, Northwestern, Notre Dame, Tufts, Cornell)

27% UC System (UCLA, Berkeley, Davis, Irvine, Riverside, San Diego)

36% State Colleges & Univ (UWA, UVA, UAZ, UKY, UNV, UMD, UIN, Purdue, Cornell, UNB, UT Austin, UMN, Temple, Cal State Fullerton)

Percentiles:
Verbal% 163= 93; 162= 91
Quant% 160=76; 161= 78; 163= 84

Appendix III A iv 3
Number of Students' Attendance* at Professional Conferences by Area and Year

Area						*Total* = 217
Year	**BCS**	**Clinical**	**Dev**	**Quant**	**Social**	**Total**
2017-18	9	16	3	5	10	43
2016-17	3	24	2	8	16	53**
2015-16	3	16	1	4	10	34
2014-15	9	17	1	5	10	42
2013-14	4	7	0	2	6	19
2012-13	5	14	1	0	6	26

*Funded by the department; students may have attended other conferences that were funded by other sources.

** Departmental travel funding increased from $500 to $1000 per AY.

Professional Conferences Attended	
AAIC	Alzheimer's Association International Conference
ABCT	Association for Behavioral Cognitive Therapies
ACM-SIGCHI	Association for Computer Machinery (ACM) SIGHI Conference
APS	Association of Psychological Science
BGA	Behavioral Genetics Association
BUCLD	Boston Univ. Conference on Language Development
COGSCI	Cognitive Science Society
EBRC	Edwards Bayesian Research Conference
CPDD	College Onn Problems of Drug Dependency
GameSec	Conference on Decision and Game Theory for Security
IAC	International Attachment Conference
INS	International Neuropsychological Society
ISTSS	International Society for Traumatic Stress Studies
IMPS	International Meeting Psychonomic Soc Amsterdam
PS	Psychonomic Society
SANS	Social Affective Neuroscience Society
S4SN	Society for Social Neuroscience
SAS	Society for Affective Science
SBM	Society of Behavioral Medicine
SIPS	Society for the Improvement of Psychological Science

SJDM	Society for Judgment and Decision Making
SMPC	Society for Music Perception and Cognition
SN	Society of Neuroscience
SPSP	Society for Personality and Social Psychology
SRABM	Society for Research on Adolescence Biennial Meeting
SRA	Society for Risk Analysis
STC	Conference on Teaching (Society for the Teaching of Psychology
SSPC	Society for the Study of Psychiatry and Culture
VSS	Vision Science Society
WCPP	5th World Congress on Positive Psychology

Appendix III A6 Currently Enrolled Graduate Students' Professional Memberships

American Psychological Association (APA)	13
ACM Special Interest Group on Computer-Human Interaction (SIGCHI)	1
American Academy of Clinical Psychology (AACN)	1
American Academy of Neurology (AAN)	1
American Psychology-Law Association (AP-LS)	1
Association for Behavioral and Cognitive Therapy (ABCT)	4
Association for Computing Machinery (ACM)	1
Association for Research in Personality	1
Association of Psychological Science (APS)	16
Behavioral Genetics Association	1
California Psychological Association (CPA)	5
College for Problems on Drug Dependence (CPDD)	1
Gerol Society of America	1
Hispanic Neuropsychological Psychology (HNS)	1
IMBES trainee membership	1
International Association for Youth Mental Health	1
International Neuropsychological Society (INS)	4
International Positive Psychology Association	1
National Academy of Neuropsychology (NAN)	1
Organization of Human Brain Mapping	1
Psychonomic Society	2
Sigma Xi Scientific Research Honor Society	1
Society for a Science of Clinical Psychology (SSCP)	5
Society for Affective Science	1
Society for Improvement of Psychological Science (SIPS)	2
Society for Judgment and Decision Making (SJDM)	3
Society for Neuroscience	3
Society for Research in Adolescence	2
Society for Research in Child Development	3
Society for Research on Nicotine and Tobacco (SRNT)	1
Society for Risk Analysis (SRA)	3
Society for the Study of Emerging Adults	1
Society for the study of psychiatry and culture (SSPC)	4
Society of Applied Research in Memory and Cognition (SARMAC)	1
Society of Behavioral Medicine	2
Southeastern Psychological Association (SEPA)	1
SPSP (Society for Personal and Social Psychology)	10
Vision Science Society	1
Western Psychological Association	1
World Association for Personality Psychology (WAPP)	1

Appendix III A 7
Publications of Currently Enrolled & Recently Degreed Graduate Students
(area affiliation and year of admission)

Minwoo Ahn (Soc 2015) - currently enrolled

Cohen, D. J., & **Ahn, M.** (2016). A subjective utilitarian theory of moral judgment. *Journal Of Experimental Psychology: General*, 145(10), 1359-1381.

Mohamed Atari (Soc 2017) - currently enrolled

Barbaro, N., Sela, Y., Atari, M., Shackelford, T. K., & Zeigler-Hill, V. (2017). Romantic attachment and mate retention behavior: The mediating role of perceived risk of partner infidelity. Journal of Social and Personal Relationships, 0265407517749330.

Afhami, R., Mohammadi-Zarghan, S., & Atari, M. (2017). Self-Rating of Religiosity (SRR) inIran: Validity, reliability, and associations with the Big Five. Mental Health, Religion & Culture, 20, 879-887.

Atari, M., Barbaro, N., Sela, Y., Shackelford, T. K., & Chegeni, R. (2017). Consideration of cosmetic surgery as part of women's benefit-provisioning mate retention strategy. Frontiers in Psychology, 8, 1389.

Atari, M., Barbaro, N., Shackelford, T. K., & Chegeni, R. (2017). Psychometric evaluation and cultural correlates of the Mate Retention Inventory–short form (MRI-SF) in Iran. Evolutionary Psychology, 15, 1474704917695267.

Chegeni, R., & Atari, M. (2017). The dark triad of personality and considering cosmetic surgery: An exploratory study. Journal of Applied Biobehavioral Research, 22, e12071.

Besharat, M. A., & Atari, M. (2017). Psychometric evaluation of a Farsi translation of the Big Three Perfectionism Scale. Personality and Individual Differences, 113, 5-12.

Atari, M., Barbaro, N., Sela, Y., Shackelford, T. K., & Chegeni, R. (2017). The Big Five personality dimensions and mate retention behaviors in Iran. Personality and Individual Differences, 104, 286-290.

Atari, M., & Chegeni, R. (2017). The Dark Triad and long-term mate preferences in Iranian women. Personality and Individual Differences, 104, 333-335.

Atari, M., Chegeni, R., & Fathi, L. (2017). Women who are interested in cosmetic surgery want it all: The association between considering cosmetic surgery and women's mate preferences. Adaptive Human Behavior and Physiology, 3, 61-70.

Pourhosein, R., Mohammadi-Zarghan, S., Soufiabadi, M., & Atari, M. (2017). Ego development and aesthetic judgment styles in Iranian adults. Psychological Thought, 10, 80-89.

Atari, M. (2017). Assessment of long-term mate preferences in Iran. Evolutionary Psychology, 15, 1474704917702459.

Atari, M., & Chegeni, R. (2017). Associations between perfectionism cognitions, religiosity and desired number of children in Iranian women. Journal of Reproductive and Infant Psychology, 35, 309-317.

Naraghi, M., & Atari, M. (2017). Interest in aesthetic rhinoplasty scale. Facial Plastic Surgery, 33, 217-224.

Atari, M., & Jamali, R. (2016). Dimensions of women's mate preferences: Validation of a mate preference scale in Iran. Evolutionary Psychology, 14, 1-10.

Atari, M., & Chegeni, R. (2016). Assessment of dark personalities in Iran: Psychometric evaluation of the Farsi translation of the Short Dark Triad (SD3-F). Personality and Individual Differences, 102, 111-117.

Atari, M., & Jamali, R. (2016). Mate preferences in young Iranian women: Cultural and individual difference correlates. Evolutionary Psychological Science, 2, 247-253.

Atari, M. (2016). Factor structure and psychometric properties of the Body Appreciation Scale-2 in Iran. Body Image, 18, 1-4.

Naraghi, M., & Atari, M. (2016). Development and Validation of the Expectations of Aesthetic Rhinoplasty Scale. Archives of Plastic Surgery, 43, 365-370.

Naraghi, M., Atari, M., & Asadollahi, H. (2016). When aesthetics, surgery, and psychology meet:Aesthetic nasal proportions in patients having rhinoplasty and normal adults. The Surgery Journal, 2, e44-e48.

Atari, M., & Yaghoubirad, M. (2016). The Big Five personality dimensions and mental health: The mediating role of alexithymia. Asian Journal of Psychiatry, 24, 59-64.

Atari, M., Jamali, R., Bahrami-Ehsan, H., & Mohammadi, L. (2016). Development and validation of Adolescent Comparative Body and Appearance Satisfaction Scale (ACBASS). Current Psychology, 36, 637-648.

Kalantar-Hormozi, A., Jamali, R., & Atari, M. (2016). Interest in cosmetic surgery among Iranian women: The role of self-esteem, narcissism, and self-perceived attractiveness. European Journal of Plastic Surgery, 39, 359-364.

Naraghi, M., & Atari, M. (2016). Self-esteem and rhinoplasty: A case-control study. Plastic &Aesthetic Research, 3, 111-114.

Naraghi, M., & Atari, M. (2016). Gender differences in rhinoplasty: Psychopathological symptoms. Open Journal of Medical Psychology, 5, 1-6.

Atari, M., Akbari-Zardkhaneh, S., Mohammadi, L., & Soufiabadi, M. (2015). The factor structure and psychometric properties of the Persian version of Body Appreciation Scale. American Journal of Applied Psychology, 3, 62-66.

Atari, M., Akbari-Zardkhaneh, S., Soufiabadi, M., & Mohammadi, L. (2015). Cross-culturaladaptation of the Physical Appearance Comparison Scale-Revised in Iran. International Journal of Body, Mind and Culture, 2, 115-124.

Naraghi, M., & Atari, M. (2015). Comparison of patterns of psychopathology in aesthetic rhinoplasty patients versus functional rhinoplasty patients. Otolaryngology—Head and Neck Surgery, 150, 244-249.

Naraghi, M., & Atari, M. (2015). A comparison of depression scores between aesthetic and functional rhinoplasty patients. Asian Journal of Psychiatry, 14, 28-30**.**

Erica Beall (Soc 2011) - degreed: 12/2015

Koleva, S.,**Beall**, E, & Graham, J. (2017). Moral Foundations Theory: Building value through moral pluralism. In A. J. G. Sison (Ed.), *The Handbook of Virtue Ethics in Business and Management* (pp. 521-530). Springer: New York.

Graham, J., Meindl, P., **Beall**, E., Johnson, K. M., & Zhang, L. (2015). Cultural Differences in Moral Judgment and Behavior, Across and Within Societies. *Current Opinion in Psychology*.

Beall, E., & Graham, J. (2015). Variation and levels of analysis in religion's evolutionary origins. *Religion, Brain & Behavior, 5(*3), 231-233.

Stone, S., Johnson, K.M., **Beall,** E., Meindl, P., Smith, B.J., & Graham, J. (2014). Political psychology. Wiley Interdisciplinary Reviews: *Cognitive Science*, 5, 373-385.

Graham, J., Meindl, P., & **Beal**l, E. (2012). Integrating the streams of morality research: The case of political ideology. *Current Directions in Psychological Science*, 21, 373-377.

de Medeiros, K., Beall, E., Vozzella, S., & Brandt, J. (2009). Television Viewing and People with Dementia Living in Long-Term Care: A Pilot Study. *Journal of Applied Gerontology*, 28(5), 638.

Mariel Bello (CL 2016) - currently enrolled

Pang, R.D., **Bello, M.S.**, Liautaud, M.M., Weinberger, A. H., & Leventhal, A.M. (in press).

Gender Differences in Negative Affect During Acute Tobacco Abstinence Differ Between African American and White Adult Cigarette Smokers. *Nicotine & Tobacco Research*.

Bello, M.S., McBeth, J.F., Ditre, J.W., Kirkpatrick, M.G., Ray, L.A., Dunn, K.E., & Leventhal, A.M. (in press). Pain as a Predictor and Consequence of Tobacco Abstinence Effects amongst African American Smokers.*Journal of Abnormal Psychology.*

Cho, J., Goldenson, N.I., Pester, M.S., Khoddam, R., **Bello, M.S**., Dunton, G.F., Belcher, B.R., & Leventhal, A.M. (2017). Longitudinal Associations between Anhedonia and Body Mass Index Trajectory Groups among Adolescents. *Journal of Adolescent Health.*

Lee, J.O., Cho, J., Yoon, Y., **Bello, M.S.**, Khoddam, R., & Leventhal, A.M. (2017). Developmental Pathways from Parental Socioeconomic Status to Adolescent Substance Use: Alternative and Complementary Reinforcement. *Journal of Youth & Adolescence*, *47*, 334-348.

Chasson, G.S., **Bello, M.S**., Luxon, A.M., Graham, T.A.A., & Leventhal, A.M. (2017). Transdiagnostic Emotional Vulnerabilities Linking Obsessive-Compulsive and Depressive Symptoms in a Community-Based Sample of Adolescents. *Depression & Anxiety*,*34*, 761-769.

Bello, M.S., Pang, R.D., Chasson, G.S., Ray, L.A., & Leventhal, A.M. (2017). Obsessive-Compulsive Symptoms and Negative Affect During Tobacco Withdrawal in a Non-Clinical Sample of African American Smokers. *Journal of Anxiety Disorders*, 48, 78-86.

Guillot, C.R., **Bello, M.S.**, Tsai, J.Y., Huh, J., Leventhal, A.M., & Sussman, S.Y. (2016). Longitudinal Associations between Anhedonia and Internet-Related Addictive Behaviors in Emerging Adults. *Computersin Human Behavior*, 62, 475-479.

Pang, R.D., **Bello, M.S.**, Stone, M.D., Kirkpatrick, M.G., Huh, J., Monterosso, J., Haselton, M.G., Fales, M.R., & Leventhal, A.M. (2016). Premenstrual Symptoms and Smoking-Related Expectancies. *Addictive Behaviors*, 57, 38-41.

Aguirre, C.G., **Bello, M.S.**, Pang, R.D., Andrabi, N., Hendricks, P.S., Bluthenthal, R.N., & Leventhal, A.M. (2015). Gender, Ethnicity, and their Intersectionality in the Prediction of Smoking Outcome Expectancies. *Behavior Modification*, 1-22.

Bello, M.S., Pang, R.D., Cropsey, K.L., Zvolensky, M.J., Reitzel, L.R., Huh, J., & Leventhal, A.M. (2015). Tobacco Withdrawal Amongst African American, Hispanic, and White Smokers. *Nicotine & Tobacco Research*, 18, 1479-1487.

Leventhal, A.M., **Bello, M.S.**, Unger, J.B., Strong, D.R., Kirkpatrick, M.G., & Audrain-McGovern, J. (2015). Diminished Alternative Reinforcement as a Mechanism Underlying Socioeconomic Disparities in Adolescent Substance Use. *Preventive Medicine*, 80, 75-81.

Lesley Berntsen (BCS 2012) - degreed 8/2018

Berntsen, L., Gao, Y., Tuvblad, C., Niv, S., Raine, A., & Baker, L. A. (revise & resubmit). The genetic overlap between skin conductance orienting response and psychopathic personality. *Biological Psychology.*

Tuvblad, C., Dhamija, D., **Berntsen, L.,** Raine, A., & Liu, J. (2016). Cross-cultural validation of the Reactive-Proactive Aggression Questionnaire (RPQ) using four large samples from the US, Hong Kong, and China. *Journal of Psychopathology and Behavioral Assessment, 38*(1), 48-55.

Berntsen L., & Baker, L. A. (2015). Defiant behavior during adolescence across cultures. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences (second edition), volume 6* (pp. 7-11). New York: Elsevier.

Krosch, A. K., **Berntsen, L.,** Jost, J. T., Amodio, D. M., & Van Bavel, J. J. (2013). On the ideology of hypodescent: Political conservatism predicts categorization of mixed-race faces as Black. *Journal of Experimental Social Psychology, 49,* 1196-1203.

Berntsen, L. (2012). The unbearable Whiteness of being: Political ideology predicts biased Political ideology predicts biased categorization of racially ambiguous faces. [Abstract]. *Inquiry: A Journal of Undergraduate Research, 16*, 30.

Anna Blanken (CL 2015) - currently enrolled)

Lazaris A, Hwang KS, Goukasian N, Ramirez LM, Eastman J, Blanken AE, Teng E, Gylys K, Cole G, Saykin AJ, Shaw LM, Trojanowski JQ, Jagust WJ, Weiner M, Apostolova LG. (2015). Alzheimer risk genes modulate the relationship between plasma apoE and cortical PiB binding. Neurol Genet. 2015 Oct; 1(3):e22. PMID: 27066559; PMCID: PMC4809461.

Apostolova, L.G., Zarow, C., Biado, K., Hurtz, S., Boccardi, M., Somme, J., Honarpisheh, H.,Blanken, A.E., Brook, J., Tung, S., Lo, D., Ng, D., Alger, J.R., Vinters, H.V., Bocchetta, M., Duvernoy, H., Jack Jr., C.R., Frisoni, G (2015). Relationship Between Hipppocamap Atrophy and Neuropathology Markers: a 7T MRI Validation Study of the EADC-ADNI Harmonized Hippocampal Segmentation Protocol. Alzheimers Dement. 2015 Feb;11(2):139-50. doi: 10.1016/j.jalz.2015.01.001. Epub 2015 Jan 22

Blanken, A. E., Hurtz, S., Zarow, C., Biado, K., Honarpisheh, H., Somme, J.,Apostolova, L. G. (2017). Associations between hippocampal morphometry and neuropathologic markers of Alzheimer's disease using 7 T MRI. *NeuroImage : Clinical*, *15*, 56–61.

Nation, D.A., Tan, A., Dutt, S., McIntosh, E.C., Yew, B., Ho, J.K., Blanken, A.E., Jang, J.Y., Rodgers, K.E., Gaubert, A. (2018). Circulating progenitor cells correlate with memory, posterior cortical thickness and hippocampal perfusion. J Alzheimers Dis. 2018;61(1):91-101.

Cindy Chiang (Dev 2016) - currently enrolled

Murphy, J. M., Nguyen, T., Lucke, C., **Chiang, C**., Plasencia, N., & Jellinek, M. (2018). Adolescent self-screening for mental health problems; demonstration of an internet-based approach. *Academic pediatrics*, *18*(1), 59-65.

Murphy, J. M., Bergmann, P., **Chiang, C.,** Sturner, R., Howard, B., Abel, M. R., & Jellinek, M. (2016). The PSC-17: subscale scores, reliability, and factor structure in a new national sample. *Pediatrics*, *138*(3), e20160038.

Chiang, C., Brixey, J., Gibson, J., & Dehghani, M. (2018). Improving predictions of polite and frustrated speech using linguistic features associated with different cognitive states in children. Proceedings of the 40th Annual Conference of the Cognitive Science Society.

Chiang, C., Geffen, S., & Mintz, T. (2018). Distinguishing questions and statements using sentence- initial prosodic cues. Proceedings of the 42nd Annual Boston University Conference on Language Development.

Lucas Carden (Soc 2014) - currently enrolled

Carden, L., & Wood, W. (2018). Habit formation and change. *Current Opinion in Behavioral Sciences*, *20*, 117-122.

Carden, L., Wood, W., Neal, D. T., & Pascoe, A. (2017). Incentives activate a control mind-set: good for deliberate behaviors, bad for habit performance. *Journal of the Association for Consumer Research*, *2*(3), 279-290.

Wood, W., & Carden, L. (2014). Elusiveness of menstrual cycle effects on mate preferences: Comment on Gildersleeve, Haselton, and Fales. *Psychological Bulletin*, *140*(5), 1265-1271.

Geoffrey Corner (CI 2014) - currently enrolled

Khaled, M., **Corne**r, G. W., Horton, K., Khoddam, H., Stoycos, S., & Saxbe, D. E. (2018). *Prenatal relationship conflict behavior predicts childbirth experiences and perinatal health*. Manuscript submitted for publication.

Corner, G. W., Saxbe, D. E., Chaspari, T., Rasmussen, H. F., Perrone, L., Pettit, C., … Margolin, G. (2018). Compassion in a heartbeat: Physiology during couples' loss discussions. *Journal of Social and Personal Relationships*. Advance online publication.

Rasmussen, H. F., **Corne**r, G. W., & Margolin, G. (2018). Young adult couples' behavioral and physiological responses to the infant simulator: Proof of concept for coparenting. *Infant Behavior and Development*. Advance online publication.

Saxbe, D. E., **Corner**, G. W., Khaled, M., Horton, K., Wu, B., & Lyden, H. (2018). The weight of fatherhood: Identifying mechanisms to explain paternal perinatal weight gain. *Health Psychology Review*. Advance online publication.

Lichtenthal, W. G., **Corner**, G. W., Slivjak, E., Roberts K. E., Li, Y., Breitbart, W., … Beard, C. (2017). A pilot randomized controlled trial of cognitive bias modification to reduce fear of breast cancer recurrence. *Cancer*, *123*(8), 1424-1433.

Roberts, K., Holland, J., Prigerson, H. G., Sweeney, C., **Corner**, G., Breitbart, W., & Lichtenthal, W. (2017). Development of the Bereavement Risk Questionnaire: Item generation and expert panel feedback. *Palliative & Supportive Care*, *15*(1), 57-66.

Applebaum, A. J., Kryza-Lacombe, M., Buthorn, J., DeRosa, A., **Corner,** G., & Diamond, E. L. (2016). Existential distress among caregivers of patients with brain tumors: A review of the literature. *Neuro-Oncology Practice*, *3*(4), 232-244.

Lichtenthal, W. G., Sweeney, C., Roberts, K., **Corner,** G. W., Donovan, L., Prigerson, H. G., & Wiener, L. (2015). Bereavement follow-up after the death of a child to cancer. *Pediatric Blood & Cancer*, *62*(S5), S834–S869.

Lichtenthal, W. G., **Corne**r, G. W., Sweeney, C., & Roberts K., Wiener, L., Prigerson, H., Breitbart, W. (2015). Mental health services for parents bereaved by cancer: If we build them, will they come? *Journal of Clinical Oncology*, *33*(20), 2246-2253.

Corner, G. W., Jhanwar, S. M., Kelman, J., Pessin, H., Stein, E., & Breitbart, W. (2015). Visible Ink: A flexible and individually-tailored writing intervention for cancer patients. *Palliative & Supportive Care*, *13*(2), 171-178.

Masterson, M., Hurley, K., Zaider, T., **Corner,** G., Shuler, T., & Kissane, D. (2015). Psychosocial health outcomes for family caregivers following the first year of bereavement. *Death Studies*, *39*(10), 573-578.

Guidry, J. A., Lubetkin, E., **Corner**, G. W., Lord-Bessen, J., Kornegay, M., & Burkhalter, J. (2015). Promoting cancer prevention and control in community-based HIV/AIDS service organizations: Are they ready? *AIDS Education and Prevention*, *26*(1), 43-55.

Diamond, E. L., **Corner**, G. W., DeRosa, A., Breitbart, W., & Applebaum, A. J. (2014). Prognostic awareness and communication of prognostic information in malignant glioma: A systematic review. *Journal of Neuro-Oncology*, *119*(2), 227-234.

Wiener, L., Sweeney, C., Baird, K., Merchant, M. S., Warren, K. E., **Corner,** G. W., Lichtenthal, W. G. (2014). What do parents want to know when considering autopsy for their child with cancer? *Journal of Pediatric Hematology/Oncology*, *36*(6), 464-470.

Baxi, S., Shuman, A., **Corner**, G. W., Shuk, E., Sherman, E., Elkin, E.,Pfister, D. (2013). Sharing a diagnosis of HPV-related head and neck cancer: The emotions, the confusion and what patients want to know. *Head & Neck*, *35*(11), 1534-1541.

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Nina Jhaveri (CL 2016) – currently enrolled

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Annemarie Kelleghan (CL 2016) - currently enrolled

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Gabrielle Lewine (Cl 2013) - currently enrolled

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Ying Lin (Soc 2015) - currently enrolled

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Hannah (Lyden) Khoddam (Cl 2013) - currently enrolled

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Sarah Malamut (Dev 2014) - currently enrolled

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Bruna Martins-((CL 2011) degreed 8/2017

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Kelly (Miller) Kazmierski (CL 2012) - currently enrolled

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Jungwon Min (BCS 2017) - currently enrolled

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David Newman (Soc 2014) - currently enrolled

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Kenneth Nguyen (Quant 2013) - degreed 5/2018

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Casey O'Donnell (Soc 2016) – currently enrolled

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Skye Parral (Quant 2015) – currently enrolled

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Natalie (Tasha) Poppa (BCS 2014)- currently enrolled

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Hannah Rasmussen (CI 2015) – currently enrolled

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Rodrigo Riveros (Miranda) **(BCS 2014) - currently enrolled**

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Bryan Shilowich (BCS 2012)- currently enrolled

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Adela Timmons (CI/Quant 2011) - degreed 2018

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Sylvanna Vargas (CI 2014)- currently enrolled

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Peter Wang (Soc 2016) - currently enrolled

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Samantha (Waters) Wood (BSC 20110) (Degreed 5/ 2017)

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Belinda Yew (CI 2014) - currently enrolled

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Jessica (Mengtian) Zhao (Quant 2015) - currently enrolled.

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Appendix III A8 Retention, Time to Degree, Graduation Rates

TIME TO DEGREE BY AREA FOR THOSE WHO COMPLETED A PHD (5/2008 - 5/2018)

Students Degreed 5/08 – 5/18						
AREA	**< 5 years**	**5 to 5.75 years**	**5.75 to 6 years**	**6 to 7 years**	**> 7 years**	**total**
Brain & Cog Science	9	8	9	8	7	**41 (28%)**
Clinical Science*	0	1	15	18	18	**52 (36%)**
Developmental	3	3	2	1	3	**12 (8%)**
Quantitative	10	4	2	2	4	**22 (15%)**
Social	3	2	4	5	5	**19 (13%)**
Total	**25 (17%)**	**18 (13%)**	**32 (22%)**	**34 (23%)**	**37 (25%)**	**146**

163 students were enrolled (5/2008- 5/2018).

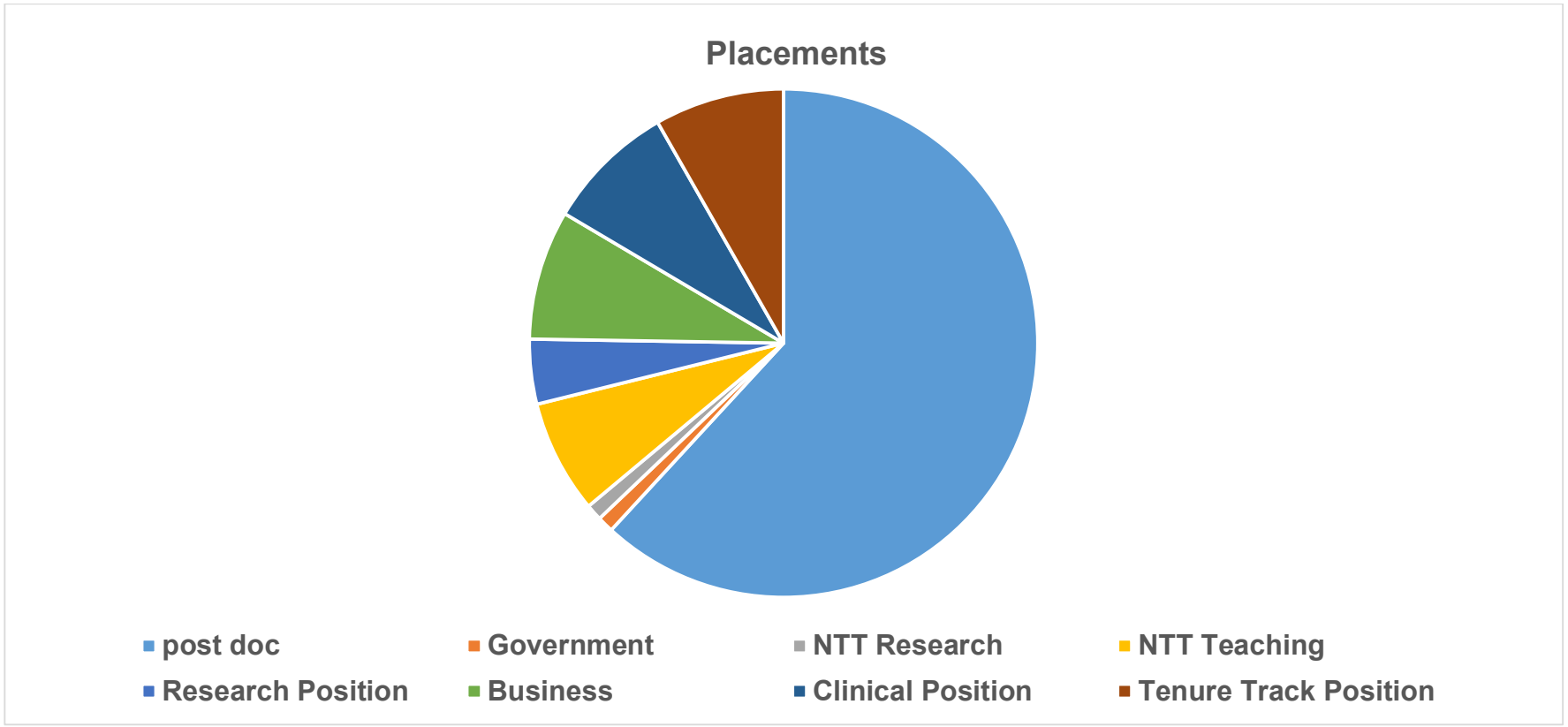
17 did not complete the program = (10%).

146 completed a PhD = (90% graduation rate).

Time to degree range= 3.95 -13.71; *M*= 6.49 years.

*The Clinical Science PhD requires an internship, which extends the time to degree.

Appendix III A9: First Placement After the PhD (2008-2018)										
	Post Doc	**Gov't**	**NTT Research**	**NTT Teaching**	**Research Position**	**Business**	**Clinical Position**	**Tenure Track Position**	**No work**	**Totals**
#	82	2	3	10	6	11	11	11	10	146
%	56%	1%	3%	7%	4%	7%	7%	8%	7%	100%



Handbook for Graduate Students

Department of Psychology
University of Southern California
2017

9/5/17 update

This handbook sets forth policies and standards of the Department of Psychology and the Graduate School of the University of Southern California. Graduate students are expected to be familiar with the material presented here, as well as the regulations of the Graduate School presented in more detail in the **USC Catalogue 2017-2018** and in the ***Graduate Student Handbook*** published by the Graduate School. **Please note that not all policies and standards of the Graduate School are covered in this handbook.** Thus, students must also be familiar with the regulations in the ***USC Catalogue***. Appropriate course selection and the general understanding of deadlines, filing of Graduate School forms, etc., are the *student's responsibility*.

Department of Psychology
University of Southern California
2017

HANDBOOK OF REQUIREMENTS AND DEADLINES FOR THE PH.D. DEGREE IN PSYCHOLOGY

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REQUIREMENTS AND DEADLINES FOR THE PH.D. DEGREE IN PSYCHOLOGY

A. Introduction

1. Ph.D. degree requirements can be found in the USC Catalogue for your year of admission.

2. Any potential conflict in requirements between the Graduate School guidelines and this handbook should be brought to the attention of departmental staff.

3. This handbook specifies requirements for the class that enters this academic year. Any students admitted after that date may be subject to different requirements as will be specified in updates of the handbook.

4. At the end of each academic year, areas will provide a brief narrative and a quantitative rating (1 = Satisfactory; 2 = Some Concern; and 3 = Serious Concern) of each student‘s progress in the program.

B. Residence and Time Limits

1. The equivalent of three years graduate status at USC or elsewhere is minimally required in all Ph.D. programs by the Graduate School. Students in Clinical Science (Child & Family, General Adult, and Clinical-Aging) must minimally spend three years full time on campus plus one full year of internship at a departmentally approved facility.

2. At least 24 units (exclusive of 794, dissertation) are required at the University of Southern California. Whether a transfer student is required to take more than 24 units at this university depends on the evaluation made by his/her guidance committee regarding the relation of previous work to department courses.

3. All degree candidates in Psychology are expected to be full-time students. The Graduate School considers that eight semester units constitute a minimum load for a full-time graduate student, 12 units a normal load, and 16 units a maximum load.

    a. All first-year students are required to take at least eight semester units during each of the first three semesters because of the screening procedure described in Sections D and E. It is expected that the other half of the student’s time will be spent on research.
    b. If at any time individual circumstances lead a student to consider carrying a reduced academic load, he/she is responsible for clearing in advance the deviation from regular procedure with his/her advisor or guidance committee.

4. A leave of absence may be taken under exceptional circumstances by requesting it by petition the semester before the leave is to be taken. The petition should be addressed to the head of the student's specialty area and should describe the basis for the request and, if possible, the expected time of return. It should have the endorsement (signature) of the student's advisor or chair of his/her guidance committee. Approval or rejection of requests is determined by the faculty of the specialty area. If approved, the head of the area adds his/her signature to the request. It is to be noted specifically that approval of such a request does not free the student from the Graduate School regulations concerning time limits for completion of the degree.
   The student must submit the request to the Department Chair or Director of Graduate Studies. Approval by this official indicates that the leave is formally granted and will be recorded on the student's transcript.
   A student who does not return to enrolled status at the end of an approved period of leave is no longer considered to be pursuing an advanced degree. Further, students who fail to apply for a leave of absence or for whom a leave has been denied, but who fail to remain continuously enrolled as defined by the Graduate School, will also be considered to be no longer pursuing an advanced degree. To be readmitted to graduate studies, students must officially apply for readmission as specified in the Graduate School regulations.
   Request for a leave of absence is not required of Clinical Science (Child Family, General Adult or Clinical-Aging) students who, with the approval of their guidance committee, leave the campus to complete their internship requirement. They are considered as being active in the program. However, all such students must be officially enrolled.

5. The Graduate School requires that a student complete the degree within eight years of the date from the start of graduate work at the University of Southern California. In the case of students who have earned an applicable Master's degree within five years prior to admission to the doctoral program, the Graduate School requires that the Ph.D. degree be completed within six years. The Psychology Department expects the Ph.D. degree to be completed within five years for non-clinical students. Clinical students are expected to complete their degree within six years, including the year of internship.

   a. Extensions beyond the eight years require submission of a petition to the department and are granted only for very compelling reasons. (This is one reason why students are asked to clear reduced academic loads with their guidance committees and to request department approval of a leave of absence.)
   b. In the very rare case that permission is granted to extend beyond eight years, under no circumstances will the time for completion be extended beyond 10 years from the date of the beginning of graduate work.

C. Course Requirements

1. The equivalent of 60 semester units (including 794) is the minimum university requirement for the Ph.D. degree. Additional courses may be required, depending on a student's background and goals.

2. All students must take a minimum of 36 substantive units, at least 24 of which must be in the Department of Psychology. Research, thesis or dissertation courses (590, 594, 790, 794) do not qualify as substantive units. A minimum of eight units (two courses) must be taken in Category A (see below). Courses outside of Psychology cannot be substituted to fulfill these required courses.

3. The other 16 units (four courses) taken in the Department of Psychology must meet a distribution requirement. The courses must be taken from Categories B and C, with at least one course from Category B and one course from Category C. Courses outside of Psychology cannot be substituted to fulfill these requirements. The courses in these categories are listed below.

COURSES THAT FULFILL DEPARTMENT-WIDE CORE REQUIREMENTS

Category A. *Statistics and Research Design*
Courses that belong to this category include:
500 An Overview of Quantitative Methods in Psychology
501 Statistics in Psychological Research
502 Analysis of Variance and Experimental Design
503 Regression and the General Linear Model
504 Research Design
520 Fundamentals of Psychological Measurement
524 Research Design in Developmental Psychology
575 Multivariate Analysis of Behavioral Data
577 Analysis of Covariance Structures
578 Workshop in Quantitative Methods
616 Research Techniques for Non-Experimental Social Science
621 Seminar in Quantitative Psychology
622 Decision Analysis and Behavioral Decision Theory
625 Advanced Big Data Methods

Category B. *Biological Bases of Behavior* (physiological psychology, comparative psychology, neuropsychology, sensation and perception, psycho-pharmacology, behavior genetics) and *Cognitive-Affective Bases of Behavior* (learning, thinking, motivation, problem-solving). Courses that belong to this category include:
506 Learning and Cognition
510 Visual Cognition
540 Cognitive Neuroscience

544 Psychophysiology
545 Neuropsychology
547 Functional Neuroanatomy
551 Decision Neuroscience
555 Introduction to Functional Magnetic Resonance Imaging
576 Psycholinguistics
586 Advanced Psycholinguistics
676 Seminar in Psycholinguistics

Category C. *Social Bases of Behavior* (social psychology, group processes, organizational and systems theory) and *Individual Differences* (personality theory, human development, abnormal psychology). Courses that belong to this category include:
512 Seminar in Social Psychology
514 Psychopathology
*515 Clinical Assessment
533 Cognitive Development in Children
538 Origins of Human Nature
534 Social and Emotional Development in Children
*595 Practicum in Clinical Psychology
612 Seminar in Advanced Social Psychology
*619 Psychological Intervention
626 Computational Social Sciences
660 Seminar in Clinical Psychology
680 Seminar in Psychopathology
*695 Advanced Practicum in Clinical Psychology

*Courses marked with an asterisk may only be taken by students in the Clinical, Clinical-Aging, Child & Family Clinical programs.

4. Students in the quantitative psychology specialty area may substitute one additional statistics/research design course for one of the four courses required from Categories B and C, provided they have at least one course from Category B and one course from Category C.

5. In addition to these department-wide core requirements, each specialty area/program within the department has other requirements. These area/program requirements are described in the appendix to this handbook.

6. Students from specialty areas other than Clinical, Clinical-Aging, and Child & Family Clinical may take no more than three clinical courses. Those taken must be from 514 and 660 unless approval is received from the clinical faculty to enroll in a course not on this list.

7. Students who enter the Ph.D. program having taken appropriate graduate courses elsewhere may petition the Chair of the Psychology Department for a waiver of one or more core-course requirements.

8. Students may petition to the Director of Graduate Studies to have 599s fulfill categories A, B and C.

D. First-Year Screening Procedure

1. The Graduate School requires that a screening procedure be used with each student before more than 24 units has been taken at the university. (Students must submit petitions to request exceptions.)

2. The Department of Psychology meets this requirement in the following way. Students are screened at the end of their first year. The evaluation is based on performance in courses and on research performance.

    a. The course evaluation is based on performance in the courses taken during the first two semesters at USC. During that time, students must have taken a minimum of 16 units (four courses), with at least three of those courses being substantive courses from the core lists given earlier.
    b. Each specialty area evaluates the research performance of its students at the end of the first year. The head of the specialty area must notify the students no later than August 15 of the summer following completion of the first academic year about whether they have met the first-year research requirement. The area/program research requirements are included with other area/program requirements in the appendix to this handbook.
    c. The outcome of the first-year screening process falls into one of three categories:
    (1) clear pass (approved to continue),
    (2) approved to continue for a terminal M.A. degree (but not for the Ph.D.), or
    (3) dismissal from the graduate program.
    d. To obtain a clear pass in the first-year screening, a student must have made good progress in research (as judged by the faculty of the specialty area) and obtained a B (3.00) average and no more than one C in the courses taken during the first year. Cumulative GPA for the year is based on all courses taken. When a student does not meet the standards for a clear pass, the student will have failed the first year screening. The faculty of the student's specialty area then will make a recommendation to the faculty about whether the student should be approved to continue for a terminal M.A. degree or be dismissed from the graduate program. This recommendation must be communicated in writing to the student and to the Chair of the department no later than August 15 of the summer following completion of the first academic year. All such cases will ultimately be decided by ballot of the

Psychology faculty no later than the first faculty meeting in September. A majority of the members present at the meeting is required to decide the issue.

3. In very rare cases, the faculty may decide that extenuating circumstances obviate what would otherwise be a fail. All such cases will ultimately be decided by ballot of the Psychology faculty, with a majority of the members present required to carry the exception. With such a vote a student may be permitted to continue beyond the first year with a grade-point average below B (3.00). It should be noted, however, that the Graduate School requires that a minimum grade-point average for all graduate work attempted at the university must be 3.00 before a degree can be granted. Thus, a grade-point average that falls below a 3.00 during a given semester will be considered a strong indicator that the student is not in a position to succeed in the program. Nevertheless, in very rare extenuating circumstances, permission to register following any semester in which the GPA has dropped below this level will require petition from the student's research advisor. The Director of Graduate Studies will meet with the research advisor, the student, and the Department Chair to determine if the petition should be forwarded to the Graduate School for consideration. Students who transfer credits must achieve this minimum both on all graduate residence units and on all combined residence units and units taken elsewhere for graduate credit.

E. Second Year Research Requirement

1. The Department of Psychology has an additional screening procedure involving judgment of the student's research competence. During the first two years of graduate study at USC, each student works with a faculty member on a program of research that culminates in a written report. This report must be a Master's thesis or a research report of comparable scope and quality. The student's performance in planning, conducting, and reporting the study provides the basis of a second-year screening.

    a. The second year project must be *approved* by the evaluation committee by the end (date classes end) of the fourth semester in residence.
    b. The following evaluations are used:
    (1) Satisfactory for M.A. level and approved to proceed toward the Ph.D. Generally for this rating, the research report must meet the standard of "acceptable for publication" with reference to:
        (a) conception and implementation of project
        (b) quality of report
    (2) Satisfactory for M.A. level, but not approved to continue for Ph.D.
    (3) Unsatisfactory for M.A. level
    c. Responsibility for this screening lies with members of the student's screening committee, most often composed of faculty from within the student's specialty area. [This is generally the area into which the student was accepted for graduate training.] The committee consists of three tenure-track members of the department who review the paper.

d. To pass the second year screening, that is, to be permitted to proceed toward the Ph.D., the three committee members must approve the work. The department form for reporting the outcome of this screening procedure and a final, committee- approved copy of the research report must be provided to the research advisor, i.e., the chair of the screening committee, and to the Graduate Student Advisor prior to the last day of classes of the student's fourth semester.
e. Course credit (590) may be obtained for this research, at the student's and advisor's option. For those who do not already have an M.A. degree, the department urges registering for 594ab (rather than 590) and submitting the report as a Master's thesis.
f. Such a research project done at USC is required of all students, regardless of prior graduate work at another institution.
g. A file of the completed sign-off sheets and the approved research papers presented in fulfilling this requirement is kept by the department. A photocopy of the approved research paper is acceptable for this purpose.
h. Faculty evaluation of the student's second-year research project will be reported at the faculty meeting held during September of the student's third year.
i. In the fall of their third year, students are required to present their second-year projects or another research project as part of a departmental poster session typically held after the first faculty meeting in the fall.

2. 24-Unit Screening.

   A student's success in passing the 24-unit screening (see D.2.) commits the department to supervising her/him to completion of the second-year research project or M.A. thesis (provided she/he can complete all requirements, including the writing of an acceptable report within the time limits of the department and the Graduate School).

F. Assisting in Teaching and Research

1. In addition to formal course work, the Department of Psychology considers that experiences as a research assistant and teaching assistant can be valuable parts of graduate students' training and should be strongly encouraged for all students.

2. As a teaching assistant, students participate in various teaching functions of the department, such as preparing examinations, scoring them, assisting in registration, and actual instruction (within the limits set by the University in connection with the responsibility of instructors for their classes).

3. As a research assistant, students can gain invaluable experience in carrying out research projects, from conceptualization and research design, to implementation, analysis and write-up.

G. Probation and Termination

1. To be in good standing in the Ph.D. program in Psychology, a student at any level of training must maintain a 3.0 average in course work and carry no more than one IN (incomplete) on his/her record. Also, in progressing through the program, a student must meet a number of deadlines (in connection with 24-unit screening, research screening, the qualifying examinations, and completion of the dissertation). In addition, a student must act in a manner which does not violate the ethical and professional standards of the American Psychological Association.

2. A student on probation is defined as one who is in any of the following categories:

   a. whose GPA falls below 3.0 at any time;
   b. who has more than one IN on her/his record at any time;
   c. who is placed on probation as a result of the 24-unit screening process;
   d. who has one grade of C or worse in a course in his/her specialty area;
   e. whose second year research report has not been submitted and judged acceptable by the end (date classes end) of the fourth semester in residence;
   f. who has not successfully completed the Ph.D. qualifying examination by the end (date classes end) of the seventh semester in residence (some areas have earlier deadlines; check specific area requirements);
   g. who has not completed the Ph.D. dissertation within the time specified by the Graduate School (8 years).

3. Probation formally begins with written notification of the student by the specialty area faculty or department administrator. Notification shall include a statement of the reason for probation, probationary conditions, and duration of probation.

4. A student may return from probation to good standing in the following ways, with each remedy corresponding to the list in G.2, above.

   a. the student must bring the GPA up to 3.0 within one semester;
   b. replace the IN with at least a B (not a B-) or better within one semester;
   c. meet the requirements of probation as specified by the specialty area faculty;
   d. repeat the course, earning at least a B (not a B-) or better, within one year;
   e. turn in second year project and have it approved by the time of the final faculty meeting in the fall.
   f. take and pass the qualifying examination by the end (date classes end) of the eighth semester in residence;
   g. complete the dissertation within one semester;

5. Relation of probation to funding. Being on probation may put your funding at risk.

6. Termination of graduate student status. A student will be dropped from the program for any of the following reasons:
   a. failure to return from probation to good standing as described earlier in G.4;
   b. earning two grades of C or worse in courses in specialty area;
   c. acting in a manner which, in the opinion of the faculty (2/3 vote) violates the ethical and professional standards of the APA and for which a warning or probationary period is either inappropriate or impossible;
   d. failure to return from leave of absence by the date specified.

7. Petition for readmission. A student who has been dropped from the program may petition for readmission if the petition is endorsed by a specialty-area faculty member who is willing to take responsibility for chairing the student's guidance committee.

   The petition will be reviewed by and voted upon by the full-time faculty of the specialty area. [Unanimous approval (with no abstentions) is needed for readmission.]

H. Funding

1. The department tries to support as many students as possible and to match students with placements on the basis of training needs. Students should not expect to be supported simply as a matter of course. For example, Graduate School fellowships require that the student maintain full-time status and good standing in the program.

2. Students in good standing will be given priority over students on probation in providing financial support. Each specialty area faculty decides the standing of the student in making decisions. Among other such factors are how many years the student has been in the program, whether a student has the qualifications for serving as a teaching assistant in a particular course, and how well the student has carried out previous assignments.

3. Unless service is needed by the department, the general principle is that support is not provided beyond the fifth year.

I. Course Registration for Qualifying Exam

Once students have sufficient units for graduation, they are encouraged to enroll in GRSC 800 while preparing for their quals. One unit constitutes full time enrollment. GRSC 800 may be taken for 3 semesters if necessary. Students should not repeatedly enroll in 8 units of 790.

J. Guidance Committee

1. After completing the second year project, students and their advisors should discuss future research directions for the student. Together they should be thinking about the input the student will need from other faculty to guide them in these research directions. This should lead to the formation of the student’s guidance committee which will help the

student in formulating their qualifying examination and dissertation proposal. Forming the guidance committee requires obtaining a form (see the Graduate School website: www.usc.edu/schools/GraduateSchool), obtaining signatures from all those who agree to be on the committee, and turning in the signed form to the Graduate Advisor. The Graduate Advisor then submits the signed form to the Graduate School for approval. The guidance committee should be approved about a year before the student takes the qualifying examination, but *no later than six months before the qualifying exam.*

2. The committee must have at least four faculty members from within the department and one member from outside the department.

    a. At least two members of the committee must be from the specialty area that accepted the student into the graduate program. This usually includes the chair of the student's guidance committee.
    b. There must be at least one Psychology Department representative from an area other than the student's specialty area.
    c. The fourth member can be filled by faculty members with the following affiliations: faculty from the student's area, faculty from another area in psychology, faculty members with a joint appointment in psychology (see the Department's website), faculty from other USC departments, or faculty from other universities. These members can also be persons with non-tenure track (NTT) faculty appointments, approved by the chair of the committee, who make sense for the student's study. If the fourth member is NTT or from outside the Psychology Department, the student's advisor must give approval.
    d. The fifth member of the committee is considered the "outside" member. This individual must be a tenure-track full-time member of the faculty of USC, hold the rank of Assistant Professor or above, and be from a Ph.D. granting department other than psychology. This member can have a joint appointment in Psychology so long as they are classified as "external" on the joint appointment list (see Appendix III). Check with the Graduate Advisor.
    e. At least three committee members must be tenure-track faculty with a primary appointment in the Psychology Department (see the core faculty list on the departmental website).
    f. NTT faculty of exceptional standing may serve as chairs of guidance committees in the Psychology Department, upon the written request of the department chair and approval of the school dean. To serve as chair, the NTT member must have a primary appointment in the Psychology Department and must have a documented record of exceptional expertise and superior achievement in a field relevant to the student's project.

3. The Qualifying Exam has separate written and oral sections. These are completed sequentially. The written portion must be passed first and then the orals can be scheduled. See K. below for the content of each portion of the exam.

4. Two forms must be submitted concerning qualifying exams.

    a. 6 months prior to submitting the written portion of their Qualifying Exam, students must submit their Appointment of Committee (AoC) form to the Dornsife Dean's Office for approval. This form establishes the guidance committee. The AoC form is available at the Graduate School website: www.usc.edu/schools/GraduateSchool (click on Current Students, Guidelines, Forms and Requests, then Forms for Qualifying Exams and Dissertation Defenses).
    b. After passing the written portion of the exam, students have 60 days to schedule their oral exam meeting.
    c. For changes in the membership of a guidance committee, it is necessary to complete a Change of Committee (CoC) form and turn it in to the Department Chair. This form is available at the Graduate School website (noted in 3.A.).

5. If the student and guidance committee chair are not able to form a complete committee, or if a former committee member is no longer available to serve, the Chair (with the advice of the Graduate Committee) will appoint members of the faculty to serve on that committee.

K. Qualifying Examination

1. The student and advisor should begin planning for the qualifying examination following the completion of the second year project. To ensure completion of the doctoral degree in five years (six years for clinical students), the qualifying exam must be taken no later than at the *end of the seventh semester*. (Some areas may have earlier deadlines; see specific area requirements.)

2. Prior to taking the qualifying exam, the student must have met all departmental requirements with regard to courses and screening and must have the endorsement of his/her guidance committee to take the exam.

3. The qualifying examination is designed in part to test the student's expertise and readiness to undertake independent research. It also is a learning opportunity for students to gain critical skills and produce scholarly products that contribute to students' records of accomplishment. The examination thus meets a variety of goals in students' training.

4. Specialty areas within the department have considerable latitude in structuring qualifying examinations. The material provided in the Appendix for each specialty area should be consulted to determine what specific protocols for examination have been approved by the given area.

5. The written portion of the Qualifying Exam generally follows one of three models:

a. The student submits one or two papers of publishable quality that represent work conducted since the second year project (depending on area and guidance committee requirements).
b. The student provides an analysis of literature that is pertinent to the research that is being planned for the dissertation. This may become or be the basis of the introduction to the dissertation.
c. The student is provided with questions formulated by his or her guidance committee, each being on a different subject. For each question, the student writes a well-referenced response over a period that might range up to five days.

6. We strongly recommend that students submit the written portion of the Qualifying Exam to committee members *by September 1st of the seventh semester*.

7. The written section of the exam is first submitted to the full Committee and evaluated on the Departmental Evaluation Form by each member. Committee members provide this feedback to students within 2 weeks of receiving the written exam. Only one failing vote is permitted in order for students to pass. The Committee Chair is responsible for summarizing these evaluations and sharing them with the student.

    a. If students fail the written portion of their exam, they can resubmit it one time to their committee. A second failure removes students from the program.
    b. When students pass the written section, they may move on to the oral portion of the exam. Students have 60 days to schedule their oral exam meeting once they pass the written portion.

8. The oral exam portion of the Qualifying Examination is focused on the dissertation proposal. After passing the written portion of the exam, students will submit a draft of their dissertation proposal to their committee and will meet individually with committee members in order to develop the final version of it. At the advisor's option, the dissertation proposal may be written up in the format of an NIH or NSF grant application.

    a. The final version needs to be given to committee members 2 weeks prior to the scheduled orals. If students fail to do this, committee members can cancel the scheduled orals.
    b. The oral exam is usually scheduled for 2 hours.
    c. At the orals, students will present their proposed dissertation project. Committee members will evaluate the oral defense on the Departmental Evaluation Form. They will vote to pass or fail the orals, and no more than one dissenting vote enables a pass. The Committee Chair is responsible for summarizing these evaluations and presenting them to the students on the summary form.
    d. Attendance of all guidance committee members is required at this meeting.

9. A pass for the written or oral portion of the exam cannot be made contingent upon other factors, such as the completion of additional course work or supplemental literature

review. However, it is possible for the student to pass the orals with changes yet to be made to the dissertation proposal.

10. If the vote of the guidance committee is a pass, it also should decide on whether to retain the current composition of the committee as discussed in L1.

11. In the event that the oral examination is failed, the guidance committee may recommend to the Graduate School that the student be permitted to take the orals again. Requests for exceptions to this time period must be approved by the department Chair. A student may not be permitted to take the oral portion of the qualifying examination more than twice.

12. The Graduate School form for reporting results of the exam should be returned by the committee chair to the graduate advisor immediately after the defense.

13. The retaking of a failed qualifying examination or any portion of a qualifying examination must take place *between one and six months from the date of the first examination*.

L. Admission to Candidacy

1. Admission to candidacy for a doctoral degree occurs only after a student has (a) passed departmental course and screening requirements, (b) completed at least 24 units at the University, and (c) passed the qualifying examination.

2. Admission to candidacy is by action of the Director of the Graduate School.

3. Notice of admission to candidacy is sent to the student by the Department of Psychology Chair.

M. Dissertation Committee

1. After the qualifying examination has been passed, the student must appoint a dissertation committee. At this point, the committee may be reduced to four members, with a AoC/CoC form. The minimum composition of the final committee is: two members from Psychology from the student's area, one from Psychology from outside the student's area, and one member from an outside department. For example, a Social student would need at least two committee members from our Social area, at least one committee member from one of our other areas (i.e., BCS, Clinical, Developmental, or Quantitative), and at least one committee member from outside the department. At least three members must be tenure-track faculty with a primary appointment in Psychology.

2. NTT faculty of exceptional standing may also serve as chairs of dissertation committees in the Psychology Department, upon the written request of the department chair and approval of the school dean. To serve as chair, the NTT member must have a primary

appointment in the Psychology Department and must have a documented record of exceptional expertise and superior achievement in a field relevant to the student's project.

3. The composition of this committee is reported on the AoC/CoC form.

4. At this time the student should see the graduate advisor to run a degree check and a STARS Report.

N. Dissertation Registration

1. A student must register for dissertation (794) the semester after passing the qualifying examination and must be registered for dissertation every semester (excluding summer sessions) until degree requirements are completed.

2. Four units of registration in 794 (that is, 794a and 794b) comprise the minimum requirement. Under most circumstances these two registrations cover a time period of two semesters. For both registrations to occur in the same semester approval by the Graduate School is required.

3. Not more than eight units of credit for 794 may be received.

4. Clinical students may register for 691 (1 non-credit unit per semester) rather than 794 while on internship. Note: students must be registered for 691 or 794 during the semester when they actually take their final oral, unless they defend during the summer.

O. Dissertation and Defense of Dissertation

1. At the time students schedule their dissertation defense meeting they must inform the Graduate Student Advisor. The student must go to the Graduate School Thesis Center site and set up their dissertation profile which will give committee members access to their online Approval to Submit. At least two weeks before the scheduled defense, the Graduate Student Advisor will post and distribute to all faculty and graduate students a notice of the meeting.

2. The candidate must submit a dissertation acceptable to her/his dissertation committee and to the Director of the Graduate School. The dissertation committee must approve the form of the dissertation as well as its content.

3. Generally the committee will require one of the following dissertation models:

    a. The dissertation is prepared as a comprehensive treatise on the matter under investigation. It should include extended discussion of all background literature that seems pertinent to the research as well as the methods, results and discussion of the findings.

b. The dissertation is written in a form that would be suitable for a major publication. Pertinent background is cited and discussed as would be the case for a substantial journal article.

4. An oral defense of the dissertation is required of the candidate. It is conducted by the dissertation committee, and according to the Graduate School Handbook is open to the general university community, though only members of the dissertation committee have the authority to recommend acceptance. It is expected that the dissertation committee will meet privately to make this determination.

5. Both the dissertation and the oral defense must have unanimous approval by the dissertation committee for satisfactory completion of the dissertation requirement. If the defense is satisfactory, the committee then signs the "Approval to Submit Defended and Final Copy of Dissertation" form. If additional work is required, the form must be signed only on full completion. Each committee member will have access to the electronic Approval to Submit set up by the student.

6. The Submission website provides a schedule of specific dates for completing the various requirements to qualify the student for the Ph.D. degree at Commencement in May or to receive the degree in August or December. For more information, go to the Graduate School website: www.usc.edu/school/GraduateSchool (click on Current Students, Thesis & Dissertation…).

7. The dissertation must be written in APA style. In other words, dissertations must be prepared according to the manuscript submission guidelines specified in the current version of the *Publication Manual of the American Psychological Association*.

APPENDIX I

Specialty Area Requirements

REQUIREMENTS OF BRAIN & COGNITIVE SCIENCES PROGRAM

The Brain and Cognitive Sciences area of the Psychology Department is composed of five interest subareas: cognitive science, cognitive neuroscience, behavioral neuroscience, clinical neuroscience and behavioral genetics. In addition to the Psychology Department requirements, all students in the Brain and Cognitive Sciences area are required to take Statistical Methods (Psychology 500 or 501) and either 502 or 503. Those who have a strong background in statistics (i.e., equivalent to 500/501 and 502/503) may seek permission from their advisor to take PSYC 621 (Seminar in Quantitative Psychology) instead. The Brain and Cognitive Sciences area also recommends students take Functional Neuroanatomy or Neuropsychology (PSYC 547 or 545), and/or Cognitive Neuroscience (PSYC 540).

Beyond this there are no formal course requirements; course loads are worked out individually for each student in consultation with his or her faculty advisor.

It cannot be emphasized too strongly that the most important aspect of training is research. Generally, a student is admitted with the sponsorship of an advisor, i.e., faculty member, whose research most closely matches the expressed interests of the student. This pairing is subject to mutual satisfaction, and may be altered by the student or the advisor. However, it is not possible for a student to advance without sponsorship by a faculty member in the Brain and Cognitive Sciences area.

Consistent with this emphasis on research, students will be evaluated regarding their research performance at the end of the first year. For this evaluation, students must produce a written report of their first year research activities. The collaborative research relation between student and advisor is designed to facilitate the fulfillment of this requirement. This report is reviewed by the advisor and at least two other faculty members in the BCS area. A faculty member from another departmental area can be added as a reviewer as needed or desirable. This report is due July 15th and must be acceptable in order for the student to continue in the program. The area head will convey the outcome of this review to the department by August 15.

For evaluation of research progress in subsequent years, see the guidelines of the department concerning the second-year research requirement, preliminary examination, qualifying examination, and dissertation defense.

REQUIREMENTS OF THE CLINICAL SCIENCE PROGRAM

COURSE REQUIREMENTS

I. AREA A. Statistics and Research Design

Three courses in research methodology and techniques of statistical analysis are required, which should include PSYC 504 (Research Design) and an introductory level statistics course (PSYC 501 (Statistics in Psychological Research) or PM511a (Data Analysis). At least two statistics courses are to be taken in the Psychology Department.

II. AREA B. Biological and Cognitive-Affective Bases of Behavior

Breadth requirements in the following content areas are required and can be met through the courses listed[1]:

- ***Biological and affective aspects of behavior***, to be met through PSYC 544 (Psychophysiology), or PSYC 540 (Cognitive Neuroscience) or PSYC 547 (Functional Neuroanatomy and Behavior which students must take in combination with PSYC 660 (Clinical Neuropsychology).
    - ***Students are also required to take AREA C courses PSYC 612 (Social Psychology) and PSYC 514 (Psychopathology) to add further breadth to their affective aspects of behavior.***

- ***Cognitive aspects of behavior***, to be met through PSYC 506 (Learning and Cognition) or PSYC 533 Cognitive Development in Children or PSYC 612 (Current Issues in Social Cognition)
- Clinical students can also use AREA B courses to meet our Integrative Knowledge requirement by taking Cognitive Development in Children (PSYC533) or Cognitive Neuroscience (PSYC 540) or the AREA C course Current Issues in Social Cognition (PSYC 612)

III. AREA C. Social Bases of Behavior and Individual Differences

- One of the following courses is required for breadth in social aspects of behavior PSYC 612 (Self-Concept and Motivation OR Current Issues in Social Cognition).
- Clinical students may also enroll in PSYC 512 (Seminar in Social Psychology), however it only fulfills the requirement for social bases of behavior. It does not fulfill the requirement for affective or cognitive basis of behavior.

IV. Clinical Sequence Courses

Eight clinical psychology core courses also fall into Area C by the Department's classification:

- PSYC 514 (Psychopathology)
- PSYC 515 **(**Psychological Assessment**)**
- PSYC 595a,b,c (Practicum in Clinical Psychology, which must be taken for 3 semesters)
- PSYC 619 (Psychological Intervention)
- PSYC 695 (Advanced Practicum in Clinical Psychology, which must be taken for four

semesters)
- PSYC 660 (Clinical Seminars ; two seminars are required)

Students are to take two clinical seminars (660, Seminar in Clinical Psychology). For students in the child-family, clinical geropsychology or clinical neuropsychology major areas of study, a course in the major area of study can substitute for one of the two clinical seminars.

Students are also required to obtain background in the historical foundations of psychology.
- ***History and systems of psychology***, to be met through PSYC 508 (Historical Foundations of Psychology)

V. OTHER REQUIRED ENROLLMENT

During 1st semester as a TA: Enroll in MDA 593 Practicum in Teaching in the Liberal Arts

After defending Qualifying Exam (review paper plus dissertation proposal):
Enroll in 794 (Doctoral Dissertation) every semester until the dissertation is defended (when on internship, enroll in 691 instead

During summer sessions: Enroll in 595 or 695 each summer (as assigned and discussed with the PSC Clinic Director)

Brown bags: Clinical area brown bags (1.5 h presentations, held 1-4 times per month) are REQUIRED and a central part of the curriculum

Workshops: Day-long workshops are typically held 1 time per semester; student attendance is REQUIRED as this is a central part of the curriculum

VI. OPTIONAL ENROLLMENT/COURSES

2nd Year Project/Master's Thesis credits: During the second semester of Year 2, it is optional to enroll in PSYC 590 (if completing 2nd year project) OR PSYC 594ab (if submitting as a master's thesis to the graduate school)

While preparing for Qualifying Exam: It is optional to enroll in 1 unit of GRSC 800 (enrolling counts as full enrollment)

VII. MAJOR AREA OF STUDY COURSE REQUIREMENTS

Child-Family

One of the di-pracs (PSYC 695) selected **must** be child-family
3 additional courses from any of the following options:
660s related to child-family topics (e.g., Child Interventions). One PSYC 660 on child-family topics can be counted as both fulfilling Child-Family Major Area of Study AND Clinical

program requirements.
Courses in Developmental Psychology (including PSYC 533, PSYC 534, PSYC 574, or special topic seminar)
Other in department or external to department courses on child-family related topics relevant to: diagnostic and assessment issues, intervention, policy, child development, child psychopathology and treatment, learning disabilities, family systems (external courses offered in Social Work, Education, Sociology, Law – obtain approval before enrolling)

Clinical Geropsychology
One of the di-pracs (PSYC 695) selected **must** be older adult
One of the required PSYC 660 seminars **must** be related to older adults (e.g., Clinical Neuropsychology or Health Psychology). One PSYC 660 could be fulfilled by taking a course within another department that is clinically-oriented and related to older adults (e.g., GERO 522 Counseling Older Adults and Their Families).
3 additional courses as follows:
A course providing an overview/broad introduction to adult development and aging in Psychology or Gerontology is REQUIRED (e.g., GERO 520 Life Span Developmental Psychology)
A course covering longitudinal research design and data analysis is REQUIRED (e.g., PSYC 524 Developmental Research Design)
A course covering some other aspect of aging (e.g., biology of aging, neuroanatomy, neuroscience of aging, epidemiology, social policy) in PSYC, GERO, or another department (obtain advisor approval; course should be consistent with student's interest within geropsychology)

Neuropsychology
Coursework
Functional Neuroanatomy (PSYC 547; Dr. Bechara) - REQUIRED
Seminar in Clinical Psychology – Clinical Neuropsychology (PSYC 660; Dr. McCleary) - REQUIRED
Neuropsychology (PSYC 545; Dr. Bechara) - REQUIRED
Advanced Overview of the Neurosciences (NSCI 524) – pending approval of the course instructor - OPTIONAL
Advanced Overview of the Neurosciences (NSCI 524) – pending approval of the course instructor - OPTIONAL
Introduction to Functional Magnetic Resonance Imaging (PSYC 555) - OPTIONAL
Clinical Placements in Clinical Neuropsychology (2 REQUIRED)
ADRC RA-ship (Supervisor, Dr. McCleary)
USC Family Medicine - Neuropsychology Unit (Supervisor, Dr. Han)
USC Neurology Department (Supervisor, Dr. McCleary)
UCLA Department of Psychiatry and Behavioral Sciences (Supervisor, Dr. Bilder)
Additional didactics and experiences (2 REQUIRED)
Neurology grand rounds – Dr. Chui
Neuropathology didactic seminar -- Brain cutting – Dr. Miller
Research seminars and conferences broadly relevant to neuropsychology – Dr. Nation
Neuropsychology Journal Club – Dr. Nation
Research (REQUIRED)

Demonstrated research experience broadly relevant to neuropsychology (Nation can provide guidance)

VIII. Other Research and Clinical Requirements

For further details about research milestones, competencies and requirements, and for clinical requirements, please read the Clinical Science Handbook. A summary and sign-off sheet itemizing all requirements is attached. This sheet should be examined at least once per year by the student and her/his advisor.

CLINICAL AREA REQUIREMENTS ENTERING CLASS 2017-2018

STUDENT NAME:_____

RESEARCH MILESTONES	DATE COMPLETED	TARGET DATES
Submit and defend 1st year proposal with 3-person committee		*Required:* Year 1, 2nd semester, last day of classes
Submit and defend final 2nd year/master's project with 3-person committee		*Required:* Year 2, 2nd semester, last day of classes
Present at departmental poster display		*Required:* Year 3, 1st semester
Establish guidance committee and submit form		*Recommended:* Year 3, 2nd semester; *Required:* No later than 6 months before the "written" portion of qualifying exam is submitted
Submit 1-2 page prospectus on both parts of the qualifying exam to committee chair		*Recommended:* Year 3, 2nd semester, last day of classes
Complete and submit qualifying exam paper		*Recommended:* Year 4, September 1, 2020. *Required:* Year 4, 1st semester, last day of classes.
Submit and defend dissertation proposal		*Required:* Year 4, 1st semester, last day of classes.
Submit and defend dissertation		Year 5 or Year 6
Internship		Year 6 (recommended) or Year 7 (w/approval)

Papers need to be submitted to the committee two weeks before a scheduled meeting

CLINICAL PRODUCTS	DATE COMPLETED	TARGET DATES
Assessment report (done in PSYC 595b)		Year 1, 2nd semester
Intervention case report (done in 1st PSYC 695)		Year 2, 2nd semester
Theory of change paper (done in 1st PSYC 695)		Year 2, 2nd semester
Intervention case report (done in 2nd PSYC 695)		Year 3, 2nd semester

COURSE OR COURSE OPTIONS	WHAT WAS TAKEN AND/OR WHEN
595a Clinical Interviewing & Professional Issues	
515 Clinical Assessment	
514 Psychopathology	
619 Psychological Intervention	
595b Assessment Practicum (2 semesters)	Semester 1: _____ Semester 2: _____
695 Advanced Didactic-Practicum (academic year official course; Adult, Child-Family; Older Adult)	Course 1: _____ Course 2: _____ Course 3 (if applicable): _____

660 Clinical Seminar (2 semesters required)	Course 1: _____ Course 2: _____

COURSE OR COURSE OPTION—Cont.	WHAT WAS TAKEN AND/OR WHEN
504 Research Design	
508 Historical Foundations of Psychology	
512 Seminar in Social Psychology OR 612 Seminar in Advanced Social Psychology	
One of the following 3 options: 1) Psychophysiology (544) 2) Cognitive Neuroscience (540) 3) Functional Neuroanatomy and Behavior (547) AND Clinical Neuropsychology (660)	
One of the following 3 options: 1) Learning & Memory (506) 2) Cognitive Development in Children (533) 3) Current Issues in Social Cognition (612)	
One of the following 3 options: 1) Cognitive Development in Children (533) 2) Cognitive Neuroscience (540) 3) Current Issues in Social Cognition (612)	
Two of the following courses: 1) 500 Techniques of Data Analysis 2) 501 OR PM511A Statistics in Psychological Research OR Data Analysis 3) 502 Analysis of Variance and Experimental Design 4) 503 Regression and the Linear Model 5) 524 Research Design in Developmental Psychology 6) 575 Multivariate Analysis of Behavioral Data 7) 621 Seminar in Quantitative Psychology	Course 1: _____ Course 2: _____
794 Doctoral Dissertation (every semester after defending qualifying exam)** **enroll in 691 Internship in Clinical Psychology while on internship instead of 794	
Summer 595 or 695	
Other courses taken (major area of study, electives)	

Signature of Research Advisor: _____ Date: _____

Signature of DCT: _____ Date: _____

COMMENTS:

REQUIREMENTS OF DEVELOPMENTAL PSYCHOLOGY PROGRAM

The major requirements of the developmental program are that students take required statistics and developmental courses, that they be continuously enrolled in at least 8 units of graduate work for the first three years of study, and that they be actively involved in research. Courses from which students are expected to choose a program of study in the first two years of graduate study are listed below. There is latitude for substitution of some courses depending on availability and student requirements, but normally every student will take 533 and 534.

Course Requirements

In addition to meeting departmental distribution requirements, students in the developmental psychology specialization are required to take 500, 501 and one additional statistics course selected from 502, 503 and 575. The following specific courses are also required, and should be completed in the first two years:

533, 534, Cognitive Development, and Social Development, are the core courses for the Developmental area. They should be taken in the first two years. Take them in any order. Sometimes one or both of these courses are not completed until the third year of study because the courses were not offered in certain years (e.g., due to faculty leaves).

In addition to the courses outlined above, the area recommends that students take two advanced seminars in the Psychology Department. Other recommended courses are 504, Research Design, and/or 524, Research Design in Developmental Psychology. Classes should be selected in consultation with your advisor.

RESEARCH REQUIREMENTS

There are first year, second year and dissertation research requirements that are very similar to the requirements of the Psychology program as a whole.

REQUIREMENTS OF QUANTITATIVE PSYCHOLOGY PROGRAM

1. Course Requirements:

Students in the Quantitative Methods (QM) area must take and pass a minimum of six (6) QM courses from the A list. Students who do not meet this requirement by the end of 5 years will be dismissed from the QM area. [Note: This assumes only one QM class per semester for 3 years. QM students should be taking at least one of these courses every semester until finishing their Qualifying Exam (see below). It is possible to substitute one quantitative course from another department with the approval of both the student's main advisor and the area head. If the student's faculty advisor also serves as area head, a different QM faculty member will be required.]

2. 2nd year project:

Same as the rest of the Department: A written document must be approved by the evaluation committee by the last day of classes of the student's 4th semester (usually Spring). If not completed by this date, the student will be placed on probation. The student must then have the project approved by the final faculty meeting of the 4th semester. Students who do not meet this requirement will be dismissed from the program.

3. Qualifying Exam (QE) Timing: The Qualifying Exam must be completed by the end of the 7th semester (usually Fall of the 4th year). If the QE is not completed, the student will be placed on probation and must complete by the end of the 8th semester (usually Spring of the 4th year.)

4. Qualifying Exam Format: The format of the QE is intended to be flexible, but the QE must be both written and oral. The format of the QE must be approved by both the guidance committee and the area head in advance of the deadlines above. [Once again, if the student's faculty advisor also serves as area head, a different QM faculty member will be required.] Suggestions for the written QE include any one of the following options: (1) Two quantitative papers authored by the student (multiple authors are acceptable if the student is first author) which are considered suitable for submission for publication (or published), (2) a timed closed book/notes test (usually

several hours), (3) Written responses to questions posed by the committee (usually several days). Other options may also be considered by the guidance committee. The oral exam will be reviewed by five faculty members, but must consist of at least two QM faculty members, and one faculty member outside of QM. Normally the oral exam will focus on a defense of the dissertation proposal, but may also include questions about any portion of the written exam.

5. Student Evaluation and Progress: This will be the same as to the clinical evaluation

REQUIREMENTS OF SOCIAL PSYCHOLOGY PROGRAM

Course Requirements

The 36 substantive units required by the department (see C.2) must conform to the following requirements:

3 courses from AREA A; one of these must be 616, which is to be taken during the first or second year of study.

1 course from AREA B.

4 courses from AREA C, which must include 512 taken in the first year, and three 600-level content seminars in social psychology (i.e. 612, which is taught by a different professor with a different topic each semester.)

1 course in an area outside social psychology that is relevant to their research program and chosen with the consent of the advisor.

First Year Research Evaluation

In the spring semester all first year students will select an advisor by January 15. In conjunction with her/his advisor the student will write a project statement and a list of goals for the semester.

By the first day of spring final examinations the student will have prepared a written summary of her/his progress in achieving the proposed goals. The student and the advisor will then evaluate the amount and quality of the work completed during the semester.

APPENDIX II

University Policy on Code of Ethics

For details on USC Code of Ethics policy, please visit the USC website:

http://policies.usc.edu/

APPENDIX III

Psychology Department Joint Appointment Faculty List

Psychology Department Joint Appointment Faculty List

The faculty members with joint appointments in Psychology listed below have been categorized either as *internal* or *external* members. The critical distinction is that *external* joint faculty may serve as "outside" members on guidance or dissertation committees, whereas *internal* joint faculty may not. As a general rule, joint faculty may serve on your committee only in the capacity indicated. If you have any questions about whether a joint faculty member is eligible to serve on your committee, and in what capacity, discuss with the Graduate Advisor or Director of Graduate Studies.

Please note that although *external* joint faculty are eligible to serve as outside committee members, this is not a comprehensive list of eligible outside members. Indeed, the overwhelming majority of faculty who serve as outside members on Psychology guidance/dissertation committees do not have joint appointments in our department.

Name	**Home Department**	**Always Internal or always External**
Abdou, Cleopatra	Leonard Davis School of Gerontology	External
Arbib, Michael	Viterbi School of Engineering	External
Aziz-Zadeh, Lisa	Occupational Therapy	External
Bottjer, Sarah	Department of Biological Sciences	External
Briere, John	Keck School of Medicine	External
Carnevale, Peter	Marshall School of Business	External
Coricelli, Georgio	Department of Economics	External
Finch, Caleb	Leonard Davis School of Gerontology	External
Fridlund-Dunton, Genevieve	Keck School of Medicine	External
Gratch, Jonathan	Viterbi Computer Science	External
Han, Duke	Preventive Medicine	Internal
Hollingshead, Andrea	Annenberg School for Communication	External
Immordino Yang, Mary Helen	Rossier School of Education	Internal
Itti, Laurent	Viterbi School of Engineering	External
Leventhal, Adam	Preventive Medicine	Internal
Levitt, Pat	Department of Cell and Neurobiology	External
Lyon, Thomas	Gould School of Law	External
Marsella, Stacy	Viterbi School of Engineering/ICT	External
Mather, Mara	Leonard Davis School of Gerontology	Internal
McCleary, Carol	Keck School of Medicine	External
Mel, Bartlett	Viterbi School of Engineering	External
Miller, Lynn	Annenberg School for Communication	Internal
Narayanan, Shrikanth	Viterbi School of Engineering	External
Overbeck, Jennifer	Marshall School of Business	Internal
Priester, Joseph	Marshall School of Business	External
Saks, Elyn	Gould School of Law	External
Simon, Dan	Gould School of Law	External
Sinatra, Gale	Rossier School of Education	External
Sowell, Elizabeth	Keck School of Medicine/CHLA	External

Sussman, Steven Yale	Keck School of Medicine	Internal
Swanson, Larry	Department of Biological Sciences	External
Tynes, Bredesha	Rossier School of Education	External
Wenzel, Suzanne	School of Social Work	External
Williams, Marian	Keck School of Medicine/CHLA	Internal
Wiltermuth, Scott	Marshall School of Business	External
Yang, Yaling	Keck School of Medicine/CHLA	External
Zelinski, Elizabeth	Leonard Davis School of Gerontology	Internal

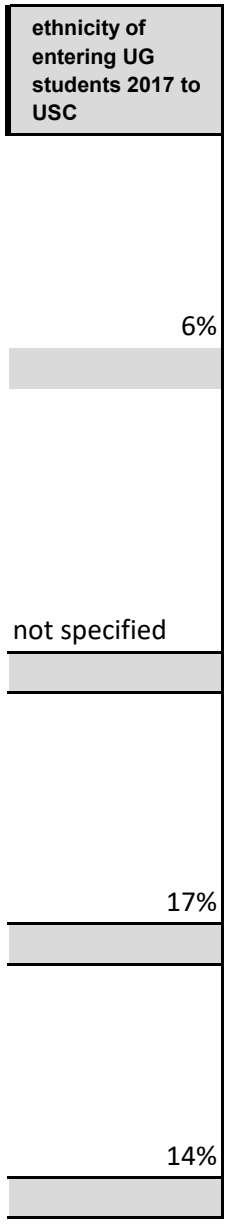
Appendix III C1 Graduate Student Diversity & Equity Across Time (Trends)
(gender and ethnic self identification of entering students *N* = 164)

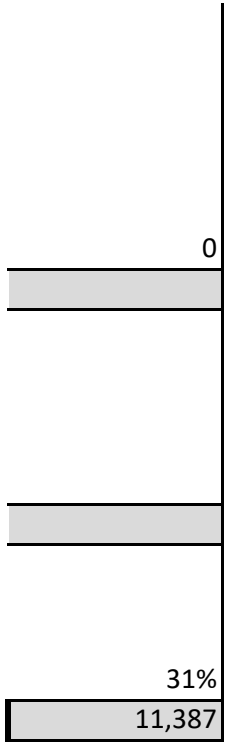
Number of ENTERING STUDENTS who SELF-identify as:		2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	# Psych PhD awards in US 2016
African American	F										1	1		
	M											1		
	O													
total = 3 (2%)											**1**	**2**		569 (10%)
American Indian/Alaska Native	F													
	M													
	O													
total = 0														29 (<1%)
Asian	F	3	2	4			2		4	3	1	1	3	
	M			2			2		1	1	2	1		
	O													
total = 32 (20%)		**3**	**2**	**6**			**4**		**5**	**4**	**3**	**2**	**3**	353 (6%)
Hispanic/Latino/a	F	1			2	2	2	1	1				2	
	M					1				1		2	1	
	O													
total = 16 (12%)		**1**			**2**	**3**	**2**	**1**	**1**	**1**		**2**	**3**	792 (13%)

Native Hawaiian/Pacific Islander	**F**													
	M													
	O													
total = 0														17 (<1%)
non-Hispanic/multiethnic	**F**	2	2	1	3	3		1	2	1	3	1	3	
	M	2	1		1		1	1		1	1	1	1	
	O													
total = 32 (20%)		**4**	**3**	**1**	**4**	**3**	**1**	**2**	**2**	**2**	**4**	**2**	**4**	132 (2%)
White	**F**	6	3	2	6	5	3	4	4	4	4	8	3	
	M	2		3	2	6	3	4	1	3	1	1	3	
	O													
total = 81 (49%)		**8**	**3**	**5**	**8**	**11**	**6**	**8**	**5**	**7**	**5**	**9**	**6**	4075 (68%)
														5976 (100%)

* data from APA (2017)

Degrees in Psychology


ethnicity of entering UG students 2017 to USC
6%
not specified
17%
14%


0
31%
11,387

Degrees Awarded in Psychology, 2006-2016

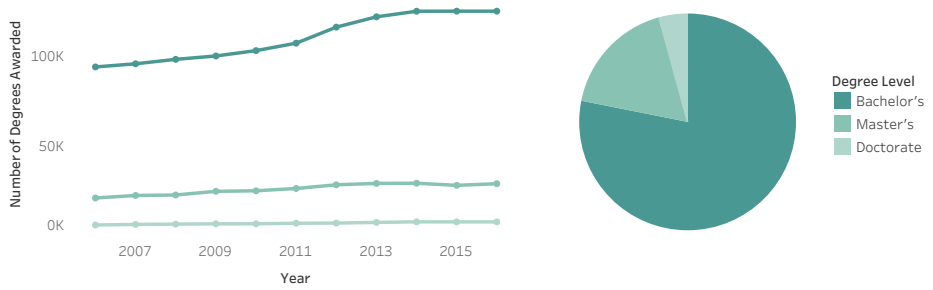
Please use a desktop or laptop to access this interactive data tool.

Click on graphics below to interact with degree data by degree level and year; click on "download" icon at the bottom right corner to download summary data.

To select multiple categories, press "Ctrl" and click on the categories.

For more information on degrees and institutions, slide right to see dashboards by degree level -->

Number of Degrees Awarded in Psychology



Number of Degrees Awarded by Gender

		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Bachelor's	Men	21,278	21,617	22,511	22,821	23,675	24,756	27,242	28,647	29,216	28,592	28,098
	Women	72,526	73,961	75,564	77,147	79,294	82,392	88,912	93,301	95,871	96,544	97,025
	All	93,804	95,578	98,075	99,968	102,969	107,148	116,154	121,948	125,087	125,136	125,123
Master's	Men	4,161	4,380	4,453	4,898	4,906	5,235	5,614	5,875	5,839	5,632	5,671
	Women	16,054	17,239	17,437	19,064	19,342	20,312	22,014	22,528	22,661	21,679	22,555
	All	20,215	21,619	21,890	23,962	24,248	25,547	27,628	28,403	28,500	27,311	28,226
Doctorate	Men	1,371	1,440	1,502	1,547	1,511	1,524	1,568	1,664	1,714	1,657	1,710
	Women	3,674	3,919	4,022	4,150	4,208	4,503	4,545	4,835	5,101	5,137	5,075
	All	5,045	5,359	5,524	5,697	5,719	6,027	6,113	6,499	6,815	6,794	6,785

Number of Degrees Awarded by Race/Ethnicity

		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Bachelor's	American Indian / Alaska Native	627	636	672	664	781	687	733	699	689	618	658
	Asian	5,763	6,030	6,385	6,514	6,643	6,654	7,197	7,489	7,619	7,444	7,616
	Black / African American	9,460	10,088	10,671	10,879	11,410	11,991	13,125	13,816	14,033	14,388	14,547
	Hispanic	8,577	8,810	9,176	10,001	10,819	12,154	13,923	16,103	18,251	19,545	21,100
	Native Hawaiian / Pacific Islander	0	0	11	32	60	215	250	280	284	301	283
	Two Or More Races	0	0	24	98	515	1,542	2,038	2,534	3,511	4,011	4,389
	White	63,128	63,365	64,310	64,307	64,280	66,021	70,095	72,794	72,894	70,958	68,834
	All	93,804	95,578	98,075	99,968	102,969	107,148	116,154	121,948	125,087	125,136	125,123
Master's	American Indian / Alaska Native	128	129	117	135	135	136	124	152	161	129	139
	Asian	733	818	805	858	869	837	984	1,040	1,004	940	959
	Black / African American	2,227	2,508	2,664	2,989	2,910	3,103	3,453	3,436	3,548	3,369	3,484
	Hispanic	1,529	1,692	1,782	1,947	2,099	2,353	2,454	2,866	2,914	3,044	3,433
	Native Hawaiian / Pacific Islander	0	0	2	2	9	46	58	63	78	69	59
	Two Or More Races	0	0	5	38	135	264	458	525	566	604	682
	White	13,166	13,760	13,662	14,769	14,640	15,352	16,316	16,726	16,960	16,036	16,152
	All	20,215	21,619	21,890	23,962	24,248	25,547	27,628	28,403	28,500	27,311	28,226
Doctorate	American Indian / Alaska Native	36	42	41	31	28	31	26	40	27	34	29
	Asian	259	288	291	302	298	272	326	313	339	376	353
	Black / African American	293	326	328	362	345	393	411	455	519	582	569
	Hispanic	390	448	486	479	456	507	518	569	656	690	792
	Native Hawaiian / Pacific Islander	0	0	0	0	0	1	3	7	13	9	17
	Two Or More Races	0	0	7	10	21	49	65	76	106	98	132
	White	3,430	3,624	3,635	3,777	3,786	3,918	3,972	4,183	4,325	4,196	4,075
	All	5,045	5,359	5,524	5,697	5,719	6,027	6,113	6,499	6,815	6,794	6,785

Data Source: American Psychological Association; Integrated Postsecondary Education Data System (IPEDS), Department of Education.
Note: Race/ethnicity categories are mutually exclusive. Data for Native Hawaiian/Pacific Islander were collapsed with the Asian category before 2008. Data for people with two or more races were not collected before 2008. Data for non-resident aliens and people with unknown races were not shown. As such, details may not add up to totals. For more information on the content presented in this data tool, please refer to the report *2004-13: Psychology Master's and Doctoral Degrees Awarded by Broad Field, Subfield, Institution Type and State,*
http://www.apa.org/workforce/publications/2016-postsecondary-data/index.aspx
Recommended citation: American Psychological Association. (2017). Degrees in Psychology [Interactive data tool]. Retrieved from
http://www.apa.org/workforce/data-tools/degrees-psychology.aspx

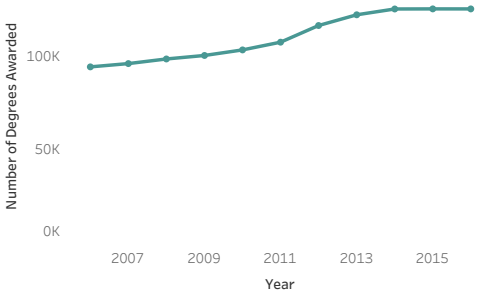
Bachelor's Degrees in Psychology, 2006-2016

The following tables present the number of **all** bachelor's degrees awarded between 2006 and 2016. Please **filter results by year**:

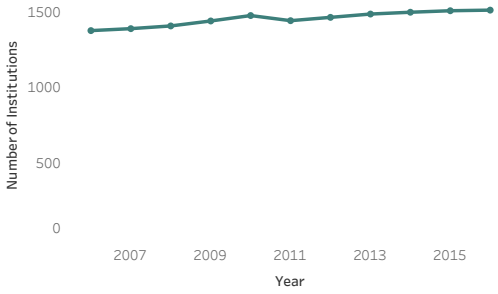
2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016

The graphics are now showing data for bachelor's degrees for the following year(s): All

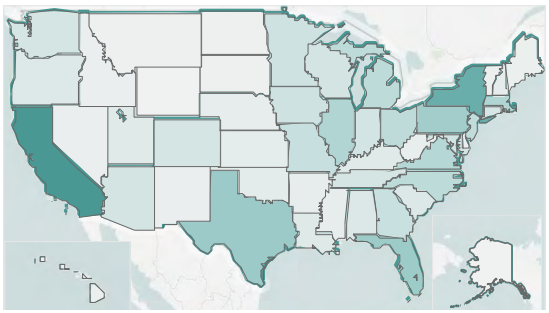
Bachelor's **Degrees** Awarded in Psychology



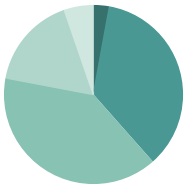
Institutions that Awarded Bachelor's Degrees in Psychology



Bachelor's Degrees Awarded by **State**

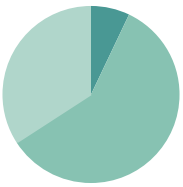


By **Carnegie Classification**



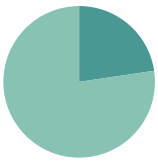
- Associate's Colleges
- Baccalaureate Colleges
- Master's Colleges & Universities
- Doctoral Universities
- Specialized Institutions & Tribal Colleges

By **Sector**



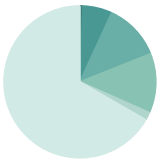
- Private For-Profit
- Private Non-Profit
- Public

By **Gender**



- Men
- Women

By **Race/Ethnicity**



- American Indian / Alaska Native
- Asian
- Black / African American
- Hispanic
- Native Hawaiian / Pacific Islander
- Two Or More Races
- White

Institutions Awarding the Most Degrees

University of Central Florida	10,774
Ashford University	9,276
University of California-Los Angeles	9,173
Liberty University	8,566
University of Michigan-Ann Arbor	8,467
University of California-Irvine	8,371
University of California-Davis	7,960
Florida International University	7,670
California State University-Northridge	6,934
University of California-Santa Barbara	6,095
University of Minnesota-Twin Cities	6,092

Data Source: American Psychological Association; Integrated Postsecondary Education Data System (IPEDS), Department of Education.
Note: Race/ethnicity categories are mutually exclusive. Data for Native Hawaiian/Pacific Islander were collapsed with the Asian category before 2008. Data for people with two or more races were not collected before 2008. Data for non-resident aliens and people with unknown races were not shown. As such, details may not add up to totals. For more information on the content presented in this data tool, please refer to the report *2004-13: Psychology Master's and Doctoral Degrees Awarded by Broad Field, Subfield, Institution Type and State,*
http://www.apa.org/workforce/publications/2016-postsecondary-data/index.aspx
Recommended citation: American Psychological Association. (2017). Degrees in Psychology [Interactive data tool]. Retrieved from
http://www.apa.org/workforce/data-tools/degrees-psychology.aspx

Master's Degrees in Psychology, 2006-2016

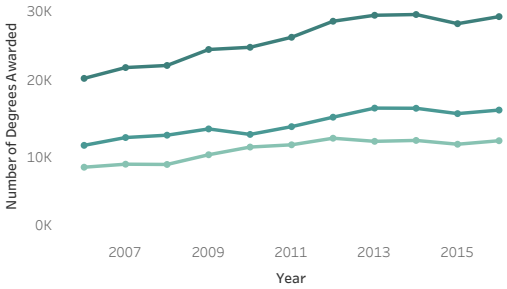
The following tables present the number of **all** master's degrees awarded between 2006 and 2016. Please **filter results** by:

Year: 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016

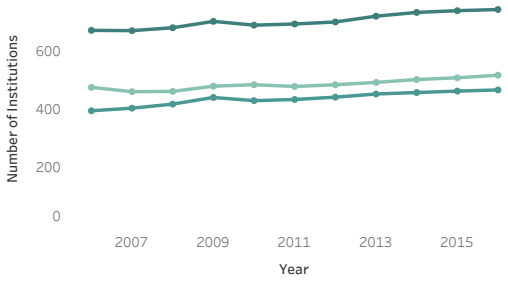
Field of Degree: Health Service Psychology Research

The graphics are now showing data for master's degrees for the following year(s): All and following field(s): All

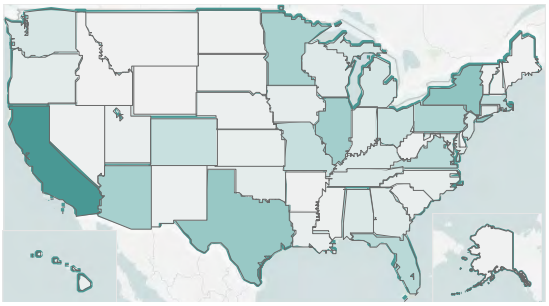
Master's **Degrees** Awarded in Psychology



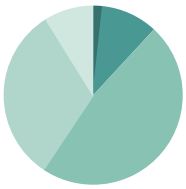
Institutions that Awarded Master's Degrees in Psychology



Master's Degrees Awarded by **State**

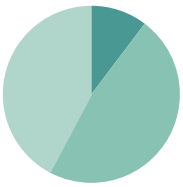


By **Carnegie Classification**



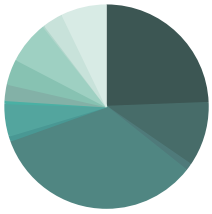
- Associate's Colleges
- Baccalaureate Colleges
- Master's Colleges & Universities
- Doctoral Universities
- Specialized Institutions & Tribal Colleges

By **Sector**



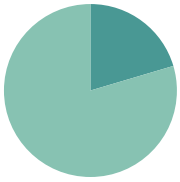
- Private For-Profit
- Private Non-Profit
- Public

By **Subfield**



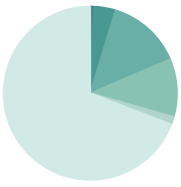
- Psychology, General
- Clinical Psychology
- Community Psychology
- Counseling Psychology
- Developmental Psychology
- Educational Psychology
- Experimental Psychology
- Forensic Psychology
- Industrial/Organizational Psychology
- School Psychology
- Social Psychology
- Other Health Service Psychology Subfields
- Other Research Subfields

By **Gender**



- Men
- Women

By **Race/Ethnicity**



- American Indian / Alaska Native
- Asian
- Black / African American
- Hispanic
- Native Hawaiian / Pacific Islander
- Two Or More Races
- White

Institutions Awarding the Most Degrees

University of Phoenix-Online Campus	6,769
Webster University	5,559
Capella University	5,427
Walden University	5,148
Teachers College at Columbia University	5,090
Liberty University	5,032
Nova Southeastern University	3,908
National University	3,333
Pepperdine University	3,233
The Chicago School of Professional Psychology at Chicago	3,189
University of Phoenix-Arizona	2,867
Troy University	2,716
Lamar University	2,423
Alliant International University	2,351
Prairie View A & M University	2,137
Grand Canyon University	2,004
Lindsey Wilson College	1,647
California Institute of Integral Studies	1,639
Kaplan University-Davenport Campus	1,576
University of San Francisco	1,472
Amberton University	1,363
New York University	1,342
University of Denver	1,307
Pacifica Graduate Institute	1,297
Naropa University	1,286
Spring Arbor University	1,275
University of Pennsylvania	1,272

Data Source: American Psychological Association; Integrated Postsecondary Education Data System (IPEDS), Department of Education.
Note: Race/ethnicity categories are mutually exclusive. Data for Native Hawaiian/Pacific Islander were collapsed with the Asian category before 2008. Data for people with two or more races were not collected before 2008. Data for non-resident aliens and people with unknown races were not shown. As such, details may not add up to totals. Broadfield (health service psychology and research) was defined based on subfield of psychology degrees (see http://www.apa.org/workforce/publications/2016-postsecondary-data/table-1.pdf). For more information on the content presented in this data tool, please refer to the report *2004-13: Psychology Master's and Doctoral Degrees Awarded by Broad Field, Subfield, Institution Type and State,* http://www.apa.org/workforce/publications/2016-postsecondary-data/index.aspx
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Doctorate Degrees in Psychology, 2006-2016

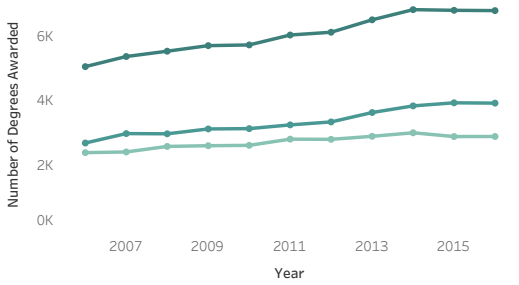
The following tables present the number of **all** Doctorate degrees awarded between 2006 and 2016. Please **filter results** by:

Year: 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016

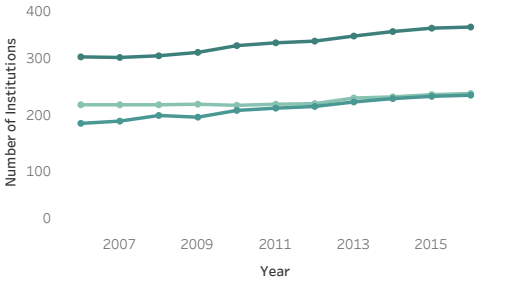
Field of Degree: Health Service Psychology Research

The graphics are now showing data for doctorate degrees for the following year(s): All and following field(s): All

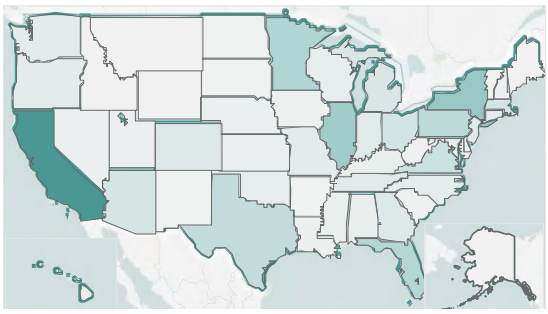
Doctorate **Degrees** Awarded in Psychology



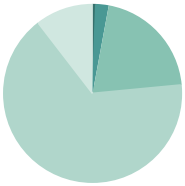
Institutions that Awarded Doctorate Degrees in Psychology



Doctorate Degrees Awarded by **State**

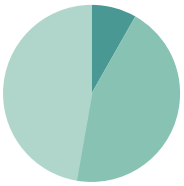


By **Carnegie Classification**



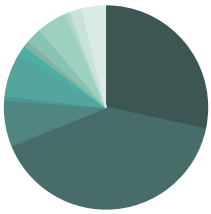
- Associate's Colleges
- Baccalaureate Colleges
- Master's Colleges & Universities
- Doctoral Universities
- Specialized Institutions & Tribal Colleges

By **Sector**



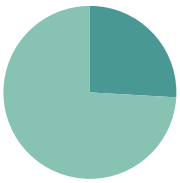
- Private For-Profit
- Private Non-Profit
- Public

By **Subfield**



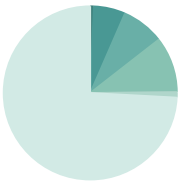
- Psychology, General
- Clinical Psychology
- Community Psychology
- Counseling Psychology
- Developmental Psychology
- Educational Psychology
- Experimental Psychology
- Forensic Psychology
- Industrial/Organizational Psychology
- School Psychology
- Social Psychology
- Other Health Service Psychology Subfields
- Other Research Subfields

By **Gender**



- Men
- Women

By **Race/Ethnicity**



- American Indian / Alaska Native
- Asian
- Black / African American
- Hispanic
- Native Hawaiian / Pacific Islander
- Two Or More Races
- White

Institutions Awarding the Most Degrees

Alliant International University	2,431
Capella University	1,536
Walden University	1,162
Alliant International University-San Diego	1,106
Nova Southeastern University	934
Argosy University-Chicago	767
CUNY Graduate School and University Center	745
The Chicago School of Professional Psychology at Chicago	734
Yeshiva University	676
Pacifica Graduate Institute	616
University of Minnesota-Twin Cities	604
Carlos Albizu University-San Juan	595
Palo Alto University	575
The Wright Institute	569
The University of Texas at Austin	536
University of Denver	535
Fielding Graduate University	492
Rutgers University-New Brunswick	474
George Washington University	473
Columbia University in the City of New York	456
Argosy University-Washington D.C.	441
Argosy University-Sarasota	439
University of Florida	439
University of Illinois at Urbana-Champaign	432
Argosy University-San Francisco Bay Area	431
Argosy University-Twin Cities	426
Pacific University	423

Data Source: American Psychological Association; Integrated Postsecondary Education Data System (IPEDS), Department of Education.
Note: Race/ethnicity categories are mutually exclusive. Data for Native Hawaiian/Pacific Islander were collapsed with the Asian category before 2008. Data for people with two or more races were not collected before 2008. Data for non-resident aliens and people with unknown races were not shown. As such, details may not add up to totals. Broadfield (health service psychology and research) was defined based on subfield of psychology degrees (see http://www.apa.org/workforce/publications/2016-postsecondary-data/table-1.pdf). For more information on the content presented in this data tool, please refer to the report *2004-13: Psychology Master's and Doctoral Degrees Awarded by Broad Field, Subfield, Institution Type and State,* http://www.apa.org/workforce/publications/2016-postsecondary-data/index.aspx
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Appendix IV A1 Faculty Awards, Prizes, Memberships 2008-2018				
Name		**Year**	**External Awards & Honors**	**USC Internal Awards & Honors**
LAURA	BAKER	2008	President - Behavior Genetics Association	
CHRIS	BEAM	2016- PRES	Max Planck Institute for lifespan development in Berlin. Alumnus Fellow	
		2018-2020	National Institutes of Health Loan Repayment Program Recipient	
IRVING	BIEDERMAN			Harold Dornsife Neurosciences Chair
MORTEZA	DEHGHANI	2011	Air Force Office of Science Research Young Investigator Award	
		2016-2022	Elected member-- Cognitive Science Governing Board	
ANTONIO	DAMASIO	2018	Life and Work Prize, Sociedade Portuguesa de Autores, Lisbon, Portugal	
			Hemingway Prize-- *The Strange Order of Things,* Italy	
		2017	International Freud Medal, Royal Dutch Academy of Science, Dutch Psychoanalytical Association and the Breukvlakken Foundation, The Netherlands	
		2017	Doctor Honoris Causa, Scuola Internazionale Superiore di Studi Avanzati, Trieste, Italy	
		2016	Appointed to the Council of State, Portugal	Appointed Professor of Philosophy

			Trustee, Bankinter Innovation Foundation, Spain	
			Berggruen Philosophy Prize Jury Member	
			Appointed to Stakeholders Board, Human Brain Project, European Union	
			Mind and Brain Prize, Center for Cognitive Science of the University of Turin, Italy	
		2015	Doctor Honoris Causa, Université Paris Descartes (Sorbonne), France	
		2014	Grawemeyer Award in Psychology	
			Advisory Board Member, Berggruen Institute of Philosophy and Culture	
		2013	Doctor Honoris Causa, Pontifica Universidade Catolica Rio Grande do Sul, Brazil	
			Doctor Honoris Causa, University of Leuven, Belgium	
			Escola Secundaria Antonio Damasio, dedicated in Lisbon, Portugal	
		2012	Jimenez Prize	USC Associates Award for Creativity in Research and Scholarship
			Ca'Foscari-Bauer Prize, University Ca' Foscari, Venice, Italy	

			Doctor Honoris Causa, University of Coimbra, Portugal	
		2011	Doctor Honoris Causa, École Polytechnique Fédérale de Lausanne (Swiss Institute of Technology)	Appointed University Professor
			Corine International Book Prize (for Self Comes to Mind), Germany	
			Doctor Honoris Causa, University Ramon Llull, Barcelona, Spain	
		2010	Doctor Honoris Causa, University of Leiden, The Netherlands	
			Honda Prize, Honda Foundation	
			Doctor Honoris Causa, University of Copenhagen	
		2009	Cozzarelli Prize, Exceptional Paper in the Proceedings of the National Academy of Sciences	
			Richard Wollheim Prize, London	
			Elected Fellow of the Association for Psychological Science	
HANNA	DAMASIO	2015	Doctor Honoris Causa, Université Paris Descartes (Sorbonne)	
		2014	Escola Secundária D. Afonso Henriques-Vila das Aves, Porto, Portugal	
		2012	Doctor Honoris Causa, Open University of Catalonia, Barcelona	

		2011	Doctor Honoris Causa, École Polytechnique Fédérale de Lausanne (Swiss Institute of Technology)	appointed University Professor
DAVISON	GERALD	2011		Resolution Honor from Ed Roski, Jr. (Chair, Board of Trustees) & C .L. Nikias
		2015-16	Distinguished Scientific Contributions in Psychology award, California Psychological Association	
LOPEZ	STEVEN	2011	Stanley Sue Award for Diversity, Society of Clinical Psychology, Am Psychological Association	
		2014	Evis Coda Award for Building Hope for Families, Los Angeles Child Guidance Clinic	
		2008	California Psyc Assoc Distinguished Scientific Achievement	
JOANN	FARVER	2017-2019	Honorary Professorship, Education University of Hong Kong	
		2011-2013		Dornsife Distinguished Faculty Fellow
		2012		USC Associates Award for Excellence and Creativity in Teaching
ERNEST	GREENE	1988-	National Academy of Neuropsychology	
		2014	Elected as a Fellow of the Psychonomic Society	
FRANKLIN	MANIS	2006-2009		Center for Excellence in Teaching, Faculty Fellow

		2011-2013		Dornsife Distinguished Faculty Fellow
		2012		Raubenheimer Award
JOHN	McARDLE	2016	Saul B. Sells Award for Distinguished Career in Multivariate Research, Society of Multivariate	
		2016	Experimental Psychology (SMEP)	
		2015	Jacob Cohen Award for Teaching and Mentorship, APA (Div. 5)	
		2014	Outstanding Graduate Teaching of Psychology as a Core STEM Discipline, American	
		2012	Named Fellow, American Association for the Advancement of Sciences	
HENRIKE	MOLL	2016		Junior Raubenheimer Award
		2011	Young Mind and Brain Prize, Center of Cognitive Science of Turin	
			Young Academy Membership, German Academy of Sciences	
DANIEL	NATION	2018		Mellon Award-- Mentoring graduate students.
DAPHNA	OYSERMAN	2009	Humboldt Scientific Contribution Prize of the German Alexander von Humboldt Foundation	
				Faculty Fellowship Enhancement Award, Rackham Graduate Program, University of Michigan (when UMI faculty)

			Society for Social Work Research Best Scholarly Contribution Award	
		2013	American Association for Public Opinion Research (AAPOR) book award	
		2018		Raubenheimer Award
GAYLA	MARGOLIN	2008		USC Mellon Award for Excellence in Mentoring Undergraduate Students
		2013		Raubenheimer Award
BETH	MEYEROWITZ	2015		Mellon Innovations in Mentoring
		2008		Raubenheimer Award
JOHN	MONTEROSSO	2009		GE AWARD for Outstanding Teaching
CAROL	PRESCOTT	2013-2014	President Behavior Genetics Association	
STEPHEN	READ	2017		Mendel B. Silberberg Professor of Social Psychology
NORBERT	SCHWARZ	2004-	American Academy of Arts and Sciences	
		2008	Distinguished Scientific Achievement Award, Society for Consumer Psychology, (Contributions to consumer research)	
		2009	Election to German National Academy of Science, Deutsche Akademie der Naturforscher Leopoldina	

			Wilhelm Wundt - William James Award, American Psychological Foundation & European Federation Psychologists Associations	
		2009-2011	Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford	
		2010	Book Award, American Association for Public Opinion Research,	
		2014	Donald T. Campbell Award, Society for Personality and Social Psychology,	Provost Professor of Psychology & Marketing
		2015	Oswald Külpe Prize for the Experimental Study of Higher Mental Processes, University of Würzburg, Germany	
			Distinguished Scientist Lecturer, American Psychological Association	
		2016	Distinguished Scientist Award, Society for Experimental Social Psychology	
			Dr. honoris causa in psychology (honorary PhD), University of Basel, Switzerland	
DARBY	SAXBE	2018	APA Distinguished Scientific Award for Early Career Contributions to Psychology (awarded in Health Psychology)	
		2018	Caryl Rusbult Early Career Award for Relationship Research	
		2015	Society for Research on Child Development Early Career Award	
		2013	Association for Psychological Science “Rising Star” in Psychology	

		2016		USC Award for Excellence in Mentoring
ARTHUR	STONE	2016	John Ware and Alvin Tarlov Career Achievement Prize for Patient Reported Outcomes Measures	
		2018	NIH MERIT award	
RAND	WILCOX	2007-2010		Fellow, Center for Excellence in Research
		2017	Elected member - International Statistical Institute	
WENDY	WOOD	2007-8	Helen Putnam Scholar, Radcliffe Fellow, Harvard University	
		2009-		Provost Professor of Psychology and Business, University
		2011	Best Paper Award, Journal of Consumer Psychology	
		2015	President, Society for Personality and Social Psychology	
		2012-2015		Vice Dean of Social Sciences
		2018	Sorbonne-INSEAD Distinguished Visiting Chair of Behavioral Science	
APRIL	THAMES	2015	APA/Division Relations – Webinar development	
			Associate Member – American College of Neuropsychopharmacology	
		2014	Early career recipient, Tony Wong Diversity Award; National Academy of Neuropsychology	

Appendix IV A2 Citations & H-Index

Publication Counts for Core Faculty (Web of Science & Goo

	Faculty Name	W of S # cites	W of S h-index	W of S # pubs	W of S ave citation		Google # cites
1	LAURA BAKER	1170	17	84	13.93		4436
2	CHRIS BEAM	60	4	15	4		187
3	ANTOINE BECHARA	28072	68	254	110.32		59120
4	IRVING BIEDERMAN	9670	40	183	52.83		22531
5	ANTONIO DAMASIO	38901	83	238	163.45		131450
6	HANNA DAMASIO	34985	80	273	128.15		no profile
7	MORTEZA DEHGHANI	114	7	25	4.56		707
8	GERALD DAVISON	2238	25	103	21.73		11460
9	JOANN FARVER	1629	25	58	28.84		5495
10	ERNEST GREENE	106	6	27	3.93		no profile
11	STANLEY HUEY	914	12	18	50.78		2265
12	RICHARD JOHN	1784	24	63	28.32		4846
13	MARK LAI	73	51	28	2.61		153
14	DAVID LAVOND	2880	26	60	12.91		no profile
15	STEVEN LOPEZ	2234	25	54	42.11		8419
16	FRANKLIN MANIS	2426	25	66	36.46		no profile
17	GAYLA MARGOLIN	4892	37	124	39.45		17917
18	JOHN McARDLE	no report					no profile
19	BETH MEYEROWITZ	6315	35	90	70.17		no profile
20	TOBEN MINTZ	669	8	45	15.91		1856
21	HENRIKE MOLL	637	11	27	27.78		5850
22	JOHN MONTEROSSO	3823	33	41	53.85		7207
23	DANIEL NATION	786	17	48	16.36		1145
24	DAPHNA OYSERMAN	681	39	111	66.02		22312
25	CAROL PRESCOTT	15750	61	186	84.7		27048
26	STEPHEN READ	4325	23	67	64.55		14690
27	DARBY SAXBE	688	13	46	10.96		1465
28	DAVID SCHWARTZ	3276	25	50	70.02		9009
29	NORBERT SCHWARZ	21352	70	386	55.31		77724
30	ARTHUR STONE	14865	61	209	71.12		33386
31	APRIL THAMES	603	13	46	14.39		1229
32	DAVID WALSH	882	18	34	25.94		no profile
33	RAND WILCOX	660	13	90	7.53		no profile
34	WENDY WOOD	8012	42	82	97.71		26098
35	JASON ZEVIN	1078	16	39	16.84		2152
totals all faculty		216550	1053	3270	1513.54		500157
Mean		6369	30.97	96.17	44.5		18330
totals w/o three highest		127442	820	2373	1166		231863
Mean		4111	26.45	76.55	37.61		9660

	W of S # cites	W of S h-index	W of S # pubs	W of S *M* citation		Google # cites
range	60 - 38,901	30407.00	15-274	4 - 163		153-131,450
mean of all	6369	30.97	96.17	44.5		18330
mean w/o three highest	4111	26.45	76.55	37.61		9660

gle Scholar - June 2018)

Google h-index	Google # cites > 2013	Google H-index > 2013
36	2154	26
6	169	6
96	26827	71
54	5279	35
49	42194	71
16	560	15
49	2510	22
42	410	11
15	1159	13
36	1530	22
7	161	7
42	2899	24
63	4496	34
15	719	12
18	3222	17
43	3964	38
20	1016	18
68	11576	51
77	10123	48
41	5055	29
17	1102	16
36	3994	31
122	33580	86
92	14975	56
18	1073	18
66	12864	52
23	1204	20
1167	194815	849
43.18	7154	31.37
900	92214	621
37.5	3842	25.87

Google h-index	Google # cites > 2013	Google H-index > 2013
6-122	169-42,194	31,564
43.18	7154	31.37
37.5	3842	25.87

Appendix IV A3 Highly Cited Faculty Publications & Special Contributions (Faculty reported)

Daphna Oyserman

2018 ISI Essential Science Indicators March/April 2016 top 1% of papers in the academic field of Psychiatry/Psychology for publications in the past decade.

Oyserman & Lee (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin, 134,* 311-342

2018 Social Issues and Policy Review, one of the top 20 most downloaded papers published in 2016-2017

Seeing the Destination AND the Path: Using Identity-Based Motivation to Understand and Reduce Racial Disparities in Academic Achievement

2016 ISI Essential Science Indicators March/April 2016 top 1% of papers in the academic field of Psychiatry/Psychology for publications

Oyserman & Lee (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin, 134,* 311-342.

2014 ISI Essential Science Indicators Highly Cited Papers Last 10 Years Psychology/Psychiatry (Nov, 2014)

Oyserman, Lee (2008) Does Culture Influence What and How We Think: *Psychological Bulletin, 134,* 311-342.

2014 ISI Essential Science, Web of Science Indexed:

Oyserman & Destin (2010). Identity-based motivation: Implications for intervention. The Counseling Psychologist 38 (7), 1001-1043 as 92nd out of 16,034, articles in the field of “Psychology, Applied” for papers published between 2010 and 2014.

2014 ISI Essential Science, Web of Science Indexed Indexed:

Oyserman (2011) Culture as situated cognition: Cultural mindsets, cultural fluency, and meaning making. European review of social psychology 22 (1), 164-214 as 408th out of 17,553 articles in the field of "Psychology, Social" or papers published between 2010 and 2014.

2011 Journal of Consumer Psychology, Top 20 most cited papers *Journal of Consumer Psychology*, 2006-2011

No**rbert Schwarz**

2018 ISI Web of Science “highly cited”
Hauser, D.J., & Schwarz, N. (2016). Attentive turkers: MTurk participants perform better on online attention checks than subject pool participants. *Behavior Research Methods, 48,* 400-407. -- DOI 10.3758/s13428-015-0578-z

2018 ISI Web of Science “highly cited”
Lewandowsky, S., Ecker, U. K. H., Seifert, C., Schwarz, N., & Cook, J. (2012). Misinformation and its correction: Continued influence and successful debiasing. *Psychological Science in the Public Interest, 13,* 106-131. -- DOI 10.1177/1529100612451018

2018 ISI Web of Science “highly cited”
Schuldt, J.P., Konrath, S.H., & Schwarz, N. (2011). Climate framing: “Global Warming” vs. “Climate Change”. *Public Opinion Quarterly, 75,* 115-124. -- DOI 10.1093/poq/nfq073

2014 ISI Web of Science “highly cited”
Meier, B. P., Schnall, S., Schwarz, N., & Bargh, J. (2012). Embodiment in social psychology. *Topics in Cognitive Science, 4,* 705-716. -- DOI 10.1111/j.1756-8765.2012.01212.x

2014 ISI Web of Science “highly cited” decade (top 1% of 2004-2014 decade)
Schwarz, N. (2004). Meta-cognitive experiences in consumer judgment and decision making. *Journal of Consumer Psychology, 14*, 332-348.

2014 ISI Web of Science “highly cited” decade (top 1% of 2004-2014 decade)
Reber, R., Schwarz, N., & Winkielman, P. (2004). Processing fluency and aesthetic pleasure: Is beauty in the perceiver's processing experience? *Personality and Social Psychology Review, 8,* 364-382.

2014 ISI Web of Science “highly cited” decade (top 1% of 2004-2014 decade)
Kahneman, D., Krueger, A. B., Schkade, D., Schwarz, N., & Stone, A. A. (2004). A survey method for characterizing daily life experience: The Day Reconstruction Method (DRM). *Science, 306,* 1776-1780.

2014 ISI Web of Science “highly cited” decade (top 1% of 2004-2014 decade)
Kahneman, D., Krueger, A., Schkade, D., Schwarz, N., & Stone, A. A. (2006). Would you be happier if you were richer? A focusing illusion. *Science, 312,* 1908-1910.

Wendy Wood

2009 *Journal of Consumer Psychology* most cited articles:
Wood, W., & Neal, D. T. (2009). The habitual consumer. *Journal of Consumer Psychology, 19*, 579-592.

Rand Wilcox

Highly cited statistics textbooks:

Wilcox, R. R. (2017). Introduction to Robust Estimation and Hypothesis Testing. 4th Edition. San Diego, CA: Academic Press

Wilcox, R. R. (First published in 2001). Fundamentals of Modern Statistical Methods: Substantially Improving Power and Accuracy, 2nd Edition. New York: Springer.

Fiscal Yr	PI	Sponsor Award ID
2008	Tjan	5R01EY017707-04
2009	Bechara	5R01DA023051-05
2009	Farver	R01636
2009	Farver	R01122
2009	Hennigan	2008-IJ-CX-0016
2009	Lopez	5T37MD003405-10
2009	Monterosso	5 R01 DA023176-03
2009	Tjan	AME08-ZDIGITALSIGN-37
2010	Bechara	KR-2220-03
2010	Margolin/Saxbe	5F32HD063255-03
2010	Margolin	5F32HD060410-03
2011	Bechara	5R01CA152062-05
2011	Gatz	5R21AG039572-02
2011	Hennigan	C-118557
2011	Hennigan	C118557
2011	Hennigan	C118557
2011	Lopez	1295 G NA231
2011	Lopez	Nov-49
2011	Luczak	5R01AA018179-05
2011	Margolin	5F31MH087029-03
2011	Margolin	5F31MH087029-02
2011	Pedersen	5R01AG037985-05
2012	Graham	21106
2012	Manis	8029-RGF007032-00
2012	Manis	8029-RGF007032-00
2012	Margolin	5F31HD069147-02
2012	margolin	5F31MH094035-02
2012	McArdle	SES-1124283
2012	Read	5R01DA031626-05
2012	Seyranian	HAYNES/SEYRANIAN/2012
2013	Bechara	2000 G QE326
2013	Gatz	1F31AG040937-01A1
2013	Hennigan	GRYD/HENNIGAN/2013
2013	Huey	FAHS-BECK/HUEY/2013
2013	Huey	SPSSI/HUEY/2013
2013	Margolin	FAHS-BECK/MARGOLIN/12
2013	McArdle	405K893
2013	Mintz	BCS-1227074
2013	Tjan	BCS-1255994

2014	Hennigan	AID-OAA-F-14-00011
2014	Lopez	3R01MH103830-02S1
2014	Lopez	5R01MH103830-03
2014	Margolin	002634-00001
2014	margolin	5R21HD072170-02
2014	Prescott	5R01AG043656-02
2014	Prescott	3R01AG043656-02S1
2014	wood, J.	BCS-1351892
2014	Zevin	P01 HD 070837
2014	Zevin	R01 HD 065794
2014	Zevin	P01 HD 001994
2014	Zevin	R01 HD 067364
2015	Bechara	004915-00001
2015	Graham	SCI3
2015	Graham	261749USC
2015	Hennigan	3191/OC-JA
2015	Luczak	55140295
2015	McArdle	7F32AG046981-02
2015	McArdle	3R37AG007137-26S1
2015	Moll	N00014-14-1-0555
2015	Moll	004870-00001
2015	Oyserman	R305A140281 - 17
2015	Prescott	5F32AG048681-02
2015	Read	5R01GM109996-04
2015	Read	52686
2015	Schwarz	446-13-015
2015	Wood, W	52316
2015	Zevin	004966-00001
2015	Zevin	004975-00001
2015	Zevin	SP00012217-04
2016	Dehghani	SMA-1520031
2016	Hennigan	USC231248
2016	Hennigan	POA-CVPP-0226
2016	Hennigan	CN70503-SVPA-001
2016	lopez	BAPP-15-121815
2016	Margolin	006162-00001
2016	McArdle	005537-00001
2016	Oyserman	16-002
2016	Oyserman	006814-00001
2016	Tjan	U01EY025864
2017	Dehghani	17-JV-11242309-034
2017	Hennigan	USC231324

2017	Hennigan	007572-00001
2017	Hennigan	CN70504-CFYR-001
2017	Huey	007720-00001
2017	Margolin	SMA-1606976
2017	Margolin,	BCS-1627272
2017	Prescott	5R01AG056163-03
2017	Saxbe	BCS-1552452
2018	Beam/Gatz	AARF-17-505302
2018	Hennigan	USC231437
2018	Luczak	1R01AA026368-01
2018	Moll	008335-00001
2018	Moll	201700128
2018	Monterosso	1R21DA042272-01A1
2018	Nation	5R21AG055034-02
2018	Nation	AARG-17-532905
2018	Read	450522-19758
2018	Wood, J	220020508
2018	Zevin	1R21DC017018-01
TOTALS		

Appendix

Sponsor Name/ subcontracts
US-National Eye Institute
US-National Institute on Drug Abuse
NIH Florida State University
NIH Florida State University
US-National Institute of Justice
US-National Institute on Minority Health and Health Disparities
US-National Institute on Drug Abuse
Advanced Medical Electronis Corporation
Claremont Graduate University
US-National Institute of Child Health and Human Development
US-National Institute of Child Health and Human Development
US-National Cancer Institute
US-National Institute on Aging
Los Angeles City, CA
Los Angeles City, CA
Los Angeles City, CA
University of California, Los Angeles
San Bernardino County, CA
US-National Institute of Alcohol Abuse and Alcoholism
US-National Institute of Mental Health
US-National Institute of Mental Health
US-National Institute on Aging
John Templeton Foundation
Children's Hospital of Los Angeles
Children's Hospital of Los Angeles
US-National Institute of Child Health and Human Development
US-National Institute of Mental Health
US-National Science Foundation
US-National Institute on Drug Abuse
John Randolph and Dora Haynes Foundation
University of California, Los Angeles
US-National Institute on Aging
GRYD Foundation
FAHS-Beck Fund for Research and Experimentation
Society for the Psych. Study of Social Issues
FAHS-Beck Fund for Research and Experimentation
University of Wisconsin, Madison
US-National Science Foundation
US-National Science Foundation

US-Agency International Development
US-National Institute of Mental Health
US-National Institute of Mental Health
John Randolph and Dora Haynes Foundation
US-National Institute of Child Health and Human Development
US-National Institute on Aging
US-National Institute on Aging
US-National Science Foundation
Haskins Laboratories
Haskins Laboratories
Haskins Laboratories
Haskins Laboratories

National Center for Responsible Gaming
Florida State University
University of Notre Dame
Ministry of National Security Citizen Security & Justice Prog
University of California San Diego
US-National Institute on Aging
US-National Institute on Aging
US-Office of Naval Research
Bloomby Toys
US-Department of Education
US-National Institute on Aging
US-National Institute of General Medical Sciences
John Templeton Foundation
Netherlands Organisation For Scientific Research
John Templeton Foundation
Perception Research Systems, Incorporated
Perception Research Systems, Incorporated
Georgia State University

US-National Science Foundation
California State University Los Angeles
Creative Associates International
Creative Associates International
California Community Foundation
American Psychological Association
Thrasher Research Fund
McRel International
Research, Evaluation, and Social Solutions, Incorporated
US-National Eye Institute

US-United States Department of Agriculture
California State University Los Angeles

Creative Associates International
Creative Associates International
St. Francis Medical Center
US-National Science Foundation
US-National Science Foundation
US-National Institute on Aging
US-National Science Foundation
Alzheimer's Association
California State University Los Angeles
US-National Institute of Alcohol Abuse and Alcoholism
Organization for Autism Research
Spencer Foundation
US-National Institute on Drug Abuse
US-National Institute on Aging
Alzheimer's Association
Virginia Polytechnic Institute State University
James S. McDonnell Foundation
US-National Institute on Deafness & other Comm Disorders

IV B1 FACULTY FUNDING -- AWARDS: 5/2008 to 3/2018

Award Title
Form Processing in Peripheral Vision
Changes in Addictive Behaviors After Brain Lesions
Promoting the School Readiness Skills of Spanish-Speaking English Learners
Developt Of A Comprehensive Assess System For Spanish-:Speaking English-Learning Learners' Early Literacy Skills
Moving Forward on Gang Prevention Knowledge and Application
Disparities in Mental Health Care for Latinos with Serious Mental Illness
Effect of Anticipated Delay on Neural Response to Signal of:Future Reward
Development Of A Digital Sign System For Indoor Magnetic:Wayfinding By The Visual Impaired
Habitual & Neurocognitive Processes in Adolescent Obesity Prevention
Neural Correlates of Social Exclusion Among Youth Exposed to Family Conflict
Emotion & Intimate Partner Aggression: Processes & Outcomes in Parents & Children
Neurocognitive Mechanisms of Decisions and Impulse Control in Nutrition Behavior
The Greatest Generation: The NAS-NRC WII Twin Registry as a Scientific Resource
Concep Develop for Implementation of Assess to Define Pathways to Reductions in Gang Involve Over Time:
Concep Dev for Intake and Outcome Measures for LA GYRD Gang Prevention and Intervention Prog 7 2012 -6 2013
Gang Prevention and Intervention Intake and Progress Assessment::L.A. GRYD Development and Implementation Support
Culture, Neuroscience, and the Course of Psychosis
Training and Evaluating Clinicians in Cultural Competence with the Shifting Cultural Lenses Model
Integenerational Transmission of Alcohol Involvement
Adolescent Conflict, Physiological Stress, and Risky Health Behaviors
Adolescent Conflict, Physiological Stress, and Risky Health Behaviors
Gene-Environment interplay of social contexts and aging-relateed outcomes
The Varieties of Moral Strength and Weakness Using Value-Environment Interactions to Reduce Morale Hypocrisy
Longitudinal Map of Maturational Change in Brain Function-Structure Relations Supplement Res Assist - S Houston
Longitudinal Mapping of Maturational Change in Brain Function-Structure Relations- Res Ass't S. Houston
Peer Talk Influence on Adolescent Sexual Risk. Dating Aggression:and Substance Use
Parental Military Deployment and Adolescent Mental/Behavior:Health
Doctoral Dissertation Research
Neural Mechanisms of Risky Sexual Decision Making in METH and non-METH using MSM
Promoting Water Conservation Through Social Identity Framing
UCLA Integrated Substance Abuse Programs, Semel Institute for Neuroscience and Human Behavior
Cognitive Functioning Following Ovarian Removal Before or After Natural Menopause
Translational Research to Support Secondary Gang Prevention in Central America
Motivational Interview in a Progfor Unemployed Young Adults w/o HS Diplomas Exploring Client Lang as:a Mech of Change
Motivational Interview in a Progfor Unemployed Young Adults w/o HS Diplomas Exploring Client Lang as:a Mech of Change
Parental Military Deployment and Adolescent Mental and:Behavioral Health: Role of Adolescent - Civilian Parent:Interactions
Identifying Diverse Pathways to Psychological Well-Being in Later Life Using Genetic and Environmental Factors
Doctorial Dissertation Research: Infants' Ability to Discriminate:Statements and Questions
EAGER: Separating BOLD Nonlinearity from Neuronal Nonlinearity in Human with Achiasma

Training on Gang Prevention using the YSET Assessment in Honduras and Mexico
Reducing the duration of Untreated Psychosis through Community Education
Reducing the Duration of Untreated Psychosis through Community Education
A Social Science Look at Los Angeles Teen Court Jurors
Family Violence and Young Adult Dating Aggression: Reactivity and Compassion
A 55-Year Follow-Up Study of Project TALENT Twins and Sibilings
A 55-Year Follow-Up Study of Project TALENT Twins and Siblings
CAREER: Characterizing Object Recognition Machinery in a Newborn Visual System
Neurocognitive Bases of Treatment Resistance in Developmental Dyslexia
Neurobiological Predictors of Spoken and Written Language Learning
The Nature and Acquisition of the Speech Code
Neurocognitive Determinants of Second Language Literacy Development in Adolescents

On the Usefulness to Train Motor Response Inhibition under craving States in Individuals with Gambling Disorder
Applying moral pluralism to the study of self-control
Aspects of Religious Experiences: Investigations from Science, Philosophy and Religious Studies
Support for the development and implementation of the YSET assessment to measure prevention outcomes in Jamaica
Social Cognitive Theory and Nondaily Smoking, Escalation and Desistance
Who's Healthy, Wealthy, and Wise? Personality and Life Outcomes in Older Adults
Assessing and Improving Cognitive Measures in the HRS
Investigating and Modeling the emergency of counterfactual reasoning
Bloomby Study
School-to-Jobs: Develop a Teacher-Led, Teacher-Trained Intervention to Improve School Attend & Acad Achievement
Etiology of emotional Resilience in Older Adults: Stress, Genes, and Behaviors
A Neurobiologically-based Neural Network Model of Risky Decision-making
Motivated Cognition of God: a Theoretical and Empirical Framework and Computational Model
Room to Decide: The spatial Grounding of Decision-Making
Automated Self-Control: The Neuropsychology of Developing Good Habits
Simplifying fMRI Integration in the Cognitive Neurosciences
Enabling Mobile Device-Based Stimulus Presentation in Biobehavioral Research
Neurocognitive Bases of Treatment Resistance in Developmental Dyslexia

IBSS: The Spread and Impact of Moral Messages: Machine Learning, Network Evolution, and Behavioral Prediction
Collaboration with Cal State LA for GRYD Program FY 2016-2016
Supporting the El Salvador Crime and Violence Prevention Project
Supporting Secondary and Tertiary Prevention in Four Communities in Honduras
Duration of Untreated Psychosis: a Controlled Study
Romantic Partners' Physiological and Emotional Coregulation in the Home Environment
Modeling and Testing Change in Mental Abilities in Childhood through Computer-based Interventions
Identity-Based Journey to Academic Success
A Virtual Learning World for Tweens to Experience Possible Selves (ME GAMES)
Human Connectomes for Low Vision, Blindness, and Sight Restoration

Developing a Lexicon of Environmental Engagement and Attitudes
Research Consulting for GRYD

Developing Models to Address Radicalism and Extremism in Tunisia

Community, Family, & Youth Resilience - Supporting Secondary and Tertiary Violence Prevention in the Caribbean Region

South L.A. Trauma Recovery Center

The Degree of Synchrony Across Physiological and Behavioral Indicators in Aggression

Dating Couple Aggression: Using Mobile Technology to Assess Emotions, Vocalizations, and Physiology

Risk for Alzheimer's Disease and Cognitive Decline in Project TALENT

CAREER: Brain, Biology, and Behavior Over the Transition to Fatherhood

Biopsychosocial pathways from loneliness to Alzheimer's disease

Research Consulting for GRYD

Estimating BrAC/BAC from Transdermal Alco: Combining Principles Physiological Models ….

Effect of Mutual Gaze on Human Perception in Children with Autism Spectrum Disorder and Typically Developing Controls

Toward a 2nd -Personal Account of Learning from Teaching: Uniting Philosophy of Education w/ Studies in Cog Dev

Neuroeconomics of sugars: Glucose vs. fructose effects on reward signaling

Vascular Reserve and Protective Mechanisms in Aging and Alzheimer's Dementia Risk

Protective Vascular Factors in Mild Cognitive Impairment

Homo SocioNeticus: Scaling the Cognitive Foundations of Online Social Behavior

Using Automated Controlled Rearing to Explore the Origins of the Mind

Language Variety and Fairness in Cognitive Testing

Start	End	Total	Direct	Indirect
05/01/08	06/30/19	260,509	192,184	68,325
08/01/08	06/30/15	459,037	315,844	143,193
02/01/09	08/31/13	810,707	643,418	167,289
04/01/09	03/31/13	317,204	251,749	65,455
11/01/08	12/31/14	437,818	308,990	128,828
03/28/09	11/30/18	1,296,227	1,206,612	89,615
07/15/08	05/31/12	1,039,639	637,815	401,824
09/01/08	05/31/13	38,382	34,893	3,489
09/30/09	11/30/14	40,792	25,026	15,766
02/01/10	01/31/13	159,678	159,678	-
05/16/10	06/30/12	55,670	55,670	-
04/01/11	03/31/19	925,430	691,505	233,925
04/01/11	03/31/16	105,705	65,250	40,455
10/01/10	01/31/16	184,000	147,200	36,800
10/01/10	06/30/14	471,381	377,105	94,276
10/01/10	06/30/13	58,000	46,400	11,600
07/01/10	06/30/16	145,429	138,379	7,050
02/08/11	06/30/13	421,625	366,630	54,995
09/10/10	06/30/17	583,440	437,121	146,319
03/25/11	08/24/14	15,334	15,334	-
03/25/11	08/24/14	51,690	51,690	-
09/15/10	08/31/16	1,185,422	1,013,648	171,774
08/15/11	02/15/14	398,838	346,815	52,023
08/19/11	08/15/14	44,553	44,553	-
08/19/11	08/15/14	99,566	61,083	38,483
07/01/11	06/30/15	68,895	68,895	-
12/12/11	03/11/15	72,209	72,209	-
09/01/11	08/31/13	5,000	5,000	-
07/01/11	04/30/17	1,329,250	820,525	508,725
06/01/12	05/31/13	12,000	12,000	-
09/01/12	08/31/14	105,860	64,549	41,311
01/01/13	12/31/14	39,852	39,852	-
02/01/13	03/23/13	13,997	11,198	2,799
01/01/13	05/31/14	5,000	5,000	-
02/01/13	01/31/14	1,000	1,000	-
08/01/12	07/31/15	5,000	5,000	-
07/01/12	12/31/13	5,000	5,000	-
09/15/12	08/31/14	15,108	15,108	-
09/15/12	08/31/14	48,011	29,275	18,736

01/09/14	12/31/14	39,999	24,390	15,609
09/26/13	08/31/18	365,749	282,502	83,247
09/26/13	08/31/18	2,236,303	1,452,280	784,023
08/01/13	07/31/16	149,957	149,957	-
09/02/13	08/31/17	449,694	273,620	176,074
09/15/13	06/30/16	873,293	792,880	80,413
09/15/13	06/30/16	49,434	30,051	19,383
04/15/14	03/31/19	559,086	339,179	219,907
01/01/14	11/30/14	47,654	28,981	18,673
04/01/14	03/31/16	13,552	8,263	5,289
06/01/14	05/31/17	20,390	12,395	7,995
06/01/14	05/31/15	20,328	12,295	8,033
12/01/14	01/31/17	170,041	147,862	22,179
06/01/15	06/30/17	262,011	227,836	34,175
06/01/15	05/31/17	120,000	104,349	15,651
05/21/15	07/31/15	21,614	13,962	7,652
09/01/14	05/31/19	114,323	69,331	44,992
01/01/15	12/31/16	57,782	57,782	-
05/01/15	04/30/19	123,400	77,900	45,500
07/01/14	06/30/17	744,837	452,144	292,693
10/01/14	02/28/15	1,000	1,000	-
07/01/14	06/30/19	1,500,000	960,480	539,520
07/01/14	06/30/17	102,256	102,256	-
01/05/15	12/31/18	1,804,304	1,332,995	471,309
09/01/14	02/28/17	295,880	257,286	38,594
08/01/14	07/31/15	85,442	85,442	-
07/15/14	07/14/17	861,217	748,884	112,333
11/01/14	01/31/15	11,171	6,791	4,380
11/01/14	02/28/15	12,116	7,365	4,751
12/01/14	11/30/18	170,959	103,674	67,285
08/15/15	01/31/19	640,267	456,206	184,061
07/01/15	06/30/16	175,857	140,686	35,171
09/10/15	09/14/16	14,864	9,881	4,983
02/04/16	04/04/17	105,000	63,636	41,364
07/01/15	09/30/17	60,793	59,543	1,250
11/04/15	11/03/16	1,000	1,000	-
07/01/15	08/31/16	26,750	25,000	1,750
01/01/16	12/31/20	476,136	288,567	187,569
04/29/16	12/31/18	232,046	140,634	91,412
09/01/15	08/31/19	945,034	655,774	289,260
06/16/17	09/30/18	12,040	10,033	2,007
07/01/16	06/30/17	175,857	152,919	22,938

11/01/16	08/11/17	80,000	48,485	31,515
05/01/17	06/30/19	226,607	141,691	84,916
09/01/16	06/30/18	41,114	41,114	-
09/01/16	08/31/18	237,600	144,000	93,600
08/15/16	07/31/19	443,232	268,625	174,607
09/15/16	04/30/21	3,278,918	2,916,543	362,375
08/15/16	07/31/21	645,376	391,137	254,239
08/01/17	07/31/20	175,001	159,092	15,909
07/01/17	06/30/18	157,662	137,098	20,564
04/01/18	03/31/23	586,877	364,958	221,919
07/01/17	12/31/18	2,000	2,000	-
07/01/17	06/30/18	149,405	149,405	-
08/01/17	07/31/19	247,500	150,000	97,500
07/01/17	05/31/19	453,750	275,000	178,750
11/01/17	10/31/20	149,422	135,838	13,584
10/30/17	10/31/18	24,883	15,081	9,802
09/01/17	08/31/23	600,000	600,000	-
03/01/18	02/28/20	247,500	150,000	97,500
		33,228,541	**25,047,281**	**8,181,260**

Appendix IV B2 F

Fiscal Yr	PI	Sponsor Award ID
2008	Leary/Wood, W.	
2008	Miller/Read et al. (Annenberg)	
2008	Pyndath/Read et al (CREATE)	
2008	Vickerman/Margolin	F31 MH074201
2009	Wasserman/Biederman (U of Iowa)	NEI. 9R01EY019781-18
2011	Giorgiou PI/Margolin Co-PI	II-1059095
2012	Bercenk-Gerber/Wood, W,	
2012	Damasio/Dehghani	..
2014	Curry/Stone (Roybal Ctr Princeton U)	..
2014	Schneider/Stone	…
2014	Schwarz/Koriat (U of Haifa, Israel)	BSF 2013039
2014	Wood/Monterosso	53-4873-0000
2015	Kapteyn/Stone	…
2015	Zlokovic/Nation (Leader/Co-Leader)	P50AG005142-30
2016	Pedersen/Gatz	R56 AG037985
2016	Benjamin/Stone	…
2016	Brocas/Mathers/Monterosso	R21 534675
2016	Nation (subcontract)	R21AG055034-01
2016	Zlokovic/Nation (Leader/Co-Leader)	P01AG052350-01
2017	Pike/Gatz/LaDu	RF1 AG058068
2017	Kapteyn/Stone	…
2017	Nation (subcontract)	AARG-17-532905
2018	Pedersen/Finch/Gatz	R01 AG059329
2018	Stone (via CSER)	
2018	Gatz/Pedersen	R01 AG060470
2018	Schwarz/Greifeneder (U of Basel)	…
2018	Schwarz	…

unded Grants Submitted Wit

Sponsor Name/Subcontract
NSF Inst Award
NIMH
DARPA
NIH/NIMH
NSF
NSF SEP Award
DARPA
Binational Science Foundation
Templeton
NSF
NIH/NIA
NIH/NIA+D36D25D4:D35D4:D34D4:D33
NIA
NIH/NIA
NIH/NIA
NIH/NIA
NIH/NIA
NIA/Social Security Admin
Alzheimers Assoc
NIH/NIA
NIH Merit
NIH/NIA
Swiss Science Foundation
OPPA

:h Other Units/Subcontracts, etc.

Award Title
Labmobile for Human Subjects Research
SOLVE IT: Real Risk reduction for MSM
Graphical Encoding of First Principles for Agent-Based Social Simulation
Spouse Aggression: Mental & Physical Health Consequences
Perceptual Bases of Visual Concepts
Quantitative Obervational Practice in Family Studies: The Case of Reactivity
Creating an Energy Literate Society of Humans,…
Culture-specific neurobiological models of the influence of narrative framing using sacred values
A series of small-scale studies focusing on assessment of wellbeing ..ed.
Innovative pain outcomes derived from Patients' real-time reports.
Prototypical majority effects without social influence
Automated Self-Control: The Social Neuroscience of Developing Good Habits
A new approach to the measurement of economic behavior
Neurovascular Factors and AD
Gene-Environment Interplay of Social Contexts and Aging-Related Outcomes
“Using Subjective data to monitor changes in health and well-being
A Neuroeconomic study of choice consistency in aging
Vascular Reserve and Protective Mechanisms in Aging and Alzheimer’s Dementia Risk
Biomarkers of Neurovascular Function and Genetic Risk Factors for Alzheimer’s Disease
Sex differences in the relation between APOE & AD: Role of sexual differ…
Toward next generation data on health and life changes in older ages
Protective Vascular Factors in Mild Cognitive Impairment
SES health gradients in late life: testing models…
Advancing the Science and Practice of EMA
Clarify risk and protective factors for dementia with the Interplay of…
Fake news: Accepting, sharing, and correcting misinformation (Conference & book)
Cross-cultural survey experiments on sexual harrassment

Appendix IV B3 Major Funding Awards (over 1$ million), High Prestige Awards

Fiscal Year	PI	Sponsor Name/Subcontracts	Award Title	Total	Direct	Indirect
2009	Lopez	National Institute Minority Health & Health Disparities	Disparities in Mental Health Care for Latinos with Serious Mental Illness	1,296,227	1,206,612	89,615
2014	Lopez	National Institute of Mental Health	Reducing the Duration of Untreated Psychosis through Community Education	2,236,303	1,452,280	784,023
2009	Monterosso	National Institute Drug Abuse	Effect of Anticipated Delay on Neural Response to Signal of :Future Reward	1,039,639	637,815	401,824
2015	Oyserman	Department of Education	School-to-Jobs: Develop a Teacher-Led, Teacher-Trained Intervention to Improve School Attendance & Academic Achievement	1,500,000	960,480	539,520
2011	Pedersen	National Institute on Aging	Gene-Environment interplay of social contexts and aging-related outcomes	1,185,422	1,013,648	171,774
2017	Prescott	National Institute on Aging	Risk for Alzheimer's Disease and Cognitive Decline in Project TALENT	3,278,918	2,916,543	362,375
2012	Read	National Institute on Drug Abuse	Neural Mechanisms of Risky Sexual Decision Making in METH and non-METH using MSM	1,329,250	820,525	508,725
2015	Read	National Institute General Medical Sciences	A Neurobiologically-Based Neural Network Model of Risky Decision-making	1,804,304	1,332,995	471,309
2018	Stone	NIH-Merit Award	Advancing the Science and Practice of EMA	10,772,000		

Total: 24,442,063

Appendix IV B4

Faculty Proposals Submitted via the Department (online Kuali 2014-18)

N =138 submitted; ~57 funded (41%)

Date	Number	Proposal Submitted (Date PI Short Title)	Agency	Funded?
Oct	2855078	10/27/14_TjanB_GWU_Neural Mechanisms	GWU	no
Dec	2858781	10/24/14_McArdleJ_Thrasher Fund_Modeling	Thrasher	yes
2014	2908702	11/10/14_MintzT_NSF_Language Geffen	NSF	yes - student
	2921682	11/14/14_TjanB_NIH_UO1_Human	NIH	no
	2940874	11/14/14_BiedermanI_NSF_14_504_Net Based	NSF	no
	2966107	12/11/14_SaxbeD_Haynes_Predicting	HAYNES	no
	2980609	12/02/2014_Graham_J_The Spread	NSF	no
	2980723	12/01/14_HenniganK_CreativeAssociates	CREATIVE	yes
	2991291	12/05/14_TjanB_MRI_Research_A_Database		?
	2992837	12/08/14_MintzT_LinC_NIH_NRSA_Tone	NIH/NRSA	no
	3056509	12/17/14_LopezS_UCLA_Culture	UCLA	yes
2015	3099017	01/15/15_MargolinG_NSF_Dating Couple	NSF	yes
	3164310	02/05/2015_SaxbeD_NIH_RO1_Becoming	NIH	no
	3165300	02/05/15_MollH_SpencerFdn_Effect	SPENCER	yes
	3166120	ATF_ReadS_NIH_RO1_Neurobiologically	NIH	yes
	3174106	02/03/15_NationD_NIH_RO1_Peripheral	NIH	no
	3198132	02/10/2015_ZevinJ_GSU_Neurocognitive	GSU	yes
	3198979	02/15/15_BecharaA_NIH_RPPR_Neurocog	NIH	no
	3211642	02/13/2015_GrahamJ_UNIVND_Development	UNIVND	no
	3221788	02/18/2015_BakerL_CHLA_Heritable	CHLA	no
	3249833	02/24/15_SaxbeD_BBR_Neural	BBR	no
	3258773	03/02/15_GrahamJ_TempletonFdn_Spread	TempletonFdn	no
	3286443	03/16/15_LuczakS_NIH_R21_Advancing	NIH	no
	3288385	03/16/15_ReadS_NIH_RPPR_Neural_Mechanism	NIH_RPPR	yes
	3299992	03/16/15_McArdleJ_NIH_MERIT_RPPR	NIH	yes
	3391068	04/03/15_ZevinJ_Perception Rsch_Enabling	Percept Rsch	yes
	3418903	04/21/15_DehghaniM_NIJ_Spread and Impact	NIJ	yes (NSF)
	3437108	04/30/15_OysermanD_McREL_STEM IBM	McREL	yes
	3532792	05/08/15_ZevinJ_Haskins_Neurobiological	Haskins	yes
	3548830	05/20/15_HenniganK_Jamaica_Support	Jamaica	yes
	3565479	06/05/15_LuczakS_NIH_RO1_Lifecourse	NIH	no
	3583902	05/26/15_HenniganK_Creative_Supporting	Creative	yes
	3584627	05/15/15_TjanB_NIH_RPPR_Form_processing	NIH_RPPR	no
	3589871	06/01/15_HenniganK_Creative_El Salvador	Creative	yes
	3661199	07/17/2015_PedersenN_NIH_RO1_Gene	NIH	yes
	3695918	07/16/15_McArdleJ_NIA_R21_Predict Dement	NIA	yes
	3700392	07/06/15_SchwartzD_NIH_RO1_Online Social	NIH	no
	3728228	07/10/15_HenniganK_CSULA_GRYD	CSULA	yes
	3760693	07/15/15_MintzT_NSF_PD98-1311_Individual	NSF	no
	3777535	07/15/15_LopezS_NIH_RPPR_Duration	NIH	yes
	3791459	07/21/15_SaxbeD_MOD_Connecting Prenatal	MOD	no

	3791833	07/23/15_SaxbeD_NSF_CAREER	NSF	yes
	3804649	08/13/15_TjanB_NSF_Collaborative	NSF	?
	3937787	09/01/15_Saxbe,D._SRCD_HATCH	SRCD	no
	3968978	09/18/15_BecharaA_Columbia_SUD, HIV	Columbia	no
	3994528	09/25/2015_PrescottC_NIH_PO1_Project	NIH	yes
	4035964	10/05/15_BakerL_CHLA_Facial	CHLA	no
	4039754	10/01/15_LopezS_NIH_RPPR_Disparities	NIH	no
	4040771	10/05/15_ZevinJ_NIH_RO1_Listening Styles	NIH	no
	4044085	10/05/15_NationD_NIH_RO1_Peripheral	NIH	no
	4060280	10/05/15_LuczakS_NIH_RO1_Estimating BrAC	NIH	no
	4061825	10/05/15_SaxbeD_NIH_RO1_Becoming	NIH	no
	4065983	10/09/15_WoodW_RAND_Changing Food	RAND	no
	4092957	10/16/15_MonterossoJ_NIH_R21_Neuroecon	NIH	yes
	4178988	12/07/15_OysermanD_McREL_NSF_STEM	McREL	no
	4181616	11/16/15_SchwarzN_UMich_Cognition Behind	UMich	no
	4214395	11/16/2015_ReadS_NIH_RPPR_Neurobiologica	NIH	yes
	4215597	11/16/15_Tsukayama_McArdle_NIH_RPPR	McArdle	no
	4216614	09/15/15_Timmons_Margolin_APA_Dissert.	Margolin	yes- student
	4243181	12/01/15_MollH_NSF_IBSS-L: Escaping	NSF	no
	4307906	12/15/15_HueyS_NIJ_GRF_Evaluating	NIJ	no
2016	4298634	01/5/16_ZevinJ_Perception Rsch_Enabling	Percept Rsch	no
	4382412	01/15/16_MargolinG_NSF_Dating Couple	NSF	yes
	4397209	02/01/16_GatzM_Alzheimer's Assoc_Sex	Alzheimer's	yes
	4421538	02/05/16_SchwartzD_NIH_RO1_Online Social	NIH	no
	4428240	02/05/16_LinC_NIH_R01_Language	NIH	no
	4428576	02/05/16_LuczakS_NIH_RO1_Developmental	NIH	no
	4503244	02/16/16_NationD_NIH_R21	NIH	yes
	4504386	02/29/16_DehghaniM_NSF_TACIT	NSF	no
	4549663	03/05/16_LuczakS_NIH_RO1_Lifecourse	NIH	no
	4554274	03/05/2016_PedersenN_NIH_RO1_Gene	NIH	no
	4604652	04/11/16_SaxbeD_NIH_RO1_Becoming	NIH	no
	4645236	03/30/16_DehghaniM_WakeForest_Beyond	WakeForest	no
	4646832	03/23/16_HenniganK_Creative_Tunisia	Creative	yes
	4656683	04/01/16_Miller_MargolinG_APF_Romantic	MargolinG	yes- student
	4703310	04/08/16_Gatz_Petkus_F32_NRSA_Cognition	Petkus_F32	no
	4764343	05/01/16_Prescott_Arpawong_NIH_RPPR	Arpawong	no
	4774758	05/16/2016_DehghaniM_Rensselaer_Context	Rensselaer	no
	4806912	04/28/16_HenniganK_Creative_Caribbean	Creative	yes
	4866087	05/18/2016_ZevinJ_GSU_Neurocognitive	GSU	yes
	4873418	05/16/16_TjanB_NIH_RPPR_Form_processing	NIH_RPPR	yes
	4957141	07/05/16_NationD_NIH_RO1_Peripheral	NIH	no
	4975604	07/05/16_LuczakS_NIH_RO1_Estimating BrAC	NIH	yes
	5032016	06/29/16_HenniganK_Creative_Guatemala	Creative	yes
	5033913	07/07/16_WoodW_UMich_Social Neuro.	UMich	no
	5034059	07/30/16_MonterossoJ_NIH_R21_Neuroecon	NIH	yes
	5179090	08/16/16_DatarA_FilusA_NIMH_R21 (Farver)	FilusA	no

	5247817	08/31/16_PrescottC_NIH_RO1_Risk	NIH	yes
	5253714	10/07/16_WoodW_RAND_A Consumer Behavior	RAND	no
	5285949	10/01/16_LopezS_NIH_RPPR_Disparities	NIH	no
	5313284	09/26/16_HueyS_CSUN_Providing	CSUN	no
	5319537	10/05/16_LuczakS_NIH_RO1_Developmental	NIH	no
	5329959	10/05/16_SchwartzD_NIH_RO1_Online Social	NIH	no
	5390560	11/04/16_DehghaniM_ONR_Predicting	ONR	no
	5409437	11/15/2016_ReadS_NIH_RPPR_Neurobiologica	NIH	yes
	5413598	11/07/16_JohnR_UCI		no
	5460988	11/07/16_JohnR_DHS_Enhancing Homeland	DHS	no
	5491582	11/14/16_Gatz/Beam_Alzheimer's Assoc.	Beam	yes
	5525545	11/22/16_HueyS_StFrancisMedCtr_CA	StFranMedCtr	no
	5526367	12/08/16_Saxbe_Lyden_NIH_F31_Reactivity	Lyden_NIH	no- student
	5538867	11/21/2_ZevinJ_HASKINS_Nature and Acquis	HASKINS	yes
	5549252	12/08/2016_Saxbe_Bai_NIH_NRSA_Psychobio	Bai_NIH	no
	5611535	12/16/16_ZevinJ_GSU_Learning Disabilities	GSU	yes
2017	5679806	01/17/17_WoodJ_NSF_PD 08-1698	NSF	no
	5693039	01/18/17_JohnR_NguyenK_NSF_Doctoral	NguyenK	no- student
	5708386	02/05/17_LuczakS_NIH_RO1_Estimating BrAC	NIH	yes
	5750343	02/08/17_JohnR_NSF_CRISP Type 2	NSF	no
	5845884	02/27/17_DehghaniM_USFS_Developing	USFS	yes
	5852004	03/01/17_OysermanD_Templeton_Sanctifying	Templeton	no
	5891563	03/29/17_ReadS_VirginiaTech_Homo Socio	VirginiaTech	no
	5908273	03/16/17_HenniganK_Crossroads_Minority	Crossroads	yes
	5916509	03/15/17_PrescottC_NIH_RO1_Risk	NIH	yes
	5942082	04/08/17_Read_Brown_NIH_NRSA_F32	Brown_NIH	no
	5951720	04/08/16_Saxbe_Lyden_NIH_F31_Reactivity	Lyden_NIH	no
	6020287	04/18/17_NationD_Alzheimer's Association	NationD	yes
	6055205	04/27/17_WoodJ_McDonnell Fdn_Using Autom	McDonnell Fdn	yes
	6115609	ATF_Khalulyan_Moll_OAR_Effect of Mutual	Moll	no
	6117685	05/10/17_PrescottC_NIH_RO1_Risk_DNA	NIH_RO1	yes
	6130027	05/15/17_PrescottC_NIH_RO1_Risk_Minority	NIH_RO1	yes
	6198615	06/30/2017_ZevinJ_NIH_R21	NIH	yes
	6289911	07/21/17_DehghaniM_NSF_CAREER	NSF	no
	6304723	06/26/16_ZevinJ_NIH_RPPR_Form_processing	NIH_RPPR	no
	6306004	07/17/17_WoodW_NSF_Collaborative Resch.	NSF	no
	6456230	08/17/17_OysermanD_DOED-IES_Assessing	DOED-IES	yes
	6470214	09/01/17_BecharaA_NCRG_Understanding	NCRG	yes
	6545958	08/28/2017_HenniganK_Creative_Caribbean	Creative	yes
	6563308	09/15/17_DehghaniM_ONR	ONR	no
	6606068	09/22/17_LuczakS_University of M-C_A Mul	U of M-C	no
	6626563	10/01/17_LopezS_NIH_RPPR_Disparities	NIH	yes
	6640814	10/05/17_SaxbeD_NIH_RO1_Sleep, Health	NIH	no
	6665498	10/05/17_NationD_NIH_RO1_Cerebrovascular	NIH	no
	6711950	ATF_Huey_Vargas_APF_Perceived	Vargas	yes- student
	6740801	10/27/17_Shapiro_Fahs-Beck Fund	Fahs	no

	6767213	11/07/17_LopezS_NIH_RO1_Reducing	NIH	no
	6813321	11/15/2017_ReadS_NIH_RPPR_Neurobiologica	NIH	no
	6940850	12/18/17_OysermanD_WRAIR_Educ. Partner	WRAIR	yes
Jan to	7006967	01/16/18_WoodJ_NSF_PD_08_1698_A testbed	NSF_PD_08	no
Oct	7159933	02/23/2018_ZevinJ_GSU_Neurocognitive	GSU	pending
2018	7191057	ATF_Huey_Vargas_APF_Dual	Vargas	pending
	7212104	03/15/18_PrescottC_NIH_RO1_Risk	NIH	pending
	7214264	03/15/18_OysermanD_Templeton_Sanctifying	Templeton	pending
	7295541	ATF_Huey_Vargas_APF_Visionary_Dual	Vargas_APF	pending
	7314374	04/11/18_DehghaniM_UIUC_Decoding	UIUC	pending
	7350131	4/16/18_NationD_NIH_R21_Vascular	NIH	pending
	7368924	04/25/18_DehghaniM_UIUC_Science	UIUC	pending
	7469987	06/05/18_LuczakS_Indiana Univ_Women	Indiana Univ	pending
	7471287	05/15/18_ChenN_NIH_RPPR_Form_processing	NIH_RPPR	pending
	7512539	06/05/18_Saxbe_Negriff_NIH_RO1_Identifyi	Negriff_NIH	pending
	7552857	06/05/2018_Huey_St Francis Med Ctr	StFranMedCtr	pending
	7556657	06/12/2019_Santos Lopez NIH K23 Optimizing	NIH	pending
	7558420	06/11/2018_PrescottC_NIH R01 Rick Minority	NIH	pending
	7631462	06/16/2018_NationD R21_ Brainstem	NIH	pending
	7583185	06/15/18_MonterossoJ_NIH_R21_Neuroecon	NIH	pending
	7560766	06/16/18_Read_Droutman_NIH_R21_Impact	NIH	pending
	7616452	06/28/18_PrescottC_NIH_RO1_Diversity_sup	NIH	pending
	7628988	06/28/18_HenniganK_CSULA_GRYD	CSULA	pending
	7665361	07/11/18_SaxbeD_NIH_RO1_Sleep Disparities	NIH	pending
	7687335	07/2018 Dehghani_NSF_CAREER	NSF	pending
	7443476	07/27/18_ThamesA_UCLA_NNAB	NNAB	pending
	7771407	08/03/18_OysermanD_AIR_Improving Rur	AIR	pending
	7965349	10/03/18_WoodW_Brigham and Women		pending

APPENDIX IV C1

FACULTY RESPONSIBILITIES FOR TEACHING, ADVISEMENT, MENTORI

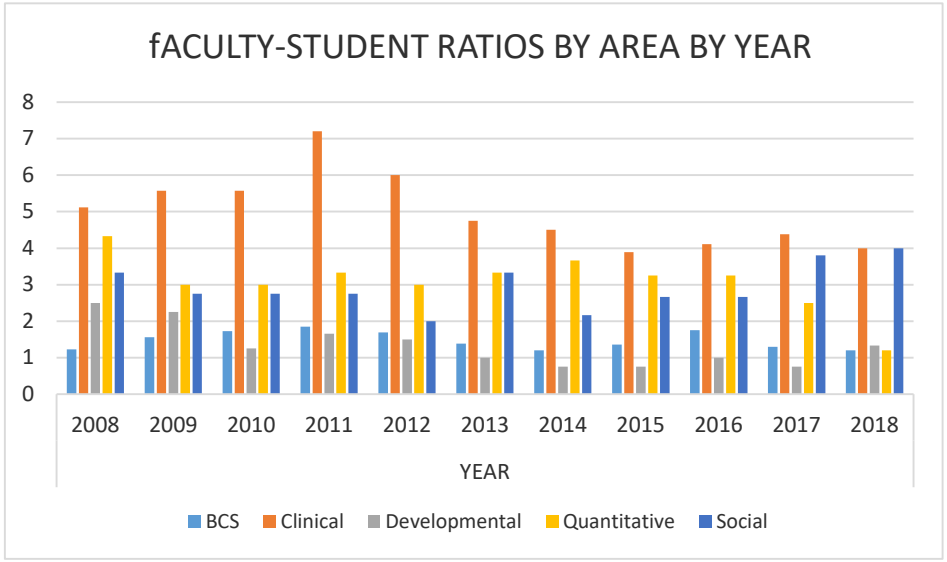
	Joint Appointment Faculty who Mentor,* Teach,*** or Serve** on Graduate S			
Role	**Name**	**Rank**	**Gender**	**Ethnicity**
	Abdou, Cleopatra	Assistant Professor	F	Black
	Aziz-Zadeh, Lisa	Associate Professor	F	white, non-Hispanic
	Bottjer, Sarah	Professor	F	white, non-Hispanic
**	Briere, John	Professor	M	white, non-Hispanic
	Carnevale, Peter	Professor	M	white, non-Hispanic
	Coricelli, Giorgio	Associate Professor	M	white, non-Hispanic
	Finch, Caleb	Professor	M	white, non-Hispanic
	Fridlund-Dunton, Genevieve	Associate Professor	F	white, non-Hispanic
	Gratch, Jonathan	Director	M	white, non-Hispanic
/*	Han, Duke	Associate Professor	M	Asian
	Hollingshead, Andrea	Professor	F	white, non-Hispanic
*/**	Immordino Yang, Mary Helen	Associate Professor	F	white, non-Hispanic
	Itti, Laurent	Associate Professor	M	white, non-Hispanic
*/**	Leventhal, Adam	Associate Professor	M	white, non-Hispanic
	Levitt, Pat	Professor	M	white, non-Hispanic
*/**	Lyon, Thomas	Professor	M	white, non-Hispanic
*/**	Mather, Mara	Professor	F	white, non-Hispanic
***	McCleary, Carol	Assistant Professor	F	white, non-Hispanic
	Mel, Bartlett	Associate Professor	M	white, non-Hispanic
*/**	Miller, Lynn	Professor	F	white, non-Hispanic
**	Narayanan, Shrikanth	Professor	M	white, non-Hispanic
**	Patal, Erika	Associate	F	white, non-Hispanic
	Priester, Joseph	Associate Professor	M	white, non-Hispanic
**	Saks, Elyn	Professor	F	white, non-Hispanic
	Simon, Dan	Professor	M	white, non-Hispanic
	Sinatra, Gale	Professor	F	white, non-Hispanic
*/**	Sowell, Elizabeth	Professor	F	white, non-Hispanic
	Sussman, Steven	Professor	M	white, non-Hispanic
	Swanson, Larry	Professor	F	white, non-Hispanic
	Tynes, Brendesha	Associate Professor	F	Black
	Wenzel, Suzanne	Professor	F	white, non-Hispanic
**	Wiltermuth, Scott	Associate Professor	M	white, non-Hispanic
***	Williams, Marian	Professor	F	white, non-Hispanic
	Yang, Yaling	Assistant (Res) Professor	F	Asian
*/**	Zelinski, Elizabeth	Professor	F	white, non-Hispanic

NG OF GRADUATE STUDENTS

Student Committees
Home Department
Leonard Davis School of Gerontology
Occupational Therapy
Department of Biological Sciences
Keck School of Med Psychiatry
Marshall School of Business
Department of Economics
Leonard Davis School of Gerontology
Keck School of Medicine
Center for Creative Tech
Preventive MedicineMedicine
Annenberg School for Communication
Rossier School of Education
Viterbi School of Engineering
Keck School of Preventive Medicine
Department of Cell and Neurobiology
Gould School of Law
Leonard Davis School of Gerontology
Neurology, Keck School
Viterbi Engineering
Annenberg School for Communication
Viterbi School of Engineering
Rossier School of Education
Marshall School of Business
Gould School of Law
Gould School of Law
Rossier School of Education
Keck School of Medicine Sch/CHLA
Keck School of Medicine
Department of Biological Sciences
Rossier School of Education
School of Social Work
Marshall School of Business
Keck School of Medicine Sch/CHLA
Keck School of Medicine Sch/CHLA
Leonard Davis School of Gerontology

Appendix IV C2 FACULTY-GRADUATE STUDENT RATIOS

YEAR											
	2008	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Total # Graduate Students	96	94	91	88	81	78	81	78	78	77	82
Total # Faculty	35	34	33	29	30	31	36	38	37	34	34
Ratio of Students to Faculty	**2.74**	**2.76**	**2.76**	**3.03**	**2.70**	**2.52**	**2.25**	**2.05**	**2.11**	**2.26**	**2.43**
# Research Active Faculty	30	29	29	24	24	25	30	32	29	26	26
Ratio of Students to Faculty Research Mentors	**3.20**	**3.24**	**3.14**	**3.67**	**3.38**	**3.12**	**2.70**	**2.43**	**3.69**	**2.96**	**3.15**



Appendix IV C3

STUDENT EVALUATIONS OF FACULTY TEACHING 2013-2017

FALL 2017

Course Title	Course #	Instructor Mean	Course Mean	# Res	Pct Res
Stat Methods I	501	4.31	3.85	14	48
Psychopathology	514	4.88	5.00	8	89
Clinical Assessment	515	4.67	4.67	3	100
Functional Neuroanatomy	547	4.50	4.00	6	30
Intro to FMRI	555	4.83	4.67	12	92
Teaching Practicum (req TA training)	593	5.00	4.88	8	62
Practicum in Clinical Psych	595	4.33	4.33	3	100
Special Topics	599	5.00	5.00	6	75
Sem in Adv Social Psychology	612	3.25	3.00	8	67
Computational Social Sciences	626	4.88	4.81	16	100
Sem Clincial Psycology	660	5.00	5.00	6	100
Adv Practicum Clinical Psych	695	4.80	4.80	5	100
Adv Practicum Clinical Psych	695	5.00	5.00	3	60
Adv Practicum Clinical Psych	695	5.00	4.00	1	33
Clinical internship	691A	5.00	5.00	2	50

SPRING 2017

Course Title	Course #	Instructor Mean	Course Mean	# Res	Pct Res
Stat Methids II	502	4.40	4.40	5	63
Research Design	504	4.83	4.83	6	67
Clinical Assessment	515	5.00	5.00	3	60
Cognitive Dev in Children	533	4.38	4.13	8	73
Cognitive Neuroscience	540	4.75	4.25	4	57
Special Topics	599	5.00	5.00	5	56
Special Topics	599	4.50	4.25	8	67
Psychological Intervention	619	5.00	5.00	3	60
Sem iClinical Psychology	660	5.00	5.00	9	90
Adv Practicum Clinical Psych	695	4.33	5.00	4	100
Adv Practicum Clinical Psych	695	5.00	5.00	4	100
Adv Practicum Clinical Psych	695	5.00	4.75	4	80
Adv Practicum Clinical Psych	695	3.75	3.75	4	100
Clinical internship	691B	3.00	3.00	1	25

FALL 2016

Course Title	Course #	Instructor Mean	Course Mean	# Res	Pct Res
Overview Quant Methods	500	4.80	4.80	5	63
Stat Methods i	501	4.00	3.88	16	76
Seminar in Social Psychology	512	4.82	4.45	11	73
Psychopathology	514	4.63	4.25	8	80
Intro to FMRI	555	4.40	4.60	5	63

Multivariate Analysis	575	5.00		4.73	15	60
Teaching Practicum (req TA training)	593	4.91		4.64	11	65
Practicum in Clinical Psych	595	5.00		5.00	5	100
Sem in Adv Social Psychology	612	4.80		4.53	15	79
Adv. Big Data Methods	625	4.64		4.79	14	100
Seminar in Clinical Psychology	660	5.00		5.00	3	100
Adv Practicum Clinical Psych	695	4.50		5.00	2	50
Adv Practicum Clinical Psych	695	5.00		5.00	2	50
Adv Practicum Clinical Psych	695	5.00		4.80	5	100
Adv Practicum Clinical Psych	695	1.50		2.50	2	50
Clinical internship	691A	3.00		3.00	1	25
SPRING 2016						
Course Title	**Course#**	**Instructor Mean**		**Course Mean**	**# Res**	**Pct Res**
Stat Methods II	502	4.83		4.50	6	43
Regression and Linear Model	503	2.86		3.29	7	54
Research Design	504	4.40		4.40	5	42
Cognitive Neuroscience	540	3.78		3.56	9	90
Psychophysiology	544	3.43		3.43	7	70
Practicum in Clinical Psych	595	4.67		4.83	6	100
Psychological Intervention	619	5.00		4.80	5	83
Sem in Clinical Psychology	660	4.50		4.67	6	100
Adv Practicum Clinical Psych	695	4.33		4.50	6	100
Adv Practicum Clinical Psych	695	4.67		4.50	6	100
Adv Practicum Clinical Psych	695	5.00		5.00	5	100
Clinical internship	691B	5.00		5.00	1	20
FALL 2015						
Course Title	**Course#**	**Instructor Mean**		**Course Mean**	**# Res**	**Pct Res**
Stat methods I	501	4.07		3.86	14	67
Psychopathology	514	4.50		4.33	6	100
Clinical Assessment	515	4.67		3.80	6	100
Functional Neuroanatomy	547	4.55		4.27	11	92
Intro to FMRI	555	4.11		4.00	9	100
Teaching Practicum (req TA training)	593	4.83		4.33	12	100
Practicum in Clinical Psych	595	4.50		4.17	6	100
Sem in Adv. Social Psychology	612	4.38		4.00	8	89
Decision Making & Analysis	622	4.91		4.64	11	73
Computational Social Sciences	626	4.69		4.46	13	100
Sem in Clinical Psychology	660	4.90		4.70	10	100
Adv Practicum Clinical Psych	695	3.20		4.33	6	100
Adv Practicum Clinical Psych	695	4.33		4.33	6	100
Adv Practicum Clinical Psych	695	5.00		5.00	5	100
SPRING 2015						

Course Title	Course#	Instructor Mean	Course Mean	# Res	Pct Res
Regression and Linear Model	503	4.67	4.67	6	100
Research Design	504	4.50	4.25	4	44
Cognitive Dev in Children	533	4.25	3.75	4	100
Cognitive Neuroscience	540	4.33	4.33	3	100
Psychophysiology	544	3.43	3.43	7	88
Neuropsychology	545	5.00	4.75	4	80
Practicum in Clinical Psych	595	5.00	4.75	4	67
Special Topics	599	3.80	3.70	10	67
Special Topics	599	4.86	4.71	7	78
Sem in Adv. Social Psychology	612	5.00	4.79	14	88
Res Tech for Non-Exp Social Science	616	3.83	3.33	6	75
Psychological Intervention	619	5.00	5.00	4	67
Sem Quant Psychology	621	5.00	5.00	4	67
Seminar in Clinical Psychology	660	4.67	4.58	12	100
Adv Practicum Clinical Psych	695	4.50	4.67	3	100
Adv Practicum Clinical Psych	695	4.67	4.67	3	100
Adv Practicum Clinical Psych	695	4.43	4.43	7	100
Clinical internship	691B	4.50	4.50	2	40

FALL 2014

Course Title	Course#	Instructor Mean	Course Mean	# Res	Pct Res
Stat methods I	501	4.32	4.00	19	49
Seiminar in Social Psychology	512	5.00	4.70	10	100
Psychopathology	514	4.78	4.67	9	100
Clinical Assessment	515	5.00	4.83	6	100
Fundamentals of Psyc Measurement	520	4.15	3.85	13	76
Functional Neuroanatomy	547	4.73	4.55	11	85
Intro to FMRI	555	4.29	3.86	7	50
Teaching Practicum (req TA training)	593	5.00	4.33	9	90
Practicum in Clinical Psych	595	5.00	4.17	6	100
Practicum in Clinical Psych	595	4.00	4.17	6	100
Special Topics	599	4.23	3.85	13	93
Sem in Adv Social Psychology	612	4.90	4.90	10	91
Sem in Adv Social Psychology	612	4.75	4.33	12	86
Adv Practicum Clinical Psych	695	4.50	4.67	3	100
Adv Practicum Clinical Psych	695	4.67	4.67	3	100
Adv Practicum Clinical Psych	695	4.71	4.29	7	100
Clinical internship	691A	4.50	4.50	2	40

SPRING 2014

Course Title	Course#	Instructor Mean	Course Mean	# Res	Pct Res
Research Design	504	3.83	4.00	6	86
Learning and Cognition	506	4.50	4.50	2	67

Res Design in Dev Psychology	524	4.07		3.93	14	88
Cognitive Dev in Children	533	4.50		4.20	10	100
Psychophysiology	544	3.63		3.63	8	100
Decision Neuroscience	551	4.60		4.50	10	100
Practicum in Clinical Psych	595	4.83		4.83	6	100
Psychological Intervention	619	5.00		5.00	6	100
Decision Making & Analysis	622	4.50		4.50	2	40
Adv Practicum Clinical Psych	695	5.00		4.75	4	80
Adv Practicum Clinical Psych	695	3.50		4.75	4	80
Adv Practicum Clinical Psych	695	5.00		5.00	4	100
Clinical internship	691B	3.00		3.00	1	13
FALL 2013						
Course Title	**Course#**	**Instructor Mean**		**Course Mean**	**# Res**	**Pct Res**
Stat methods I	501	4.25		3.94	18	62
Regression and Linear Model	503	4.25		3.75	4	80
Psychopathology	514	4.80		4.80	5	71
Clinical Assessment	515	3.80		3.60	5	83
Social and Emotional Dev Children	534	4.67		4.67	3	60
Intro to FMRI	555	4.00		3.89	9	53
Multivariate Analysis	575	4.11		4.20	10	56
Practicum in Clinical Psych	595	4.80		4.80	5	83
Special Topics	599	4.75		4.75	4	67
Sem in Clinical Psychology	660	5.00		5.00	2	40
Adv Practicum Clinical Psych	695	5.00		4.67	3	60
Adv Practicum Clinical Psych	695	4.50		4.67	3	60
Adv Practicum Clinical Psych	695	5.00		5.00	4	80

Appendix IV C4

STATEMENT OF HOW THE DEPARTMENT IS INCREASING THE NUMBER OF UNDER REPRESENTED MINORITIES AMONG OUR FACULTY

Since 2008, each of our faculty searches have prioritized the hiring under-represented minority individuals. We take the college mandate to "cast the net widely" quite seriously in advertising our open positions to attract a diverse pool of applicants. Our search committees always include a diversity representative who helps us target a wide variety of outlets. Our minority faculty members Drs. Stan Huey and Steven Lopez have served as diversity representatives/liaisons.

Our 2010 Developmental Hire involved the following:

- We posted our advertisement on listserves for the Ford Foundation fellows, the SRCD Latino Caucus, and the APA Sections 45 and VI of Division 12.
- Faculty personally contacted 35 scholars who conduct research with ethnic minority populations, and encouraged them to have eligible students or colleagues apply.
- To ensure that ethnic minority candidates were given full consideration in reviewing the applications, search committee members were told to pay particular attention to diversity and gender priorities and our diversity liaison carefully reviewed the files of all qualified applicants whom we were able to identify as members of underrepresented minority groups.
- Of the top 20 applicants, four were underrepresented minorities (1 African American, 3 Latina), and of the seven who made the short list- two were Latina and six were women.
- Ultimately, we hired a young woman from Germany.

In 2013, our Large Scale Analytical Techniques (aka Big Data) Search involved the following:

- We posted our advertisement on the employment pages of the SACNUS (Society for Advancing Hispanics, Chicanos & Native Americans in Science) and HBCU (Historically Black Colleges & Universities) websites.
- Committee members posted the ad on field-specific listserves and included the SMEP (Society of Multivariate Experimental Psychology) and SPSP (Society for Personality & Social Psychology) listserves, computational neuroscience and vision research listserves, and a listserve for researchers who do computational modeling of social phenomena.
- In reviewing the applications, committee members were told to pay particular attention to diversity and gender priorities.
- We attracted and interviewed several female candidates (who are considered to be under-represented in Quantitative Psychology).
- We hired Dr. Morteza Dehghani a minority individual of Middle Eastern descent.

In January 2018, using the methods described above, our recent Clinical Geropsychology search was successful in hiring Dr. April Thames who self-identifies as African American.
Our faculty currently consist of two African Americans, one Latino, one Asian, three Middle-Eastern individuals (Israeli, Iranian, Lebanese) (20% people of color). We will continue using these methods in future hiring efforts and aim to increase this percentage. At the same time however, we recognize the obstacles that exist in attracting people to the Los Angeles area due to the high cost of living, the traffic, and lack of affordable housing for young families. Moreover, there is a pipeline problem in that there is perhaps a handful of under-represented minorities completing PhDs in Psychology in anyIV given year and the competition is high to attract and hire them at USC. But, we have had some recent successes and we hope to build on them.

Appendix VI A DEPARTMENT ENDOWMENT AND OTHER FUNDING SOURCES

Endowments:
The Psychology Department received donations from **F. J. (Joe) Mc Guigan** and the trust of Gloria Gartz called the **Ruth Valentine Scholarship and Fellowship.**

There are two **McGuigan** scholarships. In the past, we awarded the funds in small amounts to students as "prizes". However, more recently the two funds were combined and used to support a student with a two-year fellowship (with tuition paid by the college). Consistent with the spirit of the gift, the funding is awarded to a student who "shows special promise in contributing to psychology as a materialistic (non-dualistic) science." We do not award funds from this endowment until the combined amount reaches the current 30K stipend per year.

The **Valentine** Endowed Scholarship provides a fellowship to fund one or two entering students annually (with tuition provided by the College) (the payout is about two fellowships per year). We have also used this account to top off students who have NRSA awards so they are not disadvantaged for having won external funding.

Heilbrun Endowed Fellowship in Psychology: The payout has covered two summer fellowships. However, we have let the pay out grow to be used for one student during the academic year.

The clinical program received significant donations from two program alumni, Maury Leibovitz and Jonathan Kellerman. The **Leibovitz Endowment** is used by the clinical area for continuing education program (speakers; workshops; professional development), and for an annual research conference where students present their research projects. The **Kellerman Graduate Fellowship** provides one fellowship to fund one new clinical student annually (with tuition provided by the College).

Tenopyr Endowed Fund in Industrial Psychology is now devoted to support small stipends for MAPP students.

Barnes Scholarship Fund managed by the College has sufficient funds to pay one semester of fellowship for one graduate student per year. Because the recipients must be focused on autism work in a serious way, we have allowed the ABA program access to the funds for their students.

Other funding sources:
The department has a "**gift account.**" These donations "trickle in" from parents of current and former students, prior students, varied foundations, and individual donors. The department is not allowed (as per the University Development office) to ever contact these donors. In January 2018, using funds from the gift account, we developed a plan to support graduate students' 2nd year and dissertation research projects. Twice per year, we plan to award about 20K (in total) to individual graduate students (at about 3k each). Students submit mini-research proposals. A committee made up of two doctoral students, the chair and the DGS, makes awards of up to ~3K each, depending on project quality, budget and demonstrated need. The guidelines for this funding appear in Appendix IX Misc Student Forms. Note: The first ~20K we awarded this year, has already been "replenished" with recent donations.

The department has a **revenue sharing agreement** with the college whereby the department receives a percentage of the tuition generated from the MS in Applied Psychology. These funds are deposited into an account each year and are fairly unrestricted in use.

Appendix VI D COMPUTER RESOURCES; LIBRARY AND INFORMATION ACCESS

Staff: For the 10 staff members, there are 13 desktop computers (two of which sit at the front desk in the department for students and reception personnel), 2 laptops, and 11 printers – all purchased by the department. Upgrades and repairs are maintained by the department. All staff computers are supported by the Dornsife Technology Services with computer infrastructure connections, basic Microsoft software and technical support and includes free Microsoft licensing.

Faculty: Faculty are computers purchased from grants, personal funds, or faculty research accounts from the College. These computers are also supported by the College with infrastructure connections, software and technical support. New connections are variously purchased from grants, faculty research accounts, or from departmental or College budgets. Some statistical software licenses are paid by Dornsife for programs such as SPSS, while USC ITS picks up the cost for SAS, MATLAB, etc.

Dornsife Technology Services maintains servers with generous storage quotas with nightly backups along with a Disaster Recovery Site in AZ. All Windows computers are part of a domain (dts.usc.edu) and are managed by the DTS. User Accounts, Computers and Shared Folders are managed via Active Directory. Programs like Office2016, Sophos AntiVirus, and Windows Updates are managed via group policies. USC Secure Wireless connections are available without charge across campus.

The Department has a large-scale poster printer for use by faculty, staff, and students. . This printer is a HP Designjet T1300 44 inch PostScript Large-Format Inkjet ePrinter that allows printing from TIFF, JPEG, PPT and PDF files on different paper types and sizes seamlessly using two rolls with smart switching.

SGM 631: is the department Statistics lab and is used for teaching lab sections of undergraduate statistics and research methods courses. It is available to graduate students when no course is meeting in the room. All statistics lab computer and printer purchases, repairs and upgrade, computer infrastructure connections, basic Microsoft software, SPSS and technical support are maintained by Dornsife Technology Services.

Graduate students: Graduate students use the computers in faculty research labs, purchase their own laptops (sometimes with external grant funding, e.g., NRSA awards), or use the computers in the GC-3.

GC-3 (Graduate Computer and Consulting Center). The GC-3 computers are supported by the College with computer infrastructure connections, software and technical support. There are three computers running Windows 10 and the following programs: Comprehensive Meta Analysis, HLM, SPSS AMOS, SPSS, Office 2016 Pro, R for Windows, RStudio, SAS, STATA, Mathematica, Wolfram Extras, SecureCRT

New Conference Room SGM 911: The new conference room has state-of-the-art IT. There is a 84” LCD monitor powered by a HP mini pc. Users can login with Active Directory Computer Accounts or USC NetID Credentials. Dedicated USC Secure Wireless Access

Point to ensure wireless coverage throughout the room. Ethernet ports available for USC registered computers to plug in for faster network speeds.

LIBRARY AND ELECTRONIC RESOURCES

Resources for psychologists are dispersed among the various campus libraries: Edward L. Doheny Jr. Memorial Library (the main library on the University Park Campus), Norris Medical Library on the Health Science Campus, the Science and Engineering Library, the Gerontology Library, and Leavey Library. The Psychology department has an assigned a librarian and her role is to facilitate access to the materials necessary for faculty to carry out their scholarly activities. The University subscribes electronically to a large number of journals (and will add more journals upon request), as well as to key databases such as Ovid and PsycINFO, Web of Science, Google Scholar, etc. There are multiple methods of connecting to electronic resources from off-campus.

Appendix VI B1 Funding from Endowments,

Student Funding at Admission by Area, G

#	Year	Ethnicity	Gender	Area
1	2008	White	Female	BCS
2	2008	White	Female	BCS
3	2008	White	male	BCS
4	2008	Asian	Female	BCS
5	2008	Middle Eastern	Male	BCS
6	2008	White	male	BCS
7	2008	Asian (Japan)	Female	CI
8	2008	White	Female	CI
9	2008	Latino	Male	CI
10	2008	White	Female	CI
11	2008	White	Female	CI
12	2008	White	Female	CI
13	2008	Latino	male	CI
14	2008	Black	Female	CI
15	2008	Asian	male	Dev/Quant
16	2008	White	male	Quant
17	2008	White	Female	Quant
1	2009	Asian (Korean)	male	BCS
2	2009	Asian	male	BCS
3	2009	Asian ((PRC)	female	BCS
4	2009	Asian	female	BCS
5	2009	Asian	female	BCS
6	2009	Black	female	CI
7	2009	White	male	CI
8	2009	White	female	CI
9	2009	white	female	CI
10	2009	white	male	CI
11	2009	white	female	Quant
12	2009	White	female	Soc
13	2009	white	female	Soc
1	2010	Asian	male	BCS
2	2010	white	male	BCS
3	2010	Asian	male	BCS
4	2010	white	female	BCS
5	2010	white	male	BCS
6	2010	Asian	female	CI

7	2010	white	female	CI
8	2010	Asian	female	CI
9	2010	Black	male	CI
10	2010	Asian (Singapore)	female	CI
11	2010	white	female	CI
12	2010	Asian	female	Quant
13	2010	white	female	Soc
14	2010	white	male	Soc/Quant

1	2011	white	female	BCS
2	2011	white	female	CI
3	2011	asian	female	CI
4	2011	asian	female	CI
5	2011	asian	female	CI
6	2011	white	female	CI
7	2011	white	female	CI/Quant
8	2011	white	female	Dev
9	2011	Latino	male	Quant
10	2011	asian (PRC)	female	Quant
11	2011	white	female	Soc
12	2011	asian (PRC)	female	Soc
13	2011	white	male	Soc

1	2012	white	female	BCS
2	2012	white	male	BCS
3	2012	Asian (PRC)	malw	BCS
4	2012	white	female	CI
5	2012	white	male	CI
6	2012	white	male	CI
7	2012	white	female	CI
8	2012	white	female	Dev
9	2012	Asian (PRC)	female	Quant
10	2012	white	male	Quant
11	2012	white	female	Soc

1	2013	white	male	BCS
2	2013	Latina	female	CI
3	2013	Asian (PRC)	female	CI
4	2013	white	female	CI
5	2013	white	female	CI
6	2013	Latina	female	CI

7	2013	white	male	CI
8	2013	white	female	Dev
9	2013	white	male	Quant
10	2013	Asian	male	Quant
11	2013	white	male	Quant
12	2013	Asian (PRC)	female	Soc
13	2013	white	male	Soc

1	2014	white	female	BCS
2	2014	Latino (Chile)	male	BCS
3	2014	white	male	BCS
4	2014	white	male	CI
5	2014	white	female	CI
6	2014	Asian	female	CI
7	2014	white	female	CI
8	2014	Latina	female	CI
9	2014	white	female	CI
10	2014	white	female	Dev
11	2014	Latina	female	Quant
12	2014	Asian (Indonesia)	female	Quant
13	2014	white	female	Quant
14	2014	white	male	Soc
15	2014	white	male	Soc
16	2014	white	male	Soc
17	2014	white	male	Soc

1	2015	Asian (PRC)	male	BCS
2	2015	w	female	CI
3	2015	Latina	female	CI
4	2015	w	female	CI
5	2015	w	female	CI
6	2015	white	female	CI
7	2015	white	female	CI
8	2015	white	male	Quant
9	2015	Latina	female	Quant
10	2015	Asian (PRC)	female	Quant
11	2015	Asian (PRC)	female	Soc
12	2015	white	male	Soc
13	2015	white	female	Soc
14	2015	Asian (PRC)	female	Soc

1	2016	Latina	female	CI
2	2016	white	male	CI
3	2016	white	female	CI
4	2016	white	female	CI
5	2016	Asian (PRC)	female	CI
6	2016	Asian (PRC)	female	Dev
7	2016	white	male	Quant
8	2016	white	male	Quant
9	2016	white	female	Soc
10	2016	white	male	Soc
11	2016	Asian	male	Soc
12	2016	Asian	female	Soc

1	2017	white	female	BCS
2	2017	Asian	female	BCS
3	2017	Asian (PRC)	female	BCS
4	2017	Asian	female	CI
5	2017	white	female	CI
6	2017	white	female	CI
7	2017	Middle Eastern (Iran)	male	Soc
8	2017	Latina	female	Soc
9	2017	white	male	Soc
10	2017	white	male	Soc

1	2018	white	female	BCS
2	2018	Latino	male	BCS
3	2018	Latina	female	CI
4	2018	Black (Canada)	female	CI
5	2018	white	female	CI
6	2018	white	female	CI
7	2018	Asian	female	CI
8	2018	white	female	CI
9	2018	white	female	CI
10	2018	white	female	CI
11	2018	white	female	CI
12	2018	Asian (Int'l)	female	Dev
13	2018	white	female	Dev
14	2018	white	female	Quant

15	2018	white	female	Soc
16	2018	white	male	Soc
17	2018	Asian (Int'l)	male	Soc

shaded area = student left program

, Federal & College Fellowships

Gender, Ethnicity (2008-2018)

Support Offer at Admission
College Merit Fellowship
College Merit Fellowship
College Merit Fellowship
Provost Fellowship
Provost Fellowship
College Merit Fellowship
Provost Fellowship
Provost Fellowship
Provost's Diversity Fellowship
Kellerman Fellowship
College Merit Fellowship
Davison Gero Dean's Award
Annenberg Fellowship
Provost's Diversity Fellowship
Annenberg Fellowship
NIA Traineeship
Provost Fellowship

Valentine Fellowship
RA
Valentine Fellowship
RA
College Merit Fellowship
Kellerman Fellowship + Fellowship Top Off
Valentine Fellowship
College Merit Fellowship
Annenberg Fellowship
Provost Fellowship
RA
College Merit Fellowship
Valentine Fellowship

College Merit Fellowship
College Merit Fellowship
RA
Provost Fellowship
College Merit Fellowship
Provost Fellowship

College Merit Fellowship
Provost Fellowship
Kellerman Fellowship
Annenberg Fellowship
NIA Traineeship
College Merit Fellowship
Provost Fellowship
Provost Fellowship

McGuigan Fellowship
Provost Fellowship
College Merit Fellowship
Kellerman Fellowship
College Doctoral Fellowship
Provost Fellowship
Annenberg Fellowship
RA
RA
Provost Fellowship
Provost Fellowship
College Merit Fellowship
College Doctoral Fellowship

Provost's Diversity Fellowship
McGuigan Fellowship
Provost Fellowship
Kellerman Fellowship
College Merit Fellowship
Provost Fellowship
Annenberg Fellowship
Provost Fellowship
RA
College Merit Fellowship
College Merit Fellowship

Dornsife Doctoral Fellowship
College Merit Fellowship
Annenberg Fellowship
Provost Fellowship
Dornsife Doctoral + Kellerman
College Merit Fellowship

RA
Provost Fellowship
RA
Dornsife Doctoral Fellowship
Provost Fellowship
Provost Fellowship
College Merit Fellowship

McGuigan Fellowship
Global fellowship
Provost Fellowship
Provost Fellowship
College Merit Fellowship
College Merit Fellowship
Kellerman Fellowship
College Merit Fellowship
Provost Fellowship
College Merit Fellowship
RA
RA
Valentine Fellowship
Valentine Fellowship
RA
Provost Fellowship
Valentine Fellowship

Dornsife/Graduate School Fellowship
Kellerman Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Provost Fellowship
Annenberg Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship

Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Kellerman Fellowship
Dornsife/Graduate School Fellowship
Provost Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship

Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Provost Fellowship
Dornsife/Graduate School Fellowship
DIA
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship

Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
DIA
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellow + Annenberg
Dornsife/Graduate School Fellowship
Provost Fellowship
Dornsife/Graduate School Fellowship
Kellerman Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Valentine Fellowship
Dornsife/Graduate School Fellowship

Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship
Dornsife/Graduate School Fellowship

Appendix VI B2 Graduate Student Fellowships and Endowments

All entering doctoral students receive a 5-year support package consisting of two years of fellowship and three years of teaching assistantship. Research assistantships funded from faculty grants can also substitute for one or more teaching assistantship years. The fellowship funding comes from the Graduate School directly (Provost' funds) or from the College and often also includes a fellowship from the Annenberg Foundation. The department has endowed fellowships (mentioned in Appendix VI a), where the College covers the tuition, but otherwise these are structured the same way (e.g., Kellerman, Valentine, & McGuigan). All students receive 12 units per semester plus some summer units.

Since 2007, fellowship support has steadily increased. For AY 2018-19, the fellowship funding minimum was $30,000 provided as a stipend plus tuition. In the non-fellowship years, the regular TA or RA stipends need to be "topped off" to $30,000. Top-off funds are paid from our revenue sharing agreement with the college. Some students can receive an extra 1K or 2K at admission as an incentive/ competitive offer of admission, or special funding from the college (see highlighted offers in table below).

Initial year fellowships include 12 units of tuition per semester. Both the College and the Graduate School have offered Final Year Fellowships where the recipient and advisor agree that this would be the student's final USC funding.

Funding for entering class of 2018-19

#	Year	Area	Support Offer at Admission Currently @30K
1	2018	BCS	Dornsife/Graduate School Fellowship
2	2018	BCS	Dornsife/Graduate School Fellowship
3	2018	CI	*DIA (Diversity) @ 4K*
4	2018	CI	Dornsife/Graduate School Fellowship
5	2018	CI	Dornsife/Graduate School Fellowship + Annenberg Fellowship
6	2018	CI	Dornsife/Graduate School Fellowship
7	2018	CI	*Provost Fellowship @4K*
8	2018	CI	Dornsife/Graduate School Fellowship
9	2018	CI	Kellerman Fellowship
10	2018	CI	Dornsife/Graduate School Fellowship
11	2018	CI	Dornsife/Graduate School Fellowship
12	2018	Dev	Dornsife/Graduate School Fellowship
13	2018	Dev	Valentine Fellowship
14	2018	Quant	Dornsife/Graduate School Fellowship
15	2018	Soc	Dornsife/Graduate School Fellowship
16	2018	Soc	Dornsife/Graduate School Fellowship
17	2018	Soc	Dornsife/Graduate School Fellowship

Funding sources for students from 2008 to 2017

#	Year	Area	Support Offer at Admission
1	2008	BCS	College Merit Fellowship
2	2008	BCS	College Merit Fellowship
3	2008	BCS	College Merit Fellowship
4	2008	BCS	Provost Fellowship
5	2008	BCS	Provost Fellowship
6	2008	BCS	College Merit Fellowship
7	2008	CI	Provost Fellowship
8	2008	CI	Provost Fellowship
9	2008	CI	Provost's Diversity Fellowship
10	2008	CI	Kellerman Fellowship
11	2008	CI	College Merit Fellowship
12	2008	CI	Davison Gero Dean's Award
13	2008	CI	Annenberg Fellowship
14	2008	CI	Provost's Diversity Fellowship
15	2008	Dev/Quant	Annenberg Fellowship
16	2008	Quant	NIA Traineeship
17	2008	Quant	Provost Fellowship
1	2009	BCS	Valentine Fellowship
2	2009	BCS	RA (faculty grant)
3	2009	BCS	Valentine Fellowship
4	2009	BCS	RA (Faculty grant)
5	2009	BCS	College Merit Fellowship
6	2009	CI	Kellerman Fellowship + College Doctoral Fellowship Top Off
7	2009	CI	Valentine Fellowship
8	2009	CI	College Merit Fellowship
9	2009	CI	Annenberg Fellowship
10	2009	CI	Provost Fellowship
11	2009	Quant	RA (faculty grant)
12	2009	Soc	College Merit Fellowship
13	2009	Soc	Valentine Fellowship
1	2010	BCS	College Merit Fellowship
2	2010	BCS	College Merit Fellowship
3	2010	BCS	RA (Faculty grant)
4	2010	BCS	Provost Fellowship
5	2010	BCS	College Merit Fellowship
6	2010	CI	Provost Fellowship
7	2010	CI	College Merit Fellowship + College Doctoral Fellow Top Off
8	2010	CI	Provost Fellowship

9	2010	CI	Kellerman Fellowship
10	2010	CI	Annenberg Fellowship
11	2010	CI	NIA Traineeship
12	2010	Quant	College Merit Fellowship
13	2010	Soc	Provost Fellowship
14	2010	Soc/Quant	Provost Fellowship

1	2011	BCS	McGuigan Fellowship
2	2011	CI	Provost Fellowship
3	2011	CI	College Merit Fellowship
4	2011	CI	Kellerman Fellowship
5	2011	CI	College Doctoral Fellowship
6	2011	CI	Provost Fellowship
7	2011	CI/Quant	Annenberg Fellowship
8	2011	Dev	RA (faculty grant)
9	2011	Quant	RA (faculty grant)
10	2011	Quant	Provost Fellowship
11	2011	Soc	Provost Fellowship
12	2011	Soc	College Merit Fellowship
13	2011	Soc	College Doctoral Fellowship

1	2012	BCS	Provost's Diversity Fellowship
2	2012	BCS	McGuigan Fellowship
3	2012	BCS	Provost Fellowship
4	2012	CI	Kellerman Fellowship
5	2012	CI	College Merit Fellowship
6	2012	CI	Provost Fellowship
7	2012	CI	Annenberg Fellowship
8	2012	Dev	Provost Fellowship
9	2012	Quant	RA (faculty grant)
10	2012	Quant	College Merit Fellowship
11	2012	Soc	College Merit Fellowship

1	2013	BCS	Dornsife Doctoral Fellowship
2	2013	CI	College Merit Fellowship
3	2013	CI	Annenberg Fellowship
4	2013	CI	Provost Fellowship
5	2013	CI	Dornsife Doctoral (Top Off) + Kellerman Fellowship
6	2013	CI	College Merit Fellowship
7	2013	CI	RA (faculty grant)
8	2013	Dev	Provost Fellowship
9	2013	Quant	RA (Faculty grant)
10	2013	Quant	Dornsife Doctoral Fellowship

11	2013	Quant	Provost Fellowship
12	2013	Soc	Provost Fellowship
13	2013	Soc	College Merit Fellowship
1	2014	BCS	McGuigan Fellowship
2	2014	BCS	Global fellowship
3	2014	BCS	Provost Fellowship
4	2014	CI	Provost Fellowship
5	2014	CI	College Merit Fellowship
6	2014	CI	College Merit Fellowship
7	2014	CI	Kellerman Fellowship
8	2014	CI	College Merit Fellowship
9	2014	CI	Provost Fellowship
10	2014	Dev	College Merit Fellowship
11	2014	Quant	RA (faculty grant)
12	2014	Quant	RA (Faculty grant)
13	2014	Quant	Valentine Fellowship
14	2014	Soc	Valentine Fellowship
15	2014	Soc	RA (Faculty grant)
16	2014	Soc	Provost Fellowship
17	2014	Soc	Valentine Fellowship

1	2015	BCS	Dornsife/Graduate School Fellowship
2	2015	CI	Kellerman Fellowship
3	2015	CI	Dornsife/Graduate School Fellowship
4	2015	CI	Dornsife/Graduate School Fellowship
5	2015	CI	Dornsife/Graduate School Fellowship
6	2015	CI	Provost Fellowship
7	2015	CI	Annenberg Fellowship
8	2015	Quant	Dornsife/Graduate School Fellowship
9	2015	Quant	Dornsife/Graduate School Fellowship
10	2015	Quant	Dornsife/Graduate School Fellowship
11	2015	Soc	Dornsife/Graduate School Fellowship
12	2015	Soc	Dornsife/Graduate School Fellowship
13	2015	Soc	Dornsife/Graduate School Fellowship
14	2015	Soc	Dornsife/Graduate School Fellowship

1	2016	CI	Dornsife/Graduate School Fellowship
2	2016	CI	Dornsife/Graduate School Fellowship
3	2016	CI	Dornsife/Graduate School Fellowship
4	2016	CI	Dornsife/Graduate School Fellowship
5	2016	CI	Kellerman Fellowship
6	2016	Dev	Dornsife/Graduate School Fellowship

7	2016	Quant	Provost Fellowship
8	2016	Quant	Dornsife/Graduate School Fellowship
9	2016	Soc	Dornsife/Graduate School Fellowship
10	2016	Soc	Dornsife/Graduate School Fellowship
11	2016	Soc	Dornsife/Graduate School Fellowship
12	2016	Soc	Dornsife/Graduate School Fellowship

1	2017	BCS	Dornsife/Graduate School Fellowship
2	2017	BCS	Dornsife/Graduate School Fellowship
3	2017	BCS	Dornsife/Graduate School Fellowship
4	2017	CI	Dornsife/Graduate School Fellowship
5	2017	CI	Dornsife/Graduate School Fellowship
6	2017	CI	Provost Fellowship
7	2017	Soc	Dornsife/Graduate School Fellowship
8	2017	Soc	DIA
9	2017	Soc	Dornsife/Graduate School Fellowship
10	2017	Soc	Dornsife/Graduate School Fellowship

Appendix VI B3 Student Government Fellowships

First Name	Last Name	Year of award	Agency Support
Mariel	Bello	2016	NSF
Kelly	Durbin	2014	NRSA
Shubir	Dutt	2016	NSF
Sohyun	Han	2013	NSF
Alyssa	Morris	2017	NSF
Natalie	Poppa	2014	NSF
Hannah	Rasmussen	2015	NSF
Sylvanna	Vargas	2014	Ford

Appendix VII C1 FACILITIES AND SPACE

The department occupies floors 5 through 10 and four offices on the 4th floor of the Seeley G. Mudd Building (SGM). Several of the faculty in Brain and Cognitive Sciences are housed in the Hedco Neurosciences Building or the BCI, others have offices in the new Dauterive Hall.

On the bottom floor of SGM is Dana & David Dornsife Cognitive Neuroscience Imaging Center. Inside the DNI complex are offices, an auditorium, and a FMRI faculty. The center is directed by Antonio & Hanna Damasio.

Since 2008, there have been several large-scale remodels and additions to the department:

1. In 2008, at the time of the prior review, we had just remodeled the Psych Department reception area (SGM 501).

2. In 2010, the 8th floor was restructured to create new behavioral lab space and a conference room for use by the Social Psychology Faculty.

3. In 2013, the Graduate Consultation and Computer Center (G-C3) was set up for graduate students https://dornsife.usc.edu/psyc/gc3/ on the 7th floor of SGM. The GC-3 provides free statistical consultation to doctoral students and faculty in the USC Psychology Department and provides support for students working on research projects, including but not limited to: poster presentations, symposia, journal articles, theses, and dissertations. The center is equipped with computers, as well as a variety of statistical programs for students and faculty to use with or without the assistance of the TA consultants. The center also provides workspace for those to bring their own computers and work on projects, individually or as small teams.

4. In 2013, space was generated from existing offices to house the MS Program in Applied Psychology on the 7th floor. Ellen Leggett directs this program.

5. In 2015, the Psychological Services Center (PSC provides training for the clinical doctoral students and counseling for USC students and the community/ the PSC was moved to the 10th floor of SGM when the nearby building where it was located was torn down. The clinic is directed by Lauren Shapiro and she reports to David Schwartz the Director of Clinical Training.

6. In 2016, space was generated from existing offices to house the MS in Applied Behavior Analysis Program (ABA) on the 5th floor. Jonathan Tarbox directs this program.

7. New construction was just completed in 2018 on a Psychophysiology lab on the 9th floor to provide shared lab space for faculty to collect and process biological specimens. A large conference room was left un-partitioned for future use. A sub-zero freezer remains housed on the 4th floor until it can be moved to the lab.

University of Southern California, FBIS

Space Management System 02/14/2018 Ver 2.2

Space Survey Report

By Building By Room Number

Program Code 2033012073 - COLLEGE - PSYCHOLOGY

Bldg #	Bld Cde	Room #	Room Type	Dept Code	SAC	T	Net Space	Percnt	Emp #	Emp Name	PI #	PI Name	Comment
106	SGM	440	LAB	PSYC	4		252.00	100.00			0127420	Nation, Daniel Addison	
106	SGM	440A	OFFICE	PSYC	4	3	120.00	100.00	2009569	Yew, Belinda Xiao Yir	0127420	Nation, Daniel Addison	
									2007082	Ho, Jean			
106	SGM	440B	OFFICE	PSYC	3	2	214.00	100.00	2024109	Mc Intosh, Elissa Cha	0127420	Nation, Daniel Addison	
									2023804	Blanken, Anna Emilia			
									2033708	Dutt, Shubir Nikil			
106	SGM	440C	LAB	PSYC	4		91.00	100.00			0127420	Nation, Daniel Addison	
106	SGM	470B	TEST.RM	PSYC	4		59.00	100.00			0063834	Davison, Gerald C.	
106	SGM	470C	TEST.RM	PSYC	4		70.00	100.00			0063834	Davison, Gerald C.	
106	SGM	470D	OFFICE	PSYC	3	2	114.00	100.00	2006338	Garcia Cardona, Laur	0063834	Davison, Gerald C.	
									0477883	Newell, Jeffery Allan			
									9999999	Hummer, Justin			
									9999999	Bello, Mariel			
106	SGM	470E	OFFICE	PSYC	5		114.00	100.00	9999999	TBD GRADUATE STUDENTS			
									2015370	Corner, Geoff	0216384	Saxbe, Darby	
									2023808	Khaled, Mona			
									2005023	Khoddam, Hannah			
106	SGM	470F	OFFICE	PSYC	5		134.00	100.00	9999999	TBD GRADUATE STUDENTS			
									9999999	Marshall, Narcis	0216384	Saxbe, Darby	
									9999999	Morris, Alyssa			
									9999999	Stoycos, Sarah			
106	SGM	470G	EQUIP	PSYC	D		0.00	100.00	9999999	SUB ZERO FREEZER ROOM			
106	SGM	501	WAIT.RM	PSYC	D		328.00	100.00					
106	SGM	502	COPY.RM	PSYC	D		254.00	100.00					
106	SGM	507	CONF	PSYC	D		272.00	100.00					
106	SGM	508	OFFICE	PSYC	E	4	133.00	100.00	1062868	Takaragawa, Irene N			
106	SGM	510	OFFICE	PSYC	E	4	134.00	100.00	0015236	Popper, Ingrid J.			
106	SGM	511	OFFICE	PSYC	E	4	136.00	100.00	0060619	Hsu-Tran, Vivian Kim			
106	SGM	512	OFFICE	PSYC	D	4	132.00	100.00	0439993	Ponton, Twyla Tatnall			
106	SGM	514	CONF	PSYC	D		319.00	100.00					

106	SGM	515	RECEP	PSYC	D		175.00	100.00					
106	SGM	516	OFFICE	PSYC	C	1	222.00	100.00	0018493	Meyerowitz, Beth			
106	SGM	518	OFFICE	PSYC	C	1	158.00	100.00	0145826	Wood, Justin Newell			
106	SGM	519	OFFICE	PSYC	E	4	77.00	100.00	2027623	Kurtz, Giovanna			
106	SGM	520	OFFICE	PSYC	C	1	153.00	100.00	9999999	TBD FACULTY			
									9999999	Thames, April			
106	SGM	521	STO	PSYC	5		30.00	100.00					
106	SGM	522	OFFICE	PSYC	5		107.00	100.00					
106	SGM	522A	STO	PSYC	5		75.00	100.00					
106	SGM	523	~~OFFICE~~	PSYC	1	3	127.50	50.00	~~0222298~~	~~Jang, Jung Yun~~	~~0090258~~	~~Gatz, Margaret J~~	
106	SGM	523	~~OFFICE~~	PSYC	1	1	127.50	50.00	~~2015538~~	~~Beam, Christopher~~	~~0090258~~	~~Gatz, Margaret J~~	
			LAB	PSYC					9999999	Thames, April			
106	SGM	524	TEST.RM	PSYC	1		54.00	100.00			0145826	Wood, Justin Newell	
106	SGM	524A	TEST.RM	PSYC	1		67.00	100.00			0145826	Wood, Justin Newell	
106	SGM	525	VEST	PSYC	D		106.00	100.00					
106	SGM	525A	OFFICE	PSYC	C	1	133.00	100.00	1041557	Manis, Franklin R			
106	SGM	525B	OFFICE	PSYC	C	1	133.00	100.00	0089916	Renken, Ann Elizabeth			
106	SGM	526	LAB	PSYC	1		124.00	100.00			1041557	Manis, Franklin R	
106	SGM	527	OFFICE	PSYC	D	4	196.00	100.00	~~2031673~~	~~Gonzalez, Jennette Michelle~~			
106	SGM	527A	OFFICE	PSYC	C	1	0.00	100.00	2025514	Tarbox, Jonathan Joseph			
106	SGM	528	COMPTR	PSYC	D		61.00	100.00	9999999	Phone/Data Network Closet			
106	SGM	529	CONF	PSYC	D		252.00	100.00			9999999	Tarbox, Jonathan Joseph	
106	SGM	529A	OFFICE	PSYC	C	1	151.00	100.00	2033061	Harris, Jennifer L.			
106	SGM	529B	OFFICE	PSYC	C	1	0.00	100.00	2033841	Cameron, Michael			
106	SGM	530	OFFICE	PSYC	D	4	115.00	100.00	9999999	2 GRAD STUDENTS TBD			
									2005897	Khalulyan, Alina			
									9999999	Wang, Crystal			
106	SGM	532	OFFICE	PSYC	E	4	189.00	100.00	~~2028378~~	~~Alexanian, Angela~~			
									9999999	Springer, Liliana Ochoa			New Undergrad Advisor
106	SGM	533	OFFICE	PSYC	1	1	79.00	100.00	0130460	Santos, Maria	1096114	Lopez, Steven	
106	SGM	534	OFFICE	PSYC	D	4	78.00	100.00	9999999	Krataer, Maya (volunt	1096114	Lopez, Steven	
106	SGM	535	OFFICE	PSYC	5		80.00	100.00	9999999	TBD NEW POST DOC			
									9999999	Scheinbaum, Tamara			
106	SGM	536	OFFICE	PSYC	D	4	201.00	100.00	0075549	Baz, Letty			
106	SGM	538	OFFICE	PSYC	D	4	170.00	100.00	~~0158882~~	~~Chiang, Eric~~			
									9999999	Flores, Greg			
106	SGM	603	LAB	PSYC	1	3	133.00	100.00	0449815	Kim, Eunkyung	0124985	Dehghani, Morteza	
									2014557	Hoover, Joseph			
106	SGM	604	LAB	PSYC	1	3	272.00	100.00	0070768	Garten, Justin Robert	0124985	Dehghani, Morteza	

									0327868	Johnson, Kate Marie			
									0292015	Boghrati, Reihane			
106	SGM	605	LAB	PSYC	1		138.00	100.00			0124985	Dehghani, Morteza	
106	SGM	606	STO	PSYC	4		46.00	100.00			1171602	Baker, Laura A	
106	SGM	607	OFFICE	PSYC	C	1	138.00	100.00	0124985	Dehghani, Morteza			
106	SGM	608	EQUIP	PSYC	1		130.00	100.00	9999999	FREEZER ROOM	9999999	SHARED RESEARCH	
106	SGM	609	STO	PSYC	4		130.00	100.00			1171602	Baker, Laura A	
106	SGM	610	OFFICE	PSYC	D	4	150.00	100.00	0192087	Garibay, Carlos M.			
106	SGM	611	OFFICE	PSYC	1	1	77.00	100.00	9999999	POST DOC OFFICE	0216384	Saxbe, Darby	
									9999999	Goldenberg, Diane			
106	SGM	612	OFFICE	PSYC	C	1	116.00	100.00	0070789	Barone, C. Miranda			
106	SGM	613	OFFICE	PSYC	C	1	117.00	100.00	0073039	Mintz, Toben Herbert			
106	SGM	614	OFFICE	PSYC	4	3	77.00	100.00	0217340	Berntsen, Leslie Anne	0073039	Mintz, Toben Herbert	
106	SGM	616	LAB	PSYC	4		187.00	100.00			0073039	Mintz, Toben Herbert	
									9999999	Chiang, Cindy			
106	SGM	616A	LAB	PSYC	4		71.00	100.00			0073039	Mintz, Toben Herbert	
106	SGM	616B	COMPTR	PSYC	4		96.00	100.00			0073039	Mintz, Toben Herbert	
106	SGM	617	OFFICE	PSYC	3	2	91.00	100.00	2024430	Storbeck, Jesse Harrison			
106	SGM	618	OFFICE	PSYC	C	1	178.00	100.00	0293423	Wilcox, Rand R			
106	SGM	619	TEST.RM	PSYC	4		130.00	100.00			1171602	Baker, Laura A	
106	SGM	619A	TEST.RM	PSYC	4		53.00	100.00			1171602	Baker, Laura A	
106	SGM	619B	TEST.RM	PSYC	4		83.00	100.00			1171602	Baker, Laura A	
106	SGM	619C	TEST.RM	PSYC	4		71.00	100.00			1171602	Baker, Laura A	
106	SGM	621	OFFICE	PSYC	C	1	132.00	100.00	0083535	John, Richard Sheffield			
									9999999	Lai, Mark			New Faculty
106	SGM	622	TEST.RM	PSYC	4		130.00	100.00			1171602	Baker, Laura A	
106	SGM	622A	TEST.RM	PSYC	4		71.00	100.00			1171602	Baker, Laura A	
106	SGM	622B	TEST.RM	PSYC	4		83.00	100.00			1171602	Baker, Laura A	
106	SGM	622C	TEST.RM	PSYC	4		62.00	100.00			1171602	Baker, Laura A	
106	SGM	623	OFFICE	PSYC	C	1	132.00	100.00	1171602	Baker, Laura A			
106	SGM	624	TEST.RM	PSYC	4		87.00	100.00			0075313	Schwartz, David	
106	SGM	625	WORK.RM	PSYC	4		187.00	100.00			0075313	Schwartz, David	
106	SGM	625A	STO	PSYC	4		71.00	100.00			0075313	Schwartz, David	
106	SGM	625B	OFFICE	PSYC	4	3	48.50	50.00	2006686	Malamut, Sarah Teres	0075313	Schwartz, David	
106	SGM	625B	OFFICE	PSYC	3	2	48.50	50.00	2005899	Mali, Luiza Vianna			
106	SGM	627	OFFICE	PSYC	C	1	81.00	100.00	0071032	Breland, William Menefee			
106	SGM	629	OFFICE	PSYC	C	1	122.00	100.00	0075313	Schwartz, David			
106	SGM	630	OFFICE	PSYC	3	2	120.00	100.00	2012564	Guney, Sule			
106	SGM	631	COMPLAB	PSYC	3		527.00	100.00					

106	SGM	701	WORK.RM	PSYC	D		118.00	100.00	9999999	MAPP			
									9999999	Nguyen, Juli		Program Assistant	
106	SGM	702	OFFICE	PSYC	E	4	117.00	100.00	~~2023271~~	~~Waldon, Eden~~			
									9999999	Szemraj, Alexis		Admission Counselor	
106	SGM	703	OFFICE	PSYC	C	1	185.00	100.00	0158688	Leggett, Ellen L			
106	SGM	704	OFFICE	PSYC	C	1	185.00	100.00	0193483	Moll, Henrike			
106	SGM	705	OFFICE	PSYC	E	4	117.00	100.00	~~0196887~~	~~Cho, Anny~~			
									9999999	Diep, Serena		Program Specialist	
106	SGM	706	WAIT.RM	PSYC	D		107.00	100.00	9999999	MAPP			
106	SGM	707	OFFICE	PSYC	D	4	132.00	100.00	1034032	Ward, Donald Lenzy			
106	SGM	708	WORK.RM	PSYC	4		320.00	100.00			0158688	Leggett, Ellen L	
106	SGM	708A	TEST.RM	PSYC	4		120.00	100.00			0344721	Greene, Ernest Gerald	
106	SGM	708B	OFFICE	PSYC	C	1	114.00	100.00	2004739	Broitman, Samantha			
106	SGM	710	OFFICE	PSYC	C	1	206.00	100.00	0017558	Walsh, David Allen			
106	SGM	711	OFFICE	PSYC	C	1	188.00	100.00	0216384	Saxbe, Darby			
106	SGM	713	OFFICE	PSYC	C	1	180.00	100.00	~~0147756~~	~~McArdle, John Joseph~~			
									0083535	John, Richard Sheffield			
106	SGM	714	LAB.OFF	PSYC	4	3	457.00	100.00	2004510	Serang, Sarfaraz	0147756	McArdle, John Joseph	
									2014965	Zhao, Mengtian			
									2024819	Parral, Skye Nichole			
									0207174	Nguyen, Kenneth Dac			
									2005526	Kusumastuti, Sarah			
									2014370	Betz, Matthew			
									0252061	Chen, Zhiqin			
106	SGM	715	OFFICE	PSYC	1	3	101.00	100.00	2010644	Vargas, Sylvanna Ma	1096114	Lopez, Steven	
									2022015	Calderon, Vanessa			
106	SGM	716	WAIT.RM	PSYC	1		309.00	75.00			0193483	Moll, Henrike	
106	SGM	716	RECEP	PSYC	1		103.00	25.00			0193483	Moll, Henrike	
106	SGM	716A	TEST.RM	PSYC	1		212.00	100.00			0193483	Moll, Henrike	
106	SGM	716B	CONTROL	PSYC	1		83.00	100.00			0193483	Moll, Henrike	
106	SGM	716C	TEST.RM	PSYC	1		137.00	100.00			0193483	Moll, Henrike	
106	SGM	716D	OFFICE	PSYC	1	4	132.00	100.00	2026506	Horton, Katelyn	0216384	Saxbe, Darby	
106	SGM	716E	STO	PSYC	1		25.50	50.00			0193483	Moll, Henrike	
106	SGM	716E	STO	PSYC	4		25.50	50.00			0216384	Saxbe, Darby	
106	SGM	716F	TEST.RM	PSYC	4		179.00	100.00			0216384	Saxbe, Darby	
106	SGM	716G	CONTROL	PSYC	4		91.00	100.00			0216384	Saxbe, Darby	
106	SGM	718	COMPLAB	PSYC	E		466.00	100.00					
106	SGM	719	STO	PSYC	D		41.00	100.00					
106	SGM	720	OFFICE	PSYC	C	1	156.00	100.00	0145401	Ipek, Canan			

106	SGM	720A	OFFICE	PSYC	C	1	84.00	100.00	2024836	Barraza, Jorge Abram			
106	SGM	721	OFFICE	PSYC	C	1	157.00	100.00	0344721	Greene, Ernest Gerald			
106	SGM	722	WORK.RM	PSYC	1		83.00	100.00			0048038	Zevin, Jason David	
106	SGM	723	WORK.RM	PSYC	1		60.00	100.00			0048038	Zevin, Jason David	
106	SGM	723A	TEST.RM	PSYC	1		31.00	100.00			0048038	Zevin, Jason David	
106	SGM	723B	TEST.RM	PSYC	1		31.00	100.00			0048038	Zevin, Jason David	
106	SGM	724	LAB	PSYC	1		434.00	100.00			0048038	Zevin, Jason David	
106	SGM	724A	OFFICE	PSYC	C	1	114.00	100.00	0048038	Zevin, Jason David			
106	SGM	801	RECEP	PSYC	D	4	137.00	100.00	~~9999999~~	~~Cogan, Drew~~			
									9999999	Lee, Kristen		SBL Lab Manager	
106	SGM	801A	KITCHEN	PSYC	D		46.00	100.00					
106	SGM	801B	TEST.RM	PSYC	1		51.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801C	TEST.RM	PSYC	1		48.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801D	TEST.RM	PSYC	1		51.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801E	TEST.RM	PSYC	1		74.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801F	TEST.RM	PSYC	1		58.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801G	TEST.RM	PSYC	1		56.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801H	TEST.RM	PSYC	1		120.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801J	TEST.RM	PSYC	1		45.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801K	TEST.RM	PSYC	1		46.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801L	TEST.RM	PSYC	1		47.00	100.00			9999999	SHARED RESEARCH	
106	SGM	801M	OFFICE	PSYC	1	3	122.00	100.00	0327868	Johnson, Kate Marie	0231048	Graham, Jesse	
									2022307	Iskiwitch, Carol Beth			
106	SGM	801N	TEST.RM	PSYC	1		49.00	100.00			9999999	SHARED RESEARCH	
106	SGM	803	OFFICE	PSYC	C	1	158.00	100.00	0175390	Oyserman, Daphna Rachel			
106	SGM	804	OFFICE	PSYC	5		158.00	100.00	9999999	Sanjay Srivastava		Visiting Faculty	
106	SGM	805	OFFICE	PSYC	C	1	158.00	100.00	0131065	Wood, Wendy			
106	SGM	806	COMPLAB	PSYC	1		199.00	100.00			9999999	SHARED RESEARCH	
106	SGM	807	SEMI	PSYC	3		384.00	100.00					
106	SGM	808	LAB	PSYC	1	1	181.00	100.00	0041684	Droutman, Vitaliya Ka	1193986	Read, Stephen John	
									0353396	Smith, Benjamin James			
106	SGM	810	OFFICE	PSYC	1	1	87.00	100.00	2023701	Arnaudova, Inna	0131065	Wood, Wendy	
106	SGM	811	OFFICE	PSYC	1	3	87.00	100.00	2016866	Lin, Ying	0131065	Wood, Wendy	
									0335601	Carden, Lucas Mark			
106	SGM	812	OFFICE	PSYC	1	3	43.50	50.00	0345135	Choe, Soyoung	1193986	Read, Stephen John	
106	SGM	812	OFFICE	PSYC	1	3	43.50	50.00	2005578	Fisher, Oliver Dougla	0175390	Oyserman, Daphna Rachel	
106	SGM	813	VEST	PSYC	1		46.00	100.00			9999999	SHARED RESEARCH	
106	SGM	813A	TEST.RM	PSYC	1		45.00	100.00			9999999	SHARED RESEARCH	
106	SGM	813B	TEST.RM	PSYC	1		45.00	100.00			9999999	SHARED RESEARCH	

106	SGM	813C	TEST.RM	PSYC	1		59.00	100.00			9999999	SHARED RESEARCH	
106	SGM	813D	TEST.RM	PSYC	1		85.00	100.00			9999999	SHARED RESEARCH	
106	SGM	813E	TEST.RM	PSYC	1		47.00	100.00			9999999	SHARED RESEARCH	
106	SGM	814	OFFICE	PSYC	1	3	43.50	50.00	2016363	Newman, David B.	0175488	Schwarz, Norbert	
106	SGM	814	OFFICE	PSYC	1	3	43.50	50.00	2016033	Horowitz, Eric Jonath	0175390	Oyserman, Daphna Rachel	
106	SGM	815	OFFICE	PSYC	1	3	87.00	100.00	2015734	Ahn, Minwoo	1193986	Read, Stephen John	
									2032219	Wang, Peter			
106	SGM	816	TEST.RM	PSYC	1		168.00	100.00			9999999	SHARED RESEARCH	
106	SGM	817	AV.RM	PSYC	1		67.00	100.00			9999999	SHARED RESEARCH	
106	SGM	818	TEST.RM	PSYC	1		88.00	100.00			9999999	SHARED RESEARCH	
106	SGM	819	TEST.RM	PSYC	1		87.00	100.00			9999999	SHARED RESEARCH	
106	SGM	820	OFFICE	PSYC	C	1	163.00	100.00	0175488	Schwarz, Norbert			
106	SGM	821	OFFICE	PSYC	C	1	158.00	100.00	1193986	Read, Stephen John			
106	SGM	822	OFFICE	PSYC	5		121.00	100.00					
106	SGM	824	WORK.RM	PSYC	1		103.00	100.00			0147707	Prescott, Carol Arlene	
106	SGM	824A	WORK.RM	PSYC	1		77.00	100.00			0147707	Prescott, Carol Arlene	
106	SGM	824B	WORK.RM	PSYC	1		78.00	100.00			0147707	Prescott, Carol Arlene	
106	SGM	824C	WORK.RM	PSYC	1		187.00	100.00	9999999	SCANNER ROOM	0147707	Prescott, Carol Arlene	
106	SGM	824D	WORK.RM	PSYC	1		111.00	100.00			0147707	Prescott, Carol Arlene	
106	SGM	824E	FILE.RM	PSYC	1		80.00	100.00			0147707	Prescott, Carol Arlene	
106	SGM	826	CONF	PSYC	1		191.04	96.00			0147707	Prescott, Carol Arlene	
106	SGM	826	KITCHEN	PSYC	1		7.96	4.00			0147707	Prescott, Carol Arlene	
106	SGM	826A	WORK.RM	PSYC	1		81.00	100.00			0147707	Prescott, Carol Arlene	
106	SGM	826B	OFFICE	PSYC	5		109.00	100.00					
106	SGM	826C	OFFICE	PSYC	C	1	127.00	100.00	0049112	Luczak, Susan Elizabeth			
106	SGM	826D	FILE.RM	PSYC	1		77.00	100.00	9999999	DATA ROOM	0147707	Prescott, Carol Arlene	
106	SGM	901	CONF	PSYC	D		319.00	100.00					
106	SGM	902	OFFICE	PSYC	C	1	156.00	100.00	0063834	Davison, Gerald C.			
106	SGM	903	OFFICE	PSYC	C	1	288.00	100.00	1192848	Dawson, Michael Edward			
106	SGM	905	OFFICE	PSYC	C	1	152.00	100.00	0080049	Huey Jr., Stanley J.			
106	SGM	906	LAB	PSYC	5		81.00	100.00	9999999	REMODEL			Shared Space
106	SGM	906A	LAB	PSYC	5		163.00	100.00	9999999	REMODEL			Nation and Saxby
106	SGM	907	LAB	PSYC	5		114.00	100.00					
106	SGM	907A	LAB	PSYC	5		208.00	100.00	9999999	REMODEL			Nation, Daniel Addison
106	SGM	907B	LAB	PSYC	5		106.00	100.00	9999999	REMODEL			Nation, Daniel Addison
106	SGM	909	OFFICE	PSYC	5		62.00	100.00	9999999	REMODEL			
106	SGM	910	OFFICE	PSYC	5		67.00	100.00	9999999	REMODEL	~~0080049~~	~~Huey, Stanley J.~~	
106	SGM	911	WORK.RM	PSYC	5		166.00	100.00	9999999	REMODEL			
106	SGM	911A	WORK.RM	PSYC	5		162.00	100.00	9999999	REMODEL			

106	SGM	912	WORK.RM	PSYC	5		66.00	100.00	9999999	REMODEL			
106	SGM	913A	WORK.RM	PSYC	5		129.00	100.00	9999999	REMODEL			
106	SGM	913B	WORK.RM	PSYC	5		128.00	100.00	9999999	REMODEL			
106	SGM	913C	LIBRARY	PSYC	5		87.00	50.00					
106	SGM	913C	CONF	PSYC	5		87.00	50.00	9999999	REMODEL			
106	SGM	914	STO	PSYC	5		33.00	100.00	9999999	REMODEL			
106	SGM	915	COMPTR	PSYC	5		97.00	100.00	9999999	REMODEL			
106	SGM	917	LAB	PSYC	4		91.00	100.00			0018493	Meyerowitz, Beth	
106	SGM	917A	FILE.RM	PSYC	4		133.00	100.00			0018493	Meyerowitz, Beth	
106	SGM	918	OFFICE	PSYC	4	3	71.00	100.00	2023811	Rubenson, Miriam P	0080049	Huey, Stanley J.	
									2004684	Lewine, Gabrielle			
106	SGM	919	LAB	PSYC	1		79.00	100.00			0110775	Margolin, Gayla	
106	SGM	920	OFFICE	PSYC	4	3	79.00	100.00	0262871	Gillespie, Marie Laura	0080049	Huey Jr., Stanley J.	
106	SGM	921	OFFICE	PSYC	3	2	122.00	100.00	~~0454302~~	~~Timmons, Adela Chas~~	0110775	Margolin, Gayla	
									2005730	Han, Sohyun			
106	SGM	922	OFFICE	PSYC	1	3	61.00	50.00	2002659	Rasmussen, Hannah	0110775	Margolin, Gayla	
106	SGM	922	OFFICE	PSYC	3	2	61.00	50.00	0461749	Juang, Christine			
106	SGM	923	OFFICE	PSYC	1	4	61.50	50.00	2016120	Pettit, Corey	0110775	Margolin, Gayla	
106	SGM	923	OFFICE	PSYC	1	3	61.50	50.00	2028316	Kim, Yehsong	0110775	Margolin, Gayla	
106	SGM	924	INTVIEW	PSYC	1		187.00	100.00			0110775	Margolin, Gayla	
106	SGM	925	OBSERV	PSYC	1		120.00	100.00			0110775	Margolin, Gayla	
106	SGM	925A	OFFICE	PSYC	1	1	57.00	100.00	0088295	Ramos, Michelle Chri	0110775	Margolin, Gayla	
106	SGM	926	TEST.RM	PSYC	3	2	80.00	100.00	2005898	Miller, Kelly F	0110775	Margolin, Gayla	
106	SGM	927	OFFICE	PSYC	1	3	58.00	100.00	0197838	Chaspari, Theodora	0110775	Margolin, Gayla	
106	SGM	928	WORK.RM	PSYC	1		79.00	100.00			0110775	Margolin, Gayla	
106	SGM	929	COPY.RM	PSYC	D		77.00	100.00					
106	SGM	930	OFFICE	PSYC	C	1	182.00	100.00	0110775	Margolin, Gayla			
106	SGM	931	OFFICE	PSYC	C	1	119.00	100.00	0055357	Chernoff, Robert			
106	SGM	932	WORK.RM	PSYC	1		111.30	70.00			0110775	Margolin, Gayla	
106	SGM	932	FILE.RM	PSYC	1		47.70	30.00			0110775	Margolin, Gayla	
106	SGM	934	OFFICE	PSYC	C	1	182.00	100.00	~~0147707~~	~~Prescott, Carol Arlene~~			
									2015538	Beam, Christopher			
106	SGM	935	OFFICE	PSYC	D	4	86.00	50.00	1116847	Gonzalez Jr, Gabriel			
106	SGM	935	SHOP	PSYC	D		86.00	50.00					
106	SGM	1001	VEST	PSYC	1		106.00	100.00			1096114	Lopez, Steven	
106	SGM	1001A	WORK.RM	PSYC	1		223.00	100.00			1096114	Lopez, Steven	
106	SGM	1001B	OFFICE	PSYC	C	1	138.00	100.00	1096114	Lopez, Steven			
106	SGM	1001C	OFFICE	PSYC	1	4	104.00	100.00	~~0218435~~	~~Letargo, Monina Belle~~	1096114	Lopez, Steven	
									9999999	Dixon, Ashley Mari			

									9999999	Volunteers			
106	SGM	1001D	OFFICE	PSYC	1	4	112.00	100.00	2019052	Berry, Marelle	1096114	Lopez, Steven	
106	SGM	1004	WORK.RM	PSYC	1		374.00	100.00			0118844	Hennigan, Karen Murrill	
106	SGM	1004A	OFFICE	PSYC	1	4	72.00	100.00	0053283	Kolnick, Kathy Ann	0118844	Hennigan, Karen Murrill	
106	SGM	1004B	OFFICE	PSYC	1	4	72.00	100.00	0114206	Vindel, Flor	0118844	Hennigan, Karen Murrill	
106	SGM	1004C	OFFICE	PSYC	C	1	155.00	100.00	0118844	Hennigan, Karen			
106	SGM	1004E	STO	PSYC	1		129.00	100.00			0118844	Hennigan, Karen Murrill	
106	SGM	1006	OFFICE	PSYC	C	1	159.00	100.00	0034811	Farver, JoAnn Marie			
106	SGM	1008	STO	PSYC	1		159.00	100.00			0034811	Farver, JoAnn Marie	
106	SGM	1010	OFFICE	PSYC	C	1	161.00	100.00	0127420	Nation, Daniel Addison			
106	SGM	1016	OFFICE	PSYC	C	1	161.00	100.00	0012868	Lavond, David Gerard			
106	SGM	1017	WORK.RM	PSYC	1		186.00	100.00			0091789	Tjan, Siaufung B.	
106	SGM	1017A	OFFICE	PSYC	5		192.00	100.00					
106	SGM	1017B	LAB	PSYC	1		223.00	100.00			0091789	Tjan, Siaufung B.	
106	SGM	1017C	LAB	PSYC	1		186.00	100.00			0091789	Tjan, Siaufung B.	
106	SGM	1017D	LAB	PSYC	1	3	206.00	100.00	0527403	Farjadi, Helga	0091789	Tjan, Siaufung B.	
									2016049	Chen, Nihong			
									9999999	Choopan, Jayran			
106	SGM	1017E	STO	PSYC	1		186.00	100.00			0091789	Tjan, Siaufung B.	

106							29602.00						
252	HNB	314	WORK.RM	PSYC	4		120.00	100.00			0037484	Biederman, Irving	
252	HNB	314A	TEST.RM	PSYC	4		120.00	100.00			0037484	Biederman, Irving	
252	HNB	314B	TEST.RM	PSYC	4		115.00	100.00			0037484	Biederman, Irving	
252	HNB	314C	TEST.RM	PSYC	4		80.00	100.00			0037484	Biederman, Irving	
252	HNB	316	LAB	PSYC	4		487.00	100.00			0037484	Biederman, Irving	
252	HNB	316A	WORK.RM	PSYC	4		124.00	100.00			0037484	Biederman, Irving	
252	HNB	316B	OFFICE	PSYC	C	1	232.00	100.00	0037484	Biederman, Irving			
252	HNB	316C	OFFICE	PSYC	3	2	184.00	100.00	0198956	Shilowich, Bryan E.	0037484	Biederman, Irving	
252	HNB	316D	OFFICE	PSYC	5		185.00	100.00					
252	HNB	316E	EQUIP	PSYC	4		160.00	100.00			0037484	Biederman, Irving	
252	HNB	B19	OFFICE	PSYC	4	3	167.00	100.00	9999999	GRAD STUDENTS	0151643	Monterosso, John Robert	
252	HNB	B22	OFFICE	PSYC	4	3	121.00	100.00	9999999	Grad Students	0151643	Monterosso, John Robert	
252	HNB	B22A	OFFICE	PSYC	4	3	72.00	100.00	9999999	Grad Students	0151643	Monterosso, John Robert	
252	HNB	B22B	OFFICE	PSYC	4	3	182.00	100.00	9999999	Grad Students	0151643	Monterosso, John Robert	

252							2349.00						
291	RRI	B7A	VIVARIA	PSYC	1		363.00	100.00			0145826	Wood, Justin Newell	
291	RRI	B7A1	COLD.RM	PSYC	1		39.00	100.00			0145826	Wood, Justin Newell	

291	RRI	B7B	WORK.RM	PSYC	1		172.00	100.00			0145826	Wood, Justin Newell	
291	RRI	B7B1	COLD.RM	PSYC	1		39.00	100.00			0145826	Wood, Justin Newell	

291							613.00						
331	VPD	205	RECEP	PSYC	D		87.00	10.00	9999999	MIND & SOCIETY			
331	VPD	205	WORK.RM	PSYC	1	1	783.00	90.00	2011400	Newman, Eryn	0175390	Oyserman, Daphna Rachel	
331	VPD	205A	PANTRY	PSYC	D		85.00	100.00					
331	VPD	205B	OFFICE	PSYC	C	1	124.00	100.00	0175390	Oyserman, Daphna Rachel			
331	VPD	205C	OFFICE	PSYC	C	1	125.00	100.00	0544762	Stone, Arthur A			
331	VPD	205D	OFFICE	PSYC	C	1	118.00	100.00	0175488	Schwarz, Norbert			

331							1322.00						

							33886.00						

Appendix VII B Student Associations

Graduate Association of Students in Psychology (GASP):

Co-presidents, Nina Christie and Gulnaz Kiper;

Professional Development Chair: Hannah Rasmussen

Representative to College Grad Association: Matt Mullach

GASP officer duties: Organize GASP-related orientation aspects and yearly Town Hall; manage recognition process, other officer positions, FAQs/cheat sheet and regular GASP E-Board meetings. Serve as liaison between department administration/faculty and graduate student body; organize officer nomination/election process; plan/coordinate all on and off campus social events, including submitting budget apps and funding requests for events as well as post-event paperwork; Responsible for advertising social events

Beginning in Fall 2018 we are trying a new idea to create incentive to do the committee work by adding 1K to their stipends from our MHB$ account. They will sign contracts and we will expect reports on their efforts.

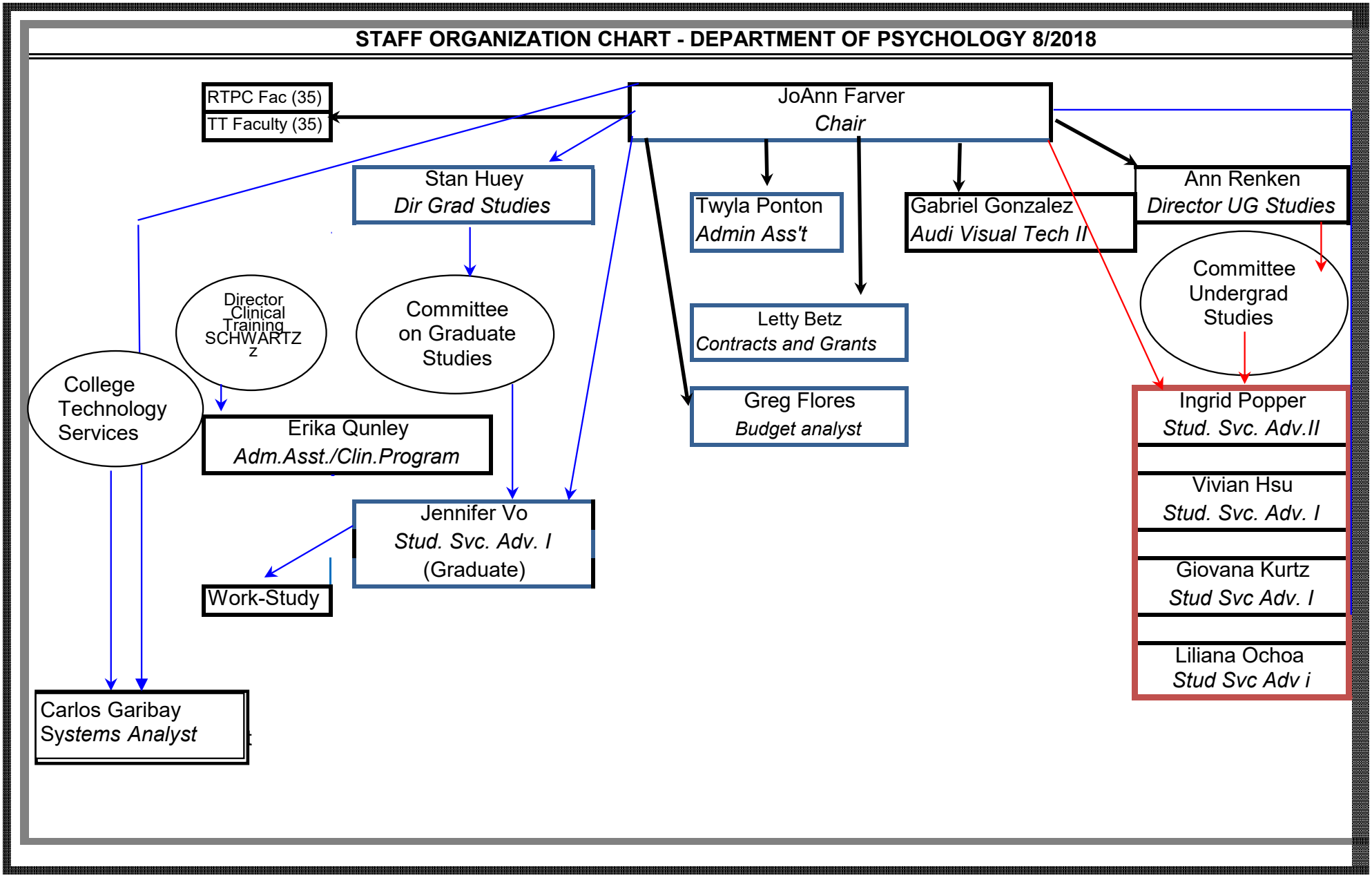
GC-3 (computing center on 7th floor) Matt Mullach & Skye Parral

Brain and Cognitive Science Talk Series 2018-19
Organizers: Nina Christie and Tasha Poppa

2018-19 Elected Representatives to the Doctoral Research Grant Award Committee:
Nina Christie and Mariel Bello (Farver chair and Huey DGS)

Undergraduate Psi Chi: Faculty Advisor: David Schwartz**; Staff:** Giovanna Kurtz

STAFF ORGANIZATION CHART - DEPARTMENT OF PSYCHOLOGY 8/2018



Appendix VIIC2 Staff Support

Core Departmental Staff

Twyla Ponton, Administrative Assistant- Office 501

Ingrid Popper, Undergraduate Student Advisor II (Team leader of UG Advisors); also does UG and Grad course scheduling in College Staffing & Scheduling system. Office 510

Vivian Hsu-Tran, Undergraduate Student Advisor I Office 501

Giovanna Kurtz, Undergraduate Student Advisor I Office 533

Liliana Ochoa-Springer, Undergraduate Advisor I Office 508

Jennifer Vo, Graduate Student Advisor I Office 532

Letty Baz, Grants Coordinator (50% time) Office 536

Greg Flores, Department Budget Analyst Office 538

Gabriel Gonzalez, Research Lab Technician- office 935

Carlos Garibay, Computer Technician Office 634

Appendix VII D 1 Department by-laws

Revised Draft of By-Laws

As Informed by Faculty Comments

Submitted by the By-Laws Committee

(Davison, Chair; Farver, Greene, & Jellison)

(1) Governance

(1.1) General Statement

Departmental policies and rules of governance shall be compatible with current stated policies, rules, and regulations of the University. If anything in these by-laws is inconsistent with policies or procedures of the College or the University, the latter shall take precedence.

(1.2) The faculty shall consist of those holding tenure-track University appointments of Assistant, Associate, and Full Professors as well as those with Research, Teaching, Clinical, and Practice (RTPC), (i.e., non-tenure track) appointments within the Department of Psychology.

(1.3) The Department Chair is the chief administrative office of the Psychology Department. The chair is appointed by the Divisional Dean of of the Dornsife College of Letters, Arts, and Sciences in consultation a with faculty committee appointed by the divisional dean as specified by Dornsife College policy. The Department Chair is responsible for the orderly administration of the Department, including but not restricted to budgetary matters and assignment of teaching responsibilities. Other responsibilities of the Chair include such matters as representing the Department's interests to the Deans, hearing student complaints, and dealing with personnel issues in a manner consistent with extant University policies and procedures. The term of office is 3 years, renewable at the discretion of the Dean in consultation with the Departmental faculty. The Chair is the only faculty member who speaks on behalf of the Department both within and outside the University.

(1.4a) The Director of Graduate Studies and the Director of Undergraduate Studies are appointed by the Department Chair and serve at his or her discretion. They chair the Graduate and Undergraduate Committees of the Department, respectively, and assist the Department Chair in the orderly administration of Departmental activities.

(1.4.b) The chair also appoints a Director of Faculty Affairs and Support (beginning 2016). This faculty person assists with on-boarding new faculty,

observing the teaching of RTPC faculty in order to renew contracts and Assistant level faculty as prescribed by the college for tenure and promotion). He or she also assists the chair in personnel and student issues. He or she sits on the executive committee.

(1.5) Areas

The internal structure of the Department is an organization of faculty and resources that are deemed by the faculty to contribute to the research and instructional missions of the Department. Faculty may be associated with more than one area but shall have a primary affiliation with one area and shall not normally be associated with more than two areas. In order to ensure the orderly and predictable functioning of the Department, a faculty member's affiliation with a given area shall not change without consultation with and agreement of the Department Chair, who shall consult with the areas that would be affected by the change.

(1.5.a) Area Heads

Heads of areas are appointed by the Chair for three year renewable terms, upon the recommendation of the faculty of that area. If a Chair assumes office in the middle of the term of a given Head, he or she may ask the area to reconsider who their Head shall be and shall be able to appoint a new Head if he or she so chooses. Area heads serve at the discretion of the Chair. One of their duties is to recommend teaching assignments to the Chair so that he/she can meet their responsibilities to the College for timely filling of both undergraduate and graduate course schedules. Area heads are also responsible for coordinating the review of graduate applications within their areas.

(1.5.b) Joint Appointments Across Departments (paid and unpaid)

As a member of the College, the Department shall follow College policies and procedures in making joint appointments and according rights and responsibilities to joint appointees. These college policies and procedures are in Appendix A: Guide to Affiliations with the Department of Psychology (revised in 2015 by Gatz et al.). Normally, joint appointees will be associated with one of the Departmental areas. It shall be the responsibility of the Chair to review the status of joint appointees on an annual basis. Unpaid Joint appointments require a vote of the faculty. Paid joint appointments are determined by the college deans.

(1.6) Policies and Procedures for Psychology Undergraduate and Doctoral/Graduate Student Education

Policies and procedures affecting Psychology undergraduate and doctoral students are described in the respective handbooks that are issued periodically by appropriate Departmental committees.

(1.6.a) Administrative Services Manager

This staff person reports to the Department Chair and assists him or her in the orderly functioning of the Staff.

(1.6.b) Graduate/Doctoral Advisor

This staff person is responsible for providing administrative advice to graduate students who are currently enrolled in the Psychology doctoral program. He/she compiles the admissions files and maintains files on all current students.

(1.6.c) Undergraduate Advisor(s)

This staff person is responsible for advising undergraduate students. He/she also maintains files on all current Psychology majors and minors, advises students on the requirements for graduation, and otherwise assists the Department Chair in meeting the Department's responsibilities in all matters relating to undergraduates majoring or minoring in Psychology. However, it is not intended for the Undergraduate Advisor to substitute for the substantive guidance provided by faculty members as part of their university duties.

(2) Organization

(2.1) Standing Committees

The Chair is an ex officio member of any committee of the Department. However, it is not expected that the Chair will participate as actively in the business of each committee as will the members of that Committee. The Chair appoints the committee chair and the membership of each committee in consultation with whomever he or she sees fit. Normally the Chair will each year appoint faculty to the following committees:

(2.1.a) Executive Committee

The purpose of the Executive Committee is to advise the Chair on all matters that come to his or her attention. The counsel of the Executive Committee is advisory to the Chair. The Executive Committee is made up of the following individuals: the Department Chair, the Director of Undergraduate Studies, the Director of Graduate Studies, the heads of each Departmental area, one non-tenured faculty member from any area of the department, the Director of Faculty Affairs and Support, and the Directors of the MAPP and ABA programs.. The Executive Committee is empowered to approve or advise RTPC appointments, e.g., lectures and teaching faculty, research professors, visiting faculty, clinical professors. The Executive Committee may, at its discretion, take such an appointment to the full faculty and shall do so if one or more members of the Executive Committee wish for that to be done. The Chair may consult

with the Executive Committee on budgetary matters, seeking their advice and counsel. However, final decisions on budgetary matters are ultimately the responsibility of the Chair.

(2.1b.) Merit Review Committees

The purpose of the merit review committee is to provide a distribution of merit ratings for each tenure-track faculty member. Each of the Departmental areas will be represented on the Merit Review Committee and is elected by a closed ballot votes. The Merit Review Committee meets yearly to review faculty files and make recommendations for merit ratings to the chair in accordance to University policy. The Merit Review Committee will base its ratings on the scholarly, pedagogic, and service activities of the faculty member using information in the member's file, from the Department Chair, and from other sources as warranted. An excel file is created for each faculty being reviewed. Using a scale embedded in the program, a merit rating is calculated and uploaded in a file to the deans' office. Raises are based on these metrics. See merit review guidelines Attachment B.

(2.1c) Graduate Committee

The purpose of this Committee is to oversee the Doctoral program of the Departmental areas and to hear appeals from graduate students and to make final admissions decisions each year in January. The Committee makes recommendations to the full faculty at appropriate and necessary times.

(2.1d) Undergraduate Committee

The purpose of this Committee is to oversee the undergraduate program, including the Departmental Honors Program. The Committee will report to the full faculty any matters it deems important for the integrity and continuing improvement of undergraduate studies in Psychology.

(2.1e) Space Committee

This committee works with the Department Chair to review space usage in all areas occupied or used by staff and by faculty members whose appointment or tenure resides in the Department.

(2.1f) Colloquium Committee

The purpose of this Committee is to recommend to the Department Chair collegial gatherings and colloquia that can enrich the intellectual atmosphere of faculty and students.

(2.1g) Ad Hoc Committees

By definition, ad hoc committees are constituted as necessary by the Chair. These may include search committees for new faculty and personnel committees

to review and make recommendations on the continuation of contracts of non-tenured faculty and to review and make recommendations on promotion.

(3) Policies and Procedures

(3.1) Departmental Faculty Meetings

Faculty meetings are normally scheduled on the third Wednesday of each month of the academic year from noon to 2:00. No classes are to be scheduled from noon to 2:00 on any Wednesday, and faculty shall leave that time slot open for this and other meetings that are deemed necessary from time to time. Faculty meetings shall adjourn by 2:00. If the meeting appears to be extending beyond the typical end-time, the meeting shall be adjourned at the request of any voting faculty member. At the discretion of the Chair, other members of the University community may be invited to attend a faculty meeting for a specific purpose and then shall be excused when that purpose is met.

(3.1.a) Meetings Agendas

The Chair shall make available to the faculty at least five days beforehand the agenda for a given faculty meeting. Any tenure-track or RTPC faculty member may request that a particular item be placed on the agenda. If an item is not on the agenda, it can be discussed by cannot be voted on during that meeting unless such action is approved of by a 2/3 majority of those present.

(3.1.b) Voting

Decisions on motions are made by approval of a majority of those voting faculty members who are present at a meeting. Note: (2017) current college policy now prevents absentee ballots). . Voting members of the faculty are those on tenure-track appointments (including whose tenure is located in the Department of Psychology, even if their salary line is located elsewhere) and in rank RTPC (Assistant, Associate and Full). Faculty who have joint appointments in other Departments will exercise voting rights consistent with the College's policies and procedures (see Appendix A). A quorum is defined as 3/4 of the tenure track faculty who are not on leave at a given time. Meetings can proceed without a quorum but will be adjourned if anyone calls for a quorum and if a quorum is not present.

(3.2) Appointment of New Tenure-Track Faculty

A closed ballot is used when voting to recommend that the Dean hire a new faculty member. It is expected that tenure-track faculty who cast votes shall inform themselves of the qualifications of the candidate and of the reasons that the search committee is recommending their recruitment. Such information shall be gleaned by any or all of the following: perusal of the candidate's dossier, attendance at the candidate's colloquium, and personal interviews with the candidate. It is expected that, in casting their votes, faculty be sensitive to issues

of quality, the needs and wishes of the area that is to be the candidate's primary affiliation, and the needs of the Department as a whole. A motion to hire shall be considered as valid if passed by a majority of the faculty present at the faculty meeting. The actual vote of the faculty will be part of the Chair's report to and discussions with the dean.

(3.3) Promotion and Tenure

The Chair shall appoint a personnel committee to review in detail the qualifications of Psychology tenure-track faculty for promotion in rank. This committee shall follow the University's policies and procedures for constructing a dossier, including outside letters of reference. Members of such committees shall hold a professorial rank that is higher than the current rank of the faculty being considered for promotion. For example, a promotion from assistant professor would require a committee consisting of associate and/or full professors, and Departmental voting would be made by all Psychology faculty who are associate and full professors. The Committee shall bring its report to those faculty who occupy a rank at least equal to that for which the candidate is being considered. After discussion of the dossier, a closed ballot vote shall be taken of those faculty present at the meeting. This vote shall be counted immediately at the meeting, reported to the faculty present, and may form the basis for the next steps to be taken in moving the dossier forward. Only faculty who attend the meeting may vote. Faculty may attend the meetings electronically (via skype or conference call). Their ballots are submitted to the department admin and forwarded to the chair.

(4) Tenure track faculty teaching loads are determined by the Faculty Load Advisory Committee (FLAC) generally every three years. See Attachment C for guidelines.

(5) Department Staff include (as of 2018)

a. Admin Assistant
b. Contracts and Grants Admin
c. Budget Analyst
d. IT Tech
e. Audio Visual Tech

(6) Amendments to these By-Laws

These by-laws can be changed in the following manner: A proposed amendment must be submitted in writing at a regular monthly Departmental meeting or by email. The proposed amendment will be placed on the agenda for the next regular Departmental meeting. At that time it shall be adopted if it receives a 2/3 majority of all votes cast.

See attachments for guidelines on:
Merit Review, FLAC, Joint Appointments

GUIDE TO RESEARCH AFFILIATIONS WITH THE DEPARTMENT OF PSYCHOLOGY

- - - Margaret Gatz, Bosco Tjan, Norbert Schwarz, 1 April 2015

Faculty can affiliate with the department in several ways. The first section of this guide summarizes the rules that govern these affiliations, clarifying what is what. The second section discusses additional considerations. This guide does not encompass NTT Teaching Faculty appointments.

What's What

Quick Orientation

- Does the person hold a tenured or tenure-track position in another unit at USC?
  - If Yes, consider Joint Appointments
- Does the person hold a position elsewhere in the person's field of expertise?
  - If yes, consider Adjunct Appointments
- Does the person want to run his or her own grants, as PI, through the department of psychology?
  - If yes, consider Research Professor Appointments
- Does the person want to conduct research without necessarily being PI on his or her own grant?
  - If yes, consider Research Scientist Appointments. These appointees can submit grants as PI, but only with permission.

Joint Appointments

Joint appointments are given to those who are tenured or on tenure-track in another USC unit. Joint appointments entail a percentage of time in each unit. When the percent time in psychology is greater than 0%, the appointment is typically made at the time that the person is hired, and in any event entails negotiations between deans. Most nominations for joint appointments will be 0% joint appointments (sometimes called "courtesy"), meaning that the individual receives no salary through psychology, has no teaching obligation to psychology, does not vote in psychology, and no indirect costs are credited to psychology. The recommendation of a 2013 Ad Hoc Committee on Joint Appointments regarding criteria for such appointments is appended to this guide.

Appointments as joint faculty with a specified term are not automatically renewed. It is recommended that joint appointees receive regular review by the department, with the joint appointee notified of the continuing or discontinued appointment. Appointment as joint faculty with a continuous term can only be given to full professors. Even in this case, however, continuous joint appointments may be discontinued after review. When joint faculty are promoted in their home department, they are also automatically promoted in psychology.

The paperwork for joint appointments requires specifying whether, for purposes of graduate guidance committees, the individual is "inside" or "outside" psychology. The default is "inside." An inside-psychology member may chair a committee or serve on a committee in any capacity other than the role of outside member. An outside-psychology member may not chair a committee but may serve on committees in the role of outside member. A given individual cannot switch roles for different students' committees; accordingly, the inside/outside decision made at the time of appointment is important.

Further information is available on MyDornsife under Dornsife Guidelines, Procedures, and Forms/Faculty/Appointments and Promotions/Joint Appointment Guidelines and Joint Appointment Checklist Form.

Adjunct Appointments

For those whose work is adjunct to a primary position or career elsewhere, the titles of Adjunct Assistant Professor/Associate Professor/Professor of Psychology, or Adjunct Assistant Professor/Associate Professor/Professor (Research) of Psychology would be appropriate. Adjunct faculty are sometimes called "voluntary faculty". Positions that these individuals hold elsewhere could include: (a) tenured or tenure-track faculty member at another university, (b) scientist at a company or research institute outside of any university, or (c) someone who works at a research center elsewhere within USC. For those whose position elsewhere is primarily a professional or practice position, rather than research, the appropriate title would be Adjunct Assistant Professor/Associate Professor/Professor (of the Practice) of Psychology. Someone with an adjunct appointment could be hired on occasion, e.g., to teach a course or to receive a service payment, but would then revert to voluntary status. Adjunct appointments can be of any duration, including a bridge period between funded projects.

Research Professor Appointments

The titles associated with this appointment include Research Assistant Professor/Research Associate Professor/Research Professor of Psychology or Assistant Professor (Research) /Associate Professor (Research) /Professor (Research) of Psychology. These appointees are referred to as non-tenure track (NTT) research faculty. This appointment is for an individual conducting research, generally full-time. It is expected that the individual have sufficient external grant funds to fund his or her own salary.

Although the department is not responsible for the salary of these soft-money appointees, individuals holding these appointments are entitled to space (whether in SGM or a research center), resources, and infrastructure on same basis as all faculty in the department.

It is expected that non-tenure track faculty actively participate in faculty governance, except for matters concerning tenure and the tenure system. For non-tenure track research faculty, the NTT merit review committee does merit reviews, and the chair recommends the salary to the dean. Criteria for evaluation of NTT research faculty include a successful track record of extramural funding as a Principal Investigator and record of peer-reviewed publication that compares favorably to peers with comparable levels of experience. Provision may be made to engage in limited teaching. Guidelines, forms, and dossier checklist are available on MyDornsife under Dornsife Guidelines, Procedures and Forms/Faculty/Appointments and Promotions/Non-Tenure Track.

While joint appointments require that the individual be tenured or tenure-track faculty in his or her home unit, it is possible to create an ersatz joint appointment for someone not on the tenure track by giving the individual the same appointment in psychology as he or she holds in his or her home unit. For example, if Emanuel Excellence is a Research Associate Professor of Education, and psychology votes for an appointment as Research Associate Professor of Psychology, then Dr. Excellence would be Research Associate Professor of Education and Psychology. Similarly, for those holding clinical titles in another unit, Amelia Academica could be appointed Assistant Professor of Clinical Neurology and Psychology. It is recommended that appointees receive regular review by the department, including whether the individual's status in his or her home department has changed, with the appointee notified of the continuing or discontinued appointment.

Clinical Faculty Appointments

Appointments of Clinical Assistant/Associate/Professor are normally used for part-time positions, not for voluntary faculty. For clinicians from outside of the university (including private practice in the community or as staff at hospitals including CHLA), who are associated with the department on a voluntary basis, the appropriate appointment would be adjunct, rather than Clinical Assistant/Associate/Professor. For someone who has a USC

clinical appointment in another unit where that person is paid (e.g., Pediatrics, Neurology), a clinical appointment in psychology analogous to the person's home department appointment is appropriate.

Research Scientist Appointments

The research staff track comprises the appointments Postdoctoral Research Associate, Research Associate, Senior Research Associate, and Research Scientist. This series of titles serves as a career ladder. Notably, these are USC job codes. The person may also be given an internal job title, with the only restriction that it cannot be identical to another job code. Thus, for example, a Senior Research Associate might have the internal job title of "Associate Director, Laboratory of Brain and Neuroimaging". As these are staff appointments, they are not voted upon by the department. The positions are posted and filled by the person's supervisor. Typically this person is paid on grants where the person's supervisor is the PI; however, research staff may be PIs on their own grants on case by case basis. The person's faculty supervisor does merit reviews and recommends salary. The person is provided space by the faculty supervisor. Research staff may engage in limited teaching. Further information and the Non-Tenure Track Faculty Teaching Appointment for Professional Staff form are available on MyDornsife under Dornsife Guidelines, Procedures, and Forms/Faculty/Appointments and Promotions/Non-Tenure Track/Teaching by Professional Staff.

Expectations

Researchers who want to affiliate with the department presumably do so because they expect benefits from the affiliation. So does the department. Although the specific expectations vary by appointee and area, some general expectations are worth articulating:

- Joint appointees and NTT research faculty affiliated with the department are expected to credit the department as one of their affiliations on all publications. [Note: this expectation does not preclude others, e.g., a Postdoctoral Research Associate or an Adjunct Assistant (Research) Professor, from listing his or her affiliation with the psychology department on publications.]

- All affiliated researchers should meaningfully contribute to the intellectual life of the department. Examples include research collaborations, serving on students' guidance and thesis, attending colloquia and brown bags, and organizing or otherwise participating in the various intellectual activities in the department. [Note: The converse is not the case. It is expressly not the expectation that every individual who contributes meaningfully to the intellectual life of the department must have a psychology affiliation. In other words, not all research collaborators should have an affiliation with the psychology department, and not all outside members of students' guidance committees should be chosen from the list of joint appointees.]

- When CVs or Annual Activity Reports are requested of tenured/tenure-track faculty and NTT faculty, they should also be requested of joint appointees and adjunct faculty. Not responding to a request for a CV should lead to termination of the appointment. All research affiliated faculty appointments should be reviewed at least every three years. Space allocated to research affiliated faculty should be reviewed annually as part of the department space survey.

January 23, 2013
From: Ad hoc committee on joint appointments (David Schwartz chair; Jesse Graham, Carol Prescott)
Re: Proposed Process for Faculty Joint Appointments to the Department of Psychology

Departmental Committee on Joint Appointments will review proposed joint appointments and make recommendations to the Department faculty on initial appointments and renewal of appointments.

Candidates will be reviewed for the extent to which their affiliation would enhance the Psychology Department; this will be evaluated using the following criteria:

- Prominence of the candidate's scholarly achievements
- Direct contributions by enhancing research efforts of Psychology faculty (e.g., collaborating on grant applications)
- Diversifying the department's research portfolio; e.g., having expertise in areas of behavioral science not represented by existing faculty research efforts
- Forming connections to other units of the university that are advantageous to the Psychology Department

Generally, the initial appointment will be for 3 years. Then appointments would be reviewed by the committee and ordinarily (unless faculty members object) joint appointees would be recommended for renewal for an indefinite term. In exceptional cases, the committee may recommend the initial appointment be made for an indefinite term.

For candidates proposed to have inside status for student committees and advising, we recommend an additional criterion of having the candidate give a research talk to the department prior to having the faculty vote on the appointment.

December, 2008
Revised 1/2015
Revised 11/15/2016

PSYCHOLOGY DEPARTMENT MERIT REVIEW PROCEDURES

These procedures should be read in conjunction with the current (11/15/16) College Faculty Evaluation Guidelines. The merit review for TT and Research, Teaching, Professional, & Clinical Track faculty (RTPC) (formerly referred to as NTT), is carried out by two separate committees- one for TT and one for RTPC. Committee members are elected each year and represent all ranks and TT and RTPC faculty in the department. Junior faculty may opt out of participation.

Faculty review involves two parts:

1. Yearly College Review: Regardless of whether they are being reviewed or not, each year, the College requires all TT and RTPC faculty, full and part time, to submit a current CV and syllabi for any class they taught during the prior academic year. This is accomplished by logging into *mydornsife* (with VPN connection if off campus), clicking on the personal tools tab, clicking on personal information, and clicking on evaluation. The college directly enters faculty teaching ratings into the system. Also, faculty may submit a *supplemental page* (one-page PDF) with additional information relevant to the review period that may not be found on their CV or to highlight and expand on the information they have provided.

2, Merit Review, Faculty who are being reviewed will submit a departmental evaluation form (see attached) to help identify publications and service during the review period. For established peer-reviewed publications, faculty need only give the full citation. For nonstandard publications, faculty need to give the full citation and provide a hard copy so the committee can evaluate the work. Nonstandard publications include: book chapters, conference proceedings, online journal publications, encyclopedia entries, etc.

- Junior faculty (untenured, tenure-track faculty) will be reviewed in their second year, third year, and fifth year as part of the regular evaluative process of the probationary period. The ad hoc department committee that conducts these developmental reviews (in the second, third and fifth year of appointment) will also assign a corresponding merit rating.

- RTPC part-time and full-time lecturers, senior lecturers, and RTPC assistant professors will be reviewed every other year beginning in their second year of appointment.

- Associate and full professors and master lecturers who were recently promoted will be reviewed in the third year after promotion. Senior lecturers and RTPC assistant professors are due for review in the second year following promotion.

The Faculty Review Committee's job is to assess merit and performance with respect to each faculty member's individual activity profile for research, teaching, and service that is provided to the committee by the Dean's Office for each person being reviewed. The standard profile for

tenured faculty in Dornsife is 40% research, 40% teaching, and 20% service, with the understanding that the service obligations of tenure-track assistant professors should be selective and limited. Non-tenure-track profiles vary with type of appointment. For full-time teaching faculty, teaching usually constitutes 80% of their effort and 20% effort is to be devoted to professional development and service obligations. For research faculty, research will usually constitute 100% of their full-time effort. For example, for those with a teaching-heavy profile, teaching should be so weighed accordingly. For faculty, with a 20% service/professional development obligation, that aspect of the individual's activities should be explicitly considered in light of that obligation. The profile for each faculty member being reviewed will appear at the bottom of their individual excel file form. Part time faculty have a 100% teaching profile.

The Merit Review Process

1. Counting Publications

Review periods run from August 16 of one year through August 15 of the following year. Publications published on or before August 15 count for the previous year; publications published on or after August 16 count for the next year. The chair of the merit committee works with a department staff person to search online to verify the publications faculty have listed for the current review period. The designated staff person will mark the on the form indicating which publications are being counted for which yearly review period.

For any type of publication that is potentially *controversial*, and where the faculty member is requesting that the publication be counted, such as an encyclopedia chapter, conference proceeding, obituary, or book review, etc., a PDF or hard copy must be submitted.

We will use the UCAPT definition of "published:" i.e., "an article/book can be listed as published when it is available for everyone to read." **Therefore, nothing that is "in press" is counted**. However, untenured faculty are allowed to list in press articles.

Publications are counted in the following weighted manner:

Scholarly journal article = 1 pub
Textbook Author = 3 pubs in the year the book is published
Textbook revision = 1 pub in the year the revised book is published
Textbook editor = 1 pub in the year it is published
Scholarly book author= 3 pubs in the year it is published
Scholarly book editor = 1 pub in the year it is published
Scholarly book chapter = 1 pub
Review article= 1 pub
Book Review= ½ pub

In the past, we have rarely counted conference proceedings or invited talks as publications. For example, the Proceedings of the National Academy of Sciences are peer reviewed, whereas the proceedings from conferences are usually not peer reviewed and frequently are not more than abstracts. However, in some subfields where proceedings of high impact/quality

are often counted, faculty can submit a hard copy and a supporting statement to the merit committee. Please note: our prior 3-point scale was re-calibrated into a 5-scale without a change in the publication expectations.

5.000 = average of > 3.0 pubs/year
3.333 = average of > 2.0 pubs/year
1.667 = average of > 1.0 pubs/year

2. Evaluating Teaching

A weighted two-tiered system will be used. Undergraduate ratings will be weighted by 1.10 and graduate ratings by 1.00, reflecting ongoing differences in average ratings for undergraduate and graduate courses. The teaching ratings were always on a 5-point scale.

3. Evaluating Service

Service is defined in terms of the extent of a faculty member's involvement and responsibility in department, college, and university activities that are designed to support and maintain the effective functioning of the department, college, and university. However, any service that is paid in any form is excluded, only volunteer/nonpaid work is credited as service. The chair will provide an initial service rating based on his or her knowledge of the faculty members' activities. The merit review committee will assign a rating taking into account the faculty members' service report and the chair's rating. Departmental, University, and community-level service as well as service to the field will be counted into the service ratings. Service ratings will be averaged over the number of years being reviewed and will be assigned a numerical score corresponding to:

5 = average service eval of 7 or better
2.5 = average service eval of 4 – 6.99
1 = average service eval of < 4.0

4. Determining Individual Merit Scores

In accordance with the university faculty evaluation policy dated August 17, 2000 and revised 11/15/2016 by Dean Miller, Dornsife's merit evaluation process must meet the following standards:

- All assessment must combine qualitative assessment with the use and report of hard data.
- The scale of evaluations must have at least five levels of performance. Even if all members of a department are outstanding, it is possible to recognize and reward degrees of excellence (see scale below).
- Each department's evaluations must yield a spectrum of distribution. The chair must ensure that the merit ratings effectively identify the highest and lowest performing faculty and yield a reasonable distribution of scores across each department.
- The highest rating must be reserved for work meeting the highest aspirations of the school and the department, which should be calibrated to national standards through measurable indicia. (A department should devise ways to state the teaching and scholarly standards to which it aspires.)

Given this, Faculty Review Committees and Developmental Review Committees must consider and apply merit ratings from one (1) to five (5). These ratings should be assigned relative to rank, experience, and profile and in reference to standards of excellence in the disciplines of the faculty members undergoing evaluation. The highest rating of five (5) must be reserved for work meeting the highest aspirations of Dornsife and the department, which should be calibrated to global and national standards through measurable indices. This rating should be applied to a very few faculty whose exemplary performance is equivalent to that of stellar scholars at top-rated institutions. The lowest rating of one (1) should be used for demonstrably unacceptable faculty performance. Merit ratings may be assigned using up to one decimal place

5. Determining the final Merit score

The three ratings are entered into a spreadsheet that generates a single score, through weighting the three separate ratings by the faculty's Spitzer profile. The following chart converts the result into an evaluation label. The merit review committee will, at their discretion assign, Exceptional ratings. If warranted, they will also have the discretion to assign Not Satisfactory ratings.

Total Merit Score Rating

5.1	E
5.0	O+
4.8	O
4.6	O
4.5	O-
4.3	O-
4.1	M+
3.8	M+
3.6	M
3.5	M
3.3	M
3.1	M-
3.0	M-
2.8	M-
2.6	M-
2.5	M-
2.3	NI+
2.1	NI+
2.0	NI
1.8	NI
1.6	NI
0.0	none

Note: The *Ward Edwards* excel spreadsheet will be used to calculate raises. The method creates two components of merit increases. In one component, the rating (for example, O-) is associated with a dollar amount no matter what the base salary. In this component, those rated O+ would always get more dollars than those rated O-. The second component of merit

increase is anchored to base salary and represents a percent of base salary. Here all those rated O- would get the same percent of their base salary, which could be very different in dollars. These two components are then summed to reach a total raise.

Evaluation Labels and Criteria (from the College merit review guidelines)

Faculty Review Committees consider and apply the following labels and criteria, using standards of excellence in their own disciplines, to faculty members undergoing evaluation. The highest rating must be reserved for work meeting the highest aspirations of Dornsife and the department, which should be calibrated to global and national standards through measurable indices.

5. Exceptional**:** This rating should be applied to a very few faculty whose exemplary performance is equivalent to that of stellar scholars at top-rated institutions.

4. Outstanding**:** This rating should be applied to a limited number of faculty whose superb research productivity and/or teaching excellence constitute major and unusual contributions to their fields and the University.

3. Meritorious**:** This rating should be applied to faculty whose research and publication activities, instructional activities, and service activities (as appropriate to their profile) meet the expectations of their departments.

2. Needs Improvement**:** This rating should be used for faculty performance that does not meet expectations but may be improved with appropriate effort, guidance, and/or support.

1. Not Satisfactory**:** This rating is used for demonstrably unacceptable faculty performance.

Service ratings assigned by the chair:

5 Excellent - participates in university, college, or department committees on a daily to weekly basi, assumes administrative responsibilities in the department, (e.g., writes reports, coordinates grad program, etc.).

4 Good- frequently represents faculty or departmental interests in university affairs, heads academic program within the department, is conscientious in meeting obligations and deadlines that are important for the smooth functioning of the department, contributes to undergraduate program, e.g., supervising honors theses; developing a new course, mentors new faculty.

3 Average- regularly participates in department meetings, participates in university, college, or department committees on a once a- semester to monthly basis; occasionally represents faculty or department interest in university affairs, is usually on time in fulfilling obligations and deadlines that are important for the smooth functioning of the department.

2 Poor- there are complaints by students or colleagues about lapses in fulfilling responsibilities, occasionally/rarely participates in department meetings. does not participate in university, college, or department committees, rarely represents faculty or department interests in university affairs, is often careless about fulfilling obligations and deadlines that are important for the smooth functioning of the department.

1 Irresponsible

Final Steps: Acknowledging the review; accepting/appealing

Following the college guidelines, all faculty may appeal their review. However, to complete their review, each faculty member must acknowledge their review it by clicking “done” on their Evaluation page. This is accomplished by going to *myDornsife*, Dornsife Applications, Personal Tools, My Personal Information, and then once in the system, on the left hand menu bar go to Evaluation page and click “done” to complete the process.

Variable Courseload Plan for the Faculty of the Department of Psychology
Developed October 14, 2009
Margaret Gatz, Chair
David Lavond, John McArdle, Gayla Margolin, Frank Manis
Faculty Load Advisory Committee
Amended September 10, 2012

History

On October 30, 2002, Gerald Davison, Chair of the Department, submitted a variable courseload plan to the College. The plan had been approved by the faculty in the Department. After further consultation with Dean Sally Pratt, the plan was approved by Dean Pratt on January 28, 2003. On February 20, 2004, Dean Joseph Aoun sent a memo to Dr. Davison including further specification of the principles contained in the original plan, and requesting a review every two years beginning in spring 2006. Those principles were used to determine teaching loads for 2005-06 and 2006-07. On August 18, 2006, as part of that biennial review, Deans Peter Starr and Michael Quick reaffirmed the criteria for various teaching loads and agreed to a three-year window. On October 18, 2006, Prof. Davison replied to that guidance and added more specificity to the guidelines. Those criteria were applied to determining teaching loads for 2007-08 through 2009-10.

At the end of that three-year window, this document was written to summarize the original rationale and the principles that were spelled out across the above set of documents. These criteria were applied to determining teaching loads for 2010-11 through 2012-13. The criteria as amended will be applied to determining teaching loads for 2013-14 through 2015-16.

Rationale

Per Prof. Davison's original proposal and Dean Aoun's statement, two premises underlie the variable course load plan: (a) a reduced load is needed successfully to compete with leading psychology departments in the U.S., and (b) the major consideration in course load reduction is the research productivity of the faculty member. Dean Quick states that the purpose a reduced teaching load is to ensure that faculty have the time to oversee their funded research programs and laboratories, and he reiterates that it should not be considered a reward for past accomplishments.

The components of the variable courseload system include:

1. Faculty Load Advisory Committee.

    a. Committee Composition and Appointment. The committee is comprised of the department chair and distinguished senior faculty from across the department. The chair appoints the committee in consultation with the

department's Executive Committee and presents the committee for the Dean's approval.

b. Committee Role. The committee reviews materials from the faculty in September/October to advise the chair on teaching load for each faculty member beginning the following academic year. Unless there are significant changes in productivity, leading to an individual's being re-evaluated sooner, the course load determination shall remain in effect for three academic years.

c. Materials for Committee. The materials for review include documents submitted for the annual merit review [e.g., Annual Activity Reports] for the past three years inclusive of the most recent academic year, a CV, and complete information about external funding. Beyond counting publications, FLAC will consider quality indicators, for example, type of publication, status of the journal, and whether or not the publication has been peer-reviewed. For grants, faculty should indicate grant title, funding source, award number assigned by the funder, their role, start and end dates, direct costs, and indirect costs. If the grant has multiple investigators, the faculty member should indicate their portion of the award. If the award is not managed through a College account, the unit managing the grant should be indicated. In addition to CV and grant information, faculty are invited to provide FLAC with information about grant applications that have been submitted and the reviews and ratings of those proposals, as well as information about publications in press.

2. Guidelines for course loads that take into account external funding and publication record.

   A 1 + 1 teaching load is assigned for faculty with substantial funding from external sources (government and/or major foundations) on peer-reviewed grants AND a strong publication record. While it is difficult to evaluate different areas of psychology against one another, substantial generally means a minimum of $70,000-$100,000 in direct costs per year. Publication records can be judged using the same criteria as the Merit Review Committee, meaning that the average number of publications per year should exceed three, although quality indicators will also be considered.

   A 2+1 (or 1+2) teaching load is assigned for faculty with moderate funding from external sources (government and/or major foundations) AND a strong publication record, OR substantial funding with fewer publications. To offer some guidance, moderate external funding generally applies to a range of $30,000-$69,999 in direct costs per year. The criteria for a strong publication record are that the average number of publications per year should exceed three, although quality indicators will also be considered.

Faculty with a 2 + 2 teaching load are expected to maintain an active program of research, possibly but not necessarily with some external funding, and to publish results of those studies.

Further guidelines include the following:

a. Faculty may not combine course load reductions under this program with course buyouts.

b. Faculty may not combine course load reductions with paid overload during the academic year.

c. Faculty may not combine course load reductions below 2+2 with applying for an Annual Faculty Development Award.

d. For new faculty, the teaching load during the first year of service will generally be negotiated as part of the hiring agreement. Thereafter, for assistant professors, in year 2 the teaching load will be 1+2 on the condition that the person is preparing an external research grant. In year 3 the teaching load will be evaluated using the same criteria as all faculty, but the evaluation of funding should give greater weight to submitted grant applications than would be true for tenured faculty. The evaluation of strength of publication record should be the same as for tenured faculty. In year 4, pending satisfactory mid-career review, the teaching load will be either 1+0 or 2+0 per FLAC evaluation.

e. For faculty on a teaching profile, FLAC will evaluate whether there should be a course reduction to 3+2 (or 2+3). The primary criterion is maintenance of a program of research, leading to publication of the results of those studies.

f. Faculty who have a 1 + 1 teaching load will not receive any further administrative reduction, with the exception of the chair of the department.

g. Faculty with a 1+1 teaching load will teach both semesters of the academic year in which they carry this load. The typical expectation for someone teaching 1 + 1 is one undergraduate and one graduate course per year, principles that can be overridden if department teaching needs so dictate.

h. All courses carry the same weight, that is, every 4 unit course is equivalent to 1 course. However, a course that is team taught for the first time may count as a full course for each faculty member the first time it is taught, but not subsequently, with the expectation of a long term commitment to the course.

3. One-page narrative. Each faculty member is given the opportunity to provide information that complements the other information that they submitted in the form of a one-page single-spaced narrative. For example, a particular article may

contain a series of experiments, or a given publication may report on a longitudinal study. The narrative is also a place to note impact factors of journals or to point out that particular journals accept only papers that have unusual theoretical or empirical importance.

4. Implementation. The Faculty Load Advisory Committee advises the chair, who submits recommended course loads to the Dean of the College. Once course loads are assigned, appeals may be submitted by the chair on behalf of faculty members or by faculty directly to the Dean of the College.

5. Faculty load reductions are conditional on the department having met its undergraduate and graduate teaching responsibilities.

Margaret Gatz, Chair

David Lavond, John McArdle, Gayla Margolin, Frank Manis
Faculty Load Advisory Committee

Department Committee/Administrative Assignments, 2018-2019

Executive Committee: Farver (Chair), Renken (DUS & RTCP rep), Huey (DGS & Diversity), Lavond (DFA; Faculty Activities & Support), Manis (Area Head Dev), Read (Area Head Social), John (Area Head Quant), Bechara (Area Head BCS), Schwartz (DCT; Area Head Clinical), Beam (Non-tenured Rep); Leggett (MAPP); Tarbox (ABA).

Merit Review Committee: T/TT (chair), RTCP (chair)- <to be elected>

Graduate Committee: Huey (Chair), Farver, Huey, Schwarz, Lai, Bechara

Undergraduate Committee: Renken (Chair), Davison <need volunteers>

Diversity Committee: Huey, Lopez, & Farver (co-chairs)

Department Security Committee: Lavond (chair), Farver, Hiu (staff), Newell (grad rep)

Space Policy Advisory Committee: Bechara (chair), Manis, & Farver

Diversity Representatives for Promotions and Hires: Huey (Social); Thames (Keck)

FLAC Variable Course Load (Faculty Load Advisory Committee): Manis, Margolin, Bechara, Lavond, Farver

Awards: Oyserman, Boyko. Stone

Colloquium/speaker series: Moll, Zevin, Orest Boyko

Dual Degree (PhD/MPH) Coordinator: Steve Lopez

Neuroscience UG Major: Zevin (Director)

UG Cognitive Science: Mintz (Director)

Subject Pool: Read (Chair), (PSYC100); **Subject Pool TA**: Skye Parral

Psi Chi Faculty Advisor: Faculty: Schwartz; Staff: Giovana Kurtz

Website: Farver; Garibay, Dehghani, Greg Flores, Moll (Spring 2019)

GC³ (Graduate Computer and Consultation Center): Schwartz (faculty); Parral, & Mullach (TAs)

Keck Chair Search: A, Damasio (chair), Bechara, Thames (diversity), Zevin, Dehghani

Social Hire Search: Schwarz (chair), Huey (diversity), Dehghani, W. Wood

Third (Lai) **and Fifth** (Dehghani) **year Developmental Review Committee:**
W Wood (chair); Read, John

ADCT hire- Schwartz, Saxbe, Shapiro

Department Mentoring/Promotion Committees:

Darby Saxbe	Lopez, Meyerowitz, Monterosso
Dan Nation	Gatz, H Damasio, Thames
Mark Lai	John, Prescott, Monterosso
Richard John	Prescott, Read, Bechara
Morteza Dehghani	Mintz, Read

Department Chair Consultative Committee: Manis (coordinator)**,** John, Lavond, Ann R, Monterosso, Saxbe

Committee Assignments, 08-09

Executive Committee: Gatz (Dept. Chair), Prescott (Director of Graduate Studies), Manis (Director of Undergraduate Studies), Madigan (Head, BCS), Margolin (DCT), Read (Social), Manis (Head, Developmental), McArdle (Head, Quantitative), John Monterosso (Representative of Non-tenured Faculty), Medearis (Staff)

Graduate Committee: Prescott (Chair), John, Miller, Tjan, Rachel Beattie (Graduate Student), Takaragawa (Staff)

Undergraduate Committee: Manis (Chair), Farver, Schwartz, Lavond, Renken (NTT), undergraduate student representatives, Popper and Hsu-Tran (Staff)

Progressive Master's Degree Program: Margolin (Chair), John, Manis (for the undergraduate committee), Popper (Staff)

Master's in Human Behavior: Greene (Chair), Barone (NTT), John

Departmental Liaison to the IRB: Farver

Subject Pool: Read (Chair), John, Madigan (Fall semester), Miller

Colloquium: Andersen (Chair), Read

Space: Gatz (Dept. Chair), Medearis (Staff), and the Executive Committee

Psi Chi Faculty Advisor: Walsh, Hsu-Tran (Staff)

Website: Medearis (Dept. Administrative Services Manager, chair), Schwartz, Gore, Garibay (Staff), Gurveen Chopra (Graduate Student)

Diversity Committee: Lopez (Chair), Dawson, Farver, Miller, Schwartz

Variable Course Load (AKA Faculty Load Advisory Committee): Gatz (Dept. Chair), Margolin, McArdle, Lavond

Ad hoc Merit Procedures Committee: Farver (Chair), Miller, Lavond

Merit Review Committee [elected]: Farver (Chair), McArdle, Lopez, Monterosso, Barone (NTT)

Library Liaison: David Schwartz

Dual Degree Coordinator: Meyerowitz

Farver Promotion: Manis (Chair), Margolin, Lu

Luczak Promotion: Prescott (Chair), Huey

Joint search: Lu (Chair), Bechara, Read, and Sarah Bottjer (Neurobiology), Ange-Marie Hancock (Political Science), Juan Carrillo (Econ)

Justin Wood Mentoring Committee: Farver, Mintz, Manis

Monterosso Mentoring Committee: Bechara, A. Damasio, Manis

Shen Mentoring Committee: Meyerowitz, Read, Farver

Wendy Wood Appointment Committee: Miller, Meyerowitz, and Deborah MacInnis (Marketing)

Committee Assignments, 09-10

Executive Committee: Gatz (Dept. Chair), Lopez (Director of Graduate Studies), Manis (Director of Undergraduate Studies), Madigan (Head, BCS), Margolin (DCT), Read (Head, Social), Farver (Head, Developmental), McArdle (Head, Quantitative), Farver (Diversity Committee Representative), J. Wood (Representative of Non-tenured Faculty), Medearis (Staff)

Graduate Recruitment and Admissions Committee: Lopez (Chair), Tjan, W. Wood, Jason Goldman and Jen Labreque (Graduate Students), Takaragawa (Staff)

Graduate Progress Committee: Lopez (Chair), Mintz, Read, Rachel Beattie and Louise Cosand (Graduate Students), Takaragawa (Staff)

Undergraduate Committee: Manis (Chair), Farver, Renken, Baucom (NTT), undergraduate student representatives, Popper (Staff)

Progressive Master's Degree Program: John (Chair), Margolin

Master's in Human Behavior: Greene (Chair), Barone, John, Read

Departmental Liaison to the IRB: Farver

Subject Pool: Read (Chair), Neal (NTT), Madigan, John, W. Wood, Aubrey Rodriguez and Priyanka Joshi (Graduate Students)

Colloquium: Jason Goldman (Graduate Student), Gatz

Space Policy Advisory Committee: Prescott (Chair), Lavond, W. Wood

Psi Chi Faculty Advisor: Walsh, Hsu-Tran (Staff)

Website: Medearis, Garibay, Gore, Gatz

Diversity Committee: Farver (Chair), Dawson, Huey

Variable Course Load (AKA Faculty Load Advisory Committee): Gatz (Dept. Chair), Margolin, McArdle, Lavond

Merit Review Committee [elected]: David Schwartz (chair), Rand Wilcox, Justin Wood, Miranda Barone

Library Liaison: David Schwartz

Dual Degree Coordinator: Meyerowitz

Alumni: Medearis, Renken, Barone, Gatz

Social Psychology Search: W. Wood (Chair), Read, Meyerowitz, Lopez

Multidepartment search: John Monterosso (Chair, Psych), Juan Carrillo (Econ), Judith Hirsch (Neurobiology)

Justin Wood Mentoring Committee: Farver, Mintz, Manis

Monterosso Mentoring Committee: Bechara, A. Damasio, Manis

Monterosso Promotion Committee: Prescott (Chair), A. Damasio, W. Wood

Shen Promotion Committee: Meyerowitz (Chair), McArdle, Lopez

Farver Promotion Committee: Manis (Chair), Margolin, Lu

DRAFT

Committee Assignments, 2010-2011

Executive Committee: Gatz (Dept. Chair), Wood W (Director of Graduate Studies), Manis (Director of Undergraduate Studies), Tjan (Head, BCS), Margolin (DCT), Read (Head, Social), Manis (Head, Developmental), McArdle (Head, Quantitative), Farver (Diversity Committee Representative), Graham (Representative of Non-tenured Faculty), Medearis (Staff)

Graduate Committee: Wood W (Chair), Prescott, Tjan, Graduate Students: Susan Geller, Jen Labreque, Staff: Irene Takaragawa

Undergraduate Committee: Manis (Chair), Walsh, Meyerowitz (Fall)/Madigan (Spring), NTT: Barone, Breland, Staff: Popper, Hsu-Tran

Progressive Master's Degree Program: John (Chair)

Master's in Human Behavior: Greene (Chair), Barone, John, Read

Departmental Liaison to the IRB: Farver

Subject Pool: Read (Chair), John, Wood W, NTT: Neal, Graduate Students: Priyanka Joshi, Karan Singh

Colloquium: Read (Chair), Graham, Jason Goldman

Space Policy Advisory Committee: Lopez (Chair), Huey, Lavond, Gatz, Medearis

Psi Chi Faculty Advisor: Walsh, Staff: Hsu-Tran

Website: Medearis, Garibay, Gatz

This Week in Psychology: Samantha Waters

Diversity Committee: Farver (chair), Dawson, Huey, Lopez

Variable Course Load (AKA Faculty Load Advisory Committee): Gatz (Dept. Chair), Margolin, Mintz

Merit Review Committee [elected]: JoAnn Farver, David Schwartz, John Monterosso, Karen Hennigan (NTT)

Ad Hoc Merit Review Processes Committee: Schwartz (Chair)

Library Liaison: Schwartz

Dual Degree Coordinator: Meyerowitz

Alumni (undergraduate): Renken, Barone, Medearis

Developmental Psychology Search: Manis (Chair), Farver, Mintz, Wood J, Huey

Keck Chair Search: Larry Swanson (co-chair, BISC), Baker (co-chair, PSYC), Tjan (PSYC), Bechara (PSYC), Judith Hirsch (BISC), Tansu Celikel (BISC)

Neuroscience Major: Biederman (PSYC), Sarah Bottjer (BISC), Monterosso (PSYC), Michel Baudry (BISC)

Monterosso Promotion Committee: Prescott (Chair), Damasio A, Wood W

Justin Wood Mentoring Committee: Farver, Mintz, Manis

Jesse Graham Mentoring Committee: Read, Wood W, McArdle

DRAFT

Committee Assignments, 2011-2012

Executive Committee: Gatz (Dept. Chair), Huey (Director of Graduate Studies), Farver (Director of Undergraduate Studies), Tjan (Head, BCS), Margolin (DCT), Read (Head, Social), Manis (Head, Developmental, Fall), Baker (Head, Quantitative), Farver (Diversity Representative), Wood J (Representative of Non-tenured Faculty), Medearis (Staff)

Merit Review Committee [elected]: Monterosso (chair), Margolin, Wood J, NTT: Luczak, Renken

Graduate Committee: Huey (Chair), Dawson, Wood J; GASP: Tim Hayes, Susan Geffen; Staff: Irene Takaragawa

Undergraduate Committee: Farver (Chair), John; NTT: Renken; Undergrad: David Brega; Graduate student: Megan Taylor-Ford; Staff: Popper, Hsu-Tran, Stephenson

Space Policy Advisory Committee: Gatz (Dept. Chair), Baker, Lopez, Wood W, Medearis

Library Liaison: Schwartz

Colloquium: Read (Chair), Graham; GASP: Jason Goldman

Diversity Representative: Farver

Variable Course Load (AKA Faculty Load Advisory Committee): Gatz (Dept. Chair), Margolin, Monterosso, Lavond

Dual Degree (PhD/MPH) Coordinator: Keenan-Miller

Progressive Master's Degree Program: John (Chair)

Master's in Human Behavior (MHB): Greene (Chair), Barone, John, Read

Neuroscience Major (from PSYC): Biederman (Co-Director)

Subject Pool: Read (Chair), John, Wood W, Wood J, Renken (PSYC100); Subject Pool TA: Miao Wei

Departmental Liaison to the IRB: Farver

Psi Chi Faculty Advisor: Walsh; Staff: Hsu-Tran

Alumni (undergraduate): Renken, Barone, Farver, Stephenson, Hsu-Tran, Medearis

Website: Medearis, Stephenson, Gatz

This Week in Psychology: Samantha Waters

Social, Cultural, and Affective Neuroscience Committee: Read (Chair), Damasio A, Wood W

Clinical Search Committee: Lopez (Chair and Diversity Liaison), Margolin, Knight, Monterosso

Keck Distinguished Colloquium Series (from PSYC): Baker (Co-Chair), Tjan, Bechara

Justin Wood Third Year Review Committee: Baker, Biederman, Mintz

Jesse Graham Mentoring Committee: Read, Wood W, McArdle

Henrike Moll Mentoring Committee: Manis, Wood W, Mintz

Committee Assignments, 2012-2013

Executive Committee: Gatz (Dept. Chair), Huey (Director of Graduate Studies), Farver (Director of Undergraduate Studies), Tjan (Head, BCS), Margolin (DCT), Read (Head, Social), Manis (Head, Developmental), McArdle (Head, Quantitative), Farver (Diversity Representative), Moll (Representative of Non-tenured Faculty), Medearis (Staff)

Merit Review Committee [elected]: T/TT: Margolin (Chair), Manis, Madigan, Graham; NTT: Margolin (Chair), John, Luczak, Renken, Breland

Graduate Committee: Huey (Chair), Dawson, Graham; GASP: Ali Cram; Staff: Irene Takaragawa

Undergraduate Committee: Farver (Chair), John; NTT: Renken; Undergrad: Rob Rosencranz; Graduate student: Jean Kim; Staff: Popper (Fall), Hsu-Tran (Spring), Stephenson

Diversity Committee: Farver (Chair), Dawson, Huey, Lopez, GASP: Jackie Lee Tilley

Space Policy Advisory Committee:

Library Liaison: Schwartz

Diversity Representative: Farver

Variable Course Load (AKA Faculty Load Advisory Committee): Manis, Margolin, McArdle, Lavond

Dual Degree (PhD/MPH) Coordinator: Keenan-Miller

Progressive Master's Degree Program: John (Chair)

Neuroscience Major (from PSYC): Biederman (Co-Director)

Subject Pool: Read (Chair), Farver (PSYC100); Subject Pool TA: Miao Wei

Departmental Liaison to the IRB: Farver

Psi Chi Faculty Advisor: Schwartz; Staff: Hsu-Tran

Alumni (undergraduate): Barone, Stephenson, Hsu-Tran, Popper, Medearis

Website: Medearis, Garibay, Stephenson, Gatz

This Week in Psychology: Susan Geffen and Peggy Lin

Social Science Initiatives Advisory Committee: Read (Chair), Mather, Monterosso, Margolin

Search Committee for cognitive/neuro computational modeling of Language: Tjan (co-chair), Mintz

Clinical Search Committee: Lopez (Chair), Knight, Margolin, Monterosso

MHB Director Search Committee: Gatz (Chair), John, Barone, Joe Priester, Jellison, Susan Kamei

Justin Wood Mentoring Committee: Baker, Manis, Mintz
Jesse Graham Third Year Review: Read, Monterosso, McArdle
Henrike Moll Mentoring Committee: Manis, Mintz, Schwartz
Darby Saxbe Mentoring Committee: Margolin, Manis, Prescott
Norbert Schwarz Personnel Committee: Read (Chair), McArdle
Daphna Oyserman Personnel Committee: Lopez (Chair), Miller, Read

Committee Assignments, 2013-2014

Executive Committee: Farver (Chair & Diversity), Renken (DUS & NTT rep), Huey (DGS & Diversity), Lavond (DFA; Faculty Activities & Support), Manis (Area Head Dev), Read (Area Head Social), McArdle (Area Head Quant), Bechara (Area Head BCS), Lopez (DCT; Area Head Clinical & Diversity), J. Wood (Non-tenured Rep), Medearis (Staff)

Merit Review Committee to be [elected]: T/TT: _____ NTT:_____

Graduate Committee: Huey (Chair), Moll; Dawson; Justin Hummer GASP; Staff: Takaragawa

Undergraduate Committee: Renken (Chair), Manis (Faculty), Stephenson (NTT), Popper (staff), Claire Burgess (grad student), Stephanie Wetzel (undergrad student)

Diversity Committee: Huey, Lopez, & Farver (co-chairs)

Space Policy Advisory Committee: Bechara (chair), Manis, Farver, Gonzales

Library Liaison: Schwartz

Diversity Representative: Huey

Variable Course Load (Faculty Load Advisory Committee): Manis, Margolin, McArdle, Lavond

Dual Degree (PhD/MPH) Coordinator: Gatz

Progressive Master's Degree Program: John (Chair)

Neuroscience Major (from PSYC): Biederman (Co-Director)

Subject Pool: Read (Chair), (PSYC100); Subject Pool TA: Tana Luo

Departmental Liaison to the IRB: Monterosso

Psi Chi Faculty Advisor: Schwartz; Staff: Paris

Alumni (undergraduate): Barone, Paris, Popper, Medearis, Farver

Website: Medearis, Garibay, Farver, Gonzales

This Week in Psychology: Jean Kim

Search: Big Data Analytics: McArdle (chair), Tjan, Read, Huey (diversity), Farver

Search: Clinical ADCT: Lopez (chair/diversity), Lavond, Saxbe, Couture

Justin Wood Mentoring Committee: Baker, Manis, Mintz
Jesse Graham Third Year Review: Read, Monterosso, McArdle
Henrike Moll Mentoring Committee: Manis, Mintz, Schwartz
Darby Saxbe Mentoring Committee: Margolin, Manis, Prescott

Committee/Administrative Assignments, 2014-2015

Executive Committee: Farver (Chair & Diversity; DGS for fall only), Renken (DUS & NTT rep), Huey (Spring: DGS & Diversity), Lavond (DFA; Faculty Activities & Support), Manis (Area Head Dev), Read (Area Head Social), McArdle (Area Head Quant), Bechara (Area Head BCS), Lopez (DCT; Area Head Clinical & Diversity), Darby Saxby (Non-tenured Rep).

Merit Review Committee [elected in Sept/Oct]: T/TT: Prescott, Lavond (chair), Saxbe, Schwartz NTT:John (chair) Dawson, Breland

Graduate Committee: Huey (Chair)/ Farver (fall semester): Dawson (faculty); Wood, J (ass't rep) Miller/Khoddam (GASP rep); Staff: Takaragawa

Undergraduate Committee: Renken (Chair), John (TT Faculty), Manis, Popper (staff), Steven Childress (undergrad rep)

Diversity Committee: Huey, Lopez, & Farver (co-chairs) GASP: Tilley

Space Policy Advisory Committee: Bechara (chair), Manis, & Farver

Diversity Representative: Huey

Variable Course Load (Faculty Load Advisory Committee): Manis, Margolin, McArdle, Lavond, Farver

$$Development$$: Davison (Chair) Walsh & Baker

Awards: Oyserman (chair)

Colloquium/speaker series: N. Schwarz (chair) Moll, Zevin

Dual Degree (PhD/MPH) Coordinator: Lopez

Neuroscience Major (from PSYC): Biederman (Co-Director)

Cognitive Science: Mintz (Director)

Subject Pool: Read (Chair), (PSYC100); **Subject Pool TA**: Wei

Departmental Liaison to the IRB: Prescott

Psi Chi Faculty Advisor: Faculty: Schwartz; Staff: Paris

Alumni (undergraduate): Barone, Paris, Popper, Hsu

Website: Paris, Farver, Gonzalez

GC³ (Graduate Computer and Consultation Center) Nick Jackson & Devika

MENTORING COMMITTEES:

Morteza Deghani	Read (chair), Tjan, Mintz
Dan Nation:	Lopez Gatz (chair), Tjan
Jesse Graham:	Read (chair) Monterosso, McArdle
Henrike Moll:	Manis (chair), Mintz, Schwartz
Darby Saxbe:	Margolin (chair), Manis, Prescott
Bosco Tjan:	Gatz (chair), Biederman; H. Damasio
Justin Wood:	Baker, Manis (chair), Mintz

Committee/Administrative Assignments, 2015-2016

Executive Committee: Farver (Chair), Renken (DUS & NTT rep), Huey (DGS & Diversity), Lavond (DFA; Faculty Activities & Support), Manis (Area Head Dev), Read (Area Head Social), John (Area Head Quant), Bechara (Area Head BCS), Lopez (DCT; Area Head Clinical), Delghani (Non-tenured Rep; Fall only).

Merit Review Committee: T/TT John (chair), Bechara, Saxbe NTT: Davison (chair), Chernoff, Barone, Stephenson

Chair consultative committee: Gatz, John, Graham, Barone

TA Task Force: Davison (chair), Schwartz, Walsh, Manis, Renken (NTT), Berntsen

Graduate Committee: Huey (Chair), John, Graham, Farver,

Undergraduate Committee: Renken (Chair), Manis, John, Stephenson, Popper, Paris, Leslie Berntsen

Diversity Committee: Huey, Lopez, & Farver (co-chairs) GASP rep: Tilley

Space Policy Advisory Committee: Bechara (chair), Manis, & Farver

Diversity Representatives: Huey; Lopez

Variable Course Load (Faculty Load Advisory Committee): Manis, Margolin, McArdle, Lavond, Farver

Dual Degree (PhD/MPH) Coordinator: Lopez

Neuroscience Major (from PSYC): Biederman (Co-Director)

Cognitive Science: Mintz (Director)

Subject Pool: Read (Chair), (PSYC100); **Subject Pool TA**: Lin

Departmental Liaison to the IRB: Prescott

Psi Chi Faculty Advisor: Faculty: Schwartz; Staff: Paris

Website: Paris, Farver

GC³ (Graduate Computer and Consultation Center): Schwartz (faculty); Serang (TA)

Clinical Search committee: Gatz (chair), Nation, Lopez (diversity), Tjan

Promotion committee for Jesse Graham: Read, Monterosso, McArdle

Third year review committees:

Dan Nation:	Lopez (chair), Gatz, Bechara (Tjan mentoring)
Darby Saxbe:	Margolin (chair), Manis, Prescott

Mentoring committees:

Morteza Deghani	Read, Tjan, Mintz
Henrike Moll:	Manis, Mintz, Schwartz

Committee/Administrative Assignments, 2016-2017

Executive Committee: Farver (Chair), Renken (DUS & RTCP rep), Huey (DGS & Diversity), Lavond (DFA; Faculty Activities & Support), Manis (Area Head Dev), Read (Area Head Social), John (Area Head Quant), Bechara (Area Head BCS), Lopez (DCT; Area Head Clinical), Delghani (Non-tenured Rep).

Merit Review Committee: T/TT (chair), NTT: (chair)- <to be elected>

Chair consultative committee: <to be determined by dean>

Graduate Committee: Huey (Chair), Dawson, Moll, Farver,

Undergraduate Committee: Renken (Chair), Manis, Popper.

Diversity Committee: Huey, Lopez, & Farver (co-chairs)

Space Policy Advisory Committee: Bechara (chair), Manis, & Farver

Diversity Representatives: Huey; Lopez

Variable Course Load (Faculty Load Advisory Committee): Manis, Margolin, Bechara, Lavond, Farver

Dual Degree (PhD/MPH) Coordinator: Lopez

Neuroscience Major (from PSYC): Zevin (Director)

Cognitive Science: Mintz (Director)

Subject Pool: Read (Chair), (PSYC100); **Subject Pool TA**: to be determined

Departmental Liaison to the IRB: none currently (was Prescott)

Psi Chi Faculty Advisor: Faculty: Schwartz; Staff: Hsu

Website: Farver; Garibay, Gonzales

GC³ (Graduate Computer and Consultation Center): Schwartz (faculty); Serang & Potts (TAs)

Third year review committees:
Morteza Deghani Read (chair), Tjan, Mintz

Upcoming Promotion Committees (begin late Spring 2017):

Henrike Moll Manis (chair), Mintz, Schwartz
Justin Wood

Committee/Administrative Assignments, 2017-2018

Executive Committee: Farver (Chair), Renken (DUS & RTCP rep), Huey (DGS & Diversity), Lavond (DFA; Faculty Activities & Support), Manis (Area Head Dev), Read (Area Head Social), John (Area Head Quant), Bechara (Area Head BCS), Lopez (DCT; Area Head Clinical), Nation (Non-tenured Rep).

Merit Review Committee: T/TT (chair), RTCP (chair)- <to be elected>

Graduate Committee: Huey (Chair), _Dehghani, Stone, Farver,

Undergraduate Committee: Renken (Chair), Manis, Popper, Davison

Diversity Committee: Huey, Lopez, & Farver (co-chairs)

Space Policy Advisory Committee: Bechara (chair), Manis, & Farver

Diversity Representatives for Promotions: Huey; Lopez

Variable Course Load (Faculty Load Advisory Committee): Manis, Margolin, Bechara, Lavond, Farver

Dual Degree (PhD/MPH) Coordinator: Chernoff

Neuroscience Major (from PSYC): Zevin (Director)

Cognitive Science: Mintz (Director)

Subject Pool: Read (Chair), (PSYC100); **Subject Pool TA**: Parral

Psi Chi Faculty Advisor: Faculty: Schwartz; Staff: Kurtz

Website: Farver; Garibay, Dehghani

GC³ (Graduate Computer and Consultation Center): Schwartz (faculty); Parral, & Mullach (TAs)

Third year review committees:

Morteza Deghani Read (chair), Mintz, Monterosso

Mentoring/Promotion Committees :

Henrike Moll:	Manis (chair), Mintz, Schwartz
Justin Wood	Bechara (chair). Zevin, Read
Darby Saxbe	Margolin, Manis, Prescott
Dan Nation	Lopez, Gatz, Bechara

Faculty Development Committee: Prescott (chair) Manis, Bechara

Department Committee/Administrative Assignments, 2018-2019

Executive Committee: Farver (Chair), Renken (DUS & RTCP rep), Huey (DGS & Diversity), Lavond (DFA; Faculty Activities & Support), Manis (Area Head Dev), Read (Area Head Social), John (Area Head Quant), Bechara (Area Head BCS), Schwartz (DCT; Area Head Clinical), Beam (Non-tenured Rep); Leggett (MAPP); Tarbox (ABA).

Merit Review Committee: T/TT (chair), RTCP (chair)- <to be elected>

Graduate Committee: Huey (Chair), Farver, Huey, Schwarz, Lai, Bechara

Undergraduate Committee: Renken (Chair), Davison, Manis, Stephenson, Ipek

Diversity Committee: Huey, Lopez, & Farver (co-chairs)

Department Security Committee: Lavond (chair), Farver, Hsu (staff), Newell (grad rep)

Space Policy Advisory Committee: Bechara (chair), Manis, & Farver

Diversity Representatives for Promotions and Hires: Huey (Social), Thames (Keck)

FLAC Variable Course Load (Faculty Load Advisory Committee): Manis, Margolin, Bechara, Lavond, Farver

Awards: Oyserman, Boyko, Stone

Colloquium/speaker series: Moll, Zevin, Boyko

Dual Degree (PhD/MPH) Coordinator: Steve Lopez

Neuroscience UG Major: Zevin (Director)

UG Cognitive Science: Mintz (Director)

Subject Pool: Read (Chair), (PSYC100); **Subject Pool TA**: Parral

Psi Chi Faculty Advisor: Faculty: Schwartz; Staff: Kurtz

Website: Farver; Garibay, Dehghani, Greg Flores, Moll (Spring 2019)

GC³ (Graduate Computer and Consultation Center): Schwartz (faculty); Parral, & Mullach (TAs)

Keck Chair Search: A, Damasio (chair), Bechara, Thames (diversity), Zevin, Dehghani

Social Hire Search: Schwarz (chair), Huey (diversity), Dehghani, W. Wood

Third (Lai) **and Fifth** (Dehghani) **year Developmental Review Committee:**
W Wood (chair); Read, John

ADCT hire- Schwartz, Saxbe, Shapiro

Department Mentoring/Promotion Committees:

Darby Saxbe	Lopez, Meyerowitz, Monterosso
Dan Nation	Gatz, H Damasio, Thames
Mark Lai	John, Prescott, Monterosso
Richard John	Prescott, Read, Bechara
Morteza Dehghani	Mintz, Read

Department Chair Consultative Committee: Manis (coordinator)**,** John, Lavond, Renken, Monterosso, Saxbe

DEPARTMENT OF PSYCHOLOGY

Report On Second-Year Research Screening Procedure

During the first two years of graduate study at USC, each student works with a faculty member on a program of research that culminates in a written report. This report may be a Master's thesis or a 590 research report of comparable scope and quality. The student's performance in planning, conducting, and reporting the study provides the basis of second-year screening, which involves judgment of a student's research competence. Three copies of your final draft of the research report must be completed end of Spring semester of your second year. This form must be signed by committee members and returned to the Graduate Advisor (SGM 508). Also, a copy of your research paper must be submitted.

Responsibility for this screening lies with the student's guidance committee. Initially, the chair and two other department members of the committee review the paper. If all three approve the student to proceed for the Ph.D. and if one of them agrees to serve as the chair for subsequent work, no additional review is needed. However, if either of these conditions is not met the other department member of the committee also evaluates the research report. Approval to continue toward the Ph.D. requires (1) that the paper be passed by three department members of the guidance committee and (2) that a member of the department faculty evaluates the student's potential for completion of Ph.D. requirements as sufficient that he/ she is willing to serve as chair and supervise the student's dissertation research.

NAME OF STUDENT _____

DATE _____

EVALUATION:

_____ Satisfactory for M.A. level and approval to proceed toward the Ph.D.
Generally for this rating, the research report must meet the standard of "acceptable for publication" with reference to: (a) conception and implementation of project and (b) quality of report.

Chairperson of Guidance Committee Date

Department Committee Member

Department Committee Member

Future Chairperson of Guidance Committee if other than above.
(Arrangements of change of chair person is worked out in consultation with student)

_____ Satisfactory for M.A. level, but not approved to continue toward Ph.D.

Chairperson of Guidance Committee Date

Committee Member

Committee Member

_____ Unsatisfactory for M.A. level.

If this rating is given, what recommendation is being made to the student?

___ Revise Study

___ Conduct and report a new study

___ Other (Please specify _____)

Committee Member

Committee Member

Guidance Committee Chairperson Date

USC College
Office of Graduate Programs

Dissertation Progress and 794z Enrollment form

Semester _____ *Year* _____

Student Name _____ Student ID _____

Email _____ Department _____

Year of Entry to Ph.D. Program _____ Date Passed Qualifying Exam _____ Number of previous 794z enrollments _____

Advisor's Name _____ Advisor's Email _____

Please outline your dissertation progress this semester (attach another sheet if necessary)

Please outline your dissertation progress goals for the coming semester (attach another sheet if necessary)

I understand that continued enrollment in 794z is contingent upon making good academic progress and that failure to make good academic progress is grounds for dismissal from the Ph.D. program.

Student Name _____ Student Signature _____ Date _____

Statement of Endorsement

The above named student has a dissertation completion plan on file in the department and I support enrollment in 794z. I agree with the dissertation progress goals and I will be available for guidance during the coming semester.

Advisor Name _____ Advisor Signature _____ Date _____

Chair/Director Name _____ Chair/Director Signature _____ Date _____

Dean's Approval _____ Date _____

Please Return to Mail Code 1061 Attn. Irene Takaragawa

USC Graduate School

__Appointment or __Change of Qualifying Exam or Dissertation Committee

Please indicate the type of committee:

☐ **Qualifying Exam Committee:** The qualifying exam committee is normally composed of five members, although additional members may be included at the student's and committee chair's discretion. The committee chair and at least two additional members must be affiliated with the student's program. Faculty eligible to serve as committee chairs and members include tenured and tenure track faculty, and non-tenure track faculty of outstanding stature who have a documented record of exceptional expertise and superior achievement in their field, and whose appointment has been approved by the dean of the student's school. At least three members of the committee must be tenured or tenure track. Visiting faculty may not serve on qualifying exam committees. *Schools and programs may have additional requirements. Students should consult with their programs prior to forming a committee.*

☐ **Dissertation Committee:** The dissertation committee must consist of at least three members. Two committee members must be from the home program, at least one of whom must be tenured. Faculty eligible to serve as committee chairs and members include tenured and tenure track faculty, and non-tenure track faculty of outstanding stature who have a documented record of exceptional expertise and superior achievement in their field, and whose appointment has been approved by the dean of the student's school. *Schools and programs may have additional requirements. Students should consult with their programs prior to forming a committee.*

The original form is to be kept by the program and a signed copy provided to the student.

Student Name: _____, _____ **Student I.D.#_____**
Last **First**

Phone: _____ **E-mail:_____** **POST Code:_____** **Major: _____** **School: _____**

The program verifies that the student has satisfactorily completed all pre-examination requirements:
GPA: _____(minimum of 3.0) Units: _____ (minimum of 24 units in residence)

If the student is changing the committee chair, the signature of the previous chair is required here: _____
For all changes of committee, please list the names of all committee members. Only the new member(s) and committee chair are required to sign.

Committee Members *Printed names*	**Rank**	**Appointment Type** *Tenured/ Tenure track/ Non-tenure track*	**Home Dept.**	**Signature**	**Date**
_____ **Chair**	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Committee Members *Printed names*	**Rank**	**Appointment Type** *Tenured/ Tenure track/ Non-tenure track*	**Home Dept.**	**Signature**	**Date**
_____	_____	_____	_____	_____	_____

Please complete the section below for all appointments and changes of committees.

	Printed Name	**Signature**	**Date**
Student	_____	_____	_____
Department Chair or Program Director	_____	_____	_____
Dean	_____	_____	_____

USC Graduate School

__Appointment or __Change of Qualifying Exam or Dissertation Committee

Please indicate the type of committee:

☐ **Qualifying Exam Committee:** The qualifying exam committee is normally composed of five members, although additional members may be included at the student's and committee chair's discretion. The committee chair and at least two additional members must be affiliated with the student's program. Faculty eligible to serve as committee chairs and members include tenured and tenure track faculty, and non-tenure track faculty of outstanding stature who have a documented record of exceptional expertise and superior achievement in their field, and whose appointment has been approved by the dean of the student's school. At least three members of the committee must be tenured or tenure track. Visiting faculty may not serve on qualifying exam committees. *Schools and programs may have additional requirements. Students should consult with their programs prior to forming a committee.*

☐ **Dissertation Committee:** The dissertation committee must consist of at least three members. Two committee members must be from the home program, at least one of whom must be tenured. Faculty eligible to serve as committee chairs and members include tenured and tenure track faculty, and non-tenure track faculty of outstanding stature who have a documented record of exceptional expertise and superior achievement in their field, and whose appointment has been approved by the dean of the student's school. *Schools and programs may have additional requirements. Students should consult with their programs prior to forming a committee.*

The original form is to be kept by the program and a signed copy provided to the student.

Student Name: _____, _____ **Student I.D.#_____**
Last **First**

Phone: _____ **E-mail:_____** **POST Code:_____** **Major: _____** **School: _____**

The program verifies that the student has satisfactorily completed all pre-examination requirements:
GPA: _____(minimum of 3.0) Units: _____ (minimum of 24 units in residence)

If the student is changing the committee chair, the signature of the previous chair is required here: _____
For all changes of committee, please list the names of all committee members. Only the new member(s) and committee chair are required to sign.

Committee Members *Printed names*	**Rank**	**Appointment Type** *Tenured/ Tenure track/ Non-tenure track*	**Home Dept.**	**Signature**	**Date**
_____ **Chair**	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Committee Members *Printed names*	**Rank**	**Appointment Type** *Tenured/ Tenure track/ Non-tenure track*	**Home Dept.**	**Signature**	**Date**
_____	_____	_____	_____	_____	_____

Please complete the section below for all appointments and changes of committees.

	Printed Name	**Signature**	**Date**
Student	_____	_____	_____
Department Chair or Program Director	_____	_____	_____
Dean	_____	_____	_____

USC Graduate School

☐ **Appointment or** ☐ **Change of Master's Committee**

The student's master's committee directs the student's program of study and thesis and/or comprehensive examination. The master's committee consists of at least three and no more than five members. The committee chair and at least one additional member must have an appointment in the student's program. At least one member of the committee must be tenured or tenure-track, or a research professor at the associate or full professor level. Faculty eligible to serve as committee chairs and members include tenured and tenure-track faculty, and non-tenure-track faculty (including research faculty) of outstanding stature who have a documented record of exceptional expertise and superior achievement in a field relevant to the exam and have been approved by the dean of the school.

The original form is to be kept in the department and a signed copy provided to the student.

Student Name: _____ , _____ **Student I.D. #** _____ - _____ - _____

Last **First**

Phone: _____ **E-mail:** _____ **POST Code:** _____ **Major:** _____ **School:** _____

If the student is changing the committee chair, the signature of the previous chair is required here: _____

For all changes of committee, please list the names of all committee members. Only the new member(s) and committee chair are required to sign.

Committee Members *Printed names*	**Rank**	**Appointment Type** *T / TT / NTT*	**Home Dept.**	**Signature**	**Date**
_____ **Chair**	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

	Printed Name	**Signature**	**Date**
Student	_____	_____	_____
Director/Department Chair	_____	_____	_____
Dean	_____	_____	_____

**All requisite fields must be filled out to complete the form.*

Revised September 2015

PERMIT TO ENROLL IN COURSES FOR THESIS UNITS, DISSERTATION UNITS, AND DIRECTED RESEARCH (blue form)

Date submitted _____ Session ☐ Spring

USC ID#: _____ ☐ Summer (session #)*

Email: _____ ☐ Summer (session #)*

Phone: _____ ☐ Fall

Student's Name (Print): _____

This student may be given departmental clearance to enroll for:

☑ Courses Selected	Course Numbers	# of Units Possible	Specific # of Units Desired	Class Numbers*
☐	590	1-12	_____	52734/**52735***
☐	594a	2	_____	**52736**/52741*
☐	594b	2	_____	**52737**/52742*
☐	594z	credit 0/cost 2	_____	**52738**/52743*
☐	790	1-12	_____	**52790**/52791*

STUDENTS MUST HAVE PASSED THE QUALIFYING EXAMS BEFORE REGISTERING FOR ANY OF THE FOLLOWING 794 COURSES:

☐	794a	2	_____	**52792**/52782*
☐	794b	2	_____	**52793**/52783*
☐	794c	2	_____	**52794**/52784*
☐	794d	2	_____	**52795**/52785*
☐	794z	credit 0/cost 2	_____	**52796**/52786*

*Fall and Spring section numbers are in **Bold**. For Summer, the first section number listed is for Session 1 and the second section number is for Session 2.

Provided this student meets the general departmental requirements for registration in this course, I shall serve as faculty supervisor for the research course work:

Faculty Name (Print): _____

Faculty Signature: _____

Date: _____

Updated 12/15

Fillable PDF

USC College
Office of Graduate Programs
Request for Extension of Time to complete the Ph.D. degree

Semester _____ *Year* _____

Student Name _____ Student ID _____

Email _____ Department _____

Year of Entry to Ph.D. Program _____ Date Passed Qualifying Exam _____ Number of previous 794z enrollments (if any) _____

Advisor's Name _____ Advisor's Email _____

i) Please state why you are requesting an extension of time to complete your degree

ii) Please outline your dissertation progress this semester (attach another sheet if necessary)

iii) Please outline your dissertation progress goals for the coming semester (attach another sheet if necessary)

I understand that an extension of time to complete the degree is not guaranteed, and that failure to make good academic progress is grounds for dismissal from the Ph.D. program.

Student Name	Student Signature	Date

Statement of Endorsement

The above named student has a dissertation completion plan on file in the department and I support this request. I agree with the dissertation progress goals and I will be available for guidance during the coming semester.

Faculty Advisor Name	Faculty Advisor Signature	Date

Chair/Director Name	Chair/Director Signature	Date

Dean's Approval _____ Date _____

Please Return to Mail Code 1061 Attn. Irene Takaragawa

Psychology Department TRAVEL GRANT AWARDS

The purpose of these funds is to promote student activities to enhance professional development. Participation in the major professional conferences by presenting papers and posters contributes importantly to students' development. We encourage students to do this in their research area or in the field of psychology more generally. To support such activities, the Psychology Department provides a travel grant, contingent upon fund availability.

ELIGIBILITY

Students are eligible for up to $1,000 in travel reimbursement for the year, for travel between July 1, 2018 through June 30, 2019. Applications are accepted early in the Fall and Spring semesters, with $1,000 being the maximum available for each student per year. Thus, if students receive $1,000 for Fall travel, they are not eligible for Spring travel reimbursement. Also, students should not request more funds than they will actually need (e.g., if expenses total to $600, do not request $1,000).

This fund covers costs for transportation, lodging, conference registration, meals, and other legitimate conference-related expenses. Society memberships, journal subscriptions, participant payments, etc. are not covered by this fund.

The basic award is for students who are *first author* (or presenting author) on a poster or a paper at a professional research conference. In the application, students must submit evidence that their conference paper has been accepted or submitted for presentation (i.e., do not apply if you have not submitted a paper for presentation). For first-year students only, the requirement to present a paper or poster is waived; these students are encouraged to apply for an award to attend a conference during their first year.

If more applications are received than can be funded, priority will be given to those students who have not been funded recently or who have other sources of funding.

To be eligible for the $1,000 Graduate School travel grant, Graduate School fellows need to apply for the department travel award. Please note that current NSF fellows will not be considered for the department travel award due to their generous supplemental funding package.

OTHER FUNDING

Students need to indicate the other sources of funding available to them. All students should apply to the GSG Travel Grant Program (http://gsg.usc.edu/student-funding/travel-grant/). In addition, some areas have separate funding programs for student travel (see Area Head).

APPLICATIONS FOR FALL SEMESTER (for travel between July 1, 2018 through December 31, 2018): **Due Sept. 20, 2018**

APPLICATIONS FOR SPRING SEMESTER (for travel between January 1, 2019 through June 30, 2019): **Due Jan. 15, 2019**

Psychology Department Student Travel Application Form

Return to Jennifer Vo by September 20, 2018

Name: _____

Conference: _____

Dates: _____

Dept Funding (amount requested and breakdown): _____

_____

Other sources of conference support (indicate how much you expect to receive):

1.GSG Travel Grant (amount requested and breakdown) _____

_____

2. _____

3. _____

Please attach copy of conference program page indicating paper/poster scheduling, or email in which your presentation was accepted.

Please indicate if you are a Graduate School fellow and will apply this period for a Fellow's Travel Award (and would like to be considered for department matching funds).

I will apply for a Graduate School travel grant under the following fellowship (Provost, Endowed, etc):

_____

Appendix III A iv 4

Department of Psychology

DOCTORAL RESEARCH GRANT AWARDS

PURPOSE

The purpose of this fund is to assist doctoral students in carrying out their research projects, particularly research relating to their second year projects and dissertations. The funds can be used for data collection, piloting measures, photocopying, purchasing data collection related materials, subject fee payments, attending advanced statistics training workshops, travel to collect data, and so on. (These funds do *not* cover society memberships, journal subscriptions, RA or graduate student support, conference travel or conference related fees; travel is covered by another existing departmental mechanism).

All doctoral students are eligible to apply for funding by submitting a short proposal, a budget and justification for how the funds will be used, and a letter from their advisor indicating that s/he has read the proposal and supports funding. Students who receive funding must submit a final report at the end of the funding cycle, which provides information about how the funds were spent and the results. Students can apply for up to $4K per year depending on the scope of the project.

The application process will take place twice per year; however, students can only apply once per year. Although previously funded students can reapply in subsequent years, they must indicate how prior funds were used and provide justification for the additional need. Students who are reapplying will be given priority if their previously funded project was submitted for publication or used to apply for external funding.

Applicants should not request more funds than they will actually need (e.g., if expenses total to $600, do not request $1,000). The reviewers reserve the right to cut the requested budget if necessary.

PROPOSAL

Applicants are required to provide:
(1) A Project Description that contains a clear statement of the work to be undertaken and includes *the objectives* for the period of the proposed work and *expected significance*; the relationship of this work to the applicant's current progress, initial plans or ongoing research. The project description should outline the general plan of work, including the broad design of activities to be undertaken, and, where appropriate, provide a clear description of experimental methods and procedures – i.e., brief description of the methods (participants; measures). In sum, proposers should address what they want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful. If the proposal includes use of human subjects, certification of IRB approval (or submission of an application for IRB approval) will be required. A time line must be included as well. The

project description has a two page limit: single-spaced with 1” margins on all sides (no header or footer) in 12-point Times New Roman font.

(2) A Budget and Budget Justification that itemizes and describes all costs and their use in the project (limit of one single-spaced page). The proposed duration for which support is requested should be consistent with the nature and complexity of the proposed activity. Students need to indicate any other sources of funding available to them. In the case of students who have external fellowships (e.g., NSF, NRSA, Ford), cost sharing may be an option.

(3) Advisor’s short statement of support indicating why the project should be funded, and why/how the budget is appropriate

Any application that does not contain all of the required information and/or does not follow the directions above, will be returned unscored.

In summary, the proposal should provide sufficient information to enable the department reviewers to fully evaluate the proposal.

FINAL PROJECT REPORT

The Final Project Report should address progress in all activities of the project. This report is not cumulative but just covers the project duration. Unless otherwise specified, the final project report should be submitted electronically no later than 30 days following the end date of the funding.

THE REVIEW COMMITTEE

A committee of 2-3 faculty and one graduate student will review the proposals. The following criteria will be used:

- Quality of the proposal for using the funds
- Applicant’s prior track record
- Applicant’s CV
- Applicant’s standing in the program/progress toward degree
- Advisor’s recommendation statement

If more applications are received than can be funded, priority will be given to those students who have not been funded recently or who do not have other sources of funding.

APPLICATIONS FOR SPRING 2019 should be submitted electronically in pdf form by December 20, 2018 to Jennifer Vo. Please contact Stan or JoAnn if you have questions.

Department of Psychology

DOCTORAL RESEARCH GRANT AWARDS

PURPOSE

The purpose of this fund is to assist doctoral students in carrying out their research projects, particularly research relating to their second year projects and dissertations. The funds can be used for data collection, piloting measures, photocopying, purchasing data collection related materials, subject fee payments, attending advanced statistics training workshops, travel to collect data, and so on. (These funds do *not* cover society memberships, journal subscriptions, RA or graduate student support, conference travel or conference related fees; travel is covered by another existing departmental mechanism).

All doctoral students are eligible to apply for funding by submitting a short research proposal, a proposed budget and justification for how the funds will be used, an updated CV, and a letter from their advisor indicating that s/he has read the proposal and supports funding. Students who receive funding must submit a final report at the end of the funding cycle, which provides information about how the funds were spent and the results. Students can apply for up to $4K per year, depending on the scope of the project.

The application process will take place twice per year (Fall & Spring semesters); however, students can only apply once per year. Although previously funded students can reapply in subsequent years, they must indicate how prior funds were used and provide justification for the additional need. Students who are reapplying will be given priority if their previously funded project was submitted for publication or used to apply for external funding.

Applicants should not request more funds than they will actually need (e.g., if expenses total to $600, do not request $1,000). The reviewers reserve the right to cut the requested budget if necessary.

PROPOSAL

Applicants are required to provide:

(1) A Project Description that contains research questions and/or hypotheses; a clear statement of the work to be undertaken and includes *the objectives* for the period of the proposed work and *expected significance*; the relationship of this work to the applicant's current progress and to the faculty advisor's work (what is the unique contribution of the applicant's project?), initial plans, or ongoing research. The project description should outline the general plan of work, including the broad design of activities to be undertaken, and where appropriate, provide a clear description of

experimental methods and procedures – i.e., brief description of the methods (participants; measures). In sum, proposers should address what they want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful. Citations highlighted in the proposal narrative should be listed in a reference section.

The project description has a two-page limit: single-spaced with 1" margins on all sides (no header or footer) in 12-point Times New Roman font.

If the proposal includes use of human subjects, certification of IRB approval (or submission of an application for IRB approval) will be required. A time line must be included as well.

(2) A Budget and Budget Justification that itemizes and describes all costs and their use in the project (limit of one single-spaced page). The proposed duration for which support is requested should be consistent with the nature and complexity of the proposed activity. Students need to indicate any other sources of funding available to them. In the case of students who have external fellowships or other available funding (e.g., NSF, NRSA, funds from the clinical area), cost sharing may be an option.

If asking for expenses related to attending a workshop, a clear link must be made to the applicant's research plans. To receive funding, students must not have attended the workshop in the past.

(3) Advisor's Short Statement of Support indicating why the project should be funded, and why/how the budget is appropriate (limit of one single-space page).

In summary, the following materials are required:

- Project description
- Reference section
- Budget and justification (including discussion of other funds used to financially support this study)
- Evidence of IRB approval or submission (if relevant)
- Timeline
- Advisor statement of support
- CV

Please aggregate all parts of the application into a single pdf document. Any application that does not contain all of the required information and/or does not follow the directions above will be returned unfunded.

FINAL PROJECT REPORT

The Final Project Report should address progress in all activities of the project. This report is not cumulative but just covers the project duration. Unless otherwise

specified, the final project report should be submitted electronically no later than 30 days following the end date of the funding. The Final Project Report should be no longer than 1 page, single spaced.

THE REVIEW COMMITTEE

A committee of 2-3 faculty and two graduate students (elected by GASP) will review the proposals. The following criteria will be used:

- Quality of the proposal for using the funds
- Applicant's prior track record
- Applicant's CV
- Applicant's standing in the program/progress toward degree (e.g., applicants on probation will not be funded)
- Advisor's recommendation statement

If more applications are received than can be funded, priority will be given to those students who have not been funded recently or who do not have other sources of funding.

APPLICATIONS FOR FALL 2018 should be submitted electronically by August 1, 2018 to Jennifer Vo at jennivo@usc.edu. Please contact Stan (hueyjr@usc.edu) or JoAnn (farver@usc.edu) if you have questions.

Department of Psychology Petition

Name: .....

ID Number ..... Phone.....

Email.....

Request:

1) Reason:

Required signatures *(3 and 4)*:

2) Student's signature *(required)* ..... Date.....

3) ..... *(required)* Recommended.... Not Recommended.... Neutral ..... Date.....
Committee Chair

Additional Approvals *(if applicable)*:

4) ..... *(if applicable)* Recommended.... Not Recommended.... Neutral.... Date.....
Area approval

5) .....
(other approval if applicable)
6a) other:_____(Specify, e.g., course instructor or other Area)

Submit petition to DGS for approval:

6) ..... Date..... Approved .....
Director of Graduate Studies (or dept. Chair)
Not approved .....

7) ……. Date …… Approved ……
Dornsife Dean of Graduate and Professional Education
Not approved ……..

Updated 8/31/17

Department of Psychology

General Instructions for Department Petitions

Graduate students must follow the USC Catalogue and Department Graduate Handbook (bluebook) which were in force the first semester the student registered for our doctoral program. The following petitions will be processed through the department.

Please note that all petitions must be signed by: 3) student and 4) research advisor/committee chair. If your request involves your area, Area Head approve is required (consult your Area Head). If the request affects another area (e.g., substitution for a course in another area), additional approvals may be required. Submit completed petitions to the DGS. Please see graduate advisor for assistance.

1) Leave of absence (for domestic students only): Under "1) Request", list each semester for which you will take a leave. Under "2) Reason", explain clearly the circumstances for the request. Request must be made by the drop/add deadline of the first semester requested. NOTE: maximum 2 semesters per petition and a maximum of 2 years is allowed). This petition requires Dean's approval. International students: see note below*

2) Time extension: **Do not use this form for time extension**. Dornsife College Extension of Time form.

3) Course waivers and substitutions: Under "1) Request" Describe the request. List all courses involved. For substitutions, carefully list each course and the course it will replace.* Note that you must complete at least 24 units in Psychology.

4) Concurrent enrollment of 594/794: Under "1) Request", take 594 (or 794) a and b (include semester of the request). **Under Reason,** input reason for request (e.g., anticipate early completion of degree) This petition requires Dean's Approval.

5) Readmission: Under "1) Request", Readmission for semester(s) not enrolled (less than 2 years). **Under "Reason",** state reason for breaking enrollment. This petition requires Dean's approval.

Requests for the following must be petitioned via a Graduate School petition: a) leave of absence (LoA) or time extension beyond the 2 years, readmission for break in enrollment greater than 2 years, course waivers and substitutions greater than 25% of required courses. See department graduate advisor for instructions on generating a Graduate School petition.

Note: for International students must be processed through Office of International Services (OIS).

USC | DANA and DAVID DORNSIFE COLLEGE of LETTERS, ARTS and SCIENCES

Office of Graduate Programs

Ph.D. Dissertation Completion Plan

To be completed by the Student:

Today's Date: _____

Name: _____ Student ID: _____

Email: _____ Department: _____

Year of Entry to Ph.D. Program: _____ Date Passed Qualifying Exam: _____

Number of previous Leaves of Absence: _____ Estimated Completion Date: _____

Advisor's Name: _____ Advisor's Email: _____

Please outline your dissertation completion plan, listing specific items, dates, and deadlines:

Continue, if needed, on the next page.

Plan outline (continued from page 1):

☐ By checking this box and entering my name below, I certify my dissertation completion plan as complete, and I understand that making timely academic progress is a requirement for continued enrollment in the program.

Student Name **Date**

Please save this completed PDF form, with your name in the filename, and email to your advisor for review and approval.

To be completed by the Faculty Advisor:

Statement of Endorsement

☐ By checking this box and entering my name below, I certify my agreement with the dissertation completion plan and I will be available for guidance throughout the period of the plan.

Please enter your name here, or use a digital signature, to certify your completion of this form.

Advisor Name **Date**

When all sections are complete, please forward to the GRADUATE STAFF ADVISOR.

Advisors: If all sections of this form have been completed electronically, please upload it directly to the Graduate Student Database. If this document is in paper form, please scan to PDF format and upload.

USC Graduate School PETITION

REPORT ON PH.D. QUALIFYING EXAMINATION

1. This report form is to be retained by the student's Department and provided to the Guidance Committee at the time of the oral portion of the Examination. The student's signed "Appointment of Committee" form should also be provided to the Guidance Committee at that time.
2. This form must be completed and signed by **all** members of the Committee immediately following the oral portion of the Examination and returned directly to the Department Chair for signature within 48 hours. The Department Chair must forward a copy to the Graduate School within five days. *A prompt return of this form to the Graduate School will facilitate a prompt entry of the Date of Candidacy on SIS.*
3. **A COPY OF THIS FORM MUST BE GIVEN TO THE STUDENT AFTER IT HAS BEEN SIGNED BY THE DEPARTMENT CHAIR.** The original form should be filed in the Department.

Student Information

Student Name: **USC ID #:**
(Last) *(First)* *(Middle)*

Primary Email: **Secondary Email:** **Phone:**

POST Code: 610

FOR GRADUATE SCHOOL ONLY--
(Do Not Enter Data) Degree: PHD School: COL Major: Psychology

☑ Additional information and supporting documents have been uploaded with petition

Submitted by: Email: Phone:
(Department Staff Advisor)

Guidance Committee completes this section

Dates of Examination: **Written Examination:** **Oral Examination:**

☐ **PASSED:** The above named student is hereby recommended to the Graduate School for admission to candidacy for the Degree of Doctor of Philosophy as of this date:

- **Students must enroll in 794A in the semester after passing the Ph.D. Qualifying Examination**. If a student passes the Qualifying Examination ***prior to the Add/Drop date*** of a given semester, they must register for 794A in that semester.

☐ **NOT PASSED:** The above named student has **NOT PASSED** the Qualifying Examination as of this date:
Complete A or B

☐ A. The Committee recommends the **termination** of this student's Ph.D. degree objective.

☐ B. Being the first administration of the Qualifying Examination, the Committee agrees to offer this student a **re-examination** to be administered *after one month and within six months* of this date, subject to the following conditions:

- This student must file a new **Request to Take the Ph.D. Qualifying Examination** form, indicating that it is a re-examination prior to the beginning of the semester for which the examination is requested and at least 30 days prior to the start of the re-examination.

Note to Student:
If you have passed your Qualifying Examination you are now required, as soon as possible, to nominate a Dissertation Committee. You may nominate all or some of the Guidance Committee. Until you appoint a Dissertation Committee, the Guidance Committee will have responsibility for your program of study. Please use the "Appointment of Committee" form for this purpose.

Guidance Committee	Rank	Signature	Department
..... *(Committee Chair)*		.....	.....
.....		.....	.....
.....		.....	.....
.....		.....	.....
.....		.....	.....

Department/School completes this section: **Approval of Dean / Department Chair / Program Director**

.... Date .....
(Dean) *(Printed Name)*

.... Date .....
(Department Chair / Program Director) *(Printed Name)*

Psychology Graduate Students: Frequently Asked Questions

What exactly does my funding package cover?
Your offer letter provides the most comprehensive details on your specific funding package. Since 2015, all entering students have the same stipend package: two years of fellowship* (with no TA/RA obligations) and three years of funding as an RA or TA, for five years. Please note, that this funding is paid out over the 9-month academic year. Therefore, you should plan accordingly and save or look into summer funding opportunities (see below).
***The first fellowship year *must* be taken in your first three years, while the second *must* be taken in the last two years**

What can I do over the summer? Am I eligible for summer funding?
Students do not receive *departmental* funds over the summer session. Students should keep this in mind and plan for their academic year stipend to support them over the summer. However, students may seek summer funding through their lab/research advisor (e.g., research assistantships) or from outside sources, such as external internships.

Ph.D. students in the Psychology department spend their summers doing a wide variety of things, including research work, travel, teaching, and summer internships (both academic and industry). You may have responsibilities to your advisor or another researcher depending on your funding; however, there is no one particular thing you are expected to do with your summer time.

I'm confused about my program milestones.
Program milestones vary by area, so you should consult your cohort's Blue Book based on the year you began the program for specific details about what needs to be done, and when. Handbooks can be found at https://dornsife.usc.edu/psyc/handbook-for-doctoral-students/

How do I go about adding the option to get a master's degree in my second year?
At the end of your first year, contact the Graduate Advisor, Jennifer Vo, to request addition of Master of Arts degree (POST 606). Students intent on obtaining the master's degree are required to take a year's worth of master's-specific credits in the form of PSYC 594a and 594b. It is common to take 594a in the fall of the second year, and 594b in the spring--but you can also take 594a in the spring and 594b over the summer after your second year, or petition to take them both in the spring. Students typically seek to be awarded their master's degree in the spring or summer of their second year. Interested students should contact the Graduate Advisor, Jennifer Vo (jennivo@usc.edu), to request the addition of the Master's degree POST code (606).

Also note that one semester before the desired degree date, students should have their master's committee members complete the "Appointment of Committee" form. The form and guidelines on how to submit it, can be found here: http://graduateschool.usc.edu/current-students/guidelines-forms-requests/#masters-thesis-committees

Master's degree students should also create a Thesis Center account. Using this account they can submit their Appointment of Committee form and initiate automated emails to their committee to have them sign off on the finalized version of their thesis. https://grad.usc.edu/ThesisCenter. Check the Thesis portal for the approval deadlines that correspond to spring and summer degrees.

Note that there is *no master's degree requirement in our department*. Although all students are required to complete a second year project, they are not required to obtain a master's. In other words, students can receive a Ph.D. in our department without receiving a master's degree.

What research and travel fund opportunities are available to me?
Travel: Each Psych student may apply for up to $1,000 in conference travel funds each academic year. Applications are sent out via email each spring and fall and are typically due a few weeks into the semester. In addition, Graduate Student Government has a travel grant program that can help supplement travel costs if students can demonstrate that they have applied to other funding sources. More information can be found at https://gsg.knack.com/tg#policies/

Research Funds: Each student can apply for one departmental research grant per year. Applications are accepted for the Fall and Spring semesters and are sent out via email. In addition, the Graduate School hosts a Fellowship Bootcamp each August for rising first and second year students. Students who attend may apply for a $1,000 research grant. More information about this boot camp can be found at http://graduateschool.usc.edu/fellowships/external-fellowships/

External Funding Opportunities: As graduate students, we can apply for external grants and other funding opportunities outside of those offered by the Psychology department or the college or graduate school. The most common external grant that psychology students have historically applied for is the National Science Foundation's (NSF) Graduate Research Fellowships Program. Students can apply for the NSF in the fall of their first or second year. See https://www.nsfgrfp.org/ for more information about the NSF. USC provides a convenient awards search database to find opportunities that are available for you specifically: https://awardsdatabase.usc.edu/Index.asp

What if I feel that I need to switch mentors/advisors?
If for any reason students feel that they would be best suited to another advisor/lab, they are encouraged to switch advisors. In that case, they should communicate with their current advisor and any potential advisor, and reach out to both Drs. Farver and Huey about switching advisors/labs. We strongly recommend that the conversation about switching begin with your current advisor, when possible.

I'm an international student--what specific requirements or rules should I be aware of?
There are certain aspects of the graduate experience that will vary if you are an international student as opposed to a student from the US. The best resource to get your questions

answered about being an international student is the Office of International Services located at https://ois.usc.edu/. They provide a wide array of information, as well as contact information for their office if you have any questions not answered on their webpage. Also discuss your concerns and questions with the Graduate Advisor, Jennifer Vo (jennivo@usc.edu).

Office/Administrative Questions:
Where do I get a code for GC3 or another room? Gabriel Gonzalez (gonzaleg@usc.edu) is our Research Lab Technician. You should reach out to him regarding electronic access codes, physical keys, and technical/hardware-related matters in SGM.

Where do I get a physical key for the building or a particular office? Reach out to Gabriel Gonzalez (gonzaleg@usc.edu) regarding physical keys for SGM.

Who do I communicate with regarding reimbursements and other financial matters in the department? Greg Flores (gregflor@usc.edu) is the department's Budget/Business Analyst and should be contacted for finance-related matters.

Who should I communicate with regarding technical issues with room equipment or a computer, or other electronic hardware-related matters? Gabriel Gonzalez (gonzaleg@usc.edu).

Who should I communicate with regarding software-related matters? Carlos Garibay (cgaribay@dornsife.usc.edu) is our Computer Consultant Specialist.

Graduate Advisor: Jennifer Vo (jennivo@usc.edu).

Other Useful Things:
Printing: You can use the printers in SGM 501 or 929. You can print remotely by using the following link (http://68.181.84.39/properties/index.php), as well as directly using the computer in the front office.

Package Delivery: You can get your packages delivered to SGM! If you have concerns about very important packages, this is an easy way to ensure that your package is received in a secure location. Just use the following address:

3620 McClintock Avenue, Room 501
Seeley G Mudd Building
Los Angeles, CA 90089-1061

Master's Degree in Psychology (Optional)

All PhD psychology students are required to do a research report for their 2nd Year Project. Those who would like to use this report towards a master's degree are required to fill out a couple more forms, meet the Graduate School requirements, and pay a small fee. Please read requirement information on the MA Psychology degree below:

http://catalogue.usc.edu/preview_program.php?catoid=8&poid=7587&hl=psychology&returnto=search

Directions:

a. Fill out the "Addition of Major" and return to me in SGM 532 or my mailbox. You can find this form on my door at SGM532 and this form only requires your signature. Once you are registered, contact me to setup how to include PSYC 594 a/b within your schedule. Note: MA in Psychology is POST 606.

b. Appointment/Change of Committee (AoC) form is available at the Graduate School website (http://graduateschool.usc.edu/current-students/guidelines-forms-requests/). AoC/CoC form requires approval by Dornsife Dean. After all other signatures have been obtained, take the AoC form to ADM 304 (w/note that says ATTN: Kim Allen) and give it to the front desk, OR you can also just give it to me and I can mail it to her.

c. Once approved, I will send you a pdf of it that you can upload to your profile on the Graduate School Thesis Center website. Then go to Graduate School website and read at least: Guidelines for Submission and Deadlines. Set up your online profile. This will prepare the "Approval to Submit" form. Generate the email to your committee members (through their system) to ensure they can access your "Approval to Submit" form when they are ready to approve your thesis. We encourage you to attend Grad School Thesis Forum (provided each semester) to familiarize yourself with the Thesis submission process. We strongly recommend that you attend the Graduate School Thesis/Submission information Forum offered each semester. Watch for Graduate School Thesis Forum email announcement.

d. Always check deadlines and note that the thesis submission deadlines are almost two months prior the end of the semester of degree.

e. Once your "Approval to Submit" form is approved, you must upload the final approved version (not draft) by the upload deadline in order to receive the degree date for that semester.

EVALUATION OF ORAL PORTION OF QUALIFYING EXAM AND DISSERTATION PROPOSAL

The Committee Chair is responsible for summarizing the ratings onto one sheet to be given to the student. The original ratings and the summary sheet with the student's signature are returned to your Graduate Advisor, Jennifer Vo.

Student's Name: _____

Committee Chair: _____

1. Writing style in proposal
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

2. Clarity of question
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

3. Conceptual understanding and mastery of literature
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

4. Coverage of relevant literature
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

5. Novelty of question and approach
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

6. Overall potential of the proposed research to make a contribution to the literature
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

7. Suggestions to improve the research:

8. Quality of performance in oral presentation
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

Student: _____ Date: _____

OVERALL RATING—to be determined after orals

_____ Pass

_____ Fail

_____ _____
Student signature Committee chair signature

CHAIR'S SUMMARY FOR REQUIRED CHANGES ON PROPOSED RESEARCH:

USC Dornsife
Dana and David Dornsife
College of Letters, Arts and Sciences

PSYCHOLOGY DEPARTMENT

[*Date here*]

[*Name here*]
Department of Psychology
University of Southern California
Los Angeles, CA 90089-1061

Dear [*Name here*]:

I am writing in my role as director of graduate studies to express my concern regarding your academic progress in the Department of Psychology Doctoral program. As you know from the rules of the Graduate Student Handbook, you were given until the end of the seventh semester (*Date here*) to complete your Qualifying Exam. Because you did not pass the exam by the deadline, you have been placed on probation.

In order to avoid being dismissed from the program, we will give you an additional semester to successfully pass your exam to the satisfaction of your dissertation chair and guidance committee. Thus, you have until the last day of classes of [*Semester and year here*] to successfully complete your qualifying examination. Otherwise, you will be terminated from the program.

I would like you to meet with your guidance committee chair to discuss your plans for making academic progress. If you have not done so already, please contact your chair to formalize your plans to complete your quals requirement by the end of [*Semester and year here*]. In addition, please complete and submit the attached College Dissertation Completion form to our graduate advisor, Jennifer Vo. Also, please arrange a time to meet with me to discuss your plans.

If you have any questions, please do not hesitate to contact me at hueyjr@usc.edu.

Sincerely,

Stan Huey, Ph.D.
Associate Professor and Director of Graduate Studies
hueyjr@usc.edu

Cc: [Guidance committee chair here]
[Department chair here], Chair, Department of Psychology

EVALUATION OF WRITTEN PORTION OF QUALIFYING EXAM

The Committee Chair is responsible for summarizing the ratings onto one sheet to be given to the student. The original ratings and the summary sheet with the student's signature are returned to your Graduate Advisor, Jennifer Vo.

Student's Name: _____

Committee Chair: _____

WRITTEN PORTION

1. Writing style
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

2. Clarity of question
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

3. Conceptual understanding and mastery of literature
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

4. Techniques used to identify the relevant literature (e.g., what's included vs excluded)
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

5. Quality of data analysis and research methods used (tables, meta-analysis, other data techniques)
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

6. Novelty of synthesis or conclusion

7. Overall potential to make a contribution to the literature
_____Unacceptable _____Needs improvement _____Satisfactory _____Excellent

8. Suggestions to enhance the contribution of this paper:

Student: _____ Date: _____

Overall rating

_____ Pass

_____ Fail

_____ _____

Student signature Committee chair signature

IF FAILURE: CHAIR'S SUMMARY FOR CHANGES ON WRITTEN PORTION OF QUALS:

Report of the External Review Committee
University of Southern California
Department of Psychology
February 26-28, 2019

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Psychology at USC: A blueprint for the next ten years

Introduction

Review Committee

The members of the Review Committee are: **Harris Cooper,** Hugo L. Blomquist Professor of Psychology and Neuroscience, Trinity College of Arts and Sciences, Duke University; **Jutta Joormann,** Professor of Psychology, Yale University; **Sharon Thompson-Schill,** Professor of Psychology, University of Pennsylvania; **Carolee Winstein,** Professor, Biokinesiology and Physical Therapy, University of Southern California.

Guidelines for the Academic Review of the Department of Psychology

Academic program reviews at USC have the following characteristics:

1. Reviews provide a concise, honest appraisal of an academic program's strengths and weaknesses.
2. Reviews are forward looking. While assessment of a program's current status is important, priorities for continued future improvement are of greatest concern.
3. Reviews are evaluative, not just descriptive. Plans for improvement require academic judgments about the quality of the faculty, academic program(s), students, curricula, resources and future directions.
4. Reviews incorporate expert assessment provided by reviewers from the best programs in the field at other leading universities and by faculty from other programs at USC.

Timeline

The Review Committee received the memorandum of understanding, guidelines for review, and the self-study and its appendices on February 4, 2019. On February 26, the Committee met with the provost's representatives, followed by group meetings with four of the Department's five training areas. The day ended with a working dinner and time for report preparation. On February 27, the Committee met with faculty from the remaining training area, followed by meetings with Ph.D. students, recently tenured faculty and untenured faculty. The day again ended with a working dinner. The final day of the campus visit began with a working breakfast followed by an exit interview with the Department chair, and members of the dean's and provost's office.

Assessment of the Department as a Whole

We want to thank the department for preparing a clear and comprehensive self-study. It was one of the best written self-studies we have seen that struck a nice balance between department strength and weaknesses. The self-study will be useful in moving forward with a vision for the department's future.

Department Size

The Department's number of core faculty (~35) falls on the small size of that of the peer institutions referenced in the self-study. The smaller peer departments are relatively equal in size (25-35). The peers draw on affiliated faculty from other departments and schools and encourage cross-area/interest group affiliations and interdisciplinary collaborations among faculty and graduate students. The larger peers vary greatly in size. At USC, the Department has 35 joint or secondary appoints many of which take part in teaching and student mentoring. USC faculty/student ratios is in the midrange of its peers (~2.34).

Teaching and research professors. There are 35 Research, Teaching, Practice, and Clinical (RTPC) faculty. In our experience, this is a large number, though comparatives are not given for peer departments.

Support staff. With about a dozen administrative staff, the Department is average for the size of the faculty (although there is a need for a post-award grants manager discussed below).

Recommendations

- *In comparison to other departments the number of faculty seems on the lower side. It also seems that faculty who left or retired were not necessarily replaced in the past years (although there are some ongoing searches). The number of core faculty therefore is probably more in the 40 range than the current 35. Hiring of faculty seems of great importance to maintaining the current quality of the department.*
- *The age structure of the current faculty suggests that hires at the junior and mid-career levels seem particularly important. It also suggests that it is important to begin searching for new hires as soon as possible, with the assumption that they be regarded as tied to future retirements or defections. This assessment was echoed by the faculty themselves.*
- *The one area for which the "hire junior faculty" strategy may not be appropriate would be for the developmental area, or an interest area related to normal human development, be this related to the interest area of emotion and feeling, cultural and ethnic diversity, health, etc. The developmental area has sustained many losses and most faculty feel a viable developmental program, or special interest area related to these issues is essential to a prominent department. We agree. In this case, it might be necessary to begin with a more senior hire (rising associate or new full professor) who then has two commitments to chair search committees for two junior faculty.*
- *It was pointed out that USC has no retirement incentive plan that faculty know of. In the case of an aging department such as psychology, such a plan might greatly facilitate the rejuvenation of the department.*

Departmental Structure

The Department faculty members are organized into five training areas:

1. Brain and Cognitive Science (10 faculty)
2. Clinical Science (10 faculty) The program offers a clinical-child track and a clinical-aging track
3. Social Psychology (5 faculty)
4. Developmental Psychology (4 faculty)
5. Quantitative Methods (5 faculty)

Five faculty are listed in more than one department area and eight list partial appointments in other departments or centers.

Peer departments vary in their organizational structure. Although all have areas of specialized training, the number of areas differs, from two to ten. Some peers use traditional area topics. Many programs at peer institutions have added new, non-traditional areas/specializations, such as Health Psychology (UCLA); Judgment and Decision-making (Penn); Individual Differences and Behavior Genetics (Penn & Minnesota) and Affective Science (Stanford). while others have less traditional foci (e.g., health psychology, decision making, behavior genetics).

Stanford is the only institution without a clinical program. Three of ten peers have a quantitative program. Several have crosscutting areas of specialization in which many faculty affiliate with more than one area. Stanford is organized into five areas but they also have 25 themes that cut across the areas, an idea the department at USC is considering. USC's five "traditional" areas are uneven in size and quality. Although there are some crosscutting interest groups no new areas or specializations have emerged.

Areas of interest and strength. The self-study lists several areas of special interest and strength of faculty in the department (based on a text analysis of faculty members' publications). These are:

- Computational Psychology
- Affective Science
- Cultural and Ethnic Diversity in Society
- Cultural Neuropsychology: Culture and Brain Health Across the Lifespan
- Developmental Psychopathology and Child Clinical Psychology.
- Geropsychology
- Science of Human Well-Being: Health Psychology, Decision-Making, Addiction
- Science of Learning

Recommendations

- *The committee was truly impressed with the number of faculty that pursue interdisciplinary and collaborative research with other members of the department and other units across campus. This is a true strength of the department that needs greater recognition by the administration. The committee recommends that priority should be given to job applicants that give clear indication of continuing the department tradition of reaching out to other parts of the institution and that work across areas.*
- *The committee noticed very mixed reactions among the faculty to the suggestion to abolish the current training areas. Abolishing the areas would be a major change. Even though there is some precedent for different department organizations in other prestigious departments, most of the psychology departments in the country are organized into these and similar areas, and recruiting of doctoral graduates are most*

often based on area affiliations. Given the potential major impact such a reorganization would have, it should only happen when there is a clear idea of what will replace the areas (e.g., interest groups) that might emerge from a strategic plan.

- *Any organizational change would have to happen organically. An important first step for this to happen successfully would be to improve communication among the faculty and to support the identification of faculty with the department, in addition to their identification with training areas. For example, initiate a departmental colloquium bringing in persons of interest (perhaps with members of the department as speakers) and other opportunities for all the members of the department –faculty and students- to get together, interact, and learn about one another's work on a regular basis could be very helpful.*
- *It is unusual to have a quantitative training area in a psychology department. However, the committee identified this as a real strength and important asset to the whole institution. Indeed, it seems that the quantitative area is primarily a resource to the institution as a whole, not just the department. The committee suggests that is order to leverage the quantitative expertise and have more value to the department it should make more use of the certificate program, offer statistics-related bootcamps to the incoming graduate students, etc.*

National Rankings of the Department

According to the most recent US News rankings for Graduate Psychology Departments, the department ranks 26th (tied with 9 other departments). It has steadily moved up since 2005 (when it was ranked 55th). The clinical program ranks 16th by US News and 26th by the NRC. The other training areas do not appear in the rankings.

The rankings show positive momentum for the department as a whole and steady regard for the clinical program. The self-study calls for the need for renewed support for the other training areas. The top ranked programs also have several prestigious National Academy of Science members; USC currently has none. The self-study cites a lack of critical mass in some areas, especially developmental psychology, as one cause for the lower rankings.

Recommendations

- *The department's progress up the ranks as a department is truly impressive. There is more room for the department to move up further.*
- *Given the age structure of the current faculty, it seems important to bring in outstanding junior and mid-career level faculty. The faculty structure is very top heavy with older full professors and there is much concern that the rankings will quickly suffer if some of the current faculty retire and there is no pipeline of young people who are becoming leaders in their fields to replace them. Critical to maintaining the departments rank or moving up will be the speed and commitment made to the hiring strategy outlined wherein.*

Faculty Diversity

Appendix IC of the self-study lists two black, one Asian, one Latino, and three middle eastern faculty members. The department has taken extra steps to create applicant pools with minorities included. These efforts should continue. Eleven faculty are listed as female, eight of whom are full professors.

Recommendations

- *Rather than the problem that many institutions face of having too few senior women, the department could place a premium of hiring junior women faculty members as role models. In particular, the number of female faculty in the brain and cognitive science area could place a premium on hiring women faculty members.*

Space

The absolute amount of space for the department appears not to be a major issue, especially due to anticipated retirements. However, the self-study cites the space reconfiguration and developing a culture of shared space as important considerations and not without cost.

Recommendations

- *Less frequently than we expected, a lack of space was infrequently mentioned by faculty as a source of concern. The need for resources for updating and reconfiguring allocated space was mentioned more frequently. However, as retiring faculty with minimal space needs are replaced by junior faculty with larger, active research programs, a plan must be in place for providing adequate space. Especially moving forward, office space needs to be available for new hires.*

Assessment of Individual Faculty

The self-study calls out three faculty in neuroscience and one in social for the quality of their work and their national and international reputation. Clinical science also has 2-4 faculty who show up well in major external funding and/or national and international awards. The quantitative area has two highly cited faculty members, though external funding in this area is lacking. Social has a second faculty member who is noted for awards, publications, and funding.

Interdisciplinarity

About a third of the department hold positions (or draw salary from) other units on campus. The Brain and Creativity Institute draws its leadership from the department. The department moved to the Natural Science Division at USC in 2016. This is also suggestive of the Department's interdisciplinary reach. These are all excellent initiatives. The self-study acknowledges that collaborative hiring is a potential source for leveraging limited funds and would be reflective of federal funding patterns that will emphasize the use of interdisciplinary teams of researchers in the future.

Recommendations

- *The committee was impressed by the level of interdisciplinarity of the faculty. The department seems to have strong connections to other areas of the university. Moving forward, the department should capitalize on the collaborations both within and outside of the department.*
- *The department also has many faculty members that capitalize on their location in the vibrant and diverse community of Los Angeles. This is especially true of the clinical area.*

Teaching Programs

Undergraduate Programs

The major. There has been a large increase in undergraduate psychology majors over the past ten years but no corresponding increase in tenure-track faculty. There is no indication of how the number of non-core teaching faculty has changed during this time period.

Contribution to undergraduate education in general. The self-study notes that the increase in the total USC undergraduate enrollment has placed pressure on the psychology and general education courses the department must teach. This is felt especially with regard to the shortage of teaching assistants.

The evaluations of teaching and courses are generally very good to excellent (with the exception of a few sections of the clinical practicum at one point in the past few years).

Recommendations

- *There seemed to be a positive reaction to considering the use of stellar senior undergraduates as TAs in the lower level psychology courses. In addition to a partial solution to TA needs, this would also reduce some of the pressure on faculty to do clerical tasks, as well as provide undergraduates hoping to attend graduate school with an additional relevant experience. Consideration also should be given to reducing or eliminating the number of professional TAs and reallocating those funds to Ph.D. students.*

MS Programs

The *Master of Science in Human Behavior* degree applies psychological principles to business settings. It generates a revenue stream for the Department and currently has 30 students enrolled in the on-campus program per year and about 60 in the online program that runs year-round. The number of applicants is not given in the self-study.

The *Applied Behavioral Analysis* MS program uses a scientist-practitioner model to prepare graduates to provide services that improve the quality of life of individuals with autism and other developmental disorders. There are currently 22 students enrolled in the program. This program is two years old. The self-study suggests the Applied Behavior Analysis MS may be integrated into the clinical and social areas.

Doctoral Programs

The academic records of graduate students have been improving since 2008. About 1 in 7 comes from outside the U.S.

There are 82 graduate students in the department; half are in the clinical program and only four are in the developmental program. In the last ten years, the number of applicants has

increased by 50%. In 2018, the admission rate was 3% and the yield increased to 61%. Currently, enrolled students were well qualified in terms of interest, aptitude, and prior achievement at the time of their admittance. This is a selective acceptance rate and perhaps a high yield.

Follow-up information looking at the first jobs obtained by doctoral program graduates shows that students go to postdoc positions; tenure track jobs; non-tenure track research or teaching positions; clinical settings and private practice; business or government settings. These data, in part, reflect the academic job market during the past ten years.

There are several sources of financial support for graduate research and travel, including funding for students' research projects and Pre-Doctoral Fellowships.

Graduate students do not teach classes, but most serve as Teaching Assistants for 4 to 6 semesters. They enroll in a teaching practicum. First year students are mentored.

Over half of enrolled students published a paper and eight students received NSF, NRSA, and Ford Foundation Fellowships in the last five years.

Recommendations

- *The applications, yield, and quality of graduate students seem not to be out of line with other departments of similar size.*
- *Giving the department more freedom to decide which courses they teach would be a positive step. We applaud that the teaching load is variable in the department depending on research activity. However, the constraint that all faculty teach undergraduate and graduate courses within this load creates problems, particularly for smaller areas. The assignment of undergraduate and graduate teaching should be determined by the area without this constraint (only the constraint regarding would courses need to be offered).*
- *Currently, the feedback received by graduate students regarding their yearly progress varies greatly from training area to training area. A more standard process that involves (a) students submitting a brief account of their yearly activities, (b) used by involved faculty to discuss the student's progress, and (c) followed by a letter from either the mentor or area head to the student, would help students understand their progress and ensure the faculty are aware of any strengths or weaknesses the student has exhibited.*
- *Greater attention should be paid to course planning, especially at the graduate level. Again, by decentralizing this process, faculty will feel more responsibility to ensure that needed courses are available for each cohort of students.*
- *There should be greater uniformity of the department regulations across both training areas and years and these should be communicated consistently.*
-

Special Matters

Transparency of tenure and promotion process. Since it was pointed out in the last departmental review, efforts have been made by the new college dean to make changes in the mentoring and reviewing of junior faculty regarding tenure and promotion criteria. These include department-level mentoring and a series of college-level efforts that document junior faculty publications, grant funding, teaching evaluations, etc.

Recommendations

- *While we applaud these changes, we detect considerable variability in the mentoring process of junior faculty. Furthermore, with the most recent tenure review often cited as an example, there are still clear concerns about secrecy and lack of transparency.*

Disparities in the size of our five areas. The self-study notes that differences in size and status of the five training areas is a cause of conflict over resources. The self-study made several recommendation to address this problem:

- develop a greater sense of the department as a whole;
- overcome zero-sum attitudes for the allocation of resources;
- develop knowledge of each other's research and potential areas for collaboration;
- foster international collaborations.

We second these efforts.

Providing incentives and rewards for grant writing. There are many good ideas in the self-study about how to incentivize grant getting but there is one idea that is missing that we think could have a big impact. Currently, a portion of the recovered indirect costs from grants do not get returned to the department or principal investigator. Doing so would provide incentive for grant getting. Returning this money to the department could be used for hiring extra people for the business office to manage post-award grants. Currently faculty without grants receive small discretionary funds. These should be made available to all faculty- perhaps proportionally to the amount of external research funding.

Retention of junior faculty. Many of the above recommendations will assist in retention of junior faculty, i.e. greater transparency, fostering communication and developing a more hospitable department culture. The administration and department should consider other possible initiatives, for example, more generous startup packages and more attention to retention packages at the junior level. The department should aim to hire junior faculty of the caliber that will be subject to poaching by other departments and the administration should be ready to counter those threats.

Psychology at USC: A blueprint for the next ten years

The rate of departures from the USC Psychology Department faculty for various reasons (e.g., retirement, declined promotion, failed retention) has been fairly consistent in recent history, and so one can predict that in the next few years there will be at least five and perhaps as many as ten lines to fill (including the two departures this year, one for declined promotion).

Our most emphatic recommendation from this review is that the department develop a forward-looking strategic plan outlining a multi-year, multi-person hiring approach. The strategic plan should not describe hiring proposals as "replacements" for departures, in order to restock areas or backfill expertise; rather, the plan should identify areas of interest to the department (a) that capture emerging trends in psychological science, (b) that capitalize on current strengths in the department and across the university, (c) that align with the USC Strategic Vision, and (d) that take advantage of unique opportunities created by the diverse, urban environment of Los Angeles.

A starting point for the development of this plan could be the cross-disciplinary themes outlined in the self-study; these themes could be further developed, pruned and/or combined, and refined through a strategic planning process that should engage the entire department. For example, the Chair could charge an ad hoc strategic planning committee, largely comprised of late assistant or early associate professors, to assemble a departmental colloquium series for Fall 2019 and early Spring 2020. The colloquia could spotlight external research programs illustrative of these thematic areas, with invited speakers who can provide advice and guidance about opportunities for growth and who can stimulate interest in the areas among faculty across the department and related groups on campus.

Ideally, the final strategic plan should recommend hiring 2-3 faculty in each of 3-4 cross-cutting areas of interest. Note, this approach does not require a dismantling of the current five-area training structure (although it also does not require continuation of any particular structure). However, it does require a department-wide commitment to a flexible approach to hiring decisions, in which fit to the thematic area is prioritized over fit to any one training area. In our view, this is not a radical departure from most of the recent hiring decisions. We strongly recommend that the hiring plan focus at the assistant professor level (either new faculty or mid-assistant level), although for some areas of interest, there could be a case made for bringing in a recent full professor to provide leadership and attract attention internationally to the area of growth at USC.

We recommend providing this strategic plan to the Dean before the end of the 2019-2020 academic year, with the first searches to commence in Fall 2020, culminating in up to ten appointments by 2025. This is not a proposal to increase the steady state size of the department, but rather to construct the future of USC Psychology by strategically filling open lines resulting from recent departures (which total approximately 5 current open lines) and predictable future departures. In other words, ten years from today, USC Psychology will comprise a faculty of roughly the same size as today, who are conducting ground-breaking science in leading edge research programs that capitalize on the unique strengths and opportunities afforded by their location at USC and in Los Angeles.

DEPARTMENT OF PSYCHOLOGY RESPONSE TO THE UCAR COMMITTEE REPORT
April 3, 2019

We wish to thank members of the Review Committee: Harris Cooper, Jutta Joormann, Sharon Thompson-Schill, and Carolee Winstein for their hard work during the visit and preparation of the report. We also thank Executive Vice Provost Elizabeth Graddy, UCAR Chair Ruth Wood, Vice Provost for Graduate Programs Sally Pratt, and Donna Garcia and Dana Irwin from the office of the Provost for their guidance and assistance.

To provide the context for our response, first we restate a shortened version of our Executive Summary in the Comprehensive Plan from our Self Study Narrative. Then, we use the headings in the committee's report to organize our response to the review document. We discuss steps we will take to address each point and where we believe it is necessary, we make corrections of fact.

Executive Summary of our Comprehensive Plan for Improvement (January 25, 2019)
…. Our core mission is to add significantly to the understanding of the biological, cognitive and social underpinnings of human mental processes, and behavior for the ultimate purpose of improving the human condition. We accomplish this goal via cutting-edge research conducted by faculty and by students while they are at USC, in their continuing research contributions after graduation, via tenure-track positions in leading departments in psychology-related disciplines, or within other research institutions. Similar to our situation in 2008, the department is <u>again</u> in a period of transition with a new chair to begin August 2019, impending changes in the university administration (e.g., a new USC President expected in fall 2019), recent college-level administrative changes (new college dean, cabinet members, and divisional deans beginning 8/2016), and upcoming changes in our department associated with faculty retirements. Within the next five years, it is (again) possible that 1/3 of our faculty could retire and/or we could lose faculty to other universities. In the past ten years, we lost 14 tenured/tenure-track faculty. Therefore, hiring faculty is a <u>top priority</u>. We are dependent on university resources to make this a reality. Consistent with our goals outlined in the 2008 review, over the next 5-10 years, we seek to continue to improve the quality of the department to foster scholarship and research that will improve our overall stature and reputation, yielding a stronger program that will in turn, lead to a rise in our rankings in the field. Our plan for improvement has four primary objectives:

1. Increase the department's contribution of high quality and impactful research.
2. Recruit, develop and retain both research and teaching faculty, support their research productivity and student mentoring, and identify and nominate faculty for awards and prizes.
3. Promote a leading doctoral graduate program by attracting, recruiting, and retaining high quality graduate students and providing training that will position them to compete for prestigious jobs to make meaningful societal contributions through research positions in academia, industry, and government.
4. Encourage a collaborative research climate within the department as well as with faculty in other academic units at USC and in other universities.

The Department

Department Size

The reviewers' conclusion that the department is smaller than our peer institutions is central to our strategic plan with regard to hiring. While we list 35 TT faculty in our appendix, there are in fact fewer than 35—two are on medical related leave (one of whom will not return) and another has taken a new position elsewhere. In terms of FTE—three are 50% in psychology and four are 75%. Therefore, the actual number is more like 29.5. In fact, we have more RTPC faculty

(i.e., 35) than TT faculty. {To clarify, we have a high number of RTPC faculty because they teach all of the classes for the two MS programs and we have been reliant on non-tenured teaching faculty to cover our undergraduate courses}.

A senior administrator is needed to allow the incoming chair to focus on larger departmental concerns, vis a vis new faculty hires, graduate relations, and bridging faculty relations across other departments.

We made it clear in the self study (and appreciate the reviewers' agreement), that hiring is imperative and new hires should be made at the junior and mid-career levels across the department; with the exception of Developmental where a senor hire is needed to "jump start" the area. Below we outline a short plan for potential hires that bridge new interest areas and falls within our existing traditional area structure. Our 10-year strategic plan will appear in a separate document.

Department Structure

We agree with the reviewers' recommendation that we continue to maintain and develop interdisciplinary and collaborative research amongst members of the department and with other units across campus. This will be a key aspect of our future hiring plan.

As noted by the reviewers, a serious reorganization of our department and the existing training areas is not likely to take place in the near future. Instead, we expect changes will take place "organically" as the field of psychology generally evolves and the department moves forward in developing cross cutting interest groups that link the faculty in new ways. Moreover, given the current shortage of faculty and the time it will likely take to "grow" the department to a reasonable size, it makes sense to capitalize on interests and research foci that span the area structure.

We will act on the reviewers' suggestion that we initiate a department colloquium series that includes opportunities for our faculty to learn about each others' work and we will identify key outside speakers for invited presentations. As a starting point, the quantitative area has initiated a new speaker series that will include our own faculty beginning Fall 2019. We expect to hold two departmental colloquia per semester.

The department values the quantitative area and its contribution to graduate training. We agree with the reviewers' recommendation that we should continue to leverage this expertise across the campus. We will also move forward in creating a Quant Methods/Stats certificate program and will develop additional statistics-related boot camps to the incoming graduate students.

National Rankings of the Department

We appreciate the reviewers' acknowledgment of our ascendency in the rankings for Graduate Psychology Departments and agree there is more work to do. Fleshing out the areas that lack a critical mass (specifically developmental), maintaining a critical mass in the clinical program that is necessary to retain accreditation, and working to strengthen already strong areas should help the department to continue to move up. Also, as suggested by the reviewers, our hiring priorities will focus on *outstanding junior and mid-career level faculty to develop a pipeline to replace upcoming/expected retirements.*

Faculty Diversity

We will continue our efforts to diversity our faculty and where possible, *place a premium on*

hiring junior women faculty members as role models.

Space

The conclusion that *space for the department appears not to be a major issue,* is not accurate. It is unclear why the faculty did not mention faculty tension over space to the reviewers. On a weekly basis, the chair is approached about space needs—more space for individual faculty research, more space for graduate student offices, more space for post docs or collaborators. These requests are ongoing, difficult to remedy, and unlikely to be adequately addressed unless faculty with less active research programs forfeit unused space. Retirements will free up office space, but NOT lab or research space. Remodeling of the 6th and 7th floors and the northeast side of the 9th floor will be needed.

Assessment of Individual Faculty

Interdisciplinarity

We appreciate the reviewers' acknowledgement of the strong interdisciplinary nature of our department. We intend to continue to promote this strength.

Teaching Programs

Undergraduate Program

As the reviewers acknowledge, the undergraduate program has grown in size in terms of majors and the number of courses we are required to offer; many of which have discussion sections or labs that must be led by TA's. The suggestion that we use stellar senior undergraduates as TAs in the lower level psychology courses is an interesting one. However, to our knowledge this has not been a common practice at USC and would require permission from the college administration.

We agree with the reviewers *that consideration also should be given to reducing or eliminating the number of professional TAs and reallocating those funds to Ph.D. students.* This would help us to expand our yearly graduate student cohorts.

Doctoral Program

The chair determines the teaching schedules each academic year. Faculty and area head input is solicited and factored into the assignments given the sabbatical, medical, and family leave requests, and our FLAC system which determines teaching loads based on grant funding and publications. At the same time, to provide a quality undergraduate experience for our students, it is important that they have access to tenure track faculty. Currently, it is possible for some undergraduates to complete their BA degree without ever taking a class with a TT faculty. Most top rated psychology departments involve their tenure track faculty in undergraduate teaching. Therefore, every faculty member needs to offer at least one undergraduate course in addition to their graduate specialty courses. With three exceptions, all faculty currently offer at least one undergraduate course.

We agree that we need a more standard process to evaluate student progress. The Director of Graduate Studies and the graduate committee will develop new guidelines based on the reviewers' suggestions. Specifically, this will include a student-based, brief account of his/her yearly activities, and a subsequent face-to-face student-faculty discussion about their progress that is also detailed in a follow-up letter. We will also develop a clear set of guidelines that specify the requirements for the PhD degree that are consistent across the areas and years.

Special Matters

Disparities in the size of our five areas

In our self study, we outlined steps to take with regard to this problem and appreciate the reviewers' consensus. Specifically, we will: develop a greater sense of the department as a whole; overcome zero-sum attitudes for the allocation of resources; develop knowledge of each other's research and potential areas for collaboration; foster international collaborations.

Providing incentives and rewards for grant writing

Although the reviewers suggest that returning a portion of the indirect costs from grants to the department or principal investigator would incentivize grant writing, to our knowledge this is not a common practice at USC. We are aware that other major universities engage in this practice and we would appreciate a possible negotiation with the college/university. To some extent our FLAC system which determines teaching load, helps to incentivize grant writing. But monetary compensation would clearly help.

Retention of junior faculty

The retention issues the department faces largely depend on the college practices -- generous startup packages and attention to retention packages at the junior level. As a department we will continue *to hire junior faculty of the caliber that will be subject to poaching by other departments and the administration should be ready to counter those threats.*

Psychology at USC: A blueprint for the next ten years

We will use the reviewers' recommendations to "develop a forward-looking strategic plan outlining a multi-year, multi-person hiring approach." (This plan appears in a separate document). Specifically, we will begin by asking the incoming chair, Antoine Bechara, to appoint a steering committee of junior to mid-level faculty. This committee will identify hot areas in psychology to serve as the inspiration for our department hiring over the next 5-10 years.

The areas of interest we outlined in the self-study will guide our initial efforts to: (a) capture emerging trends in psychological science, (b) capitalize on current strengths in the department and across the university and that align with the USC Strategic Vision, and (c) take advantage of unique opportunities created by the diverse, urban environment of Los Angeles. Thus, our goal will not simply build up individual areas, but we will identify cross-cutting research themes that strengthen more than one area. Consistent with the reviewers' comments, we believe that the best way to move forward given our current situation, is for the five areas to hire jointly to promote the thematic structure that emerged from the analysis of our faculty's research expertise. Also, given that we are top-heavy with senior faculty across all areas, we intend to hire at the assistant level-- specifically young rising scholars whose research cuts across multiple areas. We need to add stellar early to mid career colleagues ***before*** the senior faculty retire to allow our new colleagues to grow into leadership roles over the next 5 to 10 years. Without a thoughtful generational transition, USC will lose its emerging standing among its peer institutions.

Presently, there are three urgent hiring needs in our department:

Clinical Science

Clinical Science just lost a rising star Dan Nation to UC Irvine. To recruit top graduate students and maintain our APA accreditation will require immediate action to preserve the integrity of this top 20 nationally-ranked program. There are four strong content areas within clinical science that bridge faculty interests across the department as well. These include: minority mental health, family and child psychology, clinical neuropsychology, and clinical geropsychology.

Developmental Science

Developmental science touches on wide ranging issues associated with physical and mental health, education and the overall well-being of the next generation of children and adolescents. The developmental area lost Justin Wood, and only three of the five remaining faculty currently have graduate students (Moll, Mintz Schwartz). The UCAR reviewers prioritized “jump-starting” the developmental area to quickly achieve a critical mass. We will follow their suggestion and move to hire a rising Associate Professor or early Full Professor who can also participate in recruiting two junior level faculty over the next 2-3 years. Hiring areas that span the department include: Developmental Psychopathology and Child Clinical Psychology (Dev, Clinical), Culture and Brain Health Across the Lifespan (Dev, BCS), the Science of Learning (Dev, BCS, Social; with links to School of Education), and Health Psychology, Decision-Making and Addiction (Dev, Clinical, BCS, Social, Quant).

Social Psychology

While the social psychology program doubled in size in recent years with several transformational hires, there is a need to maintain and strengthen this momentum. Examples of potential hires that are consistent with cross-cutting themes in the department as well as themes identified in the recent Dornsife College strategic plan are: Cognition within cultures (BCS, Social), Health and well-being (Clinical; Dev) Computational Modeling of Social Behavior (Quant, Social), Big Data (Quant, BCS, Social), and Social Neuroscience (Social, BCS); all of which build on faculty expertise within the social area and the department as whole.

USC University of Southern California

OFFICE OF THE PROVOST

Elizabeth A. Graddy, Ph.D.
Executive Vice Provost
Jeffrey J. Miller Chair in Government, Business, and the Economy

MEMORANDUM

To: Amber Miller, Dean
Stephen Bradforth, Divisional Dean of Natural Sciences
Steve Finkel, College Dean of Graduate and Professional Education
Jo Ann Farver, Chair, Department of Psychology
Antoine Bechara, Incoming Chair, Department of Psychology

From: Elizabeth A. Graddy

Date: June 7, 2019

Subject: UCAR Post-Review Action Plan for the Department of Psychology

Thank you for your participation in the Academic Program Review of the Department of Psychology. We are impressed with the foresight and time that you have put into addressing the issues that arose from the review. As a result of our post-review meeting held on May 29, 2019, I am pleased to lay out a basic action plan.

Please send me a progress report no later than August 14, 2019 – bullet points are fine – on the following items:

- Developing a strategic plan for the next 10 years, with an associated faculty hiring plan.
- Improving cohesion across the five areas, including an update on the department's plan to establish a colloquium series.
- Improving mentoring and support for junior faculty.
- Addressing teaching expectations for all departmental faculty.
- Bringing consistency and equity to the evaluation of graduate student progress.

In addition, please send an update no later than December 13, 2019 to John Matsusaka, Interim Vice Provost for Faculty Affairs.

It is our hope that the UCAR process will support the continued growth and development of the Department of Psychology.

cc: John Matsusaka
Sally Pratt
Dana Irwin
Donna Garcia

USC University of Southern California

OFFICE OF THE PROVOST

John G. Matsusaka
Interim Vice Provost for Faculty Affairs
Charles F. Sexton Chair in American Enterprise

MEMORANDUM

To: Amber Miller, Dean
Stephen Bradforth, Divisional Dean of Natural Sciences
Steve Finkel, College Dean of Graduate and Professional Education
Antoine Bechara, Chair, Department of Psychology

From: John Matsusaka
Interim Vice Provost for Faculty Affairs

Date: September 5, 2019

Subject: UCAR Post-Review Action Plan for the Department of Psychology

Thank you for the update on August 15, 2019 to share your progress on each of the issues raised by the Academic Program Review. We appreciate the progress made thus far.

As we have agreed, please send Elizabeth Graddy a progress report no later than December 13, 2019 – bullet points are fine – on the following items:

- Developing a strategic plan for the next 10 years, with an associated faculty hiring plan.
- Improving cohesion across the five areas, including an update on the department's plan to establish a colloquium series.
- Improving mentoring and support for junior faculty.
- Addressing teaching expectations for all departmental faculty.
- Bringing consistency and equity to the evaluation of graduate student progress.

Thank you for your active involvement in the Academic Program Review.

cc: Elizabeth Graddy
Sally Pratt
Dana Irwin
Donna Garcia

USC University of Southern California

OFFICE OF THE PROVOST

Elizabeth A. Graddy, Ph.D.
Executive Vice Provost
Jeffrey J. Miller Chair in Government, Business, and the Economy

MEMORANDUM

To: Amber Miller, Dean
Stephen Bradforth, Divisional Dean of Natural Sciences
Steve Finkel, College Dean of Graduate and Professional Education
Antoine Bechara, Chair, Department of Psychology

From: Elizabeth A. Graddy

Date: February 25, 2020

Subject: UCAR Post-Review Action Plan for the Department of Psychology

Thank you for your update submitted on February 22, 2020. It is clear that you are addressing the primary concerns raised through the UCAR process. Therefore, it is unlikely that we will need to meet again as part of the Program Review process. Your plans and actions inspire confidence that the program will increase in stature.

Thank you for your active involvement in the Academic Program Review. I hope that you have found the process beneficial. I would appreciate any ideas you might have on how we might improve the process.

cc: Sally Pratt
Dana Irwin
Donna Garcia