



**LSU Health Sciences Center at Shreveport
GRAD Act Annual Report – Year 6**

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PERFORMANCE OBJECTIVE 1: STUDENT SUCCESS

Element 1a: Implement policies established by the institution’s management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

Narrative

School of Graduate Studies

Cohort sizes in the School of Graduate Studies are small; thus, each student greatly impacts the retention rate calculation.

Measures

i. a. 1 st to 2 nd year retention rate by school		
School	Year 6 Target	Year 6 Actual
School of Medicine	95%	96% (118/123)
School of Graduate Studies	75%	82% (14/17) [†]
School of Allied Health Professions	86%	96% (135/141) [†]

[†]Many programs in the School of Allied Health Professions and School of Graduate Studies begin in the summer; thus, retention rate is based on the summer and fall terms. The summer term falls at the end of the academic year; therefore, the actual retention rate for the 2014-15 entering class (in which summer 2015 is included) will not be available till summer 2016. However, estimated counts based on the current academic standing of students in the 2014-15 cohort have been provided.

iv. Same institution graduation rate by school		
School	Year 6 Target	Year 6 Actual
School of Medicine	90%	96% (112/117)
School of Graduate Studies	n/a	n/a
School of Allied Health Professions	85%	90% (130/145)

ix. Median professional school entrance exam score
Not applicable to LSUHSC-S; the schools do not have direct impact on entrance exam performance; applicants who meet admission requirements are considered.

Element 1b: Increase the percentage of program completers at all levels each year.

Narrative

School of Allied Health Professions

In summer 2006, the Physical Therapy Program in the School of Allied Health Professions transitioned from a master’s degree program to a clinical doctorate (DPT) degree program. As part of this transition, the program offered a part-time, post-professional track to previous graduates, allowing them to obtain the higher-level DPT degree. As a result, the number of program completers transiently increased for several years, peaking at 62 in the GRAD Act baseline year 2008-09. Although the number of DPT graduates has gradually decreased since 2008-09, **the number of full-time, entry-level DPT completers has remained stable and at capacity (approximately 30/year) each year.** In summer 2010, the Physician Assistant Program transitioned from a bachelor’s degree program to a master’s degree program and also began offering a post-professional track to previous graduates who desire to earn the higher degree. This track similarly produced an inflated number of degrees awarded; however, **the number of full-time, entry-level Physician Assistant**

completers has remained stable and at capacity (approximately 36/year) each year. In addition, as a result of the degree level shift for the Physician Assistant Program, the number of bachelor's degrees awarded has decreased and the number of master's degrees awarded has increased accordingly.

As these transitions were accomplished, the part-time, post-professional tracks were phased out, and the number of completers has stabilized near each program's full-time, entry-level capacity.

Measures

School of Medicine			
i. Percentage change in completers by award level from baseline			
Award Level	2008-09 Baseline	2014-15 Target	2014-15 Actual
Doctor's degree – professional practice	baseline (110)	0%	+5% (115)

School of Graduate Studies			
i. Percentage change in completers by award level from baseline			
Award Level	2008-09 Baseline	2014-15 Target	2014-15 Actual
Master's degree	baseline (1)	0%	+700% (8)
Doctor's degree – research/scholarship	baseline (8)	0%	0% (8)

School of Allied Health Professions			
i. Percentage change in completers by award level from baseline			
Award Level	2008-09 Baseline	2014-15 Target	2014-15 Actual
Bachelor's degree	baseline (62)	-76%	-58% (26)
Master's degree	baseline (27)	+144%	+170% (73)
Doctor's degree – professional practice	baseline (62)	-52%	-45% (34) [†]

[†]The Physical Therapy program transitioned from a master's degree program to a clinical doctorate degree program in summer 2006 and offered a post-professional track to previous graduates, allowing them to obtain the higher-level DPT degree. As a result, the number of doctor's degrees awarded transiently increased, peaking in the baseline year; however, the number of full-time, entry-level DPT graduates has remained stable and at capacity (approximately 30/year) each year.

Element 1c: Develop partnerships with high schools to prepare students for postsecondary education.

Not applicable to LSUHSC-S.

Element 1d: Increase passage rates on licensure and certification exams and workforce foundational skills.

Narrative

School of Medicine

The School of Medicine draws its applicants from Louisiana residents. Despite a smaller applicant pool, often with entry exam scores lower than the national mean (school mean MCAT: 28 vs. national mean MCAT: 31), the school's licensure pass rates are consistently competitive with national pass rates.

USMLE Step 1 Preparation

In 2007, the School of Medicine formed a committee to develop and institute an action plan to improve USMLE Step 1 outcomes. An extensive review of academic performance data from past medical students who failed this exam on the first attempt was completed, and a formula was developed to identify students “at risk” for USMLE Step 1 failure. The formula was applied to student data from several previous classes and demonstrated an excellent predictive value for identifying students who had poor Step 1 performance. Since USMLE Step 1 must be passed prior to entry into the third year of medical school, the formula is applied to the academic performance data of all second year students. Students identified as “high-risk” are enrolled in an intensive study course designed to better prepare them for the Step 1 exam, while low-risk students are allowed to use a study method of their choosing. Each subsequent class is evaluated yearly to determine the number of students needing the intensive study course.

USMLE Step 2 Preparation

Curricular revision aimed at increasing the quality and breadth of clinical experience provided to students has been made with the intent of further improving the quality of graduating physicians. The third and fourth year curricula have been reviewed and modified to provide students with increased patient contact and faculty interaction. In addition, the incorporation of clinical curricula from the institution’s Clinical Skills Center has provided an important way in which all medical students receive training in aspects of clinical medicine appropriate for their year and a means by which their performance of clinical skills can be evaluated. These efforts not only serve to improve the overall patient care performance of these future physicians but provide for them an enlarged foundation of clinical knowledge that directly impacts success with USMLE Step 2. High first-time pass rates, which have been comparable to national pass rates, for the two components of USMLE Step 2 reflect the successful implementation of the School of Medicine’s clinical curriculum enhancements.

School of Allied Health Professions

Individual program cohort sizes in the School of Allied Health Professions are small; thus, each student greatly impacts his/her program’s licensure passage rate calculation. For instance, five of six students, or 86%, of the Cardiopulmonary Science Program passed the RRT licensure exam on the first attempt. The program missed its established pass rate target of 90% by only one student; hence, its benchmark was effectively 100%.

The School of Allied Health Professions has instituted various methods across all programs to increase passage rates on licensure and certification exams and improve workforce foundational skills. These include early identification of students needing remediation, individual student counseling, study groups, practice examinations, clinical practice skill development, and interactive teaching by faculty on clinical rotations. Recent examples of student success initiatives include the following:

- The Program in Cardiopulmonary Science offers a seminar course to students that have qualified to take the RRT exam. This course provides several practice examinations that cover both components of the RRT Examination: Therapist Multiple Choice Exam and Clinical Simulations Exam. As the student progresses through the course, the instructor provides feedback to the entire class and on an individual basis in the assessment of strengths and weaknesses. The program also offers a National Board Preparation Exam during this time frame that covers both of these components; students who score less than 65% on this exam are strongly encouraged to continue on with an individualized study program with the course instructor until the score on the National Prep Exam is greater than 65%.

Measures

School of Medicine				
i. Passage rates of licensure exams				
2015 AY Graduates				
Exam	School Pass Rate	National Pass Rate	School Pass Rate / National Pass Rate Target	School Pass Rate / National Pass Rate Actual
USMLE Step 1	97% (111/115)	96%	95%	101%
USMLE Step 2 CK	96% (108/113)	95%	96%	101%
USMLE Step 2 CS	97% (111/115)	96%	96%	101%

School of Allied Health Professions			
i. Passage rates of licensure exams			
2015 AY Graduates			
Program	School Pass Rate Target	School Pass Rate Actual	National Pass Rate
Medical Technology	94%	100% (10/10)	81%
Cardiopulmonary Science	90%	83% (5/6) (83% - written RRT 83% - Clinical Simulations Exam)	Not available
Physician Assistant	80%	100% (38/38)	96%
Communication Disorders	98%	100% (15/15)	85% [†]
Occupational Therapy	98%	96% (22/23)**	Not available [†]
Physical Therapy	90%	88% (30/34)**	Not available

Multiple test-takers

[†]National pass rate is no longer reported due to the recent changes in ACOTE reporting standards

** Actual within the allowable tolerance of target

PERFORMANCE OBJECTIVE 2: ARTICULATION AND TRANSFER

Element 2a: Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Not applicable to LSUHSC-S

Element 2b: Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Not applicable to LSUHSC-S

Element 2c: Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Not applicable to LSUHSC-S

Element 2d: Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

Not applicable to LSUHSC-S

PERFORMANCE OBJECTIVE 3: WORKFORCE AND ECONOMIC DEVELOPMENT

Element 3a: Eliminate academic program offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development.

Narrative

Health care plays a vital role in the economic stability and well being of Louisiana. To assure that Louisiana has an adequate supply of health care professionals to fill present and future positions, LSUHSC-S educates and trains learners for careers in needed health care and health science occupations. All programs at LSUHSC-S are aligned with current or strategic workforce needs of the state and/or region as identified by the Louisiana Workforce Commission and Louisiana Economic Development, including the Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) core industry of health care.

The institution's Director of Institutional Planning and Effectiveness serves on the State Council of Workforce and Economic Development Officers, which provides guidance, strategies, and policies to support workforce development efforts at Louisiana's higher education institutions. In addition, the council facilitates dialogue among colleges and universities, business and industry, state and federal governmental representatives, Louisiana Economic Development, Louisiana Workforce Commission, etc.

School of Allied Health Professions

The Dean of the School of Allied Health Professions at LSUHSC-S serves as the LSU System representative on the Louisiana Health Works Commission, which functions directly with the Louisiana Workforce Commission to study and make recommendations on supply and demand issues related to the health professions. Using the knowledge gained from these commissions, LSUHSC-S strives to meet the projected demands by fostering programs best suited to the state's needs. Recent data presented by the commissions on workforce growth in Louisiana indicate that all six academic programs in the LSUHSC-S School of Allied Health Professions (Physical Therapy, Occupational Therapy, Speech-language Pathology, Physician Assistant, Respiratory Therapy, and Clinical Laboratory Science) are predicted to have high annual growth rates in the state ranging from 30% to 100%.

Compelling evidence indicates that additional graduates will be needed to fill high demand positions. Consequently, the School of Allied Health Professions has partnered with the Louisiana Health Works Commission and the Louisiana Board of Regents to increase enrollment in key programs that were functioning at capacity. This was accomplished through a capitation arrangement with the Board of Regents in which the school was provided with additional funding on a per student basis for each new student admitted over the baseline number to these key programs. This agreement allowed the school to increase the entering class size of the Physical Therapy Program and the Physician Assistant Program by six students each, and the Clinical Laboratory Science Program by twelve students. Continuing state budget constraints have eliminated the capitation program; however, the school has been able to maintain faculty to address the increased enrollment figures through tuition increases afforded through achievement of GRAD Act objectives.

School of Medicine and Other Postgraduate Training Programs at LSUHSC-S

Since Louisiana has large areas in which the population has limited access to health care, one of the most pressing requirements is an adequate supply of primary care physicians. LSUHSC-S has initiated several educational and training programs aimed at meeting those needs. The Health Professional Shortage Area (HPSA) map of Louisiana (Appendix 1) illustrates the many medically underserved parishes of the state. The 2016 American Association of Medical Colleges Missions Management Tool (Appendix 2) shows the high retention of LSUHSC-S graduates in-state and practicing in underserved areas compared to all U.S. medical schools.

LSUHSC-S Family Medicine Residency Program

The primary mission of the LSUHSC-S Family Medicine Residency Program is to train residents capable of practicing in rural settings. In addition to providing an excellent foundation in the practice of primary care medicine, the program has emphasized training in a variety of procedural skills for over 20 years to help accomplish this goal. To function in rural areas, physicians must be prepared to perform a number of treatments and diagnostic studies that, in urban areas, might be done by a specialist. The Department of Family Medicine at LSUHSC-S has maintained a rural training track for over 10 years. The Emergency Medicine/Family Medicine Residency Program is intended to prepare graduates to effectively staff emergency departments as well as practice family medicine in rural communities.

LSUHSC-S Area Health Education Centers (AHEC)

The Area Health Education Centers (AHEC) Program enhances access to quality health care, particularly primary and preventive care, by improving the supply and distribution of healthcare professionals through community/academic educational partnerships. In keeping with the overall AHEC mission and its application to Louisiana, the AHEC Program Office at LSUHSC-S and its two centers focus on introducing students to the practice of medicine in the rural and underserved areas of the state. The program plays an active role in the training of LSUHSC-S medical students and also offers programs for high school and college level students.

Measures

Summary of program review	
	2014-15
i. Number of programs eliminated	0
ii. Number of programs modified or added	0

Programs aligned with workforce and economic development needs	
	2014-15
iii. Percent of programs aligned with workforce and economic development needs	100%
<ul style="list-style-type: none"> • Number of program offerings • Number of programs aligned with workforce and economic development needs 	<p>14</p> <p>14</p>

Element 3b: Increase use of technology for distance learning to expand educational offerings.

Narrative

School of Medicine

Students in the School of Medicine must interact in person with faculty, students, patients, etc. in most curricular activities (e.g. clinical clerkships, small group discussions, lectures, problem-based learning, standardized patient experiences, etc.); therefore, distance learning is not a sufficient delivery option for the M.D. Program.

School of Graduate Studies

Students in the School of Graduate Studies must perform scientific research as part of their degree requirements, and this aspect of training cannot be provided through distance learning. No courses in the School of Graduate Studies are offered 100% through distance education.

The Introduction to Bioinformatics course (BCH 290, 3 credit hours) is provided by the LSUHSC-S School of Graduate Studies and is offered to students at LSUHSC-S, LSU-S, Louisiana Tech, and Southern University in Baton Rouge through the Access Grid System. Students register on their respective campuses for course credit in their institutional programs. The course is taught in the spring of alternate years and, thus, was not offered in spring 2015.

School of Allied Health Professions

The Cardiopulmonary Science Program has a consortium agreement with Bossier Parish Community College (BPCC) to teach on that campus as well as use technology for distance learning to teach students residing in the Monroe and Alexandria region. The students in Monroe and Alexandria have a weekly lab performed at their site with a clinical instructor and all clinical rotations are completed in their respective areas. Upon completion these students will receive an Associate Degree in Respiratory Therapy from BPCC.

Measures

Distance Learning	
	2014-15
i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education, reported separately for:	
• Number of course sections with 50% to 99% instruction through distance education	0 ¹
• Number of course sections with 100% instruction through distance education	0
ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education, reported separately for:	
• Number of students (duplicated) enrolled in courses with 50% to 99% instruction through distance education	0
• Number of students (duplicated) enrolled in courses with 100% instruction through distance education	0
iii. Number of programs offered through 100% distance education, by award level	0

¹The Introduction to Bioinformatics course (BCH 290, 3 credit hours) is provided by the LSUHSC-S School of Graduate Studies and offered to students at LSUHSC-S, LSU-S, Louisiana Tech, and Southern University in Baton Rouge through the Access Grid System. The course is taught in the spring of alternate years (i.e. even numbered years) and, thus, was not offered in the spring 2015.

Element 3c: Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Note: Special narrative required for this element. The narrative (up to 7 pages) should include at a minimum descriptions of:

- *Context for research reporting for the current year: how alignment of Research & Development activities with key economic development industries was determined, sources of reported data and information, method for isolating data related to key economic areas, and any other critical factors in approaching specific GRAD Act reporting requirements.*
- *Research productivity and technology transfer activities related to Louisiana's key economic development industries that have taken place during the reporting year; provide any relevant metrics to demonstrate impact*
- *Collaborations during the reporting year with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries, discuss any changes from previous year.*
- *Business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards.*

- *Using most recent data available, research productivity and technology transfer efforts in comparison with peer institutions, provide any relevant metrics to demonstrate comparisons.*

Note: Louisiana's key economic development industries include but are not limited to the key industry sectors identified in the Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) plan as well as LED's Blue Ocean targeted industry sectors. The following list provides FIRST Louisiana core industry sectors with related Blue Ocean sections in parentheses:

- *Petrochemical (ultra-deep water oil & gas; unconventional natural gas; enhanced oil recovery)*
- *Energy & Environmental (next generation automotive; energy efficiency; renewable energy; nuclear power; water management; ultra-deep water oil & gas; enhanced oil recovery)*
- *Transport, Construction & Manufacturing (next-generation automotive; pharmaceutical manufacturing; renewable energy; nuclear power; water management)*
- *Information Technology & Services (digital media/software development)*
- *Arts & Media (digital media/software development)*
- *Agricultural & Wood Products (water management; renewable energy)*
- *Health Care (Specialty research hospital; obesity/diabetes research and treatment; pharmaceutical manufacturing; digital media/software development: health care IT)*

Narrative

One of Louisiana's top economic development goals is improving health care through research, clinical trials, and treatment opportunities. The three main areas of research at LSUHSC-S are cancer, cardiovascular, and neuroscience. Researchers at the LSUHSC-S Feist-Weiller Cancer Center (FWCC) perform investigations into molecular mechanisms of cancer initiation and metastatic disease as well as conduct clinical trials on new cancer treatments. The FWCC also supports the activities of the Innovative North Louisiana Experimental Therapeutics (INLET) program. The INLET program was established to aid investigators in drug discovery and development via facilitation of high throughput assays. The program maintains a Screening Core and an Efficacy Core and several new pieces of equipment were added to these cores during 2013-2014.

The Center for Cardiovascular Diseases and Science (CCDS) at LSUHSC-S has made substantial progress since its approval by the Board of Regents in December 2013. The research initiatives of the CCDS are supported through the Malcolm Feist endowment and include funding for pre-and postdoctoral fellowships, intramural grants to faculty, and the established Partners Across Campuses (PAC) research program. In addition, the CCDS supports a monthly seminar series with presentations from outstanding cardiovascular researchers from around the country as well as monthly Works in Progress sessions, Clinical Case Management Conferences, and meetings with CCDS-supported trainees. During 2014-2015, the CCDS sponsored a successful Industry Day Conference in collaboration with Louisiana Tech University and the University of Louisiana at Monroe. In addition, the CCDS obtained major equipment to establish a mass spectrometry core facility as well as an animal research core. Ongoing investigations related to cardiovascular research at LSUHSC-S include studies on diabetes, microcirculation, stroke, and preeclampsia.

Areas of current basic and clinical research in the neurosciences include Parkinson's disease, Alzheimer's disease, other neurodegenerative diseases, cognitive disorders, multiple sclerosis, epilepsy, and drug abuse. Research in other areas includes basic and clinical studies in virology, inflammatory diseases, pulmonary diseases, and toxicology. The majority of the basic research studies are funded by the National Institutes of Health and private foundations; most of the clinical studies receive funding support from the pharmaceutical industry.

As part of its mission, LSUHSC-S supports the region and the state in economic growth and prosperity by utilizing research and knowledge to engage in productive partnerships with the private sector. Ongoing partnerships between LSUHSC-S and several surviving start-up companies are active.

The LSU President's Technology Transfer Committee (PTTC) met several times during 2014-2015 to address its charge of facilitating development of LSU-owned technologies. In cooperation with the LSU Research

Technology Foundation, the PTTC is energizing site technologies toward commercialization. The LSUHSC-S Director of Sponsored Programs and Technology Transfer actively serves on this committee as the university's representative. The PTTC helped create the Leveraging Innovation for Technology Transfer (LIFT) fund project. LSUHSC-S faculty have participated in this internal funding program. Dr. Cherie Ann Nathan and Dr. Gulshan Sunavala-Dossabhoy have received LIFT grants to continue their research efforts for advancing their patented technologies toward commercial use.

Intellectual property developed at LSUHSC-S has been exclusively licensed to development-stage companies that are working toward the commercialization of these technologies. For example, Requisite Biomedical is developing an intravascular drug delivery device and coatings. Embera NeuroTherapeutics, a start-up company from LSUHSC-S, has been granted a license to commercialize patented drug combination for the treatments for smoking cessation and other addictions. TheraVasc, another LSUHSC-S start-up company, has been granted a license to commercialize several patents that originated at LSUHSC-S. The TheraVasc goal is to repurpose drugs for unmet medical needs and, if successful, it will most significantly impact the market for treatment of peripheral artery disease. Phase 2 clinical studies in humans are showing an oral formulation of the drug to have a well-established safety profile.

Innolyzer, LLC, a new LSUHSC-S faculty start-up company, was licensed in 2013-2014, to commercialize several patents for the detection and analysis of hydrogen sulfide levels in biological fluids as well as other liquids such as petroleum products. Innolyzer has developed a chip apparatus for the detection of Hydrogen sulfide levels. Innolyzer is beginning to test this versatile chip in a number of unrelated economic areas.

Finally, several established companies have licensed LSUHSC-S developed technologies. For example, Applied Biosystems, Fermentas, TriLink, and New England BioLabs have licensed technology developed at LSUHSC-S for the synthesis and use of anti-reverse mRNA cap analogs ARCA.

All research and development activities at LSUHSC-S are related to Louisiana's key economic industry of health care. The Shreveport and Monroe metropolitan areas support two medical hubs in North Louisiana, which provide health care for the northern half of the state, east Texas, west Mississippi, and southern Arkansas. With approximately 60 hospitals, an academic medical center (LSUHSC-S), and over 5000 beds combined, the healthcare sector in the region employs approximately 25,000 professionals, who have brought national recognition to the region. The healthcare industry is one of the largest employers in North Louisiana and an economic driver for the region.

The Community Foundation of NW Louisiana is managing the funds from an endowment obtained from donations dedicated to support the Research Core Facility (RCF). The RCF consists of state-of-the-art instruments that are utilized by clinical and basic scientists for biomedical research. This research supports Louisiana's key economic development industry of health care.

The Director of Institutional Planning and Effectiveness serves on the State Council of Workforce and Economic Development Officers, which provides guidance, strategies, and policies to support workforce development efforts at Louisiana's higher education institutions. In addition, the council facilitates dialogue among colleges and universities, business and industry, state and federal governmental representatives, Louisiana Economic Development, Louisiana Workforce Commission, etc.

Comparison data to other U.S. universities, hospitals, and research institutions published in the Association of University Technology Managers (AUTM) U.S. Licensing Activity Survey FY2014 is provided in Appendix 3. LSUHSC-S data is consolidated with the LSU System.

Measures

Research Productivity and Technology Transfer Measures 2013-14	
Faculty (FTE) holding (serving as principal and/or co-principal investigators) active research and development grants/contracts (2014-15).	56
Total number of research/instructional faculty (FTE) at the institution during the reporting year. Include all FTE faculty, tenure and non-tenure track including physicians whose job responsibilities include expectations for scholarly productivity (2014-15).	165
Total number of Basic Science research/instructional faculty (FTE) at the institution during the reporting year (2014-15).	77
i. a. Percent of above research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	34% (56/165)
i. b. Percent of above Basic Science research/instructional faculty (FTE) at the institution holding active research and development grants/contracts	36% (28/77)
ii. a. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	34% (56/165)
ii. a. Percent of Basic Science research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	36% (28/77)
iii. a. Dollar amount of research and development expenditures, reported annually, based on a five-year rolling average, by source (federal, industry, institution, other). Include all expenditures from S&E and non S&E grants/contracts as reported annually to the NSF. (Five-year average of FY2009-10 through FY2013-14). <ul style="list-style-type: none"> • Federal: \$12,591,000 • Other: \$16,524,000 • Total: \$29,115,000 	
iii. b. Dollar amount of research and development expenditures reporting annually, based on a five-year rolling average (federal, industry, institution, other) per instructional/research faculty member (FTE)	\$176,455 (29,115,000/165)
iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries, reported annually, based on a five-year average (Five-year average of FY2009-10 through FY2013-14). These data will be supplemented with the narrative report demonstrating how research activities align with Louisiana's key economic development industries.	\$29,115,000
v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts reported by: total count of the number of disclosures, licenses and options awarded; the number of patents awarded; the number of new companies (start-ups) formed; and the number of companies formed during previous years and continuing (surviving start-ups) (2014-15). <ul style="list-style-type: none"> • Patent applications filed: 14 • Patents issued: 4 • Disclosures: 20 • Licenses/options executed: 0 • New start-ups: 0 • Surviving start-ups since 2005: 5 	

vi. Direct federal research grants and contracts recorded. Data reported will be a percentile ranking within identified peer group

	Year 6 Target	Year 6 Actual
	50 th	54 th
2014		
Nevada	\$17,651,996	
Texas A & M	\$11,421,764	
South Carolina	\$8,523,911	
North Dakota	\$7,279,815	
Central Florida	\$6,777,144	
Southern Illinois	\$5,893,900	
LSUHSC-Shreveport	\$5,832,765	
Wright State-Boonshoft	\$5,815,558	
South Dakota-Sanford	\$5,658,377	
South Alabama	\$5,120,444	
Texas Tech	\$4,339,512	
East Carolina-Brody	\$4,285,598	
Florida State	\$3,158,498	
East Tennessee-Quillen	\$1,675,631	
Source: LCME Part I-A Annual Financial Questionnaire (AFQ); AAMC Medical School Profile System		

Element 3d: To the extent that information can be obtained, demonstrate progress in increasing the number of students in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

Narrative

Medical students participate in the National Resident Match Program in their fourth year. In 2014-15, 99% of students matched with the vast majority matching into their field of choice. Graduates of the School of Allied Health Professions and the School of Graduate Studies are tracked by formal survey and word of mouth, and almost all of the 2014-15 graduates are employed in their field of study.

Cohort sizes in the School of Graduate Studies are very small; consequently, each student greatly impacts the placement rate. For example, four of seven, or 57%, Ph.D. graduates began postdoctoral fellowships, but the school missed its target of 78% of graduates in postgraduate training by only two students. Nevertheless, five of five master's degree graduates and seven of seven doctor's degree graduates, or 100%, were employed. Three completers enrolled in other advanced degree programs and one was unknown.

LSUHSC-S does not offer associate degrees; therefore, progress related to the performance of associate degree recipients who transfer to institutions that offer baccalaureate degrees or higher is not applicable.

Measures

iii. Placement rates of graduates		
School	Year 6 Target	Year 6 Actual
School of Medicine	97%	100% (115/115)
School of Allied Health Professions	95%	98% (129/131)
School of Graduate Studies	89%	100% (12/12)

iv. Placement rates of graduates in postgraduate training

School	Year 6 Target	Year 6 Actual
School of Medicine	97%	99% (114/115)
School of Allied Health Professions	n/a	n/a
School of Graduate Studies	78%	57% (4/7)

PERFORMANCE OBJECTIVE 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Element 4a: Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Not applicable to LSUHSC-S

Element 4b: Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Not applicable to LSUHSC-S

Element 4c: Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Educational Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

Narrative

The GRAD Act is legislation enacted to support the state's public postsecondary education institutions in remaining competitive and increasing their overall effectiveness and efficiency. Institutions should achieve specific, measureable performance objectives aimed at improving college completion and at meeting the state's current and future workforce and economic development needs. Institutions will be granted limited operational autonomy and flexibility in exchange for achieving such objectives.

Pursuant to the provisions of Act 741 of the 2010 Legislative Session, the LSU Board of Supervisors authorized campuses to increase tuition for resident students by up to ten percent annually, in addition to other increases authorized by law. These increases would be based on the institutions' yearly progress in achieving specific performance goals. After reaching the average tuition of their peers, institutions may increase tuition and fees up to five percent or the amount of the increase in the Higher Education Price Index in the previous year, whichever is greater.

Since the applicant pool for LSUHSC-S is almost entirely drawn from Louisiana residents, an increase in non-resident tuition and fees in accordance with the GRAD Act would virtually have no impact on enrollment or revenue. Furthermore, a tuition increase for Louisiana residents is not anticipated to negatively affect enrollment in the schools of LSUHSC-S. Additional revenues that would be realized from an in-state tuition increase, however, are not expected to offset the anticipated budget reduction for Louisiana higher education.

Measures

i. Total tuition and fees charged to full-time non-resident students			
School-Program	Annual Tuition and Fees*	Peer Comparison	Difference
School of Medicine	53,913	55,137 ¹	-1,224
School of Graduate Studies	14,186	18,925 ¹	-4,739
School of Allied Health Professions – Doctor of Physical Therapy	26,752	34,158 ²	-7,406
School of Allied Health Professions – Master of Physician Assistant Studies	19,544	43,418 (LSUHSC-S) ³ vs. 69,752 (All Public) ⁴	-26,334 [†]
School of Allied Health Professions – Master of Occupational Therapy	24,277	32,600 ⁵	-8,323
School of Allied Health Professions – Master of Communications Disorders	24,277	30,816 ⁶	-6,539
School of Allied Health Professions – B.S. in Cardiopulmonary Science	21,314	27,337 ⁷	-6,023
School of Allied Health Professions – B.S. in Medical Technology	21,314	26,396 ⁸	-5,082

*Includes fall, spring, and summer; AY of tuition and fees corresponds to AY of available peer comparison data

[†]Difference in tuition and fees between LSUHSC-S and median of all public institutions for the entire length on program

¹SREB State Data Exchange – Median Tuition and Fees 2014-15

²CAPTE Physical Therapy Education Programs Fact Sheets – Median Non-resident Tuition and Fees 2014-15 for Public Institutions

³LSUHSC-S estimated total non-resident tuition and fees that each student will incur for the entire length of the PA program, 2013-14

⁴PAEA By the Numbers 2015 30th Report on Physician Assistant Educational Programs in the US – Estimated current total non-resident tuition and fees that each student will incur for the entire length of the PA program, median 2013-14 public institutions

⁵Peer comparison among Master of Occupational Therapy programs in SREB states – Median Non-resident Tuition and Fees for Public Institutions 2015-16

⁶Peer comparison among Master of Communication Disorders/Speech Language Pathology programs in SREB states – Median Non-resident Tuition and Fees for Public Institutions 2015-16

⁷Peer comparison among B.S. in Cardiopulmonary Science/Respiratory Care programs in SREB states – Median Non-resident Tuition and Fees for Public Institutions 2015-16

⁸Peer comparison among B.S. in Medical Technology/Clinical Laboratory Science programs in SREB states – Median Non-resident Tuition and Fees for Public Institutions 2015-16

Element 4d: Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- **Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.**
- **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
- **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
- **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
- **Having a high level of research productivity and technology transfer.**

The Board of Regents shall continue to develop policy for this element. Upon approval of the policy, additional measures and reporting requirements will be defined.

SECTION 5

5.a. Number of students by classification

Fall Headcount

	Undergraduate	Graduate	Postgraduate ¹	Total
Fall 2015	39	852	605	1,496

¹Postgraduate learners at LSUHSC-S include graduate medical residents and fellows and other research/healthcare postgraduate trainees.

Student FTE

Not applicable to LSUHSC-S; credit hour data is not submitted to the Student Credit Hour (SCH) Reporting System by the institution. However, the following FTE student enrollment from July 1, 2014 to June 30, 2015 was reported in IPEDS 12-month Enrollment:

Undergraduate student FTE	41
Graduate student FTE	369
Doctor's-professional practice FTE	613
Total FTE students	1,023

5.b. Number of Instructional Staff Fall 2015

Instructional faculty headcount	311
Instructional faculty FTE	270.52

5.c. Average class student-to-instructor ratio (average undergraduate class size)

Not applicable to LSUHSC-S; credit hour data is not submitted to the Student Credit Hour (SCH) Reporting System by the institution. However, the following student-to-instructional staff for undergraduate programs for Fall 2015 was reported in IPEDS Enrollment:

Student-to-faculty ratio (IPEDS)	5 to 1
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5.d. Average number of students per instructor

Not applicable to LSUHSC-S; credit hour data is not submitted to the Student Credit Hour (SCH) Reporting System by the institution. However, the fall 2015 learner headcount to instructional faculty headcount is 4.8 to 1 (1496/311).

Learner-to-faculty ratio	4.8 to 1
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5.e. Number of non-instructional staff members in academic colleges and departments Fall 2015

Academic clinical departments are responsible for providing patient care services in the University Health Hospital; therefore, some staff may have duties in both the medical school and the hospital.

Headcount	69
FTE	68.35

5.f. Number of staff in Administrative Areas Fall 2015

Academic clinical departments are responsible for providing patient care services in the University Health Hospital; therefore, some staff may have duties in both the medical school and the hospital.

Headcount	85
FTE	85.00

5.g. Organizational chart containing all departments and personnel in the institution down to the second level of the organization below the chancellor.

See Appendix 4 for organizational chart.

5.h. Salaries of all personnel identified in (g) above and the date, amount, and type of all increases in salary received since June 30, 2008.

POSITION	TOTAL BASE SALARY FALL 2009 Reported for Fall 2009	SALARY CHANGE SINCE 6/30/2008 Reported for Fall 2010	SALARY CHANGES SINCE 06/30/2010 Reported for Fall 2011	SALARY CHANGES SINCE 06/30/2011 Reported for Fall 2012	SALARY CHANGES SINCE 06/30/2012 Reported for Fall 2013	SALARY CHANGES SINCE 06/30/2013 Reported for Fall 2014	SALARY CHANGES SINCE 06/30/2014 Reported for Fall 2015
Chancellor	April 1, 2009 \$325,000 (previous Chancellor retired) new Chancellor hired at a greater salary	No Change	No Change	No Change	November 1, 2013 \$338,000.00 current incumbent received a raise	No Change	No Change
Vice Chancellor Business and Reimbursements	July 1, 2008 \$251,410.50 current incumbent received a raise	No Change	April 1, 2011 current incumbent retired at salary of \$251,410.50				
Vice Chancellor for Administration (created 4/15/2009)	April 15, 2009 current incumbent hired at a salary of \$220,000	No Change	No Change	No Change	November 1, 2013 \$228,800.00 current incumbent received a raise	No Change	Not applicable. Position was vacated 6/5/15
Vice Chancellor Clinical Affairs	July 1, 2008 \$186,999.96 previous incumbent received increase	No Change	July 1, 2010 \$222,000 previous incumbent retired and new Vice Chancellor hired at a greater salary	No Change	November 1, 2013 \$230,880.00 current incumbent received a raise	No Change	No Change
Dean School of Allied Health Professions	July 1, 2008 \$144,417.96 current incumbent received a raise	No Change	No Change	No Change	November 1, 2013 \$150,194.68 current incumbent received a raise	No Change	No Change
Dean School of Graduate Studies	July 1, 2008 \$128,211.96 current incumbent received a raise	No Change	No Change	No Change	November 1, 2013 \$133,340.44 current incumbent received a raise	No Change	No Change
Dean School of Medicine (created 11/01/2009)		November 1, 2009 current incumbent hired at a salary of \$270,000	No Change	No Change	November 1, 2013 \$280,800.00 current incumbent received a raise	3/21/2014 \$195,520 (previous Dean School of Medicine retired) Acting Dean School of Medicine appointed at lesser salary.	No Change
Administrator LSU Hospital	July 1, 2008 \$236,982.00 current incumbent received a raise	No Change	No Change	No Change	Not applicable; on October 1, 2013, the LSU Hospital was privatized		
Senior Associate Dean and LSU Hospital CMO (created 1/1/2010)		January 1, 2010 current incumbent hired at a salary of \$200,000	No Change	No Change	November 1, 2013 \$208,000.00 current incumbent received a raise	No Change	No Change

5.i. A cost performance analysis

i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with NACUBO guidelines

Expenditures by Function:	Amount	% of Total
Instruction	\$25,370,674	41.9%
Research	\$22,065,734	36.4%
Public Service	\$1,654,765	2.7%
Academic Support**	\$8,406,822	13.9%
Student Services	\$1,465,965	2.4%
Institutional Services	\$0	0.0%
Scholarships/Fellowships	\$1,599,677	2.6%
Plant Operations/Maintenance	\$0	0.0%
Total E&G Expenditures	\$60,563,637	100.0%
Hospital	\$0	0.0%
Transfers out of agency	\$4,200	0.0%
Athletics	\$0	0.0%
Other	\$0	0.0%
Total Expenditures	\$60,567,837	100.0%

ii. Average yearly cost of attendance for the reporting year as reported to the US Department of Education

Not applicable to LSUHSC-S; measure applies to first-time, full-time undergraduates which LSUHSC-S does not enroll.

iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges

Not applicable to LSUHSC-S

iv. Average cost per degree awarded in most recent academic year

Not applicable to LSUHSC-S

v. Average cost per non-completer in the most recent academic year

Not applicable to LSUHSC-S

vi. All expenditures of the institution for that year most recent academic year

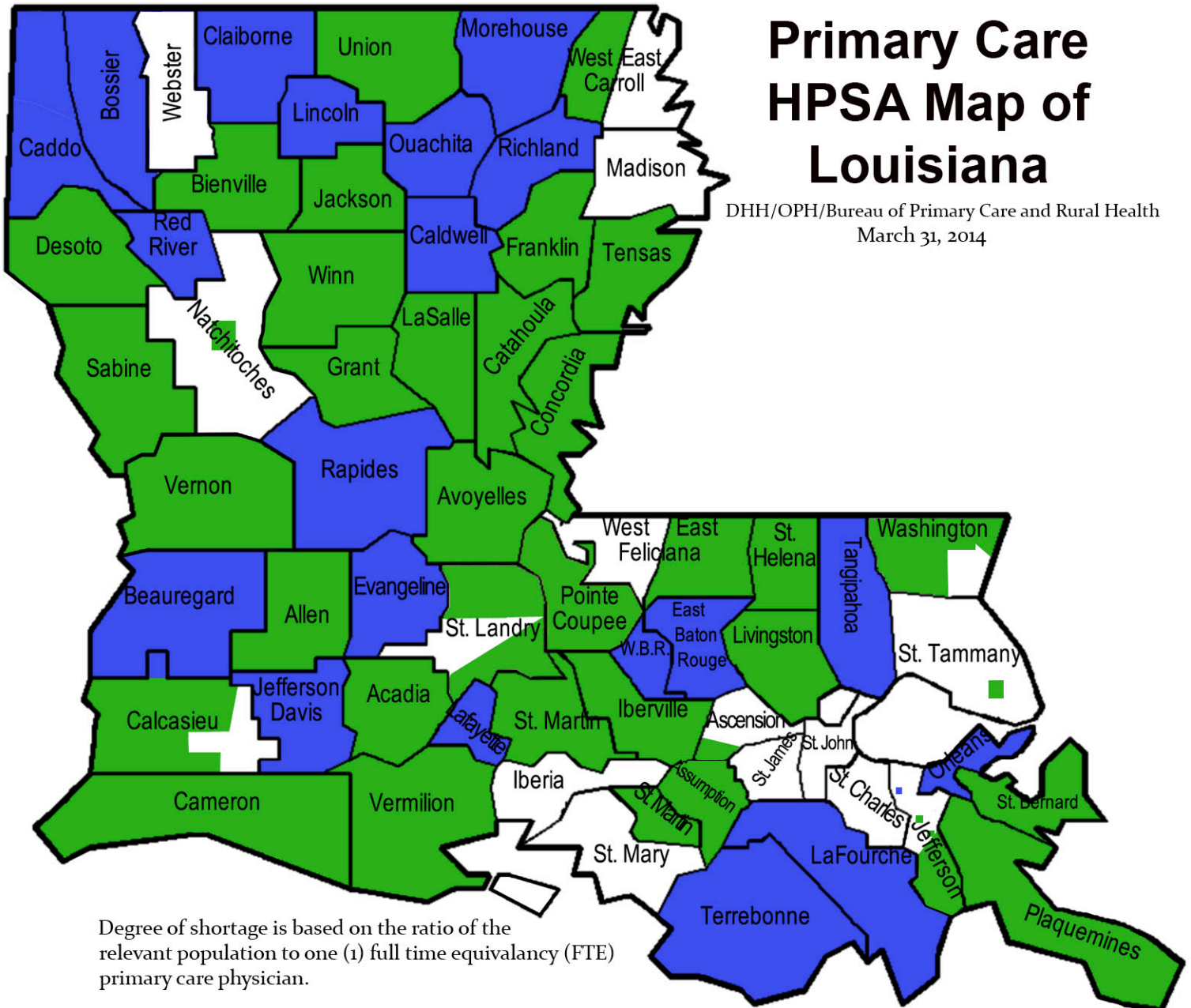
\$ 329,339,275

APPENDIX 1

Health Professional Shortage Area (HPSA) Map – Primary Care Designations

Primary Care HPSA Map of Louisiana

DHH/OPH/Bureau of Primary Care and Rural Health
March 31, 2014



HPSA Designations Legend:

- Geographic Designation
- Low-Income Population Designation
- Pending Designation

APPENDIX 2

**Association of American Medical Colleges
(AAMC)
Medical School Missions Management Tool
2016
– Graduates Practicing in State and in
Underserved Areas**

Graduate a Workforce that Will Address the Priority Health Needs of the Nation

Louisiana State University School of Medicine in Shreveport
Benchmarked against All Medical Schools



Percentile	Areas of Practice for Graduates Between Academic Years 2000-2001 and 2004-2005					Areas of Estimated Practice for Graduates Entering Post-Graduate Training from 2012 through 2014		
	Total Graduates	Percent in Primary Care Medicine	Percent Practicing In-state	Percent Practicing in Rural Areas	Percent Practicing in Underserved Areas	Total Graduates Entering Post-Graduate Training	Percent in Family Medicine	Percent in Primary Care
90	958	31.2%	55.7%	12.1%	27.9%	584	15.0%	35.4%
80	826	28.5%	47.8%	9.1%	22.0%	515	11.9%	32.6%
70	764	26.3%	43.8%	8.2%	21.1%	469	11.0%	28.7%
60	703	24.6%	41.0%	6.2%	19.8%	445	10.1%	25.8%
50	623	23.6%	37.5%	5.1%	19.0%	406	9.0%	24.4%
40	532	22.3%	30.8%	4.1%	17.8%	352	7.6%	22.1%
30	482	20.2%	28.1%	3.1%	16.4%	308	6.0%	20.5%
20	438	18.1%	20.8%	2.3%	15.2%	274	4.8%	18.4%
10	309	14.9%	14.1%	1.7%	13.7%	209	2.9%	15.9%
Mean	634	23.5%	35.4%	6.4%	19.8%	401	8.9%	24.9%
Valid N	124	124	124	124	124	126	126	126

Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Student Records System; American Medical Association Physician Masterfile; GME Track System

Staff Contact: For general report questions, contact Ron Espiritu at respiritu@aamc.org or Hershel Alexander, Ph.D., at halexander@aamc.org. For the data contributors to this table, see the definitions section of the report (pages 7 through 12).

APPENDIX 3

Association of University Technology Managers (AUTM) U.S. Licensing Activity Survey FY2014

AUTM U.S. Licensing Activity Survey: FY2014

Data Appendix

Name of Institution	Type of Institution	Program Start	2014 Licensing FTE	2014 Research Expenditures	2012-2014 Cumulative Research Expenditures	2014 Licenses and Options Executed	Cumulative Active Licenses	2014 Startups	2014 Invention Disclosures	2012-2014 Cumulative Invention Disclosures	2014 Patents Issued	2014 New Patent Applications	2014 Adjusted Gross Income	2012-2014 Cumulative Adjusted Gross Income	2014 License Income Received	2014 License Income Received - Running Royalties
Albert Einstein College of Med/Yeshiva University	University	1985	4.00	\$148,384,135	\$524,313,882	27	99	4	65	191	19	37	\$3,143,621	11,331,732	\$3,265,897	\$212,685
Arizona State University	University	1985	10.00	\$426,651,000	\$1,217,763,626	90	202	12	261	750	56	165	\$3,338,264	7,233,205	\$3,376,965	\$58,696
Auburn University	University	1988	3.50	\$142,487	\$280,384,487	18	77	1	54	206	17	34	\$862,297	2,343,008	\$863,334	\$66,505
Ball State University	University	1991	0.00	\$9,209,000	\$23,982,708	0	0	0	14	41	1	0	\$0	0	\$0	\$0
Baylor College of Medicine	University	1983	6.00	\$335,488,469	\$1,067,354,403	57	745	8	118	324	3	43	\$5,513,792	27,325,840	\$5,513,792	\$4,270,879
Beth Israel Deaconess Medical Ctr.	Hospitals and Research Inst.	1997	5.00	\$217,155,000	\$677,679,000	32	192	4	74	277	18	46	\$5,840,071	10,916,421	\$5,847,365	\$2,440,768
Boise State University	University	2009	1.00	\$26,567,923	\$80,179,108	27	43	0	16	65	6	8	\$5,600	78,653	\$5,600	\$0
Boston University/ Boston Medical Ctr.	University	1976	9.00	\$350,345,942	\$1,257,561,375	10	108	3	119	215	15	34	\$12,897,107	15,049,767	\$15,176,293	\$1,005,417
Boyce Thompson Inst. for Plant Research	Hospitals and Research Inst.	1999	1.00	\$9,734,108	NA	7	5	0	4	NA	1	29	\$222,000	291,575	\$222,000	\$0
Brandeis University	University	1998	2.00	\$61,543,721	NA	4	53	2	26	NA	6	17	\$1,811,190	3,113,293	\$2,084,195	\$1,869,612
Brigham & Women's Hospital, Inc.	Hospitals and Research Inst.	1986	NA	\$600,226,000	\$1,862,680,000	67	NA	6	222	551	30	104	\$9,375,921	24,931,642	\$9,375,921	\$2,305,515
Brown University	University	1983	4.00	\$131,739,627	\$480,817,627	6	52	2	55	172	18	59	\$1,861,000	5,775,000	\$1,861,000	\$1,558,572
California Inst. of Technology	University	1995	NA	\$346,228,151	\$1,124,926,111	56	191	11	324	1038	194	621	\$31,459,255	84,275,315	\$31,626,059	\$3,665,036
Carnegie Mellon University	University	1992	6.50	\$260,360,000	\$807,787,000	90	585	10	256	668	27	85	\$6,506,594	31,563,409	\$6,530,479	\$2,386,795
Case Western Reserve University	University	1986	4.68	\$332,815,000	\$1,006,416,068	44	296	5	224	637	40	97	\$1,509,350	7,149,282	\$3,229,842	NA
Cedars-Sinai Medical Ctr.	Hospitals and Research Inst.	1991	3.00	\$109,466,514	\$328,530,655	13	51	2	64	157	16	59	\$15,538,982	44,855,564	\$15,538,982	\$13,758,863
Children's Hospital Boston	Hospitals and Research Inst.	1991	6.00	\$289,129,000	\$876,444,000	33	370	3	175	463	40	42	\$5,683,484	20,802,203	\$7,328,686	\$5,503,920
Children's Hospital, Cincinnati	Hospitals and Research Inst.	1997	6.00	\$362,441,833	\$1,013,690,382	18	162	NA	186	571	13	30	\$1,147,961	5,141,670	\$1,241,384	\$1,107,784
Clemson University	University	1987	2.50	\$69,163,711	\$227,570,077	7	68	4	129	345	15	25	\$836,846	2,824,639	\$836,846	\$241,731
Cleveland Clinic	Hospitals and Research Inst.	1989	38.80	\$255,000,000	\$758,000,000	28	250	4	201	769	57	185	\$16,242,788	43,889,818	\$16,246,038	\$5,164,222
Cold Spring Harbor Laboratory	Hospitals and Research Inst.	1985	3.50	\$48,936,526	NA	19	203	6	7	NA	7	7	\$2,580,630	NA	\$2,641,761	\$762,048
Colorado School of Mines	University	2005	1.00	\$53,755,323	\$171,234,588	14	38	0	42	108	12	33	\$95,102	309,239	\$95,102	NA
Colorado State University	University	1970	4.00	\$307,978,156	\$997,128,550	28	181	4	122	349	25	57	\$1,259,447	3,430,372	\$1,270,904	\$1,102,000
Columbia University	University	1982	14.00	\$748,745,866	\$2,306,916,074	106	NA	18	387	1110	111	191	\$114,988,205	315,204,883	\$174,730,250	\$164,050,163
Cornell University	University	1979	10.00	\$777,036,076	\$2,345,185,733	107	960	11	354	1139	96	154	\$10,881,625	27,758,307	\$11,124,292	\$5,831,955
Creighton University	University	1992	1.00	\$21,520,000	NA	1	13	1	8	NA	6	9	\$12,331	NA	\$12,331	\$12,331
Dana-Farber Cancer Inst.	Hospitals and Research Inst.	1981	12.00	\$241,144,618	\$745,686,244	32	NA	NA	124	349	NA	NA	\$24,114,089	32,978,753	\$24,114,089	NA
Dartmouth College	University	1985	2.00	\$212,358,928	\$542,741,359	8	111	1	65	195	32	40	\$944,162	19,584,856	\$963,513	\$257,718
Drexel University	University	1995	5.00	\$111,548,211	\$339,359,086	28	70	6	109	380	45	78	\$282,613	835,347	\$282,613	\$512
Duke University	University	1986	9.60	\$898,148,000	\$2,544,310,536	135	973	6	162	595	49	138	\$34,323,399	87,641,853	\$35,866,260	\$25,450,397
Duquesne University	University	1999	NA	\$15,025,000	\$39,792,000	0	0	1	7	12	8	6	\$0	0	\$0	\$0
East Carolina University	University	1995	1.00	\$29,925,000	\$100,186,000	5	17	1	6	28	4	4	\$134,910	296,867	\$134,910	\$67,180
Emory University	University	1985	8.00	\$462,142,975	\$1,446,150,442	40	304	3	225	682	35	71	\$13,949,803	43,045,291	\$14,085,741	\$2,983,108
Florida State University	University	1996	5.00	\$201,375,381	\$592,812,575	20	110	2	61	193	39	98	\$1,064,265	3,233,552	\$1,064,265	\$1,020,433
Fred Hutchinson Cancer Res. Ctr.	Hospitals and Research Inst.	1988	NA	\$314,100,000	\$993,224,000	9	NA	2	41	121	NA	12	\$22,980,481	39,729,386	\$22,980,481	\$9,857,722

AUTM U.S. Licensing Activity Survey: FY2014

Data Appendix

Name of Institution	Type of Institution	Program Start	2014 Licensing FTE	2014 Research Expenditures	2012-2014 Cumulative Research Expenditures	2014 Licenses and Options Executed	Cumulative Active Licenses	2014 Startups	2014 Invention Disclosures	2012-2014 Cumulative Invention Disclosures	2014 Patents Issued	2014 New Patent Applications	2014 Adjusted Gross Income	2012-2014 Cumulative Adjusted Gross Income	2014 License Income Received	2014 License Income Received - Running Royalties
Georgetown University	University	1993	5.00	\$149,780,452	\$471,370,071	10	81	4	51	161	14	53	\$8,726,245	27,017,606	\$8,745,310	\$8,601,726
Georgia Inst. of Technology	University	1990	6.00	\$721,700,000	\$2,348,261,846	29	469	8	325	1029	99	322	\$1,215,920	6,165,178	\$1,233,275	\$1,009,242
Georgia Regents University	University	2001	3.00	\$55,674,000	\$188,042,000	11	43	4	32	107	7	27	\$159,913	428,239	\$160,813	\$49,238
H Lee Moffitt Cancer Ctr & Res Inst.	Hospitals and Research Inst.	2004	2.00	\$120,292,692	\$359,316,228	21	59	2	49	140	16	49	\$145,161	532,458	\$160,634	\$3,418
Hackensack University Medical Center	Hospitals and Research Inst.	2012	2.00	\$10,158,151	\$28,569,187	0	0	NA	7	13	0	4	\$0	0	\$0	\$0
Harvard University	University	1977	12.00	\$811,900,000	\$2,456,400,000	81	699	10	452	1234	89	251	\$15,584,090	38,685,712	\$17,332,059	\$6,044,094
Hospital for Special Surgery	Hospitals and Research Inst.	1996	3.00	\$35,506,425	NA	12	9	1	21	NA	4	16	\$3,808,328	6,900,270	\$3,808,328	\$3,359,445
Illinois State University	University	NA	0.00	\$19,541,535	NA	0	0	0	2	NA	2	1	\$0	NA	\$0	\$0
Indiana University Res. & Technology Corp.(IURTC)	University	1991	9.00	\$422,264,681	\$1,315,347,133	36	265	10	224	664	32	79	\$5,458,661	17,893,443	\$5,485,654	\$3,771,292
Iowa State University	University	1935	6.10	\$355,087,455	\$950,765,466	59	278	3	113	313	33	37	\$4,767,192	23,690,434	\$4,812,786	\$4,691,544
Johns Hopkins University	University	1973	21.75	\$1,604,601,203	\$4,719,508,203	123	713	13	453	1321	94	226	\$15,406,713	46,909,712	\$16,526,573	\$4,781,735
Johns Hopkins University Applied Physics Laboratory	University	1999	5.50	\$1,196,944,873	\$3,355,580,728	29	257	6	257	712	29	83	\$520,431	1,988,358	\$520,431	\$372,407
Kansas State University Research Foundation.	University	1942	2.55	\$122,220,758	\$394,356,992	18	70	1	60	128	17	24	\$2,130,445	5,993,453	\$2,134,270	\$1,483,835
Lehigh University	University	2004	1.00	\$40,407,229	\$131,112,771	1	NA	0	20	65	10	16	\$585,688	721,374	\$585,688	\$518,488
Louisiana State University System	University	1986	7.07	\$361,532,000	\$1,094,320,000	29	136	2	142	342	23	53	\$10,484,483	30,893,751	\$10,547,492	\$9,920,668
Louisiana Tech University	University	2000	1.00	\$22,941,594	\$74,436,594	6	12	2	17	63	9	5	\$222,270	479,612	\$222,270	\$102,500
Loyola University of Chicago	University	N	0.00	\$50,774,416	\$148,354,787	0	1	0	5	20	3	5	\$2,542,036	12,759,861	\$2,542,036	\$2,542,036
Massachusetts Inst. of Technology (MIT)	University	1940	23.00	\$1,521,411,000	\$4,683,351,000	112	1061	20	743	2105	304	509	\$63,910,000	259,850,000	\$67,870,000	\$39,740,000
Mayo Foundation. for Medical Education and Research	Hospitals and Research Inst.	1986	16.65	\$648,000,000	\$1,928,000,000	94	752	7	437	1075	73	108	\$40,921,602	96,219,676	\$41,497,523	\$16,653,675
Medical College of Wisconsin Research Fndtn	University	1984	3.00	\$138,125,927	\$434,306,321	7	52	1	43	121	6	15	\$112,376	786,031	\$112,376	\$60,199
Medical University of South Carolina	University	1994	3.00	\$217,963,451	\$631,946,126	13	59	4	167	389	21	23	\$443,630	3,206,528	\$443,630	\$408,130
Memorial Sloan Kettering Cancer Center	Hospitals and Research Inst.	1981	6.00	\$542,304,049	\$1,519,340,584	42	377	1	118	327	13	62	\$164,307,495	455,565,011	\$164,769,901	\$139,915,205
Miami University	University	2012	0.50	\$12,048,000	NA	0	0	0	10	NA	0	NA	\$16,799	NA	\$16,799	\$16,799
Michigan State University	University	1992	9.00	\$526,906,000	\$1,549,674,000	70	406	0	131	380	32	42	\$3,636,669	10,491,835	\$3,755,836	\$3,170,528
Michigan Technological University	University	1988	3.00	\$68,525,861	\$211,204,464	15	19	2	45	146	8	8	\$263,405	707,904	\$264,425	\$0
Mississippi State University	University	1995	2.00	\$209,729,000	\$649,350,000	19	63	1	29	99	8	16	\$152,689	583,756	\$152,689	\$116,006
Montana State University	University	1980	3.00	\$109,600,000	\$315,660,292	63	255	1	21	56	3	17	\$275,345	1,276,504	\$275,345	\$210,645
Mount Sinai School of Medicine	University	1991	8.40	\$379,368,814	\$1,083,933,275	51	136	4	121	294	27	34	\$42,348,288	152,929,758	\$46,596,017	\$42,811,644
National Jewish Health	Hospitals and Research Inst.	1994	2.00	\$51,017,886	\$159,303,461	10	120	2	20	70	12	12	\$94,900	359,426	\$99,400	\$41,247
New Jersey Inst. of Technology	University	1990	3.00	\$106,081,986	\$316,242,773	10	170	4	45	204	15	30	\$114,500	551,691	\$114,500	\$2,680
New York University	University	1989	6.00	\$523,623,000	\$1,451,551,600	55	441	10	173	516	81	111	\$215,705,425	614,307,191	\$215,857,256	\$211,415,345
North Carolina State University	University	1984	8.00	\$446,112,315	\$1,267,805,315	145	695	10	258	770	40	88	\$7,508,718	20,642,280	\$7,528,096	\$6,366,766
North Dakota State University	University	1995	1.00	\$154,437,000	\$440,103,347	51	501	3	42	150	10	10	\$2,005,786	6,297,568	\$2,005,786	\$1,754,791
Northern Arizona University	University	2008	0.25	\$31,590,000	\$90,206,000	1	7	1	24	59	4	7	\$22,975	61,529	\$22,975	\$4,537

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Northern Illinois University	University	1988	0.00	\$8,956,937	\$24,649,044	0	3	0	4	24	4	10	\$15,033	54,634	\$15,033	\$15,033
Northwestern University	University	N	11.00	\$497,196,634	\$1,846,907,157	32	245	13	208	587	89	124	\$360,948,649	740,378,232	\$360,948,649	NA
Ohio State University	University	1990	14.50	\$982,531,717	\$2,883,865,289	68	200	14	305	1008	54	89	\$2,117,836	6,148,880	\$2,198,509	\$1,119,110
Ohio University	University	1991	2.00	\$60,800,000	\$153,024,000	2	17	0	38	94	13	62	\$10,669,310	29,995,553	\$10,669,310	\$10,569,310
Oklahoma State University	University	1995	4.00	\$138,984,254	\$464,804,287	6	73	1	52	146	11	19	\$2,237,567	6,302,042	\$2,285,376	\$2,182,271
Oregon Health & Science University	University	1989	5.84	\$327,298,703	\$971,203,375	84	377	4	128	348	24	29	\$1,490,584	4,874,423	\$1,668,580	\$345,903
Oregon State University	University	1980	5.00	\$230,963,000	\$704,147,000	89	362	4	59	214	18	22	\$4,156,867	14,241,959	\$5,205,889	\$5,029,579
Penn State University	University	1989	4.50	\$813,125,000	\$2,468,842,000	36	178	9	117	408	55	108	\$1,524,287	6,871,543	\$1,525,921	\$505,719
Portland State University	University	2005	2.00	\$58,168,451	\$184,815,535	30	65	0	25	70	7	9	\$352,490	838,053	\$352,490	\$571
Princeton University	University	1986	3.00	\$199,813,000	\$591,273,789	12	41	4	106	319	28	165	\$141,814,000	404,675,625	\$142,980,000	\$139,720,000
Purdue Research Foundation.	University	1988	7.00	\$582,146,000	\$1,823,284,000	120	NA	24	284	954	100	161	\$7,137,369	18,298,968	\$7,137,369	\$2,796,604
Research Corporation Technologies	2PMF	1987	6.00	\$0	NA	4	4	NA	0	NA	2	5	\$22,300,000	54,300,000	\$45,400,000	\$41,675,000
Rice University	University	1998	5.00	\$110,486,000	\$316,098,982	14	56	2	123	322	53	89	\$2,230,031	2,990,809	\$2,234,337	\$23,601
Rochester Inst. of Technology	University	1998	1.00	\$35,945,000	\$107,769,000	4	2	0	22	52	12	17	\$225,000	660,045	\$225,000	\$150,000
Rockefeller University	University	1989	2.50	\$150,000,000	\$446,000,000	51	296	1	51	162	21	14	\$19,434,000	57,696,400	\$19,900,000	\$12,575,000
Rutgers, The State University of NJ	University	1989	20.44	\$677,118,000	\$1,686,826,000	61	843	4	155	480	81	143	\$13,502,028	27,901,689	\$14,100,000	\$12,766,871
Salish Kootenai College	University	2013	0.00	\$4,000,000	NA	0	0	0	0	NA	0	0	\$0	NA	\$0	\$0
San Diego State University	University	1997	1.50	\$61,885,940	\$188,771,085	12	NA	1	30	114	4	22	\$1,314,965	2,065,665	\$1,314,965	\$612,965
South Dakota State University	University	2008	1.00	\$58,334,787	\$175,421,258	13	35	1	38	132	4	15	\$2,939,816	7,935,924	\$2,939,816	\$2,439,816
Southern Illinois University	University	1993	NA	NA	NA	3	20	3	25	NA	6	8	\$624,323	NA	\$629,425	\$565,425
St. Jude Children's Research Hospital	Hospitals and Research Inst.	1995	3.00	\$323,357,158	\$949,003,846	24	296	0	41	124	8	18	\$29,544,394	36,943,563	\$29,555,155	\$2,828,865
Stanford University	University	1970	22.00	\$887,196,642	\$2,614,961,124	106	1400	23	481	1487	187	271	\$108,031,284	270,247,746	\$108,604,960	\$71,910,766
Stevens Inst. of Technology	University	2000	1.00	\$28,208,318	\$93,031,478	8	4	8	49	136	6	23	\$342,000	1,125,000	\$342,000	\$3,000
Temple University	University	1989	NA	\$141,424,850	\$408,597,921	7	44	2	60	171	7	20	\$326,628	14,299,329	\$326,628	\$96,628
Texas A&M University System	University	1992	12.00	\$854,214,000	\$2,367,650,000	58	500	9	219	590	31	134	\$10,205,552	36,042,310	\$10,205,586	\$9,218,296
Texas Tech University System	University	1998	2.00	\$204,000,000	NA	15	36	6	94	NA	2	58	\$520,114	982,114	\$520,114	\$182,189
The Catholic University of America	University	1997	0.20	\$24,123,000	NA	0	6	0	0	NA	2	0	\$434,668	854,693	\$434,668	\$434,668
The General Hospital dba Massachusetts General Hospital	Hospitals and Research Inst.	1976	NA	\$759,926,000	\$2,301,815,000	105	NA	6	366	1065	86	253	\$68,906,000	224,609,689	\$68,906,000	\$55,228,000
The Jackson Laboratory	Hospitals and Research Inst.	2002	1.25	\$72,218,134	\$191,659,134	53	229	0	9	30	6	15	\$2,164,231	5,403,248	\$2,190,106	\$49,862
The Research Foundation for The State University of New York	University	1979	17.25	\$1,003,875,997	\$2,917,266,002	39	383	12	293	835	76	148	\$13,086,179	32,306,687	\$13,200,926	\$7,538,005
The Salk Inst. for Biological Studies	Hospitals and Research Inst.	1982	4.00	\$98,621,098	\$304,319,543	26	157	2	60	126	1	46	\$3,582,431	9,902,244	\$3,712,937	\$502,432
The UAB Research Foundation.	University	1987	6.15	\$428,149,000	\$1,325,518,000	22	197	1	90	303	24	34	\$2,993,266	10,362,152	\$3,998,632	\$2,426,682
Tufts Medical Center	Hospitals and Research Inst.	1993	1.00	\$75,219,000	\$227,220,000	6	27	2	17	67	8	3	\$706,904	1,927,395	\$1,271,034	\$991,050
Tufts University	University	1978	6.00	\$167,133,706	\$498,304,490	12	77	3	75	230	33	34	\$4,397,440	17,158,165	\$4,426,481	\$4,061,796
Tulane University	University	1985	2.00	\$134,233,643	\$421,661,834	9	58	3	50	162	9	22	\$2,533,364	16,998,668	\$2,533,364	\$2,426,301
University of Akron	University	1995	1.60	\$69,527,505	\$205,580,776	3	44	3	85	217	34	85	\$152,500	714,766	\$152,500	\$0
University of Alabama in Huntsville	University	1999	1.00	\$89,458,782	\$275,462,264	1	9	5	24	68	5	13	\$1,031,734	3,073,251	\$1,031,734	\$31,734
University of Arizona	University	1988	8.50	\$588,088,000	\$1,842,919,000	72	311	11	188	474	24	81	\$1,068,119	2,916,107	\$1,112,331	\$250,655
University of Arkansas for Medical Sciences	University	1994	1.00	\$108,000,000	NA	2	49	2	36	95	6	12	\$1,687,401	NA	\$1,687,401	\$1,200,000
University of Arkansas, Fayetteville	University	1990	5.20	\$125,823,882	\$374,523,882	32	354	0	51	126	13	29	\$876,112	2,947,511	\$876,112	\$861,112

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University of California System	University	1979	69.00	\$5,065,279,838	\$16,232,148,212	264	2448	75	1646	4879	428	1278	\$108,682,315	304,382,179	\$115,376,018	\$74,115,378
University of Central Florida	University	1985	5.00	\$185,555,000	\$433,905,000	23	75	8	98	348	57	60	\$1,040,603	2,847,486	\$1,072,103	\$630,576
University of Chicago/UCTech	University	1986	9.00	\$338,273,190	\$1,057,623,819	16	283	1	82	270	18	42	\$5,313,538	19,923,139	\$5,619,132	\$4,847,382
University of Cincinnati	University	1983	1.70	\$208,976,306	\$668,235,013	14	215	2	98	319	19	25	\$427,353	1,256,914	\$483,793	\$25,358
University of Colorado	University	1993	9.50	\$813,491,504	\$2,410,411,519	63	381	9	250	714	50	325	\$6,123,692	54,775,807	\$6,176,414	\$2,910,786
University of Connecticut	University	1987	4.50	\$179,680,000	\$544,810,171	22	85	5	59	211	21	34	\$1,695,829	3,597,078	\$1,718,083	\$406,929
University of Delaware	University	1997	3.00	\$137,782,754	\$419,512,252	11	49	3	62	148	15	100	\$408,287	NA	\$408,287	\$78,287
University of Denver	University	2004	1.00	\$22,066,000	NA	NA	NA	NA	4	NA	NA	NA	\$127,725	245,527	\$127,725	NA
University of Florida	University	1983	13.50	\$527,090,710	\$1,644,805,252	147	815	16	352	1032	110	206	\$32,743,436	94,099,035	\$32,865,349	\$29,089,302
University of Georgia	University	1979	4.95	\$355,471,000	\$1,057,091,000	139	1324	5	160	503	37	44	\$6,419,346	21,809,266	\$6,576,756	\$4,903,390
University of Hawaii	University	1987	5.00	\$262,596,200	\$741,784,005	5	58	NA	38	123	11	38	\$117,628	584,251	\$117,628	\$76,890
University of Houston	University	1996	5.00	\$140,597,000	\$387,729,000	2	62	8	60	164	20	47	\$21,449,015	50,593,950	\$21,449,015	\$21,370,281
University of Illinois, Chicago, Urbana	University	1981	19.50	\$969,621,000	\$3,053,335,000	90	404	11	348	1099	112	144	\$29,366,039	74,916,296	\$29,383,707	\$26,808,440
University of Iowa	University	1975	7.00	\$457,013,000	\$1,338,819,000	32	193	11	139	337	25	30	\$1,608,684	9,860,176	\$1,625,760	\$304,638
University of Kansas	University	1994	5.00	\$238,812,593	\$774,425,696	33	100	3	66	226	25	32	\$10,617,800	32,158,818	\$10,632,227	\$10,358,902
University of Kentucky	University	1984	2.00	\$231,159,000	\$705,778,000	11	124	6	84	225	30	23	\$3,317,185	9,745,449	\$3,317,185	\$3,317,185
University of Louisville	University	1996	3.00	\$183,376,000	NA	20	137	5	76	NA	24	20	\$3,995,699	NA	\$3,999,699	\$16,199
University of Massachusetts	University	1994	11.90	\$603,010,000	\$1,791,611,000	35	254	5	171	514	54	121	\$29,725,124	116,130,651	\$29,749,846	\$28,077,443
University of Miami	University	1989	1.00	\$331,001,000	\$1,030,811,000	24	0	5	51	209	16	42	\$2,043,127	4,936,805	\$2,043,127	\$1,921,877
University of Michigan	University	1982	10.00	\$1,308,616,358	\$3,911,362,422	148	408	14	421	1201	132	190	\$16,332,951	39,645,018	\$18,465,087	\$6,107,724
University of Minnesota	University	1957	18.00	\$900,897,000	\$2,632,668,000	154	716	15	343	995	65	138	\$23,287,622	103,623,286	\$26,074,625	\$16,845,180
University of Mississippi	University	1992	2.00	\$65,844,000	\$195,665,000	1	18	0	13	26	4	3	\$898,769	1,048,551	\$918,711	\$250,208
University of Missouri, all campuses	University	1987	17.00	\$324,114,939	\$965,183,850	67	309	5	175	482	52	84	\$10,810,846	25,300,037	\$10,810,846	\$10,376,845
University of Nebraska	University	1992	10.50	\$404,692,505	\$1,194,081,117	37	266	6	160	625	24	180	\$5,145,630	20,674,757	\$6,159,350	\$1,158,107
University of New Hampshire	University	1997	3.00	\$108,169,151	\$370,512,121	29	117	0	67	147	6	4	\$537,699	1,280,878	\$537,699	\$162,376
University of New Mexico/ Sci. & Tech. Corp.	University	1995	4.00	\$228,849,381	\$670,447,494	56	86	9	119	381	45	95	\$1,072,923	5,310,295	\$1,072,923	\$106,284
University of North Carolina at Greensboro	University	2002	2.00	\$31,693,742	\$98,659,715	4	23	1	11	53	1	11	\$75,617	102,281	\$75,617	\$13,117
University of North Carolina, Chapel Hill	University	1985	6.00	\$763,247,906	\$2,327,142,146	43	498	10	156	454	36	82	\$7,568,322	13,667,868	\$7,649,478	\$167,688
University of North Carolina, Charlotte	University	1993	3.00	\$31,500,000	\$95,082,165	10	69	4	26	98	11	59	\$236,002	289,843	\$236,002	\$21,002
University of North Dakota	University	2004	1.00	\$81,200,000	NA	0	6	0	25	NA	8	14	\$183,815	332,035	\$183,815	\$0
University of North Texas	University	1999	1.25	\$39,186,122	\$121,977,121	1	30	0	21	59	3	3	\$58,922	217,590	\$58,922	\$21,492
University of Northern Iowa	University	2002	0.50	\$40,800,000	\$124,800,000	3	9	1	9	31	2	3	\$40,500	325,500	\$40,500	\$40,500
University of Notre Dame	University	1999	3.50	\$182,228,375	\$515,139,286	13	44	3	62	188	15	59	\$345,094	704,281	\$345,094	\$44,662
University of Oklahoma, All Campuses	University	1984	8.00	\$201,799,135	\$603,252,149	11	82	2	56	192	18	27	\$2,918,525	5,803,974	\$3,116,779	\$1,163,069
University of Oregon	University	1992	3.25	\$77,224,933	\$253,154,248	53	156	1	56	125	6	16	\$6,976,027	22,127,754	\$7,063,100	\$495,273
University of Pennsylvania	University	1986	12.00	\$887,752,449	\$2,702,529,338	133	707	21	405	1181	107	123	\$17,593,487	122,030,791	\$17,686,623	\$5,137,785
University of Pittsburgh	University	1992	6.75	\$697,577,000	\$2,237,374,000	150	336	6	274	838	74	88	\$39,651,862	47,472,218	\$39,840,770	\$26,711,539

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University of Rochester	University	1980	7.00	\$344,290,000	\$1,102,463,000	31	150	2	155	427	45	70	\$25,638,944	94,460,425	\$25,639,469	\$22,408,022
University of South Carolina	University	1993	2.50	\$206,173,000	\$629,057,000	6	59	4	69	199	27	60	\$484,302	840,433	\$484,302	\$180,302
University of South Florida	University	1990	7.45	\$496,575,000	\$1,415,189,000	91	331	11	190	552	113	112	\$1,405,713	4,451,370	\$1,405,713	\$156,348
University of Southern California	University	1971	15.00	\$687,222,475	\$1,808,697,323	49	286	13	262	698	81	118	\$6,114,475	17,370,432	\$6,231,566	\$5,299,888
University of Tennessee	University	1983	6.00	\$320,838,236	\$998,909,241	15	180	3	152	441	36	68	\$746,602	2,539,267	\$767,713	\$401,960
University of Toledo	University	1994	2.75	\$61,900,000	\$199,200,000	18	121	4	60	198	18	30	\$1,422,993	2,723,061	\$1,422,993	\$802,148
University of Utah	University	1968	7.88	\$388,521,592	\$1,142,279,309	105	297	16	179	669	79	74	\$75,480,676	148,961,945	\$76,514,927	\$14,266,635
University of Vermont	University	1998	1.50	\$92,360,000	\$303,966,857	2	48	1	46	124	15	5	\$527,000	1,396,298	\$527,000	\$452,000
University of Virginia Patent Foundation.	University	1977	5.50	\$358,576,000	\$1,128,763,000	53	448	8	176	486	38	124	\$3,565,428	10,905,946	\$3,595,592	\$1,410,600
University of Washington/ Wash. Res. Foundation.	University	1983	12.90	\$1,186,828,000	\$3,194,923,579	265	1260	18	421	1293	82	189	\$104,524,168	280,587,946	\$104,767,138	\$95,749,810
University of West Florida	University	2007	0.05	\$26,713,306	NA	2	2	0	2	NA	0	0	\$7,220	NA	\$7,220	\$7,220
University of Wisconsin at Milwaukee	University	2000	4.00	\$59,191,822	\$173,550,472	7	21	2	49	131	5	22	\$43,754	209,521	\$43,754	\$43,754
University of Alabama	University	2006	0.25	\$53,140,000	\$164,468,000	4	19	0	58	142	13	52	\$6,207	30,721	\$6,728	\$6,728
University of Alaska Anchorage	University	2011	1.00	\$12,348,475	\$65,137,643	2	3	0	10	37	2	7	\$9,500	27,500	\$9,500	\$9,500
University of Dayton	University	1984	4.00	\$86,324,442	\$253,683,863	3	58	0	10	36	3	13	\$25,647	403,209	\$28,147	\$12,187
University of Idaho	University	1986	2.00	\$95,593,851	\$284,711,768	7	38	2	17	61	11	16	\$1,253,869	2,216,898	\$1,416,451	\$1,416,451
University of Louisiana at Lafayette	University	2012	1.00	\$67,600,000	NA	4	NA	0	15	NA	0	NA	\$14,600	NA	\$14,600	NA
University of Memphis	University	2008	1.00	NA	NA	1	10	0	13	40	4	17	\$22,132	76,496	\$22,132	\$9,632
University of North Florida	University	N	NA	\$8,225,385	NA	NA	0	0	1	NA	0	1	\$10,090	NA	\$10,090	\$0
University of Texas System	University	1985	51.80	\$2,572,881,753	\$7,645,936,881	163	1054	27	830	2427	209	402	\$49,582,271	159,175,786	\$52,690,395	\$31,756,252
University System of Maryland	University	1987	13.00	\$977,421,461	\$3,035,243,490	52	392	8	384	958	70	230	\$1,921,199	5,247,835	\$2,131,678	\$701,261
Utah State University	University	1987	3.00	\$164,892,000	\$480,599,000	17	17	4	68	234	31	31	\$1,214,564	2,316,944	\$1,214,564	\$1,099,760
UW-Madison/WARF	University	1925	18.00	\$1,108,564,000	\$3,421,859,000	68	569	10	417	1176	166	109	\$43,234,000	178,059,000	\$43,400,000	\$38,145,000
Vanderbilt University	University	1990	10.50	\$651,825,119	\$1,740,724,252	101	454	6	185	553	47	102	\$6,175,289	37,713,571	\$6,213,399	\$3,762,004
Virginia Commonwealth University	University	1994	3.00	\$201,858,000	\$599,239,000	17	143	3	98	312	12	129	\$1,742,200	4,904,081	\$1,743,344	\$966,862
Virginia Tech Intellectual Properties, Inc.	University	1985	4.00	\$513,149,000	\$1,270,283,658	32	160	3	163	508	23	112	\$2,160,272	6,599,078	\$2,442,901	\$2,144,448
Washington State University Research Foundation.	University	1939	4.00	\$195,574,787	\$612,906,919	75	250	5	103	233	12	69	\$932,844	2,087,225	\$985,785	\$671,923
Washington University of St. Louis	University	1986	7.00	\$531,787,000	\$1,700,891,000	45	1533	4	142	436	39	117	\$7,705,257	18,254,462	\$7,865,572	NA
Wayne State University	University	1988	4.00	\$218,435,000	\$688,654,000	8	70	1	62	188	16	20	\$438,646	1,339,188	\$438,646	\$33,009
Whitehead Institute for Biomedical Research	Hospitals and Research Inst.	1987	5.00	\$47,796,000	\$137,825,000	14	102	3	32	79	13	19	\$4,195,411	10,196,976	\$5,672,344	\$3,835,386
Wistar Inst.	Hospitals and Research Inst.	1991	2.00	\$57,723,000	\$177,657,000	3	138	0	3	23	2	6	\$21,528,000	58,582,000	\$21,528,000	\$21,282,000
WiSys Technology Foundation	University	2005	1.50	\$10,400,000	NA	8	15	1	23	NA	6	14	\$66,845	NA	\$66,845	\$12,545
Woods Hole Oceanographic Inst.	Hospitals and Research Inst.	2007	1.00	\$200,000,000	NA	3	13	0	13	38	4	9	\$656,778	1,467,741	\$656,778	\$656,778
Wright State University	University	2001	1.00	\$54,985,000	\$151,687,000	2	4	0	13	45	7	4	\$8,344	49,688	\$8,344	\$5,044

APPENDIX 4

LSUHSC-S Organizational Chart

2016 Organization Chart LSU Health Shreveport

