Executive Summary

Blueprint for Academic Excellence
Arnold School of Public Health
AY2020-2021

Introduction

The Arnold School continues to be a leading academic research unit at the UofSC and the most productive in grants and scholarship on a per capita basis. We are the campus leader in NIH funding. The school enjoys a durable reputation for outstanding teaching at all levels, ranking among the leaders at the university for the number of graduates with leadership distinction. Our aggressive hiring of competitive faculty from the nation's top programs, combined with rigorous tenure and promotion criteria, has led to faculty growth with quality, improved student-faculty ratios, and strong research competitiveness in every unit. This has occurred while our community outreach and engagement activities have also grown substantially to reflect the value of public health to UofSC's broader impact on the citizens of South Carolina.

Highlights

- More than $38.2 million total extramural sponsored award funding (research and non-research, federal and non-federal), an increase of 24.3% over last year.
- $27.9 million in federal research funding awards, an increase of 33.8%.
- 639 peer-reviewed journal articles, an increase of 7.4%.
- A new high of 2,359 undergraduate declared majors, an increase of 8%, making us the **largest** undergraduate program in the US among Schools of Public Health.

G. Thomas Chandler Professor and Dean
Arnold School of Public Health
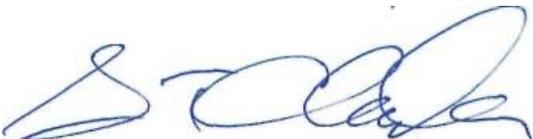
![Arnold School of Public Health logo]

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Foundation for Academic Excellence

Mission Statement

The Arnold School of Public Health will improve population health and well-being by fostering innovative education and research that promotes health and healthy environments and will use that knowledge to prevent and effectively respond to disease, disability, and environmental degradation in diverse communities.

Updated: 03/16/2017

Vision Statement

The Arnold School of Public Health advances inquiry, discovery and innovation; develops outstanding graduates; and promotes health through collaboration, dissemination and outreach in our local and global communities.

Updated: 03/16/2017

Values Statement

Community - The Arnold School actively engages and collaborates with community partners in its education, research and public service.

Diversity, Equity and Inclusion - The vibrant intellectual environment of the Arnold School embraces respect for diversity, equity and inclusion of all persons.

Impact - Through inquiry, discovery and dissemination, the Arnold School improves community health, health systems and the environment for populations and individuals worldwide.

Integrity - The Arnold School adheres to the highest standards of honesty, fairness, stewardship, professional responsibility and scholarly ethics.

Learning - Students are the foundation of the school. With its outstanding faculty and staff, the Arnold School provides diverse and dynamic educational and experiential opportunities for learners at all levels.

Social Justice - In pursuit of health equity for all populations, the Arnold School seeks to bridge any divisions that prevent individuals from attaining complete environmental, physical, mental and social well-being.

Translation - Through scholarship and outreach, the Arnold School supports evidence-based practices and policies and the application of scientific knowledge to improve individual, community and societal health.

Updated: 03/16/2017

Goals - Looking Back

Goals for the previous Academic Year.

Goal 1 - Promote and enhance doctoral education in the Arnold School

Goal Statement	Promote and enhance doctoral education in the Arnold School by increasing the number and quality of doctoral students and funding support for doctoral students.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission to foster innovative education and research and with our vision to advance inquiry, discovery, and innovation. It also aligns with the Arnold School's value of learning.
Status	Completed successfully
Action Plan	Provide school-level supports for enhancing doctoral student recruitment across all departments and maintain ongoing support for our existing students.
Achievements	The number of PhD students in the Arnold School remained steady with 225 in fall 2019. More than half of Arnold Endowment revenues are dedicated to recruit and support doctoral students with a required 1:1 or better monetary match from grants, contracts, and/or institutional funds. The school allocates $60K per department per year, which may be used to support 4-6 doctoral students/dept. The school also attempts to provide adequate support for doctoral students by securing nationally-competitive stipends and tuition abatements from funding agencies.
Resources Utilized	Revenue from the Arnold Endowment provides vital support for the recruitment and retention of highly talented doctoral students through the Arnold Doctoral Fellowship program. UofSC Presidential Fellowships are also vital for recruitment and retention of the best/brightest candidates. Core support for student travel and leveraging of the Provost's doctoral incentive funds for student travel, publications, and other student needs has been key to enhancing their professional development.
Goal Continuation	The activities under this goal will continue as part of our new Real Time Goal 1 (provide academic programs of excellence) and Real Time Goal 2 (engage in more active and effective graduate recruitment strategies).

Goals - Looking Back

Goal Upcoming Plans	
Resources Needed	
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Goals - Looking Back

Goal Statement	Comprehensively review and revise Arnold School degree program requirements to ensure compliance with all accreditation standards and to best position the Arnold School to meet the evolving needs of future researchers, educators, and practitioners in public health, exercise science, and communication sciences.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission to foster innovative education and research and with our vision to advance inquiry, discovery, and innovation. It also enables the pursuit of all Arnold School values.
Status	Completed successfully
Action Plan	MPH programs: Last year the school re-designed the MPH core curriculum to meet new accreditation standards from the Council on Education for Public Health (CEPH). We began implementing the revised curriculum in fall 2019 in both face-to-face and distributed-learning formats. The assistant dean for academic affairs and the MPH Advisory Committee are overseeing the programs. A subcommittee of the group is in the process of evaluating the implementation.
Achievements	MPH programs: The MPH Advisory Committee will continue to monitor implementation and make improvements based on evaluation results. The school is monitoring the teachout of students who began under the old curriculum to ensure they have courses available to complete their programs. Program re-accreditation: We have no re-accreditation site visits this year. All of the programs continue to monitor and report data as required by their respective accrediting bodies.
Resources Utilized	MPH programs: The 11 faculty members involved in implementing the intergrated MPH core curriculum dedicated considerable time to this effort. Additional faculty and staff have been involved at the department levels as well. Faculty contributors received additional compensation for their efforts in support of core course development, and teaching assistants were hired to assist for three of the courses. These costs were covered at the school level. Faculty members worked closely with CTE during course development.
Goal Continuation	

Goals - Looking Back

Goal Upcoming Plans	
Resources Needed	
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Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Provide educational programs of excellence

Goal Statement	Provide undergraduate and graduate educational programs of excellence for public health and allied health professionals and scholars to promote student success and advance the field of public health.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	This goal aligns with our mission to foster innovative education and with our vision to develop outstanding graduates. It also fits with our values of impact, integrity, and learning.
Status	Progressing as expected (multi-year goal)
Action Plan	The Arnold School supports this goal by engaging in collaborative initiatives with Nanjing Medical University (China) and Hamad Bin Khalifa University (Qatar), offering concurrent degree pathways with the College of Pharmacy, and promoting interprofessional education programs for the health sciences. We also provide high quality instruction and promote student success in 24 academic programs at the undergraduate, master's, and doctoral levels across six academic departments.
Achievements	Collaborative initiatives: The school actively engages in collaborative initiatives to promote quality education. Examples include recent MOUs with Nanjing Medical University (for 3+2 bachelor's/master's programs in Health Services Policy and Management) and with Hamad Bin Khalifa University (to deliver the MS in Exercise Science). We are also partnering with the UofSC's Pharmacy program to offer a concurrent enrollment pathway for PharmD students to complete an MPH or MHA while working on their pharmacy degrees. The school actively supports *Transforming Health Care for the Future*, the university's interprofessional education program for health science majors. This course is required for our clinical programs as well as our MHA and MPH programs. Academic assessment: The school's director of evaluation and academic assessment works with undergraduate and graduate program directors to monitor program quality through the academic assessment process. In the 2017-19 cycle, these programs were assessed on 210 learning outcomes using 192 measures. Across the two-year period, 90% of all criteria were met. Program directors used these results to identify challenges to student learning and to make appropriate adjustments to the

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curriculum. The school regularly monitors teaching effectiveness through student course evaluations and peer reviews of instruction. In addition to the regular academic assessment, the MPH Curriculum Advisory Committee is currently evaluating the implementation of the new MPH curriculum.

<u>Measuring student success</u>: Metrics associated with student success include the percentage of undergraduates who receive the Graduation with Leadership Distinction (GLD) honor and who graduate with highest Latin Honors (Summa Cum Laude). We also monitor graduation rates for all programs as well as post-graduate outcomes one year post-graduation for all programs (i.e., the percentage employed and/or going on to additional educational programs).

A summary of these metrics follows:

- 20% of AY18-19 undergraduate students graduated with leadership distinction
- 7% of AY18-19 undergraduate students graduated with Summa Cum Laude
- 88% of AY17-18 undergraduate alumni were employed or going on to further education at one year post-graduation (of the 63% for whom outcome was known)
- 90% of AY17-18 graduate alumni were employed or going on to further education at one year post-graduation (of the 96% for whom outcome was known)
- Graduation rates of 2012 Arnold School undergraduate cohort: 52.4% graduated w/in 4 years; 56.5% w/in 5 years; 57.2% w/in 6 years (i.e., graduated from same college). These figures are all better than UofSC overall rates for graduation from the same college.
- Graduation rates of 2015-16 master's cohort: 74.5% graduated w/in 3 years; 88.3% w/in 4 years.
- Graduation rates of 2013-14 PhD cohort: 42.9% graduated w/in 5 years; 63.3% w/in 6 years.
- Graduation rates of 2015-16 DPT cohort: 94.4% graduated w/in 3 years; 100% w/in 4 years.

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Resources Utilized

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<u>Academic assessment</u>: The Arnold School's assessment process is time-consuming and labor-intensive. The director of evaluation and academic assessment works with 15 program directors to develop and revise plans and to report data. These directors work with department faculty to develop and implement plans and to collect and report data each semester. This effort has paid off in that the assessment plans have continued to improve over the past five years, and the results have provided useful and actionable data for the programs. We continue to explore ways to

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	make this process more efficient. It is expensive, with costs borne by the school. The director of evaluation and academic assessment is also involved in collecting student course evaluations, calculating graduation rates, and collecting data on post-graduate outcomes. Peer reviews of teaching are conducted by school faculty at least once/year for tenure track faculty, coordinated by the Office of Faculty Affairs and Curriculum.
Goal Continuation	This is an ongoing goal of the school.
Goal Upcoming Plans	The school will continue the assessment activities in the coming year. The MPH advisory committee will review the results of the MPH core curriculum evaluation and make recommendations for improvement as needed.
Resources Needed	We will continue to use faculty and staff time for the assessment activities.
Goal Notes	In the coming academic year, the director of evaluation and academic assessment will retire. This will create a significant impact on the school through the numerous aspects overseen by this position. Recruitment for a successor will begin in summer 2020 in order to allow sufficient time for training and a transfer of institutional knowledge.

Goals - Real Time

Goal 2 - Engage in more active and effective graduate recruitment strategies

Goal Statement	Engage in more active and effective recruitment strategies for our graduate programs to increase the number, quality, and diversity of graduate students.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission to foster innovative education and research and with our vision to advance inquiry, discovery, and innovation and to develop outstanding graduates. It also aligns with the Arnold School's values of learning and community.
Status	Progressing as expected (multi-year goal)
Action Plan	Identifying and implementing effective graduate recruitment strategies is a consistent challenge in higher education, particularly amid ever-increasing competition. Over the past decade, enrollment in the master's and doctoral programs of the Arnold School has remained notably flat. This is a particular concern at the master's level, as these programs present the best opportunity for both increased enrollment and revenue. The school has been lacking in collective and effective strategies to enhance recruitment beyond the "norm". This fact is serving as the impetus for the creation of a Graduate Recruitment Taskforce within the school to identify best practices and make targeted recommendations to the school's leadership regarding strategies that should be implemented to enhance enrollment. This taskforce will be convened at the school level by the associate dean for faculty affairs and curriculum and will engage graduate directors and others key individuals from across the school's six academic departments, including students and alumni. The taskforce will review data, assess current efforts, discuss best-practice strategies, and propose specific strategies that the school can implement to effectively enhance graduate recruitment. This work will be staffed and supported by the dean's office.
Achievements	Although this is a newly established goal, it does build upon related activity currently underway. In fall 2019, the Arnold School contracted with outside communications consultants to inform our approach to an inaugural social media advertising campaign designed specifically to enhance the visibility of and interest in our five MPH programs. A targeted advertising campaign (delivered via Facebook) was implemented from mid-September through mid-February. The campaign generated 87 leads for potential students interested in one or more of our MPH

	programs.
Resources Utilized	During AY20, the Arnold School has invested funds (~ $16,000) in social media advertising to enhance the visibility of the new MPH curriculum. The school's communications team and key administrators have worked with outside communications consultants to guide this effort and to distill the strategic benefit toward enhancing recruitment.
Goal Continuation	This is an ongoing goal of the school.
Goal Upcoming Plans	The school will be guided by the recommendations of the taskforce in implementing recruitment strategies, particularly those related to increasing enrollment in the master's degree programs.
Resources Needed	Considerable faculty and staff time will be needed in support of this taskforce. In addition, investment in social media advertising will continue. Outside communications consultants will also continue to be retained, augmenting internal capacity.
Goal Notes	Substantial work is required to design, test, implement, track, and respond to social media ads. The limited-duration campaign recently completed by the school provides valuable information to guide future efforts in this area.

Goals - Real Time

Goal Statement	Promote quality, impactful, and ethical research by developing strategies to increase extramural funding; increase number, quality, and impact of publications; facilitate collaborations to be competitive for large, interdisciplinary grants; effectively mentor junior faculty in research; and increase student and community engagement in research and scholarly activity.
Linkage to University Goal	• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission foster innovative research and experiential education and with our vision of advancing inquiry, discovery, and innovation. It also aligns with the Arnold School's values of community, impact, integrity, learning, and translation.
Status	Progressing as expected (multi-year goal)
Action Plan	To improve the quality of grant submissions, we instituted an internal and external peer review of planned proposal submissions (on an as-needed basis), continued our faculty NIH Proposal Boot Camp, and imposed a 4-day prior to submission deadline on all competitive federal grant submissions.
Achievements	Extramural Funding: The total first/next year dollar amount requests of extramural research grant submissions increased by 24.1% in FY19, and sponsored award receipts increased by 24.3%. Eight new NIH R01 grants were awarded to Arnold School PIs in 2018-2019, which currently brings us to 19 active R01s in the school, an all-time all-university record. Intramural Funding: During CY19, 12 Arnold School faculty members and 3 post-doctoral fellows received ASPIRE awards; 1 faculty member received a Provost Social Sciences award. Publications: The number of published faculty research journal articles increased by 7.4% in CY19 to 639 articles in peer-reviewed journals. Facilitation of Collaboration for Large, Interdisciplinary Grants: In CY19, with full staff and other resource support from the school and in collaboration with the VPR's office and multiple on- and off-campus private and public entities, two Arnold School faculty members submitted broadly collaborative, interdisciplinary NIH Center grant applications: Dr. Xiaoming Li's *South Carolina Clinical and Translational Research Center U54* (5 yrs $20,272,182) and Dr. James Hébert's *Specialized Program of Research Excellence (SPORE) in Racial Disparities in Cancer P50* (5 yrs $7,538,038).

	<u>Mentoring of Junior Faculty in Research</u>: In AY19, Boot Camp Cohort #2 submitted 13 major NIH research project applications (including 5 R01, 5 R21, 1 R18, and 1 R03), some of which are pending and others of which will be resubmitted in 2020. A mentorship committee has been formed to work on a formal mentorship policy for the school. The final document should be available by the end of spring semester and effective AY21. <u>Student Engagement in Research and Scholarly Activity</u>: During AY19, 147 undergraduate students have been/are being mentored by 64 Arnold School faculty members on formal research projects, which include 39 Magellan grants, 18 Honors College Exploration and Surf grants, and 62 Honors College Senior Theses. In addition to a broad variety of on- and off-campus research work experiences and graduate assistantships, 15 graduate students were awarded SPARC 15-month research grants in 2019 that were submitted on their behalf by 14 faculty members out of a total of 31 that were submitted by 24 faculty. <u>Community Engagement in Research</u>: Arnold School faculty and staff have increasingly been partners in the community as evidenced by various research and service awards in each academic department as well as by the multiple funded service centers such as PASOS, the Nutrition Consortium, and the newly formed Community Health Worker Institute. The college is fully invested in bringing resources into the community.	
Resources Utilized	The Arnold School's Office of Research provided pre- and post-award services to faculty and staff through an expanded Research Support Core. This office disseminated information regarding grant funding opportunities, conducted grant-related training workshops, ran the NIH Boot Camp, and provided support for interdisciplinary research teams. Administrative and business management personnel in each department and in most centers and institutes within the school also provided pre- and post-award support to faculty.	
Goal Continuation	Support for high quality, impactful, and ethical research is an ongoing activity.	
Goal Upcoming Plans	<u>Mentorship and professional development opportunities</u> will continue along with efforts to assess scholarly productivity and impact more effectively. Participation in interdisciplinary research groups within and beyond the Arnold School will also be encouraged. Faculty pursuit of extramural funding will continue to be incentivized along with research competitiveness through the return of a portion of the school's IDC capture directly to PIs. The school's Office of Research will continue to offer an ongoing schedule of workshops and trainings for faculty and staff plus	

	training in avoidance of predatory journals. The Dean's Office has committed $50K per year to continue the school's NIH Proposal Boot Camp. Planned workshops: IT Capabilities (Arnold School IT Office); More Effective Mentorship with Dr. David Kiel (UNC Chapel Hill); College of Engineering and Computing faculty research presentations to Arnold School faculty to form/boost university collaborations; Data Transfer and Compliance (HIPPA, Confidentiality) with Tommy Coggins.
Resources Needed	Continued support from the Arnold School's Office of Research, the university's Office of Research (Sponsored Awards Management, Compliance, Development, Undergraduate Research, etc.), the university's Grants and Funds Management office, and departmental staff will be needed, as will focused efforts to mentor junior faculty and increase student and community engagement in scholarly activity. Specifically, the Office of Research needs recurring funds to support the NIH Proposal Boot Camp. The UofSC Office of Research Compliance should provide campus-wide training in the ethical conduct of research and ethical scholarship and scholarly dissemination.
Goal Notes	The Arnold School continues to have the highest research funding of all colleges in the UofSC Health Sciences Division (see appendix 4). The third cohort of the Boot Camp has begun, with 14 faculty mentees and 7 senior mentors.

Goals - Real Time

Goal 4 - Actively plan for improved infrastructure for the Arnold School

Goal Statement	Actively plan for infrastructure needs of the Arnold School including ensuring diverse and highly-qualified personnel and providing adequate modern facilities that meet the needs and expectations of faculty, staff, and students.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission to foster innovative education and research and supports our vision to advance inquiry, discovery, and innovation. It also enables the pursuit of all Arnold School values.
Status	Progressing as expected (multi-year goal)
Action Plan	<u>To ensure diverse and highly-qualified personnel in the Arnold School</u>: The Diversity, Equity, and Inclusion (DEI) Committee is working under the guidance of the associate dean for DEI to update the school's strategic plan for diversity. This work is being shaped by a climate survey conducted in fall 2019 by the Arnold School. The results of this survey were presented to the committee and school administrators in February 2020. This information will shape the strategic goals and objectives of the school's revised strategic plan for diversity, which will be aligned with the broader goals of the university's plan. <u>To provide adequate modern facilities to meet the needs and expectations of the Arnold School's faculty, staff, and students</u>: Renovations continue to occur in the Public Health Research Center (PHRC). Work was completed at the end of February 2020 on two office renovations on the 3rd floor of the PHRC for the director of human resources and the director of evaluation and academic assessment. This allowed for the return of much-needed office space to the Department of Exercise Science (where these staff members were previously located). Another office is being completed on the 2nd floor of the PHRC to add a faculty office in the undergraduate advising suite. All of this work has been conducted by UofSC's Building Services through funds paid by the Arnold School. To further address the need for better space utilization in the Department of Exercise Science (prompted by numerous recent grant awards), a renovation of the 1st floor suite in the PHRC will begin in spring 2020. This project will add two faculty offices and re-purpose space currently occupied by large, outdated cubicles

	into more flexible, higher-capacity workspaces. Much-needed storage space will also be incorporated into the new design. Outside architects are being engaged in the redesign of the space, with the construction work being performed by UofSC's Building Services. This work is being 100% funded by the Arnold School.	
Achievements	DEI: In fall 2019, the Arnold School retained an outside consulting firm to conduct an extensive climate survey that involved faculty, staff, students, and alumni in providing their perspectives on a variety of aspects impacting DEI. The process included in-depth interviews, focus groups, and an online survey. The resulting information was compiled into a comprehensive report presented to the school in February 2020. Renovations: In summer 2019, renovations were completed on the 2nd floor of the Close-Hipp Building to create a new home for the Department of Communication Sciences and Disorders (COMD) and the Montgomery Speech-Language-Hearing Clinic. This completed project allowed COMD to move from costly commercial rental space located several blocks from campus. Also in summer 2019, renovations were completed on the 2nd floor of the PHRC to create a new home for the Department of Exercise Science. This project yielded 7 faculty offices and a new departmental conference room.	
Resources Utilized	Considerable time has been required of key staff and administrators to oversee the DEI efforts, which have engaged many faculty, staff, students, and alumni as well. The cost of the consulting services was approximately $30,000 paid 100% by the Arnold School. Several Arnold School administrators and key staff have devoted extensive time and effort working with UofSC's Facilities Office and Building Services personnel as well as outside architects, designers, and suppliers to develop and implement renovation plans and track progress on the projects noted above. Significant financial resources have also been needed to carry out these projects. In total, these projects have required both school and department resources totaling $1.2M as well as generous donor-directed funds of $1.8M.	
Goal Continuation	Supporting the school's continuing personnel and growing facility needs is an ongoing goal of the school.	
Goal Upcoming Plans	The school's strategic plan for diversity will be finalized by fall 2020, and implementation will begin in AY21. No further renovations are planned during FY21 as the school assesses the impact of the university's new budget model.	

Goals - Real Time

Resources Needed	The members of the school's DEI Committee will continue to dedicate time to finalizing the strategic plan for diversity and developing a timeline for implementations. Continued administrator time and the involvement of UofSC Building Services will be needed to meet the timeline for finalizing and implementing the current renovation plans noted above.
Goal Notes	UofSC Building Services has been instrumental in completing numerous renovations in the PHRC over the past year, and that work continues. The staff of Building Services represents a vitally important and appreciated resource on our campus, and they should be recognized for their considerable efforts.

Goals - Real Time

Goal 5 - Recruit, develop, mentor, and retain quality faculty to meet the mission of the school

Goal Statement	Recruit, develop, mentor, and retain highest-quality faculty to meet the mission and needs of the Arnold School.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission to foster innovative education and research and with our vision to advance discovery and innovation. It also aligns with the Arnold School's value of impact.
Status	Progressing as expected (multi-year goal)
Action Plan	Faculty recruitment/retention: The school has eleven active faculty searches for fall 2020: one professor/chair for the Department of Communication Sciences and Disorders (COMD) plus seven assistant/associate professors and three clinical assistant/associate professors.
Achievements	Faculty recruitment/retention: Fourteen new faculty members have joined the Arnold School since August 2019, one professor/department chair (EXSC), seven assistant professors, three clinical assistant professors, one clinical associate professor, and two instructors. Faculty development: The school's Office of Faculty Affairs and Curriculum and Office of Research coordinate faculty development activities (see the section on faculty development).
Resources Utilized	Faculty recruitment/retention: The successful recruitment of the COMD chair candidate requires a competitive package assembled in partnership with the Provost and VPR. All other faculty recruitments have entailed salary and start-up commitments. Approximately $2 million in new faculty start-up commitments were made in AY20 with approximately one-half going to faculty infrastructure needs, equipment, and improvements. One faculty member was retained at a cost of 15% raise to base and $100K in equipment. Faculty development: Faculty and staff time was required to coordinate and provide faculty development activities. The school has been working closely with the Center for Teaching Excellence on professional development for teaching faculty. See also Real Time Goal 3 for information about the faculty NIH Proposal Boot Camp.

Goals - Real Time

Goal Continuation	This is a continuing goal of the school.
Goal Upcoming Plans	<u>Faculty recruitment/retention</u>: In 2021, the school will launch 2-3 additional faculty searches.
Resources Needed	<u>Faculty recruitment/retention</u>: Projected start-ups will approach $1.5M in AY21 <u>Faculty development</u>: Faculty and staff time will continue to be needed to coordinate and provide faculty development activities.
Goal Notes	

Goals - Real Time

Goal Statement	Comprehensively review and adapt the Arnold School's budget practices to align with the new UofSC budget model in FY20.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission to foster innovative education and research and with our vision to advance, inquiry, discovery, and innovation. It also enables the pursuit of all Arnold School values.
Status	Progressing as expected (multi-year goal)
Action Plan	The Arnold School is continuing to prepare for the full implementation of the new UofSC budget model at the start of FY21. During the current parallel year, the dean and other school administrators have focused attention on areas where cost savings can be realized as well as areas for increased revenue. Analysis has been conducted on credit-hour generation and indirect cost production, mapping those metrics to departmental operating budgets. With the implementation of the model, tracking of key metrics and their fiscal impact will continue.
Achievements	During this academic year, meetings have been conducted by the dean, associate dean for operations, and the director of budget management with each department chair and their respective business managers to discuss the impact of the new budget model. Detailed planning has occurred relating to key aspects of the model, and data analysis has been conducted to better understand its potential impact on the school.
Resources Utilized	Significant time has been devoted to this effort by the dean, associate dean for operations and the school's director of budget management. Department chairs and their respective business managers have also been heavily involved in this process.
Goal Continuation	This goal will be a priority focus through FY21 and beyond.
Goal Upcoming Plans	During the first full year of implementation, analysis will continue regarding the fiscal impacts of the new budget model, and further strategic adjustments will be made.
Resources Needed	The time and attention of Arnold School administrators will continue to be devoted to this goal. As full implementation begins, accurate tracking of credit-hour generation and indirect cost production will be required, as will analysis of data regarding the impact of personnel costs and square-footage utilization.

Goals - Real Time

Goal Notes	The Arnold School Dean is one of three academic deans serving on the Budget Model Oversight Committee.

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Meet the professional development needs of the public health workforce

Goal Statement	Meet the professional development needs of the public health workforce through our new Community Health Worker Institute and the Public Health Consortium (a long-standing partnership with the SC Department of Health and Environmental Control).
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission foster innovative education and research and with our vision to promote health through collaboration, dissemination, and outreach. It also aligns with the Arnold School's values of community, learning, impact, and translation.
Status	Newly Established Goal
Action Plan	Community Health Worker Institute (CHWI): The Community Health Worker Institute (CHWI) was founded at the Arnold School in 2019 and is funded through multiple foundations (e.g., Blue Cross/Blue Shield Foundation of SC, The Duke Endowment, and the Fullerton Foundation) as well as health care sector support. Well-trained community health workers (CHWs) can help address population health gaps, connect vulnerable populations to health and social service resources in the community, improve the quality and cultural competence of service delivery, and help health systems achieve a significant financial return on investment. The CHWI will provide CHW training and curriculum development; recruitment and job placement; technical assistance for health systems towards CHW integration, evaluation, and payment model design; and return on investment (ROI) studies. In February 2020, the pilot cohort of 14 CHWs began training. Results of the pilot will be used to fine tune the program. This pilot training is also being used to identify potential CHW trainers to increase the number of current offerings. The goal is to provide at least four 140-hour trainings this year with cohorts of 15 each for a total of 8,260 contact hours. Public Health Consortium: The school recently signed a memorandum of understanding with the SC Department of Health and Environmental Control (SC DHEC) to re-establish the Public Health Consortium – a long-standing partnership between the school and SC DHEC to foster enhanced collaboration, promote professional development opportunities, and address shared priorities. The current MOU builds upon a decade of

	history with the Consortium which focused solely on the health services (public health) activities of SC DHEC. In building upon that work, the re-established Consortium also will be inclusive of the environmental health activities of the agency and will more fully engage faculty, staff, and students from across the Arnold School. The Consortium will be guided by a steering committee populated equally by representatives from the school and SC DHEC. A plan of work will be developed annually by the steering committee for approval by the leadership of both entities.
Achievements	CHWI: Work on the project during 2019 focused on developing a competency-based training course for new CHWs consisting of 60 hours of face-to-face training and 80 hours of practica. In addition, CHWI staff contributed to the development of state-wide training standards and the creation of a state credentialing exam. Consortium: An initial, formative meeting of the steering committee will be held in March 2020 with six individuals selected to form the core of the committee. That small group will work to identify other representatives and establish the early priorities in shaping the activities of the Consortium and its plan of work.
Resources Utilized	CHWI: The school provides the CHWI with office space, server space, and staff time not covered by other funding. In addition, the school's dean and associate dean for operations and accreditation are providing strategic guidance as needed for the CHWI director. Of particular note, the school is also providing office space for staff of the state's newly formed Community Health Workers Association in order to foster close collaboration with the CHWI. Consortium: Faculty and staff time has been devoted to finalizing the MOU for the Consortium and in identifying the key elements that will shape its potential work and value. The associate dean for operations and accreditation has devoted considerable time to this effort over the past few years and is serving as an inaugural member of the Consortium steering committee.
Goal Continuation	This is a long-term goal of the school.
Goal Upcoming Plans	CHWI: Work will continue to focus on increasing the offerings of basic CHW training and the development of CHW manager training. Consortium: In 2018, the Arnold School worked with DHEC on a comprehensive competency-based training needs assessment. The workforce development plan was completed in 2019 as part of SC DHEC's Public Health Accreditation Board application. The reestablishment of the Public Health Consortium will make it

Goals - Looking Ahead

	possible to revisit and advance the workforce development plan. Specific priorities for professional development include: 1. Increasing the number of SC DHEC staff accessing our school's online continuing education courses and completing the 18-hour continuing education *Certificate in Public Health Practice*; 2. Developing and implementing evaluation training with SC DHEC to increase the capacity of their staff to conduct program evaluation; and 3. Developing a program for offering continuing education units (CEUs) for DHEC staff, based on their credentialing needs.
Resources Needed	CHWI: The school will continue to provide the CHWI with office space, server space, and staff time not covered by other funding. School leadership will continue to afford strategic guidance to the CHWI director as needed. Consortium: The school currently offers six not-for-credit, competency-based foundational courses for working public health practitioners. These self-paced, web-based modules have been offered at no charge. Upon completion of all six courses, students are awarded a continuing education *Certificate in Public Health Practice*. While these courses are regularly updated, there is no new training development due to lack of funding. Thus the workforce development plan mentioned above is on hold due to staff shortages at SC DHEC. Funding will be required to develop training modules in evaluation and other topics, to develop more formal continuing education procedures, and to promote and monitor training of SC DHEC staff. Funding from the agency will also be needed to subsidize the cost of CEU credits.
Goal Notes	

Academic Programs

Program Rankings

Academic programs that were nationally ranked or received external recognition during the Academic Year.

- Exercise Science Department's doctoral program, National Academy of Kinesiology, 2014, rank **#1 nationally**. (New ranking will be published in September 2020.)
- Exercise Science program, Shanghai University Rankings system (as part of the broader "sports science" category), 2018, rank **#1 nationally** and #10 globally.
- School of Public Health, US News and World Report's ranking of Health Schools, 2019, rank #23 of 177 (**12th** among public institutions).
- Speech-language pathology programs in the Department of Communication Sciences and Disorders, US News and World Report's ranking of Health Schools, 2019, rank #30 of 249.
- Master of Health Administration (MHA) program, US News and World Report's ranking of Health Schools, 2019, #39 of 75.
- Physical therapy program, US News and World Report's ranking of Health Schools, 2020, rank #42 of 239.

* USNWR does not update all graduate program rankings annually. The rankings above are the most recent in each category

Instructional Modalities

Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.

As part of the re-design of our MPH core curriculum, *PUBH 730: Public Health Systems, Policy and Leadership* is being team taught by four instructors, representing different public health disciplines. As a result of this collaboration, the faculty developed two unique approaches to the course: a two-day class "PHield" trip and the use of virtual reality tools. The <u>PHield trip</u> was designed to get the students out of the classroom and into real-world settings. Students were based at Hobcaw Barony, which has a rich history and includes the Belle W. Baruch Institute for Marine & Coastal Sciences. The trip covered environmental, social, and economic factors of public health in Georgetown, SC. Students conducted a walkability assessment of downtown Georgetown and learned about the work of the Institute. In the process, students gained real-world understanding of the marine and coastal research as it relates to environmental public health. They also had direct contact with regional planning, the Department of Health and Environmental Control, the Department of Natural Resources, and other related organizations.

Instructors used <u>virtual reality</u> tools to engage those students who were not able to attend the PHield trip (including those taking the class online). The faculty received a grant from the university's Center for Teaching Excellence to take 360-degree videos during the event and convert them into virtual reality that put students into the experience with the use of very inexpensive virtual headsets. In this way students were able to "be part of" the PHield trip activities, such as the downtown walkability assessment. These resources can be reused in future offerings as well as in other Arnold School courses.

Program Launches

Academic Programs

Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.

- Our Department of Exercise Science enrolled the first cohort (seven students) in the Master of Science (MS) in Athletic Training program in summer 2019. This program replaces the BS in Athletic Training, which is currently in teach-out mode.

Program Terminations

Academic Programs that were newly terminated or discontinued during the Academic Year.

- The HSPM DrPH was terminated effective fall 2019. One student is enrolled and completing his dissertation.
- The last cohort (25 seniors) is completing the BS in Athletic Training this year.

Academic Initiatives

Experiential Learning for Undergraduates

Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

Graduation with Leadership Distinction (GLD). By nature, the fields of public health and our allied health professions (exercise science, communication sciences, etc.) are action oriented and practice based. All Arnold School undergraduates are encouraged to participate in UofSC's Center for Integrative and Experiential Learning (CIEL), Graduation with Leadership Distinction (GLD), and Experiential Learning Opportunities (ELOs). Since all of the school's freshmen are required to enroll in UNIV 101, students are introduced to the importance of beyond-the-classroom learning, the steps for GLD, and the MyUofSC Experience tracking system in Self-Service Carolina. Capstone and practicum courses continue to promote the CIEL and GLD by including presentations from staff and by encouraging students to enroll in UNIV 401 (which guides them through the GLD process). In 2019, the Arnold School had 64 students (34 PUBH and 30 EXSC majors) earn GLD, and the school continues to be the leader with the highest percentage of GLD graduates (relative to its total number of graduates) of any college/school at UofSC.

Embedded learning. Numerous Arnold School courses (required and electives) have an embedded service-learning component approved by the CIEL and assessed by UofSC's Office of Service-Learning and Community Engagement. These courses are listed on the CEIL webpage.

Outside the classroom. Many faculty in the Arnold School include undergraduate students in their research. Students learn about the research process, are frequently engaged in journal clubs, write student grant proposals, and present their research at local and regional professional meetings. In CY19, 32 Arnold School undergraduate students were awarded funding through the Office of Undergraduate Research. This includes 21 PUBH majors, 6 EXSC majors, and 4 HPEB minors. Awards included Magellan Scholars (21), Magellan Minigrants (3), Magellan Guarantee for TRIO (2), Capstone Apprentice (4), and Sustainable Magellan (1).

The EXSC department sponsors a Jeopardy-style Student Quiz Bowl each January, in which teams of EXSC undergraduate students compete based on their knowledge of exercise science for an opportunity to travel to the Southeast American College of Sports Medicine regional conference and compete against teams from other exercise science programs.

Culminating experiences - PUBH & EXSC. Undergraduate PUBH majors enroll in a 3-credit capstone seminar in their final semester in which they complete a minimum of 50 hours of work beyond the classroom. The capstone course is approved for the MyUofSC Experience which, beginning with the fall 2020 cohort of freshman, will be included on students' supplemental transcript documenting sustained engagement and deliberate reflection on these experiences. In AY20, 404 students participated in 50 hours of volunteering or research.

Undergraduate EXSC students are required to enroll in a one-credit pre-practicum planning seminar and a six-credit (300 hour) field-based practicum in their senior year. In AY20, 163 students completed practica in a clinical, professional, or research setting.

Academic Initiatives

Challenges: With almost 2,400 undergraduates, the demand for experiential learning opportunities is very high. Students routinely request placement in summer internships, research projects, jobs, and practica. Even with our extensive community network of providers and opportunities, there are a limited number of placements available. The local area and state are saturated with requests for student placements not only for our undergraduates, but also for our graduate students and for students from other UofSC schools/colleges. Although we refer students to UofSC's Career Center and Community Internship Programs and to UofSC's Volunteer and Student Organization Offices, **students report a general lack of placement opportunities** that provide a sufficient or degree-appropriate learning experience.

Currently, we do not visit sites to monitor student performance in the field for the PUBH capstone project or EXSC practica. With up to 700 students in the field per academic year, we are unable to conduct individual observations or develop additional community partnerships.

Experiential Learning For Graduate Students

Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.

The Arnold School's graduate students are engaged in faculty research, both as research assistants and through conducting their own mentored research. Students also collaborate with faculty members on peer-reviewed publications, presentations, grant proposals, post-doctoral fellowships, and more. Students work alongside faculty to learn from them and to add their own valued insights. Most of our funded research and service projects are conducted with student involvement. Most graduate programs include opportunities for students to gain experience developing grant proposals and writing manuscripts. Examples of experiential learning at the graduate level follow.

MPH students are required to complete a public health practicum in which they apply and integrate knowledge learned across the public health curriculum in a practice setting. **MHA** students also complete a residency in which they complete a practice-based project in health care administration under the guidance of a site preceptor. The primary challenge is maintaining and cultivating a network of sponsoring organizations so there is a consistent pool of practice opportunities for incoming students.

Our graduate clinical programs (**physical therapy**, **speech-language pathology**, and **advanced athletic training**) all have extensive clinical requirements, in which students learn by doing. For example, physical therapy students are required to participate in a 320-hour outpatient orthopedic clinical experience, a 320-hour experience in an acute care hospital, a 480-hour experience in acute or short-term rehab or an outpatient neurological setting, and a 480-hour terminal clinical experience in their primary area of interest. Graduate **speech-language pathology** students are assigned clients with communication disorders each semester with whom they work directly on communication goals to improve their everyday lives. The students also engage in experiential learning while completing virtual clinical case studies online using Simucase (www.simucase.com). Students complete tasks and make decisions involved in clinical evaluation with a variety of populations and disorders and receive immediate feedback and subsequent faculty support and instruction for optimal clinical application.

Academic Initiatives

Graduate **environmental health science** students are involved in community engagement activities with state and federal agencies (e.g., NIH and NSF) to translate technical research information into understandable health warnings regarding infectious microbes and harmful algal blooms associated with contact recreation and seafood consumption. Students participate in workshops, town halls, and other interactive community events to solicit participation in research and development of policies aimed to protect public health through an "Educate-Inform-Alert-Involve Strategy" that raises the public's literacy on these issues.

Affordability

Assessment of affordability and efforts to address affordability.

The affordability of public health education is an ongoing concern for the Arnold School, our faculty and staff, and, most especially, our current and prospective students. This is particularly important considering the rapidly growing number of competing public health schools and programs.

Our graduate admissions committees work diligently to identify disadvantaged candidates who may not meet our published standards for admission/access and conduct verbal interviews to determine if access standards might be non-predictive of an individual's success in a given program. Graduate program affordability is enhanced greatly in the school by the provision of endowment proceeds to meritorious doctoral candidates through the Arnold Fellowships. Up to six Arnold Doctoral Fellowships are awarded by each department, representing a $60K investment per department. Individual departments have the flexibility to offer either four $15K, five $12K awards, or six $10K awards per year. Each of these awards must be fully matched by the department, effectively doubling the financial benefit for the student ($120K per dept.). The challenge remains that insufficient funds are available to recruit and fully and competitively support all highly qualified candidates. Of particular note, only one school-level funding source exists to support master's students. The Vernberg Fellowships afford two annual awards for master's students in the amount of $2,000 each.

In addition to the Arnold Fellowships and Vernberg Fellowships, the school and/or departments offer additional public health traineeships and fellowships (see appendix 2). Many students also receive assistantships, which include a stipend and qualify students for in-state tuition, thus reducing tuition cost by approximately 50%. Most departments also provide a tuition supplement to offset some of the remaining educational expenses. Students are encouraged to take advantage of other fellowships available through The Graduate School.

The school provides student travel funding to support graduate and undergraduate student research presentations at professional/scientific conferences. Sponsored by the Dean's Office, the student travel program provides up to $300 per trip, to be fully matched by a department, center, or research grant. Some programs and grants also provide further travel support to their students, as funds permit.

To further reduce the financial burden on students, Arnold School faculty take advantage of Open Educational Resources (OER) to make textbooks and learning materials more affordable. When designing the new MPH core courses, faculty used OER materials where possible to

minimize or eliminate the cost of text books. Four of our faculty members are listed on the library's webpage as "Professors for Student Affordability."

Reputation Enhancement

Contributions and achievements that enhance the reputation of UofSC Columbia regionally and nationally.

The Arnold School contributes to the reputation of the university through its consistently successful track-record of nationally competitive research funding, abundant high-quality journal publications, and training of doctoral students and post-doctoral fellows. The school's dedication to diversity, equity, inclusion, collaboration, and community service, and its prominent position in national rankings further enhance the broader reputation of UofSC. [See also faculty awards.]

Challenges

Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.

There are two significant resource-related challenges facing the Arnold School: 1) adequate financial and infrastructure resources for faculty recruitment and retention, and 2) adequate expansion space (in quality and quantity) for faculty/staff offices, labs, instruction, and funded research.

The recruitment of high-caliber faculty is essential to continuing the high-level performance of the Arnold School in teaching, research, and service. To compete effectively with a rapidly growing number of public health schools and programs, it is essential that adequate resources are available for the recruitment and retention of the highest quality faculty. Startup costs continue to escalate, and support from central administration has declined over time. This is an especially important consideration in the context of the changing budget model of the university, which at present consumes almost all of the school's discretionary income, outside of endowments, through fees for services and other chargebacks.

Adequate space (in quantity and quality) for faculty/staff offices, labs, instruction and funded research is an ongoing challenge for the Arnold School. Currently, the school has space in three campus buildings (Close-Hipp, PHRC and Discovery) as well as in numerous commercial buildings. The latter is a reflection of the school's continued growth, and that growth comes with logistical challenges and added costs (especially for commercial space). In an effort to maximize current space allocations, the Arnold School has undertaken--and funded--several renovation projects over the past year in each of our on-campus locations. These projects have added much-needed offices for faculty and staff, but there are limits to this approach (both logistically and financially). Ultimately, there is a critical need for adequate space to allow for continued growth in both research and instruction.

Supplemental Info - Academic Initiatives

Any additional information on Academic Initiatives appears as Appendix 2. (bottom)

Faculty Population

Faculty Employment by Track and Title

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

Table 1. Faculty Employment by Track and Title.

	Fall 2019	Fall 2018	Fall 2017
Tenure-track Faculty	90	87	87
Professor, with tenure	26	24	25
Associate Professor, with tenure	29	29	28
Assistant Professor	35	34	34
Librarian, with tenure	0	0	0
Research Faculty	13	11	8
Research Professor	1	1	1
Research Associate Professor	2	4	3
Research Assistant Professor	10	6	4
Clinical/instructional Faculty	38	37	40
Clinical Professor	1	1	2
Clinical Associate Professor	14	14	14
Clinical Assistant Professor	15	14	16
Instructor	8	8	9
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	44	33	33

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See

https://nces.ed.gov/ipeds/Section/collecting_re

Table 2. Faculty Diversity by Gender and Race/Ethnicity.

	Fall 2019	**Fall 2018**	**Fall 2017**
Gender	156	142	142
Female	88	78	76
Male	68	64	66
Race/Ethnicity	156	142	142
American Indian/Alaska Native	1	0	0
Asian	17	19	18
Black or African American	7	7	7
Hispanic or Latino	3	3	4
Native Hawaiian or Other Pacific Islander	0	0	1
Nonresident Alien	9	3	2
Two or More Races	1	3	2
Unknown Race/Ethnicity	1	1	1
White	117	106	107

Illustrations 1 and 2 (below) portray this data visually.

Faculty Population

Illustration 1. Faculty Diversity by Gender

2019 Faculty Gender
Male Female

2018 Faculty Gender
Male Female
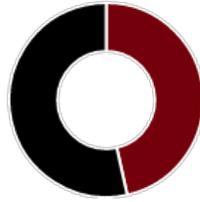
2017 Faculty Gender
Male Female
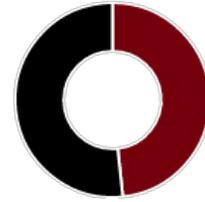
Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaskan Native ▪ Asian ▪ Black ▪ Hispanic ▪ Native Hawaiian or Other Pacific Islander ▪ Nonresident Alien ▪ Two Or More Races ▪ Unknown Race ▪ White
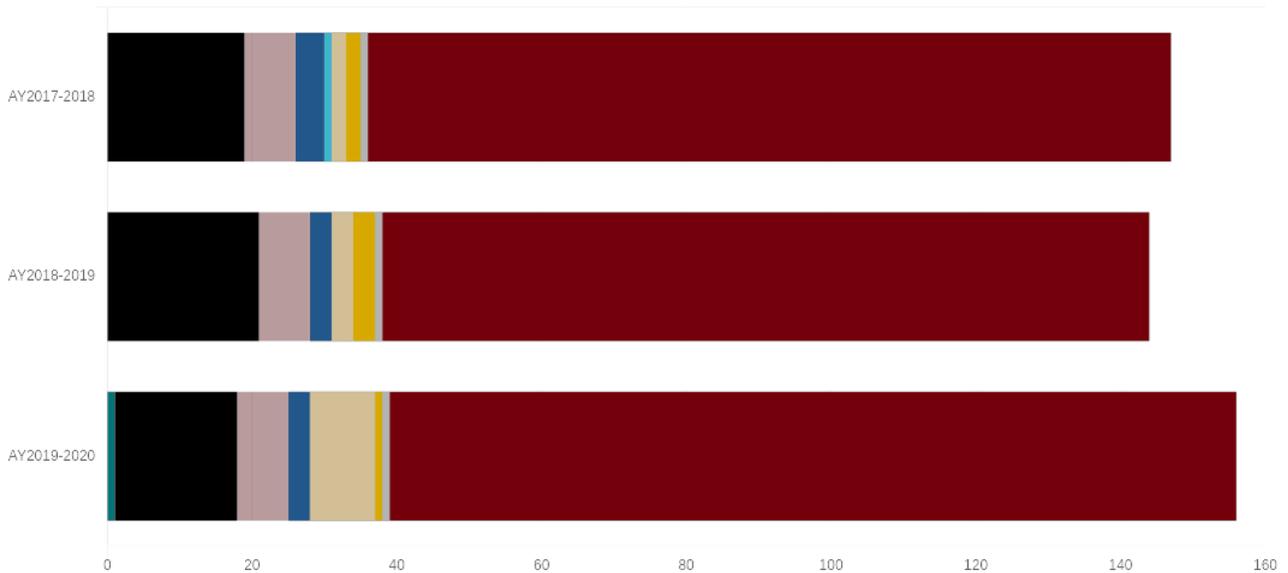
Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.

2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).

3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

The Arnold School was highly productive this year in terms of research and scholarship, despite a challenging federal funding climate. Several major highlights include:

- Grants and contracts of $414,974 per T/TT faculty member (92 faculty), an increase of 22%.
- 639 peer-reviewed journal articles, an increase of 7.4%.
- $27.9 million in federal research funding awards, an increase of 33.8%.
- Total extramural sponsored award funding (research and non-research, federal and non-federal) at more than $38.2 million, an increase of 24.3%.

All Arnold School departments fell above or well-above the national median in comparative Academic Analytics assessments of journal publications and extramural funding (see appendix 5). Receipts of national awards were at or below median values, thus we need to expend more effort in nominating our faculty. Book publications were low, which is to be expected for health science disciplines.

Looking forward, several challenges continue to exist for improvement of an already high bar of Arnold School research and achievement. These include:

Space limitations. Faculty and students continue to be limited in the space available for conducting funded research. Proximal office cubical space for graduate students and office and laboratory space for faculty and post-doctoral researchers are needed. Lack of space now impacts our ability to recruit top faculty candidates. <u>Solution</u>: To date, off-campus rental space has been the only solution. However, there is a negative cost/benefit effect of rental space because only commercial office space is available for rent, while rental of laboratory space is neither available nor practical. Further, rental of off-campus space incurs a significant cost to the school and offers ineffective proximity for collaborative interactions among researchers.

Improving competitive research funding in an increasingly challenging climate. In FY19, the total first/next year dollar amount of extramural research proposal requests *and* total sponsored award receipts both *increased* by nearly 25%--a record for the Arnold School.

Faculty Information

Expanding research using alternative research funding mechanisms. <u>Solution</u>: Explore corporate and non-profit funding sources. In a challenging federal funding climate, our researchers are (carefully) exploring funding options from various corporate and non-profit sponsors. This has already yielded over $32,000 in sponsored awards from corporate sources and nearly $6 million from non-profit sources in 2019.

Recruitment of top international students for dissertation research in an increasingly-restrictive visa climate. The Arnold School strives to recruit excellent graduate students for research from in-state, out-of-state, and international pools. It is anticipated that recent political events may serve to decrease the excellent student pool that has been recruited from a variety of international sources. <u>Solution</u>: The school has been working closely with Dr. Miller (vice-provost and director of international programs) to strengthen ties with strong international universities (e.g., Nanjing Medical University, Guangxi Medical University, Guilin Medical University, Nicosia Medical University, University of Antiquoa, etc.) through educational and research MOUs.

Faculty Development

Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes. Optional

Arnold School leadership invests heavily in faculty development. The school's Office of Faculty Affairs and Curriculum and the Office of Research coordinate two to three faculty development activities each semester, including the new faculty orientation, a meeting of mentors and mentees, and workshops discussing the tenure and promotion procedures, the annual review process for all faculty, various research topics, and/or other topics of importance. The new faculty orientation is open to all faculty and provides an overview of school organization and general procedures as well as information about faculty mentoring and other professional development opportunities at the school and campus level.

Every new tenure-track faculty member is assigned at least one faculty mentor who is of more senior rank. Often the faculty member is assigned a team of mentors.

Funds for attending professional conferences, meetings, and workshops are available through department resources and incentive programs sponsored by the Dean's Office.

To improve faculty performance in research, the Arnold School conducts an annual "NIH Proposal Boot Camp" run by accomplished researchers in the school. The Boot Camp is a mentoring program designed to support and increase the success rate of school faculty applying for NIH Research Project Grants (R03, R21, R01). This 9-month program is comprised of large group events and workshops designed to provide tools and knowledge for successfully developing a high-quality first submission proposal to the NIH; peer group activities where mentees share ideas, review proposals, and receive constructive feedback from peers and mentors; and small group work with faculty mentors with established track records of external funding and a commitment to mentoring. Mentors meet with their assigned mentees at least once a month to discuss progress on drafting grant sections and provide feedback.

Faculty Information

The associate dean for faculty affairs and curriculum is working with the faculty to enhance annual review policies and procedures to better detail performance criteria across career tracks, to apply rigor consistently across departments and faculty review stages, and to communicate assessment results more effectively to faculty members. Annual review procedures now use department-centered rather than school-wide review panels in the development of draft performance review letters (full review of each letter still takes place school-wide), and we are considering changes to third-year reviews that would allow candidates to present full portfolios to the tenured faculty for enhanced, direct feedback at this critical point in progression to tenure.

Supplemental Info - Faculty

Any additional content on Faculty Information appears as Appendix 4. (bottom)

Supplemental Academic Analytics Report

Content from Academic Analytics appears as Appendix 5. (bottom)

Teaching

Faculty to Student Ratio

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{(Total\ Full\text{-}time\ Students + 1/3\ Part\text{-}time\ Students)}{((Total\ Tenure\text{-}track\ Faculty + Total\ Research\ Faculty + Total\ Clinical/Instructional\ Faculty) + (1/3\ Adjunct\ Faculty))}$$

Table 4. Faculty-to-Student Ratio.

	Fall 2019	**Fall 2018**	**Fall 2017**
Analysis of Ratio	01:17.90	01:17.6	1:12.9

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.

The Arnold School is committed to maintaining a supportive faculty-to-student ratio for our undergraduate and graduate students through recruitment and retention of quality faculty. We have also hired several undergraduate staff advisors, which will allow us to expand and improve advising capacity without overloading our critical teaching faculty.

Student Recruiting and Retention

Student Recruitment
Efforts, including specific actions, to recruit students into College/School programs.

Undergraduate recruitment. During AY20, Arnold School faculty and advisors participated in campus recruitment events including: High School Major Fairs; Admitted Students/Scholar Days and Friday Night Socials; SC Honors College Admitted Student Receptions; Top Scholar Weekends, Gamecock Gateway Major Fair, Prospective Athlete Recruitment Saturdays; Visitor Center scheduled appointments; and unscheduled walk-in visits with high school students and family members. Advisors regularly participate in outreach to local high schools.

Challenges: The increasing number of recruitment events has created somewhat of a burden on the Undergraduate Student Services staff. In the academic year, each staff member participates in 4-6 evening and weekend (including Sunday) events. This results in an accrual of comp time that must be granted during usual work hours. A central analysis of ROI is needed.

Graduate student recruitment. Recruitment activities for most graduate programs in the Arnold School are coordinated through the Office of Graduate Student Services (OGSS). Graduate recruitment takes place on international, national, regional, and state levels through a variety of activities, including recruitment booths at scientific and professional meetings, college graduate school/career fairs, email, virtual information sessions and chat-rooms, and school webpages and social media outlets. (See also Real Time Goal 2 - Engage in more active and effective graduate recruitment strategies.)

Staff from the OGSS reduced the number of in-state colleges visited in person this year due to a temporary staff shortage. Staff attended the Winthrop University and UofSC graduate school fairs and the first HBCU Showcases, which included students from nine HBCUs in North and South Carolina. They also participated in the Expo during the national American Public Health Association annual meeting in Philadelphia and in the Association of Schools and Programs of Public Health (ASPPH) "This is Public Health" recruitment event held at Thomas Jefferson University.

In November, the OGSS hosted a school-wide Prospective Student Day on campus, hosting 80 students from colleges and universities throughout the southeast. In February, OGSS presented to a group of Coastal Carolina University students visiting the UofSC. In April, they will have an information table at the SC EPSCoR State Conference.

OGSS has an annual contract with CareerEco, which coordinates online chat rooms for ASPPH member schools to serve as a virtual graduate school or career fair. Our public health programs participated in four "This Is Public Health" virtual fairs. OGSS staff managed the admissions chat rooms, and each participating program in the school hosted one-hour chat sessions.

OGSS coordinates with The Graduate School regarding attendance at graduate school fairs to minimize duplication of effort. The Graduate School's associate director of recruitment and special events enters potential student information into the Prospect system, and prospective students are sent program-specific emails about our programs.

Student Recruiting and Retention

To enhance targeted marketing for our newly revised MPH programs, the Arnold School invested in a 5-month social media ad campaign (September 2019 through February 2020). This campaign generated 87 leads for potential students interested in one or more of our MPH programs. The OGSS followed up via email with each of those prospects.

In addition to these school-level efforts, academic department faculty and staff members also represent their programs at discipline-specific recruiting events and professional meetings. All program directors and support staff have direct interaction with potential students through emails, phone calls, campus visits and tours, and Skype. Examples of other department-specific recruitment events include:

EXSC hosts an open house twice a year for potential graduate students (MS, MPH, PhD), with one being part of the larger school open house. The open houses are for prospective and accepted students to the various programs. The department is also taking an active social media approach to recruitment and advertisement as well as redesigning the MS program to make it more attractive and current.

Physical therapy students are recruited through the Prospective Students section of the program's webpage (which includes online videos that describe the program) and through direct student contact by the office of the program director. The Physical Therapy Program holds monthly on-site informational sessions hosted by faculty to reach out to interested students. Since 2016, participation in the Physical Therapist Centralized Application Service (PTCAS) has made it easier for students to learn about the program due to the wide marketing and outreach of this service, allowing the program to obtain a more diverse applicant pool.

HPEB has updated aspects of its website to be more appealing to potential students and has developed a general PowerPoint presentation about the department to be used by faculty to recruit students. HPEB continues to promote its program in conference presentations and via social media, and most faculty have added brief videos to their faculty pages outlining their specific interests and experience.

COMD hosts an open house twice a year for potential master's students. In the spring, the open house is for students accepted to master's in speech-language pathology programs (residential and distance) who have not yet decided about attending. The open house in the fall is specifically aimed at undergraduate students interested in the master's degree. In addition, COMD hosts monthly virtual open houses between April and November on the CareerEco platform, combined with the school-wide virtual fairs whenever possible. When a student is accepted into the COMD doctoral program, the department provides $500 for the student to visit the program and meet with his/her potential faculty mentor to aid in making a decision about the program.

EPID/BIOS began year three of its Graduate Student Recruitment Initiative to transition to an active student recruitment approach. The department participated in the school open house in fall 2019 and will hold an open house for accepted and prospective students in spring 2020. The department updated its website to include information on applying, funding, life in Columbia, FAQs, contact information for student ambassadors, and scheduling a campus visit. Google Ads were purchased to advertise degree programs to those who searched using specific keywords.

Student Recruiting and Retention

For the new MHA Professional Format program, **HSPM** developed and implemented a detailed marketing strategy, reaching out to potential applicants through health system employers and through email dissemination, hard copy, and online advertising in professional journals and newsletters and on National Public Radio. In-person outreach to hospital systems are planned, which will distribute brochures at internal health-system events.

ENHS hosts booths/events for students at national (e.g. Society for Environmental Toxicology and Chemistry, Oceans Meeting, Pollution Response in Marine Organisms Society) and regional science meetings and workshops (e.g. Carolina Chapter for Environmental Toxicology and Chemistry - Short Course on Harmful Algal Blooms) with introductions and published materials regarding research opportunities within the Center for Environmental Nanomaterials & Risk and the Center for Oceans and Human Health and Climate Change Interactions.

Student Retention

Efforts at retaining current students in College/School programs.

Undergraduate retention. All undergraduate students are required to meet with an assigned advisor once a semester prior to registration, providing an opportunity to check each student's progress, assess their needs, recommend courses, and educate the student about professional requirements and university resources. Arnold School advisors utilize online advising tools to monitor student degree progression, provide quality advising, document on campus referrals, and identify at-risk students. They also develop outreach campaigns for and continuous follow-up with at-risk students using best practices developed by the University Advising Center.

The associate dean for undergraduate student affairs uses Data Warehouse and other resources to generate reports to identify and reach out to students on academic probation and suspension; monitor student perception of their advising experience and advising needs (using the Advising/Advisor Quality Survey); and track key metrics identified on the university's quality dashboard.

Graduate retention. The Arnold School's high graduation rates provide evidence of student retention among graduate students: on average, 74% of our master's students graduate within 3 years of matriculation and 88% within 4 years; 63% of our PhD students graduate within 6 years; and over 90% of our DPT students graduate within 3 years.

Most full-time PhD students receive a commitment of financial support after they are accepted. The most common mechanism for funding is a graduate assistantship, requiring 10-20 hours of work per week either for research, as a teaching assistant, or (less commonly) as a staff assistant. When there is research grant support for a student, part of the tuition is usually covered as well. Incoming students are eligible for scholarships and fellowships offered by The Graduate School and the Arnold School.

Examples of other department-specific activities include:

In **HPEB**, PhD students complete an annual review and meet with their primary advisors and one other faculty member to track progress throughout the program. Progress is discussed

Student Recruiting and Retention

among department faculty and instructors at a spring faculty meeting and recommendations are shared with students and their advisors. The department has also increased funding for doctoral students, with higher stipend and tuition amounts, and awarded fellowships (Butterfoss Endowed Fellowship) for students conducting community-engaged research.

ENHS intervenes when students have difficulty performing in core courses. Interventions include meeting with the professor teaching the class to identify learning issues and help guide students to seek additional help through available counseling and tutorial services provided by UofSC or to work directly with specific course teaching assistants. ENHS also implemented a Professional Development Program for PhD students designed to ensure each student is progressing in their research and professional development and to provide advice to prepare students for career success.

In **COMD**, students who do not meet particular in-course requirements are provided a remediation plan to help them meet specific knowledge and/or skill requirements. Also, in response to student feedback, COMD now hosts Fireside Chats with master's students twice a semester to answer students' questions about the program and share ideas and helpful strategies. The department has revised its master's program advisement procedures to give academic advisors a more prominent role in monitoring student wellbeing and academic progress and to make sure students are aware of available resources for help with personal or academic concerns. The advisement process is also used to collect student feedback on the program to identify potential issues sooner and in a more structured and responsive way.

EPID/BIOS graduate directors and faculty teaching first-year master's core classes work closely together to identify students who are struggling in these courses. This has allowed graduate directors to intervene and offer additional academic support through TAs and faculty, monitor performance through the next semester, and work with the student's academic advisor to provide support. The department chair has begun yearly Town Hall Meetings so students can ask questions and express concerns. All PhD students are required to complete an annual report, which is read by members of the department's Leadership Team. The students and their academic advisors receive written feedback.

In **EXSC**, PhD students complete an annual individual development plan (IDP) every fall semester, which is reviewed by their primary mentor, as well as at least two other EXSC faculty. By the last day of the spring semester, each student submits a document of their accomplishments as it relates to the IDP. The IDPs are reviewed annually by all EXSC doctoral faculty and every other year (1st, 3rd, 5th) the students make an oral presentation to all EXSC doctoral faculty. This process allows both student and faculty to track progress and identify deficiencies in any area. The department has also used the Arnold Fellowship as a recruiting tool for new students and a retention tool for existing students.

For its MHA program, **HSPM** provides group advising based on a cohort model. The program manager meets with all students during fall semester to create an individual development plan, which includes actions the student plans to complete for professional development and what the program will do to assist. Progress is monitored throughout the program. All MHA students are offered the opportunity to attend to the annual meeting of the American College of Healthcare Executives in Chicago, with expenses paid by the department.

This past year, HSPM doctoral students completed a survey to identify areas for improvement

Student Recruiting and Retention

in the program. Among the recommendations, students requested a stronger arrangement of student-faculty mentoring. In response, the department will be holding regular "town hall" style meetings with doctoral students and faculty with the first meeting scheduled for February 2020. At the town hall meetings, students will be able to interact in an informal setting with faculty members to identify and solve issues of concern to the students. In addition, the doctoral program has been revised for the incoming cohort where each student is paired with a faculty mentor who will provide the student with advice and counsel over the course of his or her training. Pairing is based on research interests. The faculty mentors are expected to provide research and manuscript preparation experiences for their students whenever possible.

Student Enrollment & Outcomes

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2019	**Fall 2018**	**Fall 2017**
Undergraduate Enrollment			
Freshman	457	408	384
Sophomore	515	509	463
Junior	635	550	555
Senior	755	707	718
Sub Total	2362	2174	2120
Graduate Enrollment			
Masters	387	376	408
Doctoral	331	327	316
Graduate Certificate	0	1	2
Sub Total	718	704	726
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	3080	2878	2846

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification
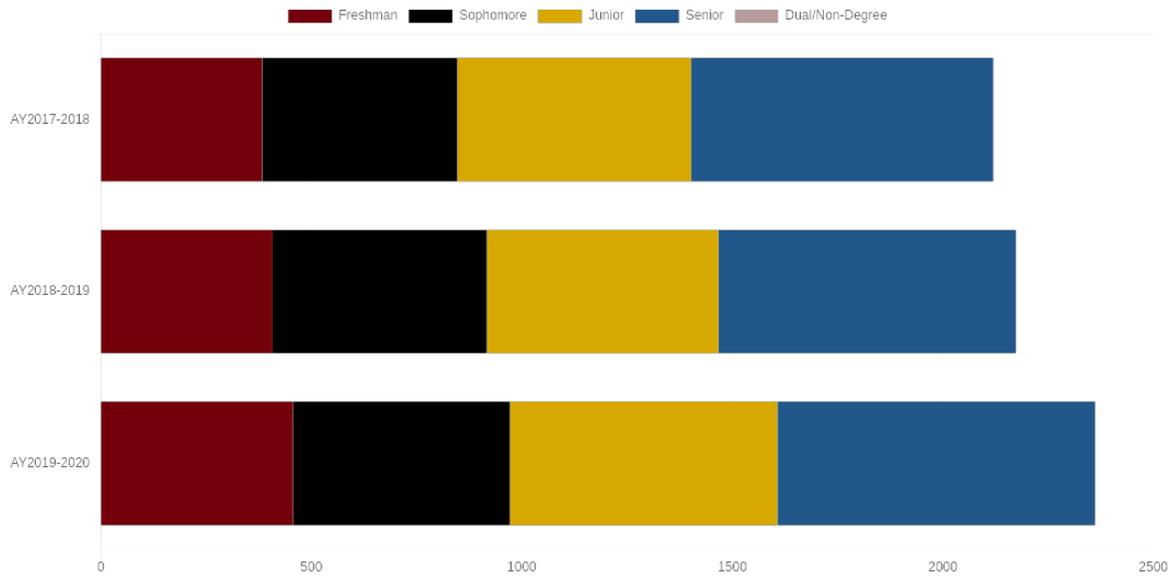
Illustration 4. Graduate/Professional Student Enrollment by Classification
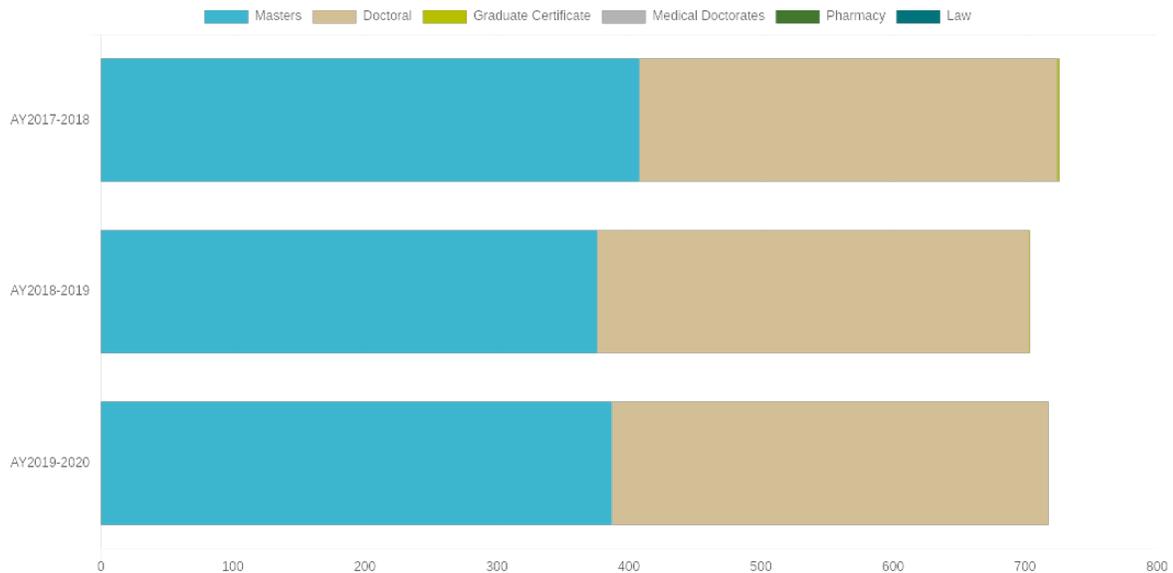
Student Enrollment & Outcomes

Illustration 5. Total Student Enrollment by Classification (All Levels)
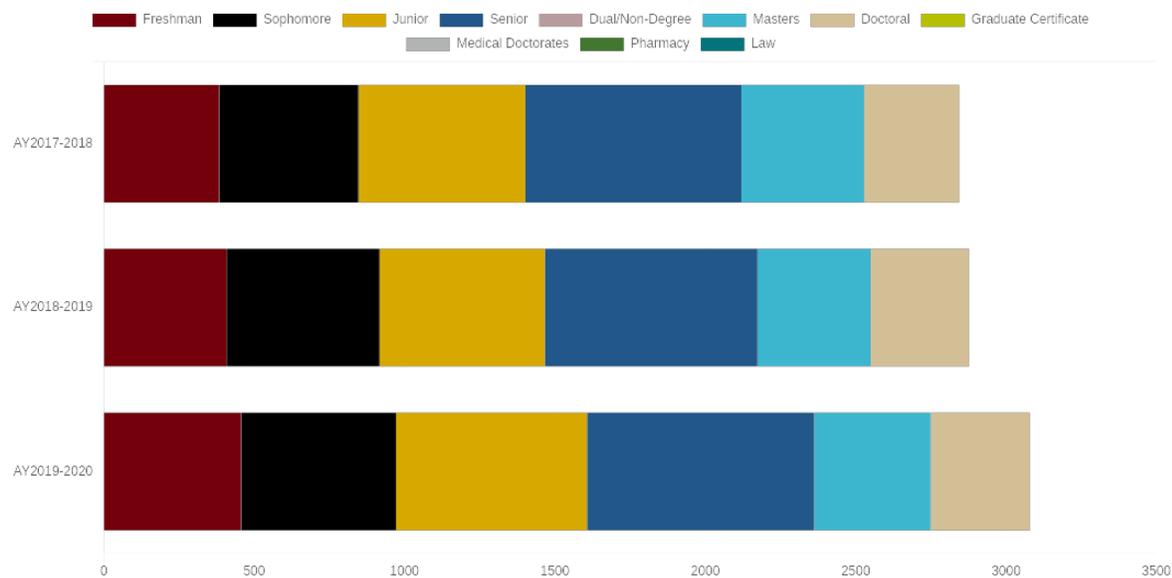
Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	2362	2174	2120
Full-Time	2322	2136	2064
Part-Time	40	38	56
Graduate/Professional	718	704	726
Full-Time	511	496	522
Part-Time	207	208	204
Total - All Levels	3080	2878	2846
Full-Time	2833	2632	2586
Part-Time	207	208	204

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	2362	2174	2120
Female	1751	1626	1595
Male	611	548	525
Graduate/Professional	718	704	726
Female	533	517	530
Male	185	187	196

Illustration 6. Undergraduate Student Diversity by Gender

2019 Undergrad Gender
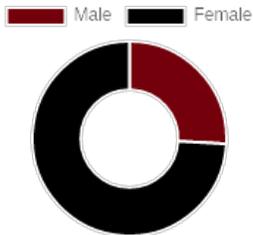
2018 Undergrad Gender
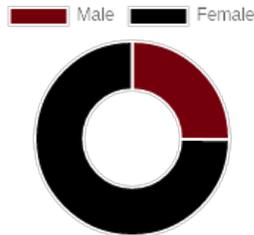
2017 Undergrad Gender
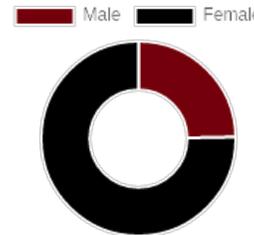
Illustration 7. Graduate/Professional Student Diversity by Gender

2019 Graduate Gender
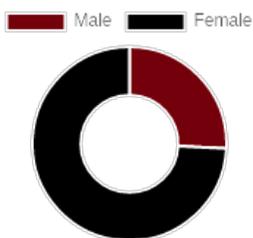
2018 Graduate Gender
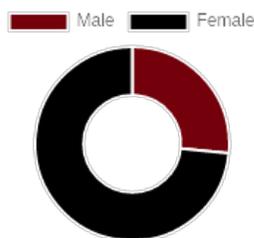
2017 Graduate Gender
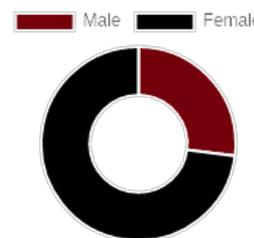
Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity
Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	2362	718	2174
American Indian/Alaska Native	3	2	2
Asian	99	89	75
Black or African	211	205	220
Hispanic or Latino	115	89	92
Native Hawaiian or Other Pacific Islander	3	3	3
Nonresident Alien	11	13	9
Two or More Races	101	82	73
Unknown Race/Ethnicity	16	14	10
White	1803	1677	1636
Graduate/Professional		704	726
American Indian/Alaska Native	2	3	4
Asian	21	25	28
Black or African	68	65	68
Hispanic or Latino	29	24	26
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	97	100	91
Two or More Races	18	16	15
Unknown Race/Ethnicity	15	24	29
White	467	446	464

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity
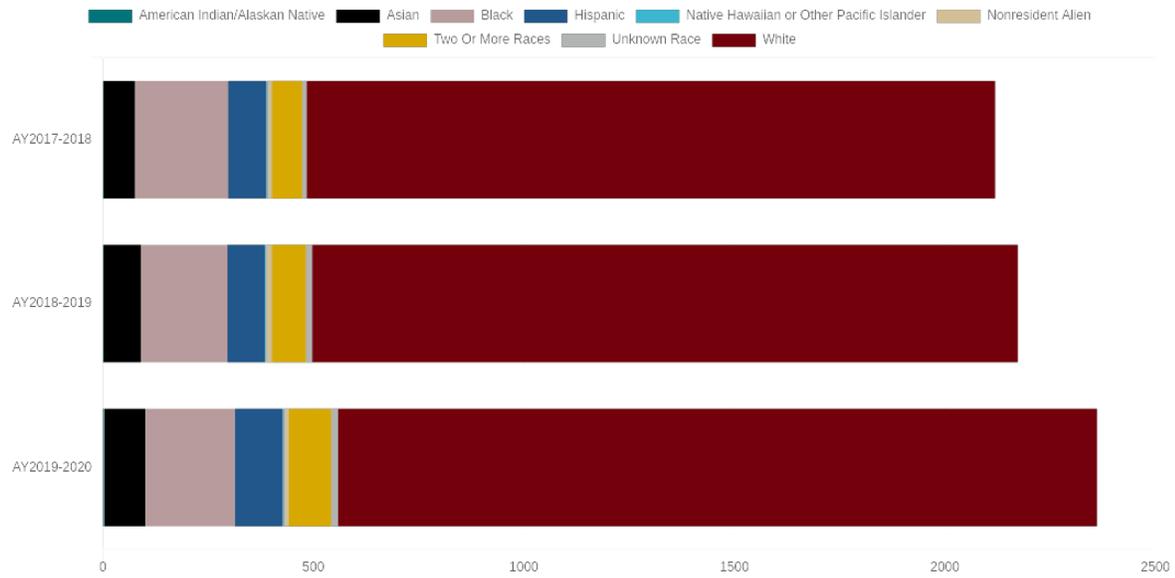

## Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
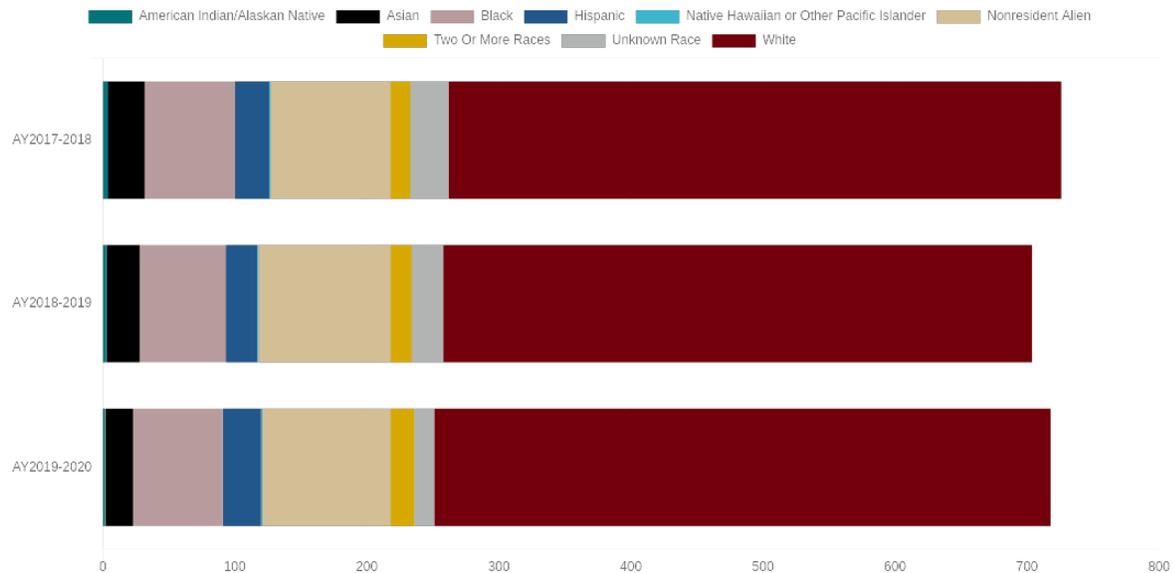
Student Enrollment & Outcomes

Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2017 Cohort	75.7%	14.4%
Fall 2016 Cohort	79.5%	10.7%
Fall 2015 Cohort	77.4%	11.8%
Fall 2015 Cohort	76.8%	13.2%

Illustration 10. Undergraduate Retention, First and Second Year

First Year

Second Year
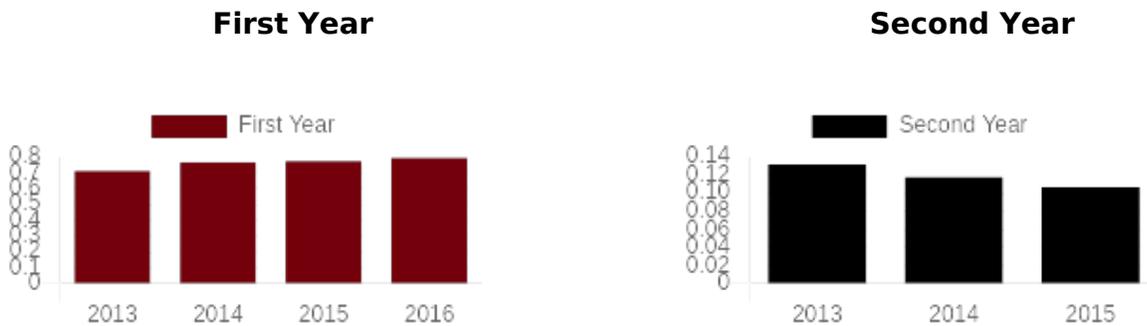
Student Completions
Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

	Fall 2011	Fall 2010	Fall 2009
4-Year Same	47.3%	47.6%	55.7%
4-Year Diff	15.5%	12.4%	13.7%
4-Year Total	15.5%	12.4%	13.7%
5-Year Same	53.8%	52.9%	58%
5-Year Diff	21.3%	21.2%	19.8%
5-Year Total	75.1%	74.1%	77.8%
6-Year Same	54.2%	54.1%	58%

Student Enrollment & Outcomes

|			
6-Year Diff	22.7%	22.4%	21.4%
6-Year Total	76.9%	76.5%	79.4%

Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2019-2020	AY2018-2019	AY2017-2018
Associates Degree		0	0
Bachelors		595	608
Masters		154	180
Doctoral		65	61
Medical		0	0
Law		0	0
Pharmacy Doctorate		0	0
Graduate Certificate		0	2

Illustration 11. Degrees Awarded by Level
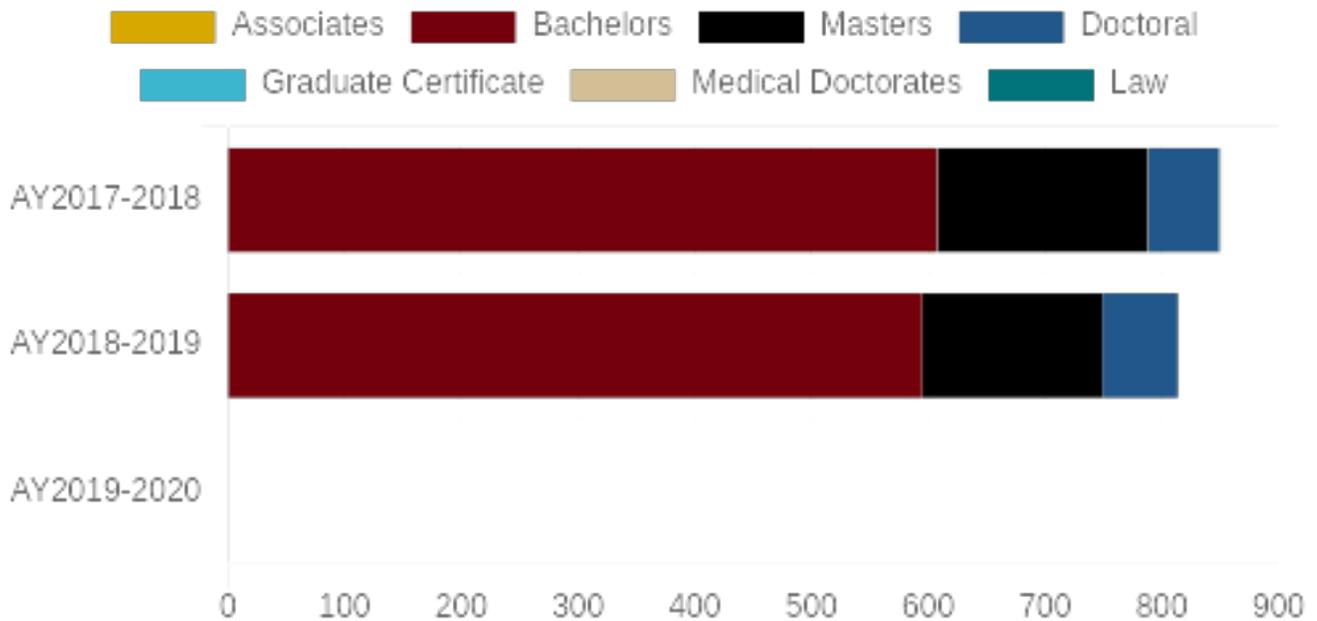
Faculty Awards Nominations
No Awards Nominations have been entered for this section.

Faculty Awards Received

Faculty of ASPH were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

Recipient(s)	Award	Organization
Werfel, Krystal	2020 Breakthrough Star	Office of the Vice President for Research
Qiao, Shan	2020 Breakthrough Star	Office of the Vice President for Research
Lead, Jamie	Top 1% of highly cited researchers, 2019	Web of Science
Adlof, Suzanne	Presidential Early Career Award for Scientists and Engineers	United States Government
Steck, Susan	2019 Award for Excellence in the Practice of Dietetics Research	Academy of Nutrition and Dietetics
Frongillo, Edward	2019 Faculty Research Award	Arnold School
McDermott, Suzanne	2020 Faculty Research Award	Arnold School

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Murphree-Holden, Crystal	2019 Faculty Service Award	Arnold School
Eberth, Jan	2020 Distinguished Research Service Award	UofSC Office of the VP for Research
Turner-McGrievy, Brie	2020 Distinguished Research Service Award	UofSC Office of the VP for Research
Kaczynski, Andrew	2020 Faculty Service Award	Arnold School of Public Health
Apel, Kenn	Honors of the Association	SC Speech-Language-Hearing Association

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Pearson, Joseph Lee	2019 James A. Keith Excellence in Teaching Award	Arnold School
Torres, Myriam	2020 James A. Keith Excellence in Teaching Award2020	Arnold School of Public Health

Faculty Awards Received

Other Awards

Recipient(s)	Award	Organization
McDermott, Suzanne	2019 Disability Section Allen Meyers Award for Research, Teaching and Advocacy.	American Public Health Association
Harrison, Sayward	List of Women of Influence, 2019	Columbia Business Report

Alumni Engagement & Fundraising

Alumni

Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.

The Arnold School is celebrating its 45th year in 2020, and that anniversary represents a significant history in preparing practitioners and academics to advance the field of public health across many areas of specialization. With an ever-growing alumni base, the opportunity to engage alumni in the ongoing work of the school is beneficial in expanding both visibility and credibility. It also presents a vital means of enhancing the experience and opportunities for current students. Those factors are guiding the school toward establishing an alumni relations council and identifying the most effective means of communicating with and involving our alumni. This work is being led by the school's director of development and the associate dean for operations and accreditation (who is also an alumnus of the school). It is being informed by best practice examples from other schools and colleges on campus as well as other schools and programs of public health. It also builds upon the current activities of the six departments of the Arnold School.

Currently, each department in the school has some degree of connectivity with alumni, but the frequency and utility of the engagement is highly variable. Greater coordination and structural support at the school-level will be key to enhancing those efforts. This work will capitalize on communication approaches that currently involve outreach to alumni via social media platforms, professional networking sites (e.g., LinkedIn), and more traditional means, such as electronic newsletters. At present, more substantive engagement across the departments involves alumni serving as guest speakers and panelists and, importantly, as mentors to students seeking professional development. Most departments also rely on alumni (and others) to provide practicum opportunities for students. These reflect key relationships, both individually and organizationally. Formal opportunities for collective alumni engagement also exist through annual professional meetings (at the state, regional, and national levels) where special alumni events are hosted either by the school or departments.

As essential as it is to inform and involve alumni, it is also vitally important to recognize outstanding alumni for their contributions to the field. Each year the Arnold School confers two distinguished alumni awards at the annual hooding ceremony. The Gerry Sue Arnold Alumni Award is open to all alumni who graduated in the past ten years, whose work has made a difference to the profession and in the health of an identified community or population. The Norman J. Arnold Alumni Medal is open to all alumni who graduated more than ten years ago, whose work has had a positive impact on the profession and on the health of an identified community or population and has brought recognition to the Arnold School. In May 2019, Dr. Ike Ogbuanu, a double graduate from HSPM (MPH) and EPID (PhD), received the Gerry Sue Arnold Alumni Award in recognition of his work with the WHO, while Dr. William Callaghan, a graduate from the General MPH program, received the Norman J. Arnold Alumni Medal in recognition of his work with the CDC.

In addition to recognizing and honoring select alumni, the Arnold School's Mu Chapter of the Delta Omega Honor Society was reorganized in 2019 to increase visibility of the organization for students, faculty, and alumni and to transition to a student-led rather than a faculty-led

Alumni Engagement & Fundraising

organization. The Executive Board now includes an Alumni Advisor, who serves as the liaison with Arnold School alumni who are active members of Delta Omega. The intent is to encourage alumni to be more involved in service and scholarship activities such as career panel discussions, abstract reviews, mentoring, networking, and service activities. In May 2019, Delta Omega inducted 20 students, 4 faculty, and 10 alumni. For the 2020 ceremony, undergraduate students in the Arnold School will be inducted in Delta Omega for the first time.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

The Arnold School of Public Health Office of Development is responsible for procuring financial support by fostering philanthropic partnerships with individual, corporate, and foundation donors. The office works closely with Arnold School faculty, Office of Research, and UofSC's Corporate and Foundation Philanthropy to discover and apply for competitive grants, secure scholarships, create endowments, and fund school programs. Annually, the Office of Development partners with Corporate and Foundation Philanthropy to host a *Foundation and Grant Funding* workshop as well as small group sessions to advise faculty about our services including grant review, calls with program officers, and recommendations around best prospects specific to faculty's areas of research and focus.

During FY20, foundation and corporate grant awards was not as robust compared to the previous year, primarily due to funding received as a one-million-dollar seed gift from BlueCross BlueShield of South Carolina and an $800,000 award from the Brockman Foundation in FY19. To date in FY20, combined foundation and corporate support totals nearly $1.15M with contributions expected to increase through the 4th quarter. With two recent Duke Endowment site visits, there is the potential to see a one-million-dollar increase in funding if both proposals are fully funded. The development office focuses on expanding relationships with individual donors and stewardship of current donors who are alumni or friends of the school whose philanthropic passion aligns with public health. Special attention is also being given to establishing a greater alumni relations presence at the Arnold School. The office's strategic vision of an expanding pipeline of individual, corporate, and foundation donors will assist with sustaining support for the school's key endeavors.

In recent years, most notable among the Arnold School's supporters are the Arnold family and a lead gift from Al and Marsha Montgomery for the new Communication Sciences and Disorders facility. FY20 fundraising focus areas include community health programs and services addressing health disparities, department funding priorities, and additional fellowships and scholarships to provide financial support for students.

Supplemental Info - Alumni Engagement & Fundraising

Any additional information on Alumni Engagement & Fundraising appears as Appendix 6. (bottom).

Community Engagement

Community Engagements and Community - Based Activities

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted, including activities at the local, state, regional national and international levels.

Community engagement is a cornerstone of public health and is vital to the success of the Arnold School's mission. Examples of community-based research, scholarship, outreach, and service are plentiful across each of the school's six departments and reflect a wide array of community and organizational partners as well as topical focus areas. Notable examples range from a clinical partnership with Prisma Health to address the needs of individuals newly diagnosed with Parkinson's disease to community support groups conducted in collaboration with Able SC for people with aphasia. Additional examples reflect partnerships to address critical issues such as HIV prevention, HPV vaccination, and cardiovascular health, as well as harmful agal blooms and climate change issues in lakes and drinking water. Key partnerships also engage with minority communities in the ongoing effort to address widespread health disparities.

Community engagement often reflects a collaborative response to changing community needs. A key example exists in a unique statewide initiative launched from the Arnold School under the direction of Julie Smithwick, MPH, MSW. Ms. Smithwick received funding to establish a first-of-its-kind, state-level Community Health Worker Institute (CHWI) that trains individuals who come from the communities they serve to act as bridges between health and social service systems and marginalized communities. Community health workers are trained by the institute to address social determinants of health by helping individuals implement health changes and helping health systems better understand and serve targeted communities. The CHWI helps address health workforce shortages in our state, specifically the need for public health practitioners who can effectively and efficiently address population health gaps. The institute also conducts return on investment evaluations of the community health worker model and drives conversations and implementation around sustainable, reimbursable payment models for this workforce.

See also Look Ahead Goal 1 - Meet the professional development needs of the public health workforce.

Incentivizing Faculty Engagement

Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.

All faculty members are reviewed annually on three service-related criteria: service to the university, school, and department; service to or in professional groups/activities; and service to or in the community. Service to the community may include consulting related to professional activity; leadership roles in not-for-profit organizations; presentations to community professional groups; service on advisory boards, societies, or councils; and work

Community Engagement

with state agencies having a public health mission.

Research faculty are expected to expend most of their effort in the conduct of research; however, their annual reviews may include instructional and professional service activities. Similarly, the school expects clinical faculty to engage in academic, community, and professional service.

Although it does not have a strong, across-the-board reward system for faculty service, the Arnold School does take pride in its faculty members' contributions to the university, community, and profession. Each year at the May hooding ceremony, the school recognizes a faculty member with the Faculty Service Award, which includes a $1,000 honorarium and commemorative plaque. Nominees are considered based on their exceptional outreach to the community, contribution to the public health practice setting, and leadership in professional organizations and university governance. Crystal Murphree-Holden, Department of Communication Sciences and Disorders, received the Faculty Service Award in spring 2019.

Collaborations

Internal Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.

Across the university, the school's faculty participate on doctoral committees, give guest lectures, and conduct collaborative research with faculty from many other colleges. Numerous faculty hold joint or adjunct faculty appointments in other units and serve on various advisory committees. Three combination degree programs exist between the school and other colleges and schools on campus, demonstrating the recognition of the inter-dependency and integration of the health professions. We also work with other schools on several interdisciplinary graduate certificate programs.
Other internal partnerships include:

- Health science programs (e.g., medicine, nursing, pharmacy, social work) and the interprofessional education program (IPE)
- UofSC School of Medicine & UofSC School of Medicine Greenville
- Office for the Study of Aging, UofSC
- PASOs, UofSC
- Carolina Consortium on Health, Inequalities, and Populations (CHIP)
- UofSC Belle W. Baruch Institute
- Walker Institute
- School of Earth Ocean and the Environment
- Carolinas Integrated Sciences and Assessments Program, Department of Chemistry and Biochemistry
- College of Engineering and Computing
- College of Information and Communications
- College of Arts & Sciences (including psychology, theater and dance, biological sciences, chemistry, geography, political science, women & gender studies, southern studies)
- School of Law
- College of Engineering & Computing
- University Athletics

External Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as external to the University.

The Arnold School maintains strong relationships with the SC Department of Health and Environmental Control (SC DHEC), Prisma Health (formerly Palmetto Health), and numerous other local and state agencies. In addition to formal field experiences (practica, residencies, and internships), the school has numerous contracts with local agencies for faculty consultation and graduate student assistantships. Several departments utilize practitioners as instructors for various courses and clinical supervision. Exposure to this current real-world experience is invaluable for students and enhances the school's academic programs.

Other examples of external collaborations include:

Collaborations

Local/State:

- Local school districts (e.g., Richland County School District Two & Lexington-Richland School District 5)
- Local preschool programs in the Columbia metropolitan area
- Colleges/universities in SC (e.g., Allen University, Benedict College, Claflin University, the Citadel, Clemson University, College of Charleston, Limestone College, MUSC, SC State)
- Able SC
- AID Upstate
- Alliance for a Healthier South Carolina
- Camp MATES
- Dorn VA Medical Center
- Eat Smart Move More SC
- Lowcountry Alliance for Model Communities
- Lowcounty Institute, River Keepers, and Water Watch
- Mary Black Foundation, Spartanburg
- Palmetto AIDS Life Support Services (PALSS)
- SC Campaign to Prevent Teen Pregnancy
- Richland County First Steps
- Richland Library
- SC Cancer Alliance
- SC Department of Social Services
- SC Hospital Association
- SC Institute of Medicine and Public Health
- SC Office of Rural Health
- SC Primary Health Care Association
- SCaleDown
- Special Olympics, SC
- YMCA

Regional/National:

- Out of state colleges/universities in the US (e.g., Baylor, Duke, Emory, Harvard, Iowa State, Louisiana State, Oklahoma, U of Kentucky, U of Maryland, U of West Virginia, UT Health Sciences Center, Wake Forest)
- Other medical schools/health systems (e.g., Kansas City Children's Hospital; Miriam Hospital, Providence, RI; Oschsner Medical School, New Orleans; US Veteran's Hospitals; UT-Southwestern Medical Center)
- American College of Sports Medicine
- Association of Schools and Programs in Public Health
- Exercise is Medicine
- Feeding America
- Interstate Shellfish Sanitation Conference
- Mote Marine Laboratory
- National Physical Activity Plan Alliance
- NOAA, National Ocean Service - National Centers for Coastal Ocean Sciences (MOU)
- SC and Washington State Sea Grant Programs
- US Centers for Disease Control and Prevention
- US Department of Health and Human Services, Offices of Disease Prevention & Health

Collaborations

Promotion
- US Food & Drug Administration
- US Geological Survey, Southeast Water Center

International:

- International colleges/universities (e.g., China: Beijing Sports University, Guangxi Medical University, Guilin Medical University, Nanjing Medical University; Taiwan: China Medical University; UK: Coventry University, King's College, Lancaster University, University of Bath; Canada: McGill University, Queen's University; Japan: National Institutes of Biomedical Innovation; Cyprus: Nicosia Medical University; Norway: Norwegian University of Science and Technology; Guatemala: Rafael Landivar University; Brazil: Sao Paulo State University, Universidade Federal da Bahia; Spain: University of Granada, Spain; Australia: University of South Australia, University of the Sunshine Coast)
- Alive & Thrive and International Food Policy Research Institute CerviCusco, Cusco, Peru
- European Centre for Environment and Human Health at Exeter University, Cornwall, UK
- INCLEN Trust International, India
- National Institute of Public Health, Mexico
- Ramboll Environment and Health, Denmark
- World Health Organization Centre of Environment and Health, Bonn, Germany

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

The Arnold School is in the process of updating its Diversity, Equity, & Inclusion (DE&I) Strategic Plan, which aligns with Focus Carolina 2023. This section describes current planned strategies and goals where applicable.

From the Arnold School's DE&I Plan Strategy 2: Recruit, retain, and develop a diverse community within the Arnold School (Faculty, Staff, <u>Students</u>).

A. Focus on URM recruiting strategies for undergraduate students (digital campaign).
B. Focus on URM recruiting strategies for graduate students (digital campaign).
C. Develop scholarships that attract and support URM students at both the undergraduate and graduate levels.
D. Develop a pipeline program focused on inspiring K-12 students to attend the Arnold School (UofSC's summer program University of Possibilities – Summer Seniors).
E. Develop skill-based programs for K-12 students.

The school's Office of Undergraduate Student Services participates in university-coordinated recruitment events scheduled throughout the year. Admissions coordinates and does all of the outreach for any recruitment events including those specifically designed for special populations. For example, this past July and August we participated in UofSC's "Summer Seniors Academic Resource Fair."

Arnold School advisors also use the referral system in EAB Navigate and provide information about campus resources, programs, and services as needed on a case-by-case basis. The largest support needed for undergraduate students is financial support. The results of our assessment demonstrated the need to offer more grants and scholarships to attract and retain undergraduate URM students.

Improve The Number Of Full-Time URM Faculty Across Academic Units

From the Arnold School's DE&I Plan Strategy 2: Recruit, retain, and develop a diverse community within the Arnold School (<u>Faculty</u>, Staff, Students).

A. Develop a best practices recruitment and hiring handbook for all search committees for faculty and staff (Implementation of recruitment workshop focusing on diversity; Use of online listings of diverse PhD recipients).
B. Develop a Post Doc Program for URM faculty.
C. Develop a recruiting campaign (Faculty recruitment video, addition of specific messages from the Arnold School in all posted ads).
D. Development of partnerships with institutions that have a wide pool of diverse PhD candidates.

In AY20, the school developed a hiring manual for all search committees. The purpose of this

Equity and Diversity Plan

hiring manual is to increase the success of recruiting diverse faculty for the school. The document is intended to accompany current faculty hiring resources at the UofSC such as the Strengthening Academic Excellence Through Affirmative Recruiting and the Affirmative Action Recruiting Sources Guide. It also provides accountability for search committees to follow best practices for recruiting, interviewing, and evaluating applicants. Current faculty statistics can be found under Faculty Population.

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

From the Arnold School's DE&I plan Strategy 2: Recruit, retain, and develop a diverse community within the Arnold School (Faculty, Staff, <u>Students</u>).

A. Improve retention of under-represented minority (URM) student enrollment at the undergraduate and graduate levels.
B. Enhance academic outcomes for URM students at the undergraduate and graduate levels.

<u>Goals</u>:

- Develop partnerships with community organizations that support URM students and their successful transition to college and/or graduate programs.
- Develop a leadership program for URM undergraduate and graduate students.

Current demographics can be found under Student Enrollment and Outcomes.

Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students

From the Arnold School's DE&I plan Strategy 2: Recruit, retain, and develop a diverse community within the Arnold School (Faculty, Staff, <u>Students</u>).

A. Improve post-graduation outcomes for URM students at the undergraduate and graduate levels.

<u>Goals</u>:

1. Develop an alumni mentorship program for undergraduate and graduate students to enhance post-graduate outcomes.
2. Develop peer (upper-level student) mentorship programs for undergraduate and graduate students to enhance post-graduate outcomes.

Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion

Equity and Diversity Plan

In fall 2019, the school used an external consultant (CommonSense) to conduct an intercultural agility assessment of the school (administration, faculty, staff, and students). Our strategic plan aligns not only with the UofSC's DE&I plan but also with the recommendations from our CommonSense intercultural agility assessment. The new plan will be integrated for the first time in AY21.

Strategy 1: Create an inclusive and equitable environment in the Arnold School (Engagement & Inclusion). Engage our school community in the learning, understanding, and practice of diversity, equity, and inclusion. Foster a welcoming and inclusive community.
A. Increase engagement of students, faculty, staff, administrators, and the school's community in courses and trainings that focus on diversity, equity, and inclusion.

Goals:

- Utilize current university and school workshops, training, and guidelines for search and admissions committee. Create and develop new training and workshops to integrate into the school.
- Visit with more established programs that have made progress to learn about their work.

B. Increase engagement of students, faculty, staff, administrators, and community in events that promote the awareness and understanding of diversity, equity, and inclusion.

Goals:

- University current events: Dive-In Lunches, Finding Common Ground, SC Collaboration for Race & Reconciliation, and Welcome Table South Carolina.
- University and community cultural events, festivals, movie showings and food.
- New programing led by different groups (e.g., AA faculty, students, LGBT, etc.).

C. Enhance the structure and capacity for promoting faculty through equitable tenure and promotion practices.

Goals:

- Develop search committee Diversity Training Handbook.
- Promotion percentages.
- External interviews to (anonymous) faculty, staff, and students.

D. Improve inclusion among all Arnold School members.

Goals:

- Expand awareness of Bias Incidence Reporting and create a response team to systematically address policy and procedural concerns that may rise.
- Improve communication of diversity and inclusion as a strategic imperative.
- Enhance engagement in the university and the school's climate surveys.

Equity and Diversity Plan

Improve The Sense Of Inclusion Amongst All University Community Members

In fall 2019, the Arnold School used an external consultant (CommonSense) to conduct an intercultural agility assessment of the school (administration, faculty, staff, students). The intercultural agility assessment results will be used in AY21 to prioritize initiatives and follow through with recommendations made by the consultant.

Below are some of the recommendations:

1. Expand the number of resources dedicated to promoting and developing the school's Diversity, Equity, and Inclusion (DE&I) strategy.
2. Continue to foster the culture of curiosity that is unique to the school and beneficial to DE&I initiatives.
3. Develop a resource plan that will provide leadership and momentum to the DE&I initiative.
4. Create systems to monitor DE&I progress and communicate with the larger school community when goals are reached.
5. Provide intercultural agility resources (e.g., training and assessments for leaders, faculty, staff, and diversity council members).
6. Incorporate reward structures that align with the DE&I goals, and provide accountability for staff and faculty actions that do not reflect school DE&I values.
7. Identify and secure additional research grants and funding opportunities that enable students, faculty, and staff to participate in DE&I efforts without jeopardizing professional success and research project participation.
8. Increase the school's ability to develop, hire, and retain students, staff, and faculty from local and national sources.
9. Expand the school's ability to develop, hire, and retain a diverse staff by ensuring students, staff, and faculty possess and utilize the knowledge, skills, abilities, and experiences needed to fulfill the requirements of promotional opportunities.
10. Use media sources to promote the school's culture and its ability to support a culture for all, where all people are treated equitably, included, and feel respected.

Concluding Remarks

Quantitative Outcomes

Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.

Quantitative outcomes data provided strongly positive surprises in the past year in research funding (up 24%) and scholarship (up 7%). Undergraduate student enrollments continue to show robust growth, especially in the Public Health baccalaureate degrees. I suspect this trend will continue, but at some point soon we will reach faculty/staff/space capacity to provide the highest quality service to the student body.

In development, I am disappointed with annual giving more broadly. We were without a coordinating central development officer for the health science colleges for half of the year, and that did impact our reach to the community. That position is still not filled. The university needs to pay serious attention to recruitment of a vice president for development who will hire abundant and capable talent to help the colleges and deans raise funds for the new capital campaign. At present, most colleges, including Public Health, are flat in philanthropic receipts.

Cool Stuff

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

After decades of moving between buildings on and off campus—never all together in one place—the Department of Communication Sciences and Disorders finally has a forever home at the Close-Hipp Building. Members and friends of the department celebrated the completion of the newly renovated space in June 2019 with a grand opening and ribbon-cutting ceremony. This event also marked the dedication of the Montgomery Speech, Language, and Hearing Clinic, which was made possible by the lead gift from Al and Marcia Montgomery.

PASOs received national designations for two of its programs from the Association of Maternal and Child Health Programs in 2019. PASOs Health Connections was named a Best Practice for its effectiveness in improving public health outcomes by addressing social determinants of health for Latino communities across the state. PASOs Connections for Child Development received the Promising Practice designation for its current success based on established public health protocols, values, etc. and its potential for making an impact in the future of young Latino children and their preparation for kindergarten. In 2020, the Association of Maternal and Child Health Programs honored PASOs Health Connections with the Contributes to Achieving Health Equity Award, one of the organization's Innovation Station awards, which recognize especially innovative and effective practices in maternal and child health.

Suzanne Adlof, an associate professor in the Arnold School's Department of Communication Sciences and Disorders (COMD), was one of two individuals from the state of South Carolina to receive the [Presidential Early Career Award for Scientists and Engineers](). The highest honor bestowed by the United States Government to outstanding scientists and engineers who are beginning their independent research careers, this award is given to those who have

Concluding Remarks

demonstrated and show exceptional promise for leadership, public education, and community outreach in science and technology.

A team of scientists led by environmental health sciences associate professor Saurabh Chatterjee has shown that adjusting GI tract viruses by repurposing existing FDA-approved antiviral drugs offers a route for effective treatment for Gulf War Illness and its myriad of symptoms. Their findings were published in the journal Viruses in October 2019.

Four Arnold School PhD candidates were among 14 at the university named Breakthrough Graduate Scholars for 2020: Yoo Jin Cho (Health Promotion, Education and Behavior); Lynsey Keator (Communication Sciences and Disorders); Elizabeth Regan (Exercise Science); and Sutapa Sarkar (Environmental Health Sciences).

Appendix 2. Academic Initiatives

Arnold School of Public Health

Complete Scholarship Name	Application	Deadline Date	Contact Name	Contact Phone Number	Contact E-mail Address
ASPH Computer Lab Scholarship	N	N/A	Sandy Besley	803.777.5034	sbbesley@mailbox.sc.edu
	Eligible student must have Graduate student Work Study and willing to work in the ASPH computer Lab.				
CCCR's Minority Fellowship	Yes	N/A	Kendra McBride	803.777.1231	mcbridek@mailbox.sc.edu
	Award: $5000 fellowships to support cancer research Eligibility: Underserved minority graduate student at USC working on a dissertation project related to cancer research Application Process: -A faculty member will provide a 1 page letter of support -The nominated student will provide an NIH style biosketch and a 1 page description of the research project and how this fellowship will be utilized to benefit their research and career. Send nominations to Doug Pittman (pittman@sccp.sc.edu) Note: Please let us know if you are attempting to recruit a high achieving student from Fall 2014. Thanks to: Delecia LaFrance, Lucia Pirisi-Creek, Daniel Littlefield, Bert				
Environmental Health Sciences (ENHS) Start-up Lab Scholarship	No	N/A	Gloria Wilson		glwilson@mailbox.sc.edu
	Eligible student must have Graduate Student Work Study and willing to work in ENHS start-up lab.				
HPEB Alumni Fellowship Fund	No	Rolling deadline	Keith Painter	803.777.6558	kpainter@mailbox.sc.edu
	Supports fellowships in the Department of Health Promotion, Education and Behavior				
Michael D. Jarrett Scholarship Fund	No	May 1 of each year	Debra Brown	803.576.6550	browndg@mailbox.sc.edu
	Michael D. Jarrett Scholarship is the highest award given to a MPH student in the Department of Health Services Policy and Management. The scholarship is competitive among students with a GPA of 3.5 or better, who demonstrate a commitment to public health and demonstrate a high potential for leadership.				
Mary Elizabeth Newton Fellowship in HPEB	No	N/A	Keith Painter	803.777.6558	kpainter@mailbox.sc.edu

Complete Scholarship Name	Application	Deadline Date	Contact Name	Contact Phone Number	Contact E-mail Address
	Student pursuing a doctoral degree in the Department of Health Promotion, Education, and Behavior who is committed to improving the health and well-being of all citizens of South Carolina. Awarded preferably to a South Carolinian.				
Norman J. Arnold School of Public Heath Fellowship Award	(N) Graduate Director recommendation only.	N/A	Sandy Besley	803.777.5034	sbbesley@mailbox.sc.edu
	3.5 GPA (Within current USC Program) Fulltime Doctoral Student in Public Heath				
Palmetto Health Alliance African-American Scholarship	No	N/A	Debra Brown	803.777.3332	browndg@mailbox.sc.edu
	Awarded to African-American students accepted in the MHA program. Students must have undergraduate GPA and GRE/GMAT scores, letters of recommendation, career goal statement and leadership potential as evidenced by the student's resume.				
Doctoral Student Offers / Start-Up Funds	No	N/A	Keith Painter	803.777.6558	kpainter@mailbox.sc.edu
	Awards will be based upon scientific merit and potential contribution of student's current research activity to the discipline of health promotion/education.				
Winona B. Vernberg Bicentennial Fellowship	(N) Graduate Director recommendation only.	N/A	Sandy Besley	803.777.5034	sbbesley@mailbox.sc.edu
	Awarded to a worthy graduate student pursuing a masters degree in the Arnold School of Public Health.				
World Bank Nigeria	No		M. Mahmud Khan, PhD	803.777.9928	mkhan@mailbox.sc.edu
	PhD Doctoral Student in Health Services Policy and Management working on research project with M. Mahmud Khan, PhD				
AFLAC Fellowship Fund	No	N/A	Latoya Townes / Jennifer O'Neill	803.777.2185 / 803.777.1004	ljfrazi@mailbox.sc.edu / oneilljr@mailbox.sc.edu
	Eligibility Criteria: Acceptance or current enrollment in the MPH-PAPH program. Incoming and current MPH-PAPH students, regardless of graduate assistantship status, are eligible for fellowship. Priority will be given to South Carolina residents.				
	Application and Selection Process: To apply for the fellowship, the student must submit a 1-page personal statement indicating their career				

Complete Scholarship Name	Application	Deadline Date	Contact Name	Contact Phone Number	Contact E-mail Address
		goals to Dr. Jennifer O'Neill, Director of the MPH-PAPH program. This is in addition to the regular program application packet. The MPH-PAPH Advisory Board will review applications yearly and decide recipients.			
		Recipients of the fellowship will be expected to: Remain in good academic standing throughout the program. Complete at least 20 hours of community service related to physical activity and public health per semester.			
Health Policy Research Support Endowment Fund	No	No deadline, based on student progress towards degree.	M. Mahmud Khan, PhD	803.777.9928	Mkhan@mailbox.sc.edu
		MPH, MHA or doctoral students of the department who demonstrate commitment to health services research.			
Dr. Suzan Boyd Doctoral Fellowship Fund	No	N/A	M. Mahmud Khan, PhD	803.777.9928	mkhan@mailbox.sc.edu
		Doctoral student in the Department of Health Services Policy and Management			
Health Services Research Endowment Scholarship	No	No deadline, based on student progress towards degree.	M. Mahmud Khan, PhD	803.777.9928	mkhan@mailbox.sc.edu
		Mph, MHA or doctoral students of the department who demonstrates commitment to health services research.			
Arnold School of Public Health Dean's Office Scholarship	No	N/A	Sandy Besley	803.777.5034	sbbesley@mailbox.sc.edu
		Graduate student working within the ASPH Dean's Office is only eligible for this award.			
CERortho Fellowship	No	N/A	Melanie Cozad, PhD	803.777.9331	mcozad@mailbox.sc.edu
		Graduate student with a GPA of 3.5 or better working on orthopaedic research in the Center for Effectiveness Research in Orthopaedics.			
Cindy Babb Moore Fellowship Fund	No	N/A	Debra G. Brown	803.576.6550	browndg@mailbox.sc.edu
		Student pursuing graduate degrees in the field of Rural Health Management at USC.			

Complete Scholarship Name	Application	Deadline Date	Contact Name	Contact Phone Number	Contact E-mail Address
Environmental Health Sciences (ENHS) Lab Scholarship	No	N/A	Gloria Wilson	803.777.8940	glwilson@mailbox.sc.edu

Eligible student must have Graduate Student work study and be willing to work in ENHS lab.

Complete Scholarship Name	Application	Deadline Date	Contact Name	Contact Phone Number	Contact E-mail Address
Ann Cassady Endowed Fellowship	Yes	October 15th and February 15th annually	Dr. Brie Turner-McGrievy	803.777.3932	brie@sc.edu

The Ann Cassady Endowed Fellowship honors Ann's life by providing financial support for the training, research, and professional development of HPEB master degree students.

Eligibility
• Currently enrolled as a student in a HPEB masters program
• Successful completion of 12 credithours in the HPEB program.
• Be in good academic standing.

Allowable Costs
• Seed money to assist with data collection and/or analysis of MSPH thesis research (e.g., computer software, incentive money to participants, production of surveys and materials, and other materials not listed here)
• Money to attend workshops and summer institutes that will enhance the student's public health training (e.g., pre-conference workshops, CDC training, software training, grant proposal training, etc.)
• Money to defray cost of travel associated with the practicum
• Costs associated with conference travel when the student is the presenter

Complete Scholarship Name	Application	Deadline Date	Contact Name	Contact Phone Number	Contact E-mail Address
Butterfoss Community-Based Research Endowed Fellowship	Yes	September 30th and February 15, annually.	Dr. Brie Turner-McGrievy	803.777.3932	brie@sc.edu

Eligible student must currently be enrolled in the HPEB masters or doctoral program with a focus on community-based research.

Arnold School of Public Health - Communication Science

| Complete Scholarship Name	Application	Deadline Date	Contact Name	Contact Phone Number	Contact E-mail Address
21st Century Fellowship Fund	Yes, by nomination of department faculty	Rolling	Dr. Dirk Den Ouden	803.777.4813	ouden@mailbox.sc.edu
Awarded to a worthy student pursuing a graduate degree within the Communication Sciences & Disorders Department.					
PhD Fellowship Fund in Speech-Language Pathology & Audiology	Yes, letter to the department chair.	Rolling	Dr. Allen A. Montgomery	803.777.3083	amontgom@mailbox.sc.edu
Awarded to a doctoral student, or a qualified student for the doctoral program, in Communication Sciences and Disorders.					
Sharon G. Webber Endowed Fellowship Fund	Yes by nomination of department faculty.	Spring of each year	Andrenette Hudley	803.777.4813	hudley@mailbox.sc.edu
Awarded to a worthy student pursuing a graduate degree within the Communication Sciences & Disorders Department.					
Elaine M. Frank Endowed Fellowship Fund	Yes	Fall of each year	Kenn Apel	803.777.8114	kennapel@mailbox.sc.edu
The fellowship(s) will be awarded by the University's Arnold School of Public Health Department of COMD Scholarship Committee to a Doctoral student(s). Applicants may apply for the Elaine M. Frank Fellowship by sending: (1) a letter to the Chair of the Department of COMB describing his or her academic achievements and precious research experiences, if any, and (2) a letter of support from a professor who is knowledgeable about the student's academic, and, if applicable, research experiences.					

Appendix 3. Research & Scholarly Activity

Public Health, Arnold School of
Summary of Awards

SAM ACTIVITY	FY2015	FY2016	FY2017	FY2018	FY2019	% Change Avg. (15-18) & 2019
Division Award Totals	*35,926,065*	*32,326,919*	*29,653,899*	*30,702,989*	*38,322,771*	*19.2*
Unit Totals						
Communication Sciences & Disorders	2,959,273	3,607,235	3,328,178	3,649,508	5,223,619	54.3
Environmental Health Sciences	2,717,621	2,044,395	2,533,466	3,095,453	5,791,565	122.9
Epidemiology & Biostatistics	7,996,586	6,833,586	4,551,608	2,436,948	6,980,871	28.0
Exercise Science	5,939,380	5,082,029	5,705,702	5,233,151	6,925,300	26.1
Health Promotion, Education & Behavior	4,091,018	7,019,362	7,846,057	8,152,292	8,255,906	21.8
Health Services Policy and Management	9,472,145	4,964,384	3,354,739	1,892,079	2,030,825	(58.7)
Dean's Office	2,750,042	2,775,928	2,314,149	6,169,460	2,516,020	(28.3)
Other	0	0	20.000	49.098	598,665	3365.6
Source						
Federal	28,560,428	26,069,078	23,723,042	23,095,737	32,039,752	26.3
Private	5,400,675	4,884,575	5,265,492	6,518,135	6,101,973	10.6
State/Local	1,964,962	1,373,266	665,365	1,089,121	181,046	(85.8)
Proposals						
Submissions	444	413	372	309	309	(19.6)
Dollars Requested	66,813,433	65,844,692	96,030,145	66,639,699	81,440,565	10.3
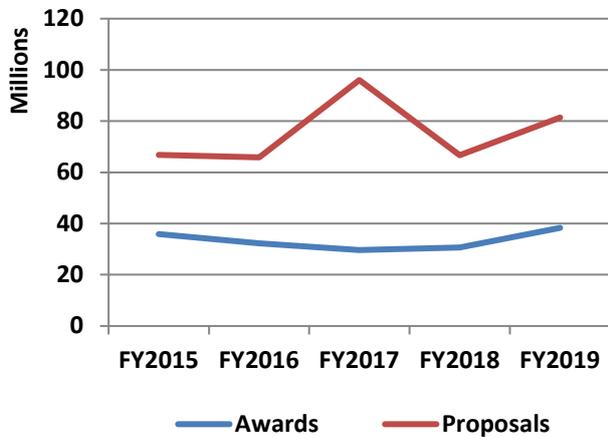
Awards by Department
5 Year Average (Millions)
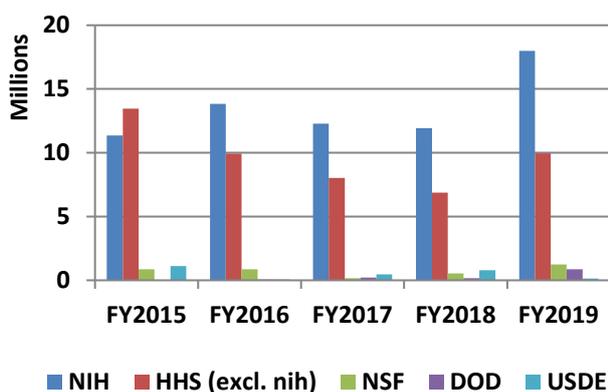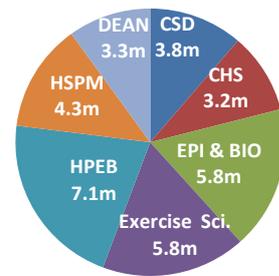

Awards by Source
5 Year Average (Millions)
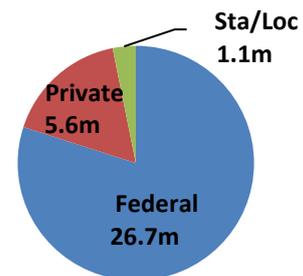
ARNOLD SCHOOL OF PUBLIC HEALTH

	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	**2**	**1**	**7**	**7**

Department Breakdown

	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
Communication Sciences & Disorders	**1** (ID no. 1397)	**0**	**1** (ID no. 1291 *(shared w/ Arts & Sciences*)	**0**
Environmental Health Sciences	**1** 1389 *(shared w/ Engineering & Computing))*	**0**	**1** (ID no. 1235)	**3** (ID no. 1077, 1192, 1080 *(shared w Engineering & Computing))*
PASOs	**0**	**0**	**5** (ID no. 1329 (TM), 1330 (TM), 1331 (TM), 1332 (TM), 1333 (TM)	**2** (ID no. 1308(1) (TM), 1308(2) (TM))
Health Services Policy & Management	**0**	**1** (ID no. 1296)	**0**	**0**
Health Sciences SC	**0**	**0**	**0**	**1** (ID no. 970)
Epidemiology & Biostatistics	**0**	**0**	**0**	**1** (ID no. 1136)

Appendix 4. Faculty Information

Research $$ by UofSC Health Sciences Division (past 5 years)**
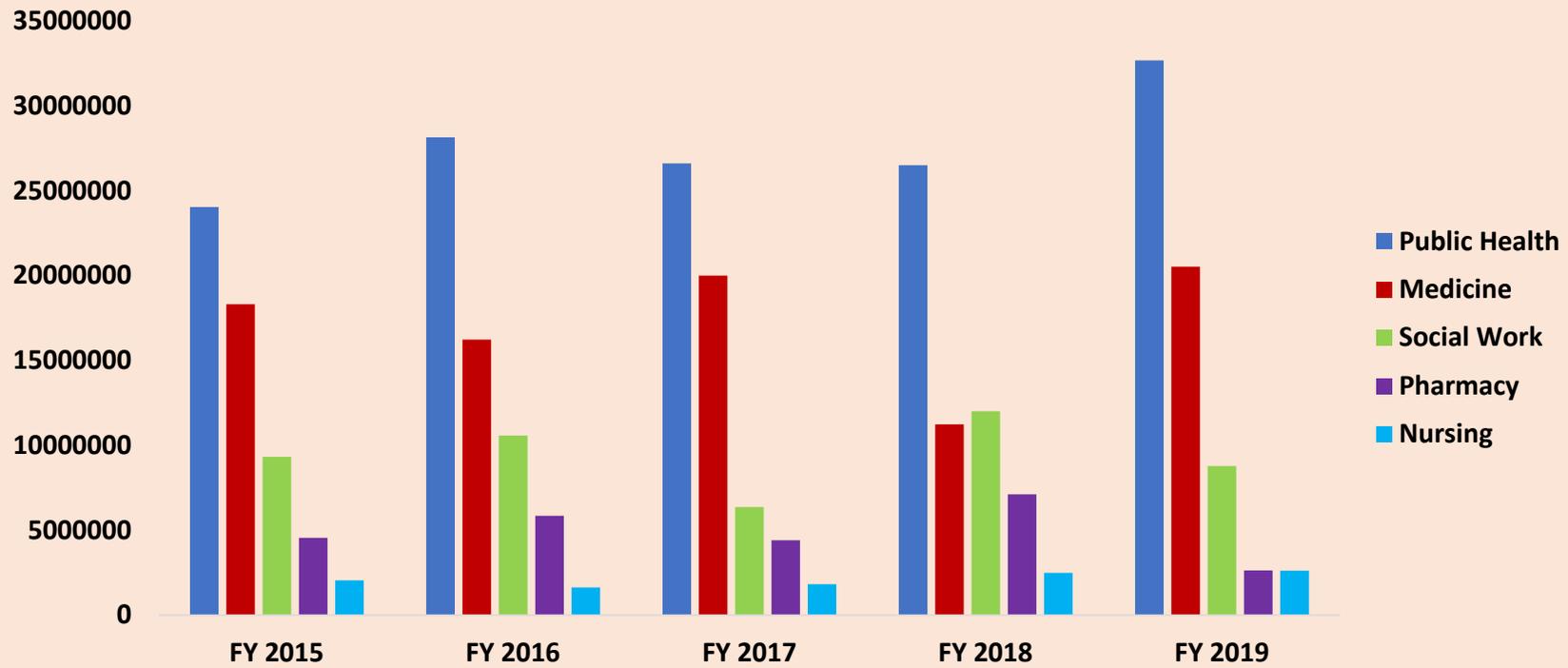
Appendix 5. Academic Analytics Report

Department of Communication Sciences and Disorders (COMD)
Department Radar – All Variables – University of South Carolina
Academic Analytics – February 2020
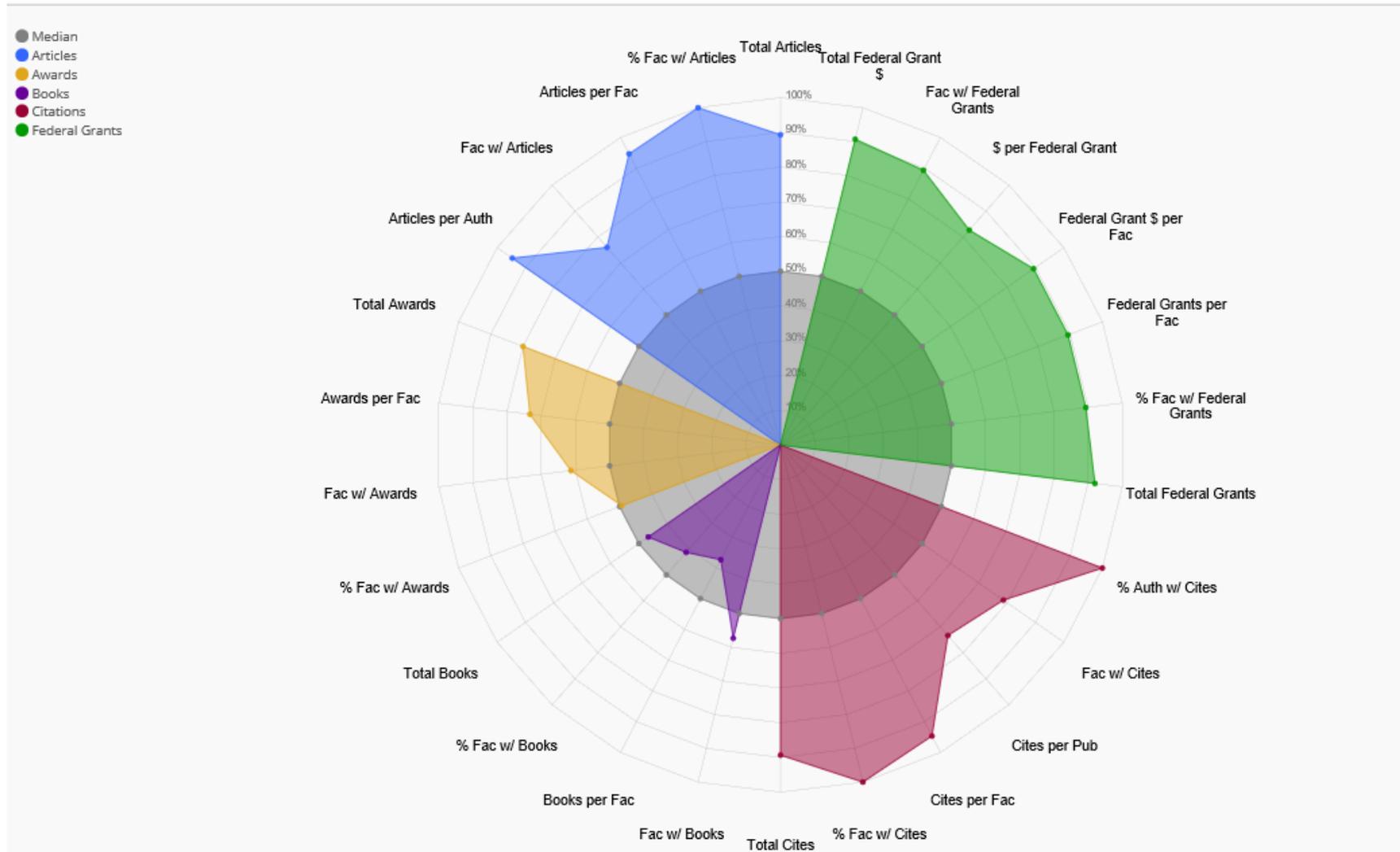
Department of Environmental Health Sciences (ENHS)
Department Radar – All Variables – University of South Carolina
Academic Analytics – February 2020
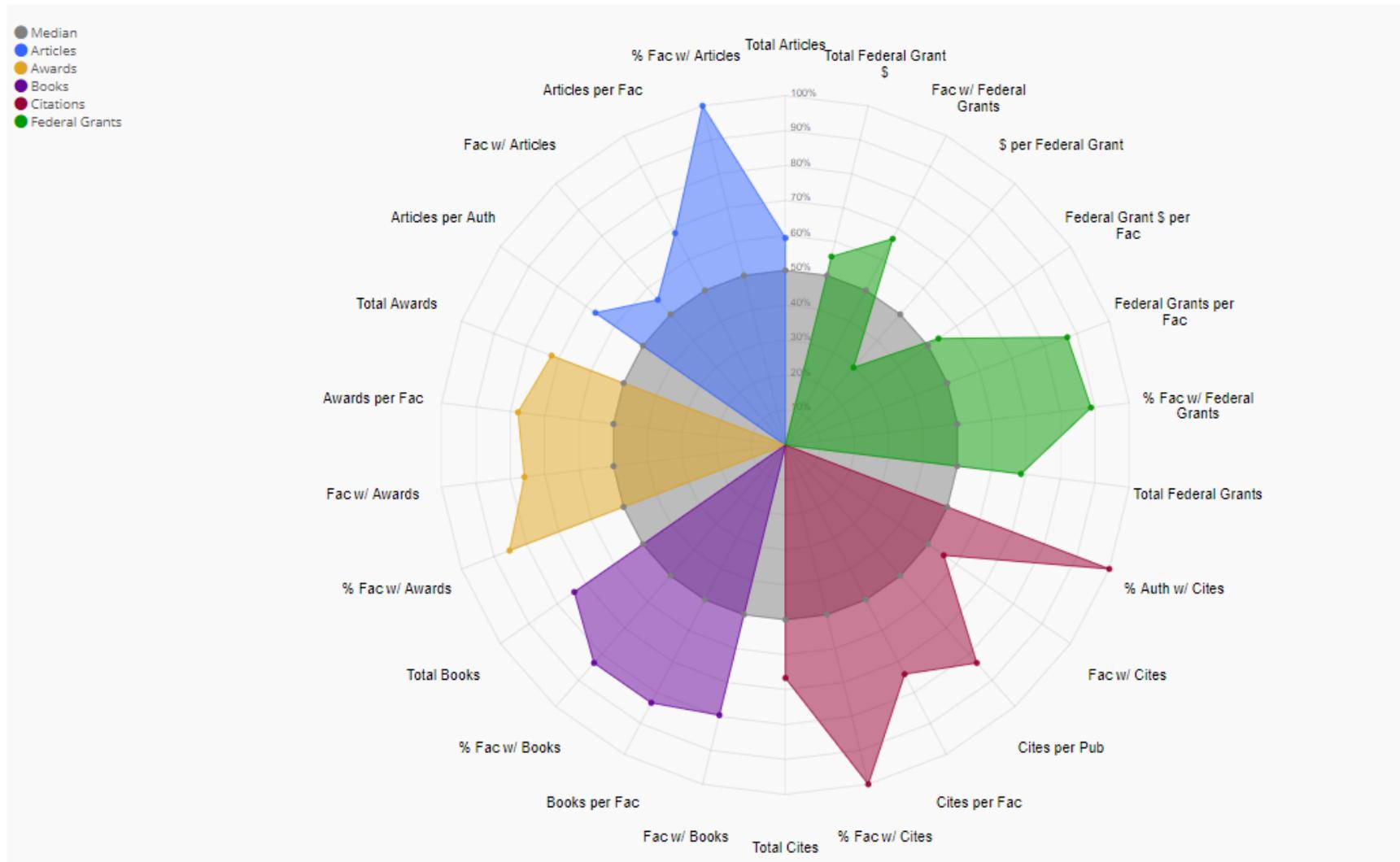
Department of Epidemiology and Biostatistics (EPID/BIOS)
Department Radar – All Variables – University of South Carolina
Academic Analytics – February 2020
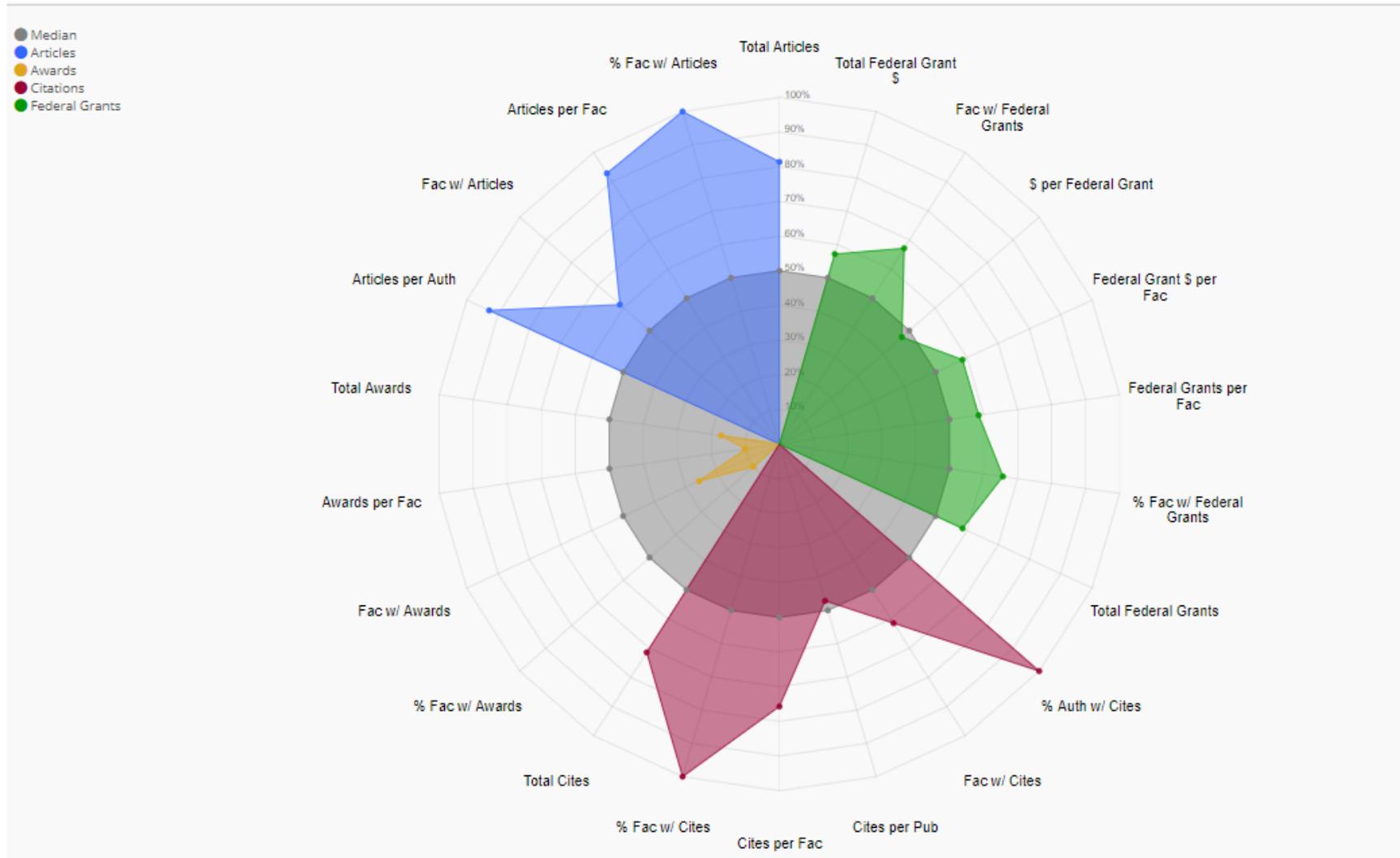
Department of Exercise Science (EXSC)
Department Radar – All Variables – University of South Carolina
Academic Analytics – February 2020
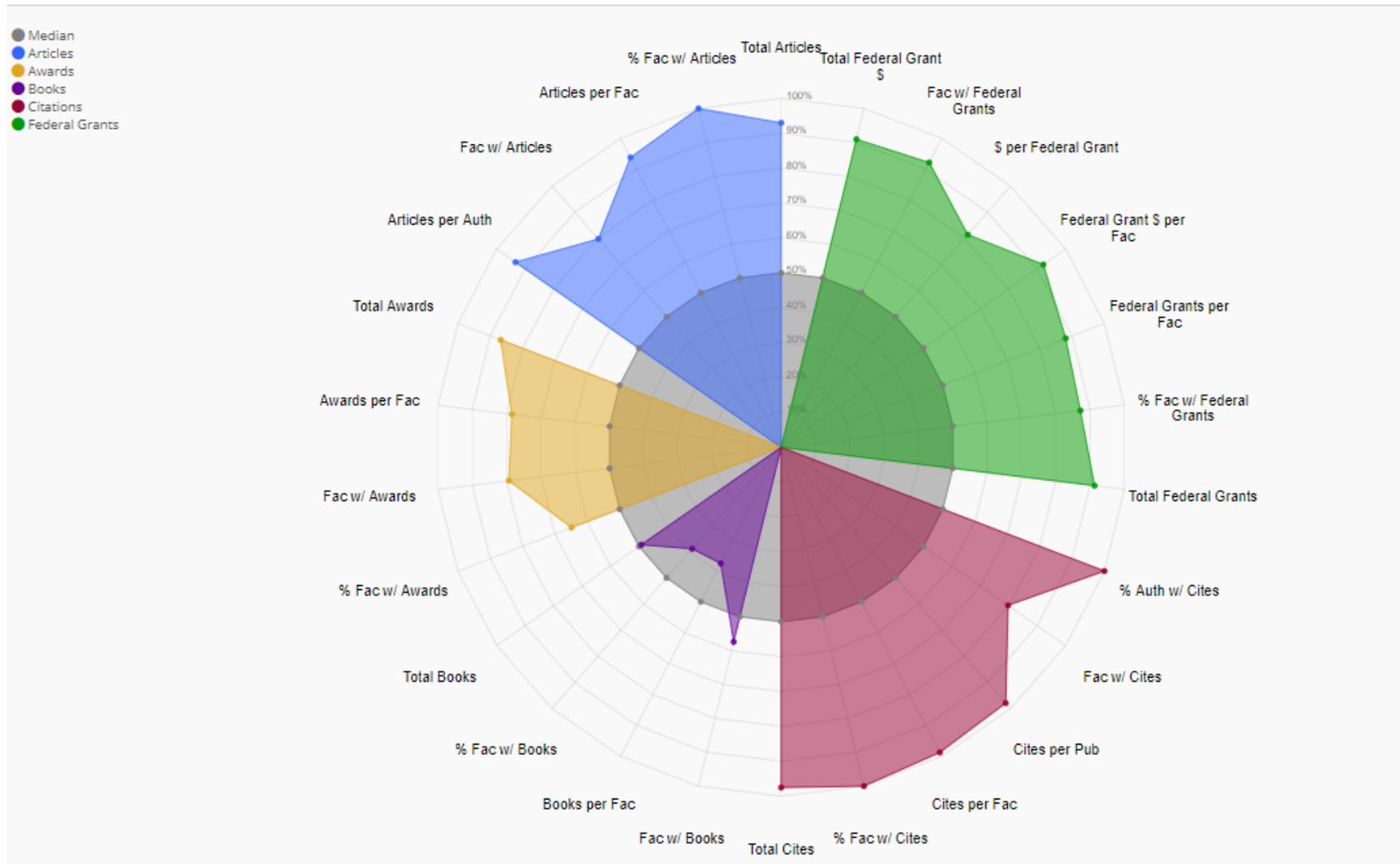
Department of Health Promotion, Education, and Behavior (HPEB)
Department Radar – All Variables – University of South Carolina
Academic Analytics – February 2020
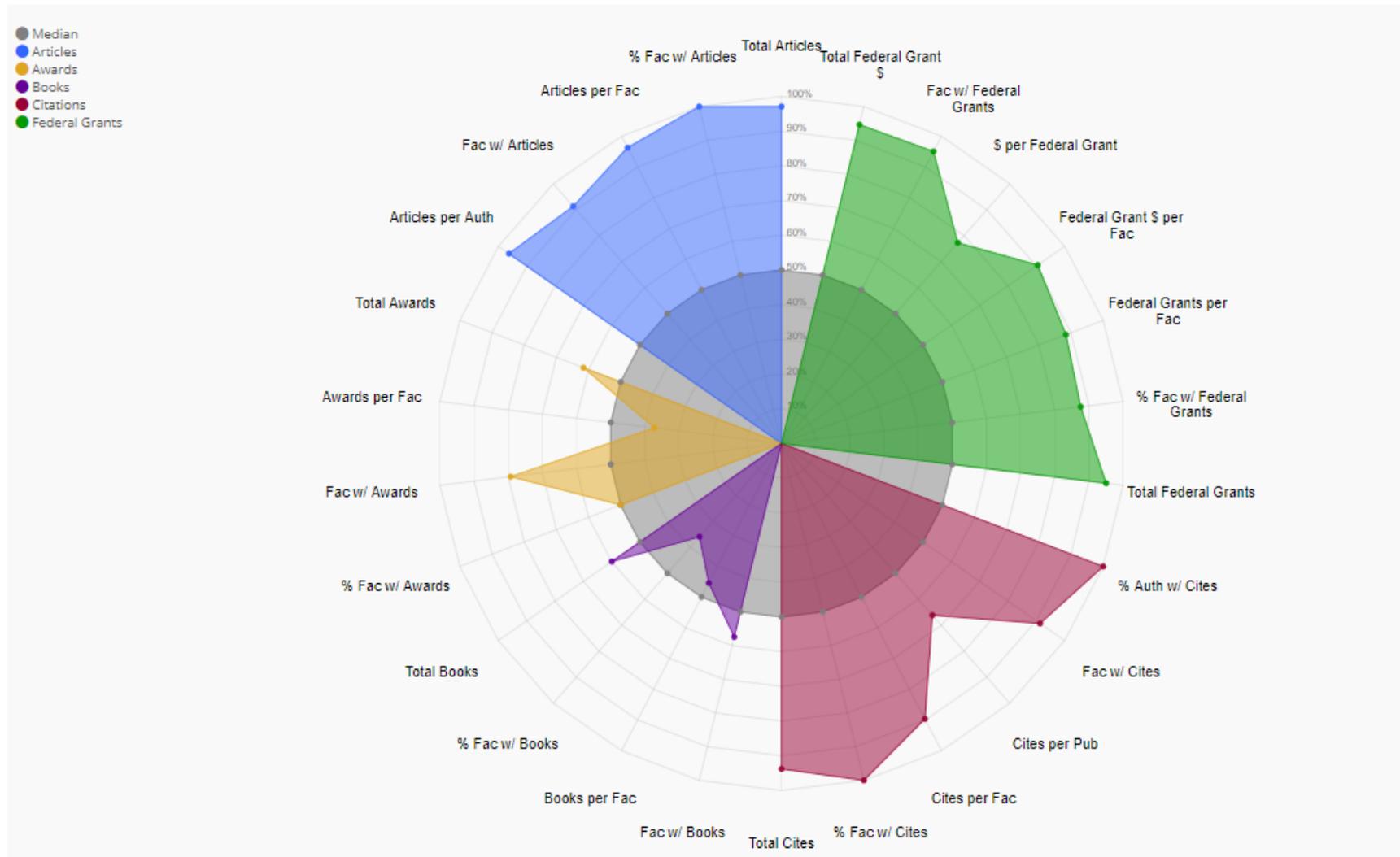
Department of Health Services Policy and Management (HSPM)
Department Radar – All Variables – University of South Carolina
Academic Analytics – February 2020
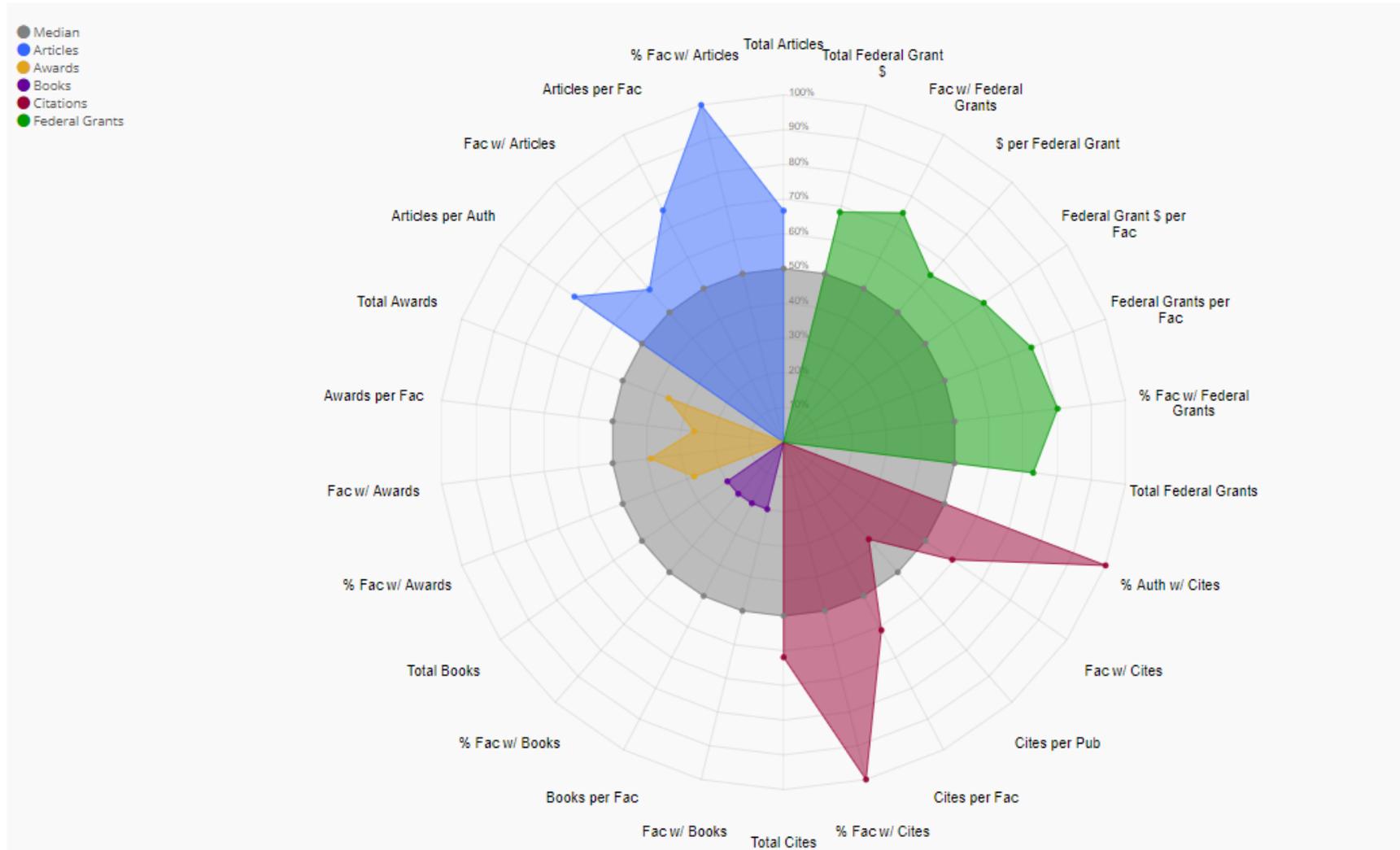
Appendix 6. Alumni Engagement & Fundraising

Donor Categories

Corporations

Foundations

Organizations

*Personal/Family

**Others

*includes donations given by miscellaneous individuals (i.e., grateful patients, public health professionals, family members and friends of Arnold School faculty and staff, etc.)

**includes donations from Faculty and Staff, Parents, Current Students, and Alumni.

2020 Development Snapshot

Total number of gifts: 117

Total for year given by:

Corporations: $551,181
**Foundations: $341,524**
Other Organizations: $252,514
Personal/Family: $205,102
Others: $220,323

Total amount given this year: $1,570,644

Arnold School of Public Health Giving by Category
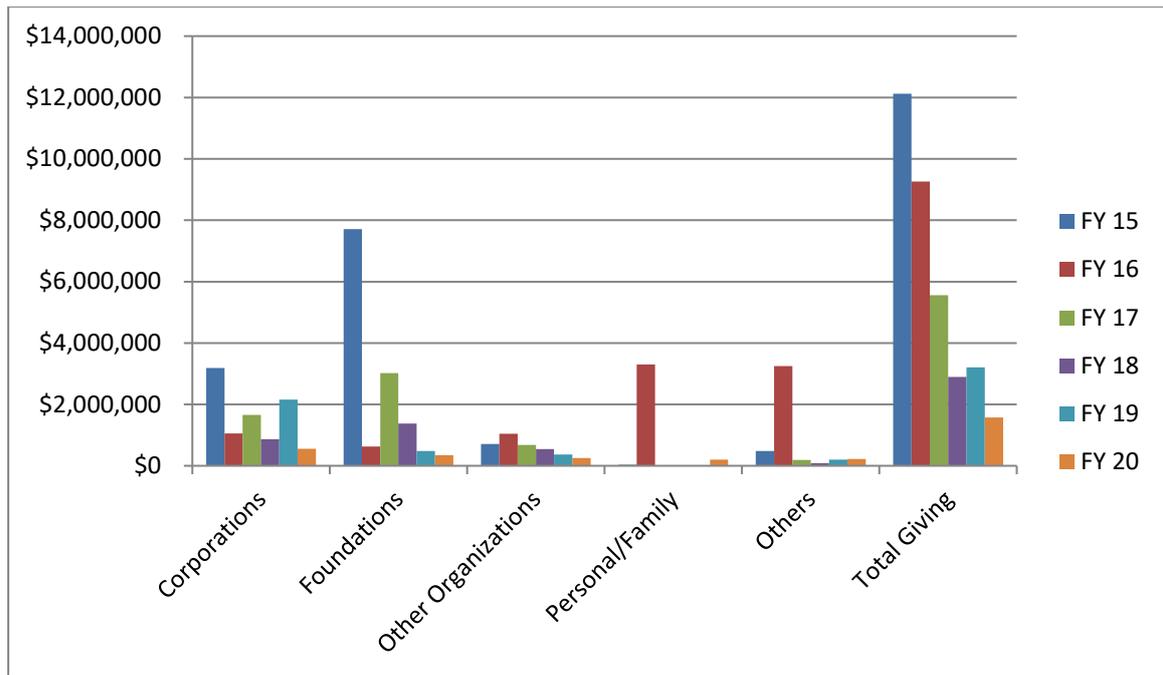
Year	Corporations	Foundations	Other Organizations	Personal/Family	Others	Total Giving
FY 2015	$3,190,686	$7,708,680	$707,844	$31,835	$482,020	$12,121,065
FY 2016	$1,049,571	$627,538	$1,040,959	$3,298,775	$3,244,335	$9,261,178
FY 2017	$1,652,154	$3,022,247	$680,839	$15,640	$189,763	$5,560,643
FY 2018	$870,291	$1,377,603	$545,864	$12,932	$86,436	$2,893,126
FY 2019	$2,154,033	$480,533	$363,003	$8,498	$203,815	$3,209,882
FY 2020	$551,181	$341,524	$252,514	$205,102	$220,323	$1,570,644

- *FY 2020 as of February 21, 2020*

2020 Corporation, Foundation, Organization Funding	
Pfizer Foundation	$346,007
The Fullerton Foundation, Inc.	150,000
American Heart Association	134,860
New Morning Foundation	106,382
BlueCross BlueShield of South Carolina Foundation	90,258
Chan Zuckerberg Initiative	41,062
Soil Health Institute	38,770
Bill & Melinda Gates Foundation	33,641
The Duke Endowment	26,628
Thrasher Research Fund	25,584
Dominion Energy Charitable Foundation	25,000
Prisma Health	25,000
SC Hospital Research and Education Foundation	24,565
Lipscomb Family Foundation	20,000
Lake Wateree Association, Inc.	12,193
Elsevier Science Incorporated	10,000
American Speech Language Hearing Association	10,000
Society of Family Planning Fund	7,500
Nationwide Insurance Foundation	5,000
NATA Research & Education Foundation	2,373
American Endowment Foundation	1,500
LSVT Global	1,500
Foundation for Education & Research in Biofeedback & Related Sciences	1,500
Council for Responsible Nutrition	1,250
Mid-Atlantic Athletic Trainers' Association	800
St. Paul's Lutheran Church	625
Mary Black Foundation	500
Atrium Health	500
Sisters of Charity Foundation of South Carolina	500
Select Health of South Carolina	500
Women's Rights & Empowerment Network	500
SC Office of Rural Health	500
South Carolina Athletic Training Student Advisory	200
United Networks of America Inc.	21
Total	**$1,145,219**

- As of February 21, 2020

Arnold School of Public Health Total Donors Per Fiscal Year
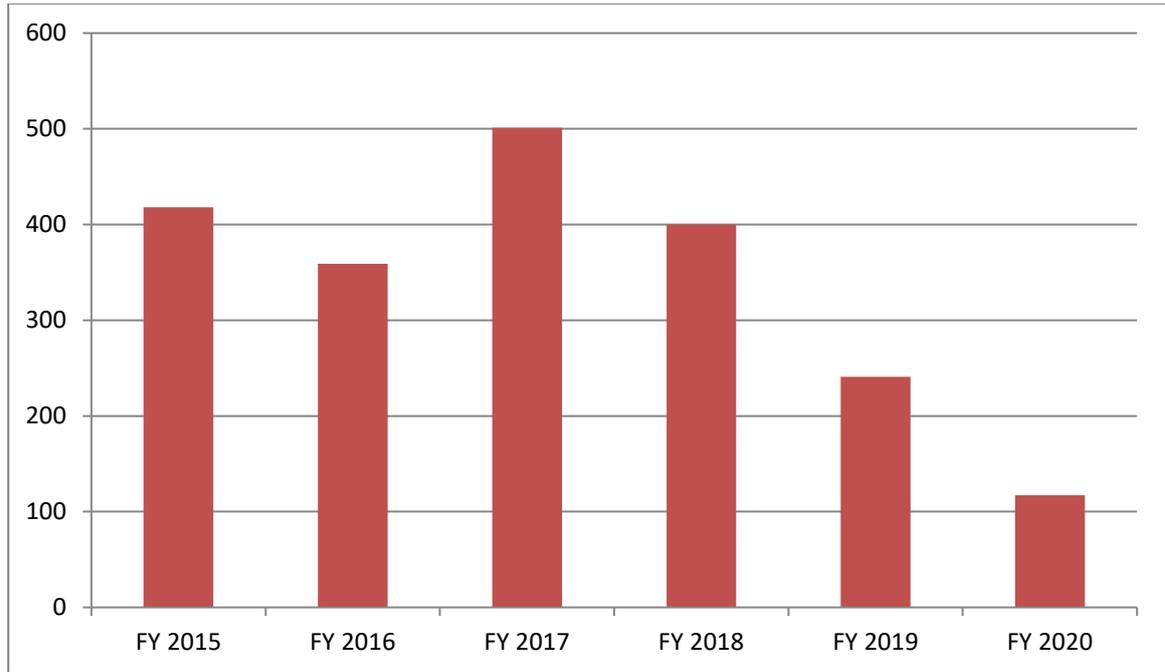
FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020*
418	359	501	400	241	117

* FY 2020 as of February 21, 2020

Arnold School of Public Health Total Giving
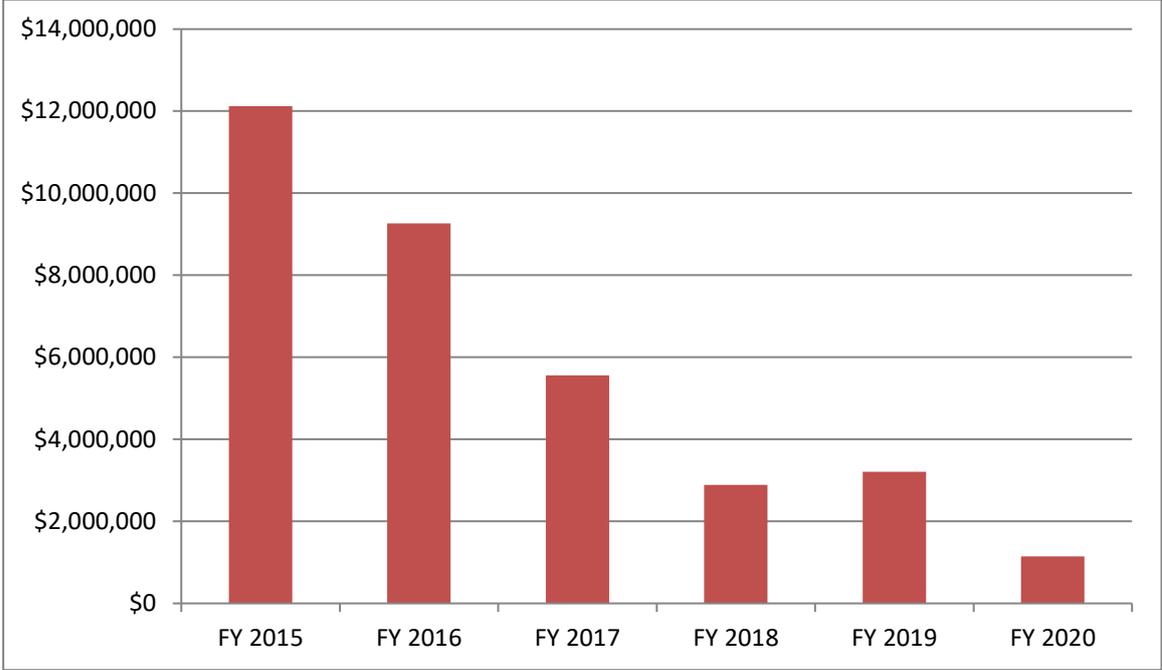
FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
$12,121,065	$9,261,178	$5,560,643	$2,893,126	$3,209,882	$1,570,644

* FY 2020 as of February 21, 2020