# Executive Summary

## Blueprint for Academic Excellence
## Arnold School of Public Health
## AY2019-2020

## Introduction

The Arnold School continues to be a leading academic research unit at USC and the most productive in grants and scholarship on a per capita basis. 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 USC's broad impact on the citizens of SC.

## Highlights

Extramural grants/contracts exceeded $30M again giving ASPH faculty the highest per capita funding at UofSC; ~ 50% from NIH.

ASPH published a record 595 journal articles in 2018, i.e. 4 per faculty/year.

5 ASPH faculty included in Clarivate Analytics top 1% *Highly Cited Researchers List*: Drs. Hébert, Liese, Lead, Blair, Shivappa.

COMD received $1.8M gift to build *Montgomery Speech, Language and Hearing Clinic.*

Dr. Geoff Scott et al. received prestigious $7M NIEHS P01 center grant in *Oceans and Human Health* - only the 2nd P01 in UofSC history.

Dr. Xiaoming Li named **the world's** most active author (1980-2017) in HIV:AIDS stigma/discrimination.

Undergraduate declared majors grew 21% since 2016 reaching a new high of 2174, making us the 3rd highest UG program in the US among Schools of Public Health.

G. Thomas Chandler Professor and Dean
Arnold School of Public Health

UNIVERSITY OF
SOUTH CAROLINA
Arnold School of Public Health

# Blueprint for Academic Excellence
# Arnold School of Public Health
# AY2019-2020

## Table of Contents

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

Diversity and Inclusion - The vibrant intellectual environment of the Arnold School embraces respect for diversity 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 - Real Time

Goals for the Arnold School of Public Health that are in progress for AY2019-2020.

## Goal 1 - To promote quality, impactful and ethical research at the Arnold School

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| **Goal Statement** | To 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 <br> •Spurring Knowledge and Creation |
| **Alignment with Mission, Vision, and Values** | This goal aligns with the Arnold School's mission by fostering 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 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** | The number of published faculty research journal articles increased 6.8% in 2018 to 595 articles in print. The total first/next year dollar amount requests in extramural research grant submissions increased by only 0.4% in FY2018; however, sponsored award receipts increased by 4%. <br><br> Internal awards: 11 ASPH faculty and 3 post-doctoral fellows received ASPIRE awards in CY2018; 5 faculty were selected to submit full Phase II Provost Excellence Initiative applications and 1 faculty received a Provost Visiting Scholar award. <br><br> A large ($6+ mil) interdisciplinary P01 grant involving 6 ASPH faculty (plus faculty from CAS) was funded by the NIEHS Oceans and Human Health program. A $700K major equipment grant was funded by the NSF to provide a unique analytical capability (i.e. instrument is one of only five worldwide). |
| **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, conducted the 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. |

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| **Goal Upcoming Plans** | Mentorship and professional development opportunities will continue along with efforts to assess scholarly productivity 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 10% 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. |
| **Resources Needed** | Continued support from the Arnold School's Office of Research, the university's Sponsored Awards Management Office (SAM), 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. SAM should provide campus-wide training in the ethical conduct of research and ethical scholarship and scholarly dissemination. |
| **Goal Notes** | The ASPH continues to have the highest research funding of all colleges in the UofSC Health Sciences Division (see appendix 4).<br><br>As of Feb. 2019, 4 proposals developed during the 1st year (2018) of the NIH Proposal Boot Camp have scored within the payline (i.e., very likely to be funded). The 2nd year of the "boot camp" has begun with 15 faculty mentees and 6 senior mentors. |

## Goal 2 - To promote and enhance doctoral education in the Arnold School

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| **Goal Statement** | To 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<br>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners<br>•Spurring Knowledge and Creation<br>•Ensuring Institutional Strength, Longevity, and Excellence |
| **Alignment with Mission, Vision, and Values** | This goal aligns with the Arnold School's mission by fostering 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** | Progressing as expected (multi-year goal) |
| **Action Plan** | Continue to provide school-level supports for enhancing doctoral student recruitment across all departments and to maintain ongoing support for our existing students. |
| **Achievements** | The number of PhD students in the Arnold School remained steady with 229 in fall 2018.<br><br>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 departments. The school allocates up to $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.<br><br>The school's Dean's Office committed $18K in AY2019 in matching student travel-award assistance. So far this academic year, we have distributed $13,800 in student travel awards. The school also has leveraged support from the Provost's doctoral incentive funds for travel, publications, and other student needs. |
| **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** | Resource support for doctoral education is an ongoing high priority for the Arnold School. |
| **Goal Upcoming Plans** | Continuing to maximize doctoral student opportunities through the Arnold Endowment will be key, as will leveraging other sources of philanthropic and grants support. Encouraging professional development activities for doctoral students beyond research training will be valuable, as will fostering interdisciplinary and interprofessional experiences. Support for doctoral education will continue through the Arnold Fellowships and student travel awards. Expanded professional development activities will be prioritized. |

| Resources Needed | Expanded support for recruiting highly talented doctoral students is an ongoing need, particularly in today's competitive academic environment. The $60K per department per year from the Arnold Fellowships is helpful but insufficient. Our public peer-aspirant competitors offer more support for doctoral education, often as much as $50K per student in tuition/stipend/travel benefits. |
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| Goal Notes | We currently have 36 Arnold Fellows and 12 active UofSC Presidential Fellows. |

## Goal 3 - To actively plan for improved infrastructure for the Arnold School

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| **Goal Statement** | To actively plan for infrastructure needs of the Arnold School including ensuring a 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<br>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners<br>•Spurring Knowledge and Creation<br>•Building Inclusive and Inspiring Communities<br>•Ensuring Institutional Strength, Longevity, and Excellence |
| **Alignment with Mission, Vision, and Values** | This goal aligns with the Arnold School's mission by ensuring that we can foster innovative education and research and support 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 renovations in Close-Hipp and the Public Health Research Center (PHRC) are to be completed in May and June, respectively.  We will continue to plan for additional renovations the the PHRC as scheduled for AY2020.<br>The school will hire an outside consultant to help the DEI committee complete the DEI strategic plan to ensure a diversity of personnel. |
| **Achievements** | Renovations were completed on the 5th floor of the Discovery Building adding 3 faculty offices and 8 work stations for graduate/research assistants.<br><br>An outside contractor was hired to complete renovations on the 2nd floor of the PHRC to accommodate growth in the Department of Exercise Science. Renovations are scheduled to begin in March and will add 7 faculty offices, including an office designated for the new department chair (currently being recruited).<br><br>Renovations began on 20,000 square feet of space in the Close-Hipp Building to create a new home for the Department of Communication Sciences and Disorders (COMD) and the new Montgomery Speech and Hearing Clinic.  Once completed, this project will allow COMD to move from costly commercial rental space located several blocks from campus.<br><br>The school's committee for diversity, equity and inclusion (DEI), chaired by the associate dean for DEI, was charged with and is overseeing the revision and implementation of the school's DEI plan (see campus climate section). |
| **Resources Utilized** | Several ASPH administrators and key staff have devoted extensive time and effort working with Facilities personnel and outside architects/designers to develop and implement plans and track progress on the renovations noted above. Significant financial resources have also been needed to carry out these projects totaling >$1M from the ASPH.  This has required both school and department resources as well as generous donor-directed funds ($1.8M).<br><br>Additional administrator time has been required to oversee the DEI efforts described in the campus climate section. |
| **Goal Continuation** | Supporting the school's continuing personnel and growing facility needs is on ongoing goal of the school. |

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| **Goal Upcoming Plans** | Plans are in development for additional renovations to the 1st floor of the PHRC to add faculty and staff offices in AY2020.<br><br>Continued growth in the undergraduate programs in public health and exercise science will require further planning to expand both advising and instructional capacity and meet growing logistical needs for classroom space.<br><br>The DEI plan will be completed by fall 2019, and implementation will begin in AY2020. |
| **Resources Needed** | Continued administrator time and the involvement of UofSC Facilities will be needed to meet the timeline for finalizing and implementing the additional renovation plans noted above.<br><br>The continued growth of the undergraduate programs will require expansion of advising services, staff release time for training and professional development, added instructional capacity (including TA support for instructors), and expanded classroom availability.<br>School-level resources will be required to cover the cost of the outside consultant to support completion of the DEI strategic plan. |
| **Goal Notes** | The capacity to hold undergraduate classes in the PHRC (or in a nearby location) is a significant factor in planning, given the high volume of advising appointments needed.  Scheduling instructor/advisors across campus eliminates 4 to 6 advising appointments (or more) per week per instructor to accommodate the time needed to travel across campus.  This is a growing challenge given the ever-increasing demand for undergraduate advising. |

## Goal 4 - To recruit, develop, mentor and retain quality faculty to meet the mission of the school

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| **Goal Statement** | To 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<br>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners<br>•Spurring Knowledge and Creation<br>•Building Inclusive and Inspiring Communities<br>•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** | The school has nine active faculty searches: one professor/chair for EXSC plus seven assistant professors and one instructor. The chair search committee has interviewed three candidates and an offer has been made. We hope to have that person in place on or before July 1. |
| **Achievements** | Six new faculty members have joined the Arnold School since August 2018, all assistant professors; four additional faculty members have been hired to begin in AY2019-20 (three assistant professors and one clinical professor).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** | The successful recruitment of the EXSC 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. More than $850K in new faculty start-up commitments were made in AY2019 with approximately one-third going to faculty infrastructure needs, equipment, and improvements. 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 goal 1 for information about the faculty NIH Proposal Boot Camp. |
| **Goal Continuation** | A continued goal of the school is to develop, mentor and retain highly-qualified faculty across all academic departments. |
| **Goal Upcoming Plans** | In 2020, the school will launch 3-4 additional faculty searches (1 clinical; 2-3 tenure track). |
| **Resources Needed** | Projected start-up needs will approach $1.3M in AY2020. Faculty and staff time will continue to be needed to coordinate and provide faculty development activities. |
| **Goal Notes** | |

## Goal 5 - To comprehensively examine degree programs to meet evolving needs

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| **Goal Statement** | To comprehensively review and revise ASPH 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<br>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners<br>•Spurring Knowledge and Creation<br>•Building Inclusive and Inspiring Communities<br>•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** | MPH programs: Faculty are completing course development for new integrated core courses, to be taught both face-to-face and via distance starting fall 2019 and spring 2020. All distance courses are being developed in partnership with the Center for Teaching Excellence (CTE) to meet the DLQR standards. We continue working on implementation of the revised MPH programs by creating student handbooks, revising policies and procedures, and ensuring our faculty understand the implications for advisement. The assistant dean for academic affairs and online education is convening an MPH Advisory Committee to help oversee the programs. |
| **Achievements** | MPH programs: In response to revised accreditation criteria from the Council for Education in Public Health (CEPH), the school reviewed all its programs to ensure we achireve compliance by 2019 as required. We elected to terminate our three DrPH degrees and the MPH in BIOS, and to suspend the General MPH and its associated PharmD/MPH and MD/MPH. We re-designed the MPH core curriculum and made significant changes to MPH programs of study. In January 2019, the school submitted a compliance report to CEPH to demonstrate compliance with the new curriculum criteria. In March, CEPH wrote that our report "demonstrated satisfactory compliance with the curricular components of the 2016 accreditation criteria."<br><br>Program re-accreditation: Both the athletic training and the physical therapy programs completed self-studies and re-accreditation reviews in fall 2018. Both programs were re-accredited for 10 years (through 2028) (see notes for a summary of the results). |

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| **Resources Utilized** | MPH programs: The committee involved in the MPH re-design consisted of 22 faculty and staff who 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. These costs were covered at the school level.  As these courses are further refined for offering in AY2020, the school is working closely with CTE and relying on their pedagogical expertise through one-on-one consultations and participation in group trainings.<br><br>Program accreditation: Significant faculty and staff time and effort went into the self-studies and site visits for athletic training and physical therapy. |
| **Goal Continuation** | This goal will continue through AY2020, the first year of MPH program implementation. |
| **Goal Upcoming Plans** | MPH programs: The school will continue to work with CTE to complete the faculty training plan and development of the new courses.<br><br>Accreditation: All programs will continue to collect and report data as needed for accreditation purposes. |
| **Resources Needed** | MPH Programs: Considerable administrator, faculty and staff time will continue to be devoted to the development and implementation of the new MPH core and revised MPH programs. The school will provide limited financial compensation for faculty leading the extensive course development efforts.<br><br>Accreditation: Significant faculty and staff time are required to ensure that we continue to meet the standards of all our accrediting bodies (CEPH, CAPTE, CAATE, CAHME, CAA (SLP), and SACS). |
| **Goal Notes** | The CAATE report identified concerns about course/administrative load for the program director and clinical education coordinator. We are extending the PD and CEC contracts to 10.5-months to alleviate potential overload issues. CAATE approved the program for re-addredition through 2028-2029.<br><br>The CAPTE team reported that the PT program had a strong, well-supported faculty. Strengths include its thread of evidenced based practice, manual therapy, and student commitment to service. They noted strong goals and curricular assessment and good support from the department and school. They cited 3 concerns: faculty workload; course objective quality; and diversity of students. We responded to these concerns, and the program was re-accredited by CAPTE through 2028. |

## Goal 6 - To align with the new university budget model

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| **Goal Statement** | To comprehensively review and adapt the Arnold School's budget practices to align with the new USC budget model in FY2020. |
| **Linkage to University Goal** | •Educating the Thinkers and Leaders of Tomorrow<br>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners<br>•Spurring Knowledge and Creation<br>•Building Inclusive and Inspiring Communities<br>•Ensuring Institutional Strength, Longevity, and Excellence |
| **Alignment with Mission, Vision, and Values** | This goal aligns with the Arnold School's mission by fostering 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 school will continue to review the comparative data from the initial parallel period of implementation and make further strategic adjustments as needed to ensure fiscal growth and sustainability for the school. |
| **Achievements** | Arnold School administrators have participated in ongoing meetings with the Huron consulting group and other university administrators regarding the implementation of the new budget model during the first parallel year of implementation (FY2019).  Strategic budget adjustments have been identified in advance of the planned full implementation of the of new model in FY2021. |
| **Resources Utilized** | Significant time has been devoted to this alignment effort by the dean, associate dean for operations and the school's budget director.  Department chairs and their respective business managers have also been engaged in this process. |
| **Goal Continuation** | This goal will be a priority focus through FY2020. |
| **Goal Upcoming Plans** | During the second year of parallel implementation (FY2020), comparative analysis will continue regarding fiscal impacts of full implementation and the strategic adjustments made to date. |
| **Resources Needed** | The time and attention of Arnold School administrators will continue to be devoted to this goal.  As the second parallel year of implementation begins, accurate tracking of credit-hour production, square-footage usage, and indirect cost generation by units will be required as will reliable data regarding the impact of personnel costs. |
| **Goal Notes** | |

# Academic Programs

## Program Rankings

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

The Association of Schools and Programs of Public Health (ASPPH) updates its data-based peer-ranking system annually based on school relative mean percentiles that compare size (faculty and student headcounts), unrestricted funds receipts, and grants/contracts receipts. For AY2018, the Arnold School ranked 9th among all US schools of public health. Among all SPHs at public universities, we ranked sixth, just below the University of Florida SPH and the University of Michigan SPH (see appendix 1).

Exercise Science Department's doctoral program, National Academy of Kinesiology, 2014, rank #1.
Exercise Science program, Shanghai University Rankings system (as part of the broader "sports science" category), 2018, rank #1 nationally and #10 globally.
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.
Physical therapy program, US News and World Report's ranking of Health Schools, 2019, rank #40 of 217.
School of Public Health, US News and World Report's ranking of Health Schools, 2019, rank #23 of 177 (12th among public institutions).
Master of Health Administration (MHA) program, 2019, #39 of 75

## Instructional Modalities

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

With support from CTE, school faculty revised the following courses:
**Dr. S Chatterjee** re-vamped ENHS 660 Concepts of Environmental Health Sciences, extending environmental health case studies to include plays in which students take on the roles of environmental regulators, scientists, affected community residents, environmental non-governmental organizations, and others to gain more insight into the full social and community impacts of environmental pollution and other public health issues.
**Dr. N Hair** is fostering student-to-student interaction and engagement in HSPM 412 Health Economics through team-based online learning resources and new in-class applications of course materials and adopting a flipped classroom model for about 40% of instructional periods.
**Dr. A Merchant** revised EPID 701 Concepts and Methods of Epidemiology to increase student engagement, adopting an active learning approach and incorporating statistical software into instruction and design activities.
**Drs. L Wade-Woolley** and **S Adlof** revised four interlocking courses required in the master's programs in COMD, which address introductory and advanced literacy concepts (on-campus COMD720/727 and distance COMD720J/727J). Foundational content is taught in the introductory course using active learning opportunities and extended in the advanced course, integrated with new knowledge in a natural, critical learning environment, where students engage with "intriguing, beautiful and important problems."

## Program Launches

*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.*

We will start our MS in Athletic Training program in Summer 2019. This program will replace the BS in Athletic Training, which is currently in teach-out mode. We had 24 applicants and 7 enrolled.

# Program Terminations

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

HSPM DrPH terminated effective fall 18; one student is enrolled, completing his dissertation.
HPEB DrPH terminated effective fall 19; the last student graduated spring 18.
HPEB MSPH terminated effective fall 19; one student is active, working on his thesis.
Effective fall 2019, we suspended new enrollment in the General MPH (5 active students), MD/MPH (0 students), and PharmD/MPH (2 active students). All current students should complete their programs by spring 2020.

# Supplemental Info - Academic Programs

*Any additional information on Academic Programs appears as Appendix 1. (bottom).*

# 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 ASPH undergraduates are encouraged to participate in USC Connect, Graduation with Leadership Distinction (GLD) , and Experiential Learning Opportunities (ELOs).. Since all ASPH 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 MyUofUSC Experience. tracking system in SSC. Capstone and practicum courses continue to promote USC Connect and GLD by including presentations from staff and by encouraging students to enroll in UNIV 401 (which guides them through the GLD process). In 2018, the Arnold School had 51 students (31 PUBH and 20 EXSC majors) earn GLD and continues to be a leader in the highest percentage of GLD graduates (relative to its total number of graduates) of any college/school at UofSC.

**Embedded learning**. Numerous ASPH courses (required and electives) have an embedded service-learning component, approved by USC Connect and assessed by UofSC's Office of Service-Learning and Community Engagement. These courses are listed in USC Connect's 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 2018, 41 ASPH UG students were awarded funding through the Office of UG Research. A total of 37 students accepted awards: 21 PUBH, 15 EXSC, and 1 Athletic Training major. Awards included Magellan Scholars, Magellan Minigrants, Preston Explorers and Capstone Apprentice.

The EXSC department sponsors a Jeopardy-style Student Quiz Bowl each January, in which teams of EXSC UG 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 new ELO initiative "MyUofSC Experience" which will be included on students' supplemental transcript documenting sustained engagement and deliberate reflection on these experiences.

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. The practicum takes place in a clinical, professional, or research setting.

Challenges: With over 2,000 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 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 5700 students in the field per academic year, we are unable to conduct observations and to develop additional community partnerships.

**Clinical Experiences - AT:** All undergraduate students in the athletic training program receive a hands-on clinical assignment every semester in which they are enrolled in the program (ATEP 292, 293, 392, 393, 492, 494). Clinical courses are designed to assess the clinical proficiency of each student in their ability to evaluate, manage, and prevent athletic injuries. Clinical assignments are available through USC men's & women's athletics, local high schools, sports medicine clinics, youth sports, campus recreation, physical therapy clinics, and small colleges

Challenges: During the 2017-18 academic year, over 90 students completed rotations each semester at a variety of clinical sites. Since we have a large program with a large number of clinical education sites, it is important that we visit each site annually to assure compliance with our program standards, assure quality student education, and maintain good relationships with the sites and preceptors. The challenge has been organizing and using data from our site-visits to help us better determine quality clinical education sites and ensure student learning.

Improvements: This year we implemented a Clinical Education Site Visitor Checklist, which is completed during a faculty-led site visit. The data allows us to measure clinical site compliance and potentially make alternative decisions on student assignments when expectations are not being met. In addition, all students in the AT program now evaluate clinical education sites as a part of their clinical classes. The program uses information from faculty site-visits and student evaluations to assess the overall quality of clinical sites. We are pleased that 96% met our intended measurement criteria.

# Experiential Learning For Graduate & Professional 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 student to gain experience developing grant proposals and writing manuscripts.

**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. Many of our full-time MHA and MPH students receive graduate assistantships, which help prepare students for future careers public health. Students learn through their work-experience and professional networking and socialization in a professional setting. The primary challenge is maintaining and cultivating a network of sponsoring organizations so there is a consistent pool of GA 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 outpatient neurological setting, and a 480-hour terminal clinical experience.

Graduate **speech language pathology** students are assigned clients with communication disorders each semester with whom they work directly on communication goals to improving 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. The *Introduction to Research Methods in Speech Pathology and Audiology* course uses experiential learning to train students in research design and execution. For the on-campus version of the class, students conduct a research project based in one of the research labs, mentored by research faculty. For the distance-education version, students independently design and execute an experimental research project, mentored by the professor who teaches the class. All projects culminate in a poster presentation of study findings.

# 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 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.  The challenge remains that insufficient funds are available to recruit and fully and competitively support all highly qualified candidates.

In addition to the Arnold 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 the cost of text books. Three 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 USC 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, and instruction.

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.

# Supplemental Info - Academic Initiatives

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

# Faculty Population

## Faculty Employment Summary

**Table 1. Faculty Employment by Track and Title.**

|  | Fall 2018 | Fall 2017 | Fall 2016 |
|---|---|---|---|
| **Tenure-track Faculty** | 92 | 93 | 88 |
| **Professor, with tenure** | 25 | 29 | 23 |
| **Associate Professor, with tenure** | 31 | 30 | 30 |
| **Assistant Professor** | 36 | 34 | 35 |
| **Librarian, with tenure** | 0 | 0 | 0 |
| **Research Faculty** | 9 | 6 | 7 |
| **Research Professor** | 1 | 1 | 1 |
| **Research Associate Professor** | 2 | 1 | 1 |
| **Research Assistant Professor** | 6 | 4 | 5 |
| **Clinical/instructional Faculty** | 36 | 42 | 34 |
| **Clinical Professor** | 2 | 2 | 2 |
| **Clinical Associate Professor** | 13 | 14 | 12 |
| **Clinical Assistant Professor** | 13 | 16 | 12 |
| **Instructor** | 8 | 10 | 8 |
| **Lecturer** | 0 | 0 | 0 |
| **Visiting** | 0 | 0 | 0 |
| **Adjunct Faculty** | 31 | 30 | 34 |

# Faculty Diversity by Gender and Race/Ethnicity

Note: USC 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 2018, Fall 2017, and Fall 2016.**

|  | Fall 2018 | Fall 2017 | Fall 2016 |
|---|---|---|---|
| **Gender** | 144 | 147 | 137 |
| **Female** | 77 | 76 | 72 |
| **Male** | 67 | 71 | 65 |
| **Race/Ethnicity** | 144 | 147 | 137 |
| **American Indian/Alaska Native** | 0 | 0 | 0 |
| **Asian** | 21 | 19 | 15 |
| **Black or African American** | 7 | 7 | 7 |
| **Hispanic or Latino** | 3 | 4 | 3 |
| **Native Hawaiian or Other Pacific Islander** | 0 | 1 | 0 |
| **Nonresident Alien** | 3 | 2 | 5 |
| **Two or More Races** | 3 | 2 | 2 |
| **Unknown Race/Ethnicity** | 1 | 1 | 2 |
| **White** | 106 | 111 | 103 |

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

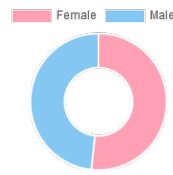**Illustration 1. Faculty Diversity by Gender**

2018 Faculty Gender
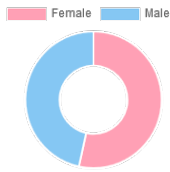
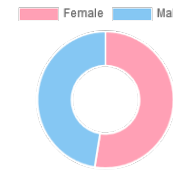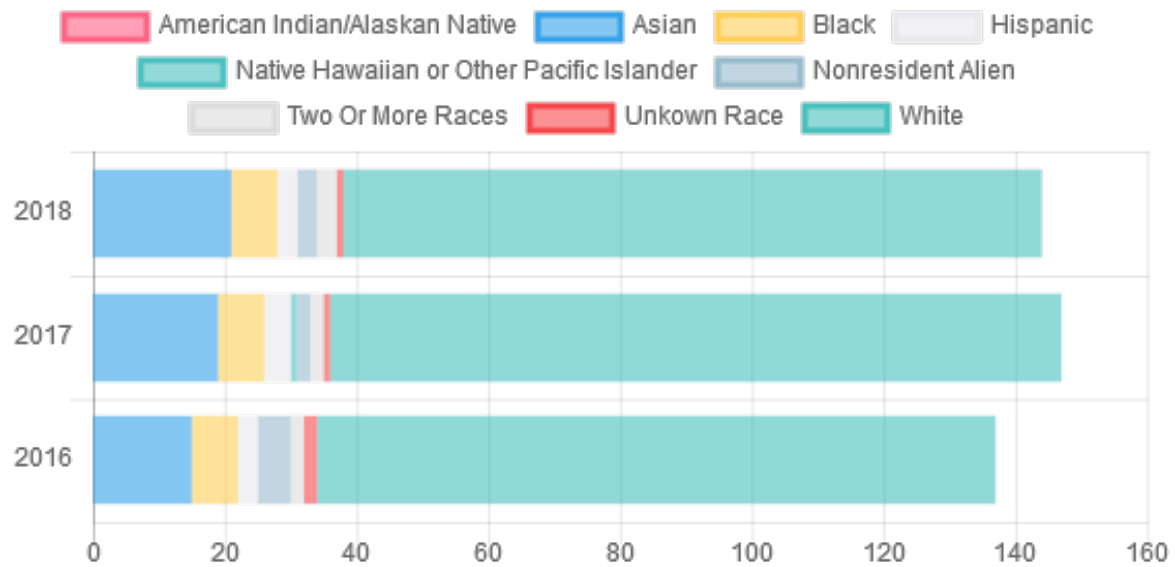2017 Faculty Gender

2016 Faculty Gender



**Illustration 2. Faculty Diversity by Race & Ethnicity**

# 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 in FY 2018 (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 in terms of research and scholarship, despite a challenging federal funding climate. Several major highlights for 2018 include grants and contracts of $341,144 per T/TT faculty member (90 faculty); 595 peer-reviewed journal articles; and $20.8 million in federal research funding awards, with total extramural funding (research and non-research, federal and non-federal) at more than $30.7 million. All ASPH 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 are at or below median values, thus we need to expend more effort in nominating our faculty. Book publications are low, which is to be expected for our health science disciplines.

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

**Space limitations**. Faculty and students continue to be limited in the space available for conducting 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. Solution: 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. In spring 2019 the COMD Department in ASPH will move from leased space off campus into the renovated Close-Hipp building. See also real time goal 3 for other information about infrastructure.

**Improving competitive research funding in an increasingly challenging climate**. Despite significant increases in proposal submission effort and total dollar requests, our competitive federal funding increased only slightly in 2018. Solution: Further improve quality of proposal submissions and streamline the submission process. To increase the success of grant applications, the ASPH Office of Research is developing new seminars and workshops and offers an "NIH Proposal Boot Camp" that targets intense improvement of applications by mentored faculty. The Office is also streamlining the submission process, so faculty can invest most of their time on improving the quality of applications as opposed to filling out forms, etc.

**Expanding research using alternative research funding mechanisms**. Solution: 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 $117,000 in sponsored awards from corporate sources and nearly $6.4 million from non-profit sources in 2018.

**Recruitment of top international students for dissertation research in an increasingly-restrictive visa climate**. ASPH 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>: ASPH 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*

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, in AY2017 the Arnold School began its 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 ASPH 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.

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 portfolios to the tenured faculty for enhanced, direct feedback at this critical point in time.

In July 2018 Dean Chandler appointed Dr. Lucy Ingram as the Assistant Dean for Academic Affairs and Online Education. Part of her charge has been to facilitate the implementation of quality team teaching and overall professional development in instruction for faculty. In fall 2018, three workshops were co-planned with the UofSC Center for Teaching Excellence and held at the Discovery building entitled "Strategies for Teaching Large Classes", "An Overview of Co-Teaching" and "Active Learning Made Easy". Three additional workshops are planned for spring 2019.

Two faculty members, Dr. Linda Hazlett (EPID) and Dr. Dan Fogerty (COMD) have been selected for the AY2019 Pipeline for Academy Leaders.

## 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 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 2018, Fall 2017, and Fall 2016**

| Fall 2018 | Fall 2017 | Fall 2016 |
|-----------|-----------|-----------|
| 01:17.6 | 1:12.9 | 1: 16.8 |

## 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 new undergraduate staff advisors, which will allow us to expand and improve advising capacity without overloading our critical teaching faculty.

# 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 |
|---|---|---|
| Adlof, Suzanne | 2019 Breakthrough Star | Office of the Vice President for Research |
| Baalousha, Mohammed | NSF Early Career Award | National Science Foundation |
| Baalousha, Mohammed | 2018 Breakthrough Star Award | UofSC Office of the Vice President for Research |
| Eberth, Jan | Poster of Excellence | United European Gastroenterology Conference |
| Fritz, Stacy | Excellence in Geriatric Research Award | Academy of Geriatric Physical Therapy |
| Fridriksson, Julius | UofSC SEC Faculty of the Year | Southeastern Conference |
| Liese, Angela | Award for Research in Health Sciences | UofSC Educational Foundation |
| Moore, Robert Davis | Concussion Conference Press Award | American Academy of Neurology |
| Smuder, Ashley | New Investigator Award | American Physiological Society |
| Turner-McGrievey, Brie | Faculty Research Award | Arnold School |
| Turner-McGreivy, Brie | 2018 Breakthrough Star Award | UofSC Office of the Vice President for Research |
| West, Delia | Pioneer Award for Excellence in the Field | The Obesity Society |
| Frongillo, Edward | Faculty Research Award | Arnold School |

# Service Awards

| Recipient(s) | Award | Organization |
| --- | --- | --- |
| Brandt, Heather | J. Marion Sims Award | South Carolina Public Health Association |
| Hazlett, Linda | Faculty Service Award | Arnold School |
| Kaczynski, Andrew | Distinguished Research Service Award | UofSC Office of Research |
| Steck, Susan | Distinguished Research Service Award | UofSC Office of Research |
| Steck, Susan | Outstanding Dietitian of the Year | SC Academy of Nutrition and Dietetics & the Columbia-Midlands Dietetic Association |
| Varnedoe, Danielle | Distinguished Contribution Award | Council of Academic Programs in Communication Sciences and Disorders |
| Murphree-Holden, Crystal | Faculty Service Award | Arnold School |

# Teaching Awards

| Recipient(s) | Award | Organization |
| --- | --- | --- |
| Mann, Emily | Women's and Gender Studies Teaching Award | UofSC, Women's and Gender Studies |
| Winningham, April | James A. Keith Excellence in Teaching Award | Arnold School |
| Pearson, Joseph Lee | James A. Keith Excellence in Teaching Award | Arnold School |

# Other Awards

| Recipient(s) | Award | Organization |
| --- | --- | --- |
| Flach, Alicia | Board-Certified Multiple Sclerosis Clinical Specialist | Consortium of Multiple Sclerosis Centers |
| Fogerty, Daniel | Pipeline for Academy Leaders | Office of the Provost |
| Hazlett, Linda | Pipeline for Academy Leaders | Office of the Provost |
| Montgomery, Alan | 2018-19 Outstanding Alumni Academy | Western Michigan University, College of Health & Human Services |
| Sauceda, Danny | Two Thumbs Up | Student Disability Resource Center |
| Scarborough, Sarah | 2018 DiCarlo Award for Outstanding Clinical Achievement | SC Speech-Language-Hearing Association |
| Beets, Michael | Carolina Distinguished Professor | UofSC Office of the Provost |

# Student Recruiting and Retention

## Student Recruitment

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

**Undergraduate recruitment**. During AY2019, ASPH faculty and advisors participated in campus recruitment events including: High School Major Fairs; Admitted Students/Scholar Days and Friday Night Socials; Top Scholar Weekends, Gamecock Gateway Major Fair, USC Connect 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.

**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.

Staff from the OGSS visited 10 in-state colleges, including 5 HBCUs. They also participated in the Expo during the national American Public Health Association annual meeting in San Diego and in two Association of Schools and Programs of Public Health (ASPPH) "This is Public Health" recruitment events held at San Diego State University and University of North Carolina Charlotte. In November, the OGSS hosted the first school-wide Prospective Student Day on campus, hosting 60 students from colleges and universities throughout the southeast.

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 shares potential student information with the school, and the OGSS emails prospective students' information about our programs.

To enhance targeted marketing for our newly revised MPH programs, the Arnold School invested in a limited-series Facebook ad campaign, which yielded data to inform a more comprehensive effort planned for the coming academic year.

In addition to 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:

**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. 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** developed a PowerPoint presentation about the department, to be used by faculty to recruit students.

**COMD** hosts an open house twice a year for potential master's students. In the spring, the open house is for students accepted to either master's degree program (MSP and MCD), but who have not yet decided about attending. Undergraduate students interested in one of the master's degree programs also are invited. 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 two of its Graduate Student Recruitment Initiative to transition to an active student recruitment approach. The department participated in the ASPH Open House on fall 2018 and will hold an Open House for accepted and prospective students in spring 2019. The department made significant updates to its website to include information on how to apply, funding, life in Columbia, FAQs, and scheduling a campus visit. It also purchased Google Ads to advertise its degree programs to those who searched using specific keywords.

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 National Public Radio. In-person outreach to hospital systems are planned to distribute brochures at internal health system events.

# 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. ASPH 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, 69% of our master's students graduate within 3 years of matriculation and 85% within 4 years; 64% of our PhD students graduate within 6 years; and over 90% of our DPT students graduate within 4 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 ASPH.

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 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.

**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 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.

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 a fully paid trip to the annual meeting of the American College of Healthcare Executives in Chicago.

# Student Enrollment & Outcomes

The following data was provided by USC'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 2018 | Fall 2017 | Fall 2016 |
|---|---|---|---|
| **Undergraduate Enrollment** |  |  |  |
| Freshman | 408 | 384 | 252 |
| Sophomore | 509 | 463 | 374 |
| Junior | 550 | 555 | 470 |
| Senior | 707 | 718 | 704 |
| **Sub Total** | 2174 | 2120 | 1800 |
| **Graduate Enrollment** |  |  |  |
| Masters | 376 | 408 | 407 |
| Doctoral | 327 | 316 | 295 |
| Graduate Certificate | 1 | 2 | 0 |
| **Sub Total** | 704 | 726 | 702 |
| **Professional Enrollment** |  |  |  |
| Medicine | 0 | 0 | 0 |
| Law | 0 | 0 | 0 |
| PharmD | 0 | 0 | 0 |
| **Sub Total** | 0 | 0 | 0 |
| **Total Enrollment (All Levels)** | **2878** | **2846** | **2502** |

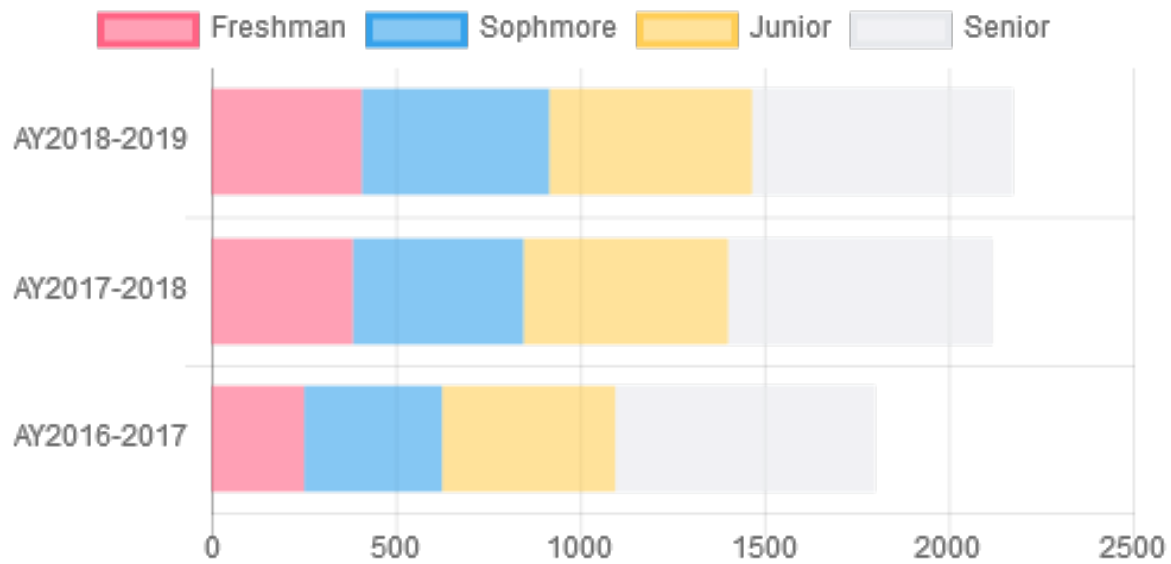**Illustration 3. Undergraduate Student Enrollment by Classification**



**Illustration 4. Graduate/Professional Student Enrollment by Classification**
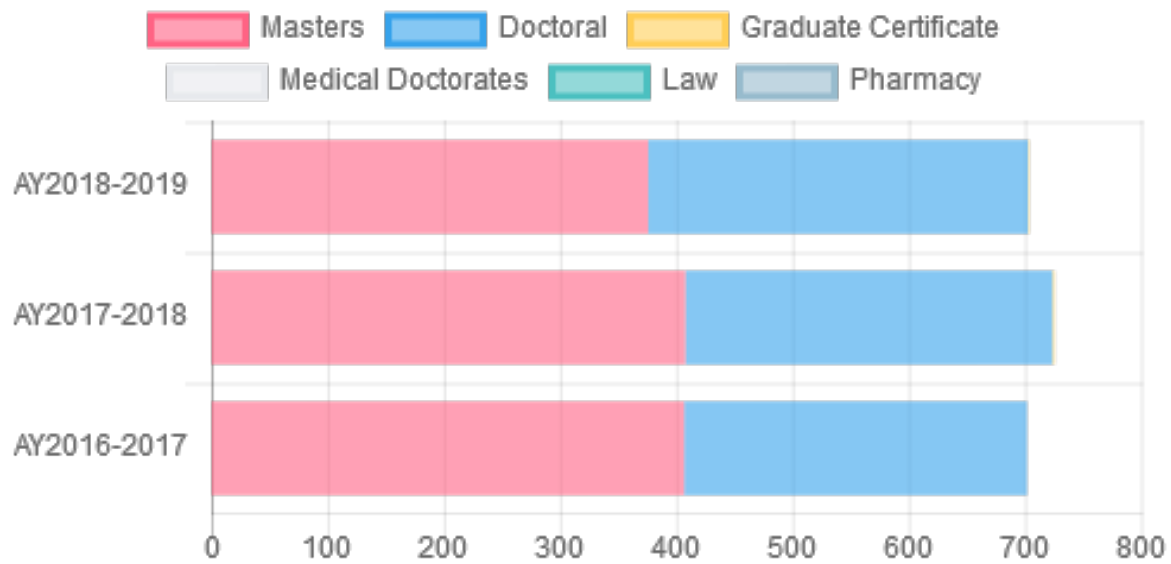
**Illustration 5. Total Student Enrollment by Classification (All Levels)**
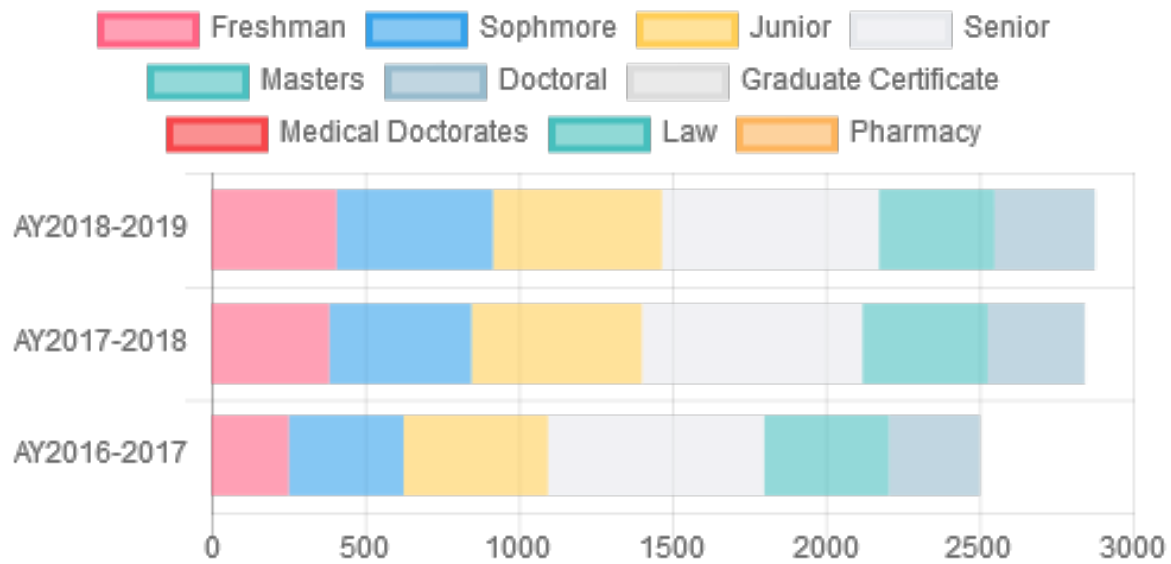


# Enrollment by Time Status

**Table 6. Student Enrollment by Level and Time Status.**

|  | Fall 2018 | Fall 2017 | Fall 2016 |
|---|---|---|---|
| **Undergraduate** | **2174** | **2120** | **1800** |
|    Full-Time | 2136 | 2064 | 1764 |
|    Part-Time | 38 | 56 | 36 |
| **Graduate/Professional** | **704** | **726** | **702** |
|    Full-Time | 496 | 522 | 474 |
|    Part-Time | 208 | 204 | 228 |
| **Total - All Levels** | **2878** | **2846** | **2502** |
|    Full-Time | 2632 | 2586 | 2238 |
|    Part-Time | 246 | 246 | 246 |

# Student Diversity by Gender
**Table 7. Student Enrollment by Gender.**

|  | Fall 2018 | Fall 2017 | Fall 2016 |
|---|---|---|---|
| **Undergraduate** | **2174** | **2120** | **1800** |
| Female | 1626 | 1595 | 1333 |
| Male | 548 | 525 | 467 |
| **Graduate/Professional** | **704** | **726** | **702** |
| Female | 517 | 530 | 524 |
| Male | 187 | 196 | 178 |

**Illustration 6. Undergraduate Student Diversity by Gender**

2018 Undergraduate Gender    2017 Undergraduate Gender    2016 Undergraduate Gender
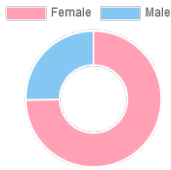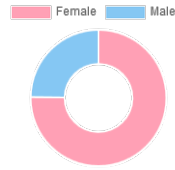


**Illustration 7. Graduate/Professional Student Diversity by Gender**

2018 Graduate Gender    2017 Graduate Gender    2016 Graduate Gender
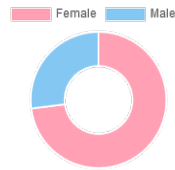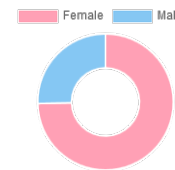
# Student Diversity by Race/Ethnicity

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

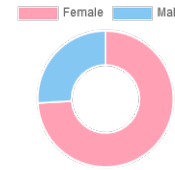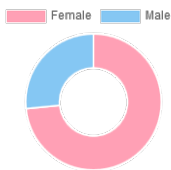|  | Fall 2018 | Fall 2017 | Fall 2016 |
|---|---|---|---|
| **Undergraduate** | **2174** | **2120** | **1800** |
| American Indian/Alaska Native | 2 | 2 | 3 |
| Asian | 89 | 75 | 61 |
| Black or African | 205 | 220 | 188 |
| Hispanic or Latino | 89 | 92 | 63 |
| Native Hawaiian or Other Pacific Islander | 3 | 3 | 3 |
| Nonresident Alien | 13 | 9 | 7 |
| Two or More Races | 82 | 73 | 58 |
| Unknown Race/Ethnicity | 14 | 10 | 5 |
| White | 1677 | 1636 | 1412 |
| **Graduate/Professional** | **704** | **726** | **702** |
| American Indian/Alaska Native | 3 | 4 | 3 |
| Asian | 25 | 28 | 20 |
| Black or African | 65 | 68 | 75 |
| Hispanic or Latino | 24 | 26 | 19 |
| Native Hawaiian or Other Pacific Islander | 1 | 1 | 0 |
| Nonresident Alien | 100 | 91 | 100 |
| Two or More Races | 16 | 15 | 16 |
| Unknown Race/Ethnicity | 24 | 29 | 28 |
| White | 446 | 464 | 441 |

**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**
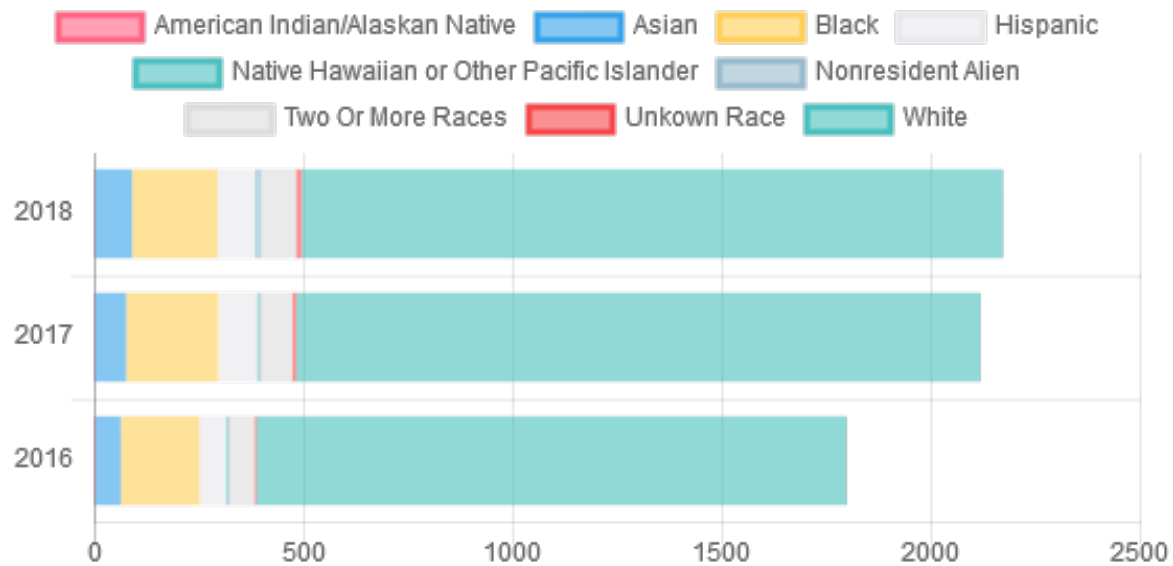


**Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity**
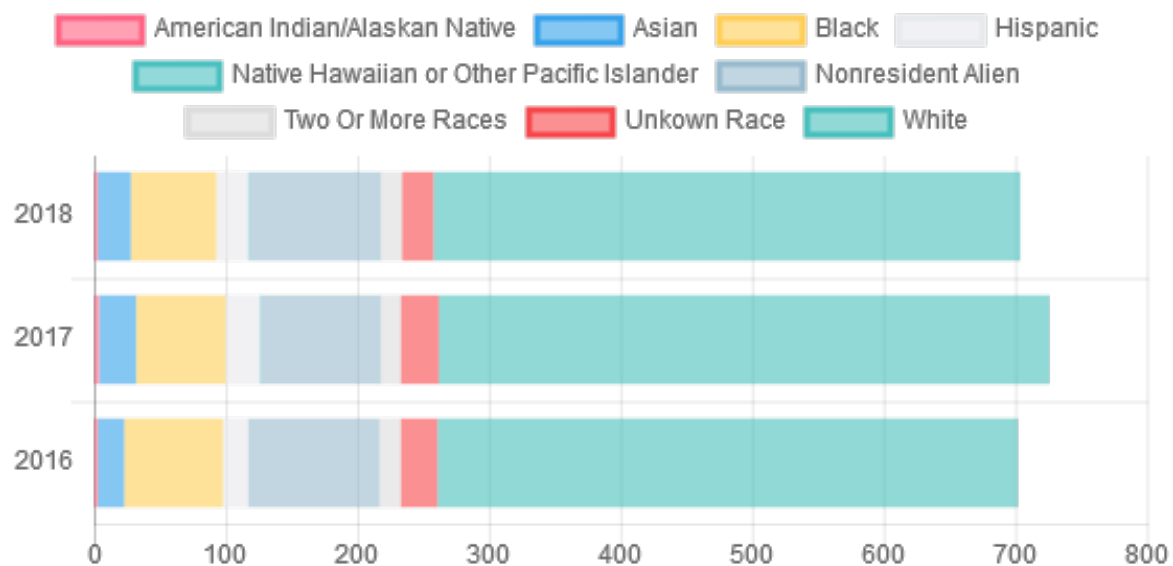
# Undergraduate Retention
**Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts**

|  | First Year | Second Year |
|---|---|---|
| **Fall 2016 Cohort** | 91.9% | N/A |
| **Fall 2015 Cohort** | 88.8% | N/A |
| **Fall 2014 Cohort** | 91% | 87% |
| **Fall 2013 Cohort** | 85% | 80% |

**Illustration 10. Undergraduate Retention, First- and Second Year**

First Year
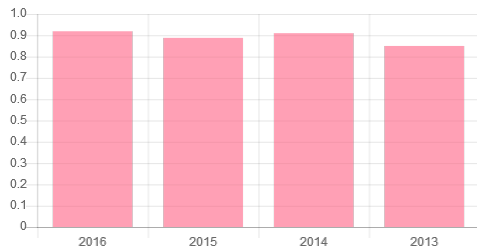
Second Year
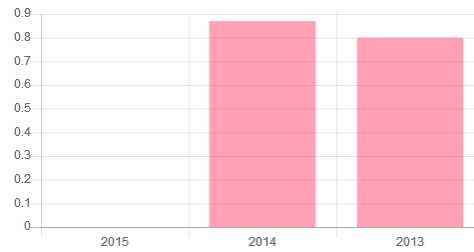
# Student Completions

## Graduation Rate - Undergraduate

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

|  | 2011 | 2010 | 2009 |
|---|---|---|---|
| 4-Year Same | 49.4% | 47.1% | 55.7% |
| 4-Year Diff | 15.4% | 12.9% | 13.7% |
| 4-Year Total | 64.8% | 60% | 69.4% |
| 5-Year Same | 54.4% | 52.4% | 57.3% |
| 5-Year Diff | 21.6% | 21.8% | 20.6% |
| 5-Year Total | 76% | 74.2% | 77.9% |
| 6-Year Same | 54.8% | 53.5% | 57.3% |
| 6-Year Diff | 22.8% | 22.9% | 22.1% |
| 6-Year Total | 77.6% | 76.4% | 79.4% |

## Degrees Awarded by Level

**Table 11. Degrees Awarded by Level.**

|  | AY2017-2018 | AY2016-2017 | AY2015-2016 |
|---|---|---|---|
| **Associates Degree** | 0 | 0 | 0 |
| **Bachelors** | 608 | 595 | 499 |
| **Masters** | 180 | 198 | 170 |
| **Doctoral** | 61 | 41 | 56 |
| **Medical** | 0 | 0 | 0 |
| **Law** | 0 | 0 | 0 |
| **Pharmacy Doctorate** | 0 | 0 | 0 |
| **Graduate Certificate** | 2 | 5 | 4 |

**Illustration 11. Degrees Awarded by Level**
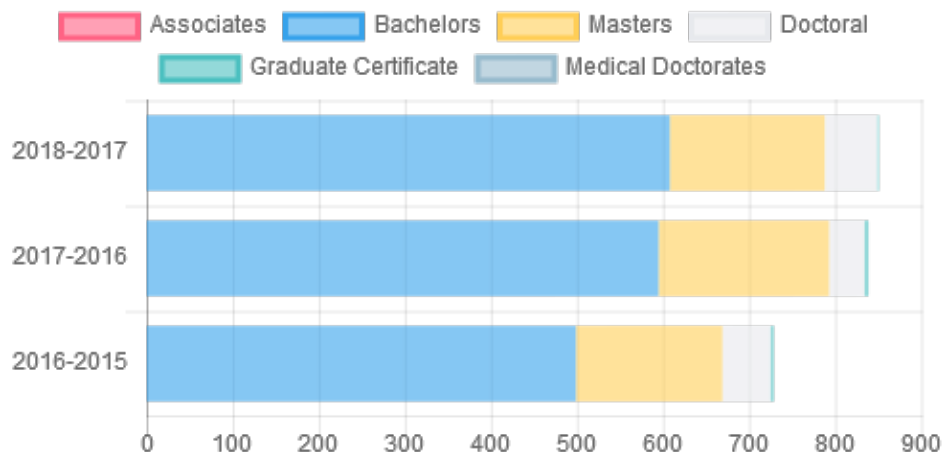
# Alumni Engagement & Fundraising

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

The school confers two alumni awards each year 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 of Public Health. Sara Goldsby, a graduate from HPEB, received the Gerry Sue Arnold Alumni Award and Lillian Mood, a graduate from HSPM received the Norman J. Arnold Alumni Medal at hooding in 2018. In addition, HSPM presents an annual departmental alumni award.

Mu Chapter, Delta Omega Honor Society, was reorganized this academic year to increase visibility of the organization for students, faculty, and alumni and to transition to a student-led rather than a faculty-led organization. The Executive Board will now include an Alumni Advisor, who will serve as the liaison with ASPH 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 2018 we inducted 10 students, 2 faculty, and 8 alumni into Delta Omega.

The School hosts an Alumni Social during the American Public Health Association Annual Meeting each fall. The 2018 event was in San Diego, CA in November. Many departments connect with alumni at the annual meetings of their respective professional organizations.

Examples of departmental activities include:

**COMD** maintains an active Facebook page in which they engage regularly with alumni. The department frequently posts information about the department, the Speech and Hearing Center, and faculty and alumni activities. Alumni also post on the Facebook page. We also ask alumni to help supervise our current students in their external practicum experiences, which helps us stay close to those who volunteer for this process.

**HPEB** is actively working to increase engagement with alumni. The department distributes a quarterly email newsletter to all preceptors of student practicum projects to show appreciation for their support of our students (many of these preceptors are alumni) and has established a listserv for communicating with alumni. The department also encourages alumni to serve as practicum preceptors, guest speakers for classes, and/or experts on panels.

The **HSPM MHA program** maintains strong relationships with MHA alumni. Invitations to regular networking events on and off campus are sent to alumni and other key stakeholders. In addition, alumni serve on the MHA advisory board and have assisted the program by making themselves available for job shadowing and student mentoring as well as graduate assistant placements.

In addition to inviting alumni to HSPM department events, the **HSPM MPH program** regularly emails job announcements to recent alumni. In February 2019 a LinkedIn Group for current MPH students and alumni was established and will be used to further engage HSPM MPH alumni. Alumni support the program in a wide variety of ways, e.g., providing guest lectures and participating in the MPH/MHA Professional Development Seminars.

The **HSPM PhD program** remains in contact with doctoral program alumni through regular e-mails and letters. For international doctoral graduates, some e-mail groups have been formed for regular communications among the members as well as with the doctoral program director (e.g., we have a Taiwan and a South Korean e-mail list and are considering one for Saudi Arabian graduates).

# Development, Fundraising and Gifts
*Substantial development initiatives and outcomes, including Fundraising and Gifts.*

The ASPH Office of Development is responsible for procuring financial support by fostering philanthropic partnerships with individual, corporate, and foundation donors. The office works closely with faculty and student researchers to discover and apply for competitive grants, secure scholarships, create endowments, and fund school programs. During AY2019, foundation and corporate awards continue to increase as the office cultivates existing relationships and establishes new ones with funders. To date in 2019, combined foundation and corporate support totals more than $2.6M with total contributions expected to increase through the 4th quarter (see appendix 6). With three site visits scheduled with The Duke Endowment in the next month, there is the potential to see a substantial increase in Foundation funding if any or all of the proposals are awarded. The development office is focusing on expanding relationships with individual donors who are alumni or friends of the school whose philanthropic passion aligns with public health. 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.

Most notable among the Arnold School's philanthropic supporters in recent years is the Arnold family, the BlueCross BlueShield Foundation, the Duke Endowment, and AFLAC, plus a lead gift from Al and Marsha Montgomery for the future Communication Sciences and Disorders facilities in Close-Hipp. The FY2019, fundraising focus areas include the Community Health Worker Institute, the future home of the Department of Communication Sciences and Disorders in the Close-Hipp building, and additional fellowships and scholarships to provide financial support for students.

# Community Engagement

## Description

*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.  Key partnerships also engage with minority communities in the ongoing effort to address wide spread health disparities.

Community engagement often reflects a collaborative response to changing community needs.  A key example of that exists in a unique statewide initiative being 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 that will train individuals who come from the communities they serve to act as bridges between health and social service systems and marginalized communities.  Community health workers will be 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 new Institute will help 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 will also conduct return on investment evaluations of the community health worker model as well as drive conversations and implementation around sustainable, reimbursable payment models for this workforce.

## Incentivizing Faculty Engagement

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

Tenure-track 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 in or to 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 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 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. Linda Hazlett received the faculty service award in spring 2018.

# Collaborations

## Internal Collaborations

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 dual and/or joint 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
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

## External Collaborations

The Arnold School maintains strong relationships with the SC Department of Health and Environmental Control (SC DHEC), Prisma Health (formerly Palmetto Health), BlueCross and BlueShield of SC, the SC Institute of Medicine and Public 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:

**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
AIDUpstate

Camp MATES
Dorn VA Medical Center
Lowcountry Alliance for Model Communities
Low County Institute, River Keepers, and Water Watch
Mary Black Foundation, Spartanburg
Palmetto AIDS Life Support Services (PALSS)
SC Campaign to Prevent Teen Pregnancy
SC Cancer Alliance
SC Primary Health Care Association
SC Obesity Action Plan
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
Exercise is Medicine
Feeding America
Interstate Shellfish Sanitation Conference
US Food & Drug Administration
US Geological Survey
Association of Schools and Programs in Public Health

**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
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

## Campus Climate & Inclusion

*Activities unit conducted that were designed to improve campus climate and inclusion.*

**Campus Climate & Inclusion**

The Arnold School of Public Health embraces diversity, equity, and inclusion as a strategic imperative in preparing our students to serve as culturally competent leaders and global citizens. We view our ability to attract and retain a diverse student population, faculty, staff, and administration as central to our mission to improve public health and eliminate health disparities across South Carolina and the world.

Within the last year, the ASPH has added 2 females to administrative council (1 Hispanic/Latina female and 1 African American/Black female).

After the Council on Education for Public Health (CEPH) accreditation site visit, the ASPH received recommendations to complete the 2015 draft of our diversity plan. In April 2018, a new Associate Dean for Diversity, Equity, and Inclusion (DEI) was named (Dr. Toni Torres-McGehee) and the ASPH's DEI committee was reorganized and tasked to revise the school's diversity strategic plan. The new committee includes faculty from different departments within the school, undergraduate and graduate students (both masters and doctoral), staff, and alumni.

Goals for 2018-2019 include the following:

1) Update the ASPH Diversity Plan to align with the University's Focus Carolina 2023 objectives for "Build Inclusive and Inspiring Communities." Two main objectives for Focus Carolina are **Strategy 1:** Foster a welcoming and inclusive university community and **Strategy 2:** Improve diversity of students, faculty, and staff members.

2) Utilize an external consultant to assist in finalizing the diversity plan, by assessing the ASPH Campus Climate and integrating findings into the final plan.

3) The associate dean for DEI and the committee will work together to refine and finalize the diversity plan and to develop an implementation plan with specific measurable objectives, action items, and timelines.

4) Develop a draft ASPH Search Committee Guidance Document.

5) Prioritize DEI initiatives for AY2020.

Progress on Goals:

1) A draft of new strategic objectives has been identified for the ASPH diversity plan: **Strategy 1:** Create an inclusive and equitable environment in the ASPH; **Strategy 2:** Recruit, retain, and develop a diverse community within the ASPH; and **Strategy 3:** Support innovative and inclusive scholarship and teaching within the ASPH.

2) The list of potential external consultant firms has been narrowed down, and our goal is to have the consultant hired by April 2019.

3) In spring 2019, a new student DEI committee will be formed to advise the ASPH DEI committee on student

issues related to DEI.

Timeline for Completion of Diversity Plan:

1) March 2019 DEI Retreat to finalize tactical goals, performance measurements, and benchmarks.

2) External consultant to begin April 2019 through early fall 2019.

3) Share the ASPH Diversity Plan with administrative council, faculty, staff, and students by the end of fall 2019.

# Concluding Remarks

## Quantitative Outcomes

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

Quantitative outcomes data provided no surprises in the past year. Beyond the Montgomery anchoring gift, I am disappointed with annual giving more broadly. We were without a development officer for half of the year and that did impact our reach to the community. In most other metrics, our progress has remained steadily upward in those areas of highest importance to the college and university.

## Cool Stuff

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

COMD received a substantial lead-gift from Dr. Alan Montgomery and Mrs. Marcia Montgomery, allowing COMD to move into completely renovated and updated space in the Close-Hipp building on the UofSC (Columbia) campus. The move will provide an additional, much-needed 4,000 square feet of clinical and research space.

An ASPH athletic training graduate, Rachel Sharpe, has become the first female head athletic trainer in professional football.

ASPH graduate Karen P. West, D.M.D., M.P.H., Professor and Dean of the University of Nevada, Las Vegas, School of Dental Medicine, has been selected as the next President and CEO of the American Dental Education Association.

Five ASPH faculty were included in the 2018 Highly Cited Researchers List published by Clarivate Analytics: Drs. Steven Blair, James Hébert, Angela Liese, Jamie Lead, and Nitin Shivappa. Only scientists whose articles produce citations in the top 1% by field and year in the Web of Science® (2006-2016) are included in this list.

In an analysis of global literature 1980-2017 in AIDS-related stigma and discrimination, Dr. Xiaoming Li was identified as the world's most active author in the field.

Dr. Brie Turner-McGrievy, HPEB, was accepted into the Society of Behavioral Medicine's 2019-2020 Leadership Institute. She was also named a Fellow of The Obesity Society in November 2018, highlighting her strong leadership in obesity and nutrition research.

Four clinical faculty were nominated for the 2018 Outstanding Teaching Award for U101: Kara Montgomery, Allison Harper, Chandler Fogle, Sarah Patneaude.

Twelve national/international media highlighted ASPH faculty findings and opinions in venues such as US News and World Report, USA Today, Reuters, NY Times, NBC News, etc.

Rebecca Kaze, 2018 PUBH BS graduate, was named UofSC's Outstanding Woman of the Year for 2018. This is our third winner in the past 7 years.

Doctoral student Akeen Hamilton joined the Grace Jordan McFadden Professor Program, which was developed to address the underrepresentation of minorities in academia.

Lorelei Phillip, doctoral candidate in COMD, won the Student Research Award from the National Black Association for Speech-Language and Hearing. She was selected based on the scholarly merits of her research manuscript focused on improving communication following stroke.

Two-time alumnus Jóhann Fridriksson (PUBH BA, HPEB MSPH) combines public health and politics to improve health in Iceland. Fridriksson works as a specialist and researcher at Iceland's Occupational Safety and Health Administration, where he focuses on employee health-related policies, workplace health promotion, and research projects in prevention and health.

Dr. Alicia Dahl, HPEB alumna, received the Society of Behavioral Medicine's 2018 Excellence in Research Award.

Jessica Krauss, EXSC BS and SC Honors College graduate, was selected to lead the Saint Bernard Project with the AmeriCorps VISTA program in Columbia, SC, to reduce the time between disaster and recovery in communities that have experienced natural disasters.

Elina Ward, PUBH, Spanish and SC Honors College student, was selected for a 2018 UK Summer Fulbright Fellowship, which she spent at the University of Westminster developing her presentation, research and communication skills.

# Appendix 1. Academic Programs

# ASPPH Rankings Based on 2017-18 Data (published Feb 2019)

| ASPPH Member | Student Head Count | Faculty Head Count | Unrestricted Funds | Grants and Contracts | 2018 Peer Index | Rank | Rank Among Publics |
|---|---|---|---|---|---|---|---|
| Johns Hopkins Bloomberg School of Public Health | 2,581 | 1,713 | $194,630,000 | $340,641,018 | 1.00 | 1 | |
| Columbia University Mailman School of Public Health | 1,497 | 329 | $106,315,547 | $238,130,974 | 1.25 | 2 | |
| George Washington University Milken Institute School of Public Health | 2,411 | 350 | $95,392,485 | $80,298,102 | 1.50 | 3 | |
| University of Washington School of Public Health | 1,559 | 248 | $33,717,399 | $141,408,912 | 2.25 | 4 | 1 |
| The University of Texas Health Science Center at Houston School of Public Health | 1,138 | 504 | $57,925,198 | $40,985,499 | 2.75 | 5 | 2 |
| University of Minnesota School of Public Health | 1,319 | 136 | $51,619,353 | $59,999,231 | 2.75 | 5 | 2 |
| University of Florida College of Public Health and Health Professions | 1,706 | 153 | $36,668,623 | $36,221,871 | 3.00 | 7 | 4 |
| University of Michigan School of Public Health | 1,241 | 126 | $62,486,614 | $58,934,246 | 3.00 | 7 | 4 |
| **University of South Carolina Arnold School of Public Health** | **2,886** | **143** | **$43,627,964** | **$24,130,122** | **3.25** | **9** | **6** |
| University of California, Berkeley School of Public Health | 1,074 | 146 | $34,309,247 | $39,469,622 | 4.00 | 10 | |
| University of Pittsburgh Graduate School of Public Health | 636 | 113 | $44,736,993 | $45,289,104 | 4.25 | 11 | |
| Indiana University School of Public Health - Bloomington | 2,485 | 100 | $58,098,694 | $8,572,437 | 4.50 | 12 | |
| University of Maryland School of Public Health | 2,745 | 150 | $17,953,471 | $17,169,960 | 4.50 | 12 | |
| Yale School of Public Health | 562 | 292 | $36,777,174 | $32,948,101 | 4.50 | 12 | |
| University of South Florida College of Public Health | 1,458 | 85 | $30,055,801 | $19,444,401 | 4.75 | 15 | |
| Tulane University School of Public Health and Tropical Medicine | 661 | 121 | $33,164,456 | $30,486,191 | 5.00 | 16 | |
| University of Illinois at Chicago School of Public Health | 815 | 115 | $25,193,200 | $32,111,606 | 5.00 | 16 | |
| Colorado School of Public Health: University of Colorado \| Colorado State University \| University of Northern Colorado | 609 | 373 | $14,750,525 | $33,993,532 | 5.50 | 18 | |
| Brown University School of Public Health | 356 | 102 | $21,657,492 | $37,924,012 | 6.50 | 19 | |
| Oregon State University College of Public Health and Human Sciences | 2,668 | 52 | $19,973,639 | $14,516,831 | 6.50 | 19 | |
| University of Alabama at Birmingham School of Public Health | 821 | 75 | $19,964,016 | $18,749,963 | 6.50 | 19 | |
| University at Buffalo School of Public Health and Health Professions | 1,457 | 79 | $21,462,865 | $7,261,904 | 6.75 | 22 | |
| University of Arizona Mel and Enid Zuckerman College of Public Health | 946 | 73 | $18,799,842 | $11,585,290 | 7.00 | 23 | |
| University of Iowa College of Public Health | 441 | 98 | $19,666,185 | $30,683,084 | 7.00 | 23 | |
| New York University College of Global Public Health | 469 | 105 | $22,799,645 | $6,460,576 | 7.50 | 25 | |

| Institution | | | | | | |
|---|---|---|---|---|---|---|
| Saint Louis University College for Public Health and Social Justice | 1,031 | 97 | $32,822,402 | $1,241,240 | 7.75 | 26 |
| Drexel University Dornsife School of Public Health | 416 | 68 | $26,841,741 | $10,436,279 | 8.00 | 27 |
| Oregon Health & Science University/Portland State University School of Public Health | 1,481 | 55 | $15,278,612 | $7,535,291 | 8.00 | 27 |
| University of Nevada, Reno School of Community Health Sciences | 2,248 | 88 | $3,725,538 | $8,858,973 | 8.00 | 27 |
| Indiana University Richard M. Fairbanks School of Public Health - Indianapolis | 608 | 102 | $12,121,425 | $5,799,637 | 8.50 | 30 |
| CUNY Graduate School of Public Health and Health Policy | 518 | 57 | $18,886,627 | $6,472,788 | 8.75 | 31 |
| Georgia State University School of Public Health | 461 | 69 | $10,894,735 | $11,769,940 | 8.75 | 31 |
| Ohio State University College of Public Health | 614 | 67 | $12,230,668 | $6,460,911 | 8.75 | 31 |
| Rutgers School of Public Health | 361 | 60 | $16,306,425 | $16,099,282 | 8.75 | 31 |
| University of Puerto Rico Graduate School of Public Health | 471 | 65 | $9,985,666 | $9,170,996 | 9.25 | 35 |
| Florida International University Robert Stempel College of Public Health and Social Work | 225 | 74 | $17,653,278 | $8,129,374 | 9.50 | 36 |
| San Diego State University School of Public Health | 779 | 49 | $6,199,614 | $20,079,955 | 9.50 | 36 |
| Kent State University College of Public Health | 909 | 70 | $11,391,244 | $603,421 | 9.75 | 38 |
| University of California, Irvine Program in Public Health | 1,292 | 54 | $7,041,140 | $6,394,672 | 9.75 | 38 |
| University of Nebraska Medical Center College of Public Health | 222 | 57 | $17,457,827 | $9,653,035 | 9.75 | 38 |
| University of Kentucky College of Public Health | 348 | 55 | $9,234,384 | $13,710,794 | 10.25 | 41 |
| Temple University College of Public Health | 507 | 36 | $6,267,247 | $13,049,516 | 10.50 | 42 |
| East Tennessee State University College of Public Health | 751 | 60 | $7,307,784 | $3,283,316 | 10.75 | 43 |
| Northwestern University Feinberg School of Medicine Program in Public Health | 96 | 58 | $1,698,902 | $96,213,436 | 10.75 | 43 |
| University of Louisville School of Public Health and Information Sciences | 402 | 50 | $12,192,388 | $3,311,928 | 11.25 | 45 |
| University of Oklahoma Health Sciences Center Hudson College of Public Health | 138 | 58 | $7,473,387 | $7,890,474 | 11.50 | 46 |
| West Virginia University School of Public Health | 258 | 55 | $9,091,231 | $5,757,490 | 11.50 | 46 |
| Louisiana State University Health Sciences Center School of Public Health | 127 | 39 | $8,329,978 | $12,415,839 | 11.75 | 48 |
| University of Arkansas for Medical Sciences Fay W. Boozman College of Public Health | 210 | 61 | $8,693,688 | $4,036,450 | 12.00 | 49 |
| Loma Linda University School of Public Health | 268 | 51 | $9,763,522 | $1,380,517 | 12.25 | 50 |
| Georgia Southern University Jiann-Ping Hsu College of Public Health | 458 | 40 | $6,417,430 | $193,580 | 13.00 | 51 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Washington University in St. Louis - Brown School Public Health Programs | 170 | 26 | $7,125,000 | $6,212,695 | 13.00 | 51 |
| University of Miami Department of Public Health Sciences | 351 | 51 | $6,090,845 | $307,330 | 13.50 | 53 |
| University of North Texas Health Science Center School of Public Health | 222 | 44 | $5,558,138 | $4,010,937 | 13.50 | 53 |
| University of Texas Medical Branch at Galveston Graduate Program in Public Health | 41 | 24 | $1,950,110 | $7,684,742 | 14.00 | 55 |
| Northeastern University Department of Health Sciences | 116 | 42 | $5,042,021 | $1,214,130 | 14.25 | 56 |
| University of Memphis School of Public Health | 170 | 26 | $6,048,900 | $2,638,947 | 14.25 | 56 |
| University of North Carolina at Charlotte Public Health Programs | 158 | 28 | $2,336,198 | $518,842 | 15.00 | 58 |
| A.T. Still University College of Graduate Health Studies | 241 | 24 | $2,757,903 | $0 | 15.25 | 59 |
| George Mason University MPH Program | 121 | 28 | $2,805,713 | $150,483 | 15.25 | 59 |
| SUNY Downstate Medical Center School of Public Health | 173 | 22 | $6,064,740 | $251,712 | 15.25 | 59 |
| University of New Mexico College of Population Health Master of Public Health | 18 | 9 | $1,199,453 | $2,618,029 | 15.50 | 62 |
| St. George's University Department of Public Health and Preventive Medicine | 116 | 23 | $1,808,508 | $310,007 | 15.75 | 63 |
| University of Kansas School of Medicine KU - MPH Program | 63 | 27 | $1,458,172 | $157,336 | 15.75 | 63 |
| Pennsylvania State University Public Health Program | 23 | 33 | $2,421,181 | $0 | 16.00 | 65 |
| Virginia Commonwealth University Graduate Public Health Programs | 28 | 13 | $790,819 | $843,530 | 16.00 | 65 |
| Thomas Jefferson University, College of Population Health - MPH Program | 62 | 9 | $2,586,186 | $94,569 | 16.25 | 67 |

# 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.

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **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

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **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.

# Arnold School of Public Health

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **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 |

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

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**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.

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**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.

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**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.

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**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

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# Arnold School of Public Health

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **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 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.

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **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.

# Arnold School of Public Health

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **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.

# Arnold School of Public Health

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **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.

| | | | | | |
|---|---|---|---|---|---|
| **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.

| | | | | | |
|---|---|---|---|---|---|
| **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

| | | | | | |
|---|---|---|---|---|---|
| **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 | Felicia Hunter | 803.777.4813 | fhunter@mailbox.sc.edu |

Awarded to a worthy student pursuing a graduate degree within the Communication Sciences & Disorders Department.

| **Communication Sciences and Disorders** | Yes letter of nomination by faculty member in COMD | Spring of each year, Awarded in May | Felicia Hunter | 803.777.4813 | fhunter@mailbox.sc.edu |
|---|---|---|---|---|---|

Outstanding Student in Speech-Language Pathology-Awarded to a graduating masters student in Communication Sciences and Disorders.

| **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.

# Arnold School of Public Health - Communication Science

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **Research Incentive Fellowship Fund** | Yes, by nomination of department faculty | Rolling | Felicia Hunter | 803.777.4813 | fhunter@mailbox.sc.edu |

Awarded to a worthy student pursuing a degree in the Department of Communication Sciences and Disorders

| **Sharon G. Webber Endowed Fellowship Fund** | Yes by nomination of department faculty. | Rolling | Felicia Hunter | 803.777.4813 | fhunter@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 | September 22 | 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 previous 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.

# Arnold School of Public Health - Communication Science

| Complete Scholarship Name | Application | Deadline Date | Contact Name | Contact Phone Number | Contact E-mail Address |
|---|---|---|---|---|---|
| **Communication Sciences and Disorders** | Yes | April 1 of each academic year. | Felicia Hunter | 777.4813 | fhunter@mailbox.sc.edu |

Doctoral students in COMD must be admitted to the COMD program and be in good standing. The students must be approved for funding from the department chair.

# Appendix 3. Research & Scholarly Activity

**Office of Research
Information Technology
& Data Management**

# Arnold School of Public Health

## Fiscal Year 2018

UNIVERSITY OF
**SOUTH CAROLINA**

# Summary of Extramural Proposal Submissions by Source - FY2018
## Appendix 1

| PI Home Department | Total First Year | Commercial | Federal | Other | Private/Non-Profit | State |
|---|---|---|---|---|---|---|
| Applied Research & Evaluation (CARE) | 42,500 | | | | 1 | |
| Communication Sci & Disorders | 6,507,683 | | 19 | 1 | 1 | |
| Environmental Health Sciences | 7,518,768 | | 35 | 1 | 1 | 2 |
| Epidemiology & Biostatistics | 16,373,819 | | 41 | | 8 | |
| Exercise Science | 17,660,845 | | 56 | 1 | 14 | |
| Health Prom., Educ. & Behavior | 11,221,459 | | 55 | 2 | 16 | |
| Health Services Policy & Mgmt | 5,643,832 | 1 | 16 | 3 | 9 | |
| Public Health - Dean's Office | 1,670,793 | | 8 | | 16 | 2 |
| | | | | | | |
| *Total Count* | *309* | *1* | *230* | *8* | *66* | *4* |
| *Total Requested First Year* | *66,639,699* | *35,000* | *61,394,264* | *281,595* | *4,334,248* | *594,592* |

# Extramural Funding by Source, Department, Faculty & Rank - FY2018
## Appendix 2

| PI Home Department | | PI Name | Primary Job Desc/Rank | Tenure Status | Total Funding | Commercial | Federal | Other | Private/Non-Profit | State |
|---|---|---|---|---|---|---|---|---|---|---|
| Applied Research & Evaluation (CARE) | 49,098 | Childers, Casey | RESEARCH ASSOCIATE | | 49,098 | | 49,098 | | | |
| Communication Sci & Disorders | | Adlof, Suzanne | ASST PROFESSOR | TENURE-TRACK | 50,000 | | | | 50,000 | |
| Communication Sci & Disorders | | Apel, Kenn | PROFESSOR | TENURED | 766,046 | | 766,046 | | | |
| Communication Sci & Disorders | | Behroozmand, Roozbeh | ASST PROFESSOR | TENURE-TRACK | 315,202 | | 315,202 | | | |
| Communication Sci & Disorders | | Fogerty, Daniel | ASSOC. PROFESSOR | TENURED | 310,707 | | 310,707 | | | |
| Communication Sci & Disorders | | Fridriksson, Julius | PROFESSOR | TENURED | 2,207,553 | | 2,207,553 | | | |
| *Total CSD* | *3,649,508* | | | | | | | | | |
| Environmental Health Sciences | | Baalousha, Mohammed | ASSOC. PROFESSOR | TENURE-TRACK | 286,370 | | 286,370 | | | |
| Environmental Health Sciences | | Cai, Guoshuai | ASST PROFESSOR | TENURE-TRACK | 58,600 | | 58,600 | | | |
| Environmental Health Sciences | | Chanda, Anindya | ASST PROFESSOR | TENURE-TRACK | 49,595 | | 20,000 | | | 29,595 |
| Environmental Health Sciences | | Chatterjee, Saurabh | ASSOC. PROFESSOR | TENURED | 190,471 | | 190,471 | | | |
| Environmental Health Sciences | | Decho, Alan | PROFESSOR | TENURED | 90,087 | | 90,087 | | | |
| Environmental Health Sciences | | Kloot, Robin | RESEARCH ASSOC PROF | | 616,804 | | 616,804 | | | |
| Environmental Health Sciences | | Norman, Robert | ASSOC. PROFESSOR | TENURED | 24,629 | | | | | 24,629 |
| Environmental Health Sciences | | Porter, Dwayne | PROFESSOR | TENURED | 1,379,398 | | 1,379,398 | | | |
| Environmental Health Sciences | | Vejerano, Eric | | | 148,178 | | 148,178 | | | |
| Environmental Health Sciences | | Vejerano, Eric Warren | ASST PROFESSOR | TENURE-TRACK | 251,321 | | 251,321 | | | |
| *Total EHS* | *3,095,453* | | | | | | | | | |
| Epidemiology & Biostatistics | | Alberg, Anthony | PROFESSOR | TENURED | 31,793 | | 31,793 | | | |
| Epidemiology & Biostatistics | | Babatunde, Oluwole | | | 40,727 | | 40,727 | | | |
| Epidemiology & Biostatistics | | Cai, Bo | PROFESSOR | TENURED | 59,553 | | | | 59,553 | |
| Epidemiology & Biostatistics | | Eberth, Jan | ASSOC. PROFESSOR | TENURED | 455,060 | | 436,510 | | 18,550 | |
| Epidemiology & Biostatistics | | Geraci, Marco | ASSOC. PROFESSOR | TENURE-TRACK | 7,200 | | | | 7,200 | |
| Epidemiology & Biostatistics | | Hardin, James | ASSOC. DEAN | TENURED | 27,565 | | 12,565 | | 15,000 | |
| Epidemiology & Biostatistics | | Hebert, James | PROFESSOR | TENURED | 63,776 | | 63,776 | | | |
| Epidemiology & Biostatistics | | Liese, Angela | PROFESSOR | TENURED | 759,955 | | 759,955 | | | |
| Epidemiology & Biostatistics | | McDermott, Suzanne | PROFESSOR | TENURED | 1,242,289 | 27,000 | 1,215,289 | | | |
| Epidemiology & Biostatistics | | McLain, Alexander | ASST PROFESSOR | TENURE-TRACK | 80,783 | | 51,179 | | | 29,604 |
| Epidemiology & Biostatistics | | Miller, Maggi | RESEARCH ASSOCIATE | | 7,500 | | | | 7,500 | |
| Epidemiology & Biostatistics | | Nolan, Melissa | ASST PROFESSOR | TENURE-TRACK | 26,750 | | | | 26,750 | |
| Epidemiology & Biostatistics | | Steck, Susan | ASSOC. PROFESSOR | TENURED | 58,000 | | 58,000 | | | |
| Epidemiology & Biostatistics | | Zhang, Jiajia | ASSOC. PROFESSOR | TENURED | 12,507 | | 12,507 | | | |
| *Total EPI* | *2,873,458* | | | | | | | | | |
| Exercise Science | | Beets, Michael | PROFESSOR | TENURED | 1,141,462 | | 1,141,462 | | | |
| Exercise Science | | Carson, James | PROFESSOR | TENURED | 260,597 | | 260,597 | | | |
| Exercise Science | | Fritz, Stacy | ASSOC. PROFESSOR | TENURED | 26,900 | 16,900 | | 10,000 | | |
| Exercise Science | | Herter, Troy | CLINICAL ASSISTANT PROF | | 154,000 | | | | 154,000 | |
| Exercise Science | | Macintyre, Kevin | | | 999 | | | | 999 | |
| Exercise Science | | Mensch, James | CLINICAL ASSOCIATE PROF | | 975 | | | | 975 | |
| Exercise Science | | Moore, Robert | ASST PROFESSOR | TENURE-TRACK | 73,250 | | 73,250 | | | |
| Exercise Science | | Pate, Russ | | | 1,423,297 | | 1,348,297 | | 75,000 | |
| Exercise Science | | Regan, Elizabeth | | | 15,000 | | | | 15,000 | |
| Exercise Science | | Sarzynski, Mark | ASST PROFESSOR | TENURE-TRACK | 64,867 | | 64,867 | | | |
| Exercise Science | | Schenkelberg, Michaela | | | 25,000 | | 25,000 | | | |
| Exercise Science | | Smuder, Ashley | ASST PROFESSOR | TENURE-TRACK | 77,000 | | | | 77,000 | |
| Exercise Science | | Stewart, Jill | ASST PROFESSOR | TENURE-TRACK | 77,000 | | | | 77,000 | |
| Exercise Science | | Thigpen, Charles | ASST PROFESSOR | | 100,000 | | | | 100,000 | |
| Exercise Science | | Torres-McGehee, Toni | ASSOC. PROFESSOR | TENURED | 35,762 | 35,762 | | | | |
| Exercise Science | | Wang, Xuewen | ASST PROFESSOR | TENURE-TRACK | 197,775 | | 197,775 | | | |
| Exercise Science | | Weaver, Glenn | ASST PROFESSOR | TENURE-TRACK | 472,317 | | 472,317 | | | |
| Exercise Science | | West, Delia | PROFESSOR | TENURED | 315,979 | | 315,979 | | | |
| Exercise Science | | Wilcox, Sara | PROFESSOR | TENURED | 770,971 | | 770,971 | | | |
| *Total Exercise* | *5,233,151* | | | | | | | | | |
| Health Prom., Educ. & Behavior | | Blake, Christine | ASSOC. PROFESSOR | TENURED | 3,219,293 | | | | 3,219,293 | |

| Department | Name | Title | Tenure | | | | | | |
|---|---|---|---|---:|---:|---:|---:|---:|---:|
| Health Prom., Educ. & Behavior | Brandt, Heather | ASSOC. PROFESSOR | TENURED | 625,929 | | 625,929 | | | |
| Health Prom., Educ. & Behavior | Conserve, Donaldson | CLINICAL ASSISTANT PROF | | 4,914 | | 4,914 | | | |
| Health Prom., Educ. & Behavior | Davis, Rachel | ASST PROFESSOR | TENURE-TRACK | 5,563 | | 0 | | 5,563 | |
| Health Prom., Educ. & Behavior | Draper, Carrie | CLASSIFIED | | 34,823 | | 14,823 | | 20,000 | |
| Health Prom., Educ. & Behavior | Friedman, Daniela | PROFESSOR | TENURED | 838,744 | | 838,744 | | | |
| Health Prom., Educ. & Behavior | Frongillo, Edward | PROFESSOR | TENURED | 549,810 | | 162,625 | | 387,185 | |
| Health Prom., Educ. & Behavior | Guimaraes, Edena | CLINICAL ASSISTANT PROF | | 6,170 | | | | 6,170 | |
| Health Prom., Educ. & Behavior | Haynes, Venice | | | 10,000 | | 10,000 | | | |
| Health Prom., Educ. & Behavior | Kaczynski, Andrew | ASSOC. PROFESSOR | TENURED | 331,361 | | 331,361 | | | |
| Health Prom., Educ. & Behavior | Li, Xiaoming | PROFESSOR | TENURED | 1,227,995 | | 1,227,995 | | | |
| Health Prom., Educ. & Behavior | Macauda, Mark | RESEARCH ASST PROF | | 64,886 | | | | 64,886 | |
| Health Prom., Educ. & Behavior | Moore, Douglas | ASSOC. PROFESSOR | TENURED | 19,952 | | | | 19,952 | |
| Health Prom., Educ. & Behavior | Thrasher, James | PROFESSOR | TENURED | 498,225 | | 498,225 | | | |
| Health Prom., Educ. & Behavior | Turner-McGrievy, Gabrielle | ASSOC. PROFESSOR | TENURED | 649,576 | | 647,576 | | 2,000 | |
| Health Prom., Educ. & Behavior | Walsemann, Katrina | ASSOC. PROFESSOR | TENURED | 99,874 | | | | 99,874 | |
| **Total HPEB** | **8,187,115** | | | | | | | | |
| Health Services Policy & Mgmt | Brooks, John | PROFESSOR | TENURED | 144,200 | | | | 144,200 | |
| Health Services Policy & Mgmt | Crouch, Elizabeth | ASST PROFESSOR | TENURED | 35,489 | | | | 35,489 | |
| Health Services Policy & Mgmt | Hair, Nicole | ASST PROFESSOR | TENURE-TRACK | 20,000 | | | | 20,000 | |
| Health Services Policy & Mgmt | Khan, Mahmud | PROFESSOR | TENURED | 3,881 | | | 23,881 | -20,000 | |
| Health Services Policy & Mgmt | Olatosi, Bankole | CLINICAL ASSOCIATE PROF | | 92,914 | | 92,914 | | | |
| Health Services Policy & Mgmt | Ostermann, Jan | ASSOC. PROFESSOR | TENURED | 571,836 | | 571,836 | | | |
| Health Services Policy & Mgmt | Probst, Janice | | | 5,655 | 35,000 | -29,345 | | | |
| Health Services Policy & Mgmt | Radcliff, Elizabeth | RESEARCH ASST PROF | | 568,586 | | 568,586 | | | |
| Health Services Policy & Mgmt | Xirasagar, Sudha | PROFESSOR | TENURED | 13,008 | | 13,008 | | | |
| **Total HSPM** | **1,455,569** | | | | | | | | |
| Public Health - Dean's Office | Draper, Carrie | CLASSIFIED | | 656,145 | | 656,145 | | | |
| Public Health - Dean's Office | Gillam, Pamela | RESEARCH ASSOCIATE | | 2,926,446 | | 1,857,746 | | 68,700 | 1,000,000 |
| Public Health - Dean's Office | Hurley, Thomas | RESEARCH ASSOCIATE | | 10,570 | 2,570 | 8,000 | | | |
| Public Health - Dean's Office | Kenison, Kelli | CLINICAL ASSISTANT PROF | | 95,840 | | 26,717 | | 69,123 | |
| Public Health - Dean's Office | Khan, Samira | RESEARCH ASSOCIATE | | -7,436 | | | | -7,436 | |
| Public Health - Dean's Office | Martin, Maria | CLASSIFIED | | 76,000 | | 45,000 | | 31,000 | |
| Public Health - Dean's Office | Murday, David | | | 25,600 | | 20,307 | | | 5,293 |
| Public Health - Dean's Office | Pack, Maya | RESEARCH ASSOCIATE | | 490,000 | | | | 490,000 | |
| Public Health - Dean's Office | Patterson, Nathaniel | ASST PROFESSOR | | 295,200 | | | | 295,200 | |
| Public Health - Dean's Office | Place, Janet | CLASSIFIED | | 10,583 | | 10,583 | | | |
| Public Health - Dean's Office | Sercy, Erica | | | 12,775 | | 12,775 | | | |
| Public Health - Dean's Office | Smithwick, Julie | RESEARCH ASSOCIATE | | 1,116,238 | | 404,942 | | 711,296 | |
| Public Health - Dean's Office | Weis, Megan | CLASSIFIED | | 95,000 | | 95,000 | | | |
| Public Health - Dean's Office | Workman, Lauren | RESEARCH ASSOCIATE | | 266,676 | | 246,676 | | 20,000 | |
| Public Health - Dean's Office | Young, Michael | CLASSIFIED | | 90,000 | | 90,000 | | | |
| **Total Dean** | **6,159,637** | | | | | | | | |
| **Total School of Public Health** | **30,702,989** | **Total Funding** | | **30,702,989** | **117,232** | **23,095,733** | **33,881** | **6,367,022** | **1,089,121** |

# Patents, Disclosures, and Licensing Agreements
# Fiscal Year 2018
# Appendix 3

| ARNOLD SCHOOL OF PUBLIC HEALTH | | | | |
|---|---|---|---|---|
| | **Invention Disclosures** | **Provisional Patent Applications** | **Non-Provisional Patent Applications** | **Issued Patents** |
| **TOTALS:** | **9** | **3** | **5** | **2** |
| Department Breakdown | | | | |
| Communication Sciences & Disorders | **1** (ID no. *1291 (shared w/ Arts & Sciences)*, | **1** (ID no. *1291 (shared w/ Arts & Sciences)*) | **0** | **0** |
| Environmental Health Sciences | **0** | **1** (ID no. 1247) | **3** (ID no. 1253, 1247, 1235) | **2** (ID no. 1100, *1016 (shared w/ Arts & Sciences)*) |
| PASOs | **6** (ID no. 1308, 1329, 1330, 1331, 1332, 1333) | **0** | **0** | **0** |
| Health Promotion, Education, & Behavior | **0** | **0** | **1** (ID no. *1208 (Shared w/ School of Medicine & w/ Engineering)*) | **0** |
| Health Services Policy & Management | **2** (ID no. 1287, *1296 (shared w/ Pharmacy)*, | **1** (ID no. *1296 (shared w/ Pharmacy)*) | **0** | **0** |

**Note:**
- These numbers include US, PCT, and foreign applications/patents
- Disclosure numbers include trademark and copyright disclosures
- USC's Fiscal Year 2018 = July 1, 2017 – June 30, 2018

# Appendix 4. Faculty Information

**Research $$ by UofSC Health Sciences Division (past 5 years)\*\***

**External Research Grants & Contracts**

- Public Health
- Medicine
- Social Work
- Pharmacy
- Nursing

**State Fiscal Year**
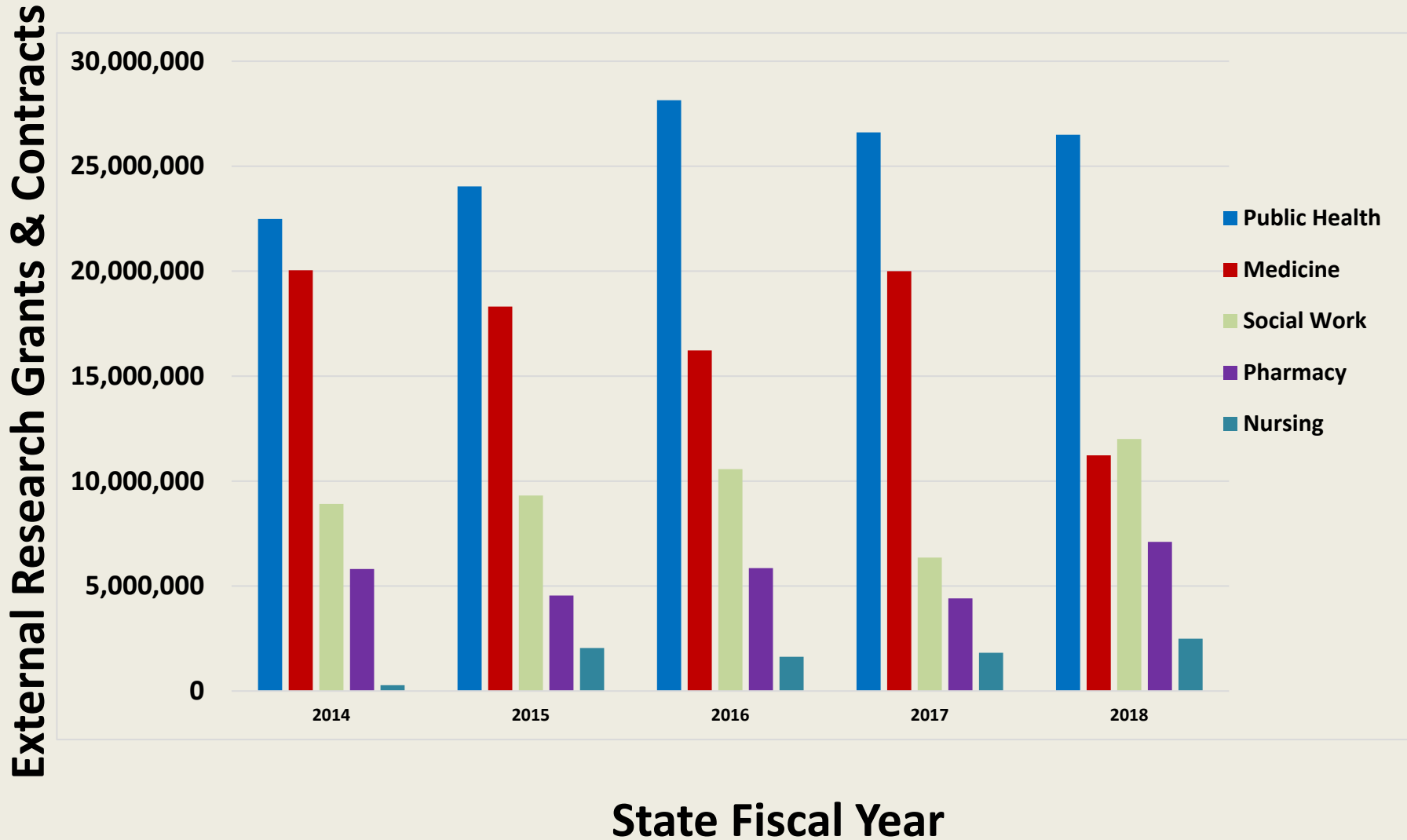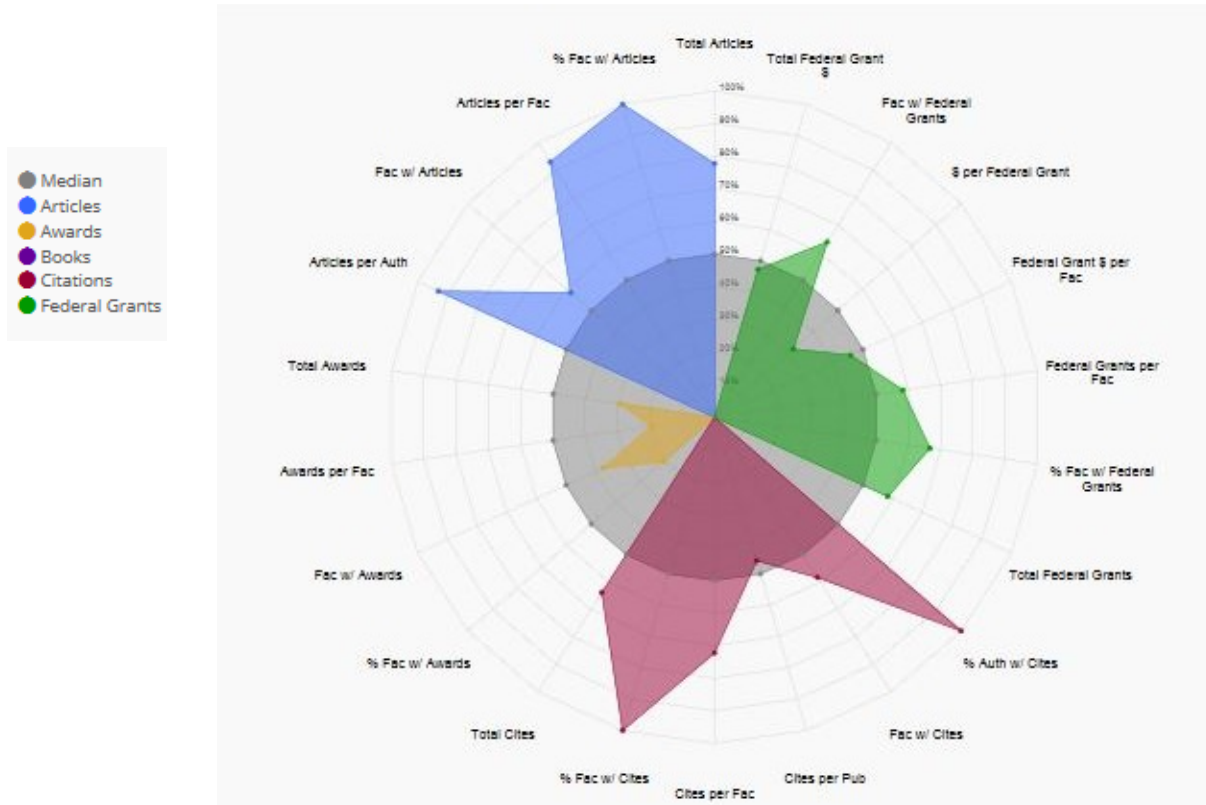
\*\* research funding only

# Appendix 5. Academic Analytics Report

**Department of Exercise Science (EXSC)**
Department Radar – All Variables – University of South Carolina
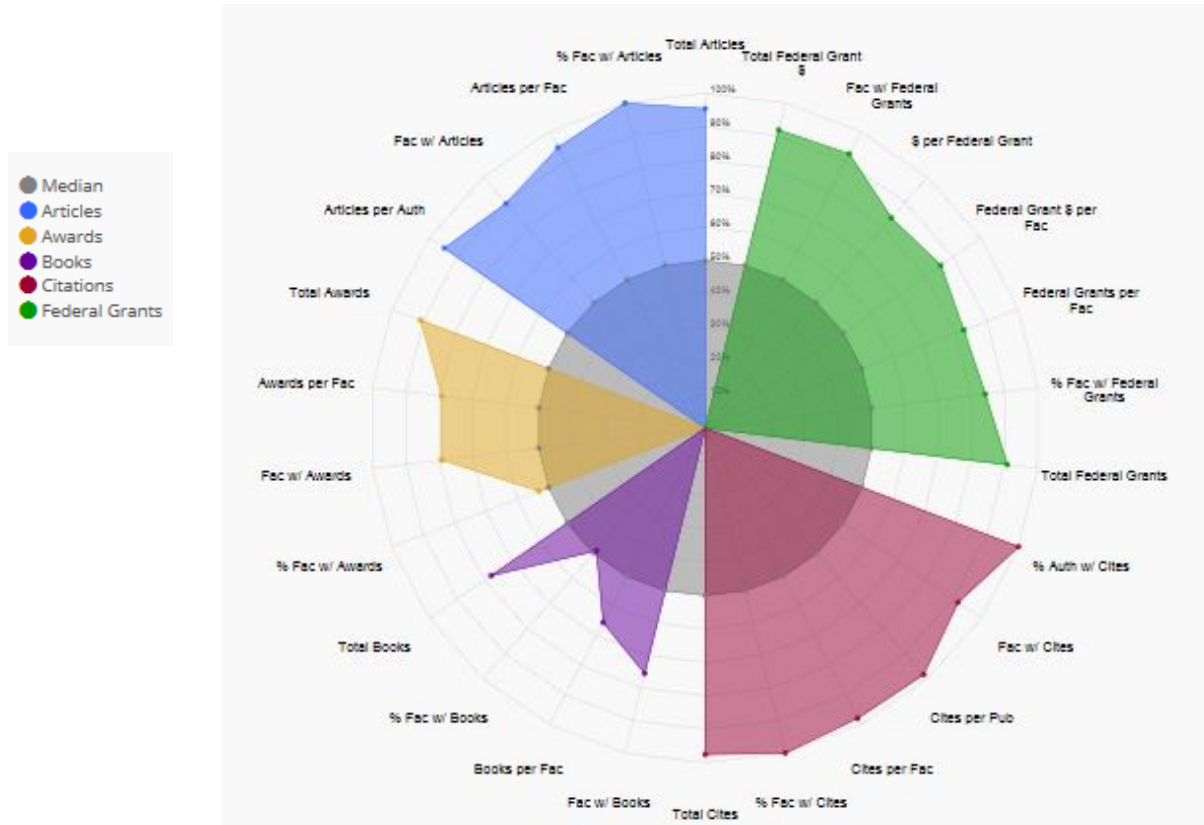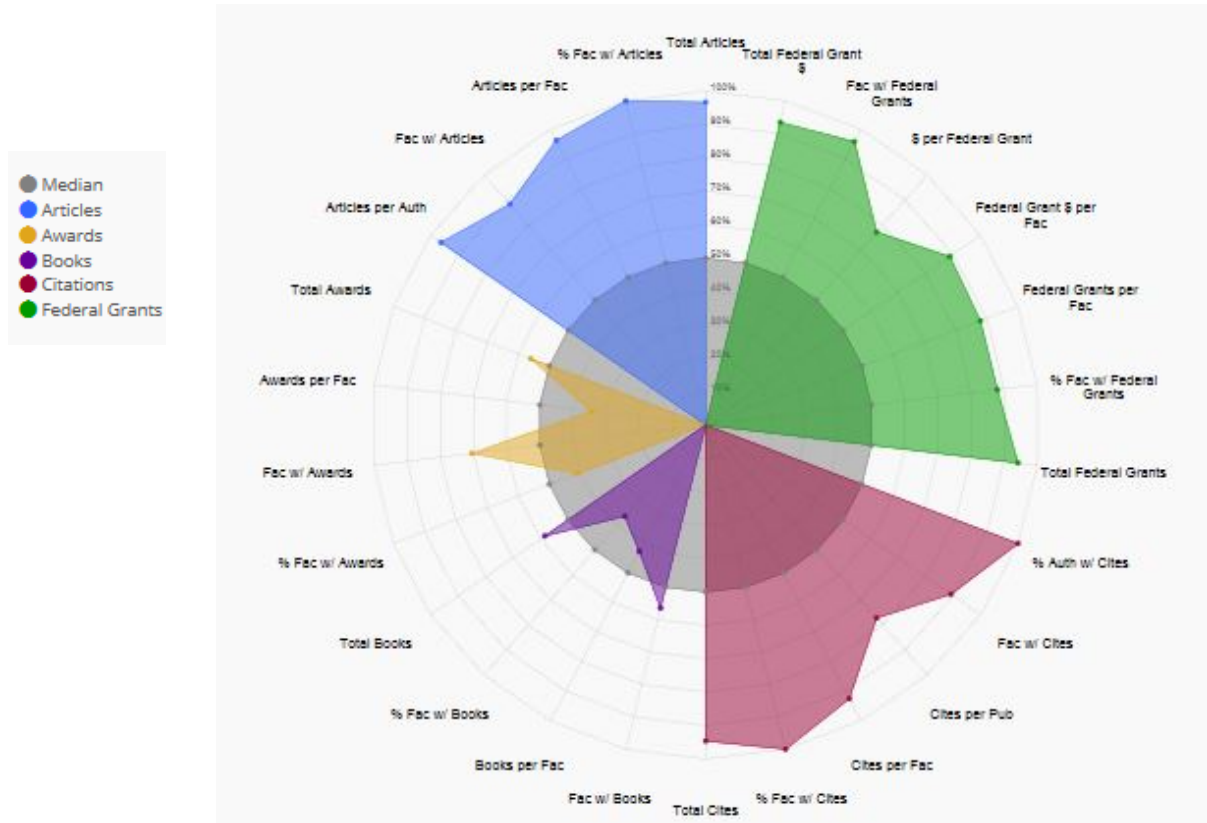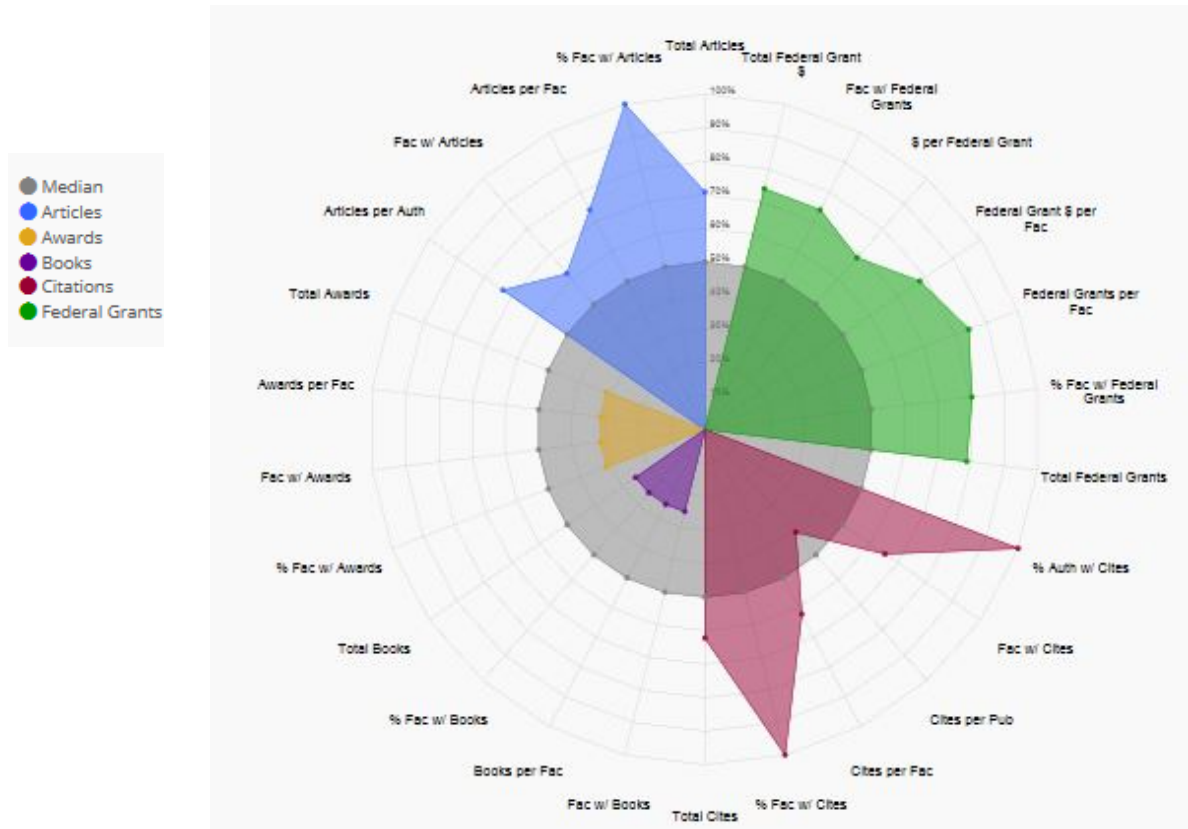Academic Analytics – February 2019

# 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.

# 2019 Development Snapshot

Total number of gifts: 241

Total for year given by:
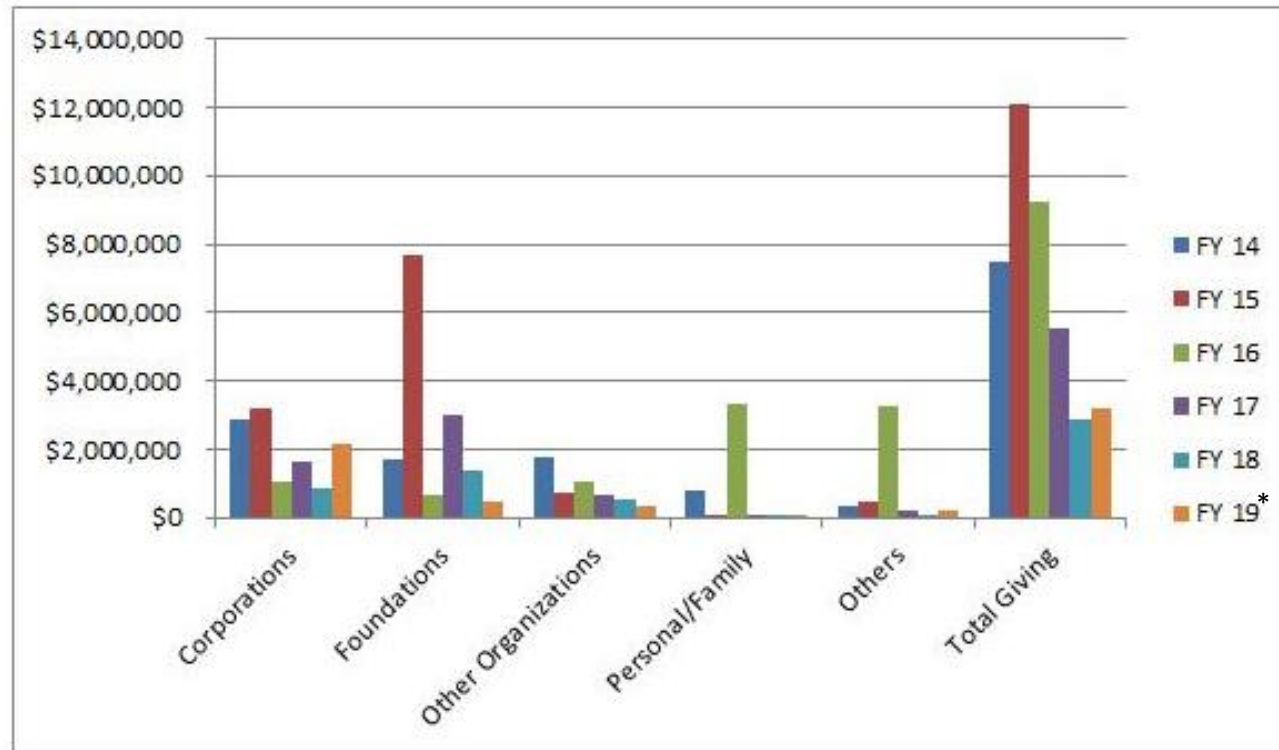
Corporations: $2,154,033
Foundations: $480,533
Other Organizations: $363,003
Personal/Family: $8,498
Others: $203,815

Total amount given this year: $3,209,882

# Arnold School of Public Health Giving by Category



| Year | Corporations | Foundations | Other Organizations | Personal/Family | Others | Total Giving |
|------|-------------|-------------|---------------------|-----------------|--------|--------------|
| FY 2014 | $2,898,167 | $1,697,732 | $1,742,328 | $807,955 | $330,311 | $7,476,493 |
| 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 2019 as of February 19, 2019*

## 2019 Corporation, Foundation, Organization Funding

| | |
|---|---|
| BlueCross BlueShield of South Carolina Foundation | $1,203,655 |
| Brockman Foundation | $800,001 |
| American Heart Association | $257,844 |
| Bill & Melinda Gates Foundation | $197,874 |
| Susan G. Komen Breast Cancer Foundation | $135,000 |
| The Spencer Foundation | $49,729 |
| SC Hospital Research and Education Foundation | $41,536 |
| The Self Family Foundation | $34,930 |
| ExxonMobil Foundation | $30,297 |
| Elsevier Science, Inc. | $27,000 |
| SC Hospital Association | $25,000 |
| Palmetto Health | $25,000 |
| SC Campaign to Prevent Teen Pregnancy | $24,300 |
| Lipscomb Family Foundation | $20,000 |
| Alzheimer's Foundation of America | $20,000 |
| Carolina Children's Home | $15,000 |
| Family Connections of South Carolina | $15,000 |
| The Woodcock Institute | $15,000 |
| Lake Wateree Association, Inc. | $12,000 |
| American Cancer Society | $11,123 |
| The Duke Endowment | $10,000 |
| Carilion Medical Center | $7,200 |
| United Way of the Midlands | $5,000 |
| Lexington Medical Center Foundation | $5,000 |
| Molina Healthcare of South Carolina LLC | $5,000 |
| Vanguard Charitable | $3,000 |
| Select Health of South Carolina | $1,000 |
| Carolinas HealthCare System | $500 |
| Women's Rights & Empowerment Network | $500 |
| Columbia Fireflies, LLC | $60 |
| United Networks of America Inc. | $20 |
| **Total** | **$2,997,569** |

- As of February 19, 2019

# Arnold School of Public Health Total Donors Per Fiscal Year
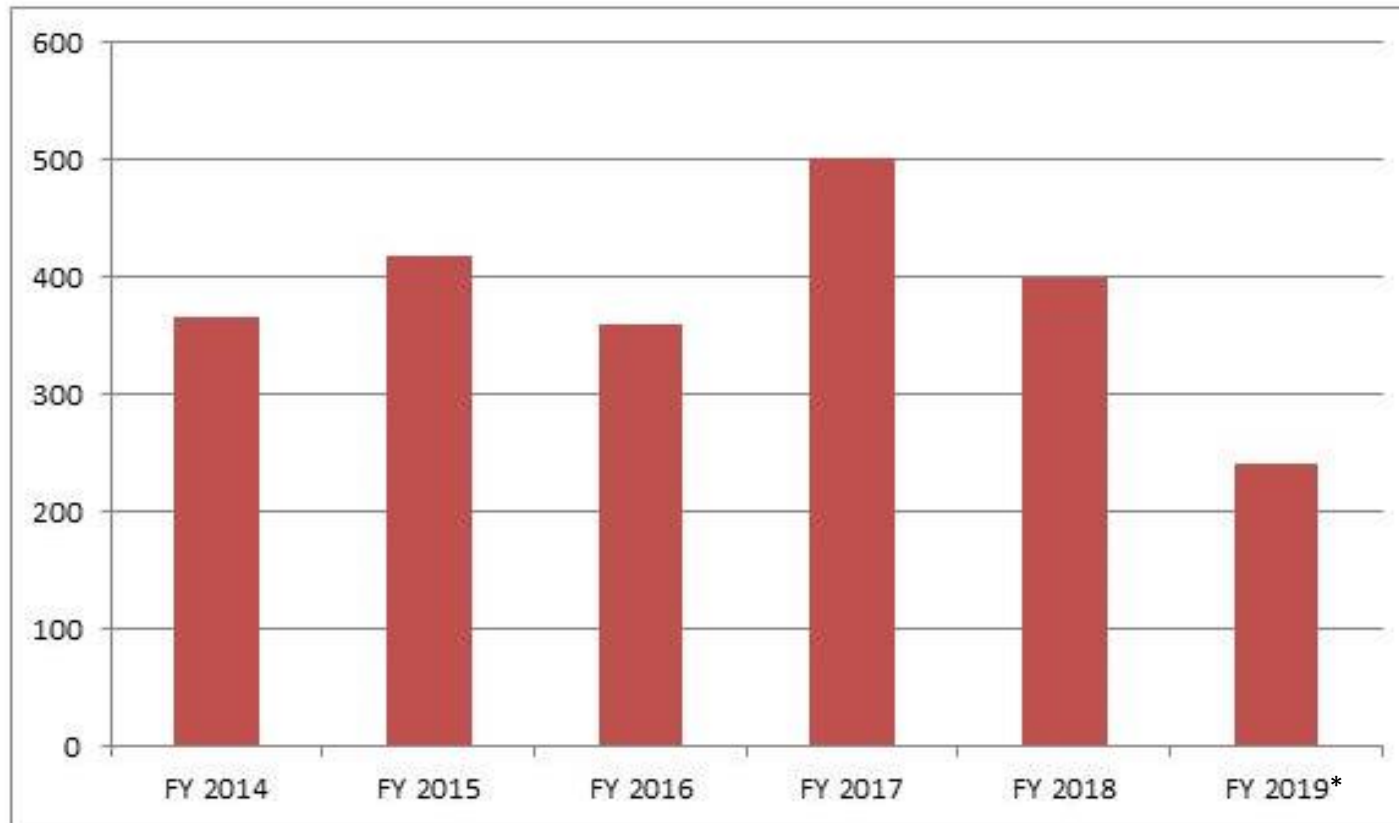


| FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|---------|---------|---------|---------|---------|---------|
| 367 | 418 | 359 | 501 | 400 | 241 |

- *FY 2019 as of February 19, 2019*

# Arnold School of Public Health Total Giving
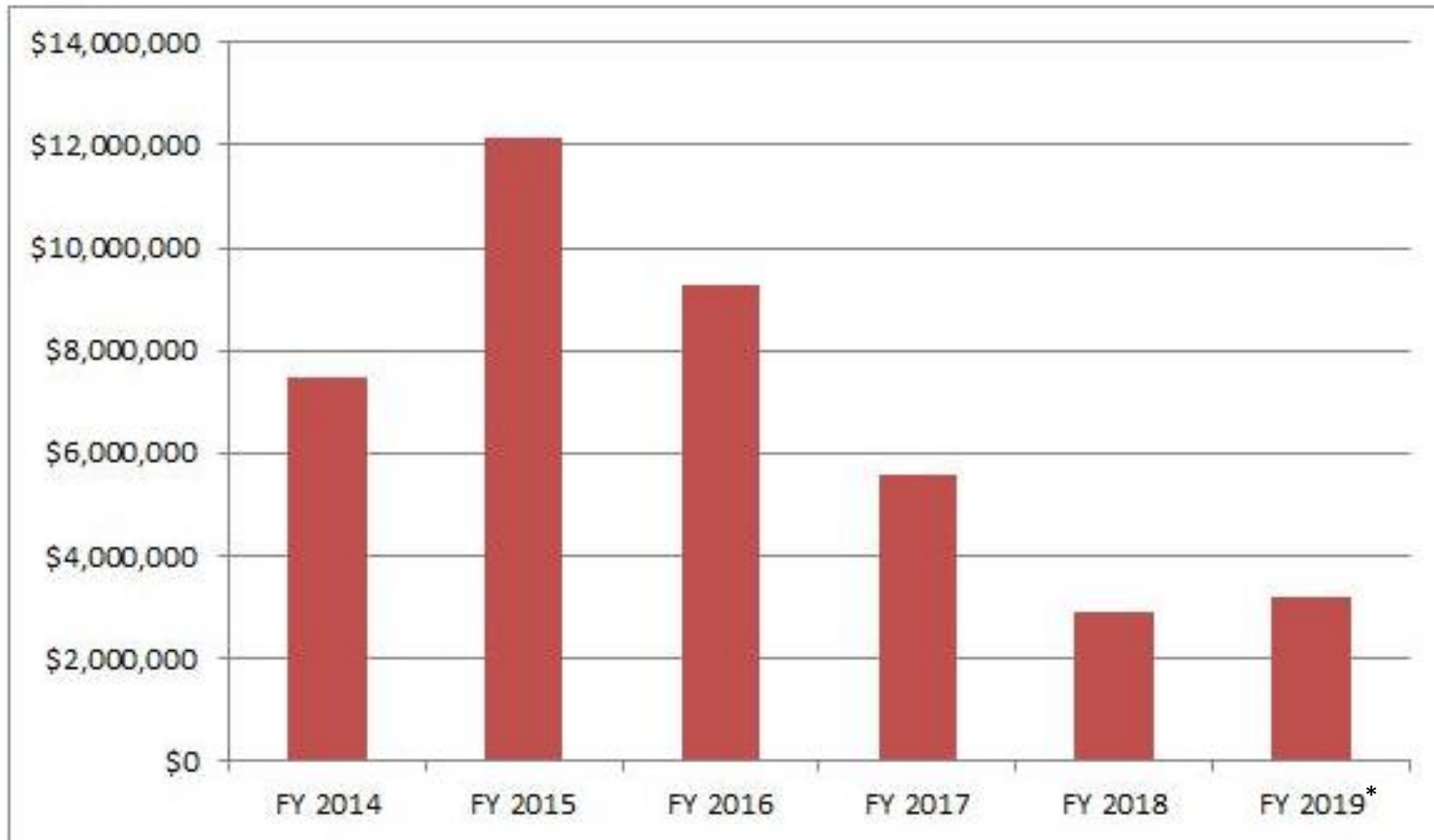


| FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|---------|---------|---------|---------|---------|---------|
| $7,476,493 | $12,121,065 | $9,261,178 | $5,560,643 | $2,893,126 | $3,209,882 |

- *FY 2019 as of February 19, 2019*