

# Executive Summary

## Blueprint for Academic Excellence Arnold School of Public Health AY2022-2023

### Introduction

The Arnold School of Public Health continues to be the leading academic research unit at UofSC. We were the most productive in competitive grants and scholarship on a per capita basis in each of the past 7 years and leader in total competitive grants and scholarship for the past 3 years. Notably, we are the campus leader in NIH funding. The Arnold School enjoys a durable reputation for outstanding teaching at all levels, ranking consistently 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 and strong research competitiveness in every unit. This has occurred while our community outreach and engagement activities have also grown substantially, reflecting the value of the Arnold School and public health to UofSC's broad and positive impact on the citizens of South Carolina.

### Highlights

- The Arnold School enrolls nearly 3,100 students, including 800 graduate students and 2288 undergraduates in 34 degree programs.
- In FY2021, Arnold School principal investigators received a record \$43.5 million in extramural funding, with nearly \$22.4 million from the National Institutes of Health and \$12 million from other Health and Human Services agencies.
- ASPH faculty members published more than 719 peer-reviewed journal articles in 2021, a 10% increase over the record set in 2020.
- During the COVID-19 pandemic, Arnold School faculty, staff and students have provided vital support for testing, contact tracing, sewage monitoring, forecast modeling, and disease surveillance initiatives.
- The Arnold School graduated its largest undergraduate class in AY20-21, besting the old record of AY19-20.

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

 **Arnold School of  
Public Health**



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# Foundation for Academic Excellence

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## Mission Statement

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

Updated: 03/16/2017

## Vision Statement

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

Updated: 03/16/2017

## Values Statement

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

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

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

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

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

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

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

Updated: 03/16/2017

# Goals - Looking Back

Goals for the previous Academic Year.

## Goal 1 - Align with the new university budget model

<b>Goal Statement</b>	Comprehensively review and adapt the Arnold School's budget practices to align with the new UofSC budget model.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Completed successfully
<b>Action Plan</b>	The Arnold School began operating under the new UofSC budget model in July of 2020 (the start of FY21). Although preparations for this implementation had been ongoing for several years, it was complicated by the budgetary implications of the pandemic and the budget cuts required of all units. Necessary adjustments were made at the time to absorb the required cuts, and ongoing adjustments continue to be made as key elements of the model are changed. As a specific example, support unit allocations (taxes) from the Arnold School were increased by \$5M in FY22—reflecting a 20% increase in assessments. Although tracking of the fiscal impacts of allocation costs will continue, particular attention will also be paid to the participation fee payment and subvention metrics of the RCM model.
<b>Achievements</b>	The Arnold School has fully aligned its budgetary practices with the University's budget model. Detailed efforts to track key aspects of the model have been implemented, and data analyses have been conducted to better understand the model's impact on the school and its operation.
<b>Resources Utilized</b>	Significant time has been devoted to this effort by the dean, associate dean for operations, and the school's director of budget management. Department chairs and their respective business managers have also been trained in the model and are attentive to both the implementation of the model and the necessary

# Goals - Looking Back

	adjustments due to the previous budget cuts and ongoing adjustments to key elements of the model.
<b>Goal Continuation</b>	This goal will now be integrated as a part of ongoing fiscal practices as it contributes to the pursuit of the Arnold School's mission to foster innovative education and research through our vision to advance inquiry, discovery, and innovation.
<b>Goal Upcoming Plans</b>	Continued sound fiscal practices.
<b>Resources Needed</b>	Continued time and attention of administrators and staff in prospective dollar estimates (e.g., tuition, IDC, salary release) and budgetary management.
<b>Goal Notes</b>	

# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - Provide educational programs of excellence

<b>Goal Statement</b>	Provide undergraduate and graduate educational programs of excellence for public health and allied health professionals and scholars to promote student success and advance the field of public health.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with our mission to foster innovative education and with our vision to develop outstanding graduates. It also fits with our values of impact, integrity, and learning.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	The Arnold School provides high quality instruction, supports interprofessional education, and promotes student success in 34 academic programs at the undergraduate, master's, and doctoral levels across six academic departments. The Arnold School is engaged in a 5-year collaborative initiative for its No. 1 graduate Exercise Science program with the very strong Hamad Bin Khalifa University, in Doha, Qatar. We have begun 4+1 MPH (Health Policy) and MHA programs with the No. 1 ranked SPH in China - Nanjing Medical University SPH. We offer concurrent degree pathways with other UofSC schools (Social Work, Arts & Sciences, Law and Pharmacy) and maintain external partnerships with Prisma Health, Lexington Medical Center, and the UofSC School of Medicine-Greenville with the long-term goal of developing interdisciplinary graduate degree options that combine public health with clinical medicine, nursing, pharmacy, and other health disciplines.
<b>Achievements</b>	<u>Collaborative initiatives</u> : The school continues to promote quality education through partnerships with international entities and in-state/campus partners, including Prisma Health, Lexington Medical Center and the UofSC School of Medicine-Greenville. The Arnold School maintains a satellite campus in Greenville, SC to develop clinically relevant research programs (outcomes-based science) and foster student opportunities (e.g., the executive format MHA) that expand the educational experience of clinicians and health systems staff. The school continues to support interprofessional collaborations and core competency development through the



# Goals - Real Time

course, Transforming Health Care for the Future, which addresses interprofessional core competencies by examining social determinants of health and health disparities, cultural competency, ethics, health system improvement and patient safety. This interprofessional education course, with a remote option, is required for our clinical programs as well as our MHA and MPH programs.

Academic assessment: Faculty are starting a third academic assessment cycle (Fall 2021-Summer 2023) with the academic data collection planned for this cycle having been adjusted as needed according to feedback from the previous cycle (Fall 2019-Summer 2021). Program directors use assessment results to identify challenges to student learning and to make appropriate adjustments to the curriculum. The Arnold School regularly monitors teaching effectiveness through student course evaluations and peer reviews of instruction. In addition to the regular academic assessment, the MPH Curriculum Advisory Committee is routinely evaluating the implementation of the MPH core curriculum which was relaunched in Fall 2019. The Center for Teaching Excellence (CTE) played an instrumental role in that successful relaunch. On related notes, all Arnold School faculty are encouraged to utilize the resources of CTE to continually enhance their instructional techniques, and all programs with online courses work with CTE to ensure quality metrics and standards for any online courses being offered.

Measuring student success: Metrics associated with student success include the percentage of undergraduates who receive the Graduation with Leadership Distinction (GLD) honor and who graduate with highest Latin Honors (Summa Cum Laude). We also monitor graduation rates for all programs as well as post-graduate outcomes one-year post-graduation for all programs (i.e., the percentage employed and/or continuing their education). A summary of these metrics follows:

- 58% of AY20-21 undergraduate students graduated with Latin honors, 8% with Summa Cum Laude.
- 8.5% of AY20-21 undergraduate students from the Arnold School graduated with leadership distinction - the highest percentage relative to size. (Note: The Arnold School had 20% of all UofSC GLD designations for AY21.)
- 98% of AY19-20 undergraduate alumni were employed or continuing their education at one-year post-graduation (of the 12% for whom an outcome was known).
- 90% of AY19-20 graduate alumni were employed or furthering their education at one-year post-graduation (of the 52% for whom an outcome was known).
- Graduation rates of the 2015 Arnold School first-time, full-time freshman cohort were: 48.0% graduated within 4 years; 50.1% within 5 years; 51.6% within 6 years.

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• The graduation rate in AY 20-21 for students who had declared a Public Health major was 95%.</li> <li>• The graduation rate for the 2015-2016 master's cohort was 92% within the allowed 6 years.</li> <li>• The graduation rate for the 2013-2014 PhD cohort was 85% within the allowed 8 years.</li> <li>• 96.7% of the Fall 2018 DPT cohort graduated in three years.</li> </ul>
<b>Resources Utilized</b>	<p>Academic assessment: The Arnold School's assessment plans have continued to improve, resulting in useful and actionable data to support student learning and institutional effectiveness efforts. That said, the assessment process continues to be time-consuming and labor-intensive for all involved. Implementation of a university-wide assessment software solution has again been held up recently, after being put on hold for a number of years, further hampering efficiencies in the assessment process. We need this/these tools! Our full-time director of evaluation and academic assessment also oversees the collection of student course evaluation data, calculates graduation rates, collects data on post-graduate outcomes, manages administrator 360 reviews, and serves as point person on accreditation-related data submissions. Peer reviews of teaching are conducted by school faculty at least once a year for tenure track faculty, which is coordinated by the Office of Faculty Affairs and Curriculum.</p>
<b>Goal Continuation</b>	This is an ongoing goal of the school.
<b>Goal Upcoming Plans</b>	The school will continue to look for efficiencies in the assessment process in the coming year through streamlined data submittal and software solutions. The MPH advisory committee will continue to evaluate and make recommendations for improvements in the MPH core curriculum as needed.
<b>Resources Needed</b>	The school will continue to use faculty and staff time for the assessment activities. Unless the university moves forward with implementation of a university-wide assessment software package, funding for such software will be needed to effectively manage the school's 210 learning outcomes and 192 outcome measures.
<b>Goal Notes</b>	As the Arnold School prepares for its reaccreditation in 2024, the school will be developing a comprehensive self-study report in 2023. Detailed assessments of the school's academic programs will be conducted and included in that report.

# Goals - Real Time

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

<b>Goal Statement</b>	Engage in more active and effective recruitment strategies for our graduate programs to increase the number, quality, and diversity of graduate students.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School’s mission to foster innovative education and research and with our vision to advance inquiry, discovery, and innovation and to develop outstanding graduates. It also aligns with the Arnold School’s values of learning and community.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Identifying and implementing effective graduate recruitment strategies is a consistent challenge in higher education, particularly amid ever-increasing competition. From 2010-2020, enrollment in the master's and doctoral programs of the Arnold School had only modestly increased. However, in 2020, intense interest in public health as a result of the COVID-19 pandemic prompted a 45% increase in MPH applications in 2021. This was aided by a 7-month social media ad campaign (July 2020 through February 2021). While the campaign had positive results, ASPH has since decided to take a more sustainable, strategic approach to recruiting. Due to a lack of marketing expertise in the school, ASPH has begun the process of creating a “branding and marketing” position to inform our recruiting efforts. Once this position is filled, the Arnold School looks forward to reporting on continued positive data with regard to applications, acceptances and subsequent enrollments in the near future.
<b>Achievements</b>	The experience of the Arnold School in working with an outside contractor on a social media campaign provided significant insights on the utility of targeted marketing of our graduate programs via Facebook and Instagram. The insights gained from that investment, along with the desire to elevate the overall achievements of the school in the public eye, have guided the school toward the development of an internal marketing strategy and capacity.
<b>Resources Utilized</b>	Several administrators in the Arnold School have devoted considerable time and attention to navigating the social media

# Goals - Real Time

	advertising efforts of the school over the past few years. The school has spent approximately \$130,000 on social media campaigns over the past 5 years.
<b>Goal Continuation</b>	This is an ongoing goal of the school.
<b>Goal Upcoming Plans</b>	Once internal marketing capacity is established, the school will renew efforts to create a Graduate Recruitment Taskforce for developing coordinated recruitment strategies, particularly those related to increasing enrollments in the master's degree programs.
<b>Resources Needed</b>	Considerable faculty, staff and administrator time will be needed in support of a recruitment taskforce and the implementation of a sustained and coordinated marketing campaign. To that end, it will be vital to invest in a qualified marketing strategist to inform these efforts and to establish a marketing budget for the school. This total investment is anticipated to be approximately \$240,000 per year.
<b>Goal Notes</b>	The Arnold School's Director of Web Communications (Matt McGrievy) and our Public Information Director (Erin Bluvass) are currently conducting an internal assessment to define the needed marketing capacity for the school.

# Goals - Real Time

## Goal 3 - Promote quality, impactful, and ethical research at the Arnold School

<b>Goal Statement</b>	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.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School’s mission foster innovative research and experiential education and with our vision of advancing inquiry, discovery, and innovation. It also aligns with the Arnold School’s values of community, impact, integrity, learning, and translation.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	To improve the quality of grant submissions, the Arnold School’s Office of Research 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 advance submission deadline on all competitive federal grant submissions. In addition, pre-award staff routinely review proposal submissions prior to submission to the Sponsored Awards Administrator to ensure that each application is compliant with grant guidelines and institutional requirements.
<b>Achievements</b>	<p><u>Extramural Funding:</u> The Arnold School’s total sponsored awards reached a record high of <b>\$43.5M</b> in FY 2021, and the total first/next-year dollar amount requests of extramural research grant submissions remained relatively steady at nearly \$86 million in FY 2021. <b>Notably, eight new NIH R01 grants and six R01 supplements were awarded to Arnold School PIs in FY 2021. This makes 33 active R01s or higher level competitive federal grants in the school – an Arnold School and UofSC record</b> (please see the last appendix for a table of the funding for the RO1s and higher awards, with lead PIs). Of special note, since March 2020, the Arnold School has received more than \$7.3 million in grants and contracts for COVID research, surveillance, and education.</p> <p><u>Intramural Funding:</u> During CY 2021, seven Arnold School faculty members and seven post-doctoral fellows received ASPIRE awards.</p> <p><u>Publications:</u> The number of published faculty research journal articles increased by 10% in CY 2021 to <a href="#">719 articles</a> in peer-reviewed journals. <b>More than a dozen articles were in journals with impact factors &gt; 10 e.g., The Lancet, Nature, JAMA.</b></p>

# Goals - Real Time

	<p>UofSC had only one faculty member named to Clarivate Analytics “most highly cited” list in 2021 – ASPH’s Dr. Steven Blair.</p> <p><u>Facilitation of Collaboration for Large, Interdisciplinary Grants:</u> In CY 2021, with support from the Arnold School in collaboration with the Office of the Vice President for Research, three Arnold School faculty members submitted broadly collaborative, interdisciplinary NIH Center grant applications: Dr. Xiaoming Li’s South Carolina Clinical and Translational Research Center U54 (5 years \$20M – unfunded); Dr. Julius Fridriksson’s NIH ROA Neurocognitive and Neuropsychiatric Post-Acute Sequelae of SARS-CoV-2 Infection (N2-PASC) (4 years \$15M – unfunded), and Dr. Xiaoming Li’s NIH ROA South Carolina Statewide PASC Cohort Study (4 years \$5.75M – pending).</p> <p><u>Mentoring of Faculty in Research:</u> In AY 2020-21, the Arnold School’s 4th Boot Camp cohort consisted of 11 mentees who submitted 10 major NIH research project applications. Some are pending and others will be resubmitted, if declined. In addition, a formal mentorship policy was developed for all Arnold School faculty. The policy was finalized in Spring of 2021.</p> <p><u>Student Engagement in Research and Scholarly Activity:</u> Throughout 2021, Arnold School faculty members continued to mentor graduate and undergraduate students on formal research projects. In CY2021, this included 18 Magellan grant-funded projects involving 19 ASPH faculty members; 8 ASPH post docs and 19 undergraduates (including 12 Honors College students and four Capstone Scholars). Multiple students with Honors College SURF and Exploration grant-funded projects and Honors College Senior Theses were mentored. In addition, ASPH continued to offer a broad variety of off-and on-campus research work experience and graduate assistantships. In May 2021, nine graduate students were awarded SPARC 15-month research grants resulting from 21 proposals submitted on their behalf by ASPH faculty members.</p> <p><u>Community Engagement in Research:</u> The Arnold School’s faculty and staff continue to expand community partnerships via various research, training and service grants across multiple academic departments as well as the school’s multiple centers, institutes and programs. These groups include the Rural and Minority Health Research Center, the Prevention Research Center, the Center for Community Health Alignment, the Community Health Worker Institute, the PASOs Program and the Nutrition Consortium. The school is fully invested in bringing collaborative opportunities and resources to communities and benefiting from the collective wisdom of community members.</p>
<p><b>Resources Utilized</b></p>	<p>The Arnold School's Office of Research provided pre- and post-award services to faculty and staff through an expanded Research Support</p>

# Goals - Real Time

	<p>Core. The office disseminated information regarding grant funding opportunities, conducted grant-related training workshops, delivered a school-wide research retreat, conducted the NIH Proposal Boot Camp, and provided support for interdisciplinary research teams. Administrative and business management personnel in each department and in most centers and institutes also provided pre- and post-award support to faculty.</p>
<b>Goal Continuation</b>	<p>Support for high quality, impactful, and ethical research is an ongoing activity.</p>
<b>Goal Upcoming Plans</b>	<p><u>Mentorship and professional development opportunities</u> 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 a portion of the school's IDC capture directly to departments/centers and PIs. The Dean instituted "Dean's Excellence Awards" which provide cash bonus incentives to faculty for exemplary research accomplishments such as high impact publications, high citation rates, and program-level federal funding as PI. The Arnold 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 ongoing funding (\$50K/year) to continue the school's NIH Proposal Boot Camp.</p> <p><u>Planned workshops:</u> IT Capabilities (ASPH IT Office); Mentorship with Dr. David Kiel (UNC Chapel Hill); College of Engineering and Computing faculty research presentations to Arnold School faculty to form/boost university collaborations; Data Transfer and Compliance (Data security, HIPPA, Confidentiality) with Tommy Coggins.</p>
<b>Resources Needed</b>	<p>Continued support from/for the Arnold School's Office of Research, the university's Office of Research (Sponsored Awards Management, Compliance, Development, Undergraduate Research, etc.), the university's Grants and Funds Management office, as well as departmental business management staff will be needed. Focused resources for efforts to mentor junior faculty and increase student and community engagement in scholarly activity are also needed. The Office of Research Compliance should provide campus-wide training in the ethical conduct of research, ethical scholarship and appropriate scholarly dissemination.</p>
<b>Goal Notes</b>	<p>The Arnold School continues to have the highest research funding of all colleges in the UofSC Health Sciences Division (see appendix 1). It also has the highest TT faculty per capita funding level at USC, and the highest per capita publication rate. The 5th cohort of the Boot Camp is underway with 13 faculty mentees.</p>

# Goals - Real Time

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

<b>Goal Statement</b>	Actively plan for infrastructure needs of the Arnold School including ensuring diverse and highly-qualified personnel and providing adequate modern facilities that meet the needs and expectations of faculty, staff, and students.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School’s mission to foster innovative education and research and supports our vision to advance inquiry, discovery, and innovation. It also enables the pursuit of all Arnold School values.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p><u>To ensure diverse and highly qualified personnel in the Arnold School:</u> The Diversity, Equity, and Inclusion (DEI) Committee continues their work under the guidance of the Associate Dean for DEI to implement key objectives within the school’s strategic plan for diversity. ASPH was the first UofSC college to develop and implement a DEI plan back in 2015, which was revised in 2019 with guidance from external consultant CommonSense LLC. That plan is currently being updated and, notably, aligns with the university’s strategic plan, Focus Carolina 2023. This broader plan focuses on creating and sustaining an inclusive learning, living and working environment where all members of the university’s community feel that they are valued and supported. Within that inclusive approach, key focus areas for the Arnold School include the recruitment of underrepresented minorities as faculty, staff and students and the consistent representation of DEI values in all recruitment practices. The establishment of DEI awards for faculty, staff, students and alumni will further serve to recognize outstanding research and practice efforts in this arena. A specific focus on spotlighting the significant DEI contributions of Arnold School staff is also ongoing.</p> <p><u>To provide adequate modern facilities to meet the needs and expectations of the Arnold School’s faculty, staff, and students:</u> Renovation projects underway in FY22 include the construction of a gender-neutral bathroom in the Discovery building (also a DEI priority) and upgrades to the first floor of the Blatt PE Center. The completed upgrades relate to the relocation of the UofSC package</p>



# Goals - Real Time

	<p>pick-up location in Blatt and the requisite move of two rooms associated with Athletic Training and Exercise Science. The alternate spaces identified by the University (Blatt 120 &amp; 121) required significant upgrades to be made functional and to meet the classroom teaching standards of the respective programs. Approximately \$100,000 has been invested in outfitting these rooms with new flooring, paint, mirrors, technology and furniture. Additional upgrades were made to an Athletic Training classroom in Blatt (217) as a part of this overall project. As a separate project, approximately \$30,000 is being invested in necessary upgrades to the outdated wiring and IT connections in Blatt to better meet the needs of our Athletic Training and Physical Therapy programs. ASPH is absorbing all of these costs within the RCM budget model even though we are taxed for facilities maintenance.</p>
<p><b>Achievements</b></p>	<p><u>DEI</u>: The alignment of the Arnold School’s DEI plan with Focus Carolina 2023 is a major achievement. The updated and aligned plan will serve to guide the school in making continued improvements to the climate and culture of the school to enhance the environment for both learning and working.</p> <p>Enrollment diversity improved considerably in the Arnold School in Fall 2021 with a 16% increase in Black graduate students (n=79) and a 21% increase in Hispanic graduate students (n=41). Among undergraduates, there was a 24% increase in Asian enrollment (n=140).</p> <p><u>Renovations</u>: The upgrades to the first floor of the Blatt PE Center are significant achievements over the past year, but the work continues. The upgrades to Blatt 120 &amp; 121 are still being completed and the wiring work is presently underway.</p> <p>One other completed project of note is the construction of a 110 ft<sup>2</sup> staff advisor office in the undergraduate advising area of the Public Health Research Center (PHRC). That office was completed in December of 2021 and was needed to meet the growing demand for undergraduate advising and allow for the expansion of the advising staff. Much-needed lighting upgrades were also made in all advising offices.</p>
<p><b>Resources Utilized</b></p>	<p>Considerable time has been required of key staff and administrators to oversee the DEI efforts, which have engaged many faculty members, staff, students and alumni.</p> <p>The Associate Dean for Operations devotes significant time in working with UofSC Facilities and Building Services in the planning and implementation of renovation projects. The projects that have been initiated and/or completed this year have cost the Arnold</p>

# Goals - Real Time

	School approximately \$160,000. The ASPH also spent \$15K to have the PHRC building exterior pressure washed to remove 15 years of mildew and traffic dirt.
<b>Goal Continuation</b>	Supporting the school's continuing personnel and ever-growing facility needs is an ongoing challenge and goal of the school.
<b>Goal Upcoming Plans</b>	<p>The Arnold School's DEI Committee will continue to guide the implementation of the DEI strategic plan with the involvement of faculty, staff, students and alumni. Tracking of the goals and objectives of the plan will be an ongoing effort involving both the DEI Committee and the school's Administrative Council. Plans are underway to return Common Sense consulting to campus in 2022 for follow-up assessments of our progress in climate improvement.</p> <p>Arnold School administrators are working with UofSC Facilities to move forward in the construction of the gender-neutral bathroom in the Discovery building, now that an appropriate, ADA-compliant space has been identified. Work is ongoing to update the wiring on the first floor of the Blatt PE Center in the the Athletic Training and Physical Therapy areas of the building.</p>
<b>Resources Needed</b>	<p>The members of the school's DEI Committee will begin tracking the goals and objectives of the plan and develop a timeline for implementation and measurable metrics of success.</p> <p>Continued administrator time, funding and the involvement of UofSC Facilities and Building Services will be needed to implement/complete the renovation plans noted above.</p>
<b>Goal Notes</b>	UofSC Facilities and Building Services staff do excellent work despite limited capacity and, they say, limited funding.

# Goals - Real Time

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

<b>Goal Statement</b>	Recruit, develop, mentor, and retain highest-quality faculty to meet the mission and needs of the Arnold School.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	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.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<u>Faculty recruitment/retention:</u> The Arnold School has conducted eleven (11) faculty searches in AY 2021-2022: one professor/chair for the Department of Health Services Policy and Management (HSPM) plus seven tenure-track assistant/associate professors and three clinical assistant/associate professors across the other five departments of the school. This increased search activity reflects cumulative searches that were delayed during the COVID-19 hiring freeze.
<b>Achievements</b>	<p><u>Faculty recruitment/retention:</u> Ten (10) new faculty members have joined the Arnold School since April of 2021: one health sciences distinguished professor, one clinical associate professor/associate dean, two clinical assistant professors, and six tenure-track assistant professors. One associate professor in COMD was lost in June 2021 to Boys Town National Research Hospital in Nebraska. Two recent offers have been accepted including a tenure-track assistant professor in Exercise Science (EXSC) and a tenured professor/department-chair in HSPM.</p> <p><u>Faculty development:</u> The school's Office of Faculty Affairs and Curriculum and Office of Research continues to coordinate faculty development activities (see the section on faculty development).</p>
<b>Resources Utilized</b>	<u>Faculty recruitment/retention:</u> The successful recruitment of the HSPM chair candidate required a competitive salary offer and start-up package including significant departmental investment by the school. Other faculty recruitments entail competitive salary and

# Goals - Real Time

	<p>start-up commitments. Approximately \$1.7 Million in new faculty 3-year start-up commitments were made in AY2021-2022 with approximately 30% going to new Department Chair for faculty infrastructure needs, equipment, and improvements. In addition, \$705K has been made in pending offers that are awaiting acceptance, signature and return.</p> <p><u>Faculty development:</u> Faculty and staff time was required to coordinate and provide faculty development activities. The school has been working closely with the Center for Teaching Excellence on professional development for teaching faculty. See also Real Time Goal 3 for information about the ASPH faculty NIH Proposal Boot Camp. This very successful model has been adopted by the Office of the VPR for campus-wide use.</p>
<b>Goal Continuation</b>	This is a continuing goal of the school.
<b>Goal Upcoming Plans</b>	<u>Faculty recruitment/retention:</u> In AY2022-2023, the school will conduct approximately six additional faculty searches.
<b>Resources Needed</b>	<p><u>Faculty recruitment/retention:</u> Projected start-ups will approach \$1M in AY2022-2023.</p> <p><u>Faculty development:</u> Faculty and staff time will continue to be needed to coordinate and provide faculty development activities.</p>
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 6 - Meet the professional development needs of the public health workforce

<b>Goal Statement</b>	Meet the professional development needs of the public health workforce through the Center for Community Health Alignment (which includes the Community Health Worker Institute, PASOs and EMCE - Equity through Meaningful Community Engagement) and the Public Health Consortium (a long-standing partnership with the SC Department of Health and Environmental Control).
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School’s mission to foster innovative education and research and with our vision to promote health through collaboration, dissemination, and outreach. It also aligns with the Arnold School’s values of community, learning, impact, and translation.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p><u>The Center for Community Health Alignment (CCHA):</u> CCHA was founded at the Arnold School in 2019 and is funded through multiple foundations (e.g., Blue Cross/Blue Shield Foundation of SC, The Duke Endowment, Johnson and Johnson Foundation, and the Fullerton Foundation) as well as other contracts and health care sector support. CCHA, whose foundational initiatives are the Community Health Worker Institute (CHWI) and PASOs, was established to advance health equity by co-creating solutions with community leaders. CCHA supports training and capacity building of community health workers (CHWs), healthcare systems, and other community influencers to address population health gaps, connect vulnerable populations to health and social service resources in the community, improve the quality and cultural competence of service delivery, and help health systems achieve a significant financial return on investment. In 2021, CCHA supported the development of an initiative to support Equity through Meaningful Community Engagement (EMCE). The mission of EMCE is to align the strengths within communities with resources available to communities to co-create solutions towards greater health and racial equity.</p> <p><u>Public Health Consortium:</u> The Arnold School and the SC Department of Health and Environmental Control (DHEC) have an MOU in place to support the Public Health Consortium - a long-standing partnership between the school and SC DHEC to foster enhanced collaboration, promote professional development opportunities and address shared priorities. This MOU was renewed in October of 2019, establishing a steering committee populated equally by representatives from the school and SC DHEC. The committee was</p>

# Goals - Real Time

	<p>charged in early 2020 with developing a plan of work to guide the activities for the year. Unfortunately, the onset of the COVID-19 pandemic halted efforts to continue that work. It is hoped that such work can be restarted in 2022 following review by the DHEC director (new in 2021) and his senior staff to determine their agency's priorities related to the consortium.</p>
<p><b>Achievements</b></p>	<p><b>CHWI:</b></p> <p><u>Training and Curriculum Development:</u> The training team continues to offer strong Community Health Worker (CHW) core competency training and develop and implement advanced-level specialty tracks to enhance CHWs' skills and abilities to serve diverse populations and address individualized health and social needs. During 2021, a total of 83 Community Health Workers were trained in eight cohorts.</p> <p><u>Recruitment and Job Placement:</u> CHWI has continued to work with various organizations to create CHW positions through their organizations. From the legislative funding earmarked for CHWs in 2021, CHWI also contributed to the hiring of twenty-one (21) CHWs in partnership with 14 organizations throughout the state to improve the health of underserved individuals.</p> <p><u>Technical Assistance for Implementation/Integration of CHWs:</u> In SC and beyond, CHWI staff met with 29 new organizations and did a follow-up with 87 organizations to provide Technical Assistance on program development and implementation.</p> <p><u>Community Health Worker Ambassador Leaders:</u> Seventeen Community Health Worker leaders successfully served as SC CHW Ambassadors. Findings from ambassador-led workgroups were compiled to produce multiple products focused on CHW model best practices that included CHW scope of practice, job flow, care team integration, data collection, and workforce development. A third cohort of Ambassadors was appointed to start in January 2022 to continue the work forward.</p> <p><u>Development of Reimbursement/Payment Models:</u> The CHWI team has been engaging with state and national leaders of healthcare finance and CHW program finance to determine feasible financing models that can be utilized in South Carolina. Meetings have been held with multiple leaders within DHHS, SC DHEC and Medicaid Managed Care organizations to discuss payment models. This will continue to be a primary focus of the work.</p> <p><b>PASOs:</b> PASOs' statewide team of Community Health Workers played a critical role in educating members of the Latino communities of South Carolina about COVID-19 prevention. In 2021, PASOs led over 60 Facebook Live events (with over 25,000 video views) whereby the public received support and education in a Spanish-language, virtual format. In 2021, PASOs-Midlands Community Health Worker, Luisa Hernandez, won the 2021 Community Health Worker of the Year award from the South Carolina Community Health Worker Association.</p>

# Goals - Real Time

	<p><b>EMCE:</b> In 2021, through funding from the Robert Wood Johnson Foundation, ASPH-based researchers and Community Health Workers led a team that worked with community pharmacists to explore factors that enhance or prohibit authentic community engagement. They also developed the first EMCE Strategic Plan, with support from the Sisters of Charity Foundation. In 2022, EMCE will be developing tools and capacity building to train community leaders, organizations, researchers and funders on meaningful community engagement.</p>
<p><b>Resources Utilized</b></p>	<p><u>CCHA:</u> In July of 2021, the staff of CCHA, CHWI, PASOs and EMCE relocated to off campus space to better accommodate their continued growth. This move was also promoted by the planned demolition of the University’s building at 730 Devine Street (to make way for Greek life parking). To offset the financial burden to these programs in having to pay rent, the Arnold School is covering their rent for the first year and providing partial support over the next two years. The total cost of this support over 3 years is ~\$90K.</p> <p><u>Consortium:</u> Faculty and staff time was devoted to identifying the key elements that will shape the potential work and value of the Consortium. The associate dean for operations and accreditation has devoted considerable time to this effort over the past few years and is the primary contact for the Arnold School on the Consortium.</p>
<p><b>Goal Continuation</b></p>	<p>This is a long-term goal of the school.</p>
<p><b>Goal Upcoming Plans</b></p>	<p><u>Consortium:</u> The eventual restart of the Public Health Consortium makes it possible to revisit and advance the workforce development plan created with DHEC in 2019. Specific priorities for professional development include:</p> <ol style="list-style-type: none"> <li>1. Promote the school’s online continuing education courses and completing the 18-hour continuing education curriculum;</li> <li>2. Develop and implement evaluation training with DHEC to increase the capacity of their staff to conduct program evaluation; and</li> <li>3. Develop a program for offering continuing education units (CEUs) for DHEC staff, based on their credentialing needs.</li> </ol>
<p><b>Resources Needed</b></p>	<p><u>CCHA:</u> The school will continue to provide financial support to offset rental costs through FY24. School leadership will continue to afford strategic guidance to the CHWI director as needed.</p>

# Goals - Real Time

	<p><u>Consortium</u>: The school currently offers six not-for-credit, competency-based foundational courses for working public health practitioners. These self-paced, web-based modules have been offered at no charge. Upon completion of all six courses, practitioners are awarded a continuing education certificate. While these courses are regularly updated, there is currently no new training development due to lack of funding. Funding will be required to develop training modules in evaluation and other topics, to develop more formal continuing education procedures, and to promote and monitor training of DHEC staff. Funding from the agency or elsewhere will also be needed to subsidize the cost of CEU credits.</p>
<b>Goal Notes</b>	



# Goals - Looking Ahead

Goals for the next Academic Year.

## Goal 1 - Position the Arnold School so that it is competitive with aspirant AAU

### Schools of Public Health

<b>Goal Statement</b>	Position the Arnold School so that it is competitive with other AAU Schools of Public Health as a leader in innovation, research funding, scholarship and contributions to society.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School’s mission to foster innovative research that promotes health and healthy environments and with our vision to advance inquiry, discovery and innovation and promote health through dissemination and outreach. It also aligns with the Arnold School’s values of community, impact, and translation of public health knowledge.
<b>Status</b>	Extended to following Academic Year
<b>Action Plan</b>	<p>To effectively compete with aspirant AAU schools of public health, the Arnold School must significantly increase our already high yield of federal funding for research that improves public health, addresses national and global challenges (e.g., the COVID-19 pandemic, climate change, obesity), and contributes to educating and training innovative and visionary leaders. To become competitive with peer aspirants of AAU quality, the Arnold School should double the number of faculty (and key support staff) over the next 10 years. We must continue to hire a diverse, talented, and distinguished faculty that are motivated, widely published and conduct impactful scholarship. We must increase recurring institutional (state) funding for additional and higher-quality faculty to lower student:faculty ratios and elevate “dollars per student” expenditures. All are key metrics of AAU quality/membership. We exceed faculty productivity metrics of many AAU schools, but we fall far behind every peer or peer-aspirant AAU SPH in our number of faculty and our institutional expenditures per student.</p> <p>To achieve this goal, the Arnold School dean will work with the President, Provost, Board of Trustees, and state legislature to make higher education a legislative priority through increased faculty remuneration; additional faculty awards and national recognitions; development of competitive graduate student assistantship and fellowship stipends and the hiring of high-quality staff to support</p>

# Goals - Looking Ahead

	<p>expansion of the School's operations. Additional physical infrastructure will be a corollary need to fulfill this goal. The school will continue to push for assistance from PRISMA leadership to create a 20 to 25-member faculty cohort working in clinical population health on the PRISMA medical campuses of SC, especially in Greenville, and to provide quality operations space.</p> <p>The School will need to increase its endowment and overall giving through the hiring of a dedicated development director to support philanthropic activities. (We have had no development assistance since October 2020.) An increase in the endowment revenue will allow the school to increase the number of doctoral students it supports through the Arnold Doctoral Fellowship program by providing nationally competitive stipends and tuition abatements. An expanded endowment would also support increased student travel, professional presentations, and other student professional development needs. Sharp and continued focus on doctoral student output is a key metric for AAU. An increase in the endowment will elevate the Arnold School's status both internally and externally and will allow the School to support some of the additional infrastructure needed and supported by our continued growth and productivity. To achieve the needed increases in the school's endowment, we need to cultivate donors or foundations capable of making transformational gifts.</p> <p>The School will develop key metrics and annual incremental benchmarks for AAU's phase I and II indicators to ensure the Arnold School is continuing to increase the quality of its research and graduate education to meet AAU standards. An important AAU Phase I indicator is the number of faculty that are members of a National Academy. Comprehensive data on doctoral degree completion rates, time-to-degree, and placement at least to the first professional employment (beyond postdoctoral appointments) for all Ph.D. recipients will be collected per AAU guidelines.</p>
<b>Achievements</b>	<p>Dr. Donald Mattison, who was hired in February 2021 as a Distinguished Health Sciences Professor in the Arnold School's Department of Epidemiology and Biostatistics, is working to assist the School in strengthening its research and academic programs to become more competitive with AAU standards. Dr. Mattison has already made considerable strides in supporting both the Arnold School and the UofSC health sciences division in identifying senior faculty who are well qualified candidates for nomination to the National Academy of Medicine (NAM). His efforts over the past year identified in excess of 20 candidates for consideration as NAM nominees. Ultimately, 3 UofSC faculty—including one from the Arnold School—were submitted to NAM as formal nominees in 2022. The formal NAM evaluation process is currently underway and election decisions will be available in late summer. In addition to</p>

# Goals - Looking Ahead

	<p>the identification of senior faculty worthy of nomination to the Academies, Dr. Mattison is also working to identify junior faculty for nomination as NAM emerging scholars. One such candidate from UofSC health sciences was submitted to NAM for consideration under that category in the current cycle. Clearly, Dr. Mattison’s insights on the detailed processes of the Academies and his ability to serve as a nominator for our University are vital elements in advancing this goal.</p>
<p><b>Resources Utilized</b></p>	<p>The number of faculty that are members of a National Academy is an AAU Phase I indicator that measures institutional quality. 54% of all National Academy members are at AAU universities. Increasing the number of Arnold School faculty (and UofSC health sciences faculty) who are members of a NAM is a critical indicator of institutional quality. Considerable funds will be needed to attract and grow the current Arnold School ranks (n=1) of national academy quality faculty. Funds from the Arnold School, Office of Research and School of Medicine (SOM) were used to hire Dr. Mattison to assist the entire Health Sciences division in becoming more competitive with AAU standards and understanding National Academy expectations for membership.</p> <p>Arnold School funds continue to be used to support development operations, but the key Arnold School Director of Development position is still vacant subsequent to a reduction in force in Central Development in October of 2020. Refilling that position is vital to achieving this overall goal.</p> <p>The use of Arnold Endowment revenues has been increased in 2022 to allow for additional funds to be allocated to each of the School’s six academic departments for the purpose of doctoral recruitment. The current \$80 annual allocation per department (up from \$60K) must be matched 1:1 from departmental and/or grant funds and will allow for more competitive offers to top doctoral applicants.</p>
<p><b>Goal Continuation</b></p>	<p>This is a long-term goal of the school.</p>
<p><b>Goal Upcoming Plans</b></p>	<p>The Dean will work with the Interim VP for Development to place a dedicated Director of Development within the Arnold School to increase the endowment through large donor cultivation, annual giving, increased unrestricted giving, and alumni stewardship. The Arnold School is one of only a few UofSC schools that does not have a Director of Development to focus on school-specific fundraising. This position needs to be integrated into the School and cannot be subject to fluctuating budgets within the Division of Development. Total giving in the School dropped to \$719K in 2021 at a time when public health has been front and center in the national spotlight. This is a serious missed opportunity! Leadership and experience in this area is critical to the growth of the Arnold School. The School is committed to growing its endowment to \$100 million in the next ten</p>

# Goals - Looking Ahead

	<p>years to support the School's aspirational initiatives. Our total endowments sum to \$40.4M at present, including \$17M in gifts from the N.J. Arnold family.</p> <p>In order to elevate the overall profile of the Arnold School with outside stakeholders and potential donors, the school is moving to hire a marketing director who is skilled in telling and selling WHAT we do to our external audiences, not just how much we are doing. This hire is planned for summer of 2022.</p>
<p><b>Resources Needed</b></p>	<p>Our peer state institutions and their state legislatures are investing significantly in their schools of public health. Doubling the Arnold School's faculty complement over the next 10 years would get us closer to our peer-aspirants but will not exceed them. UofSC must invest significantly in the Arnold School in order for us to meet AAU standards of excellence. Achieving 10 new faculty hires per year over the next decade at ~\$10 million recurring (salary) is what is required to minimally reach this ambitious goal. Facilities and startup resources are also needed. It must be realized that no other discipline at UofSC has or will provide the return on investment that ASPH faculty have and will continue to give in the future. Among health science disciplines, Public Health is the most inexpensive to develop that is also able to compete well in the NIH major funding spaces.</p>
<p><b>Goal Notes</b></p>	

# Academic Programs

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## Program Rankings

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

- The Arnold School's Department of Exercise Science doctoral program was once again ranked **#1 nationally** by the National Academy of Kinesiology in its five-year review of doctoral programs (2020).
- The exercise science program is also ranked **#1 nationally** and **#20 globally** (as part of the broader "sports science" category) by Shanghai University Rankings system (2021).
- The Arnold School of Public Health ranks **#41 nationally** of 188 health schools (29th among public institutions) according to US News and World Report's 2021 ranking.
- The speech-language pathology program in the Arnold School's Department of Communication Sciences and Disorders is ranked **#25 nationally** out of 261 schools in the US News and World Report's ranking of Health Schools (2020).
- The Master of Health Administration (MHA) program ranked **#39 nationally** out of 75 health schools by the US News and World Report's 2019 ranking.
- The physical therapy program ranked **#42 nationally** out of 239 programs according to the US News and World Report's ranking of Health Schools (2020).

NOTE: US News and World Report does not update all graduate program rankings annually. The rankings above are the most recent in each category. 2021 was the first year that USNWR included SPH "programs" with "schools/colleges" in the ranking pool.

## Instructional Modalities

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

The Arnold School offers courses in multiple formats including in-person, hybrid, and via distance (fully online) using current pedagogy and strategies guided by the UofSC Center for Teaching Excellence. Prior to the pandemic, most courses in the Arnold School were taught with face-to-face instruction (70% +/- 7 SD), with approximately 20% being taught online (asynchronously), and 5% being taught as a combination of online and in-person learning (hybrid). At the start of the pandemic in spring 2020, all faculty were forced to move their classes online and to cancel clinicals and practica. This caused a significant disruption to the learning experience, but instructors and students were able to complete the semester fully online. All summer course offerings in 2020 were in the online format. In the Fall, students returned to campus, though only 28% of the courses offered by the Arnold School were fully face-to-face. This was done to accommodate student and instructor concerns and to ensure that any in-person instruction could take place while maintaining physical distancing and following safety guidelines. Additional types of distance learning modalities were employed in an effort to engage the students in meaningful ways. Approximately 10% of the courses in the Arnold School were a hybrid of online and face-to-face instruction. Fully asynchronous courses increased to nearly 30% of the total courses taught in the school. Some courses were offered with a mix of synchronous and asynchronous online instruction and others were offered as synchronous. There are advantages and disadvantages to each type of course offering for both students and instructors. Summer 2021 and Fall 2021 courses remained a mix of both in-person and hybrid. A comparison of enrollment data for graduate students in Public Health

# Academic Programs

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courses shows that 78% of course enrollment in the Fall 2019 semester was in courses that held in-person instruction against 69% of course enrollment in Fall 2021. Similarly, 88% of Public Health course enrollment for undergraduate students was for in-person instruction in Fall 2019 and 74% in Fall 2021. It appears that students continue to avail themselves of opportunities provided by the different modes of instruction that the pandemic prompted.

## 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.*

The Arnold School created a joint MS in exercise science with Hamad Bin Khalifa University (HBKU) in Qatar. The courses offered at HBKU are identical to those offered at the ASPH. The Arnold School developed two 3+2 joint degree programs with Nanjing Medical University (NMU) in the Peoples Republic of China. Students will be able to earn a BA in Health Administration at NMU and either an MPH or an MHA in the Health Services Policy and Management. The Arnold School also developed a Memorandum of Agreement with Clafin University for a BS/MPH 4+1 degree. Undergraduates from Clafin will be able to enroll at UofSC as non-degree, distance-learning students during their senior year. Upon graduation, the students can apply to one of our MPH programs. If they are accepted, the UofSC distance-learning courses will count towards their MPH program of study. The Department of Environmental Health Sciences created a new Environmental Nanoscience and Risk Certificate program which was approved by the Board of Trustees in June 2020. The Department of Epidemiology & Biostatistics developed a Maternal and Child Health Certificate program which was approved by the Board of Trustees in February 2021.

## Program Terminations

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

- The BS in Athletic Training concluded its teach-out plan and is terminated effective May 2021.
- The General MPH and its associated concurrent degrees have been terminated due to low enrollment. These include the PharmD/MPH (general); MD/MPH; the PharmD/MPH associated with the HSPM, HPEB and EPID departments, and the PharmD/MHA program.

# Academic Initiatives

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## Experiential Learning For Undergraduates

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

**Graduation with Leadership Distinction (GLD).** By nature, many of the disciplines within the field of public health and our allied health professions (exercise science, communication sciences, etc.) are practice-based. For that reason, all Arnold School undergraduates are encouraged to participate in UofSC's Center for Integrative and Experiential Learning (CIEL), Graduation with Leadership Distinction (GLD), and Experiential Learning Opportunities (ELOs). Since all of the school's freshmen are required to enroll in UNIV 101, students are introduced to the importance of beyond-the-classroom learning, the steps for GLD, and the MyUofSC Experience tracking system in Self-Service Carolina. Capstone and practicum courses continue to promote and reinforce the opportunities with CIEL and the recognition provided by GLD by including presentations from staff and by encouraging students to enroll in UNIV 401 (which guides them through the GLD process). In AY 20-21, the Arnold School had 70 students earn GLD, and the school continues to be a leader among other colleges and schools at Uof SC with the highest percentage of GLD graduates (relative to its total number of graduates).

**Embedded learning.** Numerous Arnold School courses (required and electives) have an embedded service-learning component approved by the CIEL and assessed by UofSC's Office of Service-Learning and Community Engagement. These opportunities are listed on the CEIL webpage and fall under broad categories that include: community service, diversity & social advocacy, global learning, peer leadership, internships/professional practice, and research.

**Outside the classroom.** Many faculty members 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. Even with COVID restrictions in 2021, 15 ASPH undergraduate students were awarded funding through the Office of Undergraduate Research. This includes 12 PUBH majors and 3 EXSC majors. Awards included Magellan Scholars (10), Magellan mini grants (1), Magellan Apprentice for Capstone Scholars (2), Magellan Navigator (1) and Magellan Explorer (1).

The **EXSC department** sponsors a Jeopardy-style Student Quiz Bowl each year, in which teams of EXSC undergraduate students compete based on their knowledge of exercise science for an opportunity to travel to the Southeast American College of Sports Medicine regional conference and compete against teams from other programs. Unfortunately, this unique opportunity has been impacted by the COVID-related restrictions.

**Culminating experiences - PUBH & EXSC.** Undergraduate PUBH majors enroll in a 3-credit capstone seminar in their final semester in which they complete a minimum of 50 hours of work beyond the classroom. The capstone course is approved for the MyUofSC Experience which will be included on students' supplemental transcript documenting sustained engagement and deliberate reflection on these experiences. In 2021, the ongoing COVID pandemic and emergence of the delta and omicron variants continued to limit student opportunities for volunteering in the community. Instead, in small groups, students completed case studies simulating community-based health interventions and which included the identification of existing community agencies, organizations and companies, as well as

# Academic Initiatives

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community needs and assets.

Undergraduate EXSC students are required to enroll in a one-credit pre-practicum planning seminar and a six-credit (300 hour) field-based practicum in their senior year. In 2021, 212 students completed practica in a clinical, professional, or research setting. COVID-related precautions made these placements challenging, especially in the Spring semester, but many placement sites were still operating. In the current AY21-22, all practica students in both semesters have opted to pursue traditional onsite options for their experiences rather than through web-based opportunities. Challenges: With almost 2,400 undergraduates, the demand for experiential learning opportunities is very high. Students routinely request placement in summer internships, research projects, jobs, and practica. Even with our extensive community network of providers and opportunities, there are a limited number of placements available. The local area and state are saturated with requests for student placements not only for our undergraduates, but also for our graduate students and for students from other UofSC schools/colleges. Although we refer students to UofSC's Career Center and Community Internship Programs and to UofSC's Volunteer and Student Organization Offices, students report a general lack of placement opportunities that provide a sufficient or degree-appropriate learning experience.

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

## Experiential Learning For Graduate Students

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

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

All full-time **MPH** and **MHA** students in the Health Services Policy and Management Department received paid graduate assistantships to work at local public health and healthcare organizations. In addition, in their last semester **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 independent of their graduate assistantship experiences. Students must demonstrate achievement of at least five MPH competencies in their practicum. **MHA** students also complete a residency in which they complete a practice-based project in health care administration under the guidance of a site



# Academic Initiatives

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preceptor. The MHA program is a competency-based educational model where over 50% of the instruction is led by practitioners.

Our graduate clinical programs (**physical therapy, speech-language pathology, and athletic training**) all have extensive clinical requirements, in which students learn by doing. For example, **physical therapy** students are required to participate in a 320-hour outpatient orthopedic clinical experience, a 320-hour experience in an acute care hospital, a 480-hour experience in acute or short-term rehab or an outpatient neurological setting, and a 480-hour terminal clinical experience in their primary area of interest. **Athletic training** students are also exposed to a variety of health care and athletic/sports medicine environments as part of their program. All students in the **MS in Speech-Language Pathology** (both residential and distance-education) program take a minimum of 23 credit hours of clinical practicum, including outside placements. The coronavirus pandemic has primarily impacted this aspect of our program through a reduced availability of external practicum sites. Nevertheless, we have been successful in securing external practicum sites for all students who graduated in 2020. We have also been able to increase the ratio of telehealth practicum opportunities, so that no graduation delays are expected for the class of 2021 and 2022. On the positive side, many students in the Master of Science program graduate with telehealth experience that provides them with training on using telehealth to buffer the effects of a pandemic when employed.

A recent needs assessment of doctoral students in **HPEB** found that grant and manuscript writing experience was lacking. To remedy this situation, a second-year doctoral seminar class (HPEB 704) was developed so students have the experience of drafting a grant proposal for submission to the University's internal grant competition. **Exercise Science** doctoral students also take a writing course that culminates in the submittal of an NIH F32 grant or something similar.

Doctoral students in the **Health Services Policy and Management** program are paired with a faculty mentor from the start of the program to guide the student to stay on track academically and to pursue research activities from the beginning of their graduate career. The mentor also provides short training opportunities on their own research as the student progresses with coursework and becomes more skilled. All students are required to present at least one original study of their own at a national conference and another at a national/state/local level as a condition of graduation. Students also participate in Center for Teaching Excellence workshops and teach at least one guest lecture in an undergraduate course to gain valuable teaching experience.

In the department of **Communication Sciences and Disorders** all students in the MS in Speech-Language Pathology (both residential and distance-education) program take a minimum of 23 credit hours of clinical practicum, including outside placements. The coronavirus pandemic has primarily impacted this aspect of the program through a reduced availability of external practicum sites. Nevertheless, the department was successful in securing external practicum sites for all students who graduated in 2020. The ratio of telehealth practicum opportunities has been increased, so that no graduation delays are expected for the class of 2021 and 2022. On the positive side, many students in the Master of Science program graduate with telehealth experience that provides them with training on using telehealth to buffer the effects of a pandemic when employed.

The Department of **Environmental Health Sciences** encourages and supports Experiential

# Academic Initiatives

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Learning opportunities for all students regardless of the degree program in which enrolled. ENHS has formal and informal arrangements with local, state and federal agencies, non-governmental organizations (NGOs) and private industry for placement of our students. These opportunities range from formal internships (e.g., Lockheed Martin) to practica with local preceptors. These opportunities can be coordinated around a student's academic and research schedule during the academic year or occur over the summer. Opportunities can also be arranged as on-site internships at preceptors located around the country and internationally.

The primary challenge of experiential learning is maintaining and cultivating a network of sponsoring organizations so there is a consistent pool of practice opportunities for incoming students. The on-going pandemic has continued the additional challenges of the previous year including students being furloughed or being required to work remotely for their applied practice experience. Due to the pandemic, some students have had difficulty finding placements in the community since many organizations have staff working remotely or have restricted visitor access to their buildings. Others have been able to safely participate in face-to-face applied learning experiences and some students have even been successful in creating virtual practical experiences. During the pandemic, MPH students have been in especially high demand by both the state health department and UofSC's COVID-response operations.

## Affordability

*Assessment of affordability and efforts to address affordability.*

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

Our graduate admissions committees work diligently to identify disadvantaged candidates who may not meet our published standards for admission/access and conduct verbal interviews to determine if access standards might be non-predictive of an individual's success in a given program. Graduate program affordability is enhanced greatly in the school by the provision of endowment proceeds to meritorious doctoral candidates through the Arnold Fellowships. Up to six Arnold Doctoral Fellowships are awarded by each department, representing a \$60K investment per department. Individual departments have the flexibility to offer either four \$15K, five \$12K awards, or six \$10K awards per year. Each of these awards must be fully matched by the department, effectively doubling the financial benefit for the student (\$120K per dept.). For 2022, Arnold Doctoral Fellowships have been increased 33% to \$80K per department. The challenge remains that insufficient funds are available to recruit and fully and competitively support all highly qualified candidates. Of particular note, only one school-level funding source exists to support master's students. The Vernberg Fellowships afford two annual awards for master's students in the amount of \$2,000 each.

In addition to the Arnold Fellowships and Vernberg Fellowships, the school and/or departments offer additional public health traineeships and fellowships. 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

# Academic Initiatives

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offset some of the remaining educational expenses. Students are encouraged to take advantage of other fellowships available through The Graduate School.

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

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

## Reputation Enhancement

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

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

## Challenges

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

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

The recruitment of high-caliber faculty is essential to continuing the high-level performance of the Arnold School in teaching, research, and service. To compete effectively with a rapidly growing number of public health schools and programs, it is essential that adequate resources are available for the recruitment and retention of the highest quality faculty. Start-up costs continue to escalate, and support from central administration is no longer available. This is an especially important consideration in the context of the current budget model of the university, which at present consumes almost all of the school's discretionary income, outside of endowments, through fees for services and other chargebacks.

Adequate space (in quantity and quality) for faculty/staff offices, labs, instruction and funded research is an ongoing challenge for the Arnold School. Currently, the school has space in four campus buildings (Blatt, Close-Hipp, Discovery and PHRC) as well as in leased commercial space. The latter is a reflection of the school's continued growth, and that growth comes with logistical challenges and added high costs (especially for commercial space). In an effort to

# Academic Initiatives

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maximize campus space allocations, the Arnold School has undertaken--and funded--several renovation projects over the past couple of years in each of our on-campus locations. These projects have provided necessary renovations and added much-needed offices for faculty and staff, but there are limits to this approach (both logistically and financially). Ultimately, there is a critical need for adequate space to allow for the continued growth in both research and instruction needed for AAU quality metrics.

# Faculty Population

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## Faculty Employment by Track and Title

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

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

	Fall 2021	Fall 2020	Fall 2019
<b>Tenure-track Faculty</b>		89	90
Professor, with tenure		24	27
Associate Professor, with tenure		32	32
Assistant Professor		33	31
Librarian, with tenure		0	0
<b>Research Faculty</b>		12	11
Research Professor		1	1
Research Associate Professor		1	1
Research Assistant Professor		10	9
<b>Clinical/instructional Faculty</b>		42	42
Clinical Professor		1	0
Clinical Associate Professor		14	13
Clinical Assistant Professor		18	20
Instructor		9	9
Lecturer		0	0
Visiting		0	0
<b>Adjunct Faculty</b>		46	34

# Faculty Population

## Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See this link: [https://nces.ed.gov/ipeds/Section/collecting\\_re](https://nces.ed.gov/ipeds/Section/collecting_re)

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

	Fall 2021	Fall 2020	Fall 2019
<b>Gender</b>		188	155
Male		66	60
Female		122	95
<b>Race/Ethnicity</b>		188	155
American Indian/Alaska Native		1	1
Asian		18	15
Black or African American		13	7
Hispanic or Latino		4	3
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		16	9
Two or More Races		3	1
Unknown Race/Ethnicity		0	0
White		133	119

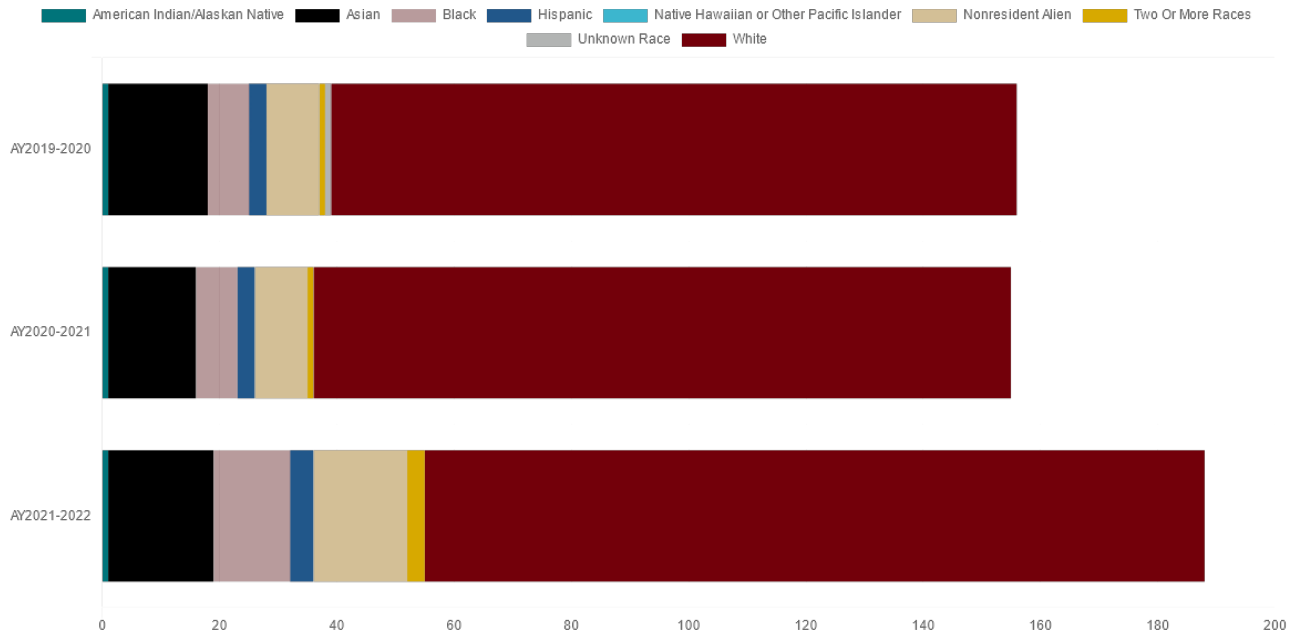
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

**Illustration 1. Faculty Diversity by 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 for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

The Arnold School was highly productive in terms of research and scholarship, despite the COVID-19 pandemic and a challenging federal funding environment. Despite those challenges, the Arnold School's research has continued with minimal disruption. Several major highlights for 2021 include:

1. The number of published faculty research journal articles increased by 10% in **CY 2021** to [719 articles](#) in peer-reviewed journals. 29 articles with at least one Arnold School faculty author were published in 20 journals with impact factors > 10; e.g., JAMA, Lancet, Lancet HIV, New England Journal of Medicine, Nature Communications, PloS Medicine, Proceedings of the National Academy of Sciences USA, and Sports Medicine.
2. In FY 2021, the Arnold School received \$35 million in federal research funding, which was 95% of all research funding from all sources awarded to the school. Federal research dollars comprised 80% of all grant and contract funding from all sources awarded to the school in FY 2021.
3. Total extramural sponsored award funding (research and non-research, federal and non-federal) reached a high of \$43.5M in **FY 2021**, including \$22.4 million from NIH, an increase of 14% (please see the last appendix for a table of the funding for the RO1s and higher awards, with lead PIs).
4. In **FY 2021**, sponsored awards and research dollars were awarded to faculty, clinical staff and students:
  - T/TT Faculty PIs (n= 68) were awarded 76% of All Sponsored Award dollars (33,033,102) and (n=66) 85% of all Research dollars (31,353,389).
  - Non-T/TT Faculty PIs (n=14) were awarded 9% of All Sponsored Award dollars (3,906,141) and (n=12) 8% of all Research dollars (2,908,193).
  - Staff PIs (n=16) were awarded 15% of All Sponsored Award dollars (6,464,126) and (n=11) 7% of all Research dollars (2,496,271).
  - Student PIs (n=3) were awarded <1% of All Sponsored Award/Research dollars (104,070).

All ASPH departments were above or well-above the national median in comparative Academic Analytics assessments of journal publications and extramural funding (see appendix



# Faculty Information

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2). 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 Arnold School research and achievement. These include:

**Space limitations.** Faculty, staff 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 continues to impact 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 offers ineffective proximity for collaborative interactions among researchers and incurs a significant cost to the school (even when considered against the square footage assessments in the University's budget model).

**Improving competitive research funding in an increasingly challenging climate.** In FY2021, the total first/next year dollar amount of extramural research proposal requests decreased by nearly 5% over the previous fiscal year, with an overall decrease of 2.6%.

**Expanding research using alternative research funding mechanisms.** Solution: Exploring corporate and non-profit funding sources. In a challenging federal funding climate, our researchers continued to carefully explore funding options from various corporate and non-profit sponsors. In FY2021, this yielded over \$411,000 in sponsored awards from corporate sources. Arnold School investigators were awarded \$3.3 million from non-profit sources in FY2021, which is at approximately the same level as FY2020.

**Recruitment of top international students for dissertation research in an increasingly restrictive visa climate.** The Arnold School strives to recruit excellent graduate students for research from in-state, out-of-state, and international pools. It is anticipated that political and pandemic influences may decrease the excellent student pool that has previously been recruited from a variety of international sources. The position for Vice-Provost and Director of International Programs, which previously strengthened ties with respected international universities (e.g., Nanjing Medical University) through educational and research MOUs, was vacated under the previous administration. It is hoped that expanding recruitment of international students will once again be possible in the future.

## Faculty Development

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

The Arnold School's Office of Faculty Affairs and Curriculum and the Office of Research coordinate two to three faculty development activities each semester. These include new

# Faculty Information

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faculty orientation and a meeting for mentors and mentees. Workshops are held to discuss 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.

In 2020, the importance of faculty mentorship was operationalized and a structured, school-wide faculty mentorship program was developed. In July 2021, the Associate Dean for Research officially launched a school-wide mentorship program for faculty. The more formalized mentorship structure uses a committee model. In AY2021-2022, the faculty mentoring program is expanding to include non-tenure track/professional faculty members to ensure that all faculty within the school have the opportunity for mentorship.

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 AY2016-2017 the Arnold School began an annual "NIH Proposal Boot Camp" run by accomplished researchers in the school. The Boot Camp is a research 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. It involves peer group activities where mentees share ideas, review proposals, and receive constructive feedback from peers and mentors. It also uses 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.

## Supplemental Info - Faculty Information

*Any additional information on Faculty Information appears as 'Appendix 1. Faculty Information' (bottom).*

# Faculty Information

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## **Supplemental Info - Faculty Information**

*Any additional information on Faculty Information appears as 'Appendix 2. Faculty Information' (bottom).*

# Teaching

## Faculty to Student Ratio

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

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

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

## 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. The increased number of students per faculty seen this year reflects the greater interest for public health shown by graduates and undergraduates alike. It also points to the need within the School for additional faculty funding.

**Table 4. Faculty-to-Student Ratio.**

	Fall 2021	Fall 2020	Fall 2019
<b>Analysis of Ratio</b>		01:19.1	01:17.5

# Student Recruiting and Retention

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## Student Recruitment

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

**Undergraduate recruitment.** During 2021, the ongoing COVID pandemic necessitated a continuation of a virtual format for many campus recruitment activities during the spring semester. In the fall, many recruiting events returned to in-person format with some adjustments to protocols in order to reduce COVID risk (e.g., multiple sessions with fewer participants per session). Arnold School faculty and advisors participated in multiple events: Admitted Students/Scholar Days, SC Honors College Admitted Student Sessions, Visitor Center appointment requests, and Prospective Athlete meetings.

**Challenges:** COVID continued to provide challenges for recruitment. Several events returned to an in-person format for Fall 2021, but precautions needed to be added to protect prospective students and their families along with the UofSC faculty and staff working the events. Additionally, the constantly changing COVID landscape meant that multiple contingencies needed to be included in any event plan.

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

Due to COVID-19, all graduate school/career fairs in Fall 2021 were virtual and OGSS was able to participate in several fairs with the Graduate School by joining their virtual “team” enabling OGSS to have separate chat times within the Graduate School account. The Graduate School's Associate Director of Recruitment and Special Events enters potential student information into the Prospect system, and prospective students are sent program-specific emails about our programs. Staff participated in fairs for HBCU Talent Showcase (included students from HBCUs in North Carolina, South Carolina, and East Central Georgia), College of Charleston, Georgia Technical College, Georgia State University, Alabama Connection (multi-school event), University of South Carolina, NC Graduate and Professional School Fair (multi-school event: Davidson College, NC State, UNC-Chapel Hill, UNC-Wilmington, Wake Forest University), East Carolina University, North Carolina A&T University. The University of South Carolina Associate Director of Recruitment and Special Events and the Senior Diversity Recruiter attended the following fairs and marketed our programs: Grambling State University, University of North Florida, South Carolina State University, Lander University, Georgia College & State University, Winthrop University, Appalachian State University, Greater Georgia Fair (multi-school event: Agnes Scott College, Berry College, Mercer University, Oglethorpe University, Wesleyan College), Georgia Southern University, Atlanta University Center (multi-school event: Clark Atlanta University, Morehouse College, Spellman College), University of Georgia, Kennesaw State University, and Savannah State University.

The OGSS set up a virtual Expo booth in October 2021 for the American Public Health

# Student Recruiting and Retention

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Association (APHA) annual meeting. The booth included information and videos about the school and academic programs. The OGSS, along with several program directors, participated in the series This Is Public Health Graduate School Fairs via CareerEco in January, July, September, and November 2021.

In October 2021, the OGSS hosted a school-wide Prospective Student Day virtually via Zoom with students from colleges and universities throughout the southeast. After a general information session, potential students separated into program-specific breakout rooms where program directors, faculty, staff, current students, and alumni were available to provide more detailed information and answer questions.

To enhance targeted marketing for its newly revised MPH programs, the Arnold School invested in a 7-month social media ad campaign (July 2020 through February 2021). The number of MPH applications increased by 45% compared to the same time in 2020 (ASPPH data). While the campaign had positive results, ASPH has since decided to take a more sustainable, strategic approach to recruiting. Lacking marketing expertise in the school, ASPH began the process of creating a branding and marketing position to lead the recruiting effort. The Arnold School looks forward to reporting on continued positive data with regard to applications, acceptances and subsequent enrollment in the near future.

In addition to these school-level efforts, departmental 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 initiatives include:

The **Department of Exercise Science (EXSC)** hosts an open house twice a year for potential graduate students (MS, MPH, PhD), with one being part of the larger school open house. These have been virtual lately out of necessity. The department also continues to modify the curriculum, particularly at the master's level, in order to make the degree and educational experience relevant to the current job market. The department created a webpage highlighting specific graduate opportunities in each lab which has been a good recruitment tool. A recently implemented social media strategy has resulted in over 10,000 engagements per post and appears to have increased the quantity and quality of MS and PhD applications.

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

**Athletic Training** has increased its presence on social media, recruited students through direct email solicitations to targeted departments, colleges, and universities, and provided shadow and research experiences in athletic training for interested students. Faculty also give guest lectures/information sessions in targeted classes at UofSC (Univ 101, practicum classes, etc.) and created EXSC 200 (Introduction to Athletic Training & Sports Medicine) to serve as a

# Student Recruiting and Retention

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cognate class for EXSC/PUBH majors. ATCAS applicants are invited to one-on-one Zoom chats with faculty and the department created AT fellowships to award to top out-of-state applicants with an in-state tuition waiver.

The **Department of Health Promotion, Education, and Behavior (HPEB)** doctoral committee conducts three rounds of admissions review January through February of each year and facilitates contact of promising applicants with faculty members who have a shared research interest. With support from Carolina Meyer, Arnold School Media Specialist, the department has developed a PowerPoint presentation to recruit students at national and regional conferences where HPEB faculty members are presenting research or professional development content. HPEB continues to promote the program in conference presentations, via social media, and through participation in the Arnold School's prospective student day. The department also annually participates in four virtual fairs coordinated by the OGSS in conjunction with other school members of ASPPH. In 2021, HPEB faculty waived the GRE requirement for all HPEB applications (MPH, PhD, and 3 certificate programs) to reduce barriers for students. They are receiving very high-quality applications.

The **Department of Communication Sciences and Disorders (COMD)** hosts an open house twice a year for potential master's students. Recruitment to the master's program is limited by the number of clinical sites and supervisors available and the goal of recruiting is to attract highly qualified students. In 2020, the COMD implemented a faculty-initiated and funded Breaking Barriers Diversity Scholarship to attract top students from underrepresented populations. In the spring, an open house is for students accepted to master's in speech-language pathology programs (residential and distance) who have not yet decided whether to attend. The open house in the fall is specifically aimed at undergraduate students interested in the master's degree. In addition, COMD hosts monthly virtual open houses between April and November on the CareerEco platform, combined with the school-wide virtual fairs whenever possible. When a student is accepted into the COMD doctoral program, the department provides \$500 for the student to visit the program and meet with his/her potential faculty mentor to aid in making a decision about the program. The department chair and two faculty members recruited doctoral applicants at a national convention and also sent a mailing to participants held in November 2021. Doctoral student accomplishments are celebrated on the department's website and applicants who are exploring potential programs learn about positive student outcomes. Two departmental research labs posted information on doctoral funding available on a national website (The Council for Academic Programs in Communication Sciences and Disorders).

The **Department of Epidemiology and Biostatistics (EPID/BIOS)** has a multi-faceted and personal approach to graduate student recruitment. The department sends out a newsletter to prospective students that promotes the accomplishments of faculty, students, and alumni. Google Ads are purchased from September to December to advertise and promote the degree programs. The department also regularly participates in ASPH and Graduate School open houses. The department is continuing its Student Recruitment Initiative which provides funding for top-tier doctoral applicants. Arnold Fellowships for outstanding doctoral students are also awarded annually. A \$1,000 scholarship is offered to all MPH and MS applicants who accept our offer, matriculate, and complete the fall semester.

The **Department of Health Services Policy and Management (HSPM)** developed and implemented a detailed, tri-state marketing strategy for the new MHA professional and

# Student Recruiting and Retention

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distance MPH programs, reaching out to potential applicants through health system employers and through email dissemination, hard copy, and online advertising in professional journals and newsletters and on National Public Radio. In Fall 2020, the department enrolled the first two students in the Claflin 4+1 MPH Program which allows exemplary Claflin students the opportunity to combine their first year of MPH courses with their senior year at Claflin, a SC HBCU located in Orangeburg. During the Fall 2020 admissions cycle, HSPM accepted the first three students in the China Medical University/UofSC dual degree program. Unfortunately, due to the pandemic these students deferred matriculation until Fall 2021. Doctoral student recruitment is primarily done through Arnold School and Graduate School recruitment events and through professional contacts.

The **Department of Environmental Health Science (ENHS)** Graduate Director and Chair annually visit other SC and regional colleges and universities to provide an overview of graduate academic and research opportunities within the department. The Department recently hired an MPH Coordinator who will be responsible for recruitment of MPH students. The MPH Coordinator has identified more than 20 colleges and universities in SC and NC with Environmental/Public Health programs and hosted a research day in March 2021 for prospective students, with a focus on pre-medical school students.

## Student Retention

*Efforts at retaining current students in College/School programs.*

**Undergraduate retention.** While UNIV 101 (The Student and the University) is available to all freshman, the Arnold School is one of the few colleges that requires it of all undergraduate majors. Completion of UNIV 101 increases first-year GPAs, one-year retention rates, and six-year graduation rates. The course is especially beneficial for first-generation students. In an ongoing effort to support and retain students, all undergraduate students are required to meet with an assigned advisor once a semester prior to registration. The purpose of the meeting is to check each student's progress, assess their needs, recommend courses, and educate the student about professional requirements and university resources. Arnold School advisors utilize online advising tools to monitor student degree progression, provide quality advising, document on campus referrals, and identify at-risk students. They also develop outreach campaigns for and continuous follow-up with at-risk students using best practices developed by the University Advising Center.

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

**Graduate retention.** The Arnold School's high graduation rates provide evidence of student retention among graduate students: on average, 66% of our master's students graduate within 3 years of matriculation and 79% within 4 years; 69% of our PhD students graduate within 6 years; and over 95% of our DPT students graduate within 3 years.

Most full-time PhD students receive a commitment of financial support after they are accepted. The most common mechanism for funding is a graduate assistantship, requiring



# Student Recruiting and Retention

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10-20 hours of work per week either for research, as a teaching assistant, or (less commonly) as a staff assistant. When there is research grant support for a student, part of the tuition is usually covered as well. Incoming students are eligible for scholarships and fellowships offered by The Graduate School and the Arnold School.

Examples of other department-specific activities include:

In **HPEB**, PhD students complete an annual review and meet with their primary advisors and one other faculty member to track progress throughout the program. Progress is discussed among department faculty and instructors at a spring faculty meeting and recommendations are shared with students and their advisors. The department has also increased funding for doctoral students, with higher stipend and tuition amounts, and continues to award fellowships (Butterfoss Endowed Fellowship, Ann Cassady Endowed Fellowship) to MPH and PhD students. All HPEB masters students are academically advised by the Graduate Director. Meetings of students with the Director takes place, at a minimum, once per semester to review progress in the program and plan for future semesters. In addition, mentorship is a priority in the department and during Covid there has been a strong focus on regular check-ins with students virtually and in person. Other opportunities have been provided for this through a student engagement committee.

**ENHS** intervenes when students have difficulty performing in core courses. Interventions include meeting with the professor teaching the class to identify deficiencies or learning challenges and guiding them to seek help through counseling, tutorial services, or course teaching assistants. In addition, ENHS implemented a Professional Development Program for PhD students to: (a) ensure that each student is progressing in their research and academically by identifying key milestones on their journey such as key scientific meetings to attend and at which to present as well as student research grant funding and fellowship opportunities; (b) provide advice that will help prepare graduate students for career success and ensure they have the necessary skills to succeed professionally; and (c) create an opportunity for students to provide feedback on the performance of the academic advisor and department from their unique perspective. The graduate director and/or chair holds town hall meetings with students to keep them abreast of new opportunities and changing student research guidelines, which was very important during the COVID-19 pandemic.

In **COMD**, students who do not meet particular in-course requirements are provided a remediation plan to help them meet specific knowledge and/or skill requirements. Also, in response to student feedback, COMD now hosts Fireside Chats with master's students twice a semester to answer students' questions about the program and share ideas and helpful strategies. The department has revised its master's program advisement procedures to give academic advisors a more prominent role in monitoring student wellbeing and academic progress and to make sure students are aware of available resources for help with personal or academic concerns. The advisement process is also used to collect student feedback on the program to identify potential issues sooner and in a more structured and responsive way. Overall retention of students is not a challenge for the department. MS program completion ranges from 88%-100% and doctoral students have a 95% completion rate over 4 years. Finances for doctoral students are one obstacle and funding packages are now offered for 4 years rather than 3 years.

**EPID/BIOS** graduate directors and faculty teaching first-year master's core classes work

# Student Recruiting and Retention

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closely together to identify students who are struggling in these courses. This has allowed graduate directors to intervene earlier and to offer additional academic support through TAs and faculty; to monitor performance through the next semester, and to work with a student's academic advisor to provide support. Town Hall meetings for new MPH students were held in October 2021 to listen to students' needs and concerns and to provide them with information about their practice experience and assistantships. The department continues its monthly Journal Club to promote and encourage interactions between faculty and other students outside the classroom. An evaluation of department events/opportunities was performed in May 2021 which provided student feedback on activities that were held during the 2020-2021 academic year and was used for planning events for the 2021-2022 academic year. The department has also been more intentional in seeking grant support for students, especially for students who are minorities or underrepresented in science. For example, a new training program called the Maternal and Child Health Catalyst Program led by Dr. Liu was instituted in 2021 which provides scholarships to graduate students in support of their training in the area of maternal and child health among other activities.

In **EXSC**, PhD students complete an annual individual development plan (IDP) every fall semester, which is reviewed by their primary mentor, as well as at least two other EXSC faculty. By the last day of the spring semester, each student submits a document of their accomplishments as it relates to the IDP. The IDPs are reviewed annually by all EXSC doctoral faculty and every other year (1st, 3rd, 5th) the students make an oral presentation to all EXSC doctoral faculty. This process allows both student and faculty to track progress and identify deficiencies in any area. The department has increased funding for doctoral students, with higher stipend amounts, and continues to award fellowships to MS, MPH, and PHD students. Retention rates are very high in the department, with only 1-2 students not graduating every 3 years. Opportunities for remediation, further learning, and peer tutoring are available for student who may need additional attention or support. The Athletic Training program uses midterm and final clinical reports to identify potentially struggling students. Academic checks at the end of each semester also identify struggling students. Intervention meetings are held with the students which has allowed the program to retain 100% of its MS students. The Physical Therapy program has about 1 student per year for whom it takes 4 years instead of 3 to graduate, usually because of the first-year course work.

For its MHA program, **HSPM** provides group advising based on a cohort model. The program director meets with all students during fall semester to create an individual development plan (IDP), 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 the annual meeting of the American College of Healthcare Executives (ACHE) in Chicago, with expenses paid by the department when funds are available. The MPH program adopts a similar but slightly different approach. The program director communicates directly with each student and monitors student progression each semester. Monitoring and student engagement is conducted via email and verbal communication to ensure student concerns are addressed appropriately. Both MHA and MPH students join together on occasion for professional development events and for socializing. Doctoral students are assigned a mentor/advisor who engages them in research activities and provides them with advice and counsel over the course of his or her training. Participation in doctoral research seminars also engages the students in a community of scholarship and provides a supportive environment.

# Student Enrollment & Outcomes

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

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

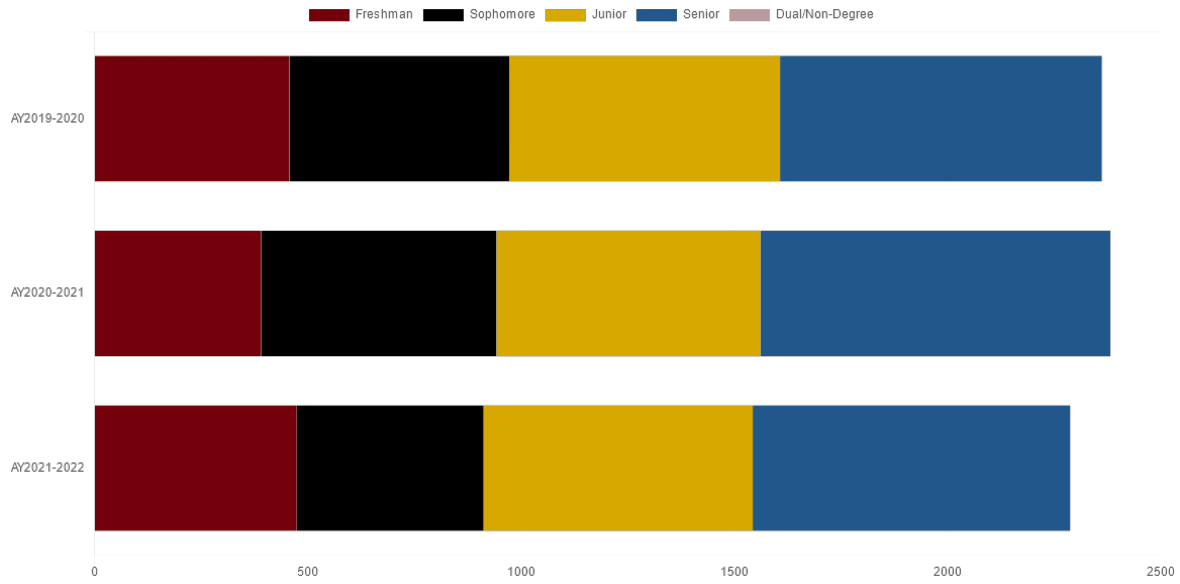
## Student Enrollment by Level & Classification

**Table 5. Student Enrollment by Level & Classification.**

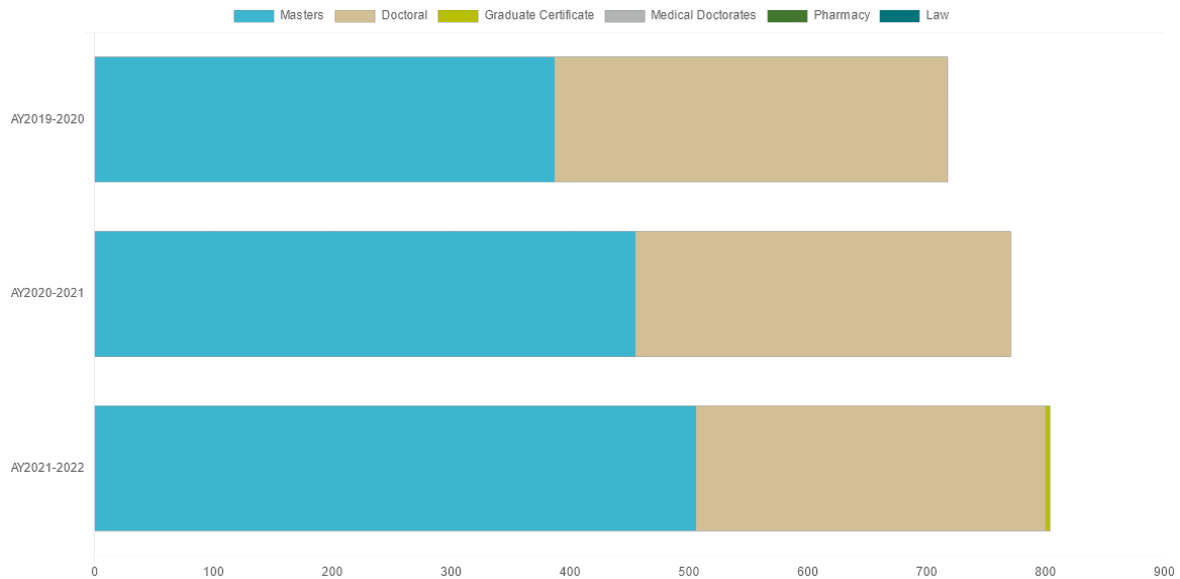
	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate Enrollment</b>			
Freshman	474	390	457
Sophomore	438	552	515
Junior	631	619	635
Senior	745	821	755
Dual/Non-Degree	0	0	0
<b>Sub Total</b>	2288	2382	2362
<b>Graduate Enrollment</b>			
Masters	506	455	387
Doctoral	294	316	331
Graduate Certificate	4	0	0
<b>Sub Total</b>	804	771	718
<b>Professional Enrollment</b>			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	3092	3153	3080

# Student Enrollment & Outcomes

### Illustration 3. Undergraduate Student Enrollment by Classification

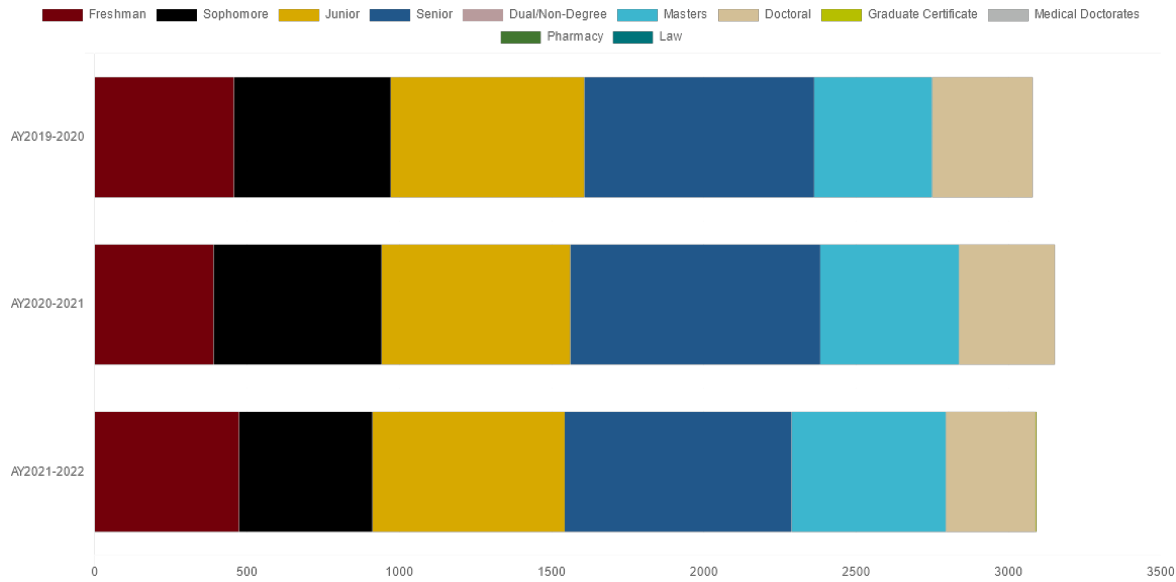


### Illustration 4. Graduate/Professional Student Enrollment by Classification



# Student Enrollment & Outcomes

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



## Enrollment by Time Status

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

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	2288	2382	2362
Full-Time	2248	2330	2322
Part-Time	40	52	40
<b>Graduate/Professional</b>	800	771	718
Full-Time	593	558	511
Part-Time	207	213	207
<b>Total - All Levels</b>	3088	3153	3080
Full-Time	2841	2888	2833
Part-Time	247	265	247

# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	2288	2382	2362
Female	1728	1777	1751
Male	560	605	611
<b>Graduate/Professional</b>	800	771	718
Female	583	574	533
Male	217	197	185

Illustration 6. Undergraduate Student Diversity by Gender

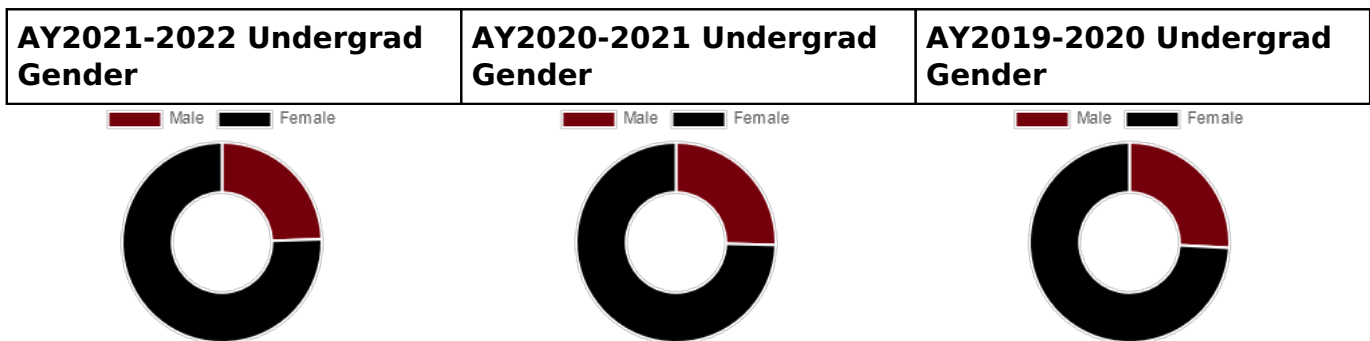
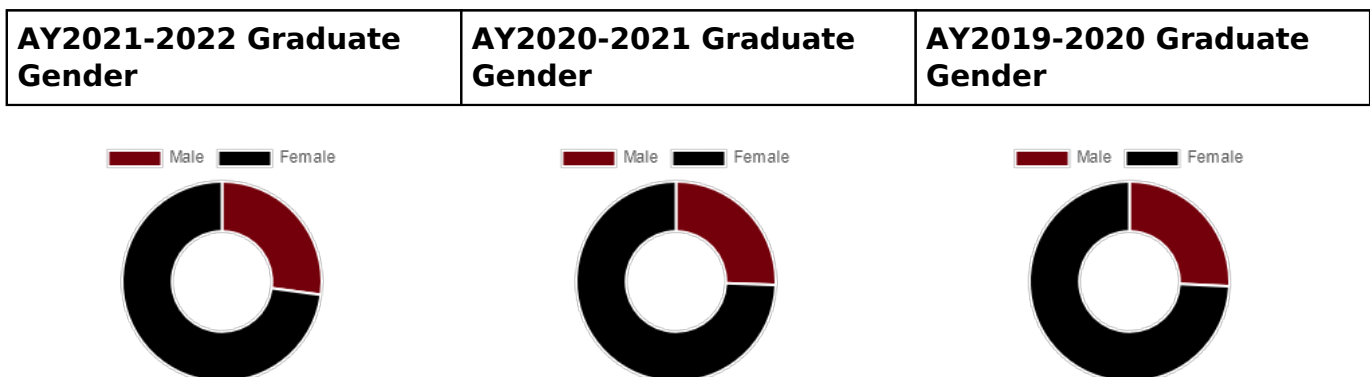


Illustration 7. Graduate/Professional Student Diversity by Gender



# Student Enrollment & Outcomes

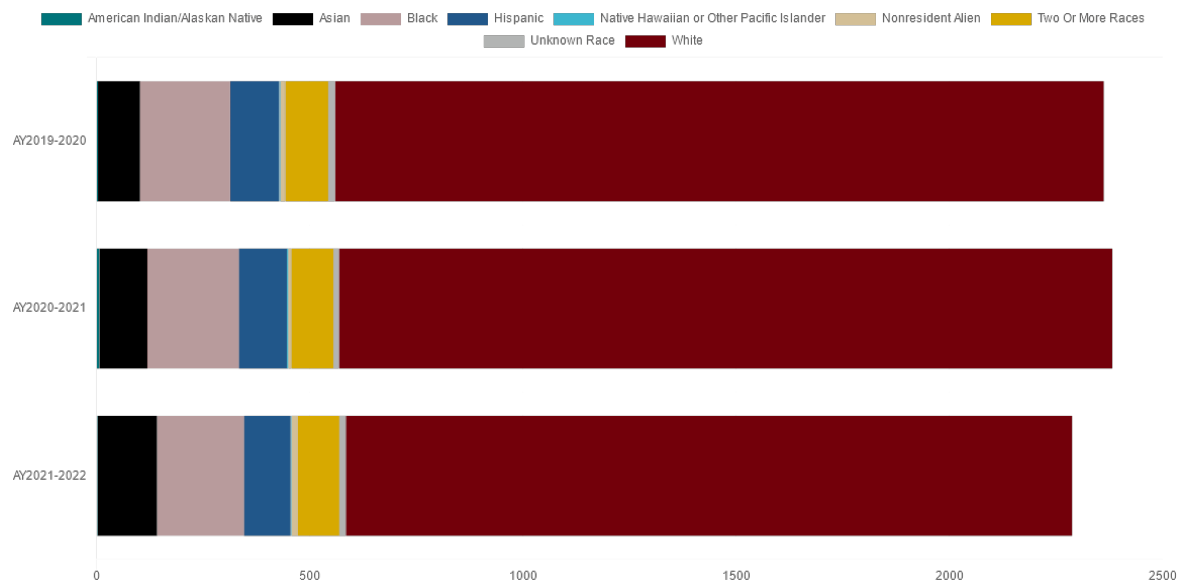
## Student Diversity by Race/Ethnicity

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

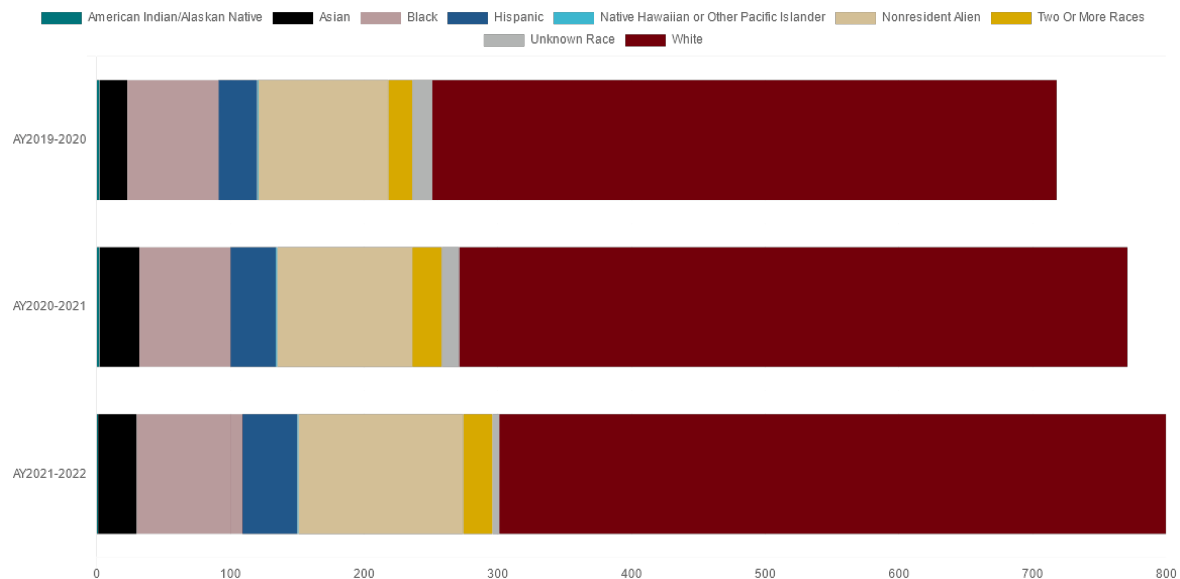
	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>Undergraduate</b>	2288	2382	2362
American Indian/Alaska Native	2	6	3
Asian	140	113	99
Black or African	203	214	211
Hispanic or Latino	110	113	115
Native Hawaiian or Other Pacific Islander	2	3	3
Nonresident Alien	15	7	11
Two or More Races	97	99	101
Unknown Race/Ethnicity	15	13	16
White	1704	1814	1803
<b>Graduate/Professional</b>	800	771	718
American Indian/Alaska Native	1	2	2
Asian	29	30	21
Black or African	79	68	68
Hispanic or Latino	41	34	29
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	123	101	97
Two or More Races	22	22	18
Unknown Race/Ethnicity	5	13	15
White	499	500	467

# Student Enrollment & Outcomes

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



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





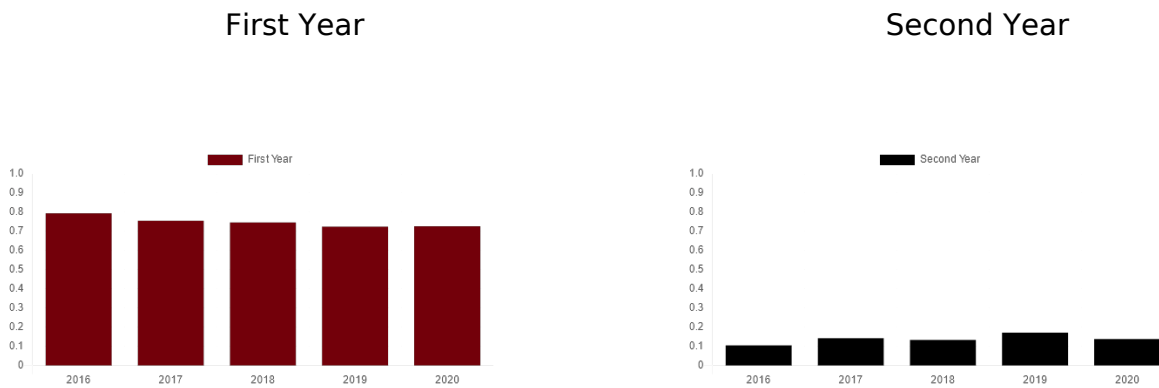
# Student Enrollment & Outcomes

## Undergraduate Retention

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

	<b>First Year</b>	<b>Second Year</b>
<b>Fall 2021 Cohort</b>	0%	N/A
<b>Fall 2020 Cohort</b>	72.75%	13.96%
<b>Fall 2019 Cohort</b>	72.6%	17.3%

Illustration 10. Undergraduate Retention, First and 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.**

	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>4-Year Same Cohort</b>	58.1%	0%	60.38%
<b>4-Year Diff Cohort</b>	13.5%	0%	14.38%
<b>4-Year Total Cohort</b>	71.6%	0%	74.76%
<b>5-Year Same Cohort</b>	61.5%	0%	63.26%
<b>5-Year Diff Cohort</b>	18.9%	0%	19.17%
<b>5-Year Total Cohort</b>	80.4%	0%	82.43%
<b>6-Year Same Cohort</b>	61.8%	0%	63.58%

# Student Enrollment & Outcomes

<b>6-Year Diff Cohort</b>	18.9%	0%	19.17%
<b>6-Year Total Cohort</b>	80.7%	0%	82.75%

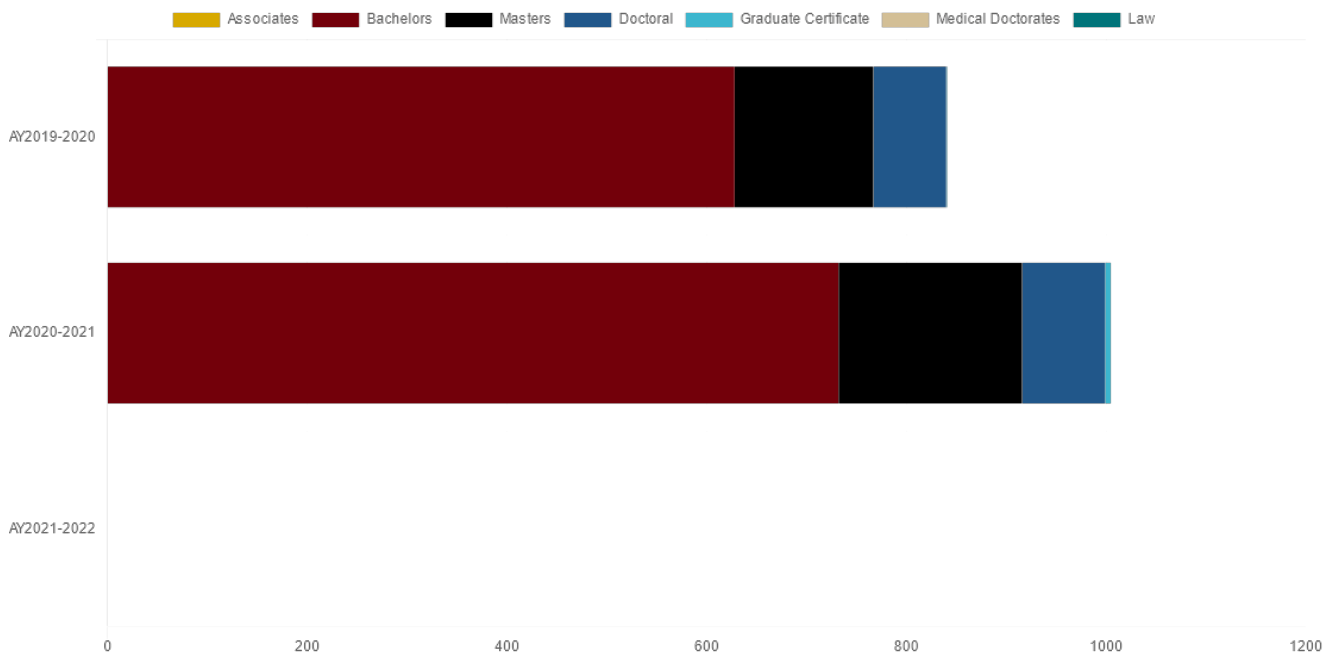
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	Fall 2020	Fall 2019
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		732	628
<b>Masters</b>		184	139
<b>Doctoral</b>		83	73
<b>Medical</b>		0	0
<b>Law</b>		0	0
<b>Pharmacy Doctorate</b>		6	1
<b>Graduate Certificate</b>			

Illustration 11. Degrees Awarded by Level



# Faculty Awards Nominations

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*Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other.*

## **Faculty Research Awards Nominations**

**No Award Nominations have been entered for this section.**

## **Faculty Service Awards Nominations**

**No Award Nominations have been entered for this section.**

# Faculty Awards Nominations

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## Teaching Award Nominations

Recipient(s)	Award	Organization
Nolan, Melissa	Michael Mungo Award for Teaching	Office of the President

## **Faculty Other Awards Nominations**

**No Award Nominations have been entered for this section.**

# Faculty Awards Received

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*Faculty were recognized for their professional accomplishments in the categories of Research, Service, Teaching, or Other.*

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Monroe, Courtney	2021 Distinguished Undergraduate Research Mentor Award	Office of the Vice President for Research and the Office of Undergraduate Research, Uof SC
Davis, Rachel	2021 Distinguished Research Service Award	Office of the Vice President for Research, UofSC
Wilcox, Sara	2021 Breakthrough Leader in Research Award	Office of the Vice President for Research, UofSC
Beets, Michael	2021 Breakthrough Leader in Research Award	Office of the Vice President for Research, UofSC
Pellegrini, Christine	2021 Breakthrough Star Award	Office of the Vice President for Research, UofSC
Zhang, Jiajia	2021 Breakthrough Leader in Research Award	Office of the Vice President for Research, UofSC



# Faculty Awards Received

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## Service Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Pearson, Lee	2021 Faculty Service Award	Arnold School of Public Health
Nolan, Melissa	2021 Faculty Service Award	Arnold School of Public Health
Norman, Sean	2021 Faculty Service Award	Arnold School of Public Health
Arent, Shaun	2021 Outstanding Service Award	International Society of Sports Nutrition

# Faculty Awards Received

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## Teaching Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Thompson, Ray	2021 James A. Keith Excellence in Teaching Award	Arnold School of Public Health

# Faculty Awards Received

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## Other Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Qiao, Shan	Ann Johnson Institute for Science, Technology, & Society Magellan Faculty Fellow	UofSC
Saunders, Ruth	Alumni Distinguished Lifetime Achievement Award	Clemson
Lead, Jamie	Innovative Technology Award (for GeoMat)	NSF Small Business Innovation Research program
Decho, Alan	2021 Fellow of the American Association for the Advancement of Science	AAAS

# Alumni Engagement & Fundraising

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## Alumni

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

With an ever-growing Arnold School alumni base, the opportunity to engage alumni in the work of the school would be beneficial in expanding both visibility and credibility. It also presents a vital means of enhancing the experience and opportunities for current students. Those factors are guiding the school toward establishing an alumni relations council and identifying the most effective means of communicating with and involving our alumni. Work began on this initiative prior to the pandemic and was led by the school's director of development and the associate dean for operations and accreditation (who is also an alumnus of the school). The former development director had just begun to actively engage with Arnold School alumni and build an alumni database when her position was eliminated by the University (subsequent to pandemic-related budget cuts). The vacancy in this position has significantly hampered development efforts and has stymied the alumni relations work.

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

As essential as it is to inform and involve alumni, it is also vitally important to recognize outstanding alumni for their contributions to the field. Each year the Arnold School confers two distinguished alumni awards at the annual hooding ceremony. The Gerry Sue Arnold Alumni Award is open to all alumni who graduated in the past ten years, whose work has made a difference to the profession and in the health of an identified community or population. The Norman J. Arnold Alumni Medal is open to all alumni who graduated more than ten years ago, whose work has had a positive impact on the profession and on the health of an identified community or population and has brought recognition to the Arnold School. In May 2021, the Norman J. Arnold Alumni Medal was awarded to Dr. Byung Mu Lee, who completed his master's degree in environmental health sciences in the Arnold School. He was selected for this award based on his outstanding research and scientific contributions to the field of Environmental Health Sciences and his internationally renowned expertise in diverse areas of toxicology. The Gerry Sue Arnold Alumni Award was given to Dr. Megan Weis, who completed her master's and doctoral degrees in health promotion, education and behavior in the Arnold School. She was selected for this award based on her considerable success in bridging research and practice and in advancing policies to improve health and healthcare in our state.

In addition to recognizing and honoring select alumni, the Arnold School's Mu Chapter of the Delta Omega Honor Society was reorganized in 2019 to increase visibility of the organization

# Alumni Engagement & Fundraising

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for students, faculty, and alumni and to transition to a student-led rather than a faculty-led organization. The Executive Board now includes an Alumni Advisor, who serves as the liaison with Arnold School alumni who are active members of Delta Omega. The intent is to encourage alumni to be more involved in service and scholarship activities such as career panel discussions, abstract reviews, mentoring, networking, and service activities. In May 2021, Delta Omega inducted 16 graduate students, 4 faculty, 4 alumnus, and 4 undergraduate students.

Department-specific alumni initiatives include:

The **Department of Exercise Science** has a number of alumni who serve as practicum preceptors/ clinical instructors and/or guest speakers at the undergraduate and graduate level. Several programs have Facebook pages where alumni can communicate with one another and with current students, post job openings, and hear news about the current activities in their former program. The increased presence on social media appears to be the most “effective” avenue currently for making alumni aware of what department faculty and students are doing. That continues to gain traction. No in-person events were held this year due to the pandemic. The loss of the development officer because of COVID cost-cutting was also a major blow to the department.

The **Department of Epidemiology and Biostatistics** sends out a departmental newsletter which is shared with alumni to keep them informed of current happenings in the department and provide them with an opportunity to share their professional accomplishments. Alumni are also asked to participate in the annual Prospective Students Day event to talk about career opportunities post-graduation. Nine alumni spoke to current students about their career paths in March 2021. Graduate directors also frequently reach out to alumni regarding proposed curricular changes. For example, in 2021 a survey was sent to epidemiology PhD alumni to provide feedback on the consulting practicum requirement in the curriculum.

The **Department of Health Services Policy and Management** actively engage their alumni through participation in Arnold School recruiting events, guest lectures in courses, serving on advisory boards, mentoring students, providing job shadowing opportunities, serving as preceptors, adjunct teaching, and participating in departmental-sponsored professional development opportunities. The department also established closed LinkedIn groups for each program so that alumni and current students can connect, network, and communicate professionally. The department regularly posts program related news and updates on these LinkedIn accounts. Two alumni-preceptor-student networking receptions are hosted annually with broad participation, though both were canceled this year due to the pandemic.

The **Department of Health Promotion, Education and Behavior** distributes a quarterly email newsletter to HPEB alumni as well as all preceptors of student practicum projects. HPEB encourages alumni to serve as practicum preceptors, adjunct instructors, guest lecturers, and experts on panels. In 2021, HPEB hosted additional panels with alumni through the Student Engagement Committee alumni events and alumni were invited to speak with students in the two doctoral seminar classes.

The **Department of Environmental Health Sciences** continuously involves alumni in guest lectures in many classes, invited seminar presentations in departmental and Center for

# Alumni Engagement & Fundraising

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Oceans and Human Health seminar programs, and in special Arnold School events such as the Vernberg and Clyburn Lectures. In addition, many alumni serve on graduate student research committees for both thesis and dissertation research. The department also routinely nominates our graduates for the annual Arnold Alumni Awards. As part of our new MPH Recruitment Plan, the department will be hosting a meeting to solicit formal ideas for MPH Practica from alumni and will then share these ideas with current MPH students so that they can move forward with new practica projects. This provides value added to participating alumni and will help build more bridges with organizations in which alumni are employed or involved.

Many alumni have assisted the **Department of Communication Sciences and Disorders** in the training of future speech-language pathologists through the supervision of clinical practica at their work sites. Others have made generous donations to the various departmental funds that provide graduate student scholarships, pay for clinical services at the Speech and Hearing Research Center for families in financial need. We engage with our alumni through a dedicated Facebook page, as well as a COMD twitter account. Through the media and notification of student award winners, alumni are regularly alerted to open COMD events, such as the C-STAR lectures on aphasia recovery, and the monthly student events with guest speakers. This year, some alumni will be invited to our Christmas in April, April 29th event held off-campus at the CityArt Building at 2:00 PM. There will be an unveiling of a former department chair's portrait (Kenn Apel).

## Development, Fundraising and Gifts

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

The Arnold School has been without a director of development since October of 2020. There has been no substantial activity related to fundraising or donor cultivation since that time. As a result, gifts to the school have dropped precipitously, resulting in a total of only \$700K in contributions to the school in the current fiscal year.

## Supplemental Info - Alumni Engagement & Fundraising

*Any additional information on Alumni Engagement & Fundraising appears as 'Appendix 3. Alumni Engagement & Fundraising' (bottom).*

# Community Engagement

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## Community Engagements and Community - Based Activities

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

Community engagement is a cornerstone of public health and is vital to the success of the Arnold School's mission. Examples of community-based research, scholarship, outreach, and service are plentiful across each of the school's six departments and reflect a wide array of community and organizational partners as well as topical focus areas. Notable examples range from a clinical partnership with Prisma Health to address the needs of individuals newly diagnosed with Parkinson's disease to community support groups conducted in collaboration with Able SC for people with aphasia. Additional examples reflect partnerships to address critical issues such as COVID-19 impacts, HIV prevention, HPV vaccination, cardiovascular health, childhood obesity and environmental concerns, such as harmful algal blooms and climate change issues affecting lakes and drinking water. Key partnerships also engage with minority communities in the ongoing effort to address widespread health disparities.

Community engagement often reflects a collaborative response to changing community needs. In 2019 a unique statewide initiative was launched from the Arnold School to establish a first-of-its-kind, state-level Community Health Worker Institute (CHWI) that trains individuals who come from the communities they serve to act as bridges between health and social service systems and marginalized communities. The first cohort of community health workers were trained by the institute in 2020 to address social determinants of health by helping individuals implement health changes and helping health systems better understand and serve targeted communities. The CHWI was also asked to support state agencies and other providers in addressing essential capacity for health workers in response to the COVID-19 pandemic. Those efforts were instrumental in supporting local communities in navigating the many challenges of the pandemic. As a result, community health workers were featured in a statewide television ad campaign produced by SC DHEC in 2021.

This past year, the **Department of Epidemiology and Biostatistics** faculty continued to go above and beyond the call of duty in responding to the COVID-19 pandemic on multiple levels. This includes the work of Dr. Melissa Nolan in helping guide UofSC policies as well as leading a statewide SARS-CoV-2 seroprevalence survey in collaboration with Drs. Kanyangarara and Self and SC Department of Health and Environmental Control (DHEC) colleagues. Many other faculty (e.g., Drs. Liu, Torres, Self, Nolan, Kanyangarara) have initiated COVID-19 research to help assess its impact in various community groups (e.g., Latino community, pregnant women, clinical settings). Further, departmental faculty have been tireless in their service to the community by responding to hundreds of media requests across multiple platforms to educate our local, state, and national communities using evidence-based information about the pandemic and how to control it. This has served to benefit not only the general public but has garnered UofSC and ASPH extensive professional exposure.

The **Department of Environmental Health Sciences (ENHS)** faculty are part of the National Institute of Environmental Health Sciences (NIEHS) funded Center of Excellence for Oceans and Human Health and Climate Change Interactions (OHHC2I). Within the OHHC2I is

# Community Engagement

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the Community Engagement Core (CEC) which is responsible for community-based research and community engagement activities. ENHS partners with DHEC's Office of Applied Science and Community Engagement to address environmental justice and environmental susceptibility issues across South Carolina. ENHS also partners with the Lowcountry Alliance for Model Communities to address environmental justice issues in and around North Charleston. ENHS faculty, staff and students also support community and volunteer environmental monitoring and outreach programs in several areas of South Carolina.

In the **Department of Exercise Science** many faculty members' grant funded work involves community-engaged research where community advisory councils or boards provide input into applied research activities. Oftentimes, faculty research involves clinical populations or outreach into the community. Drs. Beets, Weaver, and Pate are actively involved in schools and after-school activities as well as serving in advisory capacities. Dr. Wilcox, Director of the Prevention Research Center, is actively engaged in the community, particularly with many underserved populations. The Sport Science Lab, directed by Dr. Arent, engages with the UofSC Athletics Department and members serve as sport science advisors for various teams while also conducting research. The athletic training programs place most of their students in schools and some hospitals throughout the state. All physical therapy doctoral students and athletic training students are required to complete community service each semester. UofSC students from various professions, including physical therapy, athletic training, public health, and community health partner with the SC Area Health Education Consortium to improve patient care in rural, underserved areas of South Carolina.

MHA students in the **Department of Health Services Policy and Management** have a Healthcare Executive Students Association that supports volunteer activities at the local soup kitchen and the Habitat for Humanity. Dr. Sudha Xirasagar (PhD program director) has a long-standing volunteer engagement with the Chester County community to increase colorectal cancer screening to make Chester County colorectal cancer free in 5 years. She has also been engaged with the Chester County Literacy Council and the North Central Family Health Center of Chester since 2018 and is a volunteer for the South Carolina Cancer Alliance. A community Federally Qualified Health Center partnership proposal is under development for NIH to reduce diabetes and hypertension morbidity and mortality disparities in Chester County. The MHA program in particular directly involve our community partners. The department hosts periodic meetings, has social engagements, and actively organizes and communicates all student placements.

Faculty in the **Department of Health Promotion, Education, and Behavior** also have grant-funded work that involves community-engaged research. For example, Dr. Mark Macaуда, research assistant professor, is working with communities across the state through grants and contracts he manages and collaborates on in his role with the ASPH Core for Applied Research and Evaluation. In addition, Dr. Brie Turner-McGrievy's (associate professor) NIH-funded work involves collaborating with soul food restaurants on the delivery of a community-based nutrition intervention program. Dr. Daniela Friedman, professor and chair, is co-lead of the Community Engagement Core for the NIEHS-funded P01 grant on Oceans and Human Health (PIs: Dr. Geoff Scott, Department of ENHS, and Dr. Paul Sandifer, College of Charleston). The South Carolina Cancer Prevention and Control Research Network (Friedman PI) awarded grants to two organizations (Upper Midlands Rural Health Network and Trinity Baptist Church) to engage communities in prevention and screening for cancer and also for Covid-19. HPEB students were instrumental in volunteering for World AIDS Day events at the



# Community Engagement

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State House.

The Montgomery Speech-Language-Hearing Clinic housed in the **Department of Communication Sciences and Disorders** offers high-quality diagnostic and treatment services to individuals of all ages. Committed to excellence in service, teaching and research, the Center serves to fulfill its mission to meet the needs of a diverse community with regards to the nature, prevention, diagnosis, and to treatment of disorders of communication. The Clinic logs over 6,000 patient visits and conducts approximately 225 patient outreach hours per year. All of COMD research labs lead by Adlof, Behrozzmand, Fitton, Hogan, Klusek, Fridrikkson/Den Ouden, and Neils-Strunjas engage children or adults with speech, language, hearing, socialization, or cognitive challenges.

See also **Real Time Goal 6 - Meet the professional development needs of the public health workforce.**

## Incentivizing Faculty Engagement

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

All faculty members are reviewed annually on three service-related criteria: service to the university, school, and department; service to or in professional groups/activities; and service to or in the community. Service to the community may include consulting related to professional activity; leadership roles in not-for-profit organizations; presentations to community professional groups; service on advisory boards, societies, or councils; and work with state agencies having a public health mission. Research faculty are expected to expend most of their effort in the conduct of research; however, their annual reviews may include instructional and professional service activities. Similarly, the school expects clinical faculty to engage in academic, community, and professional service.

Although it does not have a strong, across-the-board reward system for faculty service, the Arnold School does take pride in its faculty members' contributions to the university, community, and profession. Each year at the May hooding ceremony, the school recognizes a faculty member with the Faculty Service Award, which includes a \$1,000 honorarium and commemorative plaque. Nominees are considered based on their exceptional outreach to the community, contribution to the public health practice setting, and leadership in professional organizations and university governance. Drs. Melissa Nolan (EPID), Sean Norman (ENHS) and Lee Pearson (HPEB) received the Faculty Service Award in Spring 2021 due to their joint work in support of the campus response to COVID-19.

# Collaborations

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## Internal Collaborations

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

The Arnold School's faculty collaborate across the university by serving on graduate and undergraduate student committees, providing guest lectures, and conducting collaborative research with colleagues from many other schools and colleges. Numerous Arnold School faculty members hold joint or adjunct faculty appointments in other units and serve on various advisory committees. Combination and concurrent programs exist between the Arnold School and other colleges and schools on campus, demonstrating the inter-dependency and integration of the health professions. The Arnold School also partners with other academic units on several interdisciplinary graduate certificate programs.

Other internal partnerships include:

- UofSC Health science programs and the interprofessional education program (IPE)
  - School of Medicine – Columbia
  - School of Medicine – Greenville
  - College of Nursing
  - College of Pharmacy
  - College of Social Work
- Aging Brain Cohort at UofSC (ASPH, Dept of Psychology)
- Belle W. Baruch Institute, UofSC
- Carolina Consortium on Health, Inequalities, and Populations (CHIP)
- Carolinas Integrated Sciences and Assessments Program, Department of Chemistry and Biochemistry
- Center for the Study of Aphasia Recovery (ASPH, Dept of Psychology, School of Medicine)
- College of Arts & Sciences (including psychology, theater and dance, biological sciences, chemistry, geography, political science, women & gender studies, southern studies)
- College of Education College of Engineering and Computing
- College of Information and Communications
- Office for the Study of Aging, UofSC
- PASOs, UofSC
- ROTC
- School of Earth Ocean and the Environment
- School of Journalism and Mass Communications
- School of Law
- University Athletics
- Walker Institute

## External Collaborations

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

# Collaborations

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The Arnold School maintains strong relationships with the SC Department of Health and Environmental Control (DHEC), Prisma Health (formerly Palmetto Health), and numerous other local and state agencies. In addition to many formal agreements for student field placements (e.g., 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
  - Lexington-Richland School District 5
  - Richland County School District 2
- Local preschool programs in the Columbia metropolitan area
- Colleges/universities in SC
  - Allen University
  - Benedict College
  - Claflin University
  - The Citadel
  - Clemson University
  - College of Charleston
  - Limestone College
  - MUSC
  - SC State
- Able SC
- AID Upstate
- Alliance for a Healthier South Carolina
- Alzheimer's Association, South Carolina Chapter
- American Cancer Society, SC Regional Chapter
- APEX Performance
- Blue Cross Blue Shield of South Carolina
- Camp MATES
- Diabetes-Free SC
- Dorn VA Medical Center
- Eat Smart Move More SC
- Fact Forward (formerly SC Campaign to Prevent Teen Pregnancy)
- Lexington Medical Center
- Lourie Center (Columbia, SC)
- Lowcountry Alliance for Model Communities
- Lowcountry Institute, River Keepers, and Water Watch
- Mary Black Foundation, Spartanburg
- Midlands Healthy Start
- Molina Health
- Palmetto AIDS Life Support Services (PALSS)
- Palmetto GBA
- Richland County First Steps

# Collaborations

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- Richland Library
- SC AHEC (Area Health Education Consortium)
- SC Cancer Alliance
- SC Cancer Control Advisory Committee
- SC Department on Aging
- SC Department of Health and Human Services
- SC Department of Social Services
- SC Hospital Association
- SC Institute of Medicine and Public Health
- SC Office of Rural Health
- SC Primary Health Care Association
- SCaleDown
- Sisters of Charity Foundation of SC
- Smoke-Free SC
- Special Olympics, SC
- State Alliance for Adolescent Sexual Health in SC
- Susan G. Komen Lowcountry Affiliate
- YMCA
- University Specialty Clinics

## **Regional/National:**

- Out of state colleges/universities in the US
  - Baylor University
  - Brown University
  - Duke University
  - Emory University
  - Harvard University
  - Howard University
  - Iowa State University
  - Johns Hopkins University
  - Louisiana State University
  - New York University
  - North Carolina Central University
  - Ohio University
  - Rutgers University
  - Stanford University
  - University of Arkansas
  - University of California Irvine
  - University of California Los Angeles
  - University of California San Diego
  - University of Colorado
  - University of Florida
  - University of Hawaii
  - University of Oklahoma
  - University of Kentucky
  - University of Maryland
  - University of Minnesota
  - University of North Carolina Chapel Hill

# Collaborations

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- University of Pittsburgh
- University of Tennessee
- University of Utah
- University of Virginia
- University of Washington
- University of Texas Health Sciences Center
- Wake Forest University
- Wayne State University
- West Virginia University
- Other medical schools/health systems
  - Kaiser Permanente
  - Kansas City Children's Hospital
  - Mayo Clinic
  - Miriam Hospital, Providence, RI
  - Oschsner Medical School, New Orleans
  - Roswell Park Cancer Institute
  - Seattle Children's Hospital
  - US Veteran's Hospitals
  - University of Texas - Southwestern Medical Center
- AID Healthcare Foundation
- American Cancer Society
- American College of Epidemiology
- American College of Sports Medicine
- American College of Radiology
- American Council of Academic Physical Therapy (ACAPT)
- American Physical Therapy Association (APTA)
- American Public Health Association
- American Society of Clinical Oncology
- American Society of Tropical Medicine and Hygiene
- Association of Schools and Programs in Public Health
- Enhancing Neuro Imaging Genetics through Meta-Analysis Consortium (ENIGMA)
- Feeding America
- Health Exercise is Medicine
- Health Resources & Services Administration (HRSA)
- International Society of Sports Nutrition
- Interstate Shellfish Sanitation Conference
- Moffitt Cancer Center and Research Institute
- Mote Marine Laboratory
- National Association of Chronic Disease Directors
- NOAA, National Ocean Service - National Centers for Coastal Ocean Sciences (MOU)
- National Physical Activity Plan Alliance
- National Strength & Conditioning Association
- SC and Washington State SeaGrant Programs
- Society for Epidemiologic Research
- Translational Research Center of the Lung (TRICL)
- US Army Research Institute of Environmental Medicine (USARIEM)
- US Centers for Disease Control and Prevention
- US Department of Health and Human Services, Offices of Disease Prevention & Health Promotion

# Collaborations

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

## **International:**

- International colleges/universities:
  - Australia: University of South Australia, University of the Sunshine Coast
  - Brazil: Sao Paulo State University, Universidade Federal da Bahia
  - Canada: McGill University, Queen's University
  - Peoples Republic of China: Beijing Sports University, Guangxi Medical University, Guilin Medical University, Nanjing Medical University
  - Columbia: Universidad de Antioquia
  - Cyprus: Nicosia Medical University
  - Guatemala: Rafael Landivar University
  - Ireland: Dublin City University
  - Japan: National Institutes of Biomedical Innovation
  - Norway: Norwegian University of Science and Technology
  - Pakistan: Aga Khan University, Karachi
  - Qatar: Hamad Bin Khalifa University
  - Spain: University of Granada
  - Taiwan: China Medical University
  - United Kingdom: Coventry University, King's College, Lancaster University, London School of Economics and Political Science, University of Leeds, Trinity University, University of Bath, University of Gloucestershire
- Alive & Thrive and International Food Policy Research Institute CerviCusco, Peru
- Center for International Blood and Marrow Transplant Research (CIBMTR)
- Dubai, United Arab Emirates: Dubai Health Authority
- European Centre for Environment and Human Health at Exeter University, Cornwall, UK
- INCLEN Trust International, India
- International Lymphoma Epidemiology Consortium (InterLymph)
- Karolinska Institute, Sweden
- National Institute of Public Health of Mexico (INSP)
- Ramboll Environment and Health, Denmark
- World Health Organization Centre of Environment and Health, Bonn, Germany

# Equity and Diversity Plan

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## Improve Under-Represented Minority (URM) Student Enrollment

In 2020, the Arnold School finalized its strategic plan for Diversity, Equity, & Inclusion (DE&I), which aligns with Focus Carolina 2023. This section describes current planned strategies and goals where applicable.

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

### Commitments:

1. Increase recruitment of gender and under-represented minority (URM) student enrollment at the undergraduate and the graduate level.
2. Increase retention of gender and under-represented minority (URM) student enrollment at the undergraduate and the graduate level.
3. Enhance Academic Outcomes for URM students at the undergraduate and graduate levels.
4. Increase post-graduation outcomes for URM students at the undergraduate and graduate level.

The school's Office of Undergraduate Student Services participates in university-coordinated recruitment events scheduled throughout the year. Admissions coordinates and does all the outreach for any recruitment events including those specifically designed for special populations. For example, this past July and August we participated in UofSC's Virtual "Summer Seniors Academic Resource Fair." Arnold School advisors also use the referral system in EAB Navigate and provide information about campus resources, programs, and services as needed on a case-by-case basis. The largest support needed for undergraduate students is financial support. We contracted for an external assessment of the Arnold School in 2019, and the results of that assessment reinforced the need to offer more financial aid and scholarships to attract and retain undergraduate URM students.

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

From the **Arnold School's DE&I Plan Strategy 1**: Create an inclusive and equitable environment in the Arnold School (Engagement & Inclusion). Engage our Arnold School community in the learning, understanding and practice of diversity, equity, inclusion, and social justice. Foster a welcoming and inclusive Arnold School community.

### Commitments:

1. Increase engagement of students, faculty, staff, administrators, and the Arnold School community in courses and trainings that focus on diversity, equity, inclusion, social justice, critical analysis, and civil discourse.
2. Increase engagement of students, faculty, staff, administrators, and the Arnold School in community events that promote the awareness and understanding of diversity, equity,

# Equity and Diversity Plan

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inclusion, social justice, critical analysis, and civil discourse.

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

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

1. Increase the number of full-time URM faculty and professional/administrative staff at all levels across academic units.
2. Increase the of URM faculty and staff through targeted activities.

In AY2020-2021, the ASPH DEI committee worked on initiatives for the upcoming year. Initiatives align with the ASPH DEI strategic plan that was approved in AY2019-2020. The ASPH's DEI strategic plan aligns with the University Priority 4, which supports the need for additional training around DEI for faculty, strengthening the hiring process by strengthening Academic Excellence Through Affirmative Recruiting and the Affirmative Action Recruiting Sources Guide. We will also ensure accountability for search committees to follow best practices for recruiting, interviewing, and evaluating applicants. One of the goals is to integrate a DEI statement in all faculty applications by the end of AY2021-2022, and most searches have integrated the DEI statement this year. The ASPH's Office of DEI will continue to collaborate with the UofSC Office of DEI and Human Resources to strengthen search committee training and recruitment strategies. Finally, the Office of DEI will present the first ASPH DEI Award that recognizes outstanding ASPH faculty who demonstrate excellence in public health scholarship that promotes diversity, equity, and inclusion through research, as well as community engagement and/or teaching. Current faculty statistics can be found under Faculty Population.

## Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

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

### **Commitments:**

1. Increase retention of gender and under-represented minority (URM) student enrollment at the undergraduate and the graduate level.
2. Enhance Academic Outcomes for URM students at the undergraduate and graduate levels.
3. Increase post-graduation outcomes for URM students at the undergraduate and graduate level.

### **Goals:**

1. Develop partnerships with community organizations that support URM students and their successful transition to college and/or graduate programs.
2. Support, promote, and track participation in a leadership program for URM undergraduate and graduate students.



# Equity and Diversity Plan

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3. Support, promote, and track participation in programs to enhance academic interventions for first generation students, international students, and low-income students.
4. Develop, support, promote, and track participation in a mentorship program for undergraduate and graduate students.
5. Increase scholarship and stipends that support URM graduate and professional students.
6. Develop, support, promote, and track participation in a mentorship programs to assist international students (academic, culture, adult field trips).

Current demographics can be found under Student Enrollment and Outcomes.

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

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

### **Commitment:**

1. Increase post-graduation outcomes for URM students at the undergraduate and graduate level.

### **Goals:**

- Support, promote, and track participation in programs to enhance academic interventions for first generation students, international students, and low-income students.
- Develop, support, promote, and track participation in a mentorship program for undergraduate and graduate students.
- Increase participation among internships, study abroad, grant funded research and other experiential learning opportunities.
- Increase participation in the Grace Jordan McFadden Professors program for doctoral students.
- Develop a mentorship program for undergraduate and graduate students to enhance enrollment for advanced degrees at the masters or doctoral level.

Initiatives include having students attend the ThisIsUSC, conducting professional development workshops for graduate students (How to Write a Diversity Statement: 101), and finding pathways through the ASPH Student DEI committee for student engagement and mentorship. In FY21, the first ASPH DEI award was presented. This award recognizes an outstanding undergraduate, master, and doctoral student who has made contributions to advancing diversity, equity and inclusion through research, community engagement and/or teaching.

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

The ASPH Strategic plan was approved in FY20 and in FY21, the ASPH has worked on prioritizing initiatives for FY22. One priority for FY21 was to increase in engagement of staff. Through this, we initiated a ASPH DEI committee and also developed an award to recognize staff who have made contributions to advancing DEI efforts. We have also developed a staff monthly spotlight, to recognize the outstanding work of our professional an support staff. Goal

# Equity and Diversity Plan

for FY22 will be to continue enhance engagement of students, faculty and administrators through DEI committee work.

## **Arnold School of Public Health Objectives**

**Strategy 1: Create an inclusive and equitable environment in the Arnold School (Engagement & Inclusion). Engage our Arnold School community in the learning, understanding and practice of diversity, equity, inclusion, and social justice. Foster a welcoming and inclusive Arnold School community.**

### **Commitments:**

1. Increase engagement of students, faculty, staff, administrators, and the Arnold School community in courses and trainings that focus on diversity, equity, inclusion, social justice, critical analysis, and civil discourse.
2. Increase engagement of students, faculty, staff, administrators, and the Arnold School community in events that promote the awareness and understanding of diversity, equity, inclusion, social justice, critical analysis, and civil discourse.
3. Enhance the structure and capacity for promoting faculty through equitable tenure and promotion practices.
4. Improve inclusion and belonging amongst all Arnold School members.

**Strategy 2: Recruit, retain, and develop a diverse community within the Arnold School.**

### **Commitments (Students):**

1. Increase recruitment of gender and under-represented minority (URM) student enrollment at the undergraduate and the graduate level.
2. Increase retention of gender and under-represented minority (URM) student enrollment at the undergraduate and the graduate level.
3. Enhance Academic Outcomes for URM students at the undergraduate and graduate levels.
4. Increase post-graduation outcomes for URM students at the undergraduate and graduate level.

### **Commitments (Faculty & Staff):**

1. Increase number of full-time URM faculty and professional/administrative staff and at all levels across academic units.
2. Increase retention of URM faculty and staff through targeted activities.

**Strategy 3: Support innovative and inclusive scholarship and teaching within the Arnold School.**

### **Commitments:**

1. Increase diversity/equity perspective in research and scholarship.
2. Enhance participation in innovative teaching as it relates to Diversity, Equity, and Inclusion within the classroom.

# Equity and Diversity Plan

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3. Improve fostering trust/cooperation with minority/diverse communities to advance research related to health disparities.
4. Integrate a diversity/inclusiveness learning objective into all core classes at the Arnold School.

## Improve The Sense Of Inclusion Amongst All University Community Members

In fall 2019, the Arnold School used an external consultant (CommonSense) to conduct an intercultural agility assessment of the school (administration, faculty, staff, students). The intercultural agility assessment results were provided to the faculty, staff and students in Fall 2020 and were used in AY2020-2021 to prioritize initiatives and follow through with recommendations made by the consultant. In AY2021-2022, prioritization of initiatives include:

### Administration & Faculty Priorities

1. Recruitment of underrepresented minority (URM) faculty members
2. Retention of minoritized faculty members
3. Faculty Mentorship Program for Clinical and Tenure Track Positions
4. Development and support for more DEI related training programs for faculty
5. Create more transparency and equity in faculty workloads, paying particular attention to faculty members who perform excessive service.
6. Integration of DEI efforts in annual review and tenure and promotion process
7. Integrate incentives for faculty and students to integrate diversity, equity and inclusion within their research and scholarship.

### Staff Priorities

1. Retention of URM staff members
2. Recruitment of underrepresented minorities (URM) staff members
3. Development and support for more DEI related training programs for staff
4. Develop and enforce policies that provide “protected time” for staff members to participate in professional development training.
5. Identify capital improvements projects (e.g., gender neutral bathrooms and ADA compliant bathrooms, nursing facilities, prayer/meditation space, etc.) that increase access and accessibility for all faculty, staff, and students.
6. Develop and implement a structured and systematic exit-interview process for all.
7. Integration of DEI efforts in the annual review process

### Student Priorities

1. Recruitment of underrepresented minority (URM) students.
2. Increase post-graduate outcomes (e.g., job placement, completion of degree, or advancement to professional graduate programs)
3. Scholarships for URM students at both the UG and Graduate Level
4. Retention of URM students.
5. Increase scholarship and stipends that support URM graduate and professional students.
6. Identify capital improvements projects (e.g., gender neutral bathrooms and ADA compliant

# Equity and Diversity Plan

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bathrooms, nursing facilities, prayer/meditation space, etc.) that increase access and accessibility for all faculty, staff, and students.

7. Support, promote, and track participation a leadership program for URM undergraduate and graduate students

# Dashboard Metrics and Narrative

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## Metrics

### Student Information Narrative

The Arnold School saw a slight drop in undergraduate enrollment in 2021, but longer-term enrollment is expected to increase with the recent pandemic-related focus on the field of public health. Such growth requires expansion of undergraduate advising services and the addition of key course sections in order to maintain reasonable student/faculty ratios and enable timely academic progression. Of note, there was a 24% increase in undergraduate enrollment of Asian students in 2021.

Over the past few years, national enrollment trends for graduate programs in public health have been either trending down or remaining flat. In Fall 2021, Arnold School had a 4% increase in graduate enrollment largely as a result of increased interest in the public health professions. Notably, there was a 16% increase in enrollment of Black graduate students and a 21% increase in Asian student enrollment. In AY2021-2022 ASPH is exploring different methods for continuing to enhance recruitment that are both sustainable and effective. In particular, enhancing the school's marketing capacity is a priority.

Despite the downward trends in some public health graduate degree programs, clinical programs in both COMD and EXSC (e.g., physical therapy and athletic training) remain highly competitive to applicants, having strong matriculation rates and very high job placement rates. Of note, the Arnold School's programs in exercise science and athletic training were recognized along with other UofSC programs in 2020 as key contributors to the University's #1 U.S. ranking among sport science universities by the Shanghai Global Ranking of Sport Science Schools and Departments. In addition, the EXSC PhD program is ranked #1 in the U.S. by the National Academy of Kinesiology.

### Contribution (Per Student) Narrative

Although the Arnold School has a large undergraduate enrollment, graduate programs typically have smaller enrollments and include part-time students. It is important to note that student enrollment is calculated here based on full-time equivalent and not by individual students.

The large amount of extramural (grant) funding secured by ASPH faculty skews this metric, since those funds do not directly impact educational services (i.e., cost per student). The increase in grant funding seen in recent years and the effects of variable enrollment make year-to-year comparisons challenging.

From our perspective, the Arnold School's productivity in research artificially inflates the cost per student in the model.

# Dashboard Metrics and Narrative

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## Model Allocations (Per Student) Narrative

Although the Arnold School has a large undergraduate enrollment, graduate programs typically have smaller enrollments and include part-time students. It is important to note that student enrollment is calculated here based on full-time equivalent and not by individual students.

The large amount of extramural (grant) funding secured by ASPH faculty skews this metric, since those funds do not directly impact educational services (i.e., cost per student). The increase in grant funding seen in recent years (particularly in FY19) and the effects of increased enrollment make year-to-year comparisons challenging.

From our perspective, the Arnold School's productivity in research artificially inflates the cost per student in the model.

## Faculty Information Narrative

The Arnold School has increased faculty counts in recent years with strategic hires across each of our six departments and targeted hires for Greenville programs. Key hires have been made in epidemiology and biostatistics, with a recent emphasis on infectious disease surveillance and epidemiology. Of note, these timely hires have been critical in addressing the ongoing pandemic concerns on campus and across the state of SC.

The faculty/student ratio reflects a slight increase in the number of students being taught by a faculty member. Increased faculty numbers have been offset by expanding research efforts. It will be vital for the school to expand targeted teaching faculty hires in order to maintain quality instruction and classroom experiences, a competitive student/faculty ratio relative to peer institutions, and to support our continued growth in extramural funding. For AAU competitiveness, it is key that Arnold faculty numbers double over the next decade or we will be eclipsed within the SEC by Texas A&M, Florida and possibly Kentucky within 5-7 years.

## Credit Hours Taught Narrative

The Arnold School now has the largest undergraduate population of any SPH in the nation. Correspondingly, the increasing enrollment in the Arnold School's undergraduate programs has driven increases in credit hours taught. It is important to note, however, that incoming undergraduates (FR/SO) take the majority of their credit hours in the Carolina Core which is taught outside of the Arnold School. The figures shown here mostly reflect instruction for upper-level (JR/SR) undergraduates as well as graduate-level courses. Additionally, the Carolina Core needs to be re-designed. As South Carolina annually ranks in the bottom 10% for population health, its flagship university should require a general health class for every

# Dashboard Metrics and Narrative

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UofSC graduate.

The hours taught by tenure-track faculty decreased due to the expansion of instructional faculty (noted above). However, it is important to note that the increase in Arnold undergraduate enrollments in 2020 produces a delayed impact (increase) in credit hours taught until students reach our upper-level courses.

It is also worth noting that these figures reflect fall enrollments and do not show the considerable mid-year impact of transfer students (i.e., typically 150-200 new majors). Additionally, teaching load varies by rank and classification, with clinical (teaching) faculty teaching more credit hours overall than tenure-track researchers.

## College/School Financial Information Narrative

The Arnold School continues to excel in research, scholarship, outreach and academic programs. Despite the budgetary restrictions related to the pandemic, the school continued to deliver on its mission -- particularly in the provision of public health expertise for the campus/system COVID response.

The school continues to enhance research productivity through our internal NIH boot camp for junior faculty. To enhance graduate enrollments, we are seeking to follow up on our successful targeted social media advertising campaigns with more sustainable efforts at the individual department level. Federal competitive research funding continues to be a point of pride for the Arnold School while increasing graduate enrollment remains a priority. Targeted central funding supports to enhance doctoral recruitment and retention is badly needed campus wide especially in the wake of visa restrictions for the past two years. It is unreasonable to expect AAU quality doctoral education can be reached solely or primarily through extramural funding sources.

NOTE: Of the total revenue noted, \$32.7 million in restricted funding is not expressly directed toward students. Although the student experience is enhanced by the research mission and employment opportunities (often with tuition assistance) that are generated through grants, these funds are not expressly directed toward the true cost per student. Also, most N fund resources (faculty start-ups) and some E fund resources do not directly apply to student costs. For Arnold, the expenditures per student are far below our peer aspirants and the lowest among all SEC universities with schools of public health except for LSU.

## Student Outcomes Narrative

Undergraduate students in the Arnold School (both exercise science and public health majors) receive full-time centralized advising services to ensure careful program tracking and enhance

# Dashboard Metrics and Narrative

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overall student success. This attentive approach helps to maximize program adherence, student success, and graduations with distinction while minimizing excessive program duration. Such actions help to reduce excess tuition costs per student and related student debt by managing program duration.

Job placement and employability are key concerns addressed through the undergraduate capstone experience in which students gain key skills in resume writing, interviewing, leadership and networking. Practical experience opportunities are incorporated in the academic program, which enable the development of key contacts and referrals, while advisory panels with recent graduates help to connect current students with those alumni already working in the field.

The Arnold School continues to be the leader among academic units in the number of undergraduates who earn Graduation with Leadership Distinction (GLD). This designation requires considerable faculty time with each student but offers graduates yet another key means to distinguish themselves in a competitive job market.

## HERD Research Expenditures Narrative

Due to steadily increasing competitive grant awards and the recruitment of research-competitive faculty, the Arnold School's research expenditures are expected to continue to grow. Already in FY2022 the ASPH has surpassed \$26.7M in extramural research funding with 6 months remaining. Due to continuing COVID-related obstacles to the execution of research, the timing of research expenditures may be prolonged relative to pre-pandemic years.

## Other Information Narrative

The Arnold School has reached or surpassed the quality of at least 6 national programs housed at AAU institutions (e.g., Florida, Indiana, Texas A&M, Vanderbilt). Recent growth rates in undergraduate enrollments (>8-10% per year) are not sustainable without further investment in faculty. Similarly, research grant production will plateau soon without further competitive faculty researcher additions. We are also constrained by the physical infrastructure needed to accommodate growth. We should not be deluded into believing that the growth and improvement needed to reach AAU consideration can be achieved by programmatic growth without significant institutional investment. In 2022 the Arnold School remains at a crossroads – we can plateau and maintain what is today a very respectable level of scholarly and educational productivity, or we can receive a fresh infusion of investment and move to the next level, which would and should be a top 10 position among all public health programs in the country.



# Concluding Remarks

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## Quantitative Outcomes

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

Quantitative outcomes data for the Arnold School show a continued high-level of extramural sponsored award funding in FY 2021 at more than \$43.5 million. This included \$22.4 million from NIH, an increase of 14% compared to NIH funding last year. Despite the pandemic, our overall undergraduate and graduate enrollments continue to grow. The number of master's students in Fall 2021 increased by over 11% compared to the previous year. The number of enrolled doctoral students decreased by 22 students to 294, a 7% drop. Moving forward, the Arnold School will seek to increase doctoral enrollment since doctoral student output is a key metric for AAU. Fundraising continues to decline in the Arnold School and is an area that needs significant attention. The school's Director of Development position was impacted by a reduction in force in October of 2020. Refilling that vacancy is critical to the long-term success and growth of the Arnold School.

## Cool Stuff

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

There is a lot of "cool stuff" happening in the Arnold School of Public Health. The following brief mentions provide a sample that reflects the innovative work of all our faculty, staff and students.

**Dr. Christina Andrews**, associate professor in the Department of Health Services Policy and Management, received a second \$2.5M grant from NIH to examine Medicaid programs for substance abuse treatment. Building on her work examining the treatment of alcohol use disorder, this new funding will investigate Medicaid-covered treatment for opioid use disorder.

**Dr. Cathy Arnot**, clinical associate professor of physical therapy in the Department of Exercise Science, served as physical therapist and medical director for the USA shooting team at the 2021 Summer Olympics in Tokyo.

**Dr. Roozbeh Behroozmand**, associate professor in the Department of Communication Sciences and Disorders, received a \$3.6M grant from NIH to continue his research on how brain damage causes speech impairment in stroke survivors with aphasia.

**Dr. Saurabh Chatterjee**, associate professor in the Department of Environmental Health Sciences, received a second \$2.5M VA Merit Award from the Veterans Health Administration to continue his work in developing treatments for Gulf War Illness.

**Dr. Alan Decho**, professor in the Department of Environmental Health Sciences and associate dean for research, was chosen as fellow in the American Association of the Advancement of Science. One of four UofSC faculty members chosen this year, Decho join an impressive list of fellows including: inventor Thomas Edison, elected in 1878, sociologist W.E.B DuBois (1905) and anthropologist Margaret Mead (1934).

# Concluding Remarks

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**Dr. Jamie Lead**, professor in the Department of Environmental Health Sciences, has received multiple funding awards for his start-up company, GeoMat, for having developed and patented multiple promising nanotechnologies. These awards include the Innovative Technology Award from the USC/Columbia Technology Incubator as well as a Small Business Innovation Research Award from the National Science Foundation.

**Ms. Eliana Lord** (Public Health '21) was accepted in the CDC's elite public health associate program. She is the first ASPH graduate accepted into the program in 10 years.

**Dr. Melissa Nolan**, assistant professor in the Department of Epidemiology and Biostatistics, received a \$5.4M health policy fellowship from the CDC to continue her already extensive research in COVID-19, vector-borne diseases and the disparities they create.

**Dr. Bankole Olatosi**, assistant professor in the Department of Health Services Policy and Management, and Dr. Jiajia Zhang, professor in the Department of Epidemiology and Biostatistics, received a \$3.5M grant from NIH to examine the patterns and predictors of viral suppression among people living with HIV.

**Dr. Lee Pearson**, associate dean for operations and accreditation, chaired the public health committee for the SHaPE SC Taskforce addressing the potential realignment of governmental public health services in South Carolina.

**Ms. Janet Place**, director of practice and workforce development, was a contributor to the update of the Council on Linkages core competencies for public health to reflect the changing needs of the public health workforce. The Council on Linkages is a collaboration between the national public health-related organizations and governmental agencies.

**Dr. Brie Turner-McGrievy**, associate professor in the Department of Health Promotion, Education, and Behavior, received a \$3.4M grant from NIH to increase dietary quality and reduce type 2 diabetes risk among African Americans by ensuring the cultural relevance of the dietary patterns recommended by U.S. Dietary Guidelines.

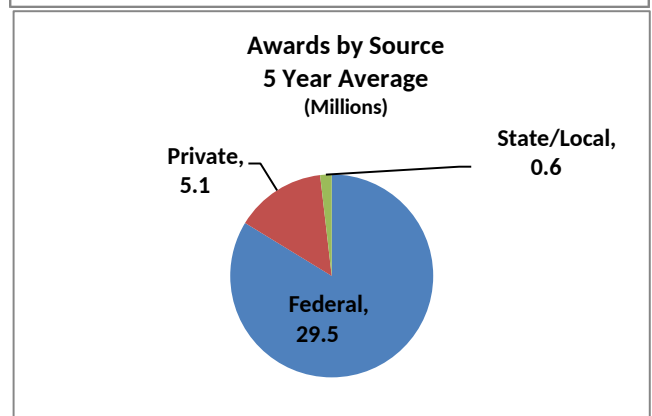
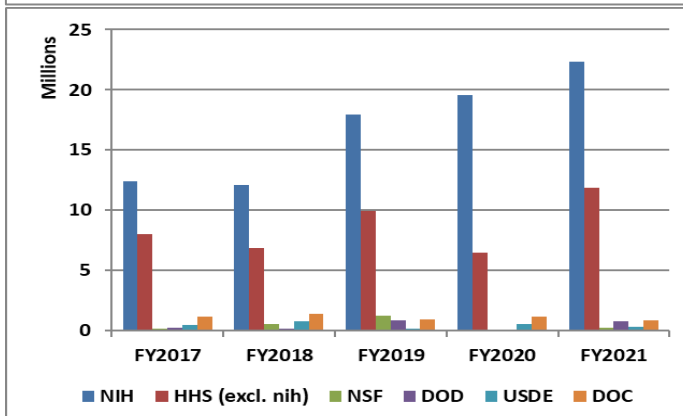
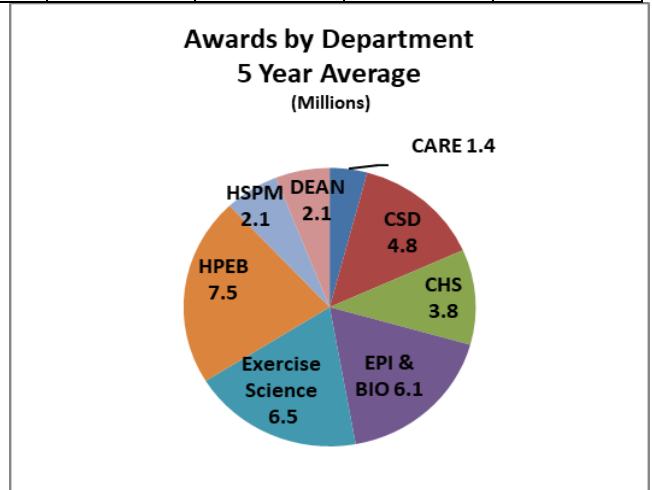
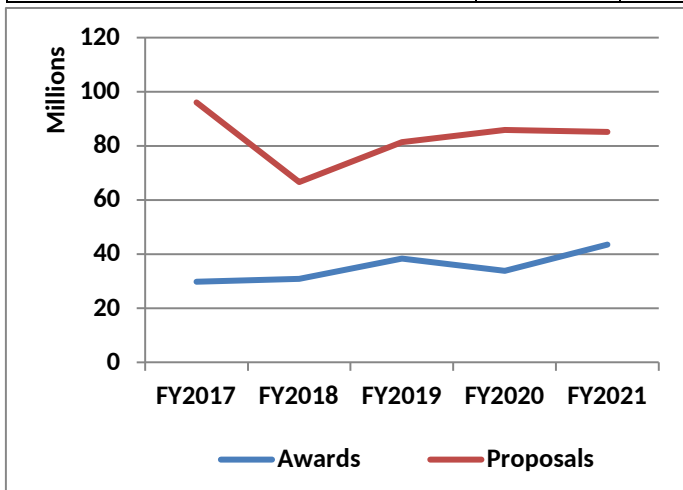
**Dr. Eric Vejerano**, assistant professor in the Department of Environmental Health Sciences, received a Faculty Early Career Development Award from the National Science Foundation for his work in chemical reactivity of airborne nanoparticulate pollutants.

**Appendix A. Research & Scholarly  
Activity**

# Office of Research IT and Data Management Office

## Public Health, Arnold School of Summary of Awards

SAM ACTIVITY	FY2017	FY2018	FY2019	FY2020	FY2021	% Change Avg. (17-20) & 2021
<b>Division Award Totals</b>	<b>29,799,307</b>	<b>30,841,746</b>	<b>38,307,692</b>	<b>33,815,795</b>	<b>43,507,439</b>	<b>31.1</b>
<b>Unit Totals</b>						
Applied Research & Evaluation (CARE)	0	995,247	995,286	1,815,434	3,275,325	244.2
Communication Sciences & Disorders	3,348,178	3,649,508	5,223,619	6,443,428	5,498,699	17.8
Environmental Health Sciences	2,533,466	3,095,453	5,791,565	3,165,354	4,322,177	18.5
Epidemiology & Biostatistics	4,506,981	3,003,458	6,980,871	5,957,331	9,931,591	94.3
Exercise Science	5,705,702	5,233,151	6,925,300	6,333,401	8,197,803	35.5
Health Promotion, Education & Behavior	7,846,057	8,187,115	7,844,312	6,430,584	7,064,464	(6.8)
Health Services Policy and Management	2,612,647	1,464,326	2,160,942	1,244,652	2,771,562	48.2
Dean's Office	3,116,025	4,719,058	1,798,148	460,712	161,576	(93.6)
Other	130,251	494,430	587,649	1,964,899	2,284,242	187.6
<b>Source</b>						
Federal	23,868,450	23,234,490	32,024,673	29,386,183	39,070,912	44.0
Private	5,265,492	6,518,135	6,101,973	3,740,594	3,840,054	(29.0)
State/Local	665,365	1,089,121	181,046	689,018	596,473	(9.1)
<b>Proposals</b>						
Submissions	372	309	309	379	342	(0.1)
Dollars Requested	96,030,145	66,639,699	81,440,565	85,899,754	85,198,502	3.3

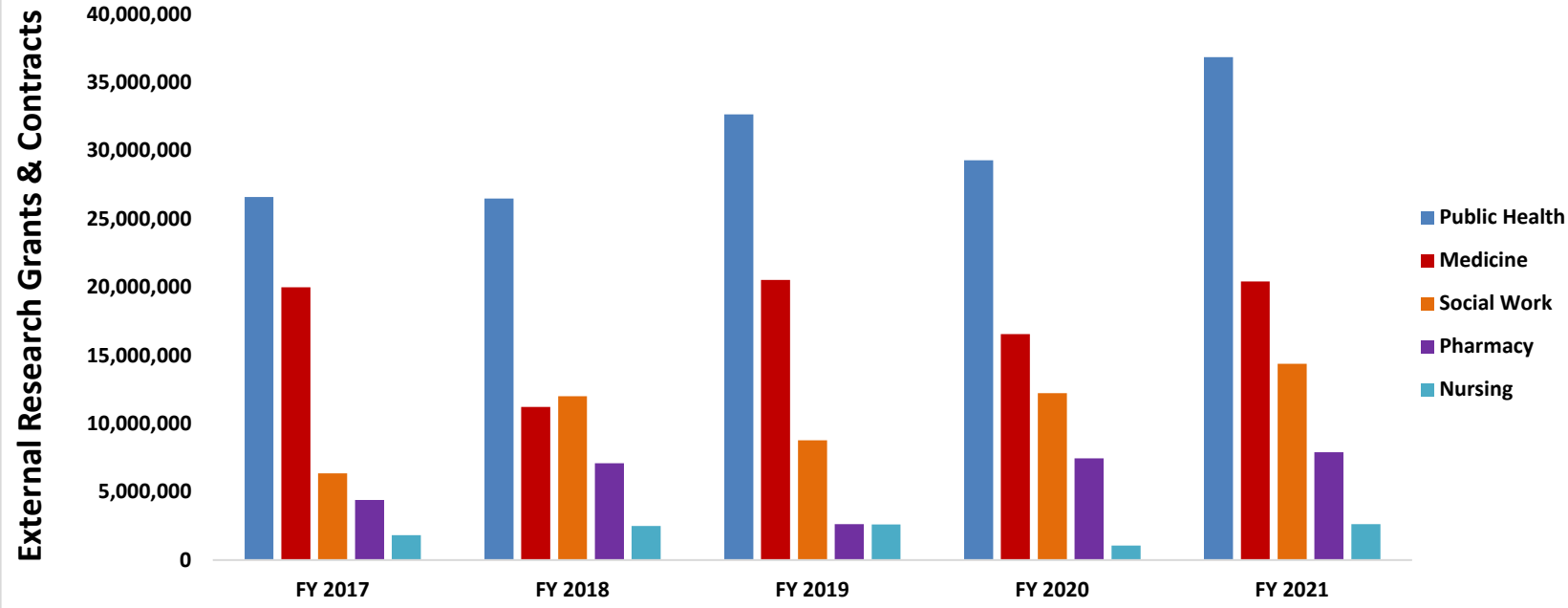


# ARNOLD SCHOOL OF PUBLIC HEALTH

	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
<b>TOTALS:</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>1</b>
<b>Department Breakdown</b>				
Communication Sciences & Disorders	1 (ID no. 1519 <i>(shared with CEC/Integrated Information Technology)</i> )	1 (ID no. 1519 <i>(shared with CEC/Integrated Information Technology)</i> )	2 (ID no. 1291 <i>(shared with CAS/Psychology)</i> ), (ID no. 1519 <i>(shared with CEC/Integrated Information Technology)</i> )	0
Environmental Health Sciences	1 (ID no. 1498)	1 (ID no. 1498)	0	1 (ID no. 1089 <i>(shared with CAS/Chemistry and Biochemistry)</i> )
Exercise Science	1 (ID no. 1482 (TM))	0	3 (ID no. 1482 (TM #1), 1482 (TM #2), 1482 (TM #3))	0

# **Appendix 1. Faculty Information**

**Research Funding by UofSC Health Sciences Divisions Past 5 State Fiscal Years**



# **Appendix 2. Academic Analytics Report**



# COMD UofSC Arnold School of Public Health - Productivity Radar

Department: **Communication Sciences & Disorders**  
 Discipline: **Communication Sciences and Disorders**  
 Institutions: **69** Departments: **70** Faculty: **719**  
 Scholarly Research Index: **1.2**

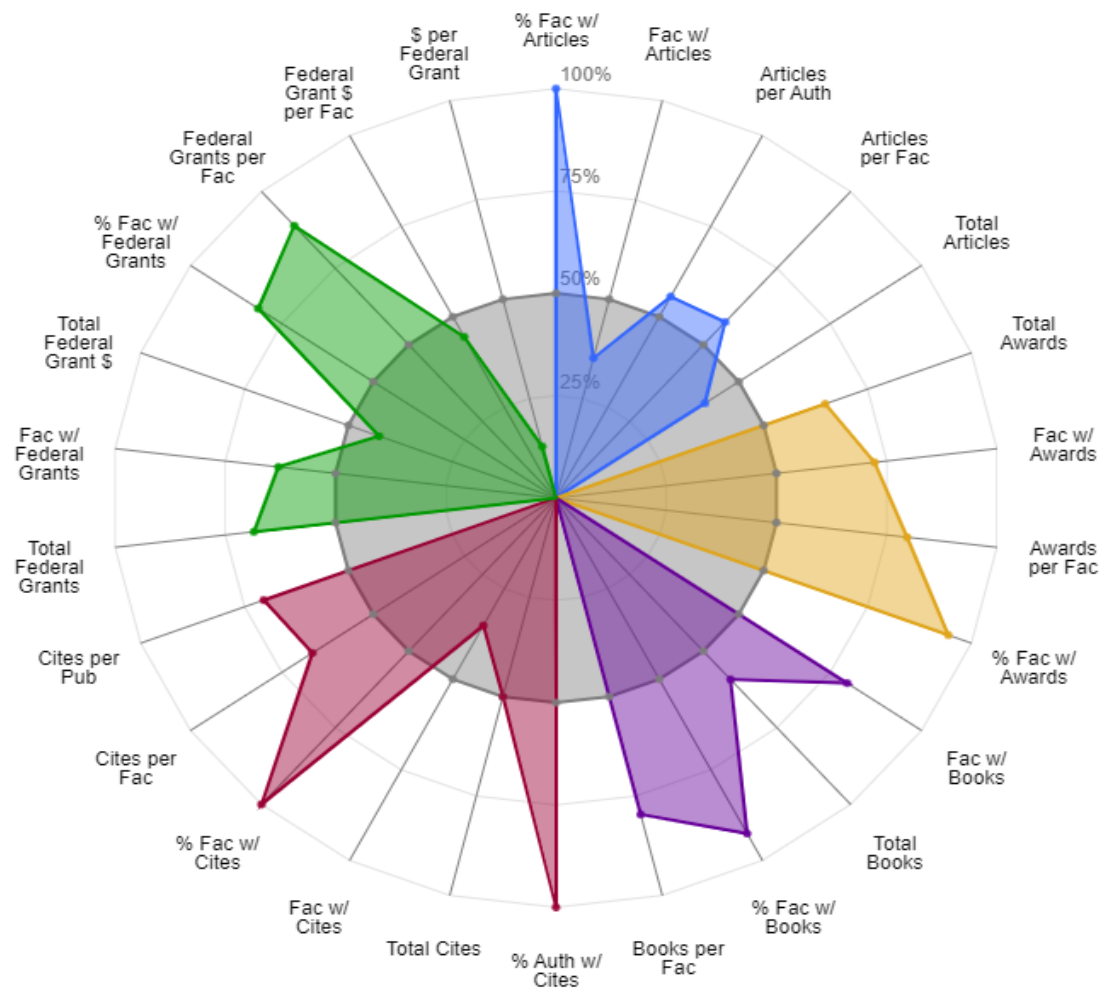
- Median
- Articles
- Awards
- Books
- Citations
- Federal Grants



# ENHS UofSC Arnold School of Public Health - Productivity Radar

Department: **Environmental Health Sciences**  
 Discipline: **Environmental Health Sciences**  
 Institutions: **48** Departments: **53** Faculty: **803**  
 Scholarly Research Index: **0.4**

- Median
- Articles
- Awards
- Books
- Citations
- Federal Grants



# EPID/BIOS UofSC Arnold School of Public Health - Productivity Radar

Department: **Epidemiology & Biostatistics**

Discipline: **Epidemiology**

Institutions: **69** Departments: **69** Faculty: **1777**

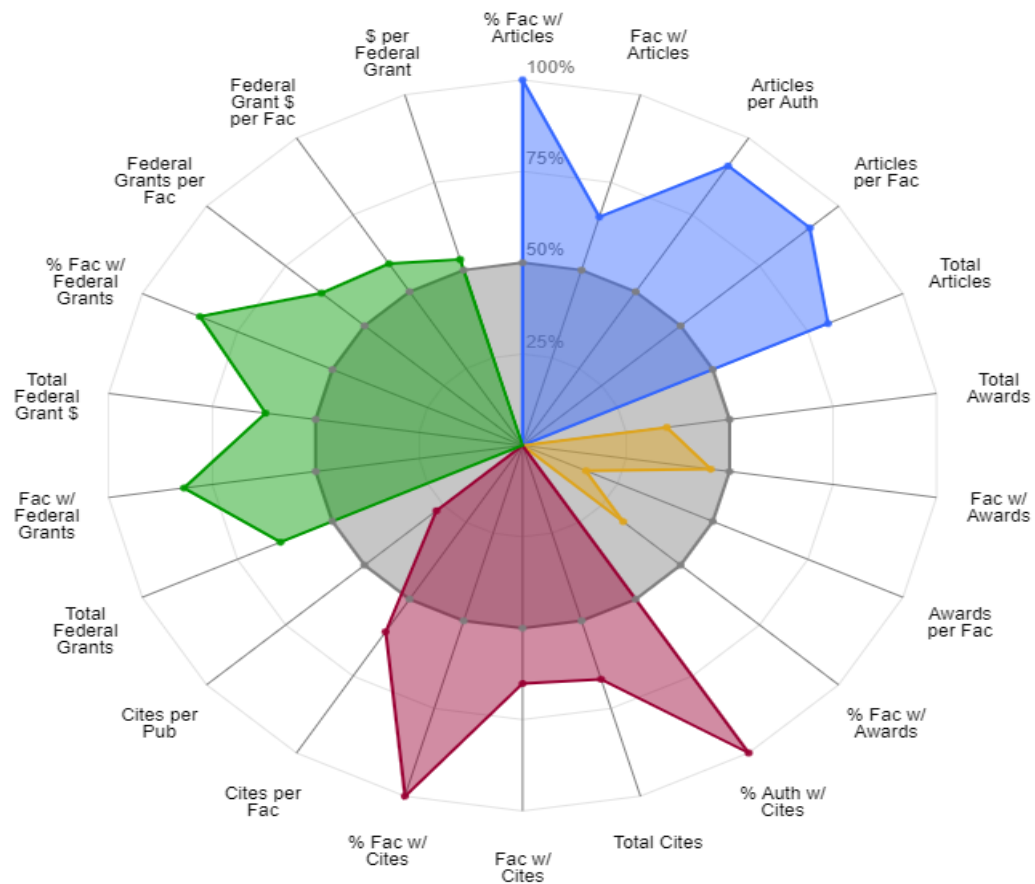
Scholarly Research Index: **0**

Discipline: **Biostatistics**

Institutions: **62** Departments: **65** Faculty: **1423**

Scholarly Research Index: **0.1**

- Median
- Articles
- Awards
- Citations
- Federal Grants



# EXSC UofSC Arnold School of Public Health - Productivity Radar

Department: **Exercise Science**

Discipline: **Health Promotion, Kinesiology, Exercise Science and Rehabilitation**

Institutions: **152** Departments: **237** Faculty: **3414**

Scholarly Research Index: **1**

- Median
- Articles
- Awards
- Books
- Citations
- Federal Grants



# HPEB UofSC Arnold School of Public Health - Productivity Radar

Department: **Health Promotion, Education, & Behavior**

Discipline: **Health Promotion, Kinesiology, Exercise Science and Rehabilitation**

Institutions: **152** Departments: **237** Faculty: **3414**

Scholarly Research Index: **.09**

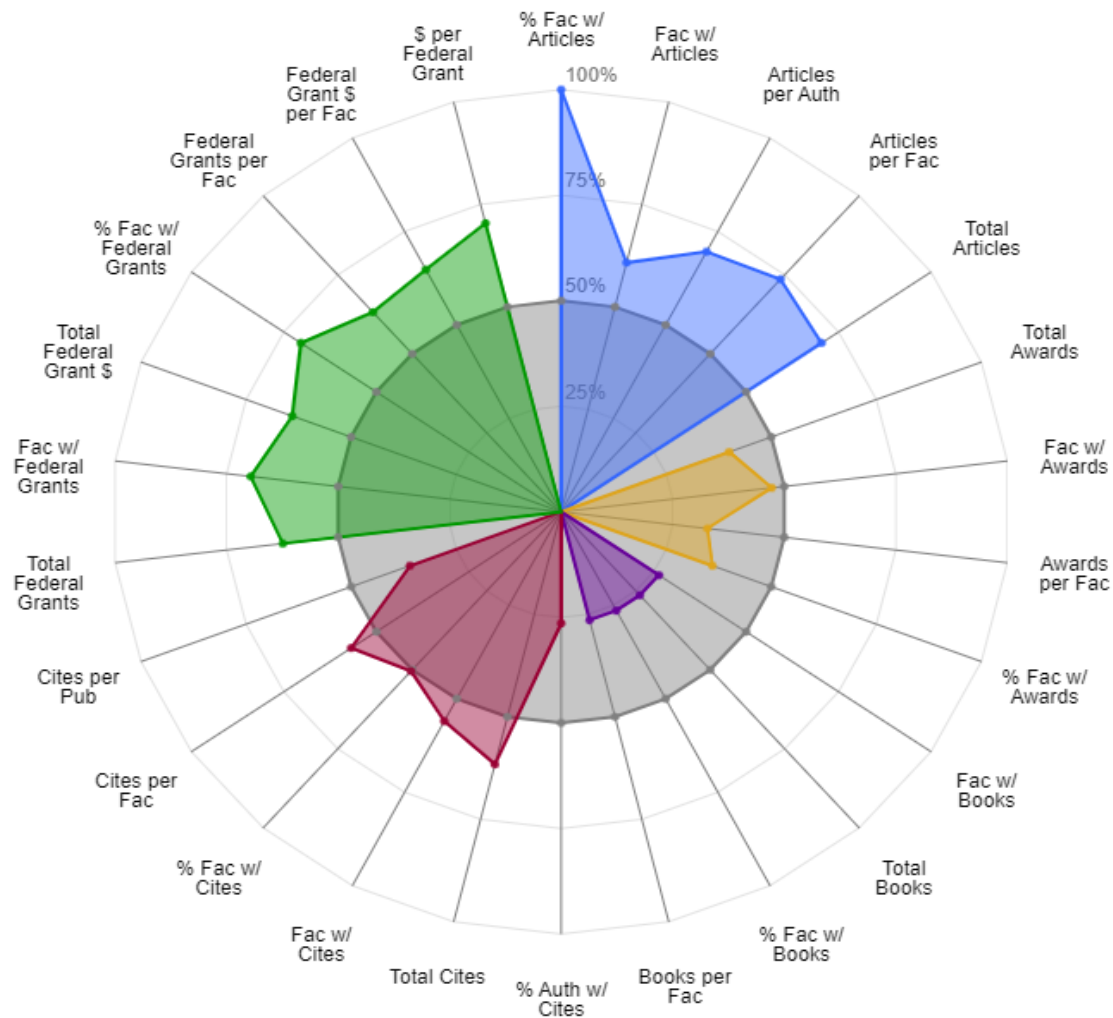
- Median
- Articles
- Awards
- Books
- Citations
- Federal Grants



# HSPM UofSC Arnold School of Public Health - Productivity Radar

Department: **Health Services Policy & Management**  
 Discipline: **Health Professions**  
 Institutions: **89** Departments: **124** Faculty: **2020**  
 Scholarly Research Index: **0.3**

- Median
- Articles
- Awards
- Books
- Citations
- Federal Grants



# **Appendix 3. Alumni Engagement & Fundraising**

# 2022 Development Snapshot

**FY 2022 as of February 25, 2022**

**Total number of donors: 91**

**Total for year given by**

- **Corporations: \$108,888**
- **Foundations: \$460,903**
- **Other Organizations: \$100,903**
- **Faculty/Staff/Alumni/Parents: \$34,073**
- **Other Individuals: \$24,537**

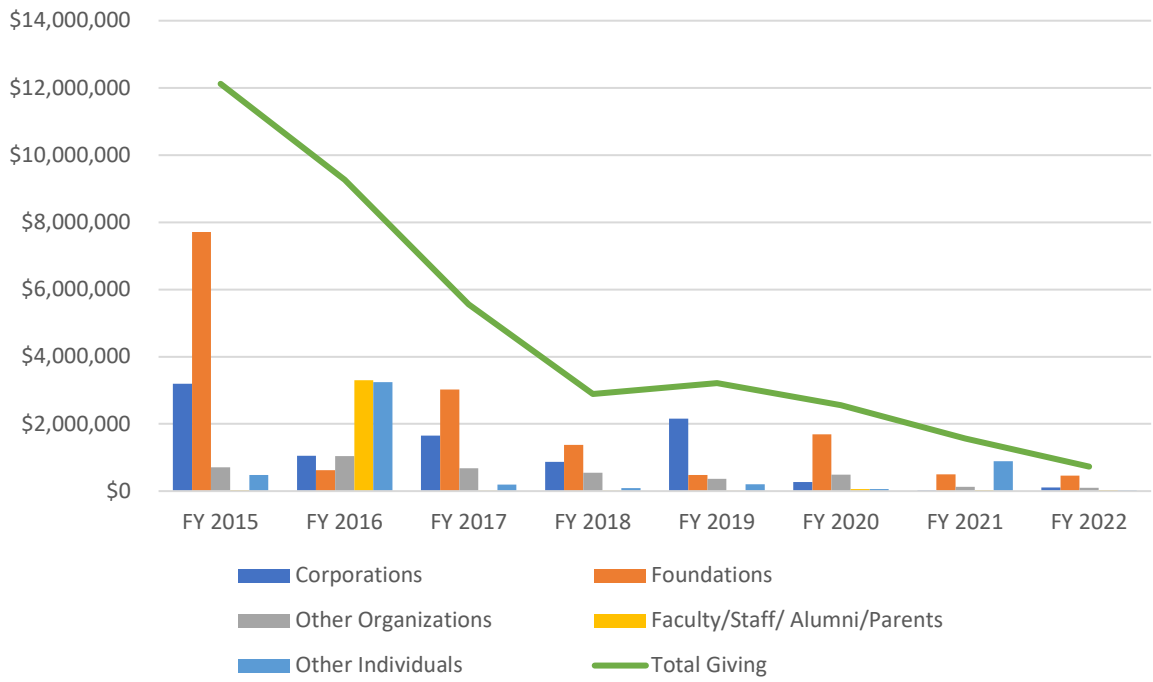
**Total amount given this year as of February 25, 2022:**

**\$729,304**

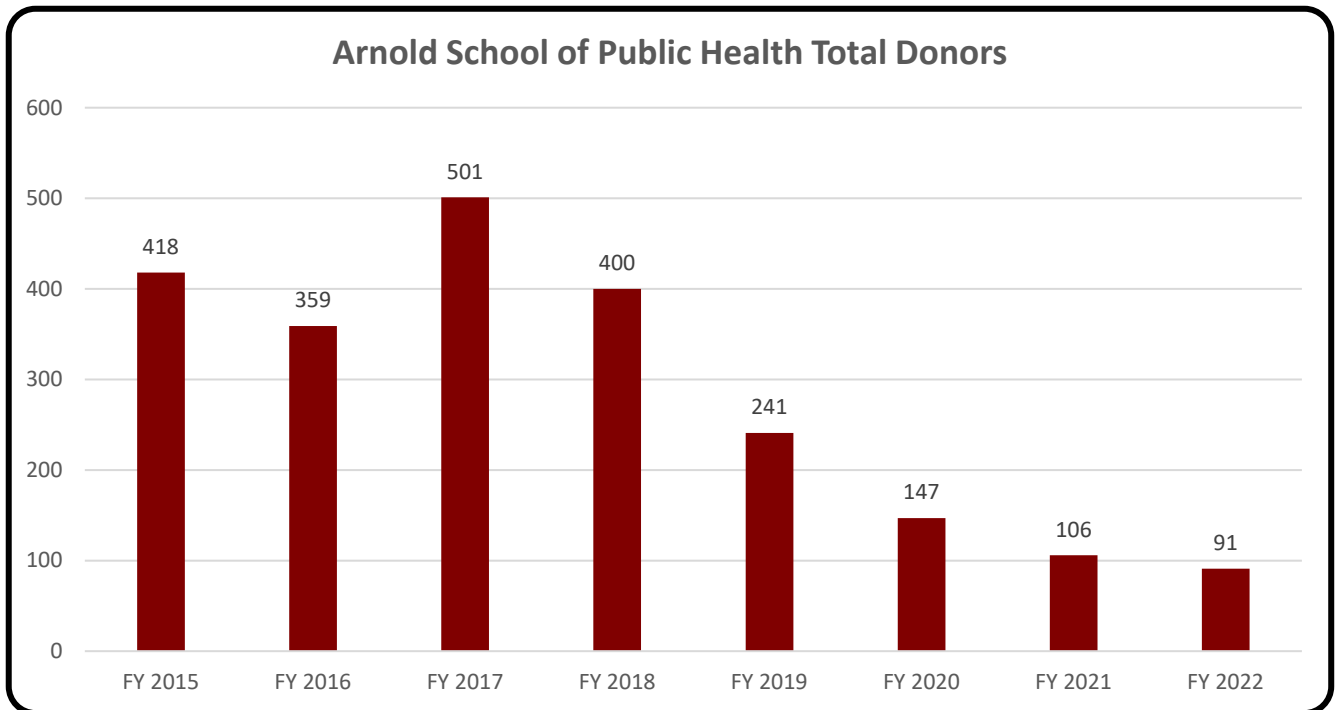
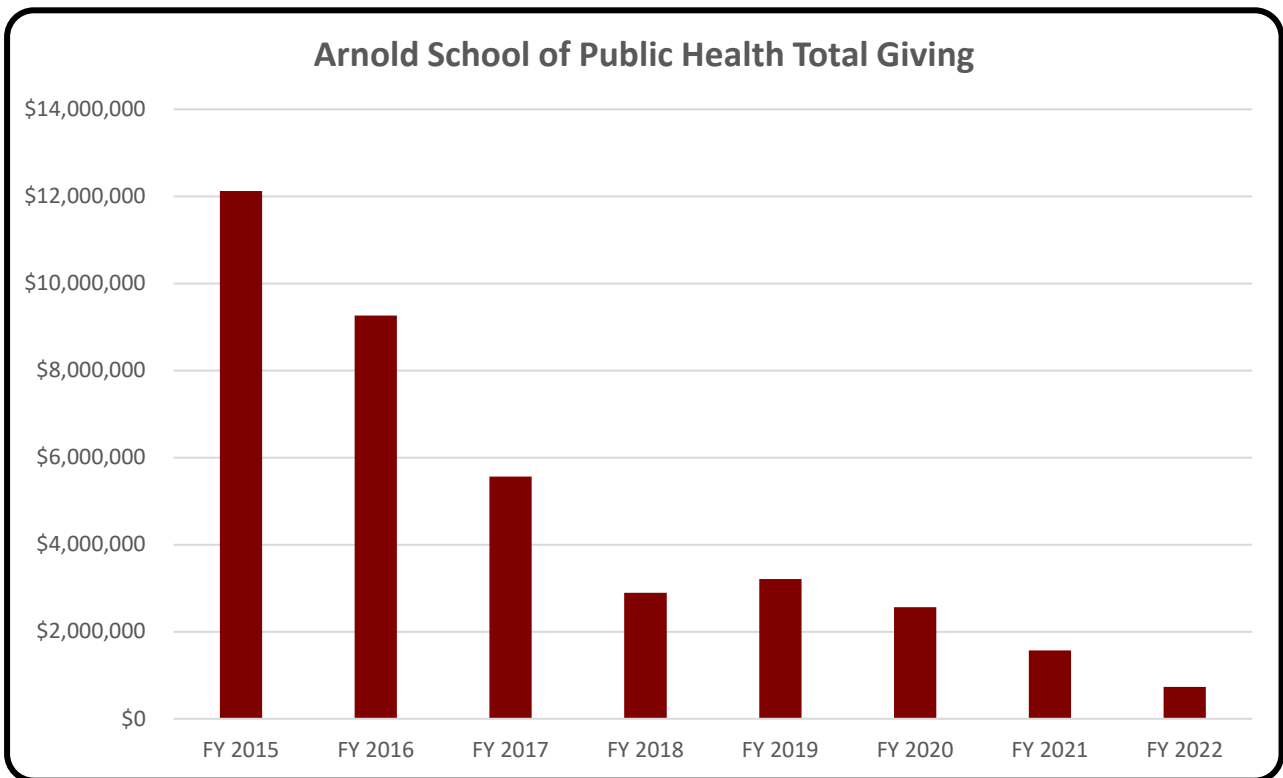
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### Arnold School of Public Health Giving by Category



Year	Corporations	Foundations	Other Organizations	Faculty/Staff/Alumni/Parents	Other Individuals	Total Giving
FY 2015	\$3,190,700	\$7,708,700	\$707,800	\$31,800	\$482,000	\$12,121,000
FY 2016	\$1,049,600	\$627,500	\$1,041,000	\$3,298,800	\$3,244,300	\$9,261,200
FY 2017	\$1,652,100	\$3,022,200	\$680,900	\$15,600	\$189,800	\$5,560,600
FY 2018	\$870,300	\$1,377,600	\$545,900	\$12,900	\$86,400	\$2,893,100
FY 2019	\$2,154,000	\$480,600	\$363,000	\$8,500	\$203,800	\$3,209,900
FY 2020	\$268,400	\$1,686,600	\$487,800	\$57,900	\$59,300	\$2,560,000
FY 2021	\$20,100	\$501,900	\$123,000	\$32,900	\$889,100	\$1,567,000
FY 2022	\$108,888	\$460,903	\$100,903	\$34,073	\$24,537	\$729,304



*Note: FY 2022 data is as of February 25, 2022*

# **Appendix. ASPH RO1 and higher awards with lead PIs**

**NIH (and equivalent AHRQ & CDC) R01 and higher awards to ASPH lead PI's as of 28-Feb-22**

Lead PI	Rank	Dept	Mechanism	Ctr/Inst	Begin	End	Proposal Requested	Initial Projected	Title
Adlof, Suzanne	Associate Professor	COMD	R01	NIDCD	7/5/18	6/30/23	3,705,750	3,653,815	Word Learning in Reading and Language Impairment Subgroups
Andrews, Christina	Associate Professor	HSPM	R01	NIDA	7/1/21	5/31/25	2,528,947	2,528,947	Medicaid Managed Care Coverage and Utilization Management of Opioid Use Disorder Treatment
Andrews, Christina	Associate Professor	HSPM	R01	NIAAA	5/10/21	4/30/25	2,573,343	2,573,343	Treatment for Alcohol Use Disorder in Medicaid Managed Care
Beets, Michael	Professor	EXSC	R01	NHLBI	7/15/19	6/30/23	2,468,808	2,405,689	A Meta-Epidemiological Assessment of the Role of Pilot Studies in the Design of Well-Powered Trials - the Pilot Project
Beets, Michael	Professor	EXSC	R01	NIDDK	8/20/19	5/31/24	3,132,796	3,132,796	Reducing Health Disparities in Childhood Obesity Using Financial Incentives in Low-income Households
Beets, Michael	Professor	EXSC	R01	NIDDK	9/18/18	8/31/23	2,902,054	3,237,163	What's UP (Undermining Prevention) with Summer? Etiology of Accelerated Weight Gain during Summer vs. School Year
Behroozmand, Roozbeh	Associate Professor	COMD	R01	NIDCD	3/1/21	2/28/26	3,574,905	3,574,905	Neural Bases of Vocal Sensorimotor Impairment in Aphasia
Boghossian, Nansi	Associate Professor	EPID/BIOS	R01	NIMHD	9/17/20	6/30/25	3,165,509	3,165,509	Hospital quality, Medicaid expansion, and racial/ethnic disparities in maternal mortality and morbidity
Brooks, John	Professor	HSPM	R01	AHRQ	9/30/20	7/31/24	1,372,376	1,372,376	Effects of Musculoskeletal Surgery Rates on Outcomes
Li, Xiaoming	Professor	HPEB	R01	NIAID	6/12/20	5/31/22	1,253,361	1,252,550	BDD CIS: Big Data Driven Clinical Informatics & Surveillance - A Multimodal Database Focused Clinical, Community, & Multi-Omics Surveillance Plan for COVID19
Li, Xiaoming	Professor	HPEB	R01	NIAID	6/20/17	5/31/22	3,101,970	3,101,970	Big Data analytics of HIV treatment gaps in South Carolina: Identification and prediction
Li, Xiaoming	Professor	HPEB	R01	NIMH	3/7/17	1/31/23	1,000,000	1,099,965	HIV-related Stigma and HIV Clinical Outcomes: Linkage and Mechanisms
Li, Xiaoming	Professor	HPEB	R01	NIMH	12/22/21	11/30/26	3,010,294	3,010,294	Mitigate the effect of HIV-related stigma through a resilience approach
Li, Xiaoming	Professor	HPEB	R01	NIAID	9/7/21	5/31/22	886,188	886,188	Multilevel Determinants of Racial and Ethnic Disparities in Maternal Morbidity and Mortality in the Context of COVID-19 Pandemic
Liese, Angela	Professor	EPID/BIOS	R01	NIDDK	4/1/18	3/31/23	3,778,281	3,348,024	Impact of Disparities in Food Security on Glycemic Control and Health Care Utilization Among Youth and Young Adults with Diabetes
Nolan, Melissa	Assistant Professor	EPID/BIOS	R01	NIAID	9/17/21	8/31/26	3,719,912	3,719,912	Next generation mosquito control through technology-driven trap development and artificial intelligence guided detection of mosquito breeding habitats
Olatosi, Bankole	Assistant Professor	HSPM	R01	NIAID	6/9/21	5/31/26	3,557,900	3,557,900	Patterns and predictors of viral suppression: A Big Data approach
Pate, Russ	Professor	EXSC	R01	NICHD	12/5/17	11/30/22	3,188,662	2,626,328	Physical Activity, Sedentary Behavior and Weight Status in Early Childhood

**NIH (and equivalent AHRQ & CDC) R01 and higher awards to ASPH lead PI's as of 28-Feb-22**

Lead PI	Rank	Dept	Mechanism	Ctr/Inst	Begin	End	Proposal Requested	Initial Projected	Title
Pate, Russ	Professor	EXSC	R01	NIDDK	9/1/21	6/30/24	1,520,375	1,520,375	Understanding Community Obesity Initiatives and Informing Tailored Community Interventions to Reduce Childhood Obesity
Pellegrini, Christine	Assistant Professor	EXSC	R01	NIA	7/15/21	6/30/26	2,874,843	2,874,843	Physical Activity and Weight Loss to Improve Function and Pain after Total Knee Replacement
Sarzynski, Mark	Associate Professor	EXSC	R01	NHLBI	4/1/19	3/31/24	3,466,346	3,429,123	Molecular Basis of Exercise-induced Changes in HDL Function
Thrasher, Jim	Professor	HPEB	R01	FIC	5/15/18	1/31/23	1,605,623	1,283,051	Electronic cigarettes in Latin America: Evaluation of impacts and policy options
Thrasher, Jim	Professor	HPEB	R01	NIDDK	8/1/21	7/31/25	2,442,608	2,442,608	Evaluating nutrition labeling policy changes in the US and Mexico.
Thrasher, Jim	Professor	HPEB	R01	NCI	1/15/19	12/31/24	3,536,543	2,733,153	Evaluation of cigarette package inserts for enhanced communication with smokers
Turner-McGrievy, Brie	Associate Professor	HPEB	R01	NHLBI	7/15/17	4/30/23	3,275,411	3,275,411	A nutrition-based approach to reduce heart disease risk among overweight African Americans: Use of soul food plant-based or omnivorous diets to address cardiovascular disease
Turner-McGrievy, Brie	Associate Professor	HPEB	R01	NIDDK	4/1/21	3/31/26	3,426,100	3,426,100	Ensuring the cultural relevance of Dietary Guidelines diet patterns among African Americans: Increasing dietary quality and reducing type 2 diabetes risk
Turner-McGrievy, Brie	Associate Professor	HPEB	R01	NIDDK	7/16/21	6/30/25	2,367,084	2,367,084	Targeting important behaviors for weight loss through the use of social gaming and points: The Social Pounds Off Digitally (Social POD) study
Wilcox, Sara	Professor	EXSC	R01	NICHD	8/6/14	4/30/22	3,578,208	2,984,745	Promoting Healthy Weight in Pregnancy and Postpartum among Overweight/Obese Women
Li, Xiaoming	Professor	HPEB	R25	NIAID	8/4/21	7/31/26	1,754,980	1,754,980	Big Data Health Science Fellow Program in Infectious Disease Research
Scott, Geoff	Clinical Professor	ENHS	P01	NIEHS	9/30/18	6/30/23	6,079,452	5,749,339	Interactions of Climate Change on Oceans and Human Health: Assessment of Effects on Ocean Health Related Illness and Disease and Development of Prevention Strategies to Better Protect Public Health
Fridriksson, Julius	Professor	COMD	P50	NIDCD	4/1/16	3/31/26	23,642,115	23,381,903	Center for the Study of Aphasia Recovery (C-STAR)

*cont'd next page*

**NIH (and equivalent AHRQ & CDC) R01 and higher awards to ASPH lead PI's as of 28-Feb-22**

Lead PI	Rank	Dept	Mechanism	Ctr/Inst	Begin	End	Proposal Requested	Initial Projected	Title
<b>Other</b>									
Cai, Bo (&/for S. McDermott)	Professor	EPID/BIOS	U19	CDC	30-Sep-17	29-Sep-22	15,025,000	8,706,905	Coordinating Center for Research to Promote the Health of Children with Birth Defects and People with Developmental and Other Disabilities
Wilcox, Sara	Professor	EXSC	U48	CDC	30-Sep-19	29-Sep-24	3,750,000	3,750,000	USC PRC Center and Core Research Project: National Implementation Study of the Faith, Activity, and Nutrition (FAN) Program
							<b>\$\$ REQUESTED</b>	<b>\$\$ RECEIVED</b>	
<b>PROJECT FUNDING \$\$ TOTALS</b>							<b>127,265,744</b>	<b>117,927,294</b>	

Sources: NIH RePORTER & USCeRA (proposal budgets & NOFAs)

Note: "Projected Total" may not include increases, supplements, transfers, reductions, etc., incurred over the lifetime of the award.