

# Executive Summary

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## Blueprint for Academic Excellence Arnold School of Public Health AY2017-2018

### Introduction

The Arnold School continues to be a leading academic research unit at USC on a per capita basis, the highest among the health sciences. The school enjoys a durable reputation for outstanding teaching at all levels, with our students leading the university in Graduation with Leadership Distinction (amid nearly 16 percent growth in undergraduate enrollment since 2015). Our strategic and aggressive hiring, combined with internal tenure and promotion decisions, has resulted in faculty growth that has improved student-faculty ratios and research competitiveness in every unit. All while our community outreach and engagement activities reflect the value of public health and the strength of the university's impact on SC.

### Highlights

- For 8 consecutive years, the Arnold School has attracted over \$24 million in federal research awards, with current total extramural funding at \$32 million.
- The school established MOAs with schools in China and Taiwan in 2016, and student/faculty exchanges and visits have already occurred.
- The Arnold family made a lump-sum gift of \$4.7M in December 2016, adding to the \$1M already gifted. This will yield more than the total expected.
- The school is expanding academic programs to a satellite campus of Greenville Health System.

G. Thomas Chandler, Professor and Dean



UNIVERSITY OF  
**SOUTH CAROLINA**  
Arnold School of Public Health



# Blueprint for Academic Excellence

## Arnold School of Public Health

### AY2017-2018

#### Table of Contents

<b>Executive Summary</b> .....	1
Introduction .....	1
Highlights .....	1
<b>Foundation for Academic Excellence</b> .....	2
Mission Statement .....	2
Vision Statement .....	2
Values .....	2
<b>Goals - Looking Back</b> .....	3
<b>Goals - Real Time</b> .....	4
<b>Goals - Looking Ahead</b> .....	11
<b>Academic Programs</b> .....	12
Program Rankings .....	12
Instructional Modalities .....	12
Program Launches.....	13
Program Terminations .....	13
Supplemental Info - Academic Programs .....	13
<b>Academic Initiatives</b> .....	14
Experiential Learning for Undergraduates .....	14
Experiential Learning For Graduate Students.....	15
Affordability .....	16
Reputation Enhancement .....	17
Challenges .....	17
Supplemental Info - Academic Initiatives .....	17
<b>Faculty Population</b> .....	18
Faculty Employment by Track and Title.....	18
<b>Faculty Information</b> .....	21
Research and Scholarly Activity .....	21
Faculty Development .....	22
Supplemental Info - Faculty .....	22
Supplemental Academic Analytics Report.....	22
<b>Teaching</b> .....	23
Faculty to Student Ratio.....	23
Analysis of Ratio .....	23
<b>Faculty Awards Received</b> .....	24
Research Awards.....	24
Service Awards .....	25
Other Awards .....	25
<b>Student Recruiting and Retention</b> .....	26
Student Recruitment .....	26
Student Retention .....	27
<b>Student Enrollment &amp; Outcomes</b> .....	29
Student Enrollments.....	29
Student Population by Headcount .....	29

Student Retention, Transfer, and Graduation .....	36
<b>Alumni Engagement &amp; Fundraising</b> .....	38
Alumni .....	38
Development .....	39
Supplemental Info - Alumni Engagement & Fundraising .....	39
<b>Community Engagement</b> .....	40
Community Engagements and Community - based Activities .....	40
Community Perceptions .....	40
Incentivizing Faculty Engagement .....	40
Supplemental Info - Community Engagement .....	41
<b>Collaborations</b> .....	42
Internal Collaborations .....	42
External Collaborations .....	42
Other Collaborations .....	42
<b>Supplemental Info - Collaborations</b> .....	43
<b>Campus Climate and Inclusion</b> .....	44
Campus Climate & Inclusion .....	44
Supplemental Info - Campus Climate & Inclusion .....	44
<b>Concluding Remarks</b> .....	44
Quantitative Outcomes .....	45
Cool Stuff .....	45
<b>Appendix 1. Academic Programs</b> .....	...
<b>Appendix 2. Academic Initiatives</b> .....	...
<b>Appendix 3. Research &amp; Scholarly Activity</b> .....	...
<b>Appendix 4. Faculty Information</b> .....	...
<b>Appendix 5. Academic Analytics Report</b> .....	...
<b>Appendix 6. Alumni Engagement &amp; Fundraising</b> .....	...
<b>Appendix 7. Community Engagement</b> .....	...
<b>Appendix 8. Collaborations</b> .....	...
<b>Appendix 9. Campus Climate &amp; Inclusion</b> .....	...

# 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: 04/03/2017

## **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: 04/03/2017

## **Values**

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

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

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

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

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

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

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

Updated: 04/03/2017



# Goals - Looking Back

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Goals for the Arnold School of Public Health for the previous Academic Year.

## **Goal 1 - To recruit, develop, mentor and retain quality faculty to meet academic mission needs of the school**

<b>Goal Statement</b>	To recruit, develop, mentor and retain highest-quality faculty to meet academic mission needs of the Arnold School, and to complete searches for three department chair vacancies and one SC SmartState chaired professor.
<b>Linkage to University Goal</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School's mission and vision by pursuing talent that can foster innovative education and research and advance inquiry, discovery and innovation. It also aligns with the Arnold School's value of scholarly impact.
<b>Status</b>	Completed successfully
<b>Achievements</b>	The three chair searches were concluded for EXSC (Dr. James Carson), ENHS (Dr. Geoff Scott) and HPEB (Dr. Daniela Friedman). A SmartState Chair (Dr. Xiaoming Li) was hired for the Center for Healthcare Quality Improvement, and six (6) tenure-track or tenured faculty were hired in AY 2015-2016. An associate dean (Dr. Ronnie Horner) was also named for Clinical Public Health.
<b>Resources Utilized</b>	Administrator, faculty and staff time was dedicated to the multiple search committees required to fill vacant positions. For most hires, school resources were used to secure salary and start-up packages. Additional resources from the Provost's Office were provided in the case of FRI and SmartState hires.

# Goals - Real Time

Goals for the Arnold School of Public Health that are in progress for AY2017-2018.

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

<b>Goal Statement</b>	To promote quality, impactful and ethical research by developing strategies to increase extramural funding; increase publications and especially in top-tier journals; facilitate collaborations to be competitive for large, interdisciplinary grants; effectively mentor junior faculty; and increase student and community engagement in scholarly activity.
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School's mission by fostering innovative research and experiential education, and the vision of advancing inquiry, discovery and innovation. It also aligns with the Arnold School's values of community, impact, integrity, learning and translation.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	The Arnold School's Office of Research was restructured to support and retain productive faculty. Specific supports for pre- and post-grant award activity are in place with increased trainings offered to faculty and staff. New faculty orientation was expanded to provide broader and deeper faculty development through an organized mentoring program. Research productivity also continued to grow. Publication rates increased 10.3% and extramural grant submissions increased 32 percent in AY2015-16, however, receipts per faculty member remained flat. The flat award levels likely reflect the contracted funding climate at present in the U.S.; but our faculty are responding with greater submission effort. The University's first P50 grant (\$11.2M) was received by Dr. Julius Fridriksson, and 9 Arnold School faculty received Aspire awards in AY 2015-2016. Four post-doctoral fellows also received Aspire awards.
<b>Resources Utilized</b>	The Arnold School's Office of Research provides pre- and post-award services to faculty and staff through the Research Support Core. In addition, this office disseminates information regarding grant funding opportunities, conducts grant-related training workshops and provides support for interdisciplinary research teams. The University's Sponsored Awards Management Office is an additional resource for Arnold School faculty as are the administrative and business management personnel in each department and in most centers and institutes within the school.
<b>Continuation</b>	Support for quality, impactful and ethical research is an ongoing activity. Mentorship and professional development opportunities will continue along with efforts to effectively assess scholarly productivity. Participation in interdisciplinary research groups within and beyond the Arnold School will also be encouraged. Faculty pursuit of extramural funding will continue to be incentivized along with research competitiveness through the return of 10% of the school's IDC capture directly to PIs.
<b>Action Plan for Achieving the Goal</b>	
<b>Upcoming Plans</b>	The Arnold School's Office of Research will continue to offer an ongoing schedule of workshops and trainings for faculty and staff (mentioned above) plus training in avoidance of predatory journals.

<b>Resource Needs</b>	<p>Continued support from the Arnold School's Office of Research and the University's Sponsored Awards Management Office will be needed, as will focused efforts to mentor junior faculty and</p> <p>increase student and community engagement in scholarly activity. SAM should provide campus-wide training in the ethical conduct of research and ethical research dissemination.</p>
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## Goal 2 - To promote and enhance doctoral education in the Arnold School

<b>Goal Statement</b>	To promote and enhance doctoral education in the Arnold School by increasing the number of doctoral students; funding support for doctoral students; interdisciplinary experiences for doctoral students.
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School's mission by fostering innovative education and research and the vision to advance inquiry, discovery and innovation. It also aligns with the Arnold School's value of learning.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	Doctoral education in the Arnold School is promoted and enhanced through a variety of means. Most notably, more than half of Arnold Endowment revenues are dedicated to recruit and support doctoral students with a required monetary match from grants, contracts and/or departments. There is also a school-wide focus on providing adequate support for doctoral students through securing nationally-competitive stipends and tuition abatements from funding agencies. The Arnold School's Dean's Office commits to at least \$15,000 per year in matching student travel-award assistance. The school also leverages support from the Provost's doctoral incentive funds for travel, publications and other student needs. Additionally, Arnold School doctoral students have been frequent recipients of USC Presidential Fellowships.
<b>Resources Utilized</b>	Revenue from the Arnold Endowment provides vital support for the recruitment and retention of highly talented doctoral students. Core support for student travel is also key to enhancing their professional development. Leveraging of the Provost's doctoral incentive funds for student travel, publications, and other student needs is also key. USC Presidential Fellowships are vital for recruitment and retention of the best/brightest candidates.
<b>Continuation</b>	Resource support for doctoral education is an ongoing priority for the Arnold School. Continuing to maximize doctoral student opportunities through the Arnold Endowment will be key, as will leveraging other sources of philanthropic and grants support. Encouraging professional development activities for doctoral students beyond research training will be valuable, as will fostering interdisciplinary and interprofessional experiences.
<b>Action Plan for Achieving the Goal</b>	
<b>Upcoming Plans</b>	Support for doctoral education will continue through the provision of Arnold Fellowships and student travel awards. Expanded professional development activities will be prioritized along with new interdisciplinary and interprofessional experiences across the Health Sciences.
<b>Resource Needs</b>	Expanded support for recruiting highly talented doctoral students is an ongoing need, particularly in today's competitive academic environment. \$60K per department per year is helpful but insufficient.

**Goal 3 - To promote curriculum development, innovative teaching methodologies and effective assessment**

<b>Goal Statement</b>	To promote curriculum development, innovative teaching methodologies and effective assessment: develop appropriate responses to revised CEPH accreditation requirements; implement effective processes for continuing program assessment; improve learning outcomes and linkages to curriculum as needed; actively engage in interprofessional education; address curriculum requirements associated with the Carolina Core; enhance distributed education in the Arnold School; enhance student:faculty involvement with USC Connect and other opportunities for community engagement.
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School's mission by fostering innovative education and research and the vision to advance inquiry, discovery and innovation. It also aligns with the Arnold School's values of community and learning.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	<p>Multiple areas of activity represent progress related to this goal. Most notably, work began during AY 2015-2016 on the self-study process for the Arnold School's CEPH reaccreditation (in 2017), with a parallel focus on review of revised accreditation requirements. Through efforts coordinated by the Association of Schools and Programs of Public Health, the school reviewed and provided responses to the proposed revisions. The extended work on the self-study process (which continued into AY 2016-2017) accelerated discussions around many other aspects of this goal area. Beyond self-study discussions, academic program assessment was enhanced with support of internal evaluation and assessment staff and personnel from OIRAA.</p> <p>Technical assistance was also provided to departments to review and revise learning outcomes and curriculum links to learning outcomes. In addition, the Arnold School continued a large supporting role in leading the Interprofessional Education for Health Sciences initiative. This work included development of an interprofessional education course and interprofessional practice experiences. The school was also actively involved with USC Connect to promote community engagement and graduation with leadership distinctions among our undergraduate students. Of note, the Arnold School has the highest percentage of GLD graduates (relative to our overall number of graduates) of any college or school at USC. The total number of GLD undergraduates in AY 2015-2016 was 63, with 24 in EXSC and 39 in PUBH. In addition to these achievements, continued revisions to distributed education courses to "Quality Matters" standards occurred. In AY 2015-2016, the focus was on the MCD program in COMD, with 5 courses converted. Requirements for Carolina Core were also addressed.</p>
<b>Resources Utilized</b>	Faculty and staff time was dedicated to committees supporting the self-study process and the review of revised accreditation requirements. Faculty and staff time was dedicated to the provision of technical assistance regarding learning outcomes as well as the review and revision of curriculum linkages to learning outcomes. Additional time commitments were applied to advancing the school's role in campus-wide initiatives and programs.



<b>Continuation</b>	Although curriculum development and innovations in teaching methodologies and assessment are ongoing activities, the specific aspects of this goal have either been successfully completed or will conclude in AY 2016-2017. Of note, the self-study process for reaccreditation will continue in AY 2016-2017, with a formal site visit scheduled for March 2017. The preliminary Self-Study Report was completed in October 2016, and the final report was submitted in February 2017. Program assessment activities will continue as related to both current and revised criteria for accreditation, and further curriculum mapping will build on work already completed around learning outcomes and linkages to curriculum. The school's support for interprofessional education in the health sciences will also continue. Further revisions to distributed education will occur with 4 COMD courses in approval process for AY 2016-2017. The development and delivery of courses on the Greenville Health System campus will also move forward in the next academic year. An online MPH program is under development in the Department of Health Services Policy and Management, with an anticipated start in the fall of 2018 (pending approval from the Graduate Council). All courses for the online MPH program will adhere to the Quality Matters standards.
<b>Action Plan for Achieving the Goal</b>	
<b>Upcoming Plans</b>	Portions of this goal have been successfully completed, while the remaining aspects will be completed in AY 2016-2017.
<b>Resource Needs</b>	Considerable faculty and staff time will continue to be devoted to the self-study process and to the upcoming accreditation site visit. Similar commitments will continue over the next several years in regard to the many interrelated aspects of this specific goal.

#### **Goal 4 - To actively plan for the provision of improved infrastructure for the Arnold School**

<b>Goal Statement</b>	To actively plan for the provision of improved infrastructure for the school including high-quality personnel, systematic mentoring and professional development, and provision of adequate buildings and facilities for faculty, staff and students.
<b>Linkage to University Goal</b>	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School's mission by ensuring the ability to foster innovative education and research and supporting the vision to advance inquiry, discovery and innovation. It also enables the pursuit of all Arnold School values.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	The Office of Public Health Education (now the Office of Undergraduate Student Affairs) was expanded with 3.75 FTEs contributing to the interdisciplinary undergraduate public health courses, advising more than 500 students, providing other student services, and coordinating school-level activities with EXSC. The school gained one additional first-year advisor as part of the Provost's initiative within the new University Advising Center. The director of evaluation and academic assessment for the school substantially enhanced our data collection processes (student course evaluations, exit questionnaires, alumni surveys) and our academic program assessments. The Office of Research was reorganized into four major service groups (research support; information technology; website development and communications; and evaluation, translation and community engagement). Additional staff were hired in key positions: director of development, webmaster, and grants coordinator.
<b>Resources Utilized</b>	Considerable faculty and staff time has been devoted to meeting the increased advising and instructional needs of the expanded undergraduate population. Faculty and staff time has also been devoted to the specific reporting responsibilities related to the school's reaccreditation process.
<b>Continuation</b>	The continuing growth of the undergraduate programs in public health and exercise science will require continued expansion of advising services and instructional capacity. The director of evaluation and academic assessment will play a key role in CEPH accreditation reporting activities (in addition to current responsibilities). Further organizational and infrastructure needs will be assessed annually and in response to any sharp changes in need or capacity.
<b>Action Plan for Achieving the Goal</b>	
<b>Upcoming Plans</b>	Review the organizational and administrative structure of the school to determine the most effective allocation of professional support resources. Seek ways to enhance the student experience through improvements to services and facilities.
<b>Resource Needs</b>	A staff replenishment initiative is needed to support the large faculty and student growth seen across campus since 2011. The school has reached its capacity for growth in existing facilities. New facilities are desperately needed for COMD (located in off-campus leased space), and needed for four other units; PHRC and Discovery One are now full.

**Goal 5 - To recruit, develop, mentor and retain quality faculty to meet academic mission needs of the school**

<b>Goal Statement</b>	To recruit, develop, mentor and retain highest-quality faculty to meet academic mission needs of the Arnold School.
<b>Linkage to University Goal</b>	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School's mission by fostering innovative education and research and the vision to advance discovery and innovation. It also aligns with the Arnold School's value of impact.
<b>Goal Status</b>	Progressing as expected (multi-year goal)
<b>Achievements</b>	A search committee has also reviewed candidates and conducted initial interviews for the department chair position of EPID-BIOS. Three candidates were invited for campus visits in January and February 2017. An offer was made and accepted. The chair candidate will start in fall 2017.
<b>Resources Utilized</b>	Administrator, faculty and staff time was dedicated to the multiple search committees required to fill vacant positions. For most hires, school resources were used to secure salary and start-up packages. Successful recruitment of the top chair candidate, however, required a competitive package, assembled in partnership with the Provost.
<b>Continuation</b>	
<b>Action Plan for Achieving the Goal</b>	Ten (10) tenure-track faculty searches are in process for AY 2016-2017. These searches include the recruitment of health services and clinical public health faculty for the ASPH satellite expansion to Greenville Health System campus.
<b>Upcoming Plans</b>	
<b>Resource Needs</b>	Salary and start-up commitments are in place to support the ten faculty searches.

# Goals - Looking Ahead

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Goals for the Arnold School of Public Health that are slated for the upcoming year.

## **Goal 1 - To comprehensively examine degree programs to ensure compliance and meet evolving needs**

<b>Goal Statement</b>	To comprehensively review and revise public health degree program requirements to ensure compliance with revised accreditation standards and to best position the Arnold School to meet the evolving needs of future public health researchers, educators and practitioners.
<b>Linkage to University Goal(s)</b>	Educating the Thinkers and Leaders of Tomorrow Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
<b>Alignment with Mission, Vision, and Values</b>	This goal aligns with the Arnold School's mission by fostering innovative education and research and the vision to advance inquiry, discovery and innovation. It also enables the pursuit of all Arnold School values.
<b>Goal Status</b>	Newly Established Goal
<b>Action Plan for Achieving the Goal</b>	The school has begun to review its degree requirement in light of new CEPH accreditation requirements. CEPH requires the school to demonstrate minimal compliance with program competencies by January 2017 or to provide a plan by January 2017 to meet these minimums by January 2018. We believe we will be able to meet the requirements by January 2017. In addition, by December 2017, the school will develop a multi-year action plan for conducting a comprehensive review and revision of all public health programs. To ensure compliance with minimal CEPH requirements by January 2018: review the current core course requirements for the MPH and DrPH degrees and revise as necessary and review how the school ensures that students in other degrees acquire foundational public health knowledge and revise as necessary.  Begin to develop the multi-year plan mentioned above.
<b>Resources Needed</b>	Considerable administrator, faculty and staff time will be devoted to this comprehensive process.

# Academic Programs

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## Program Rankings

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

The national Association of Schools and Programs of Public Health (ASPPH) has a data-based peer-ranking system based on school relative mean percentiles that compare size (no. faculty, no. students), unrestricted funds receipts, and grants/contracts receipts. For 2016, among all SPHs at public universities, we rank just below the University of Texas SPH and are tied with the University of Florida SPH (i.e., fourth among publics). The UNC Gillings SPH and University of Washington SPH are the only publics that are far ahead of Texas, Florida and Arnold. If we include the privates, then the Arnold SPH is ranked 9 alongside Florida and Pittsburgh.

Our Exercise Science department's doctoral program is now ranked #1 nationally by the National Academy of Kinesiology (since 2014), and the general EXSC program was recently ranked number one nationally and number three globally by the Shanghai University Rankings system (i.e., as part of the broader "sports science" definition).

Our Communication Sciences and Disorders department ranked #30 (out of 224) among speech-language pathology professional graduate programs in the nation (US News and World Report - 2016).

## Instructional Modalities

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

The Department of Communication Sciences and Disorders implemented significant curricular changes to the master's programs, allowing graduate students to register for elective courses in their second year of their programs beginning fall 2016. Between fall 2016 and spring 2017, the department offered seven new elective courses.

Dr. Spencer Moore of the Department of Health Promotion, Education, and Behavior developed an undergraduate course focused on social determinants of health. It will be offered as a special topics distance course in Summer 2017. It is hoped that this online course will attract undergraduate students interested in the distance learning format.

The process of developing PhD Personal Development Plans (initially for our PhD students in the Center for Environmental Nanomaterial Risk) has now been expanded to all PhD Students in the Department of Environmental Health Sciences. A development plan is tailored for each PhD graduate student and identifies of training, grant writing, oral presentation mentoring, and guidance for career development through the selection of courses which help develop the foundation for a career.

Faculty and students from the Department of ENHS have presented several seminars at SC DHEC as part of their new seminar series. Plans include a visit to SC DHEC with ENHS graduate students in April, 2017.

The Department of Epidemiology and Biostatistics experimented with a "flipped" classroom approach for EPID 410 in the fall of 2015 and again in the spring of 2016. In retrospect this was perhaps not the best class in which to try this, and the course has since reverted to a more traditional approach, but the faculty involved feel the class is now much better because of the work that went into this experiment. The department has since used this "flipped" approach in EPID 801, and this has worked well with a small, advanced graduate class made up of EPID majors (as opposed to EPID 410, a large, undergraduate class where there were no EPID majors).



In the Department of Exercise Science, 2016-17 was the first year of its new undergraduate curriculum. The program was changed from a track system and to a single curriculum for all students. This change is expected to improve student advisement, allow for more new course offerings, and provide a curriculum more in line with today's student interests and goals.

The Department of Exercise Science will be received approval to change the EXSC MS curriculum for 2017-18, similarly moving from three tracks to a single program. The department also hired Dr. Jennifer O'Neil in a Clinical Assistant Professor position to oversee MS advisement and recruiting efforts. These changes will bolster our MS program, which is an important gateway for our PhD program and other Professional Programs.

## **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.*

In May 2015, the Commission on Accreditation of Athletic Training Education (CAATE) and other related professional organizations announced that the professional degree for athletic training certification would change from a bachelor's degree to the master's degree. In addition, the new accreditation criteria require that athletic training programs align with other health professions programs (e.g., mid-level providers such as physician assistant, physical therapist, occupational therapist, or nurse practitioner) and include Institute of Medicine Core Competencies for Health Professionals. As a result, the athletic training programs were transferred from the College of Education to the Arnold School in July 2016.

USC's BS in athletic training, accredited by CAATE since 1992, is one of the largest athletic training programs in the country. It prepares students to work as athletic trainers in a variety of clinical settings, such as schools, colleges, and clinics. Upon completing the degree, students must pass the Board of Certification of the Athletic Trainer Exam and meet continuing education requirements.

The MS in advanced athletic training prepares athletic trainers for advanced clinical practice, research, and scholarship to advance the quality of patient care, optimize patient outcomes, and improve patient's health-related quality of life. Admitted students must possess an undergraduate degree in athletic training.

## **Program Terminations**

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

The school initiated termination of the BS in athletic training as soon as the program was transferred into the school; no new students will be admitted beyond January 2017. The program will continue in teach-out phase until the current students graduate, no later than 2020. The Department of Exercise Science is in the process of developing and submitting a proposal for an MS in athletic training to meet the new CAATE requirements.

## **Supplemental Info - Academic Programs**

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

# Academic Initiatives

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## Experiential Learning for Undergraduates

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

Initiatives: By nature, the field of public health is action oriented and practice based. Therefore, all ASPH UGs are required, as part of their degree program, to complete an experiential, integrative learning course.

Public health majors, in their final semester, must enroll in a three credit senior capstone seminar. In the course, students are required to reflect (in discussion and in papers) upon the public health core courses they have completed, the competencies framing their degree program, Their own personal and professional strengths and areas of improvement, and their career goals post-graduation. These assignments facilitate students' development of a project plan in which they complete a minimum of 50 hours of work beyond the classroom. Students must create an oral presentation of their beyond the classroom experiences which demonstrates their application of field, degree and professional competencies.

Exercise science students, in their senior year, are required to enroll in a one credit hour pre-practicum planning seminar and in a six credit hour (300 hour) field-based practicum. The pre-planning seminar assists students in locating a practice site and in verifying necessary prerequisites are met. Students must compile a final practicum report which includes reflective journal entries designed to illustrate students' integration of major course concepts and degree competencies. Students' practicum preceptors also provide feedback which is included in the final project report.

Athletic training students have the opportunity to gain hands-on experience through a variety of authentic clinical experiences. All students enrolled in the program receive a clinical assignment every semester. In order to graduate, all students must complete a minimum of six semesters of specific clinical experiences. All athletic training students must complete 75% of their clinical experiences under the direct supervision of a preceptor who is an ATC. Clinical assignments are available through USC men's & women's athletics, local high schools, sports medicine clinics, youth sports, campus recreation, physical therapy clinics, and small colleges.

All ASPH students are encouraged to participate in USC Connect and Graduation with Leadership Distinction (GLD). Since all ASPH freshmen are required to enroll in UNIV 101, students are introduced to importance of beyond the classroom learning and to the steps for GLD. To- date, the Arnold School has the highest percentage of GLD graduates (relative to its overall number of graduates) of any college/school at USC.

Capstone and practicum courses continue to promote USC Connect and GLD by including presentations from staff and by encouraging students to enroll in UNIV 401 (the one credit, half-term course that guides students through the GLD process).

Numerous major core required and elective courses in the ASPH have an embedded service learning component and are approved by USC Connect and assessed by USC's Office of Service-Learning and Community Engagement. The courses are listed on in USC Connect's online list of approved courses.

ASPH faculty- advisors have a minimum of a master's level degree in public health or exercise science. Furthermore, the faculty-advisors are well connected on campus and have established relationships in the professional practice community. This unique combination provides ASPH UG students with opportunities for: beyond the classroom experiences, research projects, career planning and professional graduate school preparation.

The Arnold School has an online portal, MySPH (<https://mysph.sc.edu/>) which allows students to search for

practice opportunities including practica placements, internships, and employment.

Improvements: ASPH faculty-advisors develop and teach the required capstone and practicum classes. Each faculty cluster (i.e., public health, exercise science and athletic training) meet regularly to ensure course content, assignments, grading rubrics, and student experiences are valuable and standard across multiple sections. Student evaluations of teaching are also included in this continuous quality improvement process.

The hiring of additional advisors (spring 2016) will afford faculty-advisors the time to continue improving the experiential learning opportunities for students.

Challenges: With over 2,000 UGs, the demand for experiential learning opportunities is very high. Students routinely request placement into 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 from not only ASPH graduate and UG students, but by other Schools/Colleges as well (i.e., Social Work, Nursing, Pharmacy, Psychology, Education, Sociology, etc.).

While we refer students to USC's Career Center and Community Internship Programs as well as to USC Volunteer and Student Organization Offices, students report a lack of placement opportunities which provide a sufficient learning experience.

Currently, we do not visit sites to monitor student performance in the field (i.e., exercise science practica or public health capstone project). With up to 500 students in the field per academic year, we are unable to conduct observations and to develop additional community partnerships.

Progress: The ASPH UG degree programs provide extensive experiential learning experiences in a variety of format for students. We were early supporters of USC's Connect and GLD initiatives and continue to integrate beyond the classroom concepts, courses and activities throughout our curricula. We also introduce these ideas in all of our orientation and student recruitment materials. Given that public health is an action-oriented, applied field our students will inherently be exposed to "real life" practice and have opportunities for skill development.

## **Experiential Learning For Graduate & Professional Students**

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

Initiatives: The Arnold School's emphasis on mentorship combined with its research-oriented atmosphere results in an abundance of student-faculty partnerships across the school. Students are engaged in faculty research, both as research assistants and through conducting their own research. As noted above, students were involved in 76% of the faculty research in table 3.1.c. Students also collaborate with faculty members on peer-reviewed publications, presentations, grant proposals, and more. Students work alongside faculty to both learn from them and add their own valued contributions. In FY2015-16, 76% of our funded research projects, and 78% of our funded service projects were conducted with student involvement.

MPH and DrPH students are required to complete a public health practicum. Practicum requirements include application of appropriate skills and integration of knowledge across the public health curriculum in a practice setting. Requirements for the practicum final report are designed to demonstrate the student's ability to synthesize and integrate knowledge acquired in academic graduate training, including the core public health disciplines, and to apply theory and principles in an experience that represents some aspect of professional practice. The Arnold School has an online portal, MySPH (<https://mysph.sc.edu/>) which allows students to search for practice opportunities including practica placements, internships, and employment. The portal also allows students to complete the practicum proposal and evaluations. All forms must be submitted

electronically to Xavery Hopkins, ASPH Practice and Placement Coordinator through this system. All of the MPH and DrPH students and program directors communicate regularly and works closely with Ms. Hopkins. Frequent communication allows the program directors to know when students have completed their practicum contracts or when issues may arise (e.g., contracts are incomplete).

In addition to the MPH/DrPH practica, several other programs have practicum requirements, including the MHA in Health Services Policy and Management and the MS in Exercise Science. The clinical programs (Doctor of Physical Therapy, Master of Communication Disorders, Master of Speech Pathology, and MS in Advanced Athletic Training) all have extensive clinical requirements for their students. For example, the Department of Communication Sciences and Disorders online system for documenting clinical training currently displays 640 sites and 883 supervisors. Students in our program routinely graduate with more than the minimum requirements for licensure.

Improvements: We have provided much more structure to the practicum through a school-wide effort (MPH/DrPH Curriculum Committee). This effort resulted in a revised practicum guide with clearer, more documentation of what is expected from the students, preceptors, and faculty advisors.

Challenges and Progress: Because of the diversity of sites, preceptors, and practicum proposals, assuring a consistent level of rigor in the MPH concentration area and integration of core public health concepts is an ongoing challenge. To address this we have developed a set of requirements for both the practicum proposal and final report, which document more consistently how students are demonstrating achievement of program competencies and practicum objectives.

In response to increased competition and a critical need for speech-language pathologists in educational settings, the Department of Communication Sciences and Disorders is exploring several initiatives to strengthen relationships with educational and medical sites and supervisors. Increased competition is due to several factors, including inability for students in Georgia to be involved in care when Medicaid is a pay source, a major medical company requiring payment for practicum/internships, and an increased number of out-of-state students requesting placements.

## **Affordability**

*Assessment of affordability and efforts to address affordability.*

The Arnold School has no control over admissions or costs of education at the undergraduate level. We have no undergraduate scholarships in the school at present, but we are approaching potential donors to assist with that unmet need.

At the graduate level, our graduate admissions committees work diligently to identify disadvantaged candidates that may not meet our published standards for admission/access and then conduct verbal interviews to determine if access standards are non-predictive of individual success in a given program. Graduate program affordability is enhanced greatly in the Arnold School by the provision of endowment proceeds to meritorious doctoral candidates, and especially meritorious candidates from disadvantaged backgrounds. These decisions are decentralized and made in each of our six departments. The challenge is insufficient funds at present to support more than 25-30 students.

In addition to the Arnold Fellowship, the school and/or departments offer a number of additional public health traineeships and fellowships, listed in the attached file. Many students also receive assistantships, which include a stipend and automatically qualify students for in-state tuition, reducing tuition cost by approximately 50 percent. Most departments also provide a tuition supplement to offset some of the remaining expenses.

The Graduate School provides a variety of fellowships ranging from a one-time award of \$1000 to a four-year Presidential award of \$8000 per year. These awards typically require a departmental match, which can be

any combination of additional fellowship, graduate assistantship, and/or tuition supplement. The school currently has 10 Presidential Fellows.

Student travel support is designed to provide opportunities and support for student research presentations at professional/scientific conferences. Students are encouraged to apply for travel funds available through The Graduate School and the Arnold School. Sponsored by the dean's office, the Arnold School's travel awards are \$300, to be matched by a department, center, or research grant. Some programs and grants also provide travel support to their students.

## **Reputation Enhancement**

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

The Arnold School contributes to the reputation of the university through its consistent successful track record of research funding and quality journal publications, its dedication to diversity, inclusion, collaboration, and service, and its current and rising position in national rankings.

## **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.*

Our greatest challenge at present is securing adequate and appropriate space for continued growth in faculty, research and students. Classroom availability west of Assembly Street is insufficient. Faculty teaching far away from their labs/offices is not an efficient use of their time for research and student mentoring.

## **Supplemental Info - Academic Initiatives**

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



# Faculty Population

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## Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2016	Fall 2015	Fall 2014
<b>Tenure-track Faculty</b>			
<b>Professor, with tenure</b>	22	24	24
<b>Associate Professor, with tenure</b>	25	23	21
<b>Professor</b>	0	0	0
<b>Associate Professor</b>	3	3	5
<b>Assistant Professor</b>	35	33	32
<b>Librarian, with tenure</b>	0	0	0
<b>Librarian</b>	0	0	0
<b>Assistant Librarian</b>	0	0	0
<b>Research Faculty</b>			
<b>Research Professor</b>	1	1	1
<b>Research Associate Professor</b>	1	1	1
<b>Research Assistant Professor</b>	1	1	1
<b>Clinical/instructional Faculty</b>			
<b>Clinical Professor</b>	2	2	2
<b>Clinical Associate Professor</b>	11	8	5
<b>Clinical Assistant Professor</b>	13	10	12
<b>Instructor/Lecturer</b>	15	12	11
<b>Adjunct Faculty</b>	26	22	20

## Faculty Diversity by Gender and Race/Ethnicity

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

**Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.**

	<b>Fall 2016</b>	<b>Fall 2015</b>	<b>Fall 2014</b>
<b>Gender</b>	155	140	135
<b>Female</b>	81	69	65
<b>Male</b>	74	71	70
<b>Race/Ethnicity</b>	155	140	135
<b>American Indian/Alaska Native</b>	0	0	0
<b>Asian</b>	15	16	14
<b>Black or African American</b>	8	8	6
<b>Hispanic or Latino</b>	3	1	1
<b>Native Hawaiian or Other Pacific Islander</b>	1	1	0
<b>Nonresident Alien</b>	4	6	6
<b>Two or More Races</b>	2	2	2
<b>Unknown Race/Ethnicity</b>	7	2	3
<b>White</b>	115	104	103

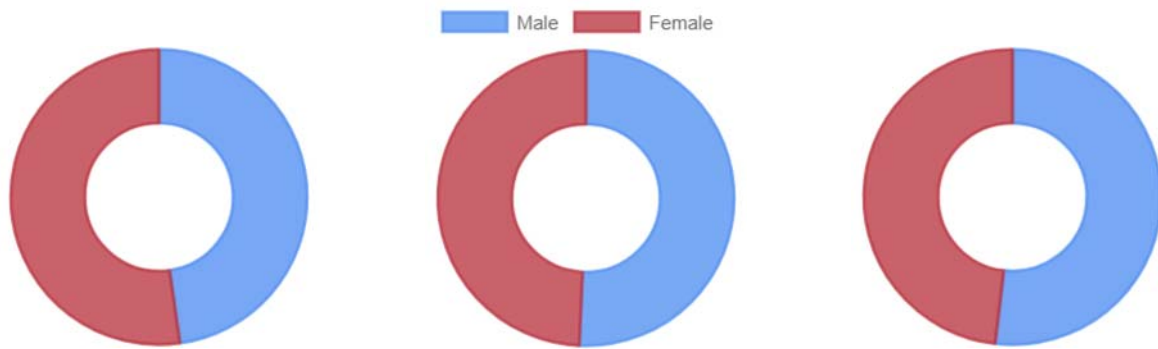
Illustrations 1 and 2 (below) portray this data visually.

### Illustration 1. Faculty Diversity by Gender

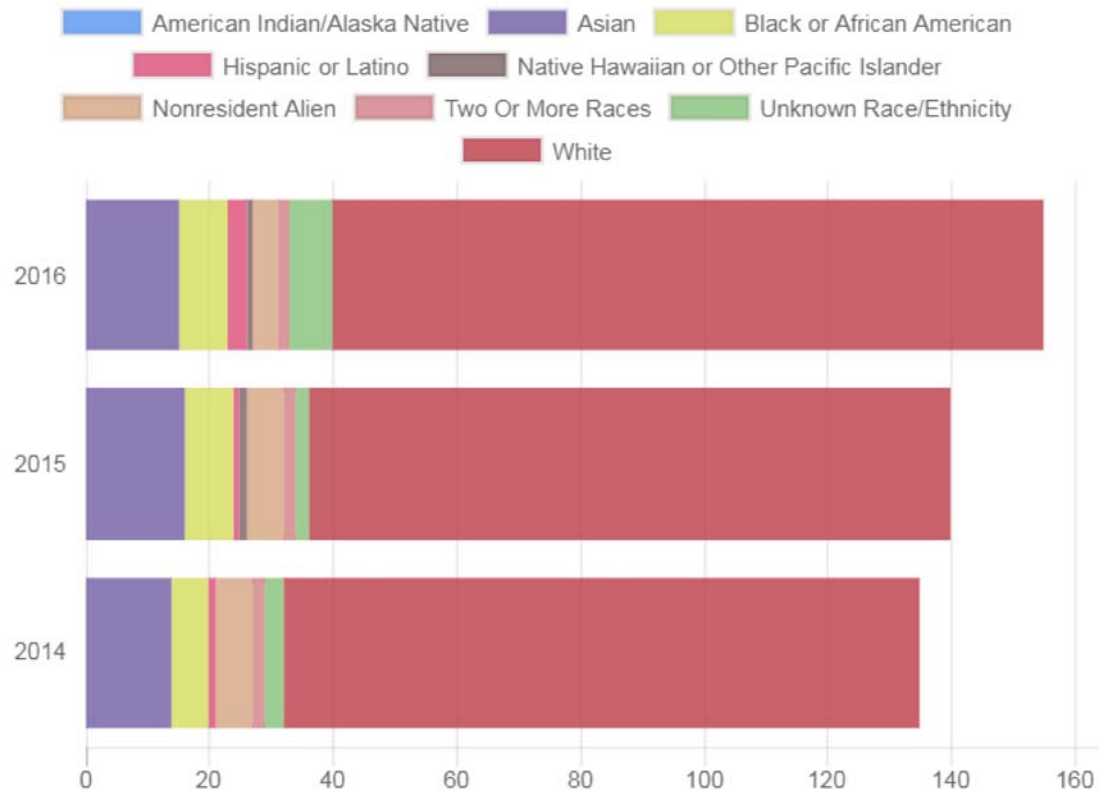
2016 Faculty Gender

2015 Faculty Gender

2014 Faculty Gender



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



# Faculty Information

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## Research and Scholarly Activity

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

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (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.*

See attached data from Academic Analytics. The Arnold School was highly-productive in terms of research and scholarship, despite a challenging federal funding climate. Several major highlights for 2016 include grants of \$375k per TT faculty; 549 peer-reviewed journal articles; and \$24 million in federal research funding awards, with total extramural funding (research and non-research) at \$32 million. All departments fall above or well-above the national median in comparative Academic Analytics assessments of journal publications and extramural funding. Receipts of national awards are at or below median values and we need to expend more effort in nomination of our faculty. Book publications are low, which is to be expected for our disciplines.

Looking forward, several challenges are present in order to improve the already-present high-bar of ASPH Research and achievement. These include:

1. Space limitation. Faculty and students are currently limited in their present abilities to conduct research, despite two relatively new buildings (Discovery-1 and PHRC bldgs.). Needed are proximal office cubical space for students, and office & laboratory space for faculty and post-doctoral researchers. Lack of space now impacts our ability to recruit top faculty candidates.

Solution: Off-campus rental space. The only solution, at present, is further rentals of off-campus space. We are exploring the cost/benefits of rental space. However, only office space is available for rent, while rental of Laboratory space is neither available nor practical. Further, rental of off-campus space incurs a significant cost to the school and offers ineffective proximity for interactions among researchers.

2. Improving competitive research funding in an increasingly challenging climate. Despite increases in proposal submission, competitive federal funding has increased only slightly.

Solution: Improve quality of proposal submissions and streamline submission process. In order to increase the success of grant applications, the ASPH Office of Research is developing new seminars and workshops, targeting the improvement of applications for faculty, and streamlining the submission process so faculty can invest most of their time on improving the quality of the applications.

3. Can we conduct research using alternative research funding mechanisms?

Solution: Explore corporate and non-profit funding sources. In a challenging federal funding climate, our researchers are (carefully) exploring funding options from various corporate and non-profit sponsors. This has already yielded (for 2016) over \$700K from corporate sources and over \$2.4 million from non-profit sources.

4. Recruitment of top international students for dissertation research in an increasingly-restrictive visa

climate. ASPH strives to recruit excellent graduate students for research from in-state, out-of-state, and international pools. It is anticipated that recent events may serve to decrease the excellent student pool that has been recruited from a variety of international locations.

Solution: ASPH has been working closely with the Dr. Miller (Vice-Provost and Director of International Programs) to strength ties with strong international universities through educational and research MOUs.

## **Faculty Development**

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

*Optional*

In spring 2016, the Arnold School conducted a faculty development survey to assess interest in faculty development activities intended to enhance professional growth and development among the faculty. Results are being used to make improvements in the school's approach to faculty development, such as enhancing current offerings, adding new offerings, and ensuring better connection to University resources to support faculty development. In addition, survey results revealed a need to focus on mid-career faculty in addition to newly hired and tenure-track faculty.

Current provisions for faculty development include the following:

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

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

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

To improve faculty performance in research and teaching, the Arnold School plans to conduct biannual "boot camps" run by accomplished teachers and researchers in the school.

The associate dean for faculty affairs will be working with the faculty to enhance the annual review policies and procedures to better distinguished criteria across the career tracks, to apply rigor consistently across departments and review stages, and to communicate the assessment results more effectively to the faculty members.

## **Supplemental Info - Faculty**

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

## **Supplemental Academic Analytics Report**

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



# Teaching

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## Faculty to Student Ratio

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

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

**Table 4. Faculty-to-Student Ratio, Fall 2016, Fall 2015, and Fall 2014**

<b>Fall 2016</b>	<b>Fall 2015</b>	<b>Fall 2014</b>
1: 16.8	1:18.06	1:17.95

## 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 an adequate faculty-to-student ratio for our undergraduate and graduate students through recruitment and retention of faculty. We have also hired several undergraduate staff advisors, which will allow us to expand advising capacity without overloading teaching faculty.

# Faculty Awards Received

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*During AY2017-2018 faculty of ASPH were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.*

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Fridriksson, Julius	Breakthrough Leadership in Research	USC Office of the Vice President for Research
Fogerty, Daniel	Breakthrough Star	USC Office of the Vice President for Research
Eberth, Jan	Breakthrough Star	USC Office of the Vice President for Research
Durstine, Larry	Active Fellow	National Academy of Kinesiology
Liese, Angela	Top five highly cited papers award	Journal of Nutritional Education and Behavior

## Service Awards

Recipient(s)	Award	Organization
Blake, Christine	2017 Janet Clay White Lecturer in Community Nutrition	Cornell University

## Other Awards

Recipient(s)	Award	Organization
Thrasher, James	Pipeline for Academic Leaders (PAL) Fellowship	USC
Brandt, Heather	Pipeline for Academic Leaders (PAL) Fellowship	USC
Melvin, Caryn	Dr. James C. Shanks Master Clinician Award	International Association of Laryngectomies
Wigand, Jason	Bright Beginnings	South Carolina Academy of Audiology
Murphree-Holden, Crystal	Kleffner Clinical Career Award	SC Speech-Language and Hearing Association

# Student Recruiting and Retention

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## Student Recruitment

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

Undergraduate recruitment. The University Office of Admissions oversees and provides all student recruitment and matriculation at the undergraduate level. However, faculty and advisors in the Arnold School participate in campus activities for both prospective and current students and respond to individual requests for information or presentations.

Graduate recruitment. Recruitment activities for most of the graduate programs within 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 ongoing activities, including regular recruitment at scientific and professional meetings, college graduate school/career fairs, email, chat-room, Skype correspondence, and the Internet via school webpage and social media outlets.

Most colleges and universities host graduate school recruitment fairs in the fall semester (late September through early November). Each year, representatives from the OGSS participate in recruiting trips to universities located in Georgia, North Carolina, and South Carolina and attend the national American Public Health Association (APHA) conference. OGSS also attends the Association of Schools and Programs of Public Health (ASPPH) "This is Public Health" recruitment events held in conjunction with ASPPH/SOPHAS meetings (SOPHAS is the Schools of Public Health Application Service). In recent years, the number of in-person recruitment activities has decreased due to the discontinuation of graduate school fairs at many colleges and universities; the increase of electronic communication with potential applicants; and the communication of admissions information and forms via websites.

To supplement attendance at in-person recruitment fairs, OGSS has an annual contract with CareerEco, a company that coordinates online chat rooms to serve as a virtual graduate school or career fair. The contract includes four SOPHAS fairs (July, September, November, and January) in which each participating school or program has a chat room on the same day(s). The OGSS staff manages an admissions chat room and each SOPHAS participating program in the Arnold School is asked to host a one-hour chat session in a separate chat room. In addition, OGSS purchased the "unlimited chat" feature which allows all of our programs to host additional virtual sessions throughout the year. Our PHYT program hosts regular virtual information sessions (with live-feed presentations) throughout the year, and HPEB and EPID hosted virtual advisement/information sessions for new students in July 2015 and 2016. We hope to expand the use of chat rooms for recruitment and information sessions for all programs.

The OGSS coordinates with The Graduate School regarding attendance at graduate school fairs to minimize duplication of effort. The Graduate School's associate director of recruitment and special events, who attends graduate school fairs to promote all programs at the university, works with all schools to improve their recruiting efforts. He also enters information from every student who expresses an interest in USC and a particular department into a database. OGSS and our program directors have access to these data and provide follow-up with any prospective students expressing interest in one of our programs.

Academic department faculty and staff members also represent their programs at discipline-specific recruiting events and professional meetings. Academic institutions throughout the state and region often invite faculty to present seminars; these presentations are effective recruiting activities. The core public health disciplines (ENHS, EPID, BIOS, HPEB, and HSPM) actively participate in the SOPHAS Virtual Fairs. All program directors and support staff have direct interaction with potential students by way of emails, phone calls, campus visits and tours, and Skype. In addition, EXSC hosts prospective student open-house events. EPID and EXSC benefit from recruiting efforts by a special interdisciplinary research training grant program, the University of South Carolina Behavioral-Biomedical Interface Program (BBIP). HPEB collaborates with

Academic Partnerships, Inc. to advise and contribute to their marketing and recruiting efforts in South Carolina for the Professional Online MPH program.

The school has also benefited from participating in SOPHAS, the online centralized application service for accredited schools and programs of public health. SOPHAS has made it easier for students to learn about the Arnold School, since it provides a search engine of all schools of public health and the degrees they offer. Due to the broad marketing and outreach of this service, we presume the school has received applications from students who would otherwise not have considered the university. Similar benefits are derived from participation in other program specific centralized application services, such as CSDCAS (Communication Sciences and Disorders Centralized Application Service) and PTCAS (Physical Therapist Centralized Application Service).

## **Student Retention**

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

Undergraduate student retention: The Arnold School of Public Health (ASPH) has four undergraduate (UG) degree programs: B.S. in Exercise Science, B.S. in Athletic Training, B.S. in Public Health and B.A. in Public Health. The Exercise Science and Athletic Training degree programs are administered by the Exercise Science Department. The Athletic Training program, however, is not admitting new students as the Commission on Accreditation of Athletic Training recently announced that all professional education in athletic training must be at the master's degree level. The Public Health programs are interdisciplinary and include core major courses from all academic departments in the School; they are administered through the Dean's Office of Academic Affairs. Arnold School undergraduate enrollment is approximately 2,200.

In fall 2016, ASPH named an Associate Dean for Undergraduate Student Affairs and has made other organizational changes to support and retain current students. Specific actions slated for fall 2017 implementation include: centralizing ASPH UG Student Services (including advising) into one location in the Public Health Research Center; hiring three full-time 12-month master level staff advisors and one 12-month faculty advisor (instructor level); reducing advisor caseloads to 300:1 for staff advisors and 150:1 for faculty advisors; and increasing the availability of advisors for walk/drop-in student meetings.

In addition, all advisors participate in USC's University Advising Center (UAC) training and professional development sessions in order to complete Foundations, Level One and future online advisor education modules to successfully achieve UAC Advisor Certification; become proficient in online advising tools (i.e., EAB Pathfinder, SSC Banner and DegreeWorks) to monitor student degree progression, provide quality advising, document on campus referrals, and, importantly, to identify at-risk students; develop outreach campaigns for and continuous follow-up with at-risk students using best practices developed by the UAC and by using EAB Pathfinder; continue referring students to appropriate campus programs and services including, but not limited to, the Office of Student Disability Services, the Student Success Center, Major Change Advising, the Career Center, USC Counseling & Psychiatry, and Thompson Student Health Center.

The Associate Dean utilizes Data Warehouse and other data to generate semester reports to: identify and reach out to students on academic probation and suspension; monitor students' perception of their advising experience and advising needs via anonymous online Advising/Advisor Quality Survey; and track key metrics identified by the University on the quality dashboard (i.e., 4/5/6 year graduation rates, GPA, enrollment, quality of freshmen, etc.).

Further, the ASPH Office of Undergraduate Student Services supports students by offering 2-3 professional development and career information seminars each semester fall and spring; maintaining a student listserv to communicate important campus events, announcements, job openings and beyond the classroom opportunities; and participating in campus recruitment events including Admissions Major Fairs, Admitted Students and Scholar Days, Gamecock Gateway Major Fair, USC Connect Fair, and Visitor Center tours.

Graduate student retention: The Arnold School's high graduation rates provide evidence of student retention among graduate students: 92% of master's students in the Arnold School graduated within six years of matriculation, and 88% of doctoral students graduated within eight years of matriculation. The highly competitive clinical programs (DPT and COMD MSP & MCD) have no issues with retaining students. Each program has a three-year graduation rates of 99% or higher.

Most full-time PhD and DrPH students receive a commitment of financial support after they are accepted. This funding may be from the department, faculty members' grants, or other assistantships on or off campus. The most common mechanism for funding is a graduate assistantship, requiring 10-20 hours of work each week either for research, as a teaching or instructional assistant, or less commonly as a staff assistant. An assistantship includes a stipend and qualifies the student for in-state tuition. When there is research grant support for a student, part of the tuition will also be covered. In addition, incoming students are eligible for scholarships and fellowships offered by The Graduate School and the Arnold School. The Arnold Fellowships are funded from the Arnold Endowment to the school. The school typically awards four fellowships per department per year.

Select incoming epidemiology, exercise science, and psychology doctoral students are eligible for the T32 pre-doctoral research training grant called the Behavioral-Biomedical Interface Program or BBIP. This program aims to prepare behavioral scientists in training to biomedical/biological content and methods so that they will function effectively as members of interdisciplinary research teams. Trainees typically receive an annual support package covering stipend at the current NIH level, tuition, and fees.

The Department of Epidemiology and Biostatistics has instituted a policy whereby all faculty who teach first-year masters core classes are to report to the respective graduate directors any students who are struggling or who get less than a B in their course. This policy allows for the graduate directors to intervene with the respective students, offering additional academic support through TAs and faculty, monitoring through the next semester for any possible grade issues, and allows the graduate directors along with the student's academic advisor to provide encouragement and support. The intent of this policy is to intervene well before the student might receive 2 Cs which is an automatic dismissal from the program or before the student might fail the first year progression exam.

# Student Enrollment & Outcomes

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The following data was provided by USC's Office of Institutional Research, Assessment, and Analytics. Please note that Fall 2016 and AY2016-2017 data, where presented, are preliminary and unofficial.

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

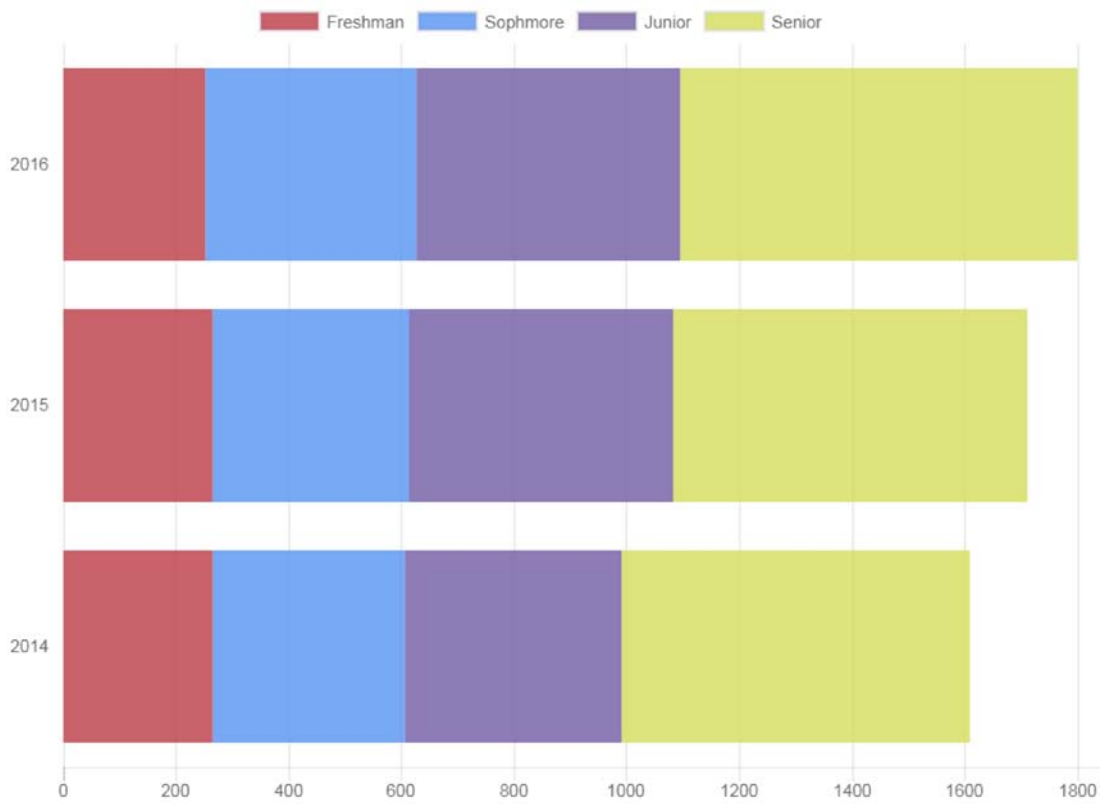
## Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

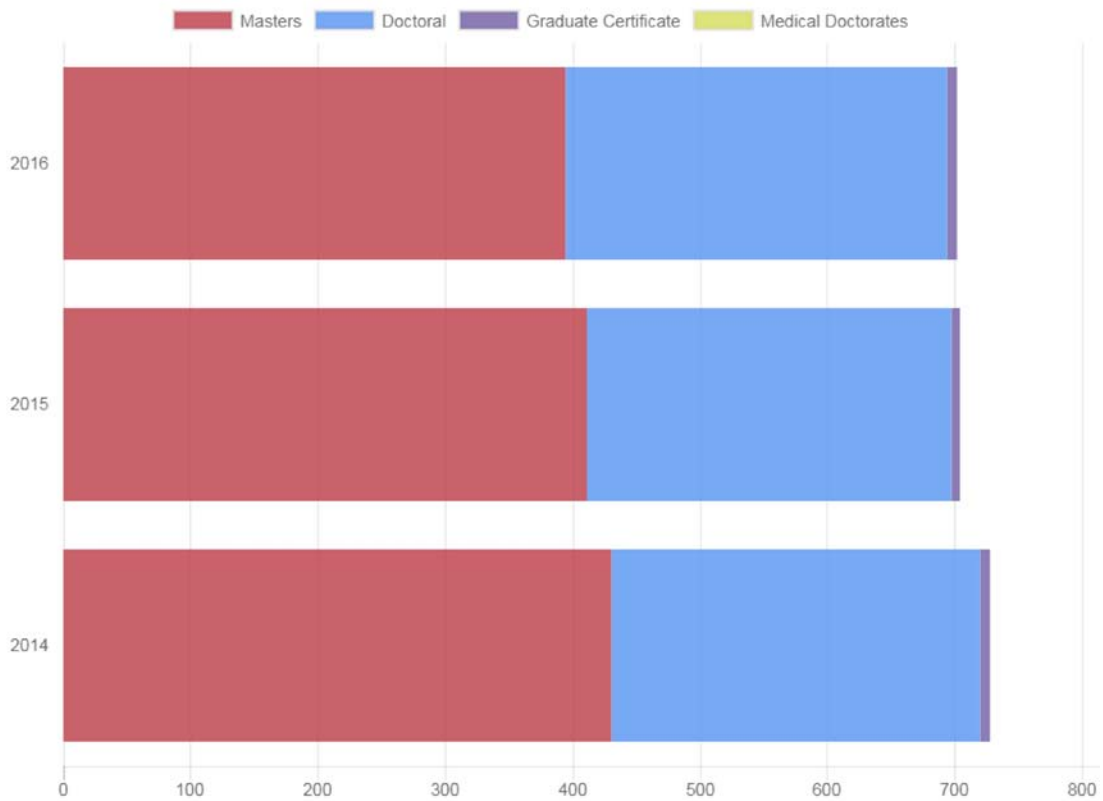
	Fall 2016-2017	Fall 2015-2016	Fall 2014-2015
<b>Undergraduate Enrollment</b>			
<b>Freshman</b>	252	266	265
<b>Sophomore</b>	374	349	342
<b>Junior</b>	470	467	383
<b>Senior</b>	704	629	619
<b>Sub Total</b>	1800	1711	1609
<b>Graduate Enrollment</b>			
<b>Masters</b>	395	412	431
<b>Doctoral</b>	299	285	289
<b>Graduate Certificate</b>	8	7	8
<b>Sub Total</b>	702	704	728
<b>Graduate Enrollment</b>			
<b>Medicine</b>	0	0	0
<b>Law</b>	0	0	0
<b>PharmD</b>	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	<b>2502</b>	<b>2415</b>	<b>2337</b>



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



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



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



## Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
<b>Undergraduate</b>	<b>1800</b>	<b>1711</b>	<b>1609</b>
Full-Time	1747	1668	1538
Part-Time	53	43	71
<b>Graduate/Professional</b>	<b>702</b>	<b>704</b>	<b>728</b>
Full-Time	472	520	569
Part-Time	230	184	159
<b>Total - All Levels</b>	<b>2502</b>	<b>2415</b>	<b>2337</b>
Full-Time	2219	2188	2107
Part-Time	283	283	283

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

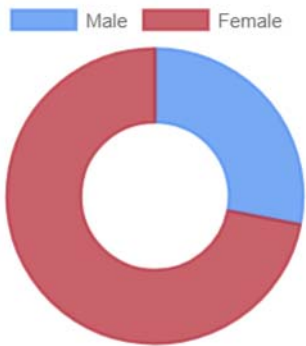
	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
<b>Undergraduate</b>	<b>1800</b>	<b>1711</b>	<b>1609</b>
<b>Female</b>	1333	1231	1156
<b>Male</b>	467	480	453
<b>Graduate/Professional</b>	<b>702</b>	<b>704</b>	<b>728</b>
<b>Female</b>	524	538	546
<b>Male</b>	178	166	182

### Illustration 6. Undergraduate Student Diversity by Gender

2016 Undergraduate Gender



2015 Undergraduate Gender



2014 Undergraduate Gender

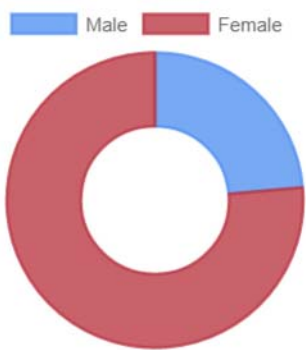


### Illustration 7. Graduate/Professional Student Diversity by Gender

2016 Graduate Gender



2015 Graduate Gender



2014 Graduate Gender

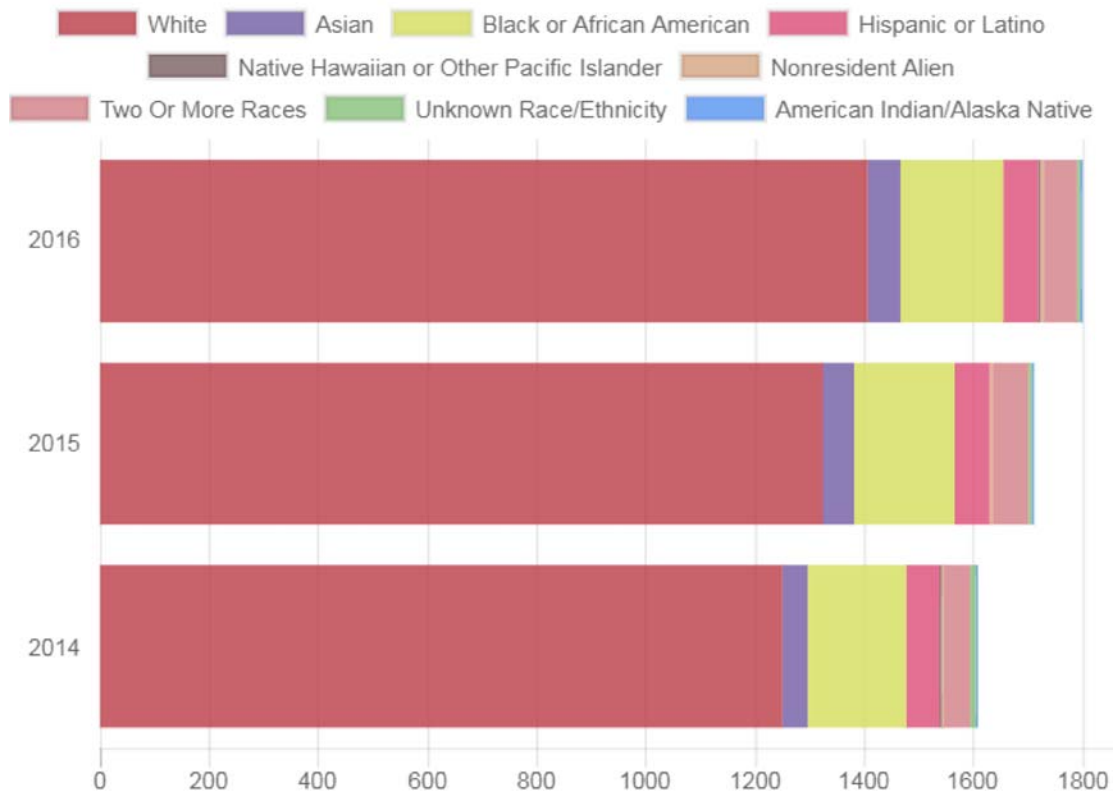


## Student Diversity by Race/Ethnicity

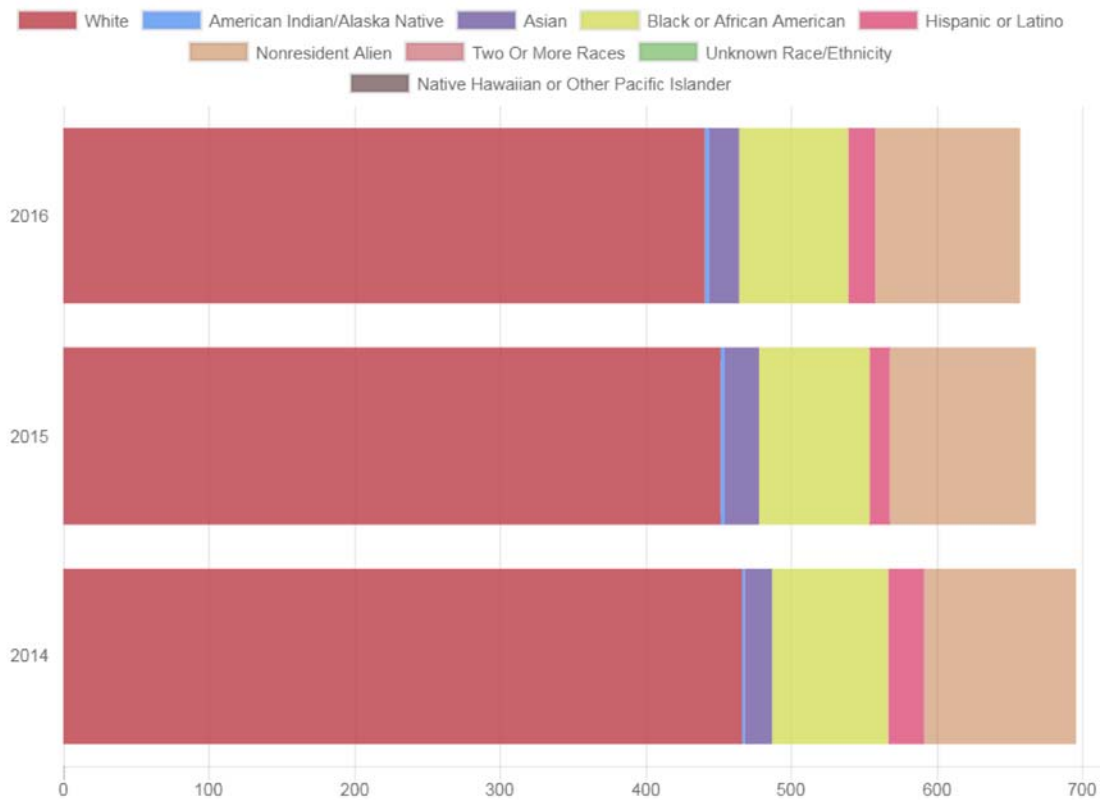
Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
<b>Undergraduate</b>	<b>1800</b>	<b>1711</b>	<b>1609</b>
<b>American Indian/Alaska Native</b>	3	2	3
<b>Asian</b>	61	57	45
<b>Black or African</b>	188	186	182
<b>Hispanic or Latino</b>	63	63	59
<b>Native Hawaiian or Other Pacific Islander</b>	3	2	4
<b>Nonresident Alien</b>	7	7	5
<b>Two or More Races</b>	63	63	51
<b>Unknown</b>	5	7	9
<b>Race/Ethnicity</b>			
<b>White</b>	1407	1324	1251
<b>Graduate/Professional</b>	<b>702</b>	<b>704</b>	<b>728</b>
<b>American Indian/Alaska Native</b>	3	3	2
<b>Asian</b>	20	23	19
<b>Black or African</b>	75	76	80
<b>Hispanic or Latino</b>	19	14	25
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0
<b>Nonresident Alien</b>	100	100	104
<b>Two or More Races</b>	16	17	18
<b>Unknown</b>	28	19	14
<b>Race/Ethnicity</b>			
<b>White</b>	441	452	466

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



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



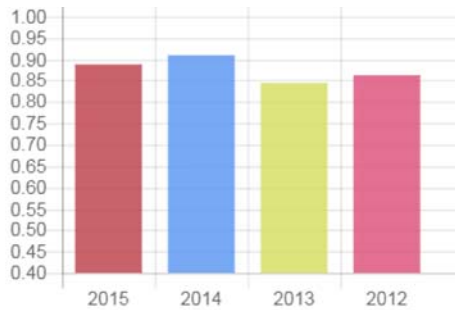
# Undergraduate Retention

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

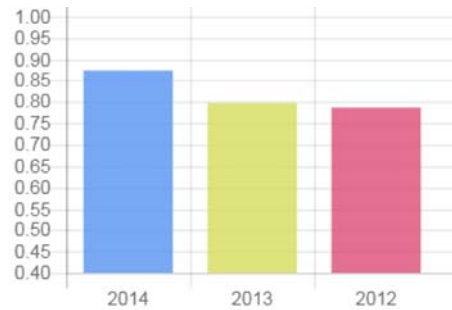
	First Year	Second Year
Fall 2015 Cohort	88.8%	N/A
Fall 2014 Cohort	90.8%	87.2%
Fall 2013 Cohort	84.5%	79.9%
Fall 2012 Cohort	86.2%	78.6%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year



Second Year





# Student Completions

## Graduation Rate - Undergraduate

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

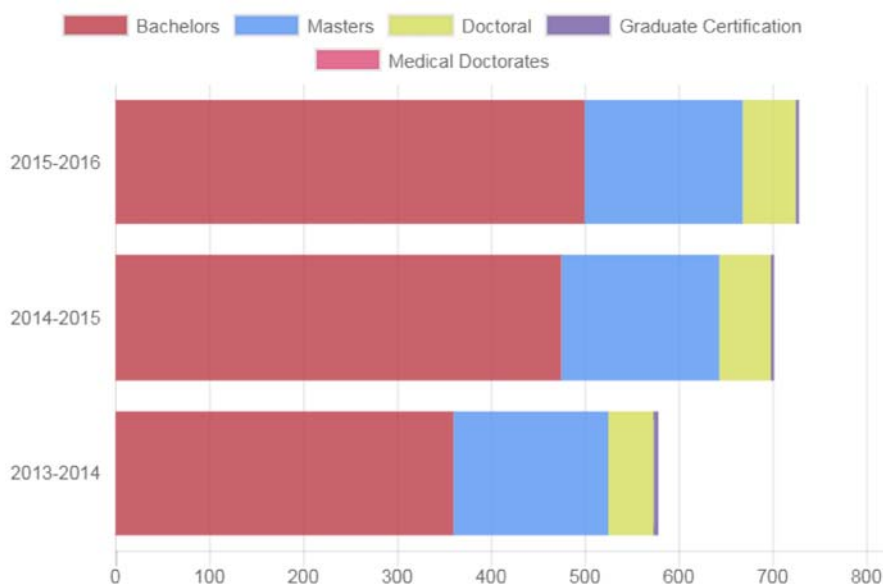
	4-Year	5-Year	6-Year
Fall 2010 Cohort	60%	73.5%	75.3%
Fall 2009 Cohort	69.5%	77.9%	79.4%
Fall 2008 Cohort	70.4%	80%	80.9%

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2015-2016	AY2014-2015	AY2013-2014
Bachelors	499	474	360
Masters	170	169	165
Doctoral	56	56	48
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	4	2	5

Illustration 11. Degrees Awarded by Level



# Alumni Engagement & Fundraising

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## Alumni

*Substantial activities, engagements, and initiatives with alumni during AY2016-2017, focusing on relationships and activities with alumni.*

The school confers two alumni awards each year at the annual hooding ceremony. The Gerry Sue Arnold Alumni Award is open to all alumni who graduated in the past ten years, whose work has made a difference to the profession and in the health of an identified community or population. The Norman J. Arnold Alumni Medal is open to all alumni who graduated more than ten years ago, whose work has had a positive impact on the profession and on the health of an identified community or population and has brought recognition to the Arnold School of Public Health.

Delta Omega is the honorary society in public health. The Society was founded in 1924 at Johns Hopkins University's School of Public Health. Election to membership in Delta Omega is intended not only to recognize merit, but also to encourage further excellence in and devotion to public health work. The Mu Chapter at the Arnold School elects new members each year from three groups: students who are candidates for a graduate degree in public health, faculty members at the school, and alumni actively engaged in public health work.

In addition to the school-wide efforts, individual departments maintain contact with their alumni. For example:

The Department of Communication Science and Disorders maintains an active Facebook page in which they engage with alumni. We frequently post information about the department and the Speech and Hearing Center, as well as about faculty and past alum. Alumni also post on the Facebook page. COMD also hosts an alumni reception at the annual South Carolina Speech-Language-Hearing Association conference where we provide updates about the department and obtain updates from our alumni.

The Department of Health Promotion, Education and Behaviors is actively working to increase engagement with alumni. Esther Ruder, administrative coordinator in HPEB, has been working with Delores Pluto, director of evaluation and academic assessment, to ascertain what type of information we are currently collecting about our alumni so that we can meet their information needs and track their progress and accomplishments following graduation. Three recent accomplishments: 1) We distributed via email our new quarterly department newsletter to all preceptors of student practicum projects to show our appreciation for their support of our students (many of these preceptors are alumni of HPEB); 2) With support from the ASPH IT group, we have established a new listserv for future communication with alumni: HPEBALUM@LISTSERV.SC.EDU; and 3) We have discussed as a faculty that we will engage alumni by encouraging alumni to serve as practicum site preceptors, guest speakers for classes, and/or experts on panels and by keeping in touch with alumni via the new listserv and update our records of job placements.

The MHA program in the Department of Health Services Policy and Management maintains strong relationships with MHA program alumni both in SC and outside of SC. Quarterly updates on the program are sent out electronically to all MHA alumni as well as invitations to networking events on campus. Since March 2016, two networking events have been held in which MHA alumni participated. These were held in April 2016 and at the end of December 2016. MHA alumni also serve as preceptors for our graduate assistants. The MHA program director has regular lunch meetings with them on an individual basis. Since March 2016, the director has hosted lunch meetings with 5 alumni. In addition, four alumni members currently serve on our MHA advisory board. The board recently met for program discussions in June and November 2016. Finally, alumni have assisted the program by making themselves available for job shadowing and mentorship to current students. During the Fall 2016 and Spring 2017 semesters, three students have shadowed three MHA alumni in healthcare organizations.

The Department of Exercise Science holds an official reunion at National American College of Sports

Medicine Meeting. We hold a Thursday night reception during the annual conference, which is normally attended by over 75 former students who have moved on to either graduate school, post-doctoral fellowships, clinical positions in health settings, or faculty positions in an academic setting. This is held in a conference ballroom at the meeting's headquarter hotel, and is adjacent to reunions being held by other peer and peer aspirant institutions. We will hold this event again at the 2017 annual meeting and it has become an important initiative for our current faculty to engage our alumni. The event is advertised in the meeting program.

Exercise Science also participates in the Graduate Student Fair at the Annual Southeastern American College of Sports Medicine Meeting. This serves to recruit new students and reunite former students. Our booth at the graduate student fair allows for the many former EXSC graduate students that now hold faculty positions throughout the Southeast region of the United States to stop by and visit with the Department Chair and other current faculty. This event has turned into substantial engagement activity with our former students over the years.

## **Development, Fundraising and Gifts**

*Substantial development initiatives and outcomes during AY2016-2017, including Fundraising and Gifts.*

The Arnold School of Public Health Office of Development is responsible for procuring financial support for the Arnold School by fostering philanthropic partnerships with individual, corporate and foundation donors. The office works closely with Arnold School faculty and student researchers to discover and apply for competitive grants, secure scholarships, create endowments, and fund School programs. During 2017, our foundation and corporate grant awards continue to increase as the office builds upon ongoing relationships and creates new ones with funders. Combined foundation and corporate support exceeds \$1M through the third quarter of FY17, with total contributions expected to increase substantially through the 4th quarter (the most active period for foundation and corporate giving). The development office is also expanding our relationship with individual donors who are alumni or simply friends of the school whose philanthropic passion aligns with public health. The office's strategic vision of an expanding pipeline of individual, corporate and foundation donors will assist with sustaining support for the school's key endeavors.

Most notable among the Arnold School's supporters is the Arnold family. In July 2015, Norman and Gerry Sue Arnold made a pledge of \$7M to establish a new Institute on Aging within the ASPH. The funds were to be paid in annual \$1M installments over 7 years. In December 2016 (following the passing of Norman Arnold in August 2016), the Arnold family decided to accelerate the pledge into a single final lump-sum gift of \$4.7M in addition to the \$1M already gifted in December 2015. These funds are now in our endowment and will yield considerably more than \$7M expected over the originally-planned 7 year pledge period.

## **Supplemental Info - Alumni Engagement & Fundraising**

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

# Community Engagement

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## Description

*Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2016-2017, including activities at the local, state, regional national and international levels.*

Service permeates all aspects of the public health discipline by virtue of its mission to assure conditions in which people can be healthy; thus, the lines between teaching, research, and service are often blurred. Since much of the research carried out by the school is community-based, and most public health students are trained to work in the community, the school is constantly building relationships with a variety of local, national, and international agencies and organizations for a variety of purposes. In FY2015-16, 57% of our funded research projects, and 74% of our funded service projects were conducted with community engagement.

In addition to faculty participation in service, staff in several units make a significant contribution to the service activities of the school. These units include the Consortium for Latino Immigration Studies, Core for Applied Research & Evaluation (CARE), Office for the Study of Aging (OSA), and PASOs.

Faculty and staff provide technical assistance, consultation, and training to numerous organizations and agencies that address a variety of topic areas. This assistance includes short-term consulting, planning and evaluation expertise, workshop presentations, and membership on organizational boards and advisory committees. Faculty members are called upon to provide expert testimony in legislative and legal hearings and to comment in the media on health-related issues, news stories, and research, especially in the areas of physical fitness, nutrition, aging, health disparities, cancer, and the environment.

## Community Perceptions

*How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.*

We do not currently collect this information.

## Incentivizing Faculty Engagement

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

Tenure-track faculty members are reviewed annually on three service-related criteria: service to the university, school, and department; service to or in professional groups/activities; and service in or to the community. Service to the community may include consulting that is 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 that have a public health mission. Research faculty members 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. As evidenced by the documentation in this section of service to the community and to the profession, many of the school's research- and clinical-track faculty members are actively engaged in service to the community. Although it does not have a strong, across-the-board reward system for faculty service, the school does take pride in its faculty members' contributions to the university, community, and profession. Each year at the May hooding ceremony, the school recognizes a faculty member with the Faculty Service Award, which includes a \$1,000 honorarium and a commemorative plaque. Nominees for the award are considered according to their exceptional outreach to the community, contribution to the public health practice setting, and leadership in professional organizations and university governance. Nominees may be either full-time

research, clinical, or tenure-track faculty.

## **Supplemental Info - Community Engagement**

*Any additional information on Community Engagement appears as Appendix 7. (bottom)*

# Collaborations

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## Internal Collaborations

The Arnold School's faculty members cooperate and collaborate extensively within the school, across the university, throughout the local community, and in many areas of the state, region, and nation. Across the university, the school's faculty participate on doctoral committees, give guest lectures, and conduct collaborative research with faculty from many other colleges. Numerous faculty hold joint or adjunct faculty appointments in other units and serve on various advisory committees. Five dual and/or joint degree programs exist between the school and other colleges and schools on campus, demonstrating the recognition of the inter-dependency and integration of the health professions. We also work with other schools on interdisciplinary graduate certificate programs.

## External Collaborations

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

The school's Institute for the Advancement of Healthcare, led by Dr. Ronnie Horner, is a partnership between the Greenville Health System and the University of South Carolina for the purpose of fostering research collaborations between the two faculties.

We are renewing a Memorandum of Agreement with NOAA, National Centers for Coastal Ocean Science - Center for Coastal Environmental Health and Biomolecular Research and the ASPH at USC, which provides for expansion of research opportunities for our students to work in salt marsh mesocosms and in state of the art laboratories with NOAA National Status and Trend Program.

As part of Black History Month 2017, the Arnold School and the Department of Environmental Health Sciences hosted a major Seminar and Panel Discussion on Environmental Justice with key note addresses from Myra Reese, Director of Environmental Affairs at SCDHEC and a graduate of ASPH/ENHS; Dr. Charles, Senior Policy Advisor for Environmental Justice at the US EPA; and SC House Member Harold Mitchell Jr. and founder of Re-Genesis. Dr. Dwayne Porter Professor at ENHS led the event and panel discussion.

Other examples include the following:

The Center for the Study of Aphasia Recovery partners with the Medical University of South Carolina, University of Southern California-Irvine, and Johns Hopkins University.

The Center for Research in Nutrition and Health Disparities partners with faculty in the College of Arts & Sciences, College of Education, College of Hospitality, Retail & Sport Management, College of Social Work, and Darla Moore School of Business plus numerous state and national partners (e.g., SC Dept. of Education, SC Dept. of Health & Environmental Control, SC Dept. of Agriculture, Farm Bureau, MUSC, University of Michigan, University of California, and the US Dept. of Agriculture).

The Rural Health Research Center works with the SC Revenue & Fiscal Affairs Office, SC Office of Rural Health, and MUSC College of Dental Medicine.

## Other Collaborations

*Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.*

Many of the schools larger activities are conducted in partnership with internal and external partners. For example:

The Prevention Research Center, led by Dr. Sara Wilcox of EXSC, works with faculty from EXSC, EPID/BIOS, HPEB, the College of Social Work, the College of Nursing and the Department of Psychology in the College of Arts and Sciences. The center partners with Clemson University; state agencies, such as SC Department of Health and Environmental Control (SC DHEC); and community organizations, such as the SC Conference of the United Methodist Church, Fairfield Behavioral Health Services, Fairfield Community Coordinating Council, and Eat Smart Move More Fairfield County.

The Office for the Study of Aging, co-led by Dr. Daniela Friedman and Dr. Lee Pearson of HPEB, works with faculty from HPEB, EPID/BIOS, EXSC, COMD, the College of Social Work, the College of Nursing, the School of Medicine, and the College of Engineering and Computing. External partners include state agencies that support older adults (including SC DHEC, SC Department of Health and Human services, SC Department of Mental Health, and the Lt. Governor's Office on Aging) as well as state and local service providers (e.g., Alzheimer's Association, Leeza's Care Connection, and the Friendship Village). Cancer Prevention and Control Program partners with units on campus (nursing & psychology), the State Baptist Young Woman's Auxiliary of the Woman's Baptist Education and Missionary Convention of South Carolina, and Clemson University.

The Consortium for Latino Immigration Studies, led by Dr. Myriam Torres of EPID/BIOS, works with faculty from HPEB, HSPM, the Department of Psychology, and the College of Social Work. They also partner with SC DHEC, the SC School Improvement Council, the Children's Trust of SC, and HopeHealth, Inc.

Technology Center for Promote Healthy Lifestyles (TecHealth) works with faculty in the College of Arts & Sciences, College of Nursing, College of Engineering & Computing, School of Medicine, and College of Pharmacy as well as the University of Vermont, University of Tennessee, Columbia College, and Connecting Health Innovations, LLC.

Center for Healthcare Quality partners with faculty in the College of Arts & Sciences, College of Engineering & Computing, and School of Medicine, plus numerous state and local partners (e.g., SC HIB/AIDS Council, Palmetto AIDS Life Support Services, & St. Luke's Episcopal Church) and international partners (e.g., University of Zambia, Beijing Normal University, University of Macau, and University of Cape Town).

The USC Speech & Hearing Research Center works with the College of Nursing, College of Pharmacy, College of Social Work as well as PASOs and area daycare and preschool programs.

## **Supplemental Info - Collaborations**

*Any additional information about Collaborations appears as Appendix 8. (bottom)*



# Campus Climate and Inclusion

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## **Campus Climate & Inclusion**

*Activities unit conducted within AY2016-2017 that were designed to improve campus climate and inclusion.*

The Arnold School of Public Health embraces diversity, inclusion, and equity as a strategic imperative in preparing our students to serve as culturally competent leaders and global citizens. As such, we view our ability to attract and retain a diverse student population, faculty, staff, and administration as central to our mission to improve population health in diverse communities - locally and globally.

In the process of conducting our self-study for accreditation, the Diversity and Inclusion Workgroup was made a permanent committee in fall 2016. Membership on this committee includes faculty from all of the school's academic departments and is being expanded to include student(s) and partners from outside the school. This committee is working with the associate dean for diversity, equity, and inclusion to refine and finalize the diversity plan and develop an implementation plan with specific measurable objectives, action items, and timelines.

## **Supplemental Info - Campus Climate & Inclusion**

*Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)*

# Concluding Remarks

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## Quantitative Outcomes

*Explanation of any surprises with regard to data provided in the quantitative outcomes throughout this report.*

We are surprised that our graduation rates have declined a few percent as our UG retention rates have all increased. We suspect this is a reflection of the rapid growth/expansion of our undergraduate population over the past 4 years; but we still would expect these two metrics to track more in synch. Enhanced retention is a more recent response metric and likely (hopefully) reflective of our significant investment in a team of professional undergraduate advisors. We expect that graduation rates will similarly improve as these longer-term cohorts become more exposed to the benefits of a dedicated professional advising corp.

## Cool Stuff

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

**Accreditation:** The Arnold School submitted its Self-Study Report to the Council on Education for Public Health in February 2017 and will be completing its site visit at the end of March. COMD underwent its reaccreditation site visit by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (CAA) in October, 2016. The site visit team verified the department met all 30 CAA standards. A final decision from the CAA is expected by the end of March.

**Restructuring:** In summer 2016, Dr. Cheryl Addy, senior associate dean of academic affairs, left the school to become vice provost and dean of The Graduate School. She had been in the school's administration for over fifteen years, and her departure represented a serious loss of experience and institutional knowledge. In response to Dr. Addy's departure, and in the process of reviewing the school's organizational structure in the context of our self-study, the school underwent a reorganization of administrative responsibilities. After identifying several unmet administrative needs and the functions that had been the responsibility of the senior associate dean, two new positions were created: the associate dean for faculty affairs and curriculum and the associate dean for operations and accreditation. In addition, for parity, the assistant dean for undergraduate student services was elevated to associate dean and assumed responsibilities related to the expanding undergraduate programs that were formerly managed by the senior associate dean.

The Division of Academic Affairs represents an inclusive and collaborative structure to link the complementary work of the associate dean for faculty affairs and curriculum and the associate dean for undergraduate student affairs. This structure respects the unique distinctions across graduate and undergraduate programs while allowing for integration of activity and information where needed. This division is aligned with the school's Office of Operations and Accreditation to provide information and promote efficiencies in regard to accreditation reporting and evaluation activities, as well as informing key aspects of faculty affairs, such as teaching evaluation, tenure/promotion coordination, and faculty recruitment/retention/welfare.

**Greenville Health System Partnership:** The ASPH received approval to expand academic programs into a satellite campus of the Greenville Health System and affiliated networks in February 2017 from the Board of Managers of the Academic Operations Center of the GHS Health Sciences Center. The MD/MPH, MPH in Health Policy, MPH in Health Behavior, and executive format MHA degrees are well in progress for delivery to Greenville area markets. A team of nutrition and diabetes health-behavioral experts has been hired and detailed in February 2017 to GHS for partnered research with GHS clinicians.

**Endowment:** In July 2015, Norman and Gerry Sue Arnold made a pledge of \$7M to establish a new Institute on Aging within the ASPH. The funds were to be paid in annual \$1M installments over 7 years. In December 2016, the Arnold family decided to accelerate the pledge into a single final lump-sum gift of \$4.7M in addition

to the \$1M already gifted in December 2015. These funds are now in our endowment and will yield considerably more than \$7M expected over the originally-planned 7 year pledge period.

International partnerships: In July 2016, Dean Chandler took a delegation of four ASPH administrators and one SmartState chair (Xiaoming Li) to visit four schools of public health in China and two in Taiwan. As a result of these visits, we now have active MOA's with all, and actual student/faculty exchanges and visits already occurring with Nanjing, Guangxi and China Medical University (Taiwan) in AY2016-17. Henan University also visited ASPH in January 2017 and will be sending students to our 3 + 2 and 4 + 1 masters programs by AY2017-18. Dr. Sarah Rothenberg has a successful NIH grant studying maternal & child health related to methyl mercury exposure in Guangxi province.

Following up on the Provost's visit to the Universidad de Antioquia in Medellin, Colombia last year, Dr. Myriam Torres of EPID/BIOS and Dr. David Simmons of HPEB visited the university this spring. Dr. Torres received her MPH from the Universidad de Antioquia and was able to organize the trip with the help of one of her former classmates, Dr. Maria Patricia Arbelaez Montoya, who is the Vice-President for Research and former dean of the school of public health. The team was very impressed with the work they are doing including intensive research in infectious diseases and environmental health and a variety of services to the community. The university, including the school of public health, produces many publications of their scholarly work. There is a MOU signed already by both universities and there is interest in professor/student exchanges, research collaborations and being part of committees of thesis and dissertations.

## **Appendix 1. Academic Programs**

ASPPH - My Peer Identifier (2016)

TABLE

ASPPH Member	Student Head Count	Faculty Head Count	Unrestricted Funds	Grants and Contracts	Peer Index
George Washington University Milken Institute School of Public Health	2,100	297	\$70,270,255	\$79,277,435	1.25
Johns Hopkins Bloomberg School of Public Health	1,837	1,349	\$191,041,000	\$302,922,562	1.25
Harvard T.H. Chan School of Public Health	1,209	953	\$122,023,002	\$183,592,786	1.50
University of North Carolina Gillings School of Global Public Health	1,471	245	\$109,079,906	\$136,054,167	1.50
University of Washington School of Public Health	1,413	269	\$33,717,399	\$128,252,630	1.75
Columbia University Mailman School of Public Health	1,393	162	\$95,909,121	\$205,320,028	2.00
Emory University Rollins School of Public Health	1,316	197	\$50,365,350	\$63,493,702	2.25
University of Texas School of Public Health	1,098	498	\$45,118,573	\$41,939,546	2.50
University of Florida College of Public Health and Health Professions	1,548	151	\$42,492,194	\$38,148,165	2.75
University of Pittsburgh Graduate School of Public Health	621	413	\$42,617,142	\$45,328,554	2.75
University of South Carolina Arnold School of Public Health	2,775	148	\$37,867,728	\$24,619,616	2.75
Boston University School of Public Health	1,079	166	\$55,211,444	\$31,821,079	3.00
University of Michigan School of Public Health	1,004	125	\$60,705,661	\$52,484,898	3.00
University of Maryland School of Public Health	2,411	155	\$16,419,914	\$20,923,800	3.25
Indiana University School of Public Health - Bloomington	2,711	105	\$58,938,831	\$7,643,732	3.50
Oregon State University College of Public Health and Human Sciences	3,060	165	\$18,483,042	\$15,322,249	3.50
Tulane University School of Public Health and Tropical Medicine	813	125	\$30,515,396	\$30,121,759	3.50
University of California, Berkeley School of Public Health	515	161	\$33,303,510	\$46,150,531	3.50
University of Illinois at Chicago School of Public Health	807	241	\$26,561,300	\$26,500,243	3.50
Colorado School of Public Health: University of Colorado   Colorado State University   University of Northern Colorado	593	380	\$13,022,225	\$29,106,678	3.75
University of South Florida College of Public Health	1,672	83	\$28,631,169	\$20,199,277	3.75
Yale School of Public Health	390	249	\$35,501,410	\$30,585,441	3.75
University of Alabama at Birmingham School of Public Health	725	169	\$18,545,984	\$20,608,060	4.00
UCLA Fielding School of Public Health	572	85	\$30,688,555	\$35,621,078	4.25
University of Massachusetts-Amherst School of Public Health and Health Sciences	2,533	115	\$14,173,828	\$11,318,711	4.25
Oregon Health & Science University/Portland State University School of Public Health	1,361	210	\$10,184,289	\$8,013,625	4.50
University at Buffalo School of Public Health and Health Professions	813	90	\$21,960,643	\$7,346,723	4.75
Saint Louis University College for Public Health and Social Justice	1,115	126	\$31,897,375	\$1,686,203	5.00
Vanderbilt University Institute for Medicine and Public Health	89	321	\$19,081,639	\$42,207,409	5.00
University of Iowa College of Public Health	406	79	\$19,502,315	\$29,602,930	5.25
Florida International University Robert Stempel College of Public Health and Social Work	1,109	73	\$15,256,786	\$4,590,624	5.50
Rutgers School of Public Health	345	162	\$11,748,977	\$17,341,926	5.50
Brown University School of Public Health	348	88	\$14,204,845	\$26,062,184	5.75
University of Arizona Mel and Enid Zuckerman College of Public Health	831	61	\$15,971,790	\$11,959,019	5.75

TABLE

ASPPH Member	Student Head Count	Faculty Head Count	Unrestricted Funds	Grants and Contracts	Peer Index
University of Georgia College of Public Health	598	71	\$15,985,048	\$7,256,707	5.75
Indiana University Richard M. Fairbanks School of Public Health - Indianapolis	575	84	\$11,214,546	\$5,525,630	6.25
University of Puerto Rico Graduate School of Public Health	479	101	\$11,079,736	\$6,106,452	6.25
CUNY School of Public Health	511	59	\$25,182,896	\$3,807,704	6.75
New York University College of Global Public Health	358	68	\$14,794,473	\$8,527,411	6.75
San Diego State University Graduate School of Public Health	873	48	\$5,564,235	\$15,155,901	6.75
University of Kentucky College of Public Health	543	66	\$8,788,894	\$8,503,100	6.75
University of Nebraska Medical Center College of Public Health	220	65	\$15,561,242	\$7,650,802	6.75
Drexel University Dornsife School of Public Health	387	61	\$13,318,447	\$5,523,590	7.00
Texas A&M School of Public Health	461	51	\$12,733,423	\$6,669,776	7.00
Georgia State University School of Public Health	325	47	\$9,730,434	\$13,687,066	7.25
National Institute of Public Health of Mexico (Instituto Nacional de Salud Publica)	446	247	\$173,424	\$404,185	7.25
Ohio State University College of Public Health	576	56	\$11,418,852	\$4,767,733	7.25
University of California, Irvine Program in Public Health	1,321	60	\$5,602,312	\$2,304,492	7.25
Temple University College of Public Health	448	33	\$6,683,537	\$12,134,434	7.50
University at Albany SUNY School of Public Health	444	45	\$11,405,195	\$4,879,486	7.50
East Tennessee State University College of Public Health	635	67	\$6,635,110	\$1,539,237	7.75
Kent State University College of Public Health	945	31	\$10,137,738	\$1,553,250	7.75
University of North Texas Health Science Center School of Public Health	376	61	\$5,637,109	\$5,378,925	7.75
Louisiana State University Health Sciences Center School of Public Health	124	57	\$8,457,651	\$12,076,267	8.00
West Virginia University School of Public Health	161	64	\$9,473,023	\$5,251,281	8.00
Loma Linda University School of Public Health	311	56	\$10,366,335	\$2,479,748	8.25
University of Louisville School of Public Health and Information Sciences	347	47	\$10,345,894	\$1,917,185	8.25
University of Nevada, Reno School of Community Health Sciences	1,222	24	\$2,359,756	\$1,903,062	8.25
University of Miami Department of Public Health Sciences	366	68	\$5,808,854	\$376,224	8.50
University of Arkansas for Medical Sciences Fay W. Boozman College of Public Health	121	57	\$7,881,897	\$3,057,798	8.75
University of Oklahoma Health Sciences Center College of Public Health	153	51	\$7,198,460	\$6,610,374	8.75
Georgia Southern University Jiann-Ping Hsu College of Public Health	427	34	\$6,250,095	\$698,129	9.00
University of Texas Medical Branch at Galveston Graduate Program in Public Health	32	21	\$2,144,441	\$7,795,386	9.50
Washington University in St. Louis - Brown School Public Health Programs	176	35	\$5,026,000	\$4,574,361	9.50
SUNY Downstate Medical Center School of Public Health	179	32	\$5,670,417	\$492,564	9.75
University of Memphis School of Public Health	163	26	\$5,402,067	\$1,238,145	10.00
University of Cincinnati College of Medicine MPH Program	83	45	\$629,411	\$659,447	10.25
George Mason University MPH Program	106	17	\$2,660,091	\$177,220	10.75

TABLE

<b>ASPPH Member</b>	<b>Student Head Count</b>	<b>Faculty Head Count</b>	<b>Unrestricted Funds</b>	<b>Grants and Contracts</b>	<b>Peer Index</b>
Stony Brook University Program in Public Health	70	15	\$1,815,790	\$426,000	10.75
University of Kansas School of Medicine KU - MPH Program	75	30	\$1,518,800	\$116,983	10.75
University of North Carolina at Charlotte Public Health Programs	148	16	\$1,881,935	\$347,855	10.75
Virginia Commonwealth University MPH Program	29	20	\$967,661	\$1,037,373	10.75
St. George's University Department of Public Health and Preventive Medicine	44	18	\$1,428,375	\$182,318	11.00



## **Appendix 2. Academic Initiatives**

# Arnold School of Public Health

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

**ASPH Computer Lab Scholarship**      N      N/A      Dorothy M. Byrden      803.777.5034      dbyrden@mailbox.sc.edu

Eligible student must have Graduate student Work Study and willing to work in the ASPH computer Lab.

**CCCR's Minority Fellowship**      Yes      N/A      Kendra McBride      803.777.1231      mcbridek@mailbox.sc.edu

Award: \$5000 fellowships to support cancer research Eligibility: Underserved minority graduate student at USC working on a dissertation project related to cancer research Application Process: -A faculty member will provide a 1 page letter of support -The nominated student will provide an NIH style biosketch and a 1 page description of the research project and how this fellowship will be utilized to benefit their research and career. Send nominations to Doug Pittman (pittman@sccp.sc.edu) Note: Please let us know if you are attempting to recruit a high achieving student from Fall 2014. Thanks to: Delecia LaFrance, Lucia Pirisi-Creek, Daniel Littlefield, Bert

**Center for Colon Cancer Research Award**      No      09/10/13      Kendra McBride      803.777.1231      mcbridek@mailbox.sc.edu

Selection of outstanding Graduate student in the study of cancer research at the University of South Carolina. Selection of student made by Principle Investigators that are members of Center of Biomedical Research Excellence COBRE.

# Arnold School of Public Health

<i>Complete Scholarship Name</i>	<i>Application</i>	<i>Deadline Date</i>	<i>Contact Name</i>	<i>Contact Phone Number</i>	<i>Contact E-mail Address</i>
<b>Environmental Health Sciences (ENHS) Start-up Lab Scholarship</b>	No	N/A	Gloria Wilson		glwilson@mailbox.sc.edu
Eligible student must have Graduate Student Work Study and willing to work in ENHS start-up lab.					
<b>Newton Fellowship</b>		N/A	Ann Cassady	803.777.6558	cassadya@mailbox.sc.edu
Student pursuing a doctoral degree in the Department of Health Promotion, Education, and Behavior who is committed to improving the health and well-being of all citizens of South Carolina. Awarded preferably to a South Carolinian.					
<b>Norman J. Arnold School of Public Health Fellowship Award</b>	(N) Graduate Director recommendation only.	N/A	Dr. Cheryl Addy or Dorothy Byrden	803.777.5030 or 803.777.5034	Caddy@sc.edu or Dbyrden@mailbox.sc.edu
3.5 GPA (Within current USC Program) Fulltime Doctoral Student in Public Health					
<b>Palmetto Health Alliance African-American Scholarship</b>	No	N/A	Debra Brown	803.777.3332	browndg@mailbox.sc.edu
Awarded to African-American students accepted in the MHA program. Students must have undergraduate GPA and GRE/GMAT scores, letters of recommendation, career goal statement and leadership potential as evidenced by the student's resume.					

# Arnold School of Public Health

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

**Start-up Funds- Department Chair (HPEB)**      No      N/A      Ann Cassidy      803.777.6558      cassadya@mailbox.sc.edu

Awards will be based upon scientific merit and potential contribution of student's current research activity to the discipline of health promotion/education.

**Winona B. Vernberg Fellowship**      (N) Graduate Director recommendation only.      N/A      Dr. Cheryl Addy      803.777.5030      caddy@sc.edu

Awarded to a worthy graduate student pursuing a masters degree in the Arnold School of Public Health.

**AFLAC Fellowship Fund**      No      N/A      Latoya Townes / Jennifer O'Neill      803.777.2185 / 803.777.1004      jfrazi@mailbox.sc.edu / oneiljr@mailbox.sc.edu

Eligibility Criteria: Acceptance or current enrollment in the MPH-PAPH program. Incoming and current MPH-PAPH students, regardless of graduate assistantship status, are eligible for fellowship. Priority will be given to South Carolina residents.

Application and Selection Process: To apply for the fellowship, the student must submit a 1-page personal statement indicating their career goals to Dr. Jennifer O'Neill, Director of the MPH-PAPH program. This is in addition to the regular program application packet. The MPH-PAPH Advisory Board will review applications yearly and decide recipients.

Recipients of the fellowship will be expected to: Remain in good academic standing throughout the program. Complete at least 20 hours of community service related to physical activity and public health per semester.

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<b>Health Policy Research Support Endowment Fund</b>	No	N/A	M. Mahmud Khan, PhD	803.777.9928	Mkhan@mailbox.sc.edu
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Support for Department of Health Services Policy and Management graduate students research activities in the Department of Health Services Policy and Management.

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<b>Susan Boyd</b>	No	N/A	M. Mahmud Khan, PhD	803.777.9928	browdg@mailbox.sc.edu
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Doctoral student in the Department of Health Services Policy and Management

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<b>Health Services Research Endowment Scholarship</b>	No	No deadline, based on student progress towards degree.	M. Mahmud Khan, PhD	803.777.9928	mkhan@mailbox.sc.edu
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Mph, MHA or doctoral students of the department who demonstrates commitment to health services research.

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<b>Arnold School of Public Health Dean's Office Scholarship</b>	No	N/A	Dorothy M. Byrden	803.777.5034	dbyrden@mailbox.sc.edu
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Graduate student working within the ASPH Dean's Office is only eligible for this award.

# Arnold School of Public Health - Communication Science

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

**21st Century Fellowship Fund**      Yes, by nomination of department faculty      Rolling      Felicia Hunter      803.777.4813      fhunter@mailbox.sc.edu

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

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

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

**PhD Fellowship Fund in Speech-Language Pathology & Audiology**      Yes, letter to the department chair.      Rolling      Dr. Allen A. Montgomery      803.777.3083      amontgom@mailbox.sc.edu

Awarded to a doctoral student, or a qualified student for the doctoral program, in Communication Sciences and Disorders.

# Arnold School of Public Health - Communication Science

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

**Research Incentive Fellowship Fund**      Yes, by nomination of department faculty      Rolling      Felicia Hunter      803.777.4813      fhunter@mailbox.sc.edu

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

**Sharon G. Webber Endowed Fellowship Fund**      Yes by nomination of department faculty.      Rolling      Felicia Hunter      803.777.4813      fhunter@mailbox.sc.edu

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

**Communication Sciences and Disorders**      Yes      April 1 of each academic year.      Felicia Hunter      777.4813      fhunter@mailbox.sc.edu

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

## **Appendix 3. Research & Scholarly Activity**



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

# **Arnold School of Public Health**

**Fiscal Year 2016  
and prior**



# Faculty Information

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## RESEARCH AND SCHOLARLY ACTIVITY

The following refers to Appendix 1, 2 & 3 , which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY YYYY (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.

*Identified areas of challenge and opportunities with faculty research and scholarly activity, referencing Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management, including specific plans to meet these challenges or take advantage of the opportunities.*

## Summary of Extramural Proposal Submissions by Source

### Appendix 1

PI Home Department	Amount First Year	Commercial	Federal	Local Govt.	Other	Private, Non-Profit	State
Communication Sciences & Disorders	3,290,930	1	14			4	
Environmental Health Sciences	8,501,752	1	28		1	2	
Epidemiology & Biostatistics	13,697,933	2	39		5	12	4
Exercise Science	16,718,770	4	51	3	4	10	
Health Promotion, Education & Behavior	13,663,489	1	53	2	6	10	4
Health Services Policy and Management	7,241,357	9	28		50	13	8
Public Health, Arnold School of - Dean	2,730,461	1	17	1	2	18	5
<b>Total Count</b>	<b>413</b>	<b>19</b>	<b>230</b>	<b>6</b>	<b>68</b>	<b>69</b>	<b>21</b>
<b>Total Amount First Year</b>	<b>65,844,692</b>	<b>686,402</b>	<b>60,055,766</b>	<b>99,325</b>	<b>755,358</b>	<b>3,915,513</b>	<b>332,328</b>

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

PI Home Department	Department Total	PI Name	Primary Job/Rank	Tenure Status	Total Funding	Commercial	Federal	Local Govt.	Other	Private, Non-Profit	State
Communication Sciences & Disorders		Apeh, Kenn	PROFESSOR	TENURED	56,087		56,087				
Communication Sciences & Disorders		Behroozmand, Foorbeh	ASST PROFESSOR	TENURE-TRACK			33,493				
Communication Sciences & Disorders		Den Ouden, Dirk-Bart	ASST PROFESSOR	TENURE-TRACK	1,500	1,500					
Communication Sciences & Disorders		Fridriksson, Julius	PROFESSOR	TENURED	3,369,655		3,369,655				
Communication Sciences & Disorders		Werfel, Krystal	ASST PROFESSOR	TENURE-TRACK	146,500		146,500				
<b>Total CSD</b>	<b>3,607,235</b>										
Environmental Health Sciences		Baalouha, Mohammed	ASST PROFESSOR	TENURE-TRACK	515,000		515,000				
Environmental Health Sciences		Chanda, Anindya	ASST PROFESSOR	TENURE-TRACK	142,750		142,750				
Environmental Health Sciences		Chatterjee, Saurabh	ASST PROFESSOR	TENURE-TRACK	225,760		225,760				
Environmental Health Sciences		Decho, Alan	PROFESSOR	TENURED	92,412		92,412				
Environmental Health Sciences		Kloot, Robin	RESEARCH ASSOC PROF		212,227		212,227				
Environmental Health Sciences		Norman, Robert	ASSOC. PROFESSOR		108,653		108,653				
Environmental Health Sciences		Porter, Dwayne	ASSOC. PROFESSOR	TENURED	196,523		196,523			51,441	
Environmental Health Sciences		Rotherberg, Sarah	ASST PROFESSOR	TENURE-TRACK	180,489		180,489				
Environmental Health Sciences		Scott, Geoffrey	CLINICAL PROFESSOR		211,000	211,000					
Environmental Health Sciences		Tourney, Chris	PROFESSOR		250,105		250,105				
Environmental Health Sciences		Vejerano, Eric			48,820		48,820				
Environmental Health Sciences		Volz, David			-139,344		-139,344				
<b>Total EHS</b>	<b>2,044,395</b>										
Epidemiology & Biostatistics		Boghossian, Nansi	ASST PROFESSOR	TENURE-TRACK	55,000					55,000	
Epidemiology & Biostatistics		Chakraborty, Hirshikesh	ASSOC. PROFESSOR	TENURE-TRACK	252,500					252,500	
Epidemiology & Biostatistics		Eberth, Jan	ASST PROFESSOR	TENURE-TRACK	618,988		10,000			608,988	
Epidemiology & Biostatistics		Geraci, Marco	ASSOC. PROFESSOR	TENURE-TRACK	73,250		73,250				
Epidemiology & Biostatistics		Hardin, James	ASSOC. PROFESSOR	TENURED	50,160		50,160				
Epidemiology & Biostatistics		Haziatt, Linda	CLINICAL ASSISTANT PROF		39,734	9,094			20,000		10,640
Epidemiology & Biostatistics		Hebert, James	PROFESSOR	TENURED	509,866		509,866				
Epidemiology & Biostatistics		Husey, James	CLINICAL ASSOCIATE PROF		25,000	25,000					
Epidemiology & Biostatistics		Hyleman, Brenda	PROFESSOR	TENURED	489,826					489,826	
Epidemiology & Biostatistics		Liese, Angela	ASSOC. PROFESSOR	TENURED	30,768		30,768				
Epidemiology & Biostatistics		Liu, Jihong	PROFESSOR	TENURED	41,518		41,518				
Epidemiology & Biostatistics		McDermott, Suzanne	PROFESSOR	TENURED	3,770,882	27,000	3,739,882				4,000
Epidemiology & Biostatistics		McLain, Alexander	ASST PROFESSOR	TENURE-TRACK	13,862		13,862				
Epidemiology & Biostatistics		Merchant, Anwar	PROFESSOR	TENURED	58,338		58,338				
Epidemiology & Biostatistics		Teixeira, Ana	RESEARCH ASST PROF		786,885		786,885				
Epidemiology & Biostatistics		Torres, Myriam	CLINICAL ASSISTANT PROF		27,000				27,000		
Epidemiology & Biostatistics		Williams, Edith			-22,207		-22,207				
Epidemiology & Biostatistics		Zhang, Jialia	ASSOC. PROFESSOR	TENURED	12,216		12,216				
<b>Total EPI</b>	<b>6,833,886</b>										
Exercise Science		Beets, Michael	ASSOC. PROFESSOR	TENURED	1,105,310		1,105,310				
Exercise Science		Blair, Steven	PROFESSOR	TENURED	-8,540	-19,674					
Exercise Science		Carson, James	PROFESSOR	TENURED	317,146	20,483	296,663				
Exercise Science		Davis, J. Mark	PROFESSOR	TENURED	94,827	94,827					
Exercise Science		Fritz, Stacy	ASSOC. PROFESSOR	TENURED	139,360	67,000			71,760		
Exercise Science		Herter, Troy	ASST PROFESSOR	TENURE-TRACK	7,276				7,276		
Exercise Science		Koh, He-Jin	ASST PROFESSOR	TENURE-TRACK	73,250		73,250				
Exercise Science		Pate, Russ			1,440,944	41,066	1,399,878				
Exercise Science		Stewart, Jill	ASST PROFESSOR	TENURE-TRACK	70,367		70,367				

Exercise Science		Torres-McGehee, Toni	ASSOC. PROFESSOR	TENURED				190,300	108,500	81,800	
Exercise Science		West, Delta	PROFESSOR	TENURED			336,500				
Exercise Science		Wilcox, Sara	PROFESSOR	TENURED			1,315,289				
	<b>Total Exercise</b>						<b>5,082,029</b>				
Health Promotion, Education & Behavior		Blake, Christine	ASSOC. PROFESSOR	TENURED			1,234,657			1,234,657	
Health Promotion, Education & Behavior		Brandt, Heather	ASSOC. PROFESSOR	TENURED			589,614				
Health Promotion, Education & Behavior		Cassady, Ann	CLASSIFIED			4,439	54,963	6,330		9,074	6,000
Health Promotion, Education & Behavior		Davis, Rachel	ASST PROFESSOR	TENURE-TRACK			597,516				
Health Promotion, Education & Behavior		Friedman, Daniela	ASSOC. PROFESSOR	TENURED			519,999				
Health Promotion, Education & Behavior		Frongillo, Edward	PROFESSOR	TENURED			215,438			81,478	
Health Promotion, Education & Behavior		Jones, Sonya	ASSOC. PROFESSOR	TENURED			830,298				61,600
Health Promotion, Education & Behavior		Kaczynski, Andrew	ASST PROFESSOR	TENURE-TRACK			8,000				
Health Promotion, Education & Behavior		Li, Xiaoning	PROFESSOR	TENURED			1,745,119				
Health Promotion, Education & Behavior		Moore, Douglas	ASSOC. PROFESSOR	TENURED			13,500			13,500	
Health Promotion, Education & Behavior		Qiao, Shan	ASST PROFESSOR	TENURE-TRACK			205,388				
Health Promotion, Education & Behavior		Robillard, Alysa	ASSOC. PROFESSOR	TENURE-TRACK			5,000			5,000	
Health Promotion, Education & Behavior		Thrasher, James	ASSOC. PROFESSOR	TENURED			792,173				
Health Promotion, Education & Behavior		Turner-McGreevy, Gabrielle	ASST PROFESSOR	TENURE-TRACK			207,697				5,000
	<b>Total HPEB</b>						<b>7,019,362</b>				
Health Services Policy and Management		Chen, Brian	ASST PROFESSOR	TENURE-TRACK			9,021			9,021	
Health Services Policy and Management		Czoad, Melanie	ASST PROFESSOR	TENURE-TRACK			35,418				35,418
Health Services Policy and Management		Crouch, Elizabeth	RESEARCH ASST PROF				90,000				90,000
Health Services Policy and Management		Denir, Ibrahim	RESEARCH ASST PROF				15,644			15,644	
Health Services Policy and Management		Gillam, Pamela	RESEARCH ASSOCIATE				944,310				
Health Services Policy and Management		Hale, Nathan					5,802				
Health Services Policy and Management		Horner, Ronnie	PROFESSOR	TENURED			30,020			7,600	4,000
Health Services Policy and Management		Kenison, Kelli	CLINICAL ASSISTANT PROF				98,464				98,464
Health Services Policy and Management		Khan, Mahmud	PROFESSOR	TENURED			23,000			0	23,000
Health Services Policy and Management		Olatosi, Bankole	CLINICAL ASSOCIATE PROF			31,623	142,500			70,717	16,160
Health Services Policy and Management		Ostermann, Jan	ASSOC. PROFESSOR	TENURED			1,058,836			978,220	80,616
Health Services Policy and Management		Patterson, Nathaniel	ASST PROFESSOR				340,000				240,000
Health Services Policy and Management		Probst, Janice	PROFESSOR	TENURED			622,472				
Health Services Policy and Management		Qureshi, Zaina	ASST PROFESSOR	TENURE-TRACK			30,000				30,000
Health Services Policy and Management		Radcliff, Elizabeth	RESEARCH ASST PROF				806,444				
Health Services Policy and Management		Singh, Rajendra	ASST PROFESSOR	TENURE-TRACK			15,000			15,000	
Health Services Policy and Management		Wigfall, Lisa	RESEARCH ASST PROF				142,385				
Health Services Policy and Management		Xirasagar, Sudha	ASSOC. PROFESSOR			255,102	202,741			85,725	3,000
	<b>Total HPPM</b>						<b>4,964,384</b>				
Public Health, Arnold School of - Dean		Gillam, Pamela	RESEARCH ASSOCIATE				1,635,500				53,924
Public Health, Arnold School of - Dean		Hurley, Thomas	RESEARCH ASSOCIATE			40,329	78,377			39,048	
Public Health, Arnold School of - Dean		Kenison, Kelli	CLINICAL ASSISTANT PROF				131,693				55,667
Public Health, Arnold School of - Dean		Martin, Maria	CLASSIFIED				60,000				45,000
Public Health, Arnold School of - Dean		Meitze, Edena	POST-DOCTORAL FELLOW				4,100			800	
Public Health, Arnold School of - Dean		Pearson, Joseph Lee	RESEARCH ASSOCIATE				20,000				
Public Health, Arnold School of - Dean		Smithwick, Julie	RESEARCH ASSOCIATE				542,357			12,000	518,357
Public Health, Arnold School of - Dean		Willms, Lucy	CLASSIFIED				175,000			25,000	40,000
Public Health, Arnold School of - Dean		Workman, Lauren	RESEARCH ASSOCIATE				127,901				20,017
	<b>Total Dean</b>						<b>2,775,928</b>				
	<b>Total School of Public Health</b>						<b>32,326,919</b>				

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# Patents, Disclosures, and Licensing Agreements

## Fiscal Year 2014, 2015 and 2016

### Appendix 3

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<b>FY2014-FY2016 ARNOLD SCHOOL OF PUBLIC HEALTH</b>				
	<b>Invention Disclosures</b>	<b>Provisional Patent Applications</b>	<b>Non-Provisional Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>3</b>

**Note:** Nationalized-PCTs, divisionals, and continuations are not included in these numbers.

<b>FY2016 ARNOLD SCHOOL OF PUBLIC HEALTH</b>				
	<b>Invention Disclosures</b>	<b>Provisional Patent Applications</b>	<b>Non-Provisional Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Department Breakdown</b>				
Communication Sciences & Disorders	0	0	0	0
Environmental Health Sciences	2	1	0	0
Epidemiology / Biostatistics	0	0	1	0
Exercise Science	0	0	0	0
Health Promotion, Education, & Behavior	0	0	0	0
Health Services Policy & Management	0	0	0	0

**Note:** Nationalized-PCTs, divisionals, and continuations are not included in these numbers.

<b>FY2015 ARNOLD SCHOOL OF PUBLIC HEALTH</b>				
	<b>Invention Disclosures</b>	<b>Provisional Patent Applications</b>	<b>Non-Provisional Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

<b>FY2014 ARNOLD SCHOOL OF PUBLIC HEALTH</b>				
	<b>Invention Disclosures</b>	<b>Provisional Patent Applications</b>	<b>Non-Provisional Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>1</b>

**Note:** Nationalized-PCTs, divisionals, and continuations are not included in these numbers.

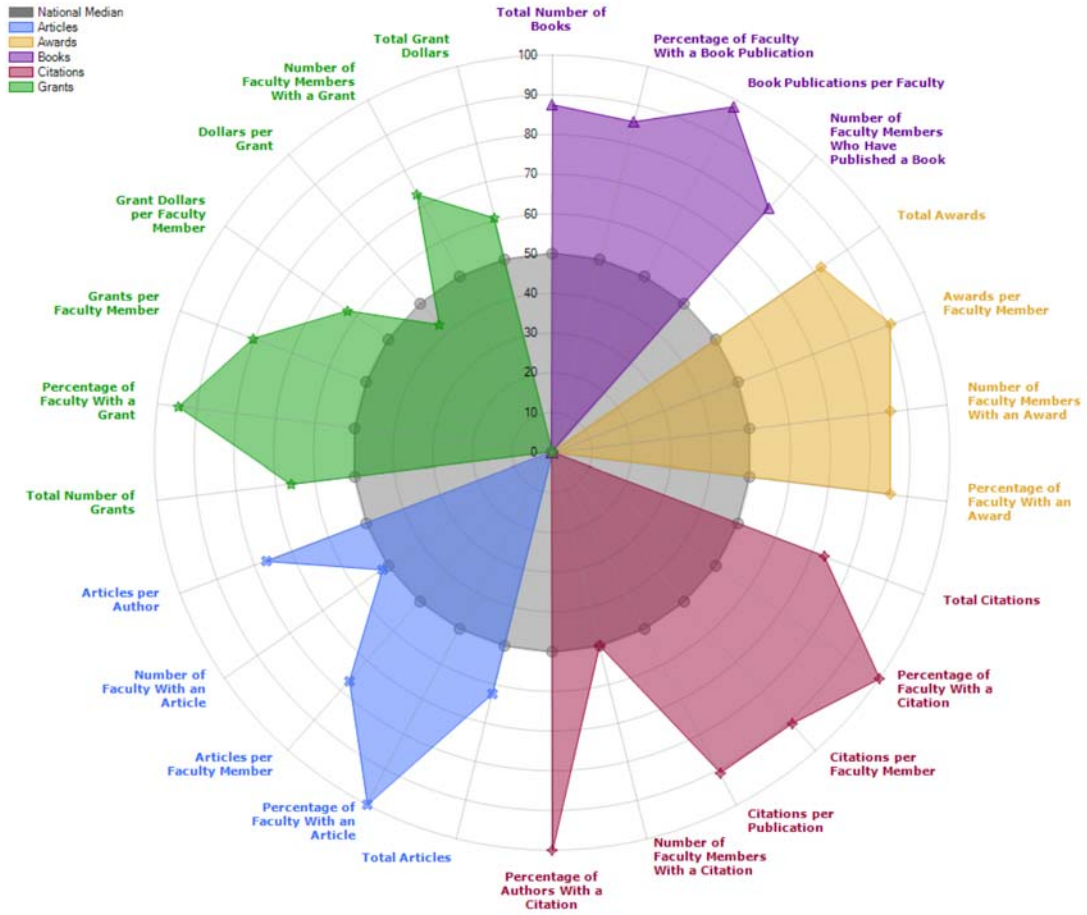


## **Appendix 4. Faculty Information**

## **Appendix 5. Academic Analytics Report**

# Department Radar - All Variables - University of South Carolina

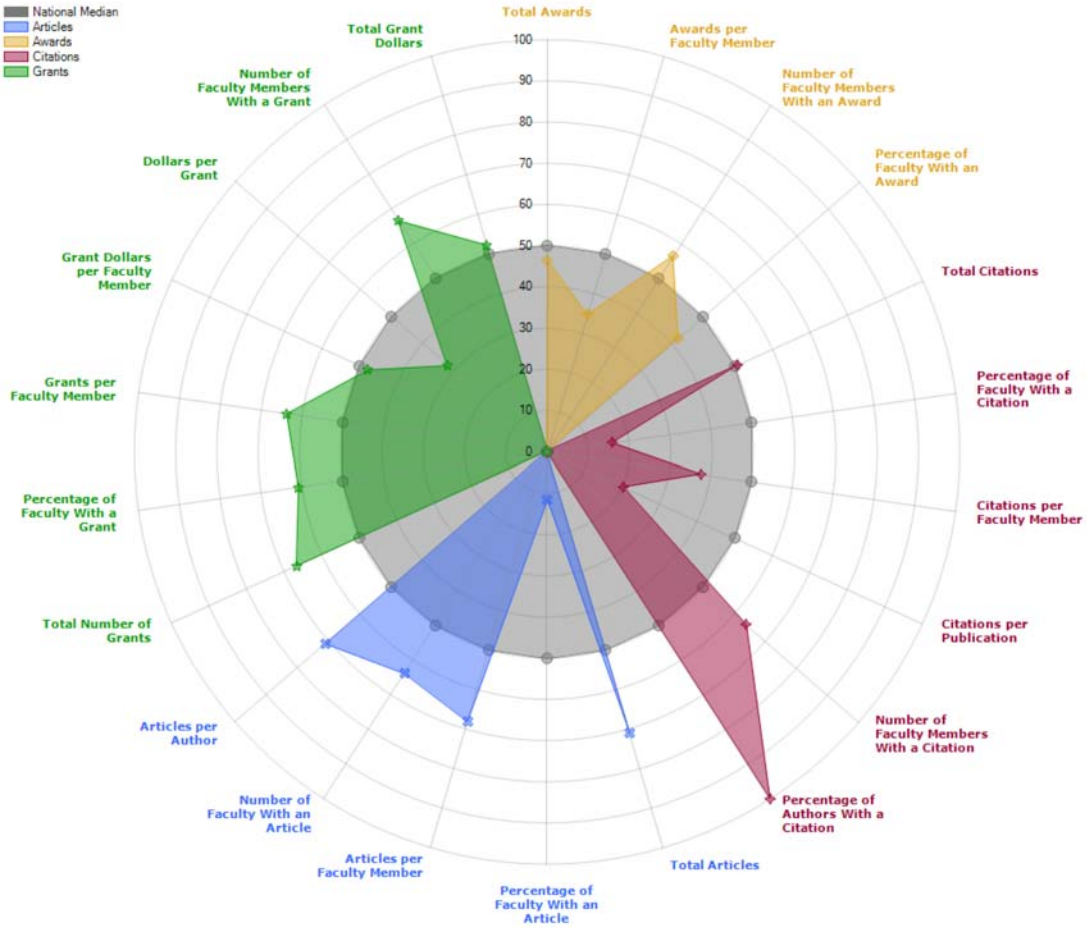
## Department of Environmental Health Sciences (ENHS)



# Department Radar - All Variables

University of South Carolina |

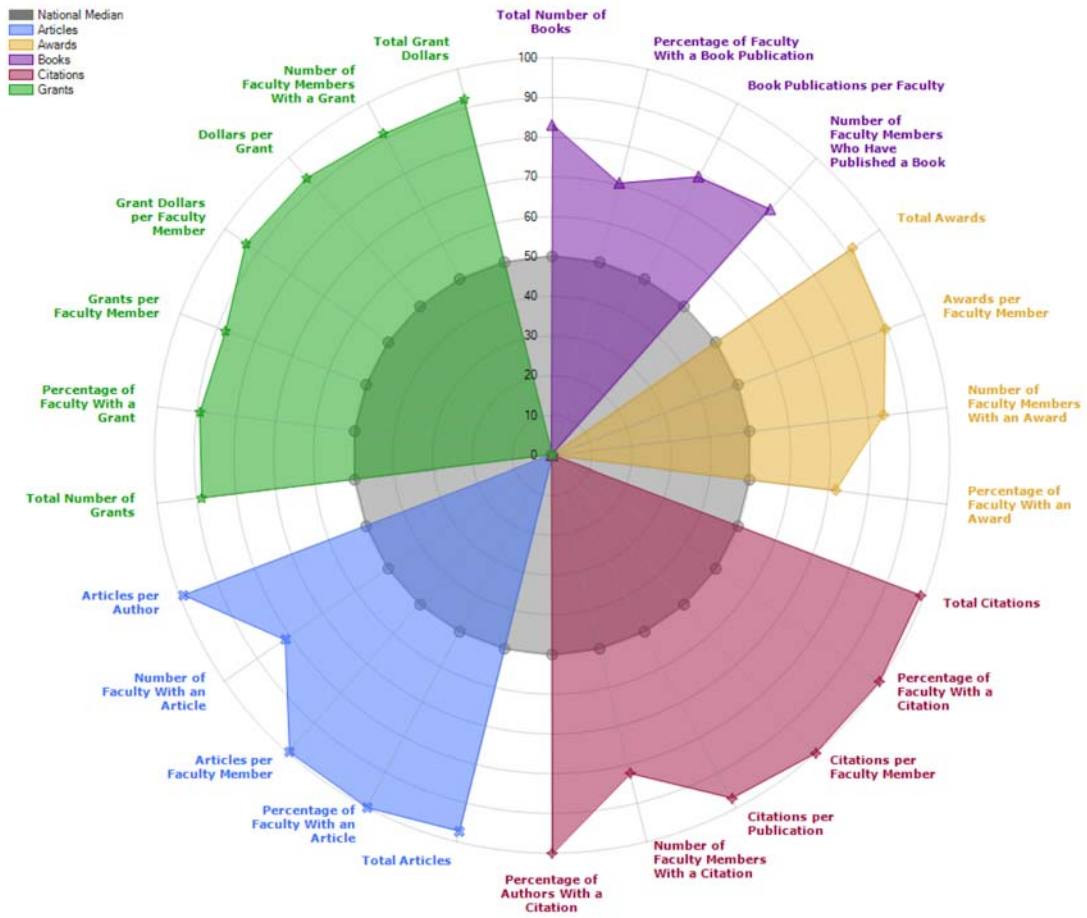
## Department of Epidemiology and Biostatistics (EPID/BIOS)



# Department Radar - All Variables

University of South Carolina |

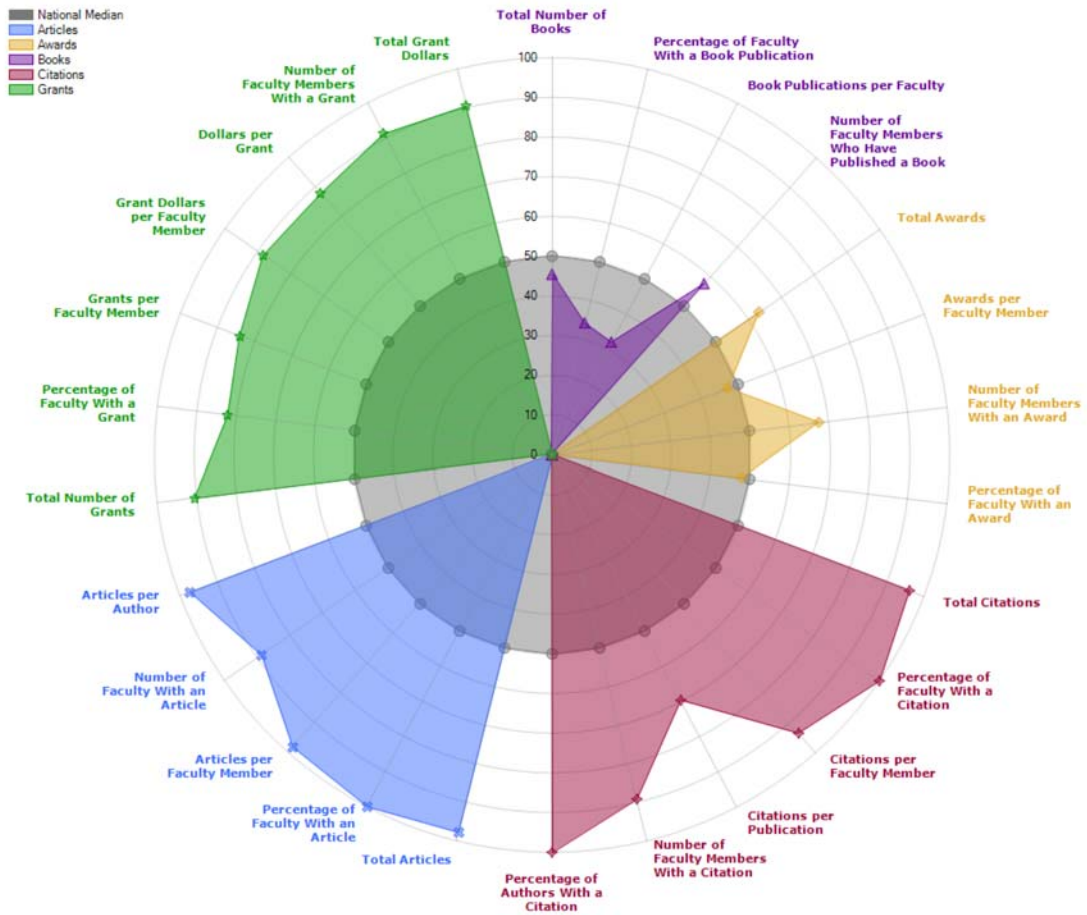
## Department of Exercise Science (EXSC)



# Department Radar - All Variables

University of South Carolina |

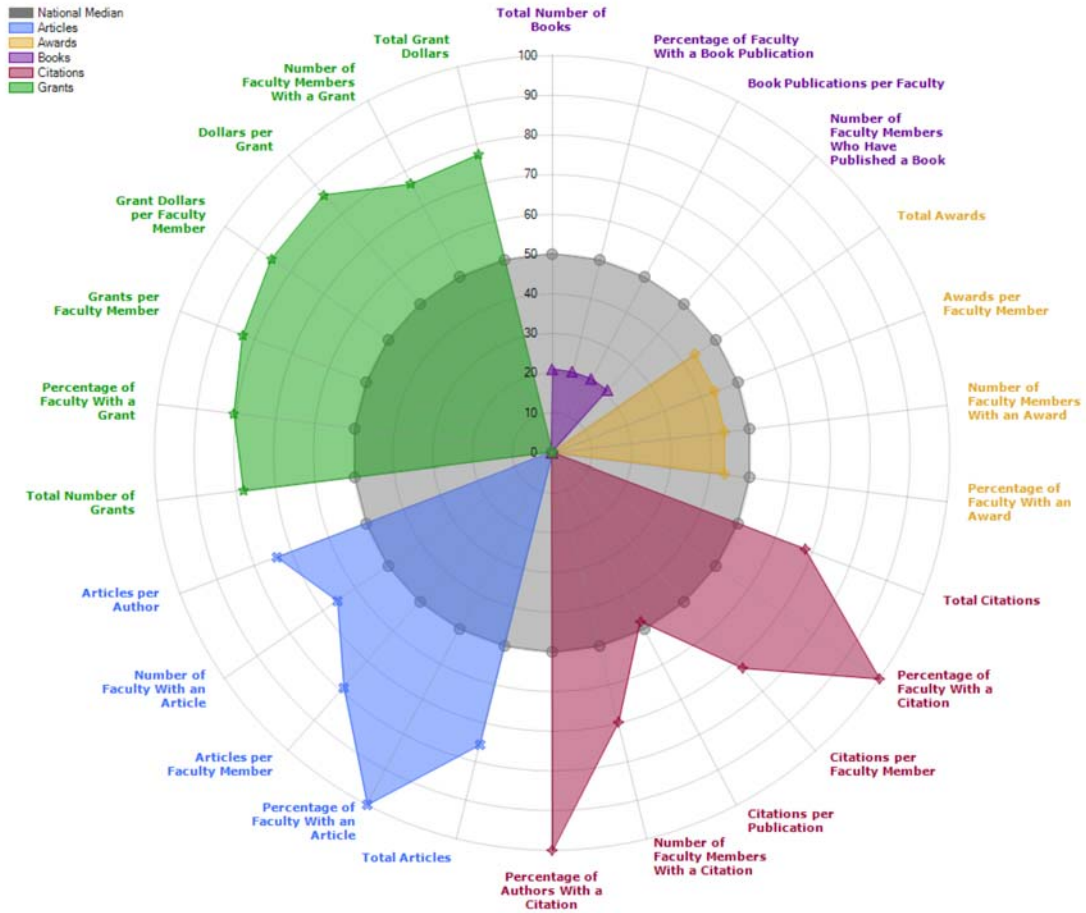
## Department of Health Promotion, Education and Behavior (HPEB)



# Department Radar - All Variables

University of South Carolina |

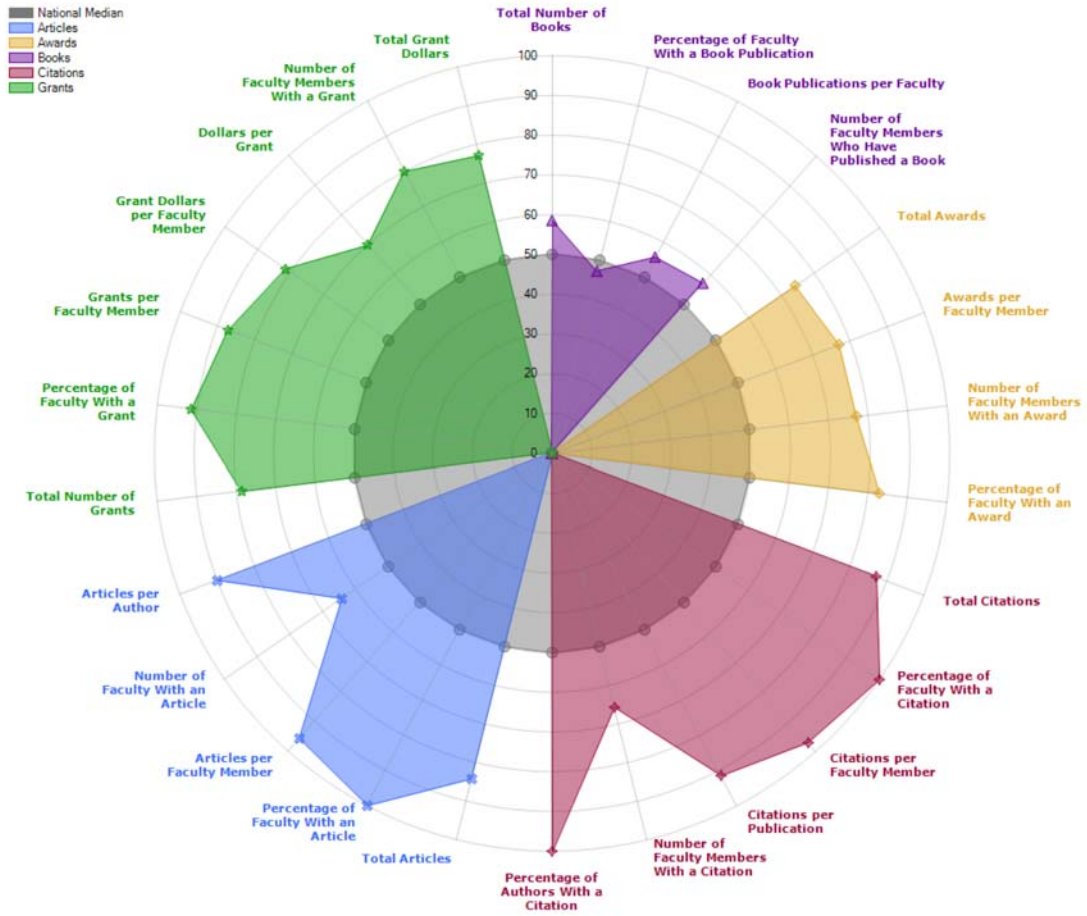
## Department of Health Services, Policy and Management (HSPM)



# Department Radar - All Variables

University of South Carolina |

## Department of Communication Disorders (COMD)





## **Appendix 6. Alumni Engagement & Fundraising**

# 2017 Development Snapshot

## FY 2017 First Three Quarters

Total number of gifts: **166**

Total for year given by:

Corporations: **\$514,598**

Foundations: **\$529,340**

Other organizations: **\$454,712**

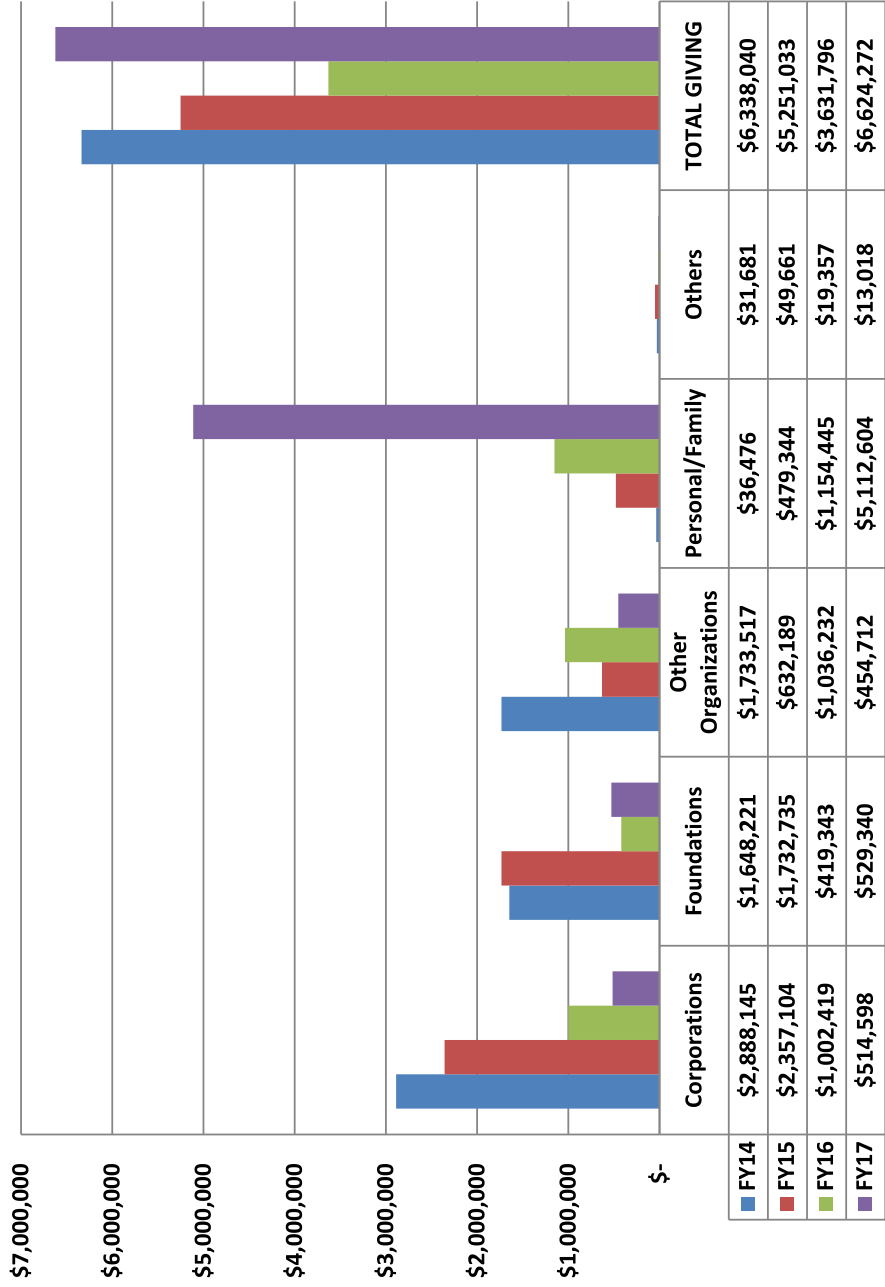
Personal/Family: **\$5,110,604**

Others: **\$13,018**

Total amount given this year: **\$6,624,272**

\*FY17 as of 3<sup>rd</sup> Quarter

## Arnold School of Public Health Giving By Category



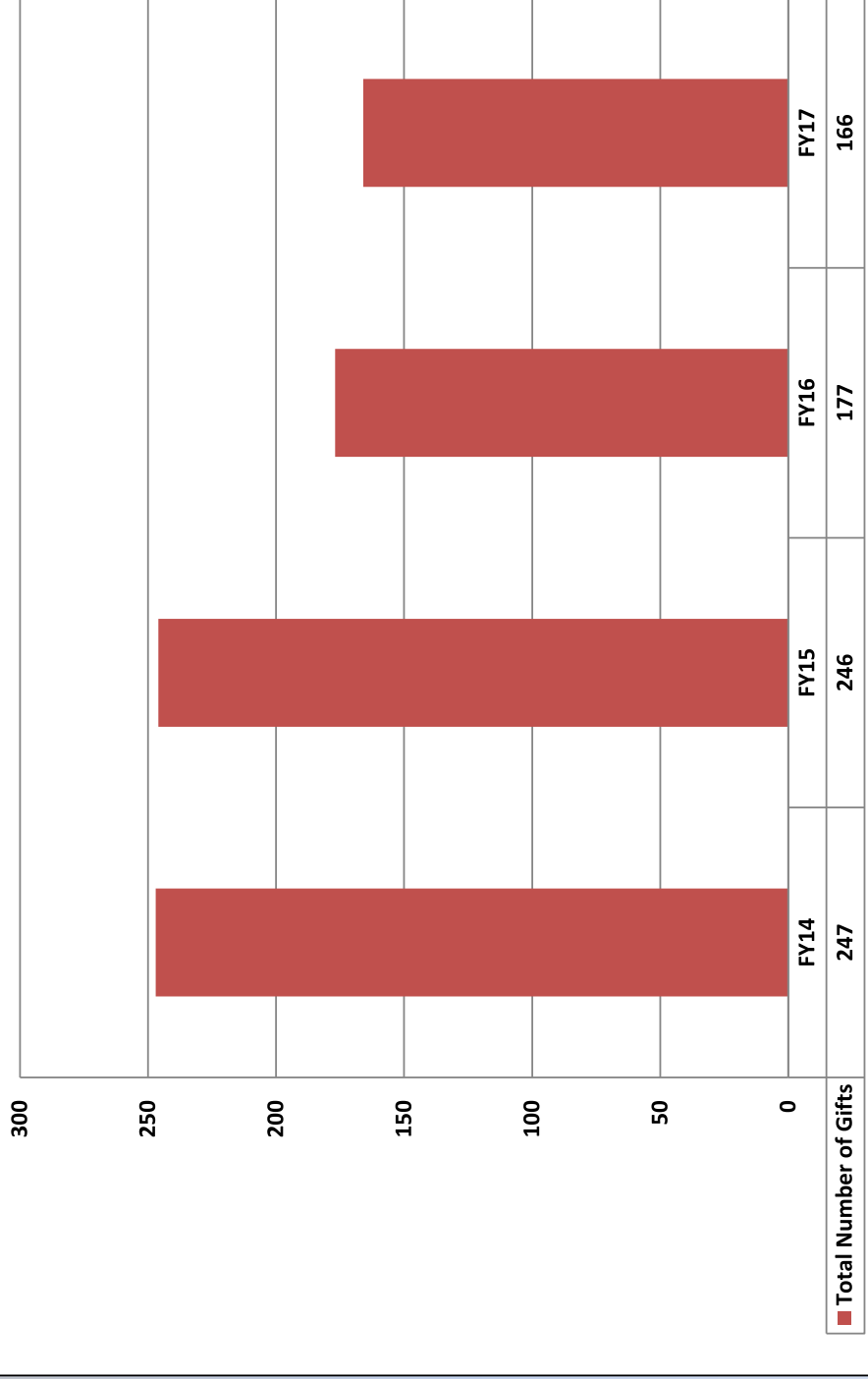
\*FY17 as of 3<sup>rd</sup> Quarter

**2017 Corporation and Foundation Funding**

BlueCross BlueShield of SC	\$15,000
March of Dimes	\$30,000
Palmetto Health	\$1,000
Palmetto Project	\$25,000
Sisters of Charity	\$45,000
Nebupure, LLC	\$59,624
Nord Family Foundation	\$15,000
BlueCross BlueShield of SC	\$225,000
Bristol-Myers Squibb	\$45,398
Lexington Med Center	\$15,000
The Brochard Foundation	\$19,964
Pfizer	\$289,576
Lipscomb Foundation	\$13,870
New Morning Foundation	\$152,006
Sisters of Charity	\$12,500
SCANA	\$5,000
SCANA	\$25,000
March of Dimes	\$25,000
Molina	\$25,000

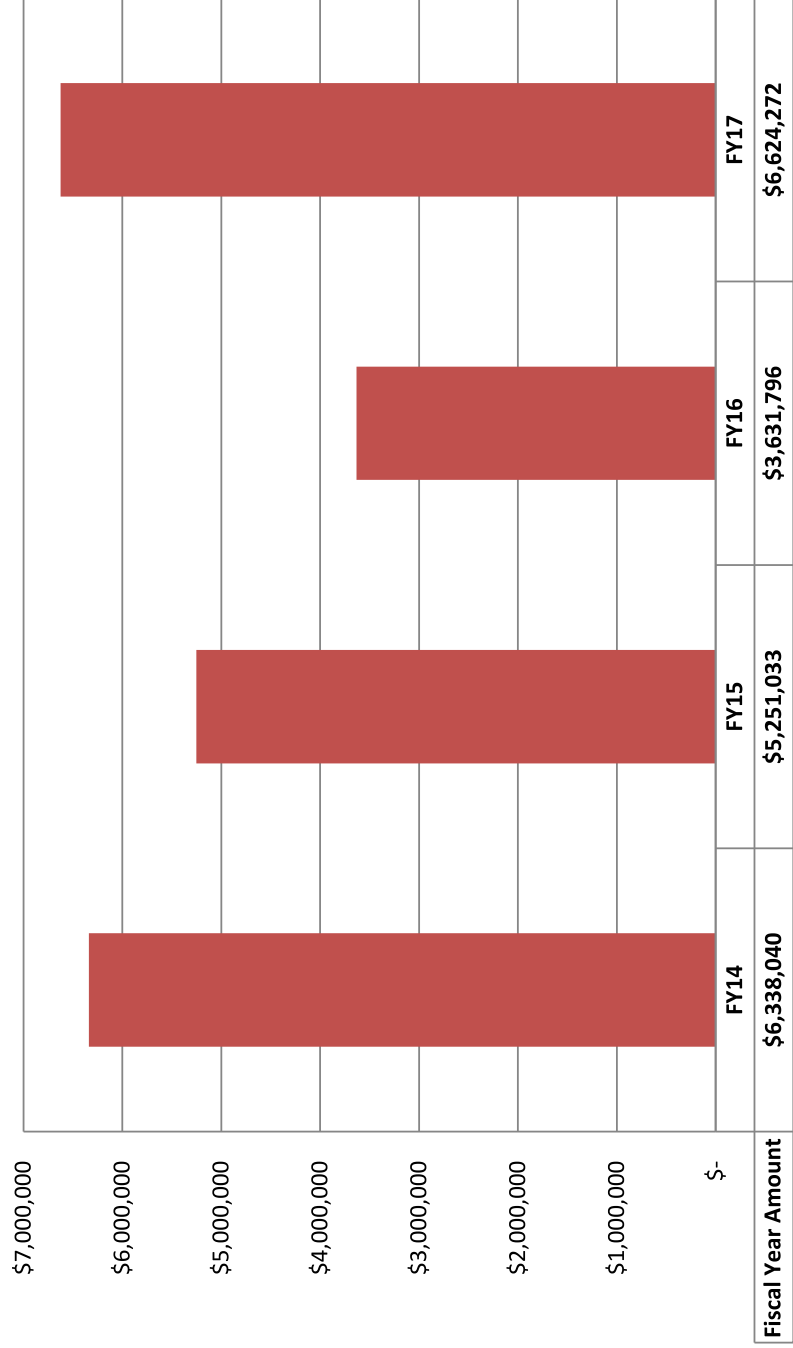
**TOTAL \$1,043,938**\*FY17 as of 3<sup>rd</sup> Quarter

# Arnold School of Public Health Total Donors Per Fiscal Year



\*FY17 as of 3<sup>rd</sup> Quarter

## Arnold School of Public Health Total Giving



\*FY17 as of 3<sup>rd</sup> Quarter

## **Appendix 7. Community Engagement**

## **Appendix 8. Collaborations**



**Example of school collaborations through its centers**

*The first five centers are SmartState Centers of Excellence*

Center Principal Investigator/ Director	University Partners	External Partners
<b>Center for Effectiveness Research in Orthopaedics (CERortho)</b> Dr. John Brooks, HSPM	<ul style="list-style-type: none"> <li>• Arnold School                             <ul style="list-style-type: none"> <li>○ HSPM</li> <li>○ HPEB</li> <li>○ EXSC</li> </ul> </li> <li>• USC Greenville</li> </ul>	
<b>Center for Environmental Nanoscience and Risk (CENR)</b> Dr. Jamie Lead, ENHS	<ul style="list-style-type: none"> <li>• Arnold School                             <ul style="list-style-type: none"> <li>○ ENHS</li> <li>○ EPID/BIOS</li> <li>○ EXSC</li> <li>○ HPEB</li> </ul> </li> <li>• College of Arts &amp; Sciences                             <ul style="list-style-type: none"> <li>○ School of Earth, Ocean &amp; Environment</li> <li>○ Languages, Literatures &amp; Cultures</li> <li>○ Biology</li> <li>○ Chemistry &amp; Biochemistry</li> </ul> </li> <li>• College of Education                             <ul style="list-style-type: none"> <li>○ Instruction &amp; Teacher Education</li> </ul> </li> <li>• College of Engineering &amp; Computing</li> <li>• School of Medicine</li> <li>• College of Pharmacy</li> </ul>	
<b>SmartBrain Division of SeniorSMART Center</b> <b>Center for the Study of Aphasia Recovery (CSTAR)</b> Dr. Julius Fridriksson, COMD	<ul style="list-style-type: none"> <li>• Arnold School                             <ul style="list-style-type: none"> <li>○ COMD</li> </ul> </li> <li>• College of Arts &amp; Sciences                             <ul style="list-style-type: none"> <li>○ Psychology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Medical University of SC</li> <li>• USC Irvine</li> <li>• Johns Hopkins</li> </ul>
<b>Technology Center to Promote Healthy Lifestyles (TecHealth)</b> Dr. Delia West, EXSC	<ul style="list-style-type: none"> <li>• Arnold School                             <ul style="list-style-type: none"> <li>○ HSPM</li> <li>○ EPID/BIOS</li> <li>○ EXSC</li> <li>○ PHYT</li> <li>○ College of Nursing</li> </ul> </li> <li>• College of Arts &amp; Sciences                             <ul style="list-style-type: none"> <li>○ Psychology</li> </ul> </li> <li>• College of Engineering &amp; Computing</li> <li>• School of Medicine</li> <li>• College of Pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>• Univ of VT</li> <li>• Univ of TN</li> <li>• Columbia College</li> <li>• Connecting Health Innovations LLC</li> </ul>

<b>Center Principal Investigator/ Director</b>	<b>University Partners</b>	<b>External Partners</b>
<b>Center for Healthcare Quality</b> Dr. Xiaoming Li, HPEB	<ul style="list-style-type: none"> <li>• Arnold School               <ul style="list-style-type: none"> <li>○ HPEB</li> <li>○ HSPM</li> <li>○ EPID/BIOS</li> </ul> </li> <li>• College of Arts &amp; Sciences               <ul style="list-style-type: none"> <li>○ Geography</li> <li>○ Psychology</li> </ul> </li> <li>• College of Engineering &amp; Computing               <ul style="list-style-type: none"> <li>○ Computer Science</li> </ul> </li> <li>• School of Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• State &amp; local partners               <ul style="list-style-type: none"> <li>○ SC HIV/AIDS Council</li> <li>○ SC HIV Planning Council</li> <li>○ St. Luke's Episcopal Church</li> <li>○ AIDS Health Foundation AIDS Upstate</li> <li>○ Hope Health</li> <li>○ Low Country AIDS Service</li> <li>○ Palmetto AIDS Life Support Services (PALSS)</li> <li>○ Palmetto Health USC Medical Group Immunology Center</li> </ul> </li> <li>• International partners               <ul style="list-style-type: none"> <li>○ University of Zambia</li> <li>○ Beijing Normal University</li> <li>○ University of Macau</li> <li>○ University College London.</li> <li>○ University of Cape Town.</li> <li>○ Centre for Integrated Health Program</li> <li>○ City University of Hong Kong.</li> <li>○ Nanjing University of Information Science &amp; Technology</li> </ul> </li> </ul>
<b>Cancer Prevention and Control Program</b> Dr. James Hebert, EPID/BIOS	<ul style="list-style-type: none"> <li>• Arnold School               <ul style="list-style-type: none"> <li>○ EPID/BIOS</li> <li>○ HPEB</li> </ul> </li> <li>• College of Arts &amp; Sciences               <ul style="list-style-type: none"> <li>○ Psychology</li> </ul> </li> <li>• College of Nursing</li> </ul>	<ul style="list-style-type: none"> <li>• State Baptist Young Woman's Auxiliary of the Woman's Baptist Education and Missionary Convention of South Carolina</li> <li>• Insights Consulting, Inc.</li> <li>• Clemson University</li> </ul>
<b>Center for Research in Nutrition and Health Disparities</b> Dr. Sonya Jones, HPEB	<ul style="list-style-type: none"> <li>• Arnold School               <ul style="list-style-type: none"> <li>○ HPEB</li> <li>○ HSPM</li> <li>○ EPID/BIOS</li> <li>○ EXSC</li> </ul> </li> <li>• College of Arts &amp; Sciences               <ul style="list-style-type: none"> <li>○ School of Earth, Ocean &amp; Environment</li> <li>○ Geography</li> <li>○ Philosophy</li> <li>○ Political Science</li> <li>○ Psychology</li> </ul> </li> <li>• College of Education</li> <li>• College of Hospitality, Retail, &amp; Sport Management</li> <li>• College of Social Work</li> <li>• Darla Moore School of Business</li> </ul>	<ul style="list-style-type: none"> <li>• Eat Smart Move More SC</li> <li>• SC Dept. of Education</li> <li>• SC Dept. of Agriculture</li> <li>• SC Dept. of Health &amp; Environmental Control</li> <li>• SC Food Policy Council</li> <li>• Hub City Farmers Market</li> <li>• Farm Bureau</li> <li>• Midlands Food Alliance</li> <li>• Midlands Local Food Collaborative</li> <li>• Medical University of SC</li> <li>• University of Michigan</li> <li>• University of California</li> <li>• University of Virginia</li> <li>• US Dept. of Agriculture</li> </ul>

<b>Center Principal Investigator/ Director</b>	<b>University Partners</b>	<b>External Partners</b>
<b>Consortium for Latino Immigration Studies</b>  Dr. Myriam Torres, EPID/BIOS	<ul style="list-style-type: none"> <li>• Arnold School               <ul style="list-style-type: none"> <li>○ HPEB</li> <li>○ HSPM</li> </ul> </li> <li>• College of Arts &amp; Sciences               <ul style="list-style-type: none"> <li>○ Psychology</li> </ul> </li> <li>• College of Social Work</li> </ul>	<ul style="list-style-type: none"> <li>• HopeHealth, Inc.</li> <li>• SC Dept. of Health &amp; Environmental Control</li> <li>• Children’s Trust of SC</li> <li>• SC School Improvement Council</li> </ul>
<b>Office for the Study of Aging</b>  Dr. Daniela Friedman, HPEB Dr. Lee Pearson, HPEB	<ul style="list-style-type: none"> <li>• Arnold School               <ul style="list-style-type: none"> <li>○ HPEB</li> <li>○ EPID/BIOS</li> <li>○ EXSC</li> <li>○ TechHealth SmartState Center</li> <li>○ COMD</li> </ul> </li> <li>• College of Social Work               <ul style="list-style-type: none"> <li>○ SeniorSMART Center of Economic Excellence</li> </ul> </li> <li>• School of Medicine</li> <li>• College of Engineering &amp; Computing</li> </ul>	<ul style="list-style-type: none"> <li>• AARP – South Carolina</li> <li>• Aging Life Care Professional</li> <li>• Alzheimer’s Association South Carolina</li> <li>• Alzheimer’s Resource Coordination Center</li> <li>• Centers for Medicare and Medicaid Services</li> <li>• Clemson University Institute for Engaged Aging</li> <li>• Healthy Brain Research Network</li> <li>• Leeza’s Care Connection</li> <li>• Palmetto Health/USC School of Medicine, Division of Geriatrics</li> <li>• Real Choice System Change</li> <li>• Roper St. Francis Hospital</li> <li>• SC Lt. Governor’s Office on Aging</li> <li>• SC Institute of Medicine and Public Health</li> <li>• SC Area Health Education Consortium</li> <li>• SC Revenue &amp; Fiscal Affairs Office</li> <li>• SC Dept. of Health &amp; Environmental Control</li> <li>• SC Dept. of Health and Human Services</li> <li>• SC Dept. of Mental Health</li> <li>• SC Institute of Medicine and Public Health</li> <li>• SC Respite Coalition</li> <li>• SC Center on Aging</li> <li>• SC Health Care Association</li> <li>• The Carolinas Center for Medical Excellence</li> <li>• The FriendShip Village</li> <li>• US Dept. of Health and Human Services</li> </ul>

<b>Center Principal Investigator/ Director</b>	<b>University Partners</b>	<b>External Partners</b>
<b>Prevention Research Center</b>  Dr. Sara Wilcox, EXSC	<ul style="list-style-type: none"> <li>• Arnold School               <ul style="list-style-type: none"> <li>○ HPEB</li> <li>○ EPID/BIOS</li> <li>○ EXSC</li> <li>○ PHYT</li> <li>○ Office of Research</li> <li>○ Office for the Study of Aging</li> </ul> </li> <li>• College of Social Work</li> <li>• College of Nursing</li> <li>• College of Arts &amp; Sciences               <ul style="list-style-type: none"> <li>○ Psychology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Clemson University</li> <li>• SC Conference of the United Methodist Church</li> <li>• Fairfield Behavioral Health Services</li> <li>• Fairfield Community Coordinating Council</li> <li>• SC Dept. of Health and Environmental Control</li> <li>• Institute of Medicine and Public Health</li> <li>• SCaledown</li> <li>• Eat Smart Move More Fairfield County</li> <li>• Eat Smart Move More South Carolina</li> <li>• LiveWell Greenville's At Play Workgroup</li> <li>• Sumter County Active Lifestyles</li> </ul>
<b>SC Rural Health Research Center</b>  Dir. Jan Probst, HSPM	<ul style="list-style-type: none"> <li>• Arnold School               <ul style="list-style-type: none"> <li>○ HSPM</li> <li>○ EPID/BIOS</li> </ul> </li> <li>• School of Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• SC Revenue &amp; Fiscal Affairs Office</li> <li>• SC Office of Rural Health</li> <li>• Medical University of SC, College of Dental Medicine</li> </ul>
<b>USC Speech and Hearing Research Center</b>  Danielle Varnedoe, COMD	<ul style="list-style-type: none"> <li>• Arnold School               <ul style="list-style-type: none"> <li>○ COMD</li> </ul> </li> <li>• College of Nursing</li> <li>• College of Pharmacy</li> <li>• College of Social Work</li> </ul>	<ul style="list-style-type: none"> <li>• PASOs</li> <li>• Area daycare &amp; preschool programs:               <ul style="list-style-type: none"> <li>○ Spring Valley Presbyterian Preschool</li> <li>○ Washington St. UMC Child Development</li> <li>○ Dutch Fork Baptist Church Preschool</li> <li>○ Pilgrim Community Preschool</li> <li>○ Jubilee Academy</li> <li>○ Lake Murray Lexington</li> <li>○ Riverland Hills Day School</li> <li>○ Shandon Presbyterian</li> <li>○ Trinity Learning Center</li> <li>○ Saxe Gotha</li> <li>○ Lake Murray Montessori School Northeast</li> </ul> </li> </ul>

## **Appendix 9. Campus Climate & Inclusion**

## **Strategic and Tactical Plan Concerning Diversity, Inclusion, and Equity for the Arnold School of Public Health (2016-2019)**

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

### **Common Definitions:**

**Diversity** refers to the variety of personal experiences, values and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, religion, national origin, gender, age, disabilities, sexual orientation, gender identity and socioeconomic status.

**Inclusion** refers to the active, intentional, and ongoing engagement with diversity in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. Inclusion is the act of creating environments in which any individual or group can feel welcomed, respected, supported and valued.

**Equity** refers to fairness or justice in the way that people are treated.

*From "Focus Carolina Strategic Plan" (December, 2011) – page 12  
The Quality of Life Committee recommends that the University:*

- *Increase the level of faculty, staff and student diversity. [Diversity includes, but is not limited to, historically underrepresented groups – African Americans and women]*
- *Determine and implement best practices for recruitment and retention of faculty, staff and students at USC Columbia and the USC system.*
- *Set affirmative action goals by division, college and school rather than at the university level.*
- *Assess the success towards meeting these goals on a quarterly basis.*
- *Make every effort to hire, promote and retain diverse university officers at all levels of central administration and with a particular emphasis on the presidential cabinet.*
- *Create an inclusive learning and working environment that empowers underrepresented groups and recognizes their contributions by initiating and supporting programs of professional mentorship.*

- Hold those in authority, including deans, directors, chairs and search committees accountable for increasing School diversity through recruitment and retention by assessing progress on a regular basis and modifying the plan if need be to increase effectiveness.

*From “Focus Carolina Strategic Plan” (December, 2011) – page 21*

*Focus on Diversity*

1. Focus on increasing diversity among the faculty, staff and students
  - Increase the number of underrepresented minority faculty, staff and students
    - Hire African American faculty and other underrepresented minority faculty, particularly in areas where a candidate pool exists
    - Hire African American staff and individuals from other underrepresented minority groups in paraprofessional and professional staff positions
      - Recruit African American students and students from other minority groups to attend USC
  - Increase the number of international undergraduate and graduate students
2. Focus on developing an academic environment that welcomes diversity of concepts, ideas and approaches
  - Survey the faculty to evaluate the academic climate and environment every three to five years
  - Conduct exit interviews for faculty members
3. Focus on increasing compensation and benefits for faculty and staff
  - Perform a salary study every three years
    - Retain faculty by providing competitive compensation packages
  - Provide opportunities for dual-career couples
    - Determine the percentage of success for the requests for dual-career accommodations
  - Provide benefits for those in our university who are not currently or adequately covered
    - Determine the needs of those not currently receiving benefits
    - Evaluate the degree to which those needs have been met

**Strategic Objectives:**

1. Improve the visibility and integration of diversity and inclusion as a strategic imperative.
2. Increase the representation of underrepresented students who apply, are accepted, and enroll in the Arnold School of Public Health.
3. Increase the number of faculty, staff and administrators from underrepresented groups.
4. Enhance the Arnold School of Public Health’s climate for diversity, inclusion, and equity by continuing to build a school-wide environment that is inclusive and respectful of all people and one that fully embraces the Carolinian Creed.
5. Foster an environment that enhances teaching, research and scholarship around issues of diversity and inclusion.
6. Improve accountability

**Strategic Objective 1** – Improve the visibility and integration of diversity and inclusion as a strategic imperative.

Tactical Goal	Performance Measure(s)	Activities	Resources Needed	Target Completion
A Develop and implement a strategic plan for diversity, inclusion, and equity		<ul style="list-style-type: none"> <li>Review “Focus Carolina” and suggest appropriate amendments to diversity related language</li> <li>Develop a strategic and tactical plan</li> </ul>	Associate Dean	
B Develop and implement a communication plan for school-wide diversity efforts		<ul style="list-style-type: none"> <li>Develop Diversity, Inclusion, and Equity component to ASPH webpage</li> <li>Develop plan for recognizing contributions of diverse faculty, staff and students (via USC Times, Daily Gamecock, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Arnold Communications Group</li> </ul>	
D Execute a diversity training program for administrators and faculty		<ul style="list-style-type: none"> <li>Evaluate training options (internal and external)</li> <li>Contract with firm (or staff) to conduct training</li> </ul>	<ul style="list-style-type: none"> <li>Funding (\$10k)</li> <li>Human Resources</li> </ul>	
E Execute a “School Climate” survey specifically regarding diversity and inclusion concerns ( <i>Linked with Training – 1D</i> )		<ul style="list-style-type: none"> <li>Evaluate the current faculty/school climate survey</li> <li>Engage a firm (or staff) to conduct survey</li> </ul>		
F Evaluate the current mission statement and recommend changes that articulate a “compelling interest” for the Arnold School of Public Health to improve diversity, inclusion, and equity.				



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**Strategic Objective 2** – Increase the representation of underrepresented students who apply, are accepted and enroll in USC system institutions.

Tactical Goal	Performance Measure(s)	Activities	Resources Needed	Target Completion
A Work with departmental admissions to identify and evaluate additional recruitment efforts to ensure diversity in our student body	Increase the structural diversity of our student body	<ul style="list-style-type: none"> <li>Evaluate activities that target and engage high performing low-income, first generation students by working with departmental admissions and implement efforts that yield more effective results (i.e., USC Pre-University Programs, Carolina Master Scholars, Duke TIP, Project Lead the Way, etc.)</li> <li>Evaluate and develop race-neutral policies that help to attract a more diverse pool of student applicants to the university</li> </ul>		
B Increase the number of underrepresented transfer students (targeting places that graduate high achieving students of color)	Increase the structural diversity of our transfer population	<ul style="list-style-type: none"> <li>Create articulation agreements with “key feeder institutions” outside of our state.</li> <li>Expand “Gamecock Gateway” themed programs to other in-state technical colleges.</li> </ul>		

**Strategic Objective 3** – Increase the number of faculty, staff and administrators from underrepresented groups

Tactical Goal	Performance Measure(s)	Activities	Resources Needed	Target Completion
A Develop minority and underrepresented faculty recruitment programs or expand the capacity of current minority faculty recruitment efforts.		<ul style="list-style-type: none"> <li>Develop (or reconstitute) a minority <b>post-doc</b> program that funds minority scholarship, research and teaching as a means for developing an internal pipeline for minority faculty candidates</li> <li>Target and attend minority recruitment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Post-Docs (\$60k per year for each position for 2 years up to a total of 5 positions per year) <i>Work with the development office to derive funding to support this activity</i></li> <li>Minority Faculty Program (\$250k) <i>Work with the development office to derive funding to support this activity</i></li> </ul>	
B Develop recruitment initiatives with Historically Black Colleges and Universities, Hispanic-Serving Institutions, and other Minority-Serving Institutions, and organizations that focus on underrepresented minorities.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Travel expenses (\$5k)</li> </ul>	
C Ensure that all School-level and departmental-level faculty search committees include at least one representative of underrepresented minority groups.		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
D Work with under-represented faculty and staff groups to enhance intra- and inter-group support (affinity groups)		<ul style="list-style-type: none"> <li>Create affinity groups (where they are desired)</li> </ul>		
E Develop policies and/or practice		<ul style="list-style-type: none"> <li>Communicate current and future</li> </ul>	<ul style="list-style-type: none"> <li>President, Provosts Office,</li> </ul>	

<p>recommendations for more competitive benefits that will enable us to attract and retain highly qualified, diverse faculty and administrators</p>		<p>benefits to underrepresented faculty and staff more clearly (i.e., Extension of tenure clock and post tenure review for specific exceptions, Modified duties, Dual career accommodation, etc.)</p> <ul style="list-style-type: none"> <li>• Expand anti-bullying (and micro aggression) policy beyond the Faculty Manual</li> <li>• Evaluate, recommend and execute enhancements to the existing spouse/partner employment policies and practices</li> <li>• Create and fund a “professorship” that helps to financially incentivize minority faculty to choose USC</li> </ul>	<p>General Council, Development Office</p>	
<p>F Develop and implement activities that connect faculty to the community (beyond the university)</p>		<p>Create a tour for new faculty which is designed to orient them to the city and introduce them to community organizations working with diverse partnerships.</p>		
<p>G Develop or reconstitute faculty pipeline projects that help to prepare underrepresented faculty for the professorate (such as NSF’s ADVANCE “Advancing Faculty Diversity Program”).</p>				

**Strategic Objective 4** – Enhance the Arnold School of Public Health’s climate for diversity and inclusion by continuing to build a school-wide environment that is inclusive and respectful of all people and one that fully embraces the Carolinian Creed.

Tactical Goal	Performance Measure(s)	Activities	Resources Needed	Target Completion
A Develop a coalition of diversity committees, multicultural student (and student support) organizations	Improved coordination regarding diversity and inclusion activities across the university	Create a quarterly meeting of diversity committee chairs, multicultural student affairs leaders, student organizations and diversity representatives from each department.		
B Provide support for, develop and assess school-wide diversity and inclusion programs		Develop a mini-grant program to encourage units/centers to promote activities that engender greater awareness and connection to the Carolinian Creed and diversity and inclusion.	Mini Grants (\$50k/yr) (work with development team)	
C Evaluate current policies related to student, faculty and staff diversity and inclusion		Evaluate student policies for student life, faculty and staff (i.e., student visitation, LGBT-friendly policies, bullying policies, etc.)	Work with Dean’s administrative council	
D Develop a “re-engagement” plan for minority and underrepresented alumni	Increase minority alumni giving and participation in workforce readiness programs with students	<ul style="list-style-type: none"> <li>Identify and track successful minority and underrepresented graduates.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

**Strategic Objective 5** – Foster an environment that enhances teaching, research and scholarship around issues of diversity and inclusion.

Tactical Goal	Performance Measure(s)	Activities	Resources Needed	Target Completion
A Explore potential research topics for fellowship awards			Work with the Arnold development office to derive funding to support this activity	
B Promote research and scholarship relative to diversity and inclusion	Increase in the number of faculty who come from underrepresented groups who are also recognized internally and externally for their scholarship	<ul style="list-style-type: none"> <li>• Build a web-presence to promote diversity and inclusion research and scholarship.</li> <li>• Develop a mechanism (or process) for faculty to submit articles</li> </ul>		
C Promote diversity appreciation as a “core” student learning objective		<ul style="list-style-type: none"> <li>• Evaluate “Diversity” as a pathway for the USC Connect Leadership with Distinction graduation designation (Possibly included in the Civic Engagement Pathway)</li> <li>• Ensure that Diversity training (in addition to EOP training) is provided to every faculty member (new and existing).</li> <li>• Evaluate Carolina Core requirements to ensure that diversity (different from multicultural understanding) is a part of our standards or requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• USC Connect</li> <li>• Faculty Orientation</li> <li>• Carolina Core curriculum group</li> </ul>	

**Strategic Objective 6 – Improve accountability**

Tactical Goal	Performance Measure(s)	Activities	Resources Needed	Target Completion
A	Gather and sort data to develop baselines (benchmarks) for structural diversity	Create a State of Diversity Report	Publishing (\$5k)	
B	Promote the ASPH commitment and accountability to diversity	Develop a component of the current webpage for reporting key diversity data (Elements of the Diversity Digest; e.g. Cornell model)	Data from Institutional Assessment and Compliance	
C	Develop and implement a system of accountability for increasing structural diversity of each department	Work with HR to determine metrics		

## Preliminary Budget for the Office of Diversity, Inclusion, and Equity

Description	Estimated Budget	Actual Budget
<b>Personnel</b>		
1 Supplement – Associate Dean of Diversity, Equity and Inclusion	\$12,000.00	
2 Salaries – .25-time Graduate Assistant	\$7,000.00	
<b>Sub-Total</b>	<b>\$22,000.00</b>	
<b>General</b>		
5 Office Supplies	\$2,000.00	
6 Computer and computer related equipment (for Assistant)	\$2,000.00	
7 Travel, meals, lodging	\$5,000.00	
8 Subscriptions & Memberships	\$1,000.00	
9 Participation in Community events	\$1,000.00	
<b>Sub-Total</b>	<b>\$11,000.00</b>	
<b>Projects</b>		
1D/E Diversity training program	\$10,000.00	
4B Presidential Faculty Leaders program	\$50,000.00*	
6A Publishing a State of Diversity	\$5,000.00	
<b>Sub-Total</b>	<b>\$15,000.00**</b>	
<b>Total</b>	<b>\$46,000.00</b>	
<b>Alternative Funding</b>		
4B Minority post-doc	\$360,000.00*	
4B Minority Faculty Program	\$250,000.00*	

- \*Funding to be sought through the President and Provost’s Office
- \*\* Sub-total does not include Presidential Faculty Leaders program