

Executive Summary

Blueprint for Academic Excellence Arnold School of Public Health AY2021-2022

Introduction

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

Highlights

- The Arnold School enrolls more than 3,100 students, including 771 graduate students and 2,382 undergraduates in 29 degree programs.
- In FY2020, Arnold School principal investigators received more than \$33.8 million in extramural funding with nearly \$20 million from the National Institutes of Health and ~ \$7 million from other Health and Human Services agencies.
- Arnold School faculty members published more than 650 peer-reviewed articles in 2020.
- During the COVID-19 pandemic, Arnold School faculty, staff and students provided vital support for testing, contact tracing, environmental monitoring, forecast modeling, and surveillance initiatives.
- Despite the pandemic, the Arnold School graduated its largest undergraduate class in AY2020.

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



A handwritten signature in blue ink, appearing to read "G. Thomas Chandler".



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Foundation for Academic Excellence

Mission Statement

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

Updated: 03/16/2017

Vision Statement

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

Updated: 03/16/2017

Values Statement

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

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

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

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

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

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

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

Updated: 03/16/2017

Goals - Looking Back

Goals for the previous Academic Year.

Goals - Looking Back

No goals have been entered for this section.

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Provide educational programs of excellence

Goal Statement	Provide undergraduate and graduate educational programs of excellence for public health and allied health professionals and scholars to promote student success and advance the field of public health.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
Alignment with Mission, Vision, and Values	This goal aligns with our mission to foster innovative education and with our vision to develop outstanding graduates. It also fits with our values of impact, integrity, and learning.
Status	Progressing as expected (multi-year goal)
Action Plan	The Arnold School provides high quality instruction, supports interprofessional education, and promotes student success in 29 academic programs at the undergraduate, master's, and doctoral levels across six academic departments. The Arnold School also engages in collaborative initiatives with international institutions (Nanjing Medical University, Hamad Bin Khalifa University, China Medical University), offers dual or concurrent degree pathways with other UofSC schools (Social Work, Arts & Sciences, and Pharmacy), and maintains external partnerships with Prisma Health and the UofSC School of Medicine-Greenville with the long-term goal of developing interdisciplinary graduate degree options that combine public health with clinical medicine, nursing, pharmacy, and other health disciplines.
Achievements	<u>Collaborative initiatives</u> : The school continues to promote quality education through firm partnerships with Nanjing Medical University, Hamad Bin Khalifa University, UofSC's Pharmacy program, and with Prisma Health and the UofSC School of Medicine-Greenville. The Arnold School maintains a satellite campus in Greenville, SC to develop clinically relevant research programs and foster student opportunities that expand the educational experience. The school continues to support interprofessional collaborations through the multi-instructor/multi-college course, Transforming Health Care for the Future, which addresses interprofessional core competencies by examining social determinants of health and health disparities, cultural competency, ethics, health system improvement and

Goals - Real Time

patient safety. This course is required for our clinical programs as well as our MHA and MPH programs.

Academic assessment: The school's director of evaluation and academic assessment works with undergraduate and graduate program directors to monitor program quality through the academic assessment process. Faculty are in the first year of the 2020-2022 assessment cycle and data collection began in Fall 2020. Program directors use assessment results to identify challenges to student learning and to make appropriate adjustments to the curriculum. The school regularly monitors teaching effectiveness through student course evaluations and peer reviews of instruction. In addition to the regular academic assessment, the MPH Curriculum Advisory Committee is currently evaluating the implementation of the new MPH core curriculum.

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

- 59% of AY19-20 undergraduate students graduated with Latin honors, 8% with Summa Cum Laude.
- 10% of AY19-20 undergraduate students from the Arnold School graduated with leadership distinction.
- 96% of AY18-19 undergraduate alumni were employed or continuing their education at one-year post-graduation (of the 63% for whom an outcome was known).
- 97% of AY18-19 graduate alumni were employed or furthering their education at one-year post-graduation (of the 98% for whom an outcome was known).
- The Arnold School of Public Health had an 80.7% 6-year graduation rate (Fall 2013 cohort) which tied with the Darla Moore School of Business as the highest graduation rate across all schools and colleges.
- Graduation rates of the 2013 Arnold School first-time, full-time freshman cohort was: 47.3% graduated within 4 years; 53.8% within 5 years; 54.2% within 6 years.
- Graduation rates for the 2016-17 master's cohort were: 65.8% graduated within 3 years and 79.4% graduated within 4 years.
- Graduation rates of the 2014-15 PhD cohort were: 44.2% graduated in 5 years and 69.2% graduated in 6 years.
- 95.5% of the DPT 2016-17 graduated within three years.

Goals - Real Time

<p>Resources Utilized</p>	<p><u>Academic assessment:</u> The Arnold School’s assessment plans have continued to improve, resulting in useful and actionable data to support student learning and institutional effectiveness efforts. That said, the assessment process continues to be time-consuming and labor-intensive for all involved. Implementation of a university-wide assessment software solution has been put on hold for a number of years, further hampering efficiencies in the assessment process. A new ASPH director of evaluation and academic assessment with extensive experience was hired in January 2021 to work with the graduate directors and departmental faculty on assessment, evaluation, and school-wide data needs. The director of evaluation and academic assessment also oversees the collection of student course evaluation data, calculates graduation rates, collects data on post-graduate outcomes, and serves as point person on accreditation-related data submissions. Peer reviews of teaching are conducted by school faculty at least once/year for tenure track faculty which is coordinated by the Office of Faculty Affairs and Curriculum.</p>
<p>Goal Continuation</p>	<p>This is an ongoing goal of the school.</p>
<p>Goal Upcoming Plans</p>	<p>The school will continue to look for efficiencies in the assessment process in the coming year through streamlined data submittal and software solutions. The MPH advisory committee will review the results of the MPH core curriculum evaluation and make recommendations for improvement as needed.</p>
<p>Resources Needed</p>	<p>We will continue to use faculty and staff time for the assessment activities. Funding for assessment software is needed to effectively manage the school’s 210 learning outcomes and 192 measures.</p>
<p>Goal Notes</p>	<p>The previous director of evaluation and academic assessment retired in August of 2020. The new director did not begin until January 2021. To fill the gap, the previous director was hired as a consultant to continue ASPH’s required reporting, assessment, and evaluation activities and to provide training and transitional support to the new director.</p>

Goals - Real Time

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

Goal Statement	Engage in more active and effective recruitment strategies for our graduate programs to increase the number, quality, and diversity of graduate students.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School’s mission to foster innovative education and research and with our vision to advance inquiry, discovery, and innovation and to develop outstanding graduates. It also aligns with the Arnold School’s values of learning and community.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Identifying and implementing effective graduate recruitment strategies is a consistent challenge in higher education, particularly amid ever-increasing competition. Over the past decade, enrollment in the master's and doctoral programs of the Arnold School has remained notably flat. This is a particular concern at the master's level, as these programs present the best opportunity for both increased enrollment and revenue. Therefore the school has launched more collective and hopefully effective strategies to enhance recruitment beyond the "norm".</p> <p>A Graduate Recruitment Taskforce was envisioned to begin in 2020, but the COVID-19 pandemic shifted attention away from that effort. In lieu of that effort, Arnold School administrators worked with internal and external (paid) communications experts to quickly redesign our social media messaging to highlight the vital role of public health practitioners in addressing the unprecedented challenges of the pandemic and to inspire future students to choose public health as a worthy field of employment.</p>
Achievements	Since 2019, the Arnold School has worked with an external communications firm, Flair Media, to inform our approach to a social media advertising campaign designed specifically to enhance the visibility of and interest in our five MPH programs. A targeted advertising campaign (delivered via Facebook) has been ongoing for two years, but that campaign was redesigned in the spring of 2020 to reflect a “Rise to the Challenge” theme with appropriate, aligned images related to the pandemic response. This allowed our

Goals - Real Time

	<p>campaign to be appropriately reflective of challenging and evolving COVID19 circumstances.</p> <p>As of February 15, 2021, MPH applications are up 45% compared to this time last year (ASPPH data). Although this increase may be in part attributed to the school's social media campaign, it is likely the combined effect of the campaign and the overall media attention given to public health during the pandemic.</p>
Resources Utilized	In 2020, approximately \$105,000 was allocated to the Arnold School as a result of the online education agreement termination with Academic Partnerships. These funds were made available to enhance the marketing of our two online MPH programs but ultimately enabled the redesign of our overall MPH social media campaign with an expressed focus on the online options. These funds also supported 7 months of media buys.
Goal Continuation	This is an ongoing goal of the school.
Goal Upcoming Plans	The school will renew the creation of a Graduate Recruitment Taskforce for developing coordinated recruitment strategies, and particularly those related to increasing enrollments in the master's degree programs.
Resources Needed	Considerable faculty and staff time will be needed in support of this taskforce. In addition, school funds will need to augment the investment from Academic Partnerships in order to continue our social media campaign and the useful input from consultants.
Goal Notes	Substantial time and effort is required to design, test, implement, track, and respond to social media ads for our programs.

Goals - Real Time

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

Goal Statement	Promote quality, impactful, and ethical research by developing strategies to increase extramural funding; increase number, quality, and impact of publications; facilitate collaborations to be competitive for large, interdisciplinary grants; effectively mentor junior faculty in research; and increase student and community engagement in research and scholarly activity.
Linkage to University Goal	<ul style="list-style-type: none"> • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible.
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School’s mission foster innovative research and experiential education and with our vision of advancing inquiry, discovery, and innovation. It also aligns with the Arnold School’s values of community, impact, integrity, learning, and translation.
Status	Progressing as expected (multi-year goal)
Action Plan	To improve the quality of grant submissions, the Arnold School’s Office of Research instituted an internal and external peer review of planned proposal submissions (on an as-needed basis), continued our faculty NIH Proposal Boot Camp, and imposed a 4-day advance submission deadline on all competitive federal grant submissions. In addition, pre-award staff routinely review proposal submissions prior to submission to the Sponsored Awards Administrator to ensure that each application is compliant with grant guidelines and institutional requirements.
Achievements	<p><u>Extramural Funding:</u> The Arnold School’s total sponsored awards reached a high of \$33.8M in FY 2020, and the total first/next-year dollar amount requests of extramural research grant submissions increased by 3.2% in FY 2020. Notably, four new NIH R01 grants and four R01 supplements were awarded to Arnold School PIs in FY 2020. This makes 23 active R01s in the school — an all-time Arnold and USC college record.</p> <p><u>Intramural Funding:</u> During CY 2020, eight Arnold School faculty members and three post-doctoral fellows received ASPIRE awards; one faculty member received the Educational Foundation Research for Health Sciences Award.</p> <p><u>Publications:</u> The number of published faculty research journal articles increased by 2% in CY 2020 to 653 articles in peer-reviewed journals. More than a dozen were in journals with impact factors > 10; e.g., The Lancet, Nature, JAMA. USC had only 3 faculty named to Clarivate Analytics “most highly cited” list in 2020 - two were from Arnold: Drs. Jamie Lead and Steven Blair.</p> <p><u>Facilitation of Collaboration for Large, Interdisciplinary Grants:</u> In CY</p>

Goals - Real Time

	<p>2020, with full staff and other resource support from the school and in collaboration with the Office of the Vice President for Research, three Arnold School faculty members submitted broadly collaborative, interdisciplinary NIH Center grant applications: Dr. Xiaoming Li's South Carolina Clinical and Translational Research Center U54 (5 years \$20.3M - unfunded), Dr. Julius Fridriksson's Center for Study of Aphasia Recovery (C-STAR) P50 (5 years \$12.5M - funded), and Dr. James Hebert's Specialized Program of Research Excellence in Racial Disparities in Cancer P50 (5 years \$11.3M - in review).</p> <p><u>Mentoring of Faculty in Research:</u> In AY 2020, the Arnold School's 3rd Boot Camp cohort consisted of 14 mentees who submitted 10 major NIH research project applications. Some are pending and others will be resubmitted in 2021 if declined. An Advanced Boot Camp was implemented to support more senior faculty with skills refreshment. That cohort consisted of six faculty, who submitted four NIH proposals. In addition, a school-level committee was formed to develop a formal mentorship policy for all Arnold School faculty. That final policy was implemented in AY 2021.</p> <p><u>Student Engagement in Research and Scholarly Activity:</u> During AY 2021, Arnold School faculty members continued to mentor graduate and undergraduate students on formal research projects, including seven Magellan grant-funded projects involving 11 ASPH faculty members and eight undergraduates (including 6 Honors College students and 1 Capstone Scholar) as well as multiple Honors College SURF and Exploration grant-funded projects and Honors College Senior Theses. In addition to a broad variety of off-and on-campus research work experience and graduate assistantships, 10 graduate students were awarded SPARC 15-month research grants resulting from 18 proposals submitted on their behalf by ASPH faculty members.</p> <p><u>Community Engagement in Research:</u> The Arnold School's faculty and staff continue to expand community partnerships via various research, training and service grants across multiple academic departments as well as the school's multiple centers, institutes and programs. These groups include the Rural and Minority Health Research Center, the Prevention Research Center, the Center for Community Health Alignment, the Community Health Worker Institute, the PASOs Program and the Nutrition Consortium. The school is fully invested in bringing collaborative opportunities and resources to communities and benefiting from the collective wisdom of community members.</p>
<p>Resources Utilized</p>	<p>The Arnold School's Office of Research provided pre- and post-award services to faculty and staff through an expanded Research Support Core. The office disseminated information regarding grant funding</p>

Goals - Real Time

	opportunities, conducted grant-related training workshops, delivered a school-wide research retreat, conducted the NIH Proposal Boot Camp, and provided support for interdisciplinary research teams. Administrative and business management personnel in each department and in most centers and institutes also provided pre- and post-award support to faculty.
Goal Continuation	Support for high quality, impactful, and ethical research is an ongoing activity.
Goal Upcoming Plans	<p><u>Mentorship and professional development opportunities</u> will continue along with efforts to assess scholarly productivity more effectively. Participation in interdisciplinary research groups within and beyond the Arnold School will also be encouraged. Faculty pursuit of extramural funding will continue to be incentivized along with research competitiveness through the return of a portion of the school's IDC capture directly to departments/centers and PIs. The Dean instituted "Dean's Excellence Awards" which provide cash bonus incentives to PI's for exemplary research accomplishments such as high impact publications, high citation rates, and program-level federal funding. The Arnold School's Office of Research will continue to offer an ongoing schedule of workshops and trainings for faculty and staff plus training in avoidance of predatory journals. The Dean's Office has committed \$50K per year to continue the school's NIH Proposal Boot Camp.</p> <p><u>Planned workshops:</u> IT Capabilities (ASPH IT Office); Mentorship with Dr. David Kiel (UNC Chapel Hill); College of Engineering and Computing faculty research presentations to Arnold School faculty to form/boost university collaborations; Data Transfer and Compliance (Data security, HIPPA, Confidentiality) with Tommy Coggins.</p>
Resources Needed	Continued support from/for the Arnold School's Office of Research, the university's Office of Research (Sponsored Awards Management, Compliance, Development, Undergraduate Research, etc.), the university's Grants and Funds Management office, as well as departmental management staff will be needed. Focused resources for efforts to mentor junior faculty and increase student and community engagement in scholarly activity are also needed. Specifically, the Arnold School's Office of Research needs recurring funds to support the NIH Proposal Boot Camp. The Office of Research Compliance should provide campus-wide training in the ethical conduct of research, ethical scholarship and appropriate scholarly dissemination.
Goal Notes	The Arnold School continues to have the highest research funding of all colleges in the UofSC Health Sciences Division (see appendix 1). It also has the highest TT faculty per capita funding level at USC, and the highest per capita publication rate. The 4th cohort of the Boot Camp is underway with six faculty mentees and four senior mentors.

Goals - Real Time

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

Goal Statement	Actively plan for infrastructure needs of the Arnold School including ensuring diverse and highly-qualified personnel and providing adequate modern facilities that meet the needs and expectations of faculty, staff, and students.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School’s mission to foster innovative education and research and supports our vision to advance inquiry, discovery, and innovation. It also enables the pursuit of all Arnold School values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p><u>To ensure diverse and highly qualified personnel in the Arnold School:</u> The Diversity, Equity, and Inclusion (DEI) Committee is working under the guidance of the associate dean for DEI to implement the school’s strategic plan for diversity. This plan was shaped by the Arnold School’s Administrative Council and DEI Committee and was informed by a climate survey conducted and paid for by the school in 2019. The final draft of the plan was submitted for review and input from all faculty and staff in the fall of 2020. Student and alumni input in the plan was also solicited. The school’s DEI plan also has been aligned with the goals of the university’s broad strategic plan.</p> <p><u>To provide adequate modern facilities to meet the needs and expectations of the Arnold School’s faculty, staff, and students:</u> Renovation projects planned by the school for FY2021 were delayed by pandemic protocols and by pandemic-related budget cuts that were implemented by the University in the summer of 2020. A significant renovation of the first-floor suite of the Public Health Research Center (PHRC) has been put on hold until FY2022, but a small portion of the project (painting) is being implemented in the spring of 2021. A long overdue renovation of the first floor of the Blatt PE Center was implemented in December of 2020 to replace ceiling tiles and update lighting in the areas occupied by Athletic Training and Physical Therapy.</p>
Achievements	<u>DEI:</u> The completion of a comprehensive DEI strategic plan for the

Goals - Real Time

	<p>Arnold School is a major achievement. The plan will serve to guide the school in making continued improvements to the climate and culture of the school to enhance the environment for both learning and working.</p> <p>Renovations: The upgrades to the Blatt PE Center have created a much more conducive environment for the Athletic Training and Physical Therapy programs</p>
<p>Resources Utilized</p>	<p>Considerable time has been required of key staff and administrators to oversee the DEI efforts, which have engaged many faculty, staff, students, and alumni as well. The consulting firm Common Sense Consulting@Work was paid \$24,500 to prepare, implement, analyze, report, and discuss our ASPH-specific climate survey.</p> <p>Several Arnold School administrators and key staff have devoted time and effort working with the UofSC's Facilities Office and Building Services unit in planning and (limited) implementation of renovation projects. The projects that have been implemented this year have required a payment of approximately \$50,000 by the Arnold School. This is a cost for deferred building maintenance that SHOULD have been borne by the RCM service tax fees that we pay annually for square footage.</p>
<p>Goal Continuation</p>	<p>Supporting the school's continuing personnel and ever-growing facility needs is an ongoing goal of the school.</p>
<p>Goal Upcoming Plans</p>	<p>The Arnold School's DEI Committee will begin implementation of the DEI strategic plan in 2021 with the involvement of faculty, staff, and students. Tracking of the goals and objectives of the plan will be an ongoing effort involving both the DEI Committee and the school's Administrative Council. Plans are underway to return Common Sense consulting to campus in 2022 for follow-up assessments of our progress in climate improvement.</p> <p>Arnold School administrators are working with UofSC Facilities to identify space for the PASOs program, which is currently housed at 730 Devine. That building is slated to be razed for parking in the summer of 2021. Finding adequate and appropriate space for this program is complicated by the requisite rent costs that will now be associated with housing this magnificent program.</p>
<p>Resources Needed</p>	<p>The members of the school's DEI Committee will begin tracking the goals and objectives of the plan and develop a timeline for implementation and metrics of success.</p> <p>Continued administrator time and the involvement of UofSC Building Services will be needed to meet the timeline for finalizing and implementing the current renovation plans noted above. Rent dollars may be required if a new on-campus home for PASOs is not found.</p>

Goals - Real Time

Goal Notes	The challenges of COVID-19 have created delays in planned renovation projects and hiring in key faculty and staff positions.
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Goals - Real Time

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

Goal Statement	Recruit, develop, mentor, and retain highest-quality faculty to meet the mission and needs of the Arnold School.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School’s mission to foster innovative education and research and with our vision to advance discovery and innovation. It also aligns with the Arnold School’s value of impact.
Status	Progressing as expected (multi-year goal)
Action Plan	<p><u>Faculty recruitment/retention:</u> The school has four (4) active faculty searches for fall 2021: This includes two (2) positions in Communication Sciences & Disorders and two (2) positions in Exercise Science (one in Athletic Training and one in Physical Therapy).</p> <p>Due to the COVID-related hiring freeze, there were delays in a number of faculty searches. As a result, eleven (11) faculty positions remain vacant and will likely be filled in 2022. This represents one (1) position in Communication Sciences & Disorders, two (2) positions in Epidemiology/Biostatistics, one (1) position in Environmental Health Science, three (3) positions in Exercise Science, three (3) positions in Health Promotion, Education & Behavior, and one (1) position (department chair) in Health Services Policy & Management.</p>
Achievements	<p><u>Faculty recruitment/retention:</u> Eleven (11) new faculty members have joined the Arnold School since July of 2020: one (1) full professor/department chair (Communication Sciences & Disorders), eight (8) assistant professors, one (1) clinical assistant professor, and one (1) instructor. Four faculty were recruited away to Maryland (endowed professorship), George Washington (50% salary increase), Virginia Commonwealth (dept. chair), and Rutgers (cultural difficulties with SC). One faculty member was considered by MUSC but was retained pre-emptively with help from central admin.</p> <p><u>Faculty development:</u> The school's Office of Faculty Affairs and</p>

Goals - Real Time

	Curriculum and the Office of Research coordinate faculty development activities (see the section on faculty development). Through those offices, the school also developed and implemented a school-wide guidance policy for TT faculty mentoring in the Fall of 2020. This guidance is currently being expanded beyond the tenure-track to be inclusive of professional clinical and research faculty.
Resources Utilized	<p><u>Faculty recruitment/retention:</u> The successful recruitment of a new department chair for Communication Sciences & Disorders required a competitive package assembled in partnership with the Provost and VPR. All other faculty recruitments have entailed salary and start-up commitments. Approximately \$1.5 million in new faculty start-up commitments were made in AY21 with approximately one-half going to faculty infrastructure needs, equipment, and improvements. No departing faculty expressed any interest in hearing retention overtures in the past year. Approximately \$50K in salary need was required for the pre-emptive retention effort.</p> <p><u>Faculty development:</u> Faculty and staff time was required to deliver meaningful faculty development and mentoring opportunities. In addition, the school has been working closely with the Center for Teaching Excellence to provide professional development for teaching faculty. This partnership was vital in addressing the numerous challenges that arose in the shift to online course delivery in the Spring of 2020 and the continued delivery of online and hybrid offerings in Fall 2020.</p>
Goal Continuation	This is a continuing goal of the school.
Goal Upcoming Plans	<u>Faculty recruitment/retention:</u> In 2021-2022, the school will conduct up to 11 additional faculty searches including one (1) chair position. No retention issues are expected at this time.
Resources Needed	<p><u>Faculty recruitment/retention:</u> Projected start-ups will approach \$2M in AY22. Continuous facility maintenance/upkeep is important as an intervention tool against faculty and staff departures.</p> <p><u>Faculty development:</u> Faculty and staff time will continue to be needed to coordinate and provide faculty development and mentoring opportunities.</p>
Goal Notes	A provost-sponsored small merit raise program for faculty will commence on July 1, 2021. This is much needed and appreciated. More regular implementation of such programs to include professional faculty and staff would do much to improve morale at UofSC.

Goals - Real Time

Goal 6 - Align with the new university budget model

Goal Statement	Comprehensively review and adapt the Arnold School's budget practices to align with the new UofSC budget model.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School's mission to foster innovative education and research and with our vision to advance, inquiry, discovery, and innovation. It also enables the pursuit of all Arnold School values.
Status	Progressing as expected (multi-year goal)
Action Plan	The Arnold School began operating under the new UofSC budget model in July of 2020 (the start of FY21). Although preparations for this implementation had been ongoing for several years, it was complicated by the budgetary implications of the pandemic and the 5% budget cuts required of academic units (Arnold School budget cut = 3.9% A funds for FY21). Necessary adjustments were made in the overall budget to absorb the required cuts, but the true influence of the budget model on college operations will be difficult to assess until full funding is restored. Tracking of key metrics and their fiscal impacts will continue.
Achievements	Detailed efforts to track key aspects of the model have been implemented, and data analyses are being conducted to better understand the model's potential impact on the school.
Resources Utilized	Significant time has been devoted to this effort by the dean, associate dean for operations, and the school's director of budget management. Department chairs and their respective business managers have also been trained in the model and are attentive to both the implementation of the model and the necessary adjustments due to the budget cuts.
Goal Continuation	This goal will be a priority focus through FY22 and beyond.
Goal Upcoming Plans	During the second full year of implementation, analyses will continue regarding the fiscal impacts of the new budget model. Further strategic adjustments will be made based on whether or not the budget cuts are restored. Monthly discussions with chairs about ways to enhance revenue inflows are occurring.

Goals - Real Time

Resources Needed	The time and attention of Arnold School administrators will continue to be devoted to this goal. As full implementation continues, accurate tracking of credit-hour generation, indirect cost production, service charges, etc. will be required, as will analyses of data regarding the impact of personnel costs and square-footage utilization.
Goal Notes	The Arnold School Dean is one of three academic deans serving on the Budget Model Oversight Committee.

Goals - Real Time

Goal 7 - Meet the professional development needs of the public health workforce

Goal Statement	<p>Meet the professional development needs of the public health workforce through the Center for Community Health Alignment (which includes the Community Health Worker Institute and PASOs) and the Public Health Consortium (a long-standing partnership with the SC Department of Health and Environmental Control).</p>
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.
Alignment with Mission, Vision, and Values	<p>This goal aligns with the Arnold School’s mission foster innovative education and research and with our vision to promote health through collaboration, dissemination, and outreach. It also aligns with the Arnold School’s values of community, learning, impact, and translation.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<p><u>The Center for Community Health Alignment (CCHA):</u> CCHA was founded at the Arnold School in 2019 and is funded through multiple foundations (e.g., Blue Cross/Blue Shield Foundation of SC, The Duke Endowment, Johnson and Johnson Foundation, and the Fullerton Foundation) as well as other contracts and health care sector support. CCHA, whose foundational initiatives are the Community Health Worker Institute (CHWI) and PASOs, was established to advance health equity by co-creating solutions with community leaders. CCHA supports training and capacity building of community health workers (CHWs), healthcare systems, and other community influencers to address population health gaps, connect vulnerable populations to health and social service resources in the community, improve the quality and cultural competence of service delivery, and help health systems achieve a significant financial return on investment. During the pandemic, CCHA was asked to support state agencies and other providers in addressing essential capacity for health workers in response to the COVID-19 pandemic, forming the Community Health Worker COVID-19 Learning Collaborative, and representing CHWs and the Arnold School on the state’s Vaccine Advisory Committee.</p> <p><u>Public Health Consortium:</u> The Arnold School and the SC Department of Health and Environmental Control (DHEC) have an MOU in place to support the Public Health Consortium – a long-standing partnership between the school and SC DHEC to foster enhanced collaboration, promote professional development opportunities and address shared priorities. This MOU was renewed in October of 2019, establishing a steering committee populated equally by representatives from the school and SC DHEC.</p>

Goals - Real Time

	<p>That committee was charged in early 2020 with developing a plan of work to guide the activities for the year. Unfortunately, the onset of the COVID-19 pandemic halted efforts to continue that work. It is hoped that such work can be restarted in 2021.</p>
Achievements	<p><u>CCHA:</u> Work on the project during 2020 focused on implementing a competency-based virtual training course for new CHWs consisting of 80 hours of facilitated learning and 80 hours of field placement experience. To date, 18 participants have completed the CHW Core Competency Training. In addition to adapting the CHW Core Competency Training, CCHA developed and facilitated a COVID-19 Response Learning and Action Collaborative which held over 10 sessions for community health workers to support on-the-ground response efforts for COVID-19 across the state. During 2020, CHWI staff met with 108 organizations to provide Technical Assistance and over 13 organizations to discuss best practices and to advance the goals of CHWI. These encounters have supported the integration of the CHW model, resulting in stronger programs and new CHW programs across the state.</p> <p><u>Consortium:</u> An initial, formative meeting of the steering committee was held in March 2020 with six individuals selected to form the core of the committee. The work of that committee was halted due to the pandemic.</p>
Resources Utilized	<p><u>CCHA:</u> The school provides the CCHA (including PASOs) with office space, server space, and staff time not covered by other funding. In addition, the school's dean and associate dean for operations and accreditation provide strategic guidance as needed for the CCHA executive director. Of particular note, the school is also providing office space for staff of the state's Community Health Workers Association in order to foster close collaboration with the CCHA.</p> <p><u>Consortium:</u> Faculty and staff time was devoted to identifying the key elements that will shape the potential work and value of the Consortium. The associate dean for operations and accreditation has devoted considerable time to this effort over the past few years and serves as a member of the steering committee. His time, in particular, was hugely redirected to COVID-response operations in 2020.</p>
Goal Continuation	<p>This is a long-term goal of the school.</p>
Goal Upcoming Plans	<p><u>CCHA:</u> Work will continue to focus on increasing educational opportunities and capacity building for community health workers and other community leaders and driving equity-focused community engagement. Exploring opportunities for engaging CHWs in the pandemic-related response continues.</p> <p><u>Consortium:</u> The restart of the Public Health Consortium makes it</p>

Goals - Real Time

	<p>possible to revisit and advance the workforce development plan created with DHEC in 2019. Specific priorities for professional development include:</p> <ol style="list-style-type: none"> 1. Promote the school’s online continuing education courses and completing the 18-hour continuing education curriculum; 2. Develop and implement evaluation training with DHEC to increase the capacity of their staff to conduct program evaluation; and 3. Develop a program for offering continuing education units (CEUs) for DHEC staff, based on their credentialing needs.
<p>Resources Needed</p>	<p><u>CCHA</u>: The school will continue to provide the CHWI with office space, server space, and staff time not covered by other funding. School leadership will continue to afford strategic guidance to the CHWI director as needed.</p> <p><u>Consortium</u>: The school currently offers six not-for-credit, competency-based foundational courses for working public health practitioners. These self-paced, web-based modules have been offered at no charge. Upon completion of all six courses, practitioners are awarded a continuing education certificate. While these courses are regularly updated, there is currently no new training development due to lack of funding. Funding will be required to develop training modules in evaluation and other topics, to develop more formal continuing education procedures, and to promote and monitor training of DHEC staff. Funding from the agency or elsewhere will also be needed to subsidize the cost of CEU credits.</p>
<p>Goal Notes</p>	<p>In January 2021, the SC Primary Health Care Association recognized the CCHA with its Community Health Care Leadership Award. This award, designed to acknowledge an organization that displays outstanding support for community health centers, honors non-profit, private or public entities that are active partners in the community health care movement and help to improve access for medically underserved populations.</p>

Goals - Looking Ahead

Goals for the next Academic Year.

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

Schools of Public Health

Goal Statement	Position the Arnold School so that it is competitive with other AAU Schools of Public Health as a leader in innovation, research funding, scholarship, and contributions to society.
Linkage to University Goal	<ul style="list-style-type: none"> • Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible.
Alignment with Mission, Vision, and Values	This goal aligns with the Arnold School’s mission to foster innovative research that promotes health and healthy environments and with our vision to advance inquiry, discovery and innovation and promote health through dissemination and outreach. It also aligns with the Arnold School’s values of community, impact, and translation of public health knowledge.
Status	Newly Established Goal
Action Plan	<p>To effectively compete with aspirant AAU schools of public health, the Arnold School must significantly increase our already high yield of federal funding for research that improves public health, addresses national challenges, and contributes to educating and training innovative and visionary leaders. To become competitive with peer aspirants of AAU quality, the Arnold School should double the number of faculty (and key support staff) over the next 10 years. We must hire a diverse, talented, and distinguished faculty that are widely published and conduct impactful scholarship. We must increase recurring institutional (state) funding for additional and higher-quality faculty to lower student:faculty ratios and elevate “dollars per student” expenditures. All are key metrics of AAU quality/membership.</p> <p>To achieve this goal, the Arnold School dean will work with the President, Provost, Board of Trustees, and state legislature to make higher education a legislative priority through increased faculty remuneration, additional faculty awards and national recognitions, development of competitive graduate student assistantship and fellowship stipends, and the hiring of high-quality staff to support expansion of the School’s operations. Additional physical infrastructure will be a corollary need to fulfill this goal. The school will continue to push for assistance from PRISMA leadership to create a 20-25 member faculty cohort working in clinical population</p>

Goals - Looking Ahead

	<p>health on the PRISMA medical campuses of SC.</p> <p>The School will increase the Arnold School endowment through the hiring of dedicated advancement staff to support philanthropic activities. An increase in the endowment will allow the school to increase the number of doctoral students it supports through the Arnold Doctoral Fellowship program by providing nationally competitive stipends and tuition abatements. The endowment also supports student travel, publications, and other student professional development needs. Sharp and continued focus on doctoral student output is a key metric for AAU. An increase in the endowment will also elevate the Arnold School's status both internally and externally and will allow the School to support some of the additional infrastructure needed.</p> <p>The School will develop key metrics and annual incremental benchmarks for AAU's phase I and II indicators to ensure the Arnold School is continuing to increase the quality of its research and graduate education to meet AAU standards. An important AAU Phase I indicator is the number of faculty that are members of a National Academy. Comprehensive data on doctoral degree completion rates, time-to-degree, and placement at least to the first professional employment (beyond postdoctoral appointments) for all Ph.D. recipients will be collected per AAU guidelines.</p>
<p>Achievements</p>	<p>In January 2021, the Arnold School hired a new Director of Evaluation and Academic Assessment with extensive experience in institutional research who will assist in the development and tracking of key AAU quality metrics.</p> <p>In February 2021, the Arnold School hired a member of the National Academy of Medicine (NAM), Dr. Donald Mattison, to assist the School in strengthening its research and academic programs to become more competitive with AAU standards. Dr. Mattison will also mentor faculty in what is required to eventually become NAM members and will serve as a nominator across the USC health sciences division. Importantly, Dr. Mattison will transfer his NAM affiliation to UofSC.</p>
<p>Resources Utilized</p>	<p>The number of faculty that are members of a National Academy is an AAU Phase I indicator that measures institutional quality. 54% of all National Academy members are at AAU universities. Increasing the number of Arnold School faculty who are members of a National Academy is a critical indicator of institutional quality. Considerable funds will be needed to attract and grow the current Arnold School ranks of national academy quality faculty. Arnold School, Office of Research and SOM funds were used to hire Dr. Mattison to assist the entire Health Sciences division in becoming more competitive with AAU standards and National Academy expectations.</p>

Goals - Looking Ahead

	<p>Arnold School, Office of Research and SOM funds were used to hire Dr. Mattison to assist the entire Health Sciences division in becoming more competitive with AAU standards and National Academy expectations.</p> <p>Arnold School funds continue to be used to support development operations, but the key Arnold School Director of Development position is still vacant subsequent to a reduction in force in Central Development in October of 2020. Refilling that position is vital to achieving this overall goal.</p>
Goal Continuation	This is a long-term goal of the school.
Goal Upcoming Plans	<p>In the past 10 years, doctoral enrollment has fluctuated from a low of 272 students (2010) to a high of 331 (2019). Doctoral enrollment in fall 2020 dropped to 310 students. The Arnold School will seek to increase doctoral enrollment by 3-5% annually for the next five years.</p> <p>The Dean will work with the new VP for Development to place a dedicated Director of Development within the Arnold School to increase the endowment through large donor cultivation, annual giving, increased unrestricted giving, and alumni stewardship. The Arnold School is one of only a few UofSC schools that does not have a Director of Development to focus on school-specific fundraising. This position needs to be integrated into the School and cannot be subject to fluctuating budgets within the Division of Development. Total giving in the School went from over \$12 million in FY 2015 to \$2.5 million in FY 2020. Leadership and experience in this area is critical to the growth of the Arnold School. The Arnold School of Public Health is committed to growing its endowment from its present level of \$36 million to \$100 million in the next ten years to support this initiative.</p>
Resources Needed	<p>Our peer institutions are investing significantly in their schools of public health. Doubling the Arnold School's faculty complement over the next 10 years would get us closer to our peer-aspirants but not exceed them. At present, UNC's Gillings School of Global Public Health has 276 faculty and a \$100 million endowment. In addition, the Florida legislature committed to spend \$10 million over 5 years to make their flagship school of public health the best in the southeast and #1 in the SEC. UofSC must invest significantly in the Arnold School in order for us to meet AAU standards of excellence. 15 new faculty hires per year at \$4.5 million (salary plus start up) are needed to fully realize this ambitious goal.</p>
Goal Notes	

Academic Programs

Program Rankings

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

- The Arnold School's Department of Exercise Science doctoral program was once again ranked **#1 nationally** by the National Academy of Kinesiology (2020).
- The exercise science program is also ranked **#1 nationally** and **#13 globally** (as part of the broader "sports science" category) by Shanghai University Rankings system (2020).
- In 2020, the University of South Carolina was nationally ranked by US News and World Report's in 9 specialties; 4 of which are in the Arnold School of Public Health.
- The Arnold School of Public Health ranks **#23 nationally** of 177 health schools (12th among public institutions) according to US News and World Report's 2019 ranking.
- The speech-language pathology program in the Arnold School's Department of Communication Sciences and Disorders is ranked **#25 nationally** out of 261 schools in the US News and World Report's ranking of Health Schools (2020).
- The Master of Health Administration (MHA) program ranked **#39 nationally** out of 75 health schools by the US News and World Report's 2019 ranking.
- The physical therapy program ranked **#42 nationally** out of 239 programs according to the US News and World Report's ranking of Health Schools (2020).

NOTE: US News and World Report does not update all graduate program rankings annually. The rankings above are the most recent in each category.

Instructional Modalities

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

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

Academic Programs

has been incredibly time consuming for faculty. Although summer 2021 courses will remain a mix of both in-person and hybrid, it is expected that fall 2021 course offerings will return to pre-pandemic levels of in-person instruction (+/- 5%).

Program Launches

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

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

Program Terminations

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

- The BS in Athletic Training concluded its teach-out plan and is terminated effective May 2021.
- The General MPH and its associated dual degrees have been terminated due to low enrollment.

Academic Initiatives

Experiential Learning For Undergraduates

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

Graduation with Leadership Distinction (GLD). By nature, many of the disciplines within the field of public health and our allied health professions (exercise science, communication sciences, etc.) are practice-based. For that reason, all Arnold School undergraduates are encouraged to participate in UofSC's Center for Integrative and Experiential Learning (CIEL), Graduation with Leadership Distinction (GLD), and Experiential Learning Opportunities (ELOs). Since all of the school's freshmen are required to enroll in UNIV 101, students are introduced to the importance of beyond-the-classroom learning, the steps for GLD, and the MyUofSC Experience tracking system in Self-Service Carolina. Capstone and practicum courses continue to promote the CIEL and GLD by including presentations from staff and by encouraging students to enroll in UNIV 401 (which guides them through the GLD process). In 2020, the Arnold School had 68 students earn GLD, and the school continues to be the leader with the highest percentage of GLD graduates (relative to its total number of graduates) of any college/school at UofSC.

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

Outside the classroom. Many faculty members in the Arnold School include undergraduate students in their research. Students learn about the research process, are frequently engaged in journal clubs, write student grant proposals, and present their research at local and regional professional meetings. Even with COVID restrictions in CY2020, 19 ASPH undergraduate students were awarded funding through the Office of Undergraduate Research. This includes 10 PUBH majors, 8 EXSC majors, and 2 HPEB minors (1 who is also an EXSC major). Awards included Magellan Scholars (10), Magellan mini grants (3), Magellan Guarantee for TRIO (2), Magellan Apprentice for Capstone Scholars (5), and Magellan Galen Health Fellows (1) [Note: 2 students received 2 awards each].

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

Culminating experiences - PUBH & EXSC. Undergraduate PUBH majors enroll in a 3-credit capstone seminar in their final semester in which they complete a minimum of 50 hours of work beyond the classroom. The capstone course is approved for the MyUofSC Experience which will be included on students' supplemental transcript documenting sustained engagement and deliberate reflection on these experiences. In AY20, the COVID pandemic and campus shutdown prohibited students from volunteering in the community. Instead, in small groups, students created a simulated community-based health intervention which included identification of existing community agencies, organizations and companies suitable

Academic Initiatives

for partnering.

Undergraduate EXSC students are required to enroll in a one-credit pre-practicum planning seminar and a six-credit (300 hour) field-based practicum in their senior year. In AY20, 218 students completed practica in a clinical, professional, or research setting. COVID-related precautions have made these placements challenging, but many placement sites are still operating.

Challenges: With almost 2,500 undergraduates, the demand for experiential learning opportunities is very high. Students routinely request placement in summer internships, research projects, jobs, and practica. Even with our extensive community network of providers and opportunities, there are a limited number of placements available. The local area and state are saturated with requests for student placements not only for our undergraduates, but also for our graduate students and for students from other UofSC schools/colleges. Although we refer students to UofSC's Career Center and Community Internship Programs and to UofSC's Volunteer and Student Organization Offices, **students report a general lack of placement opportunities that provide a sufficient or degree-appropriate learning experience.**

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

Experiential Learning For Graduate Students

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

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

All full-time **MPH** and **MHA** students in the Health Services Policy and Management Department received paid graduate assistantships to work at local public health and healthcare organizations. In addition, in their last semester **MPH** students are required to complete a public health practicum in which they apply and integrate knowledge learned across the public health curriculum in a practice setting independent of their graduate assistantship experiences. Students must demonstrate achievement of at least five MPH competencies in their practicum. **MHA** students also complete a residency in which they complete a practice-based project in health care administration under the guidance of a site preceptor. The MHA program is a competency-based educational model where over 50% of the instruction is led by practitioners.

Our graduate clinical programs (**physical therapy, speech-language pathology, and**

Academic Initiatives

athletic training) all have extensive clinical requirements, in which students learn by doing. For example, **physical therapy** students are required to participate in a 320-hour outpatient orthopedic clinical experience, a 320-hour experience in an acute care hospital, a 480-hour experience in acute or short-term rehab or an outpatient neurological setting, and a 480-hour terminal clinical experience in their primary area of interest. **Athletic training** students are also exposed to a variety of health care and athletic/sports medicine environments as part of their program. Graduate **speech-language pathology** students are assigned clients with communication disorders each semester with whom they work directly on communication goals to improve their everyday lives. The students also engage in experiential learning while completing virtual clinical case studies online using Simucase (www.simucase.com). Students complete tasks and make decisions involved in clinical evaluation with a variety of populations and disorders and receive immediate feedback and subsequent faculty support and instruction for optimal clinical application. Due to the pandemic many clinical rotations were canceled or rescheduled. Consequently, didactic coursework was shifted to allow for this schedule change. Virtual (telemedicine) patient encounters were developed and integrated in AT program courses during the pandemic to provide additional experiential learning opportunities.

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

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

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

The primary challenge of experiential learning is maintaining and cultivating a network of sponsoring organizations so there is a consistent pool of practice opportunities for incoming students. The pandemic has led to additional challenges this past year including students being furloughed or being required to work remotely for their applied practice experience.

Academic Initiatives

Some students had difficulty finding placements in the community due to the pandemic, since many organizations have staff working remotely or have restricted visitor access to their buildings. Others have been able to safely participate in face-to-face applied learning experiences and some students have even been successful in creating virtual practical experiences. During the pandemic, MPH students have been in especially high demand by both the state health department and UofSC's COVID-response operations.

Affordability

Assessment of affordability and efforts to address affordability.

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

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

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

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

To further reduce the financial burden on students, Arnold School faculty take advantage of Open Educational Resources (OER) to make textbooks and learning materials more affordable. When designing the new MPH core courses, faculty used OER materials where possible to minimize or eliminate the cost of textbooks. Four of our faculty members are listed on the library's webpage as "Professors for Student Affordability."

Academic Initiatives

Reputation Enhancement

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

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

Challenges

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

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

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

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

Faculty Population

Faculty Employment by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2020	Fall 2019	Fall 2018
Tenure-track Faculty	90	90	87
Professor, with tenure	27	26	24
Associate Professor, with tenure	32	29	29
Assistant Professor	31	35	34
Librarian, with tenure	0	0	0
Research Faculty	11	13	11
Research Professor	1	1	1
Research Associate Professor	1	2	4
Research Assistant Professor	9	10	6
Clinical/instructional Faculty	42	38	37
Clinical Professor	0	1	1
Clinical Associate Professor	13	14	14
Clinical Assistant Professor	20	15	14
Instructor	9	8	8
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	34	44	33

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

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

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

	Fall 2020	Fall 2019	Fall 2018
Gender	155	156	142
Male	60	68	64
Female	95	88	78
Race/Ethnicity	155	156	142
American Indian/Alaska Native	1	1	0
Asian	15	17	19
Black or African American	7	7	7
Hispanic or Latino	3	3	3
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	9	9	3
Two or More Races	1	1	3
Unknown Race/Ethnicity	0	1	1
White	119	117	106

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

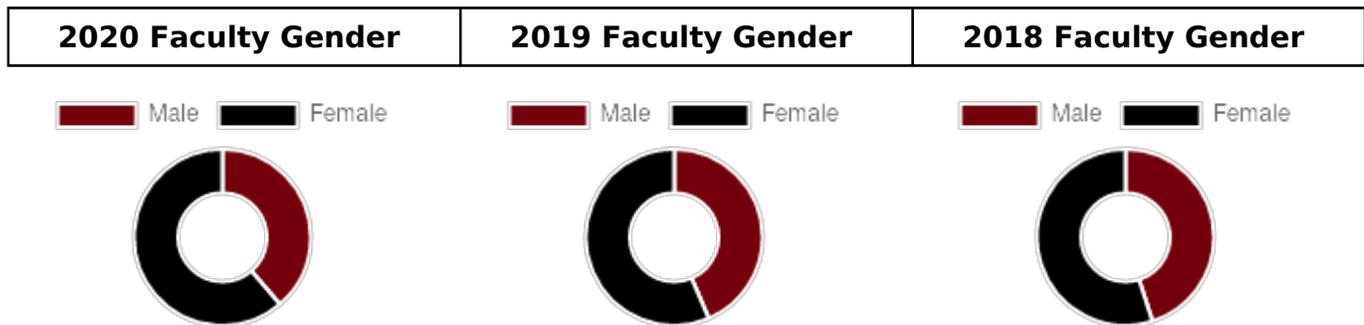
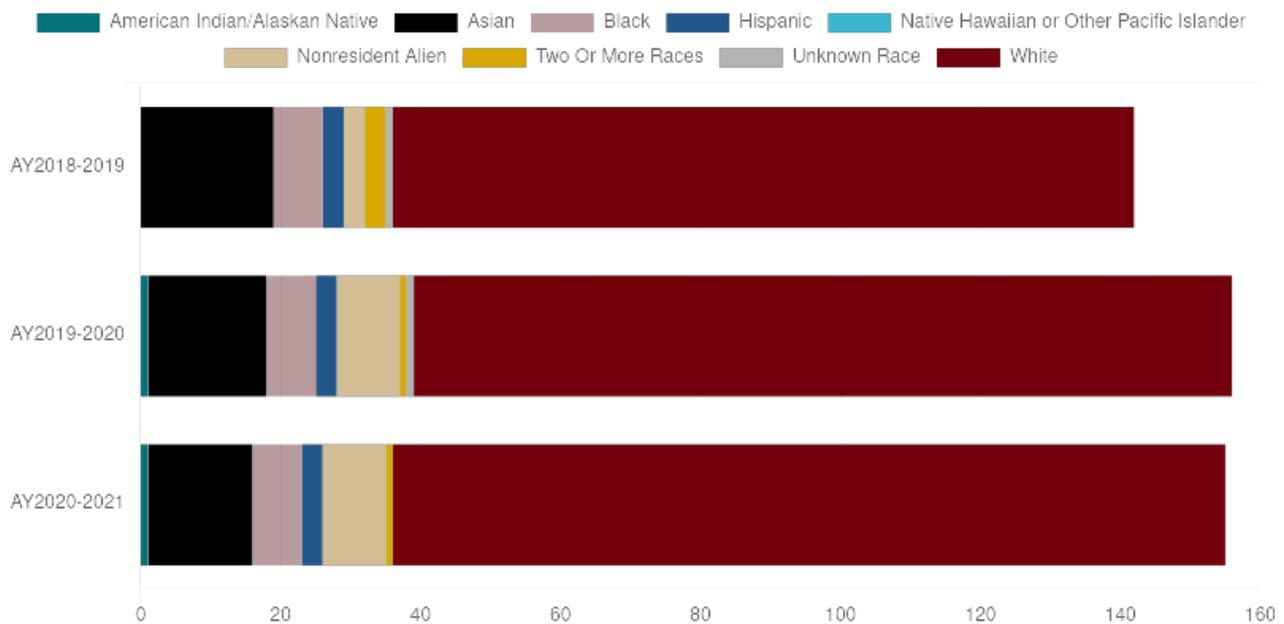


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

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

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

The Arnold School was highly productive in terms of research and scholarship, despite the unprecedented times related to the COVID-19 pandemic and a challenging federal funding environment. Despite those challenges, the Arnold School's research has continued with minimal disruption. Several major highlights for FY 2020 include:

1. Grants and contracts of \$388,687 per T/TT faculty member (87 faculty).
2. 653 peer-reviewed journal articles (ten in journals with an impact factor >10), an increase of 2%.
3. \$27.3 million in federal research funding awards.
4. Total extramural sponsored award funding (research and non-research, federal and non-federal) reached a high of \$33.8M in FY 2020, including \$19.6 million from NIH (an increase of 8.8%).

All ASPH departments were above or well-above the national median in comparative Academic Analytics assessments of journal publications and extramural funding (see appendix 2). Receipts of national awards are at or below median values, thus we need to expend more effort in nominating our faculty. Book publications are low, which is to be expected for our health science disciplines.

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

Space limitations. Faculty, staff and students continue to be limited in the space available for conducting research. Proximal office cubical space for graduate students, and office and laboratory space for faculty and post-doctoral researchers are needed. Lack of space continues to impact our ability to recruit top faculty candidates. **Solution:** To date, off-campus rental space has been the only solution. However, there is a negative cost/benefit effect of rental space because only commercial office space is available for rent, while rental of laboratory space is neither available nor practical. Further, rental of off-campus space offers ineffective proximity for collaborative interactions among researchers and incurs a significant cost to the school (even when considered against the square footage assessments in the University's budget model).

Faculty Information

Improving competitive research funding in an increasingly challenging climate. In FY 2020, the total first/next year dollar amount of extramural research proposal requests *increased* by nearly 3.2% over the previous fiscal year, with an overall increase of 5.5%.

Expanding research using alternative research funding mechanisms.**Solution:** Explore corporate and non-profit funding sources. In a challenging federal funding climate, our researchers are (carefully) exploring funding options from various corporate and non-profit sponsors. This has already yielded over \$423,000 in sponsored awards from corporate sources in FY 2020, an increase from more than \$390,000 in FY 2019. Arnold School investigators were awarded \$3.3 million from non-profit sources in FY 2020.

Recruitment of top international students for dissertation research in an increasingly restrictive visa climate. The Arnold School strives to recruit excellent graduate students for research from in-state, out-of-state, and international pools. It is anticipated that political and pandemic influences may serve to decrease the excellent student pool that has previously been recruited from a variety of international sources. **Solution:** The Arnold School has worked previously with the Vice-Provost and Director of International Programs to strengthen ties with respected international universities (e.g., Nanjing Medical University, Guangxi Medical University, Guilin Medical University, Nicosia Medical University, University of Antiquoa) through educational and research MOUs. Similar approaches may be helpful in expanding recruitment of international students in the future.

Faculty Development

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

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

In 2020, the importance of faculty mentorship emerged at an Arnold School research retreat, and a subcommittee was formed to develop ideas for a structured, school-wide faculty mentorship program. Until this time, mentoring teams and processes were at the department level. When a new faculty member joined the department, the department chair would assign them one or more mentors. In July 2020, the Associate Dean for Research shared ideas from the subcommittee with the school's Administrative Council. Department chairs shared this idea with their faculty and received feedback. The program launched officially for tenure-track faculty in Fall 2020. This more formalized mentorship structure uses a committee model, that is, a mentoring team that consists of a minimum of two tenured faculty in the mentee's department (one full professor and one associate professor) and, if needed, one tenured

Faculty Information

professor (full or associate) in a different department within the school. Specifically, all assistant professors are mentored by a team consisting of at least two full professors – one within and one outside the mentee’s department – and at least one associate professor. All associate professors are mentored by two full professors. A mentoring team can mentor one or more assistant or associate level professors (based upon the number of faculty at a given rank within a department). The mentors advise the mentee on teaching, research, and service and provide them with feedback as they complete their annual review, third-year review, and complete applications for tenure and promotion. It is the responsibility of the department chair to assign mentors for each mentee. Mentoring teams are expected to meet three times per year at a minimum (August, December/January, and May) and it is encouraged that mentees observe teaching within the department or across faculty courses. In 2021, the faculty mentoring program is being expanded to include non-tenure track/professional faculty members to ensure that all faculty within the school have the opportunity for mentorship.

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

To improve faculty performance in research, in AY 2017 the Arnold School began an annual "NIH Proposal Boot Camp" run by accomplished researchers in the school. The Boot Camp is a research mentoring program designed to support and increase the success rate of ASPH faculty applying for NIH Research Project Grants (R03, R21, R01). This 9-month program is comprised of large group events and workshops designed to provide tools and knowledge for successfully developing a high-quality first submission proposal to the NIH; peer group activities where mentees share ideas, review proposals, and receive constructive feedback from peers and mentors; and small group work with faculty mentors with established track records of external funding and a commitment to mentoring. Mentors meet with their assigned mentees at least once a month to discuss progress on drafting grant sections and provide feedback.

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

Supplemental Info - Faculty Information

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

Supplemental Info - Faculty Information

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

Teaching

Faculty to Student Ratio

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

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

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

Analysis of Ratio

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

The Arnold School is committed to maintaining a supportive faculty-to-student ratio for our undergraduate and graduate students through recruitment and retention of quality faculty. The average undergraduate class size is 66 students, whereas the average graduate class is approximately 20 students. 58% of all classes offered through the Arnold School have less than 20 students. The Arnold School is also in the process of hiring several additional undergraduate staff advisors, which will allow us to expand and improve advising services without overloading existing advisors or our teaching faculty.

Table 4. Faculty-to-Student Ratio.

	Fall 2020	Fall 2019	Fall 2018
Analysis of Ratio	01:17.5	01:17.90	01:17.6

Student Recruiting and Retention

Student Recruitment

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

Undergraduate recruitment. During AY20, the COVID pandemic necessitated a virtual format for campus recruitment activities. Arnold School faculty and advisors participated in virtual events via Teams to include: Admitted Students/Scholar Days; SC Honors College Admitted Student Sessions; and other sessions by request. Visitor Center, Prospective Athlete and unscheduled walk-in visits with high school students and family members did not occur because of COVID.

Challenges: COVID presented unique challenges including creating videos, involving student panels in online Q&A sessions and in staffing live online sessions. One of the biggest challenges was the request from multiple campus offices for different recruitment videos and multiple live sessions being held concurrently. There were technology issues and multiple platforms to learn.

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

Due to COVID-19, all graduate school/career fairs in Fall 2020 were virtual and OGSS was able to participate in several fairs with the Graduate School by joining their virtual "team" enabling OGSS to have separate chat times within the Graduate School account. The Graduate School's Associate Director of Recruitment and Special Events enters potential student information into the Prospect system, and prospective students are sent program-specific emails about our programs. Staff participated in fairs for Winthrop University, Lander University, UNC Charlotte (multi-school event), Newberry College (AT program participation only), HBCU Talent Showcase (included students from nine HBCUs in North and South Carolina), College of Charleston, and University of South Carolina.

The American Public Health Association (APHA) annual meeting was also held virtually and the OGSS set up a virtual Expo booth from 10/24-28/2020 with information about the school and academic programs. The Association of Schools and Programs of Public Health (ASPPH) hosted a virtual "This is Public Health" recruitment event (normally held in person in conjunction with APHA) in October. After a joint information session about SOPHAS, potential students were able to join individual schools' virtual platforms. The Arnold School participated via Zoom and held individual breakout rooms by discipline where program directors were available to answer questions.

In March 2020, the OGSS joined the Department of Epidemiology and Biostatistics for their virtual Open House for prospective and admitted students via Zoom. In October, the OGSS hosted a school-wide Prospective Student Day virtually via Zoom with approximately 45 students from colleges and universities throughout the southeast. After a general information

Student Recruiting and Retention

session and alumni panel, potential students separated into program-specific breakout rooms where program directors, faculty, staff, and current students were available to provide more detailed information and answer questions.

To enhance targeted marketing for our newly revised MPH programs, the Arnold School invested in a 7-month social media ad campaign (July 2020 through February 2021). This campaign generated 168 leads for potential students interested in one or more of our MPH programs. As of February 15, 2021, MPH applications were up 45% compared to the same time last year (ASPPH data).

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

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

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

Athletic Training has increased its presence on social media, recruited students through direct email solicitations to targeted departments, colleges, and universities, and provided shadow and research experiences in athletic training for interested students. Faculty also give guest lectures/information sessions in targeted classes at UofSC (Univ 101, practicum classes, etc.) and created EXSC 200 (Introduction to Athletic Training & Sports Medicine) to serve as a cognate class for EXSC/PUBH majors. ATCAS applicants are invited to one-on-one Zoom chats with faculty and the department created AT fellowships to award to top out-of-state applicants with an in-state tuition waiver.

The **Department of Health Promotion, Education, and Behavior (HPEB)** doctoral committee conducts three rounds of admissions review January through February of each year and facilitates contact of promising applicants with faculty members who have a shared research interest. With support from Carolina Meyer, Arnold School Media Specialist, the department has developed a PowerPoint presentation to recruit students at national and regional conferences where HPEB faculty members are presenting research or professional development content. HPEB continues to promote the program in conference presentations,

Student Recruiting and Retention

via social media, and through participation in the Arnold School's prospective student day. The department also annually participates in four virtual fairs coordinated by the OGSS in conjunction with other school members of ASPPH.

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

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

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

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

Student Recruiting and Retention

Student Retention

Efforts at retaining current students in College/School programs.

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

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

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

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

Examples of other department-specific activities include:

In **HPEB**, PhD students complete an annual review and meet with their primary advisors and one other faculty member to track progress throughout the program. Progress is discussed among department faculty and instructors at a spring faculty meeting and recommendations are shared with students and their advisors. The department has also increased funding for doctoral students, with higher stipend and tuition amounts, and continues to award fellowships (Butterfoss Endowed Fellowship, Ann Cassady Endowed Fellowship) to MPH and PhD students. All HPEB masters students are academically advised by the Graduate Director. Meetings of students with the Director takes place, at a minimum, once per semester to review progress in the program and plan for future semesters.

ENHS intervenes when students have difficulty performing in core courses. Interventions include meeting with the professor teaching the class to identify deficiencies or learning challenges and guiding them to seek help through counseling, tutorial services, or course teaching assistants. In addition, ENHS implemented a Professional Development Program for PhD students to: (a) ensure that each student is progressing in their research and academically by identifying key milestones on their journey such as key scientific meetings to

Student Recruiting and Retention

attend and present at as well as student research grant funding and fellowship opportunities; (b) provide advice that will help prepare graduate students for career success and ensure they have the necessary skills to succeed professionally; and (c) create an opportunity for students to provide feedback on the performance of the academic advisor and department from their unique perspective. The graduate director and/or chair holds town hall meetings with students to keep them abreast of new opportunities and changing student research guidelines, which was very important during the COVID-19 pandemic.

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

EPID/BIOS graduate directors and faculty teaching first-year master's core classes work closely together to identify students who are struggling in these courses. This has allowed graduate directors to intervene and offer additional academic support through TAs and faculty, monitor performance through the next semester, and work with the student's academic advisor to provide support. Town Hall meetings for new and current students were held in August and again in October to listen to students' concerns and questions about topics such as the impact of the COVID-19 pandemic, safety policies, the implementation of virtual classes. The department sent a survey to all students regarding the department's response to the pandemic. A key finding was the desire to have more interactions with faculty and other students outside the classroom. To address this, the Journal Club was restarted and group sessions addressing topics such as stress reduction and mindfulness are planned for spring 2021. The department has also been more intentional in seeking grant support for students, especially for students who are minorities or underrepresented in science.

In **EXSC**, PhD students complete an annual individual development plan (IDP) every fall semester, which is reviewed by their primary mentor, as well as at least two other EXSC faculty. By the last day of the spring semester, each student submits a document of their accomplishments as it relates to the IDP. The IDPs are reviewed annually by all EXSC doctoral faculty and every other year (1st, 3rd, 5th) the students make an oral presentation to all EXSC doctoral faculty. This process allows both student and faculty to track progress and identify deficiencies in any area. The department has increased funding for doctoral students, with higher stipend amounts, and continues to award fellowships to MS, MPH, and PHD students. Opportunities for remediation, further learning, and peer tutoring are available for students who have diverse backgrounds and may need additional attention or support. The Athletic Training program uses midterm and final clinical reports to identify potentially struggling students. Academic checks at the end of each semester also identify struggling students. Intervention meetings are held with the students which has allowed the program to retain 100% of its MS students.

For its MHA program, **HSPM** provides group advising based on a cohort model. The program director meets with all students during fall semester to create an individual development plan

Student Recruiting and Retention

(IDP), which includes actions the student plans to complete for professional development and what the program will do to assist. Progress is monitored throughout the program. All MHA students are offered the opportunity to attend the annual meeting of the American College of Healthcare Executives (ACHE) in Chicago, with expenses paid by the department when funds are available. The MPH program adopts a similar but slightly different approach. The program director communicates directly with each student and monitors student progression each semester. Monitoring and student engagement is conducted via email and verbal communication to ensure student concerns are addressed appropriately. Doctoral students are assigned a mentor/advisor who engages them in research activities and provides them with advice and counsel over the course of his or her training. Participation in doctoral research seminars also engages the students in a community of scholarship and provides a supportive environment.

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate Enrollment			
Freshman	390	457	408
Sophomore	552	515	509
Junior	619	635	550
Senior	821	755	707
Dual/Non-Degree	0	0	0
Sub Total	2382	2362	2174
Graduate Enrollment			
Masters	455	387	376
Doctoral	316	331	327
Graduate Certificate	0	0	1
Sub Total	771	718	704
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	3153	3080	2878

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

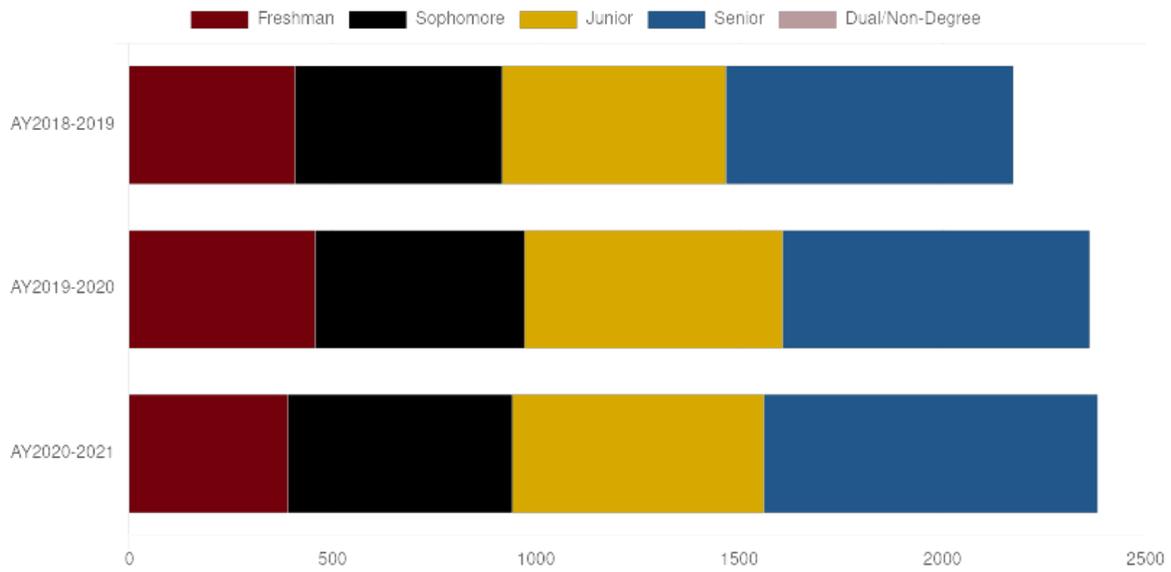
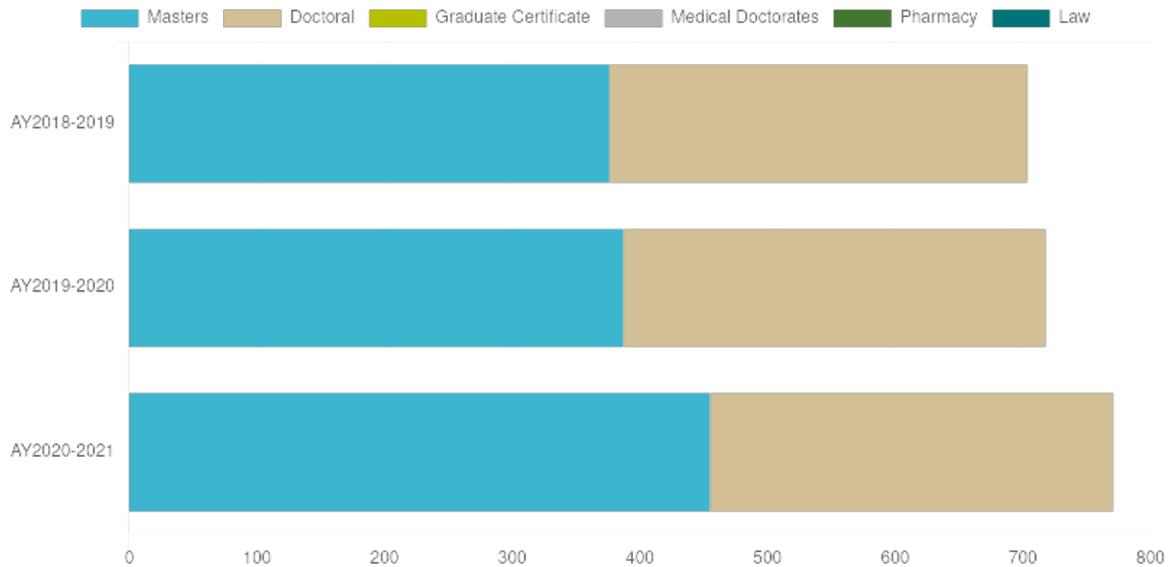
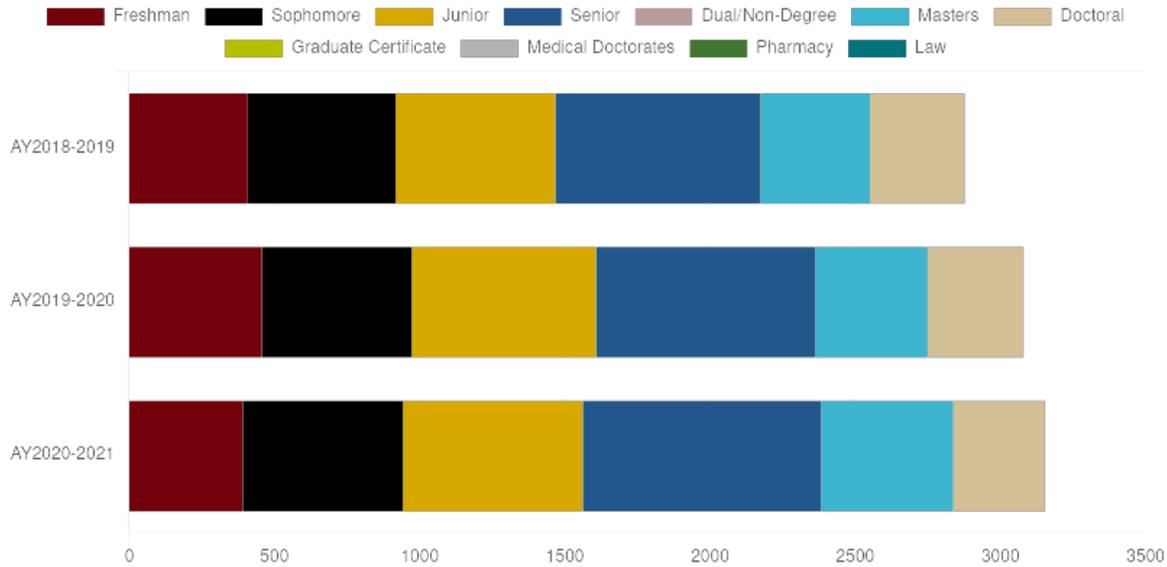


Illustration 4. Graduate/Professional Student Enrollment by Classification



Student Enrollment & Outcomes

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



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	2382	2362	2174
Full-Time	2330	2322	2136
Part-Time	52	40	38
Graduate/Professional	771	718	704
Full-Time	558	511	496
Part-Time	213	207	208
Total - All Levels	3153	3080	2878
Full-Time	2888	2833	2632
Part-Time	265	247	246

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	2382	2362	2174
Female	1777	1751	1626
Male	605	611	548
Graduate/Professional	771	718	704
Female	574	533	517
Male	197	185	187

Illustration 6. Undergraduate Student Diversity by Gender

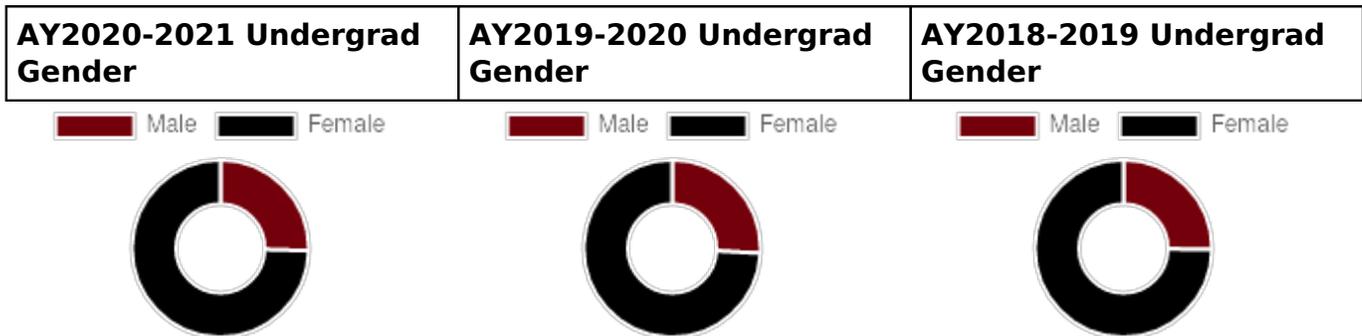
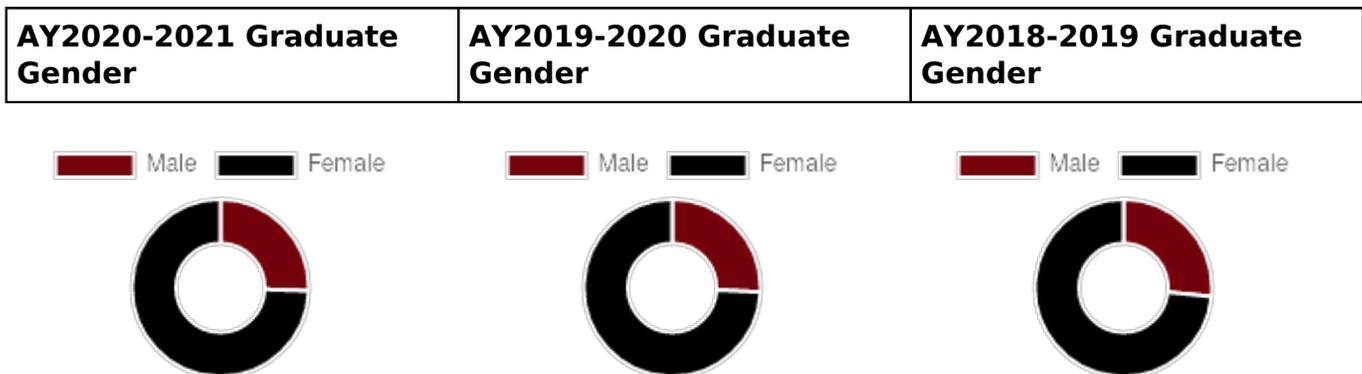


Illustration 7. Graduate/Professional Student Diversity by Gender



Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	2382	2362	2174
American Indian/Alaska Native	6	3	2
Asian	113	99	89
Black or African	214	211	205
Hispanic or Latino	113	115	89
Native Hawaiian or Other Pacific Islander	3	3	3
Nonresident Alien	7	11	13
Two or More Races	99	101	82
Unknown Race/Ethnicity	13	16	14
White	1814	1803	1677
Graduate/Professional	771	718	704
American Indian/Alaska Native	2	2	3
Asian	30	21	25
Black or African	68	68	65
Hispanic or Latino	34	29	24
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	101	97	100
Two or More Races	22	18	16
Unknown Race/Ethnicity	13	15	24
White	500	467	446

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

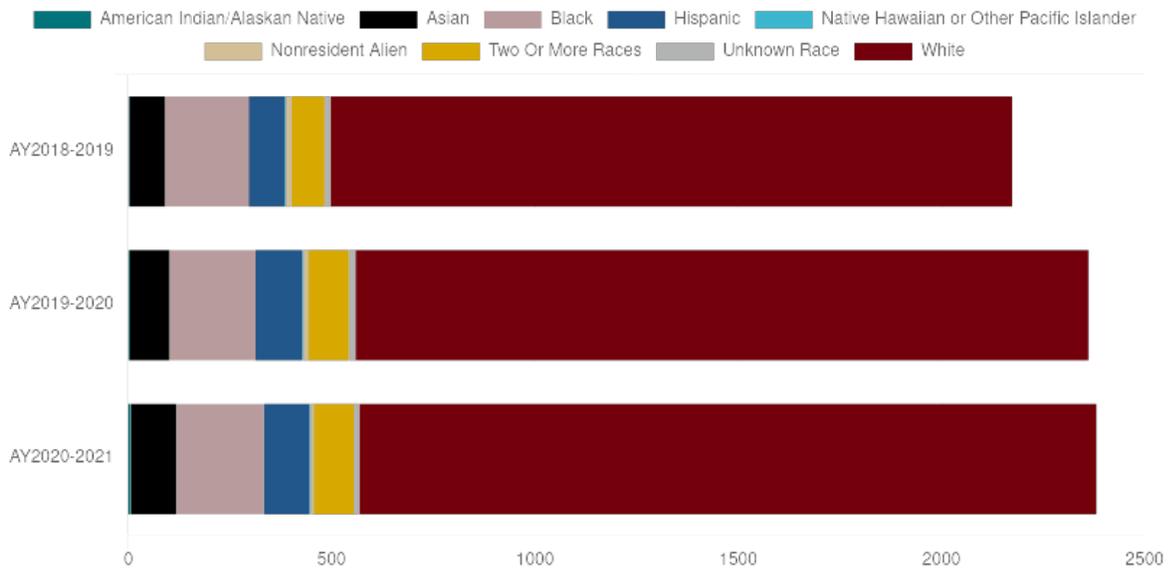
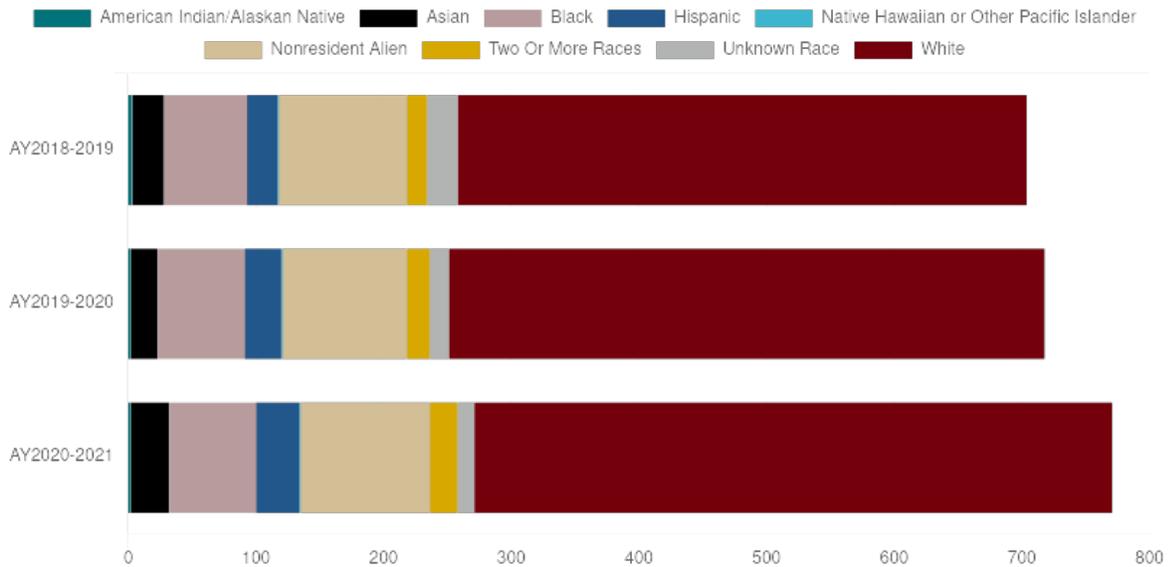


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



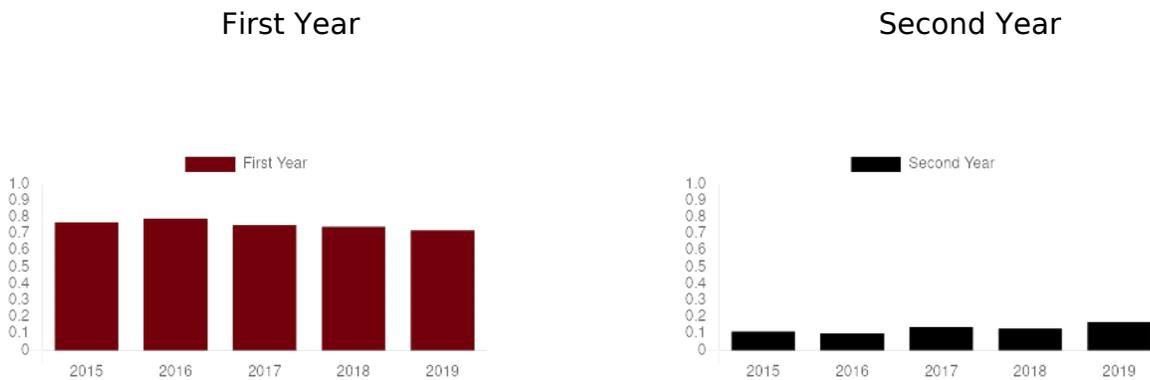
Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	Second Year
Fall 2019 Cohort	72.6%	17.3%
Fall 2018 Cohort	74.8%	13.5%
Fall 2017 Cohort	75.7%	14.4%

Illustration 10. Undergraduate Retention, First and Second Year



Student Completions

Graduation Rate - Undergraduate

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

	Fall 2020	Fall 2019	Fall 2018
4-Year Same Cohort	47.3%	52.4%	58.1%
4-Year Diff Cohort	15.5%	14.5%	13.5%
4-Year Total Cohort	62.8%	66.9%	71.6%
5-Year Same Cohort	53.8%	56.5%	61.5%
5-Year Diff Cohort	21.3%	20.1%	18.9%
5-Year Total Cohort	75.1%	76.6%	80.4%
6-Year Same Cohort	54.2%	57.2%	61.8%

Student Enrollment & Outcomes

6-Year Diff Cohort	22.7%	20.8%	18.9%
6-Year Total Cohort	76.9%	78%	80.7%

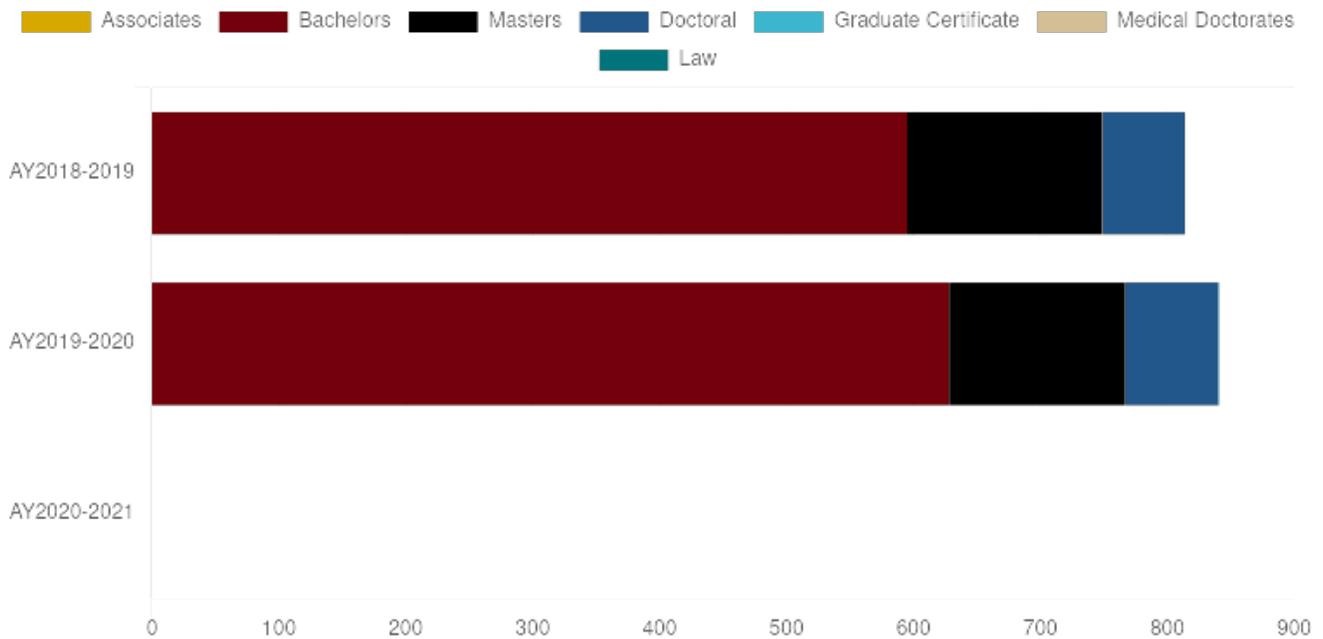
Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	Fall 2019	Fall 2018
Associates Degree		0	0
Bachelors		628	595
Masters		139	154
Doctoral		73	65
Medical		0	0
Law		0	0
Pharmacy Doctorate		1	0
Graduate Certificate			

Illustration 11. Degrees Awarded by Level



Faculty Awards Nominations

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

Faculty Research Awards Nominations

No Award Nominations have been entered for this section.

Faculty Service Awards Nominations

No Award Nominations have been entered for this section.

Faculty Teaching Awards Nominations

No Award Nominations have been entered for this section.

Faculty Other Awards Nominations

No Award Nominations have been entered for this section.

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Li, Xiaoming	2021 Breakthrough Leadership in Research	Office of the Vice President for Research
Crouch, Elizabeth	2021 Breakthrough Star	Office of the Vice President for Research
Olatosi, Bankole	2021 Breakthrough Star	Office of the Vice President for Research
Weaver, Glenn	2021 Breakthrough Star	Office of the Vice President for Research
Thrasher, James	2021 Research for Health Sciences Award	USC Educational Foundation
McDermott, Suzanne	2020 Faculty Research Award	Arnold School of Public Health
Eberth, Jan	2020 Outstanding Researcher of the Year	National Rural Health Association
Frongillo, Ed	2020 National Scientific Achievement Award - E.V. McCollum International Lectureships in Nutrition Award	American Society for Nutrition Foundation
Blair, Steven	2020 Clarivate Analytics Highly Cited Researcher - Top 1%	Web of Science
Lead, Jamie	2020 Clarivate Analytics Highly Cited Researcher - Top 1%	Web of Science
Yang, Chih-Hsiang (Jason)	2020 Office for the Study of Aging Research Fellowship	Arnold Institute on Aging
Lohman, Matthew	2020 Invited Scholar	Advanced Research Institute: R25 MH119050 (Bruce)
Armstrong, Bridget	2020 Promising Junior Investigator	Centers of Biomedical Research Excellence (BOBRA) award

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Nolan, Melissa	2020 Presidential Coin of Excellence	Office of the President
Pearson, Lee	2020 Presidential Coin of Excellence	Office of the President
Brown, Monique	2020 Certificate of Meritorious Service	Office of the President
Geraci, Marco	2020 Certificate of Meritorious Service	Office of the President
Kanyangarara, Mufaro	2020 Certificate of Meritorious Service	Office of the President
McLain, Alexander	2020 Certificate of Meritorious Service	Office of the President
Norman, Sean	2020 Certificate of Meritorious Service	Office of the President
Self, Stella	2020 Certificate of Meritorious Service	Office of the President
Kaczynski, Andrew	2020 Faculty Service Award	Arnold School of Public Health
Eberth, Jan	2020 Top Reviewer	Journal of Rural Health Editorial Board
Flach, Alicia	2020 Healthcare Provider of the Year	National Multiple Sclerosis Society, Greater Carolinas Chapter (Regional Award)
Kenison, Kelli	2020 Honor Award	South Carolina Alliance for Health, Physical Education, Recreation, and Dance

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Fritz, Stacy	2020 Finalist for the Michael J. Mungo Graduate Teaching Award	University of South Carolina
Torres, Myriam	2020 James A. Keith Excellence in Teaching Award	Arnold School of Public Health
Yeargin, Susan	2020 Outstanding Faculty Member of the Year	UofSC Graduate Student Athletic Training Association

Faculty Awards Received

Other Awards

Recipient(s)	Award	Organization
Arent, Shawn	2020 Active Fellow	National Academy of Kinesiology
Neils-Strunjas, Jean	2020 Fellowship of the Association	American Speech-Language Hearing Association
Lane-Cordova, Abbi	2020 Fellow of the American Heart Association	Council on Lifestyle and Cardiometabolic Health
Qiao, Shan	2021 Ann Johnson Institute for Science, Technology and Society Magellan Faculty Fellow	University of South Carolina
Torres-McGehee, Toni	2020 Ann Johnson Institute for Science, Technology and Society Magellan Faculty Fellow	University of South Carolina
Monroe, Courtney	2020 Ann Johnson Institute for Science, Technology and Society Magellan Faculty Fellow	University of South Carolina
Qiao, Shan	2020 Delta Omega, Faculty membership	Delta Omega Honorary Society, Mu Chapter, UofSC
Lohman, Matthew	2020 Delta Omega, Faculty membership	Delta Omega Honorary Society, Mu Chapter, UofSC
Fritz, Stacy	2020 Lisa Saladin Lecture Award	SC American Physical Therapy Association
Liu, Jihong	2020 Best Abstract Award	
Jones, Sonya	2020 Voice of Public Health Award (Mutual Aid Midlands)	SC Public Health Association
Fridriksson, Julius	2020 SmartState Endowed Chair for SmartBRAIN	South Carolina SmartState Program

Alumni Engagement & Fundraising

Alumni

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

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

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

As essential as it is to inform and involve alumni, it is also vitally important to recognize outstanding alumni for their contributions to the field. Each year the Arnold School confers two distinguished alumni awards at the annual hooding ceremony. The Gerry Sue Arnold Alumni Award is open to all alumni who graduated in the past ten years, whose work has made a difference to the profession and in the health of an identified community or population. The Norman J. Arnold Alumni Medal is open to all alumni who graduated more than ten years ago, whose work has had a positive impact on the profession and on the health of an identified community or population and has brought recognition to the Arnold School. In May 2020, Dr. Charles Matthews, a 1991 MS in Exercise Science graduate, received the Norman J. Arnold Alumni Medal for his outstanding and cutting-edge research on understanding the relationship between physical activity and cancer outcomes. Dr. Nitin Shivappa (PhD in Epidemiology, 2014) received the Gerry Sue Arnold Alumni Award in recognition of his work with diet-associated inflammation and a wide variety of health outcomes.

In addition to recognizing and honoring select alumni, the Arnold School's Mu Chapter of the Delta Omega Honor Society was reorganized in 2019 to increase visibility of the organization for students, faculty, and alumni and to transition to a student-led rather than a faculty-led organization. The Executive Board now includes an Alumni Advisor, who serves as the liaison with Arnold School alumni who are active members of Delta Omega. The intent is to

Alumni Engagement & Fundraising

encourage alumni to be more involved in service and scholarship activities such as career panel discussions, abstract reviews, mentoring, networking, and service activities. In May 2020, Delta Omega inducted 12 graduate students, 3 faculty, 1 alumnus, and 16 undergraduate students.

Department-specific alumni initiatives include:

The **Department of Exercise Science** has a number of alumni who serve as practicum preceptors/ clinical instructors and/or guest speakers at the undergraduate and graduate level. Several programs have Facebook pages where alumni can communicate with one another and with current students, post job openings, and hear news about the current activities in their former program. Each year the athletic training program holds an alumni banquet at the NATA national convention and symposium which has been very successful and is attended by hundreds of alumni. This event allows the department to keep track of alumni accomplishments and helps raise money for the department. At the end of each year a banquet is held to honor the graduating students, as well as program preceptors, faculty, and friends of the program. Last year, due to the pandemic, the banquet was livestreamed for alumni. No in-person events were held this year due to the pandemic. An increased social media presence has been the most effective avenue of communicating with alumni.

The **Department of Epidemiology and Biostatistics** sends out a departmental newsletter which is shared with alumni to keep them informed of current happenings in the department and provide them with an opportunity to share their professional accomplishments. Alumni are also asked to participate in the annual Prospective Students Day event to talk about career opportunities post-graduation. Nine alumni are scheduled to speak with current students about their career paths in March 2021. Graduate directors also frequently reach out to alumni regarding proposed curricular changes.

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

The **Department of Health Promotion, Education and Behavior** distributes a quarterly email newsletter to all preceptors of student practicum projects, many of whom are departmental alumni. HPEB encourages alumni to serve as practicum preceptors, adjunct instructors, guest lecturers, and experts on panels. In 2020, HPEB held three professional development webinars with HPEB alumni serving as panelists.

The **Department of Environmental Health Sciences** continuously involves alumni in guest lectures in many classes, invited seminar presentations in departmental and Center for Oceans and Human Health seminar programs, and in special Arnold School events such as the Vernberg and Clyburn Lectures. In addition, many alumni serve on graduate student research

Alumni Engagement & Fundraising

committees for both thesis and dissertation research. The department also routinely nominates our graduates for the annual Arnold Alumni Awards. As part of our new MPH Recruitment Plan, the department will be hosting a meeting to solicit formal ideas for MPH Practica from alumni and will then share these ideas with current MPH students so that they can move forward with new practica projects. This provides value added to participating alumni and will help build more bridges with organizations in which alumni are employed or involved.

Many alumni have assisted the **Department of Communication Sciences and Disorders** in the training of future speech-language pathologists through the supervision of clinical practica at their work sites. Others have made generous donations to the various departmental funds that provide graduate student scholarships, pay for clinical services at the Speech and Hearing Research Center for families in financial need.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

The Arnold School of Public Health Office of Development is responsible for procuring financial support by fostering philanthropic partnerships with individual, corporate, and foundation donors. In recent years, most notable among the Arnold School's supporters are the Arnold family as well as Al and Marsha Montgomery who provided funding to enable a new state-of-the-art facility for the Montgomery Speech-Language-Hearing Clinic. The development office works closely with Arnold School faculty, the Office of Research, and UofSC's Corporate and Foundation Philanthropy staff to discover and apply for competitive grants, secure scholarships, create endowments, and fund school programs. Annually, the Office of Development partners with Corporate and Foundation Philanthropy to host a workshop as well as small group sessions to advise faculty about their services including grant review, calls with program officers, and recommendations around best prospects specific to a faculty member's area of research and focus.

The Arnold School of Public Health saw a dramatic decline in fundraising during the pandemic as a result of the economic downturn (see supplemental fundraising data). This decline was compounded by the reduction in force of the Director of Development for the Arnold School in October 2020. According to a recent study by EAB, more than 40% of colleges experienced a 10 percent or larger decline in fundraising revenue in fiscal year 2020. In fiscal year 2021, the declines are expected to be even steeper with nearly 45% of institutions experiencing a double-digit decline of 30 percent or more compared to 2019 totals. Fundraising officers are not only having trouble reaching new donors, but they are also having difficulty maintaining donors. The Arnold School has lost 70% of its donor base in the last four years (from 501 donors in 2017 to 147 in 2020). The absence of development staff in the Arnold School presents a significant challenge. It is important to refill this position at the earliest opportunity. In the interim, the support of central development staff is needed to focus on expanding relationships with individual donors and to provide stewardship of current donors who are alumni or friends of the school or whose philanthropic passion aligns with public health.

Alumni Engagement & Fundraising

Supplemental Info - Alumni Engagement & Fundraising

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

Community Engagement

Community Engagements and Community - Based Activities

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

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

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

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

The **Department of Environmental Health Sciences (ENHS)** faculty are part of the National Institute of Environmental Health Sciences (NIEHS) funded Center of Excellence for Oceans and Human Health and Climate Change Interactions (OHHC2I). Within the OHHC2I is the Community Engagement Core (CEC) which is responsible for community-based research and community engagement activities. ENHS partners with DHEC's Office of Applied Science

Community Engagement

and Community Engagement to address environmental justice and environmental susceptibility issues across South Carolina. ENHS also partners with the Lowcountry Alliance for Model Communities to address environmental justice issues in and around North Charleston. ENHS faculty, staff and students also support community and volunteer environmental monitoring and outreach programs in several areas of South Carolina.

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

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

Faculty in the **Department of Health Promotion, Education, and Behavior** also have grant-funded work that involves community-engaged research. For example, Dr. Mark Macaуда, research assistant professor, is working with communities across the state through grants and contracts he manages and collaborates on in his role with the ASPH Core for Applied Research and Evaluation. In addition, Dr. Brie Turner-McGrievy's (associate professor) NIH-funded work involves collaborating with soul food restaurants on the delivery of a community-based nutrition intervention program. Dr. Daniela Friedman, professor and chair, is co-lead of the Community Engagement Core for the NIEHS-funded P01 grant on Oceans and Human Health (PIs: Dr. Geoff Scott, Department of ENHS, and Dr. Paul Sandifer, College of Charleston).

The Montgomery Speech-Language-Hearing Clinic housed in the **Department of Communication Sciences and Disorders** offers high-quality diagnostic and treatment services to individuals of all ages. The Clinic logs over 6,000 patient visits and conducts approximately 225 patient outreach hours per year.

See also Real Time Goal 7 - Meet the professional development needs of the public health workforce.

Community Engagement

Incentivizing Faculty Engagement

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

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

Although it does not have a strong, across-the-board reward system for faculty service, the Arnold School does take pride in its faculty members' contributions to the university, community, and profession. Each year at the May hooding ceremony, the school recognizes a faculty member with the Faculty Service Award, which includes a \$1,000 honorarium and commemorative plaque. Nominees are considered based on their exceptional outreach to the community, contribution to the public health practice setting, and leadership in professional organizations and university governance. Dr. Andrew Kaczynski from the Department of Health Promotion, Education, and Behavior received the Faculty Service Award in Spring 2020.

Collaborations

Internal Collaborations

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

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

Other internal partnerships include:

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

External Collaborations

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

The Arnold School maintains strong relationships with the [SC Department of Health and Environmental Control](#) (DHEC), [Prisma Health](#) (formerly Palmetto Health), and numerous other

Collaborations

local and state agencies. In addition to many formal agreements for student field placements (e.g., practica, residencies, and internships), the school has numerous contracts with local agencies for faculty consultation and graduate student assistantships. Several departments utilize practitioners as instructors for various courses and clinical supervision. Exposure to this current real-world experience is invaluable for students and enhances the school's academic programs.

Other examples of external collaborations include:

Local/State:

- Local school districts
 - Lexington-Richland School District 5
 - Richland County School District 2
- Local preschool programs in the Columbia metropolitan area
- Colleges/universities in SC
 - Allen University
 - Benedict College
 - Claflin University
 - The Citadel
 - Clemson University
 - College of Charleston
 - Limestone College
 - MUSC
 - SC State
- Able SC
- AID Upstate
- Alliance for a Healthier South Carolina
- Alzheimer's Association, South Carolina Chapter
- American Cancer Society, SC Regional Chapter
- APEX Performance
- Blue Cross Blue Shield of South Carolina
- Camp MATES
- Diabetes-Free SC
- Dorn VA Medical Center
- Eat Smart Move More SC
- Fact Forward (formerly SC Campaign to Prevent Teen Pregnancy)
- Lexington Medical Center
- Lowcountry Alliance for Model Communities
- Lowcountry Institute, River Keepers, and Water Watch
- Mary Black Foundation, Spartanburg
- Midlands Healthy Start
- Molina Health
- Palmetto AIDS Life Support Services (PALSS)
- Palmetto GBA
- Richland County First Steps
- Richland Library
- SC AHEC (Area Health Education Consortium)
- SC Cancer Alliance

Collaborations

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

Regional/National:

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

Collaborations

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

International:

- International colleges/universities:

Collaborations

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

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

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

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

Commitments:

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

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

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

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

Commitments:

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

Equity and Diversity Plan

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

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

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

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

In AY20, the Arnold School finalized its DE&I strategic plan and aligned the plan with the University Priority 4, which supports the need for additional training around DE&I for faculty and strengthening the hiring process by strengthening Academic Excellence Through Affirmative Recruiting and the Affirmative Action Recruiting Sources Guide. As a part of this effort, the Arnold School will ensure accountability for search committees to follow best practices for recruiting, interviewing, and evaluating applicants. Current faculty statistics can be found under Faculty Population.

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

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

Commitments:

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

Goals:

1. Develop partnerships with community organizations that support URM students and their successful transition to college and/or graduate programs.
2. Support, promote, and track participation in a leadership program for URM undergraduate and graduate students.
3. Support, promote, and track participation in programs to enhance academic interventions for first generation students, international students, and low-income students.
4. Develop, support, promote, and track participation in a mentorship program for undergraduate and graduate students.
5. Increase scholarship and stipends that support URM graduate and professional students.
6. Develop, support, promote, and track participation in a mentorship programs to assist international students (academic, culture, adult field trips).

Current demographics can be found under Student Enrollment and Outcomes.

Equity and Diversity Plan

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

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

Commitment:

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

Goals:

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

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

In fall 2020, the school's external consultant (CommonSense) facilitated a review of the results from the intercultural agility assessment. Our DE&I plan now aligns not only with the UofSC's DE&I plan but also includes recommendations from our intercultural agility assessment. The new plan, goals, and initiatives are being integrated for the first time in AY21.

Arnold School of Public Health Objectives

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

Commitments:

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

Equity and Diversity Plan

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

3. Enhance the structure and capacity for promoting faculty through equitable tenure and promotion practices.
4. Improve inclusion and belonging amongst all Arnold School members.

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

Commitments (Students):

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

Commitments (Faculty & Staff):

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

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

Commitments:

1. Increase diversity/equity perspective in research and scholarship.
2. Enhance participation in innovative teaching as it relates to Diversity, Equity, and Inclusion within the classroom.
3. Improve fostering trust/cooperation with minority/diverse communities to advance research related to health disparities.
4. Integrate a diversity/inclusiveness learning objective into all core classes at the Arnold School.

Improve The Sense Of Inclusion Amongst All University Community Members

In fall 2019, the Arnold School used an external consultant (*CommonSense*) to conduct an intercultural agility assessment of the school (administration, faculty, staff, students). The intercultural agility assessment results were provided to the faculty, staff and students in Fall 2020 and will be used in AY21 to prioritize initiatives and follow through with recommendations made by the consultant.

Below are some of the recommendations:

Equity and Diversity Plan

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

Dashboard Metrics and Narrative

Metrics

Student Information Narrative

The Arnold School continues to see growth in undergraduate enrollment, which is expected to accelerate with the recent pandemic-related focus on the field of public health. This growth requires frequent expansion of undergraduate advising services and the addition of key course sections in order to maintain reasonable student/faculty ratios and enable timely academic progression.

Over the past few years, national enrollment trends for graduate programs in public health have been either trending down or remaining flat. To address this locally, the Arnold School began a targeted social media advertising campaign in the fall of 2019. That campaign was updated and expanded in 2020 to reflect the current public health crisis through a "Rise to the Challenge" campaign developed in partnership with UofSC Communications.

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

Contribution (Per Student) Narrative

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

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

Due to the economic challenges of the COVID crisis, required budget cuts were enacted for all units resulting in reduced revenue. In addition, grant expenditures were inhibited due to the campus closure and corresponding delays in some research projects.

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

Dashboard Metrics and Narrative

Model Allocations (Per Student) Narrative

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

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

Due to the economic challenges of the COVID crisis, required budget cuts were enacted for all units resulting in reduced revenue. In addition, grant expenditures were inhibited due to the campus closure and corresponding delays in some research projects.

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

Faculty Information Narrative

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

The student/faculty ratio reflects a slight improvement, although increased faculty numbers are offset by expanding enrollments, and particularly at the undergraduate level. It will be vital for the school to expand targeted faculty hires in order to maintain quality instruction and classroom experiences, a competitive student/faculty ratio relative to peer institutions, and to support our continued growth in extramural funding. For AAU competitiveness, it is key that Arnold faculty numbers double over the next decade or we will be eclipsed within the SEC by Texas A&M, Florida and possibly Kentucky within 5-7 years.

Credit Hours Taught Narrative

The Arnold School now has the largest undergraduate population of any SPH in the nation. Correspondingly, the increasing enrollment in the Arnold School's undergraduate programs

Dashboard Metrics and Narrative

has driven increases in credit hours taught. It is important to note, however, that incoming undergraduates (FR/SO) take the majority of their credit hours in the Carolina Core which is taught outside of the Arnold School. The figures shown here mostly reflect instruction for upper-level (JR/SR) undergraduates as well as graduate-level courses. The Carolina Core needs to be re-designed to include a general health sciences class for every USC student. It is unbelievable that in a state which annually ranks in the bottom 10% for population health that the flagship university does not require a general health class for every UofSC graduate!

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

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

College/School Financial Information Narrative

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

The school continues to enhance research productivity through our internal NIH boot camp for junior faculty. We are also seeking to enhance graduate enrollments through our targeted social media advertising campaigns. Federal competitive research funding continues to be a point of pride for the Arnold School while maintaining/increasing graduate enrollment remains a concern. Repetitively lean budget years have constrained graduate assistantships to stipend levels that are no longer competitive with our peers or peer aspirants. Targeted central funding supports to enhance doctoral recruitment and retention is badly needed campus wide. It is unreasonable to expect AAU quality doctoral education can be reached solely or primarily through extramural funding sources.

NOTE: Of the total revenue noted, \$32.3 million in restricted funding is not expressly directed toward students. Although the student experience is enhanced by the research mission and employment opportunities (often with tuition assistance) that are generated through grants, these funds are not expressly directed toward the true cost per student. Also, most N fund resources (faculty start-ups) and some E fund resources do not directly apply to student costs. For Arnold, the expenditures per student are far below our peer aspirants and the lowest among all SEC universities with schools of public health except for LSU.

Dashboard Metrics and Narrative

Student Outcomes Narrative

Undergraduate students in the Arnold School (both exercise science and public health majors) receive full-time centralized advising services to ensure careful program tracking and enhance overall student success. This attentive approach helps to maximize program adherence, student success, and graduations with distinction while minimizing excessive program duration. Such actions help to reduce excess tuition costs per student and related student debt by managing program duration.

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

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

HERD Research Expenditures Narrative

Due to steadily increasing competitive grant awards and the recruitment of research-competitive faculty, the Arnold School's research expenditures are expected to continue to grow. Already in FY2021 the ASPH has surpassed \$20M in extramural research funding with 6 months remaining. Realize however, due to COVID-related obstacles to the execution of research, the timing of research expenditures may be prolonged relative to normal non-COVID years.

Other Information Narrative

The Arnold School has reached or surpassed the quality of at least 6 national programs housed at AAU institutions (e.g., Florida, Indiana, Texas A&M, Vanderbilt). Recent growth rates in undergraduate enrollments (>8-10% per year) are not sustainable without further investment in faculty; and similarly, research grant production will plateau soon without further competitive faculty researcher additions. We are also constrained by the physical infrastructure needed to accommodate growth. We should not be deluded into believing that the growth and improvement needed to reach AAU consideration can be achieved by programmatic growth without significant institutional investment. In 2021 the ASPH is at a crossroads – we can plateau and maintain what is today a very respectable level of scholarly and educational productivity, or we can receive a fresh infusion of investment and move to the next level which would and should be a top 10 position among all public health programs in the country.

Concluding Remarks

Quantitative Outcomes

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

Quantitative outcomes data for the Arnold School show a continued high-level of extramural sponsored award funding at more than \$33.8 million—including \$19.6 million from NIH—an increase of 8.8% compared to last year. Despite the pandemic, our overall undergraduate and graduate enrollments continue to grow (an increase of 2.4%). The number of master's students increased significantly (17.6%) compared to last year. The number of doctoral students, however, declined by 6%. Moving forward, the Arnold School will seek to increase doctoral enrollment since doctoral student output is a key metric for AAU.

Fundraising continues to decline in the Arnold School and is an area that needs significant attention. The school's Director of Development position was impacted by a reduction in force in October of 2020. Refilling that vacancy at the appropriate time is critical to the long-term success and growth of the Arnold School. The University's new Vice President for Development along with the currently advertised role of Associate Vice President for Health Sciences Development will provide vital leadership moving forward in this important area.

Cool Stuff

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

Over the past year, the Arnold School of Public Health played a prominent role in the University's planning and response to the COVID-19 pandemic. Public health faculty, staff and students worked collaboratively through the University's Future Planning Group to offer their collective expertise in service to our campus, the UofSC system, the City of Columbia, and to other institutional and municipal partners across the state. Their actions, in partnership with others, serve as a model for how the University can solve real-world problems through research, education, and outreach programs.

There are numerous examples of how the Arnold School supported the pandemic response. Key highlights include the Community Health Worker Institute's efforts to train community health workers as they served SC communities on the front lines of the COVID-19 crisis. In addition, researchers in the Department of Environmental Health Sciences, led by Dr. Sean Norman, partnered with the CDC and SC DHEC to develop methods for wastewater surveillance in tracking COVID-19 viral loads. Assistant professor of Epidemiology, Dr. Melissa Nolan, partnered with SC DHEC, family medicine and pediatric clinics, and nonprofit community organizations across the state to better understand the patterns of coronavirus transmission within specific populations and to identify potential health inequities in our state through a statewide prevalence study called SC STRONG. The UofSC Big Data Health Science Center, led by Arnold School faculty members Drs. Xiaoming Li and Bankole Olatosi, was awarded a \$1.25 million NIH grant to develop a statewide data-driven system to fight COVID-19 in South Carolina. And, notably, Arnold School students worked in many ways to support the campus response through their support of SAFE testing, contact tracing, and environmental monitoring. All of this work serves to demonstrate the capacity of the Arnold

Concluding Remarks

School to address critical public health challenges.

Beyond the pandemic-related concerns, Arnold School faculty continue to share their knowledge and provide evidence-based leadership that focuses on a variety of other public health issues. Dr. Anthony Alberg led the development of a policy statement on skin cancer for the American Society of Clinical Oncology and co-authored the 2020 Surgeon General's Report on smoking cessation. Dr. Jan Eberth, Associate Professor in the Department of Epidemiology and Biostatistics, was elected to lead the American College of Epidemiology as president during 2021-2022. The Center for the Study of Aphasia Recovery (C-STAR), led by Dr. Julius Fridriksson, professor in the Department of Communication Sciences and Disorders, was awarded \$12.5 million to continue research on stroke patients who have acute or chronic aphasia. Dr. Mohammed Baalousha, associate professor in the Department of Environmental Health Sciences, is working with California State University researchers to collect ash and water samples from wildfires to better understand the impacts of wildfire pollutants on nearby water resources.

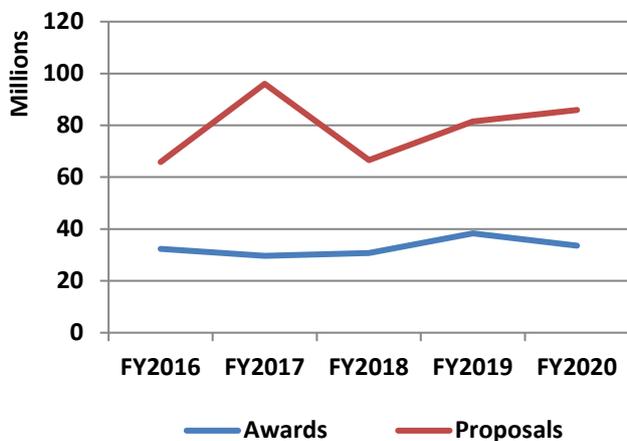
There is no better indicator of our success as an educational institution than having successful students and graduates whose work garners national and international acclaim. For example, Karlen Correa Velez, a doctoral candidate in the Department of Environmental Health Sciences, won the Aleksandr Savchuk Foundation Award at the 2020 International Symposium on Human Health and the Ocean in a Changing World for her *Vibrio* bacteria research. Victoria Lambert, doctoral candidate in the Department of Health Promotion, Education, and Behavior, was awarded a \$200K grant supplement from the National Institutes of Health to conduct research addressing cancer disparities among Latinos. Daniel Patterson, a 2001 graduate of the Master of Public Health program and a 2004 Ph.D. graduate in the Department of Health Services Policy and Management, was recently named the James O. Page Professor of Emergency Healthcare Worker Safety, an endowed chair position in the School of Medicine at the University of Pittsburgh. Arnold School of Public Health graduates work in many important fields and can be found making a difference around the world. Their success reflects our success, and we are very proud of their achievements.

**Appendix A. Research & Scholarly
Activity**

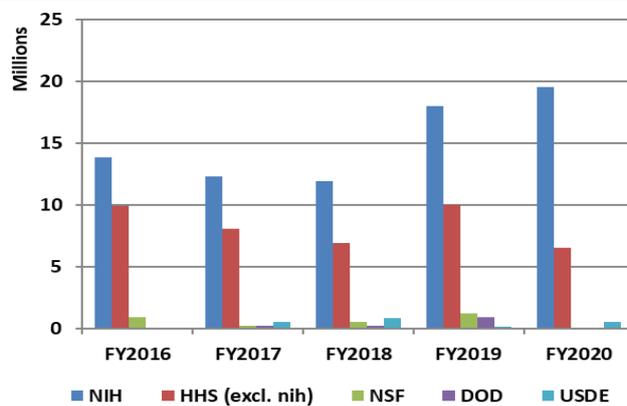
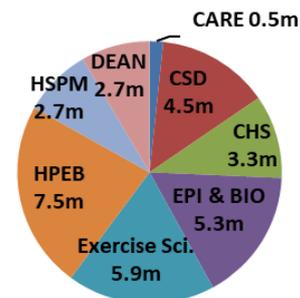
Office of Research IT and Data Management Office

Public Health, Arnold School of Summary of Awards

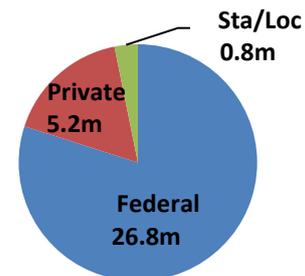
SAM ACTIVITY	FY2016	FY2017	FY2018	FY2019	FY2020	% Change Avg. (16-19) & 2020
Division Award Totals	32,326,919	29,653,899	30,702,989	38,307,692	33,536,125	2.4
Unit Totals						
Applied Research & Evaluation (CARE)	0	0	0	957,974	1,747,234	629.6
Communication Sciences & Disorders	3,607,235	3,328,178	3,649,508	5,223,619	6,443,428	63.0
Environmental Health Sciences	2,044,395	2,533,466	3,095,453	5,791,565	3,165,354	(6.0)
Epidemiology & Biostatistics	6,833,586	4,551,608	2,436,948	6,980,871	5,677,661	9.2
Exercise Science	5,082,029	5,705,702	5,233,151	6,925,300	6,333,401	10.4
Health Promotion, Education & Behavior	7,019,362	7,846,057	8,152,292	7,844,312	6,430,584	(16.7)
Health Services Policy and Management	4,964,384	3,354,739	1,892,079	2,160,942	1,244,652	(59.8)
Dean's Office	2,775,928	2,314,149	6,169,460	1,835,460	528,912	(83.9)
Other	0	20,000	49,098	587,649	1,964,899	1096.7
Source						
Federal	26,069,078	23,723,042	23,095,737	32,039,752	29,386,183	12.0
Private	4,884,575	5,265,492	6,518,135	6,101,973	3,460,924	(39.2)
State/Local	1,373,266	665,365	1,089,121	181,046	689,018	(16.7)
Proposals						
Submissions	413	372	309	309	379	8.1
Dollars Requested	65,844,692	96,030,145	66,639,699	81,440,565	85,899,754	10.9



**Awards by Department
5 Year Average (Millions)**



**Awards by Source
5 Year Average (Millions)**

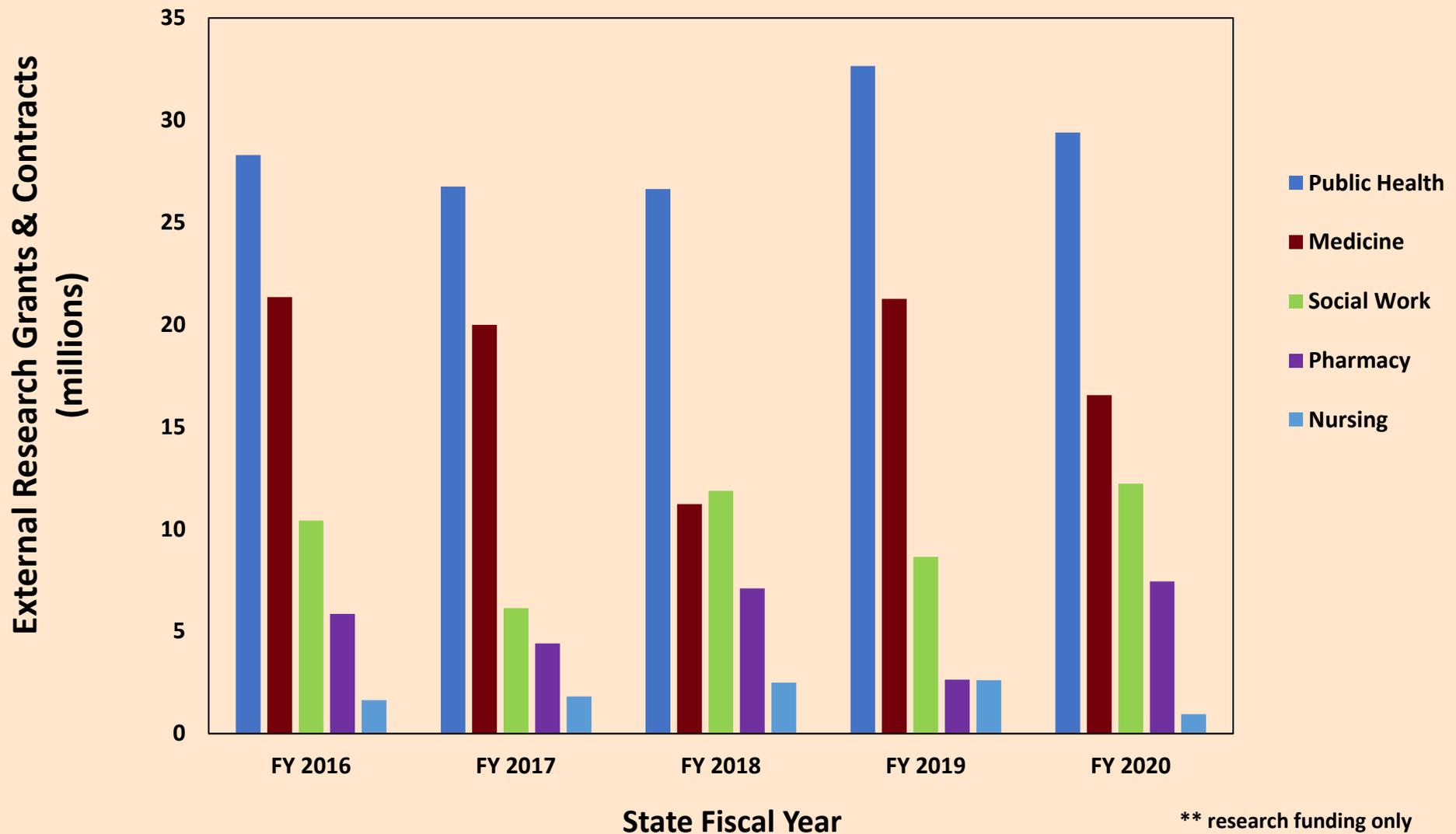


ARNOLD SCHOOL OF PUBLIC HEALTH

	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	1	1	0	0
Department Breakdown				
Environmental Health Sciences	1 (ID no. 1449)	0	0	0
Health Services Policy & Management	0	1 (ID no. 1296 <i>(shared w/ Pharmacy)</i>)	0	0

Appendix 1. Faculty Information

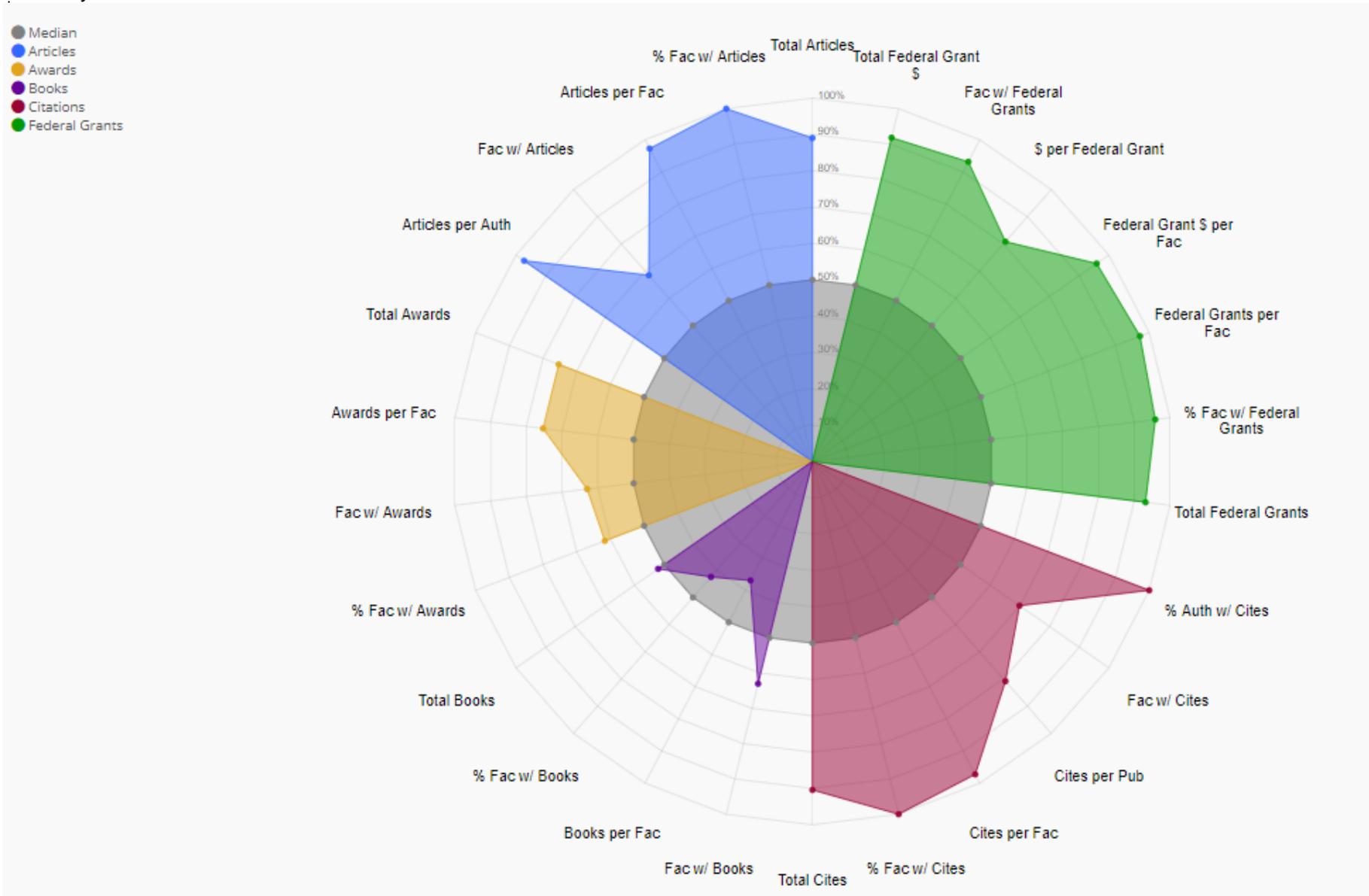
Research Funding by UofSC Health Sciences Division (past 5 years)**



Appendix 2. Academic Analytics Report

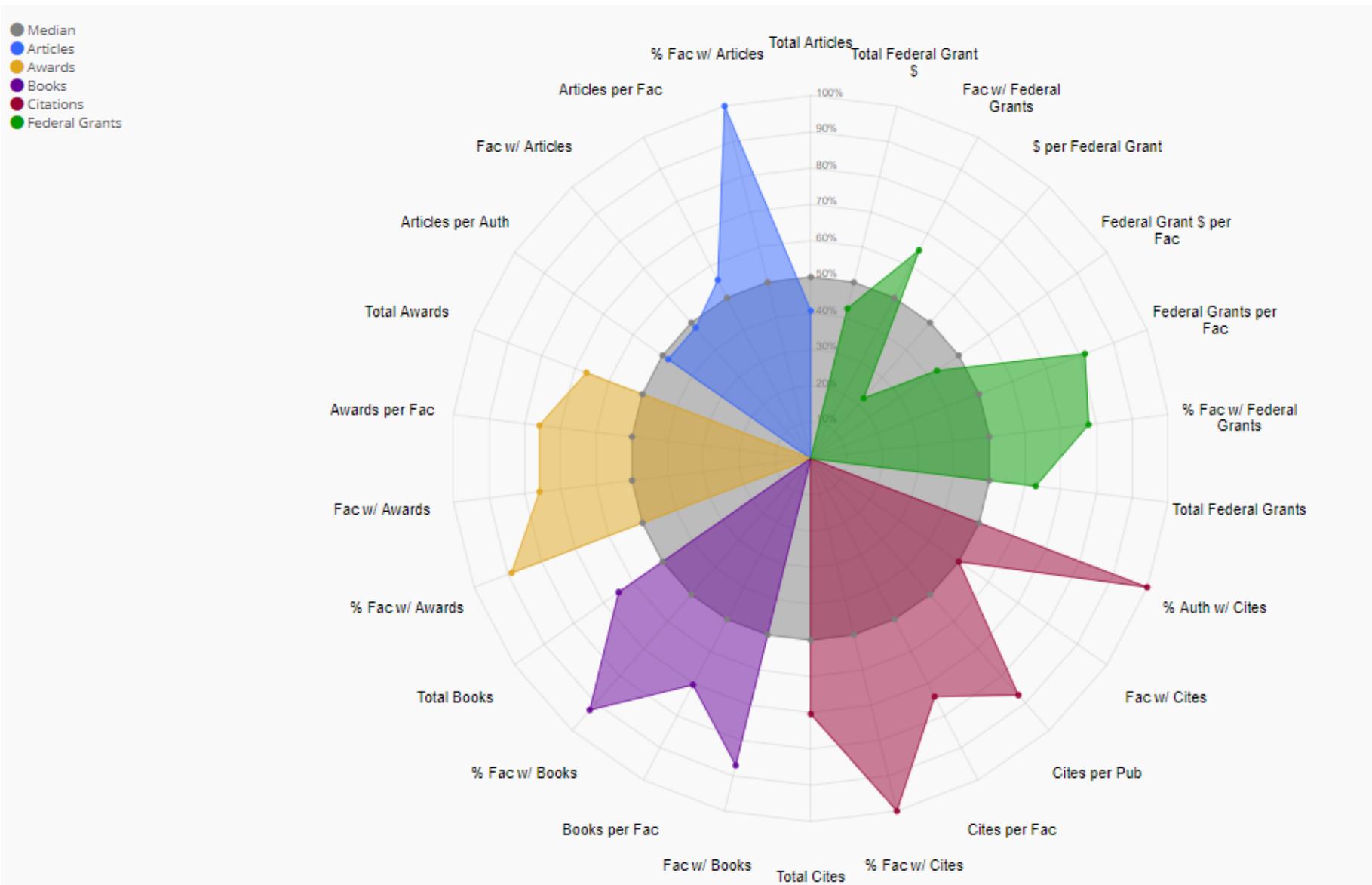
COMD UofSC Arnold School of Public Health - Productivity Radar

Department: **Communcation Sciences & Disorders**
 Discipline: **Communication Disorders and Sciences**
 Institutions: 71 Departments: 72 Faculty: 805
 Scholarly Research Index **1.2**



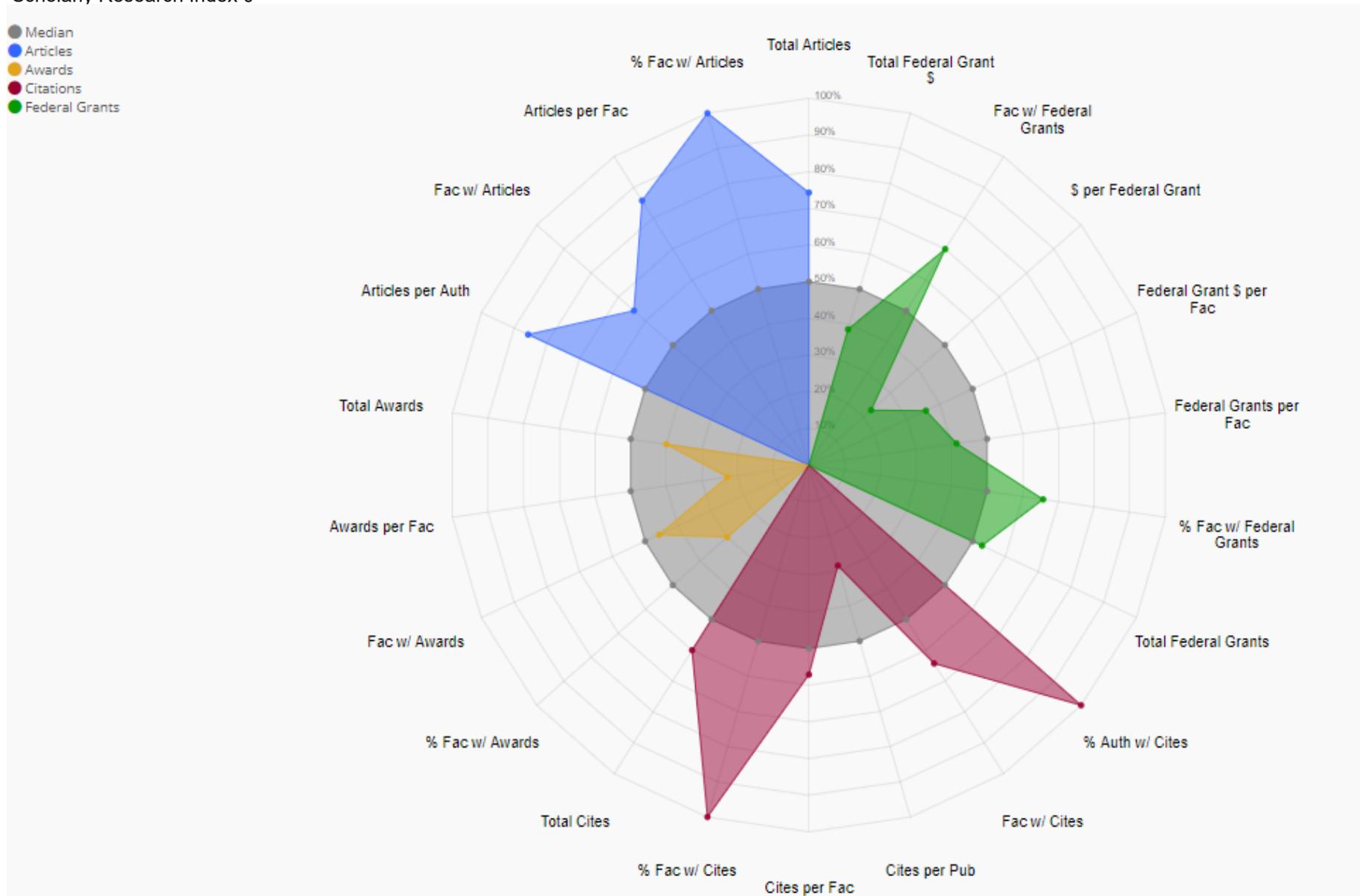
ENHS UofSC Arnold School of Public Health - Productivity Radar

Department: **Environmental Health Sciences**
 Discipline: **Environmental Health Sciences**
 Institutions: 48 Departments: 53 Faculty: 807
 Scholarly Research Index **0.4**



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

Department: **Epidemiology/Biostatistics.**
 Discipline: **Epidemiology**
 Institutions: 67 Departments: 69 Faculty: 1733
 Scholarly Research Index 0



EXSC UofSC Arnold School of Public Health - Productivity Radar

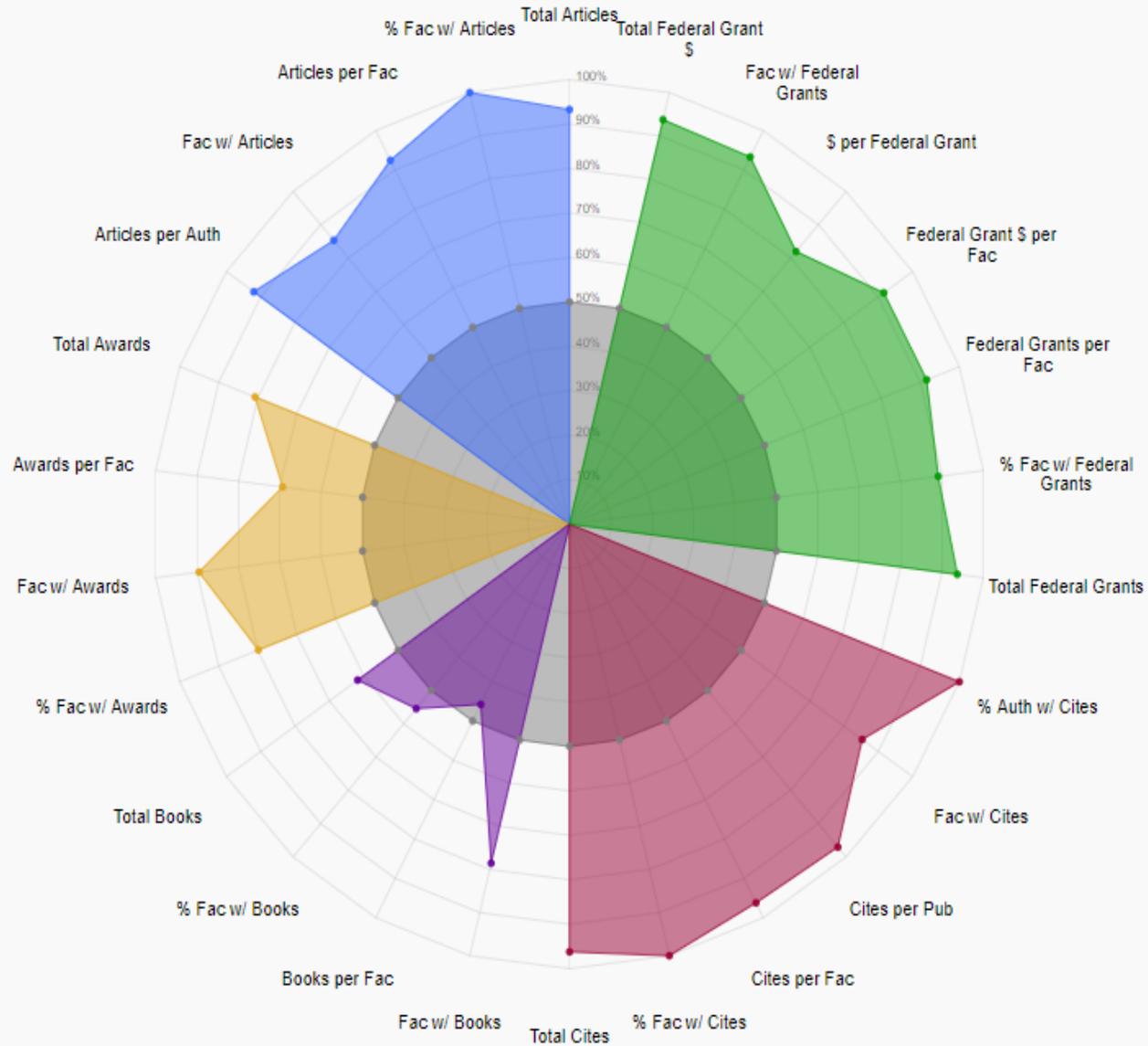
Department: **Exercise Science**

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

Institutions: 151 Departments: 237 Faculty: 3388

Scholarly Research Index 1

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



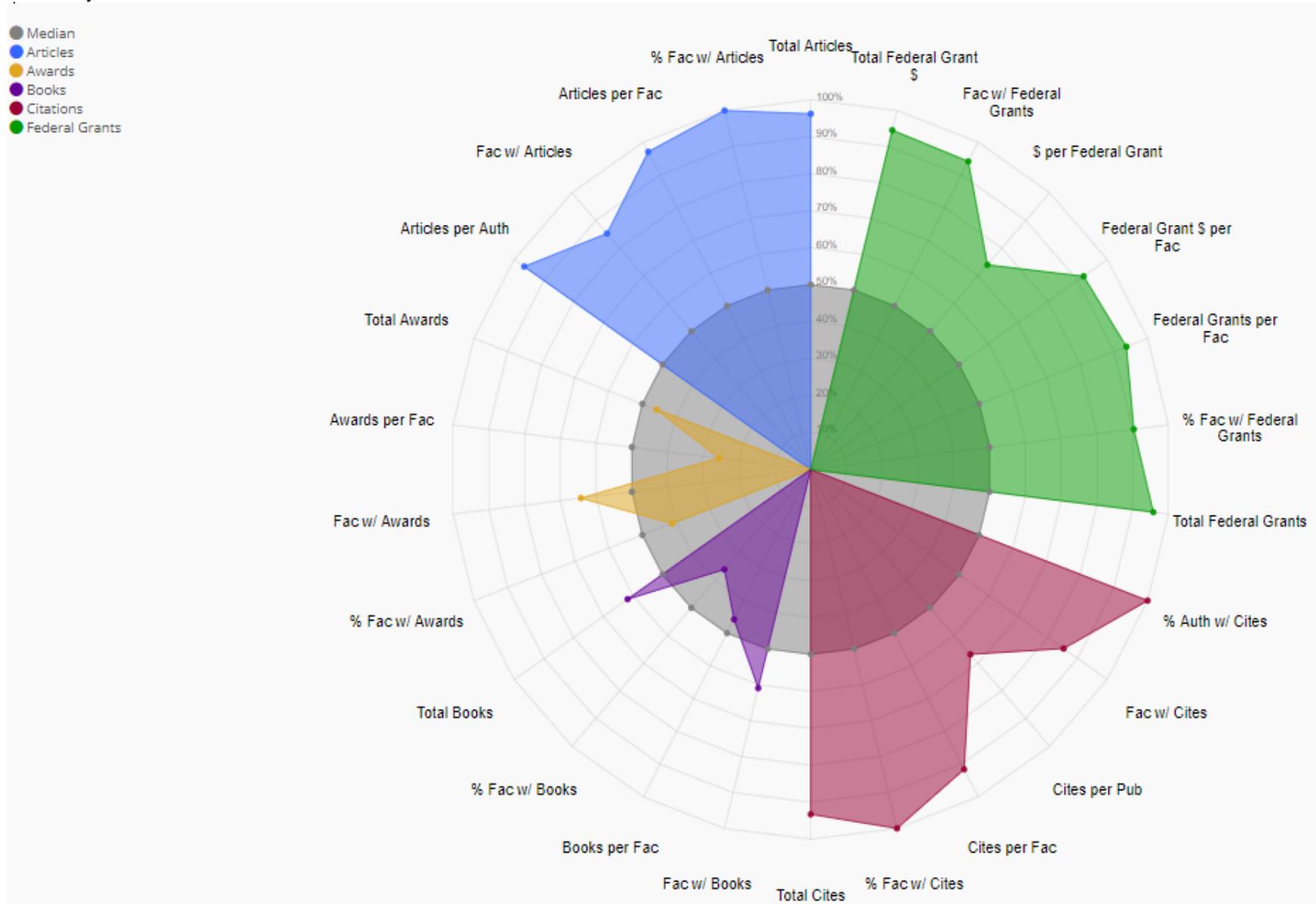
HPEB Uof SC Arnold School of Public Health - Productivity Radar

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

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

Institutions: 151 Departments: 237 Faculty: 3388

Scholarly Research Index 1



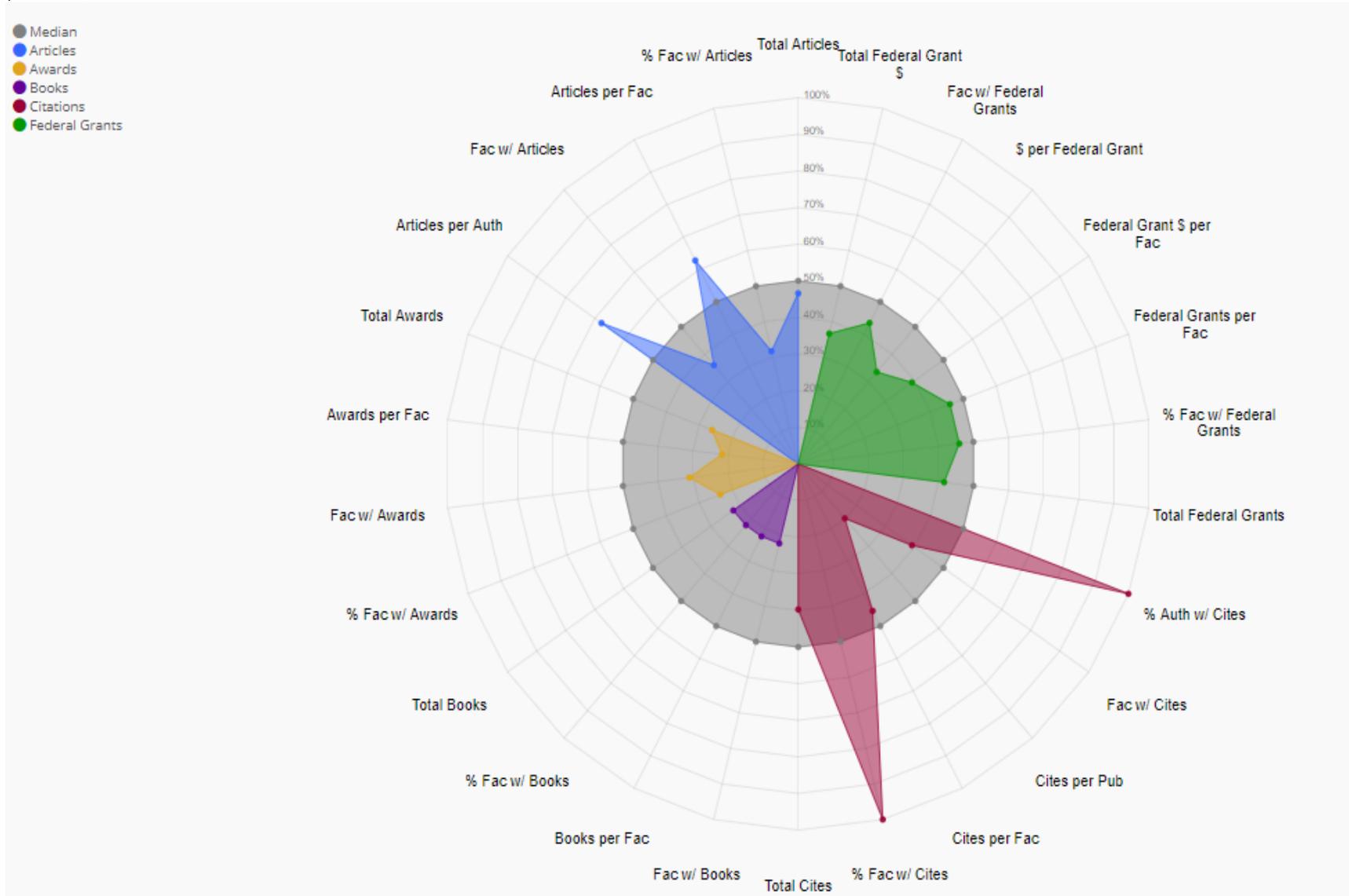
HSPM UofSC Arnold School of Public Health - Productivity Radar

Department: **Health Services Policy & Management**

Discipline: **Public Health**

Institutions: 114 Departments: 160 Faculty: 3399

Scholarly Research Index 0.3



Appendix 3. Alumni Engagement & Fundraising

2021 Development Snapshot

FY 2021 as of February 3, 2021

Total number of gifts: 106

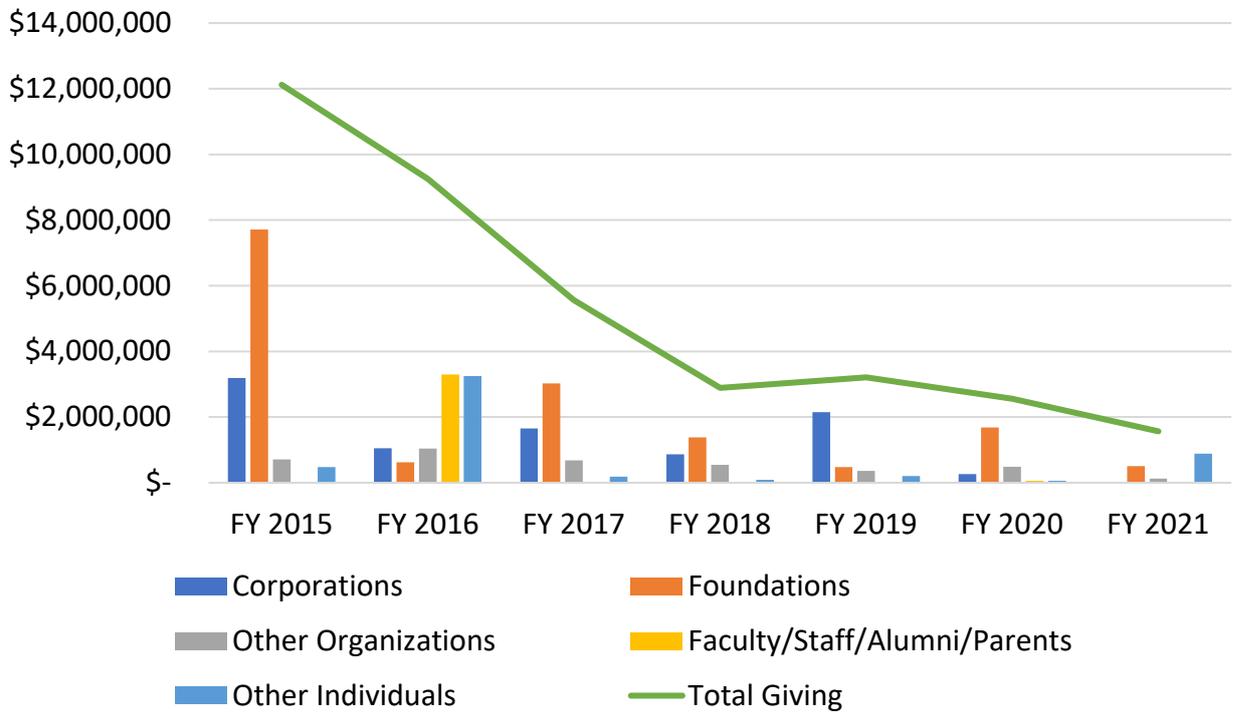
Total for year given by

- **Corporations: \$20,100**
- **Foundations: \$501,900**
- **Other Organizations: \$123,000**
- **Faculty/Staff/Alumni/Parents: \$32,900**
- **Other Individuals: \$889,100**

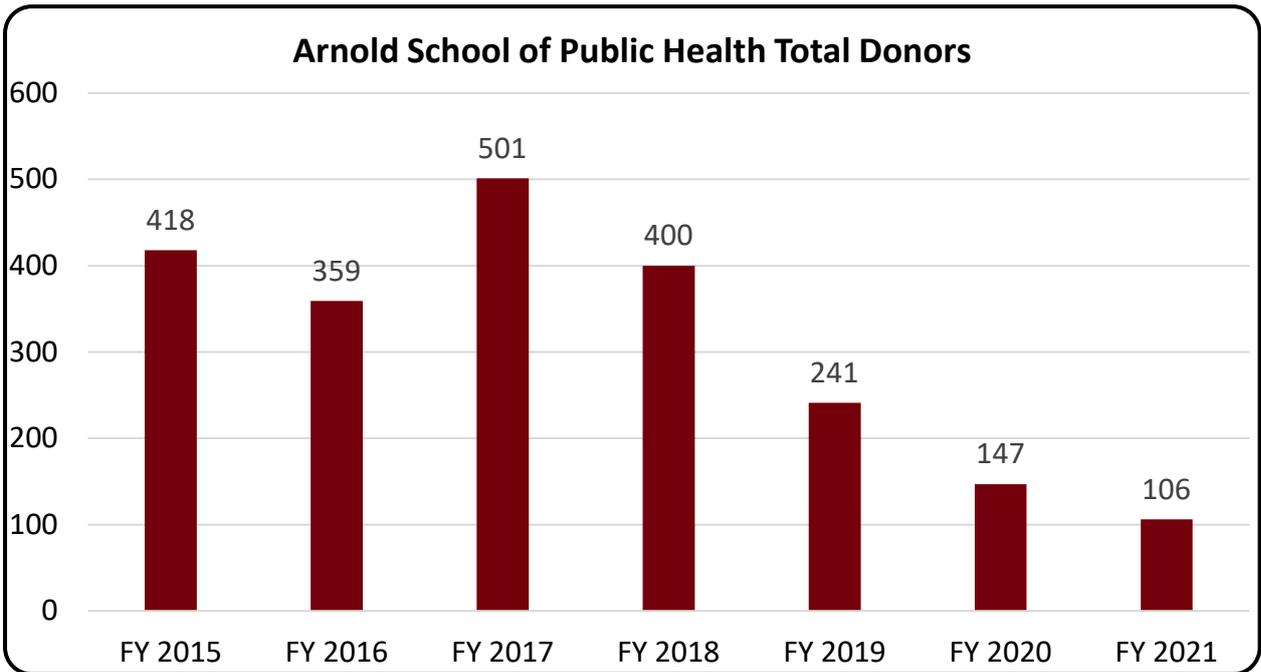
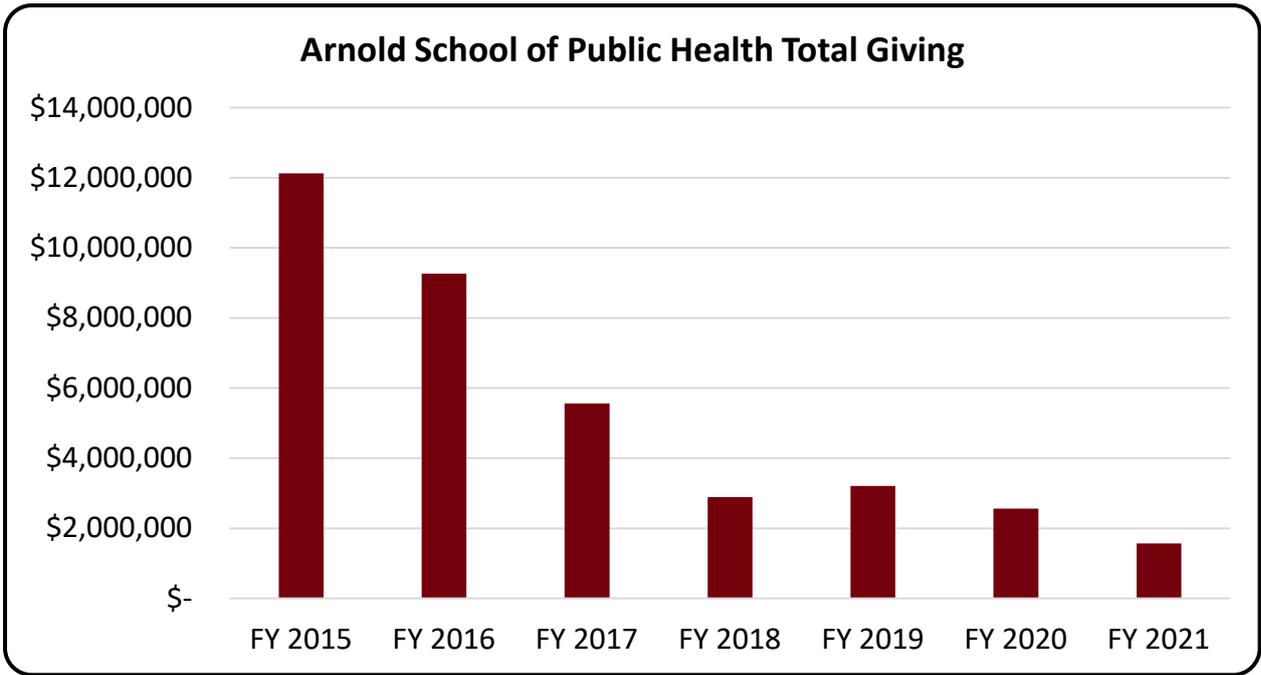
Total amount given this year as of February 3, 2021:

\$1,567,000

Arnold School of Public Health Giving by Category



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



Note: FY 2021 data is as of February 3, 2021