

Blueprint for Academic Excellence Arnold School of Public Health 2010

I. Vision, Mission and Goals

A. Executive Summary

We strive to be recognized nationally and internationally for our outstanding graduates and for research that impacts our understanding of and ability to improve the public's health through dissemination and outreach to and collaboration with communities, agencies and organizations.

The Arnold School of Public Health is recognized for its productivity and advancement of knowledge in particular areas, based largely on the scholarship of individual faculty members and their research groups, and on successful and frequent teamwork initiated by our faculty. In addition, particular academic programs have gained national recognition. We believe that as the School develops more programs and activities earning these types of professional commendations, our reputation as a school of public health will continue to grow accordingly.

The mission of the Arnold School of Public Health is to expand, disseminate and apply the body of knowledge regarding prevention of disease, disability and environmental degradation; promotion of health and well-being in diverse populations; and provision of effective, efficient and equitable health services.

Our vision statement affirms that the School will strive to maintain a level of excellence in teaching, research and outreach that yields national and international recognition for our efforts to improve the public's health. Our mission statement addresses the three fundamental areas of the academic triad through the action words of "expand, disseminate and apply the body of knowledge" followed by a more detailed description of the diverse components of the public's health we are addressing. This description is intended to be comprehensive of the breadth of Arnold School activities as our School is diverse with major accomplishments over a broad spectrum of public health interests. As evidence, during the past year we have continued to be a leading research unit on campus, as indicated by dissemination in both scientific and lay venues and by receipt of major research funding from almost every federal agency and many foundations. The increase from Fall 2008 to Fall 2009 in enrollment (10% for graduate programs, 21% for undergraduate programs) reflects our growing reputation for academic excellence and our ability to attract students of ever improving quality. The growth in the Office of Public Health Practice (now partially supported by the Duke Endowment) and the development of the South Carolina Public Health Institute are but two indicators of our efforts to apply public health knowledge through outreach to our local and state community.

Goals for the Arnold School of Public Health

1. To provide educational programs of excellence for public health professionals and scholars to gain recognition as one of the top ten schools of public health in public institutions of higher education
2. To achieve and maintain research excellence as demonstrated by the creation of knowledge of high impact and importance to public health

3. To utilize available knowledge to address health and environmental issues that face South Carolina, the nation and the world community
4. To provide the infrastructure and resources necessary to meet the goals of education, research, and professional service

Universities with top Schools of Public Health

Columbia University	University of Michigan
Emory University	University of North Carolina – Chapel Hill
Harvard University	University of Pittsburgh
Johns Hopkins University	University of Texas - Houston
University of California – Los Angeles	University of Washington

Universities with peer Schools of Public Health

Boston University	University of Arizona
George Washington University	University of California – Berkeley
Ohio State University	University of Illinois-Chicago
St. Louis University	University of Iowa
Texas A&M Health Science Center	University of Minnesota
Tulane University	University of South Florida
University of Alabama-Birmingham	Yale University

There are currently 43 accredited schools of public health. There is reasonably strong agreement on the top ten schools of public health. Similarly there is a group of schools in the lower third that we clearly surpass by a variety of metrics. However, the middle group of which we are a part, shown above as the peer group of institutions, is much more difficult to differentiate. Among these schools, some are perceived as surpassing the Arnold School in scholarship, usually because of being part of a larger research university, while being weaker in size and strength of academic programs. Others may surpass us in academic productivity but are significantly weaker in scholarship.

Strengths of the Arnold School of Public Health

- Talented, diverse and widely recognized faculty dedicated to excellence in both scholarship and academic missions
- Collaboration both within and beyond the School: our faculty members have been catalysts for numerous research and academic interdisciplinary initiatives. For example, within the Arnold School we have the following interdisciplinary centers and groups: Alzheimer's Registry, Rural Health Research Center, Prevention Research Center, Consortium for Latino Immigration Studies, Cancer Prevention and Control Program, Center for Public Health Preparedness, Children's Physical Activity Group, Institute for HIV Prevention Leadership,

South Carolina Public Health Institute, Nutrition Center. Within the University, we are active collaborators with the Institute for Partnerships to Eliminate Health Disparities, the Institute for Families in Society, and the Research Consortium on Children and Families. We also have strong formalized partnerships with the South Carolina Department of Health and Environmental Control, the NOAA Center for Coastal Environmental Health and Biomolecular Research (CCEHBR), and working relationships with many community agencies.

- Continuing enhancement of our doctoral programs: The Arnold Doctoral Fellows program is now fully supported from the Arnold endowment with about 70% of endowment proceeds committed to matching stipend and/or tuition support for top doctoral applicants. The quality of applicants and enrollees is steadily improving, enrollment in doctoral programs has doubled in the past 10 years, and the academic quality of our programs continues to improve with the hiring of 20 new tenure-track faculty over the past 3 years.

Accomplishments of the Arnold School in the past five years

- Successful recruitment of new dean
- Successful recruitment of 17 FEI hires across the School and approximately 50 faculty in all ranks and tracks
- In FY 2009, the Arnold School achieved a new funding record of \$27,116,642 or more than \$450,000 per tenure-track faculty member, the highest per capita funding in the University. In addition, faculty published 292 articles in peer-reviewed journals in CY 2009.
- Involvement in multiple successful proposals for Centers for Economic Excellence: SeniorSmart, Health Care Quality, Technologies to Enhance Healthful Lifestyles, Rehabilitation and Reconstructive Sciences, Nano-Environmental Research and Risk Assessment, Prostate Cancer Disparities Research
- Development, implementation and rapid growth of undergraduate programs in public health
- Active role in the successful development of the Health Sciences Research Core, and the Biostatistical Consulting Unit in particular
- Active participation in the University's first successful T32 grant, *Biomedical-Behavioral Interface: Prevention and Developmental Sciences*
- Establishment of new centers and institutes: Institute for the Partnership to Eliminate Health Disparities, Cancer Prevention and Control Program, Environmental Genomics Core Laboratory (EnGenCore) and corporation (EnGenCore, LLC)

Internal Weaknesses of the Arnold School

- Lack of adequate facilities: We need healthy space in which to work. Air quality in HESC is not healthy, heating and AC frequently do not work or, in some areas, are unable to be repaired (e.g., Tom Chandler's office). Having our various units at least in geographic proximity would be a tremendous advantage over being in the current 11 locations spread around Columbia. Several of these buildings beyond HESC have significant health and

safety issues (e.g., mold and mildew, poor indoor air quality). Classroom space is inadequate in both quantity and quality; in particular we need smart classrooms to support both traditional delivery and distance education strategies. While our available laboratory space in the Public Health Research Center (PHRC) is good, it is already fully committed and not adequate in quantity to support the faculty hiring plan and approved CoEE's over the next four years. We are working with various offices to provide/prepare new space. While the current option of utilizing available space in Discovery I is better than what we currently have, it is not 100% sufficient to address even current space needs, let alone any reasonable expectations of growth beyond 4-5 years.

- Recruitment and retention of qualified faculty and staff at competitive salaries. While we finally have resources to be more competitive with salaries and start-up packages (when not limited by state HR policies for staff), we are exacerbating existing problems of salary compression for some very productive, dedicated and valuable faculty. Looking forward, recent negative budget projections from the State cast these issues in an even more troubling light.
- Lack of adequate financial support to recruit top students at competitive stipends. In particular, the loss of the tuition waiver still creates challenges for student recruitment and a burden to faculty who otherwise are willing to support and mentor strong students. We have dedicated over 70% of the revenue from the Arnold Endowment to fellowships for our top doctoral students. Further budget cuts will reduce our ability to continue this support.
- Lack of an integrated strategic vision for departments within the School. For the past several years, the Arnold School has struggled with lack of resources and interim leadership at all levels. Since these two issues have been largely addressed now, we can focus more on strategic planning and merging/integrating initiatives at the department level with broader strategic initiatives at the school level. For example, the Arnold SPH is well known for its exercise science department. It should also be the national leader in education and research that recognizes, promotes and evaluates the many linkages between physical activity (or lack thereof) and health. Physical activity and the multitude of factors that encourage or discourage it cuts across all public health disciplines within the school. All should be engaged, but central support, encouragement and planning will be required. This is but one initiative with high multi-department and multi-partner potential and value to the institution.

Additional Weakness impacting the Arnold School

- Adequate professional staff support is not provided at the institutional level, e.g., contract and grant accounting, human resources and payroll, support for development of publications and presentations. We are gradually adding some staff support at the school level, post-award grant support in particular, but much of this effort will be devoted to issues caused by current inefficiencies and/or staff shortages in University systems.
- Information technology; research computing. We are searching to hire one additional IT staff person but this action will only satisfy the current demand for desktop support and basic networking needs. New hires in biostatistics, epidemiology, genomics and bioinformatics

need research computing support at the University level. The VPRGE is pursuing a stronger research computing capability at USC, and we strongly support his efforts.

- Lack of adequate classroom space, both quantity and quality. In the short term we are planning to upgrade one seminar room in PHRC to have adequate multimedia and teleconferencing capacity to support some distance education efforts.
- Distance education technology and personnel. Within the school, we are exploring options to utilize qualified personnel hired on a specific grant project as additional internal support for development of instructional technologies.

B. Goals, Initiatives and Action Plans

Goal 1: To provide educational programs of excellence for public health professionals and scholars to gain recognition as one of the top ten schools of public health in public institutions of higher education.

The action portion of this goal is largely satisfied and will continue in its present form. We have met or exceeded most of our benchmarks for increasing our graduate and undergraduate enrollments and continue to expand our strategies to offer financial support for students. We continue to explore curricula and courses to offer public health education to an ever-broadening audience. The BA and BS programs are growing rapidly, with all departments contributing existing and new courses. Those departments offering the public health core disciplines are reviewing courses and curricula for inclusion of competencies developed by the Association of Schools of Public Health and the Institute of Medicine. Our faculty continue to support interdisciplinary instructional programs such as the Honors College, UNIV 101, Women's Studies, and School of the Environment. Priorities include financial support for students, quality of instruction and development of innovative curricula.

The University of South Carolina is first an institution of higher education, so instructional activities must be at the forefront of our activities. The Arnold School of Public Health is preparing the next generation of public health professionals and scholars through a diverse curriculum, ranging from traditional baccalaureate programs in Exercise Science and Public Health to four DrPH and seven PhD programs. We have seven distinct Master of Public Health programs, preparing public health professionals for many components of the public health workforce, in addition to a variety of master's programs with a thesis as a culminating research project. For many years the School has enjoyed a reputation for excellence in teaching, and in particular for the strong faculty-student interaction. As we continue to grow, we continually review our curricula to keep it current with the rapidly developing knowledge of public health and responsive to the workforce and community needs. In addition, with the recent and future potential growth in faculty, we intend to increase enrollments in several undergraduate and graduate programs and to explore development of new academic programs. One purpose for increasing our undergraduate teaching activity (*Initiative 1b*) is to promote more students from USC continuing at the graduate level in the Arnold School, while increasing our graduate teaching activity (*Initiative 1a*) will both nourish our doctoral programs and provide much-needed qualified individuals for the public health workforce. As we are an accredited school of public health, graduate education continues to be the highest priority of our academic initiatives, but we explicitly state our commitment to maintaining and improving the quality of instruction for all levels and types of teaching (*Initiative 1c*). In addition to ongoing internal reviews and evaluations, *Initiative 1d* reflects our commitment to respond to external expectations for our academic programs. As in the research domain, collaboration in educational initiatives is increasingly important in meeting the demands of students, their future employers, and our faculty colleagues (*Initiative 1e*). Finally, *Initiative 1f* represents our commitment to reporting requirements and institutional accountability.

Initiative 1a: The School will increase its graduate enrollment in public health programs and in credit hours generated.

Action Plan 1a1: The School will explore and develop alternatives for providing financial support for students, especially to make commitments to recruit new students into our programs, since this has been reported as a significant barrier by student applicants.

Indicator: Funding profile for student financial support (number and value of awards by type)

Target: 80% of doctoral students, 25% of master's students will have some financial support provided by the School

Progress: Over two-thirds of all doctoral students have some financial support; note that the denominator does include students in the international HSPM doctoral programs who do not receive support. Over half of master's students have some financial support, typically a GA, but also including state Department of Education tuition support in COMD. For academic year 2009-2010, we used revenue from the Arnold Endowment to offer a total of \$325,000 in fellowship and tuition support for doctoral students. In addition, the school has received and distributed traineeships in public health and industrial hygiene for many years. The departments regularly nominate students to Graduate School fellowships and other awards.

	COMD	ENHS	E/B	EXSC	HPEB	HSPM	TOTAL
Total number (PT and FT)*	5	11	47	110	47	46	266
Number with any support	4	10	30	50	35	23	152
Number with tuition supplement	0	10	19	32	18	13	92
Average tuition supplement/year	0	8,000	7,800	9,000	8,000	8,000	8,307
Number with GA	4	5	22	50	20	13	114
Average monthly stipend	1,200	1,500	1,200	1,333	1,000	1,250	1,242
Number with fellowship/traineeship/scholarship	4	5	15	10	12	10	56
Average F/T/S stipend per year	12,500	18,000	12,000	9,000	5,000	10,000	10,179
Number with no funding	1	1	17	60	12	23	114

Master's Students

	COMD	ENHS	E/B	EXSC	HPEB	HSPM	TOTAL
Total number (PT and FT)	172	11	35	38	64	61	381
Number with any support	100	9	25	24	32	36	226
Number with tuition supplement	40	9	11	19	3	3	85
Average tuition supplement/year	5,800	7,000	5,100	8,000	3,000	3,000	6,131
Number with GA	11	8	15	19	18	25	96
Average monthly stipend	500	1,300	2,000	901	1,000	1,000	1,104
Number with fellowship/traineeship/scholarship	50	1	13	2	14	11	91
Average F/T/S stipend per year	6,399	12,000	2,000	250	3,200	2,000	4,673
Number with no funding	72	2	10	14	32	25	155

Indicator: Number of students offered financial support at time of admission

Target: 75% of doctoral students and 10% of master's students will be offered financial support at time of admission

Progress: Five departments (COMD, EPID/BIOS, ENHS, EXSC and HPEB) offer all (or essentially all) doctoral applicants financial support. One department (HSPM) offers support to most traditional, full-time doctoral students upon enrollment, through faculty-funded research assistantships. ENHS consistently offers master's students financial support at the time of admission. COMD has a contract with the U.S. Department of Education to provide tuition support for a large number of their master's students. EPID/BIOS offers few master's students financial support at the time of admission but is able to place most students on support during their first semester.

Indicator: Number of training grants submitted and awarded

Target: 1 per fiscal year

Progress: No new T-32 applications were submitted through the School in FY 2009, however faculty PIs from Departments of Exercise Science and Epidemiology/Biostatistics were successful as investigators on an NIH T-32 application submitted in FY 2007 through the Research Consortium on Children and Families. The *Biomedical-Behavioral Interface: Prevention and Developmental Sciences Training* T-32 was awarded \$1,093,495 for five years (2008 – 2013).

Indicator: Total number of students enrolled in ASPH programs

Target: 600 graduate students in Fall 2009

Progress: 655 graduate students in Fall 2009

Updated target: 680 graduate students in Fall 2010

Indicator: Total graduate credit hours generated

Target: 13,000 graduate credit hours in CY 2009

Progress: 14,412 graduate credit hours in CY 2009

Updated target: 15,000 graduate credit hours in CY 2010

Action Plan 1a2: The School will continue to recruit at a variety of regional colleges and universities, with priority on HBCUs and those known for their strong undergraduate and academic programs. Departments will also be encouraged to implement targeted recruitment activities for their particular disciplines, especially for doctoral programs.

Indicator: Number of recruitment trips/schools visited

Target: 12 schools per academic year for school-level recruiting

Progress: 10 graduate recruitment fairs in Fall 2009 and exhibits at the American Public Health Association annual meeting. Increasingly we find that a physical presence at these school events is not our most effective recruitment tool. Departments complete a large number of campus visits at USC and regional institutions:

- ENHS faculty visited approximately twelve academic institutions and provided seminars and overviews of graduate opportunities within ENHS. One visit was to a HBCU.
- HPEB provided guest lectures at SC colleges and universities by individual faculty, include providing information regarding graduate programs in HPEB; staffed a table at the USC Undergraduate Academic Majors Fair; targeted advertising of HPEB courses to other departments on campus; developed of advertising/promotional materials; provided current website information; and completed more diverse intentional efforts at recruiting (e.g., Freshman Orientation, academic advisors, technical colleges, other USC department/colleges' undergraduates)
- EPID/BIOS visited eight institutions for epidemiology and two for biostatistics.
- EXSC held two Graduate Student Open Houses since August 2009 (advertised the Open Houses on homepage), advertised program in the classifieds of Medicine & Science in Sports & Exercise (MSSE) and on the Health Professions Job website under the sports medicine job category.

Indicator: Number of HBCUs visited

Target per academic year: 4 HBCUs

Progress: 5 HBCUs in Fall 2009. We anticipate our first cohort of students in the Claflin/USC 4+1 joint degree program during the next academic year.

Indicator: Total number of applications to ASPH graduate programs

Target: 1000 applications for each fall application cycle

Progress: 1023 graduate applications for Fall 2009 (from Office for Institutional Assessment and Compliance). This count excludes a large number of applicants for programs that start in the summer (Communication Sciences and Disorders). The unduplicated number of applications for CY 2009 is 1010.

Note: The IAC data include program transfers, change of term, etc. as new applications; we do not believe this represents an unduplicated count of applicants but are using this metric as a reliable, consistent benchmark.

Indicator: Race/ethnicity distribution of applicants, new enrollees, and total graduate student body

Target: 20% African-American race/ethnicity among US citizens/permanent residents
Progress: 14.6% of applicants; 15.2% of new enrollment; 17.5% total graduate enrollment in Fall 2009. Unfortunately, the proportion African-American among applicants and new enrollees has dropped slightly. Based on anecdotal evidence and discussions with colleagues at other institutions, this may be at least partially attributable to the faltering economy.

Action Plan 1a3: The departments will explore promotion of current courses and development of new courses that reflect current research interests and trends in public health and might have broad interest across ASPH departments, other Health Science units, and other units on campus.

Indicator: Enrollment by non-ASPH students

Target for CY 2009: 1600 graduate credit hours and 3600 undergraduate credit hours

Progress: For CY 2009, 1,023 graduate credit hours and 3,200 undergraduate credit hours were completed by non-Public Health Students. Graduate hours include non-degree students. Note: numbers of credit hours reported for CY 2008 were incorrect so the target was set too high for CY 2009; this is reflected in the somewhat lower target for graduate hours for CY 2010.

Updated target for CY 2010: 1100 graduate credit hours and 3600 undergraduate credit hours

Indicator: New course and curricular proposals, especially those addressing health disparities, physical activity/nutrition/obesity issues, molecular science and neuroimaging, and environment and human health.

Target: 2 new course proposals per academic year

Progress: At least five 500/600 level courses (ENHS 675, ENHS 664, EXSC 620, EXSC 666, EXSC 680) and two graduate level courses (PHYT 759 and PHYT 808 = EXSC 808) either have been approved or are in the approval process since April 2009. In addition, at least four graduate level courses are in development for approval in the next six months.

Action Plan 1a4: The School will continue and expand distance education opportunities.

Indicator: Enrollment in distance education programs and classes

Target for CY 2009: 3,600 credit hours

Progress: 3,130 credit hours in CY 2009 (CY 2008 incorrect)

Updated target for CY 2009: 3,300 credit hours

Indicator: Availability of public health core courses at least once per year

Target: BIOS 700, EPID 700, ENHS 660, HPEB 700 and HSPM 700 taught via distance at least once per year

Progress: BIOS 700 - every fall and summer I; EPID 700 - every spring and summer II; ENHS 660 - every summer; HPEB 700 - every summer; and HSPM 700 - every fall

Indicator: Sufficient number of courses available via distance education to complete the MPH in General Public Health

Target: At least 6 non-core courses in HPEB, EPID/BIOS and ENHS available via distance
Progress: From Summer 2008 through Spring 2009, two BIOS, three HPEB and numerous HSPM courses were taught in distance education.

Action Plan 1a5: The School will explore development of an MPH in Public Health Nutrition as a collaborative initiative between several departments with specific interest in various aspects of nutrition.

Indicator: New curriculum proposal for MPH in Public Health Nutrition or documentation of efforts in this direction

Target: Approval of new curriculum

Progress: Initially, the Department of Health Promotion, Education, and Behavior proposed to develop a MPH in Public Health Nutrition. However, it was determined in 2009 that the coursework in that degree would substantially duplicate the existing MPH in Health Promotion, Education, and Behavior. A better mechanism for meeting the needs of students and professionals who have a career interest in nutrition would be to create a new Certificate of Graduate Study in Public Health Nutrition. The purpose of the 18-hour Graduate Certificate program will be to provide graduate education that allows students to: 1) study issues germane to nutrition and public health; 2) acquire appropriate background knowledge of theory and practice in health promotion, behavioral science, and epidemiological methods as they relate to nutritional science; and 3) develop skills integral to the design, implementation, and evaluation of multi-level intervention and programmatic strategies for individual and organizational behavior change, community health, and policy development; and 4) integrate and apply principles of health promotion, behavioral science, and epidemiological methods in understanding and addressing nutritional health issues at the state, national, and international levels. The proposal for the Certificate of Graduate Study in Public Health Nutrition is being developed at this time.

Action Plan 1a6: The Department of Health Services Policy and Management will explore development of a Master of Health Information Technology with HSRM.

Indicator: Status of curriculum development

Target: Approval of curriculum

Progress: New action plan in early development in Spring 2010.

Action Plan 1a7: The Department of Epidemiology and Biostatistics will explore establishment of a campus-wide collaboration of programs holding any infectious disease expertise and content (faculty expertise, research projects, courses).

Indicator: Status of curriculum development

Target: Approval of curriculum

Progress: New action plan in early development in Spring 2010.

Action Plan 1a8: The Department of Epidemiology and Biostatistics will expand course offerings in clinical research

Indicator: Status of course development, possibly in collaboration with SOM or GHS
Target: Approval of two new courses

Initiative 1b: The School will increase its undergraduate presence as reflected by expanding enrollment in majors and minors and offering more general interest courses as undergraduate electives.

Action Plan 1b1: The school will continue to enhance and expand the BA and BS degree programs in Public Health.

Indicator: Enrollment

Target: 120 in Fall 2010

Progress: First students were admitted in Fall 2008. As of Spring 2010, more than 80 students have declared public health as their major. In addition, more than a third of the students in PUBH 102 in Fall 2009 were non-public health majors; a notable number of these have discussed transferring into Public Health.

Action Plan 1b2: The School will develop and implement undergraduate courses of broad interest that can be offered strictly for undergraduate credit or for both undergraduate and graduate credit.

Indicator: New course proposals for other undergraduate courses

Target: 2 new course proposals per academic year

Progress: One undergraduate course, COMD 401, has been fully approved. One course, BIOS 201, has been approved within the school but has not been submitted to the Faculty Senate due to conflicts with the Department of Statistics. In addition, five courses at the 500 and 600 level are in final stages of revision for submission through the Graduate School/Faculty Senate approval processes.

Indicator: Total undergraduate credit hours generated

Target for CY 2009: 9600 undergraduate credit hours

Progress: 10,804 undergraduate credit hours in CY 2009

Updated target for CY 2010: 12,000 undergraduate credit hours

Indicator: Courses approved for inclusion in Carolina Core

Target: Two new or existing courses approved for inclusion

Indicator: Enhanced health/pre-health curriculum

Target: Inter-professional courses among public health, nursing, medicine, pharmacy, and/or social work to better prepare students for future study

Action Plan 1b3: The Departments of Communication Sciences & Disorders, Health Promotion, Education, & Behavior, and Health Services Policy & Management will publicize their undergraduate courses to increase the number of students in individual courses and the numbers with declared minors in these areas.

Indicator: Documentation of marketing efforts for programs and courses

Target: Marketing activities targeted toward undergraduates

Progress:

- HPEB: Guest lecturers at SC colleges and universities; exhibit at USC undergraduate majors fair; targeted advertisement of HPEB courses to other departments (64 declared minors in Fall 2009); targeted advertising of HPEB courses to other departments on campus; Table at USC Undergraduate Academic Majors Fair
- EXSC: University open houses, scholars day, and career fair
- HPSM has begun offering undergraduate courses, expanding courses each semester with the goal of annually providing all the courses needed for an undergraduate major. In Fall 2009 we fielded HSPM 500, Introduction to Health Care Management and Organization, and HSPM 514, Introduction to Health Services Delivery and Policy. In Spring 2010 we again offered HSPM 500, together with HSPM 401, Independent Study. The latter was a placeholder for a newly developed course currently in the approval process, HSPM 412, Public Health Economics. Marketing has been restricted to coordination with the advisor for undergraduate public health majors and to placement of flyers in the nursing and business administration buildings.
- ENHS marketed ENHS 221 to undergraduates across campus via course description flyers, focusing on recruiting students from Marine Science, Biological Sciences, Geological Sciences, Geography, Journalism, Political Science, Business, Sports Management, English, and several other departments in College of Arts and Sciences as well as from the new PH undergraduate program.

Action Plan 1b4: The Department of Exercise Science will explore the feasibility of developing a BS program in Nutritional Science.

Indicator: New curriculum proposal for BS in Nutritional Science or documentation of efforts in this direction

Target: Approval of new curriculum

Progress: This idea has been discussed by the chairs of HPEB and EXSC and other faculty members. Although one key partner remains enthusiastic, others are cautious because of the challenges of developing this program in light of requirements by the American Dietetic Association, potential conflicts with other academic programs in the state, and the need to prioritize attention to nutrition research and graduate education. Development of the graduate certificate in Public Health Nutrition will help advance thinking about this idea. The EXSC Undergraduate Director has begun researching accreditation criteria for registered dietician (RD) programs to present to the department's faculty for consideration. Informal discussions have, thus far, netted mostly positive feedback.

Initiative 1c. The School will explore strategies to maintain and improve quality of instruction for graduate and undergraduate, formal and informal teaching and mentoring.

Action Plan 1c1: The School will encourage faculty to participate in activities provided through the Center for Teaching Excellence and other venues to improve the quality of instruction in particular areas.

Indicator: Number of faculty participating in CTE programs

Target: At least five faculty will report participation in CTE programs annually
Progress: HPEB 1; EXSC 2

Action Plan 1c2: The School will include mentoring for instructional skills as well as research productivity for junior faculty. [See also Action Plan 2a3.]

Indicator: Number of active faculty mentoring relationships (Note: By policy, all new faculty are assigned faculty mentors; we believe qualitative, anecdotal feedback from faculty mentees will be more valuable in assessing this indicator than a simple count of mentor:mentee relationships.)

Target: All tenure track faculty hires and half of the clinical and research faculty hires will be assigned a faculty mentor or mentor group depending on departmental size and numbers of senior faculty available as mentors.

Progress:

- EPID/BIOS faculty All new faculty are assigned a mentor. The department has a policy on mentoring and professional development (available upon request). In addition, the department chair meets with all junior faculty to incorporate mentoring as part of the annual review process. Junior faculty also request meetings with the department chair and other senior faculty members as needed for advice and counsel regarding career development.
- ENHS: Each junior tenure-track faculty member is assigned a senior tenured mentor. The role of the mentor is to provide advice, guidance and support in the professional development of the junior faculty member. All post-doctoral associates and junior research-track faculty are mentored by their respective faculty sponsors.
- HPEB: Department chair reads teaching evaluations by students and peer reviews, and discusses any issues with faculty member. Department chair shares articles about teaching practices with faculty.
- COMD: Mentors are assigned to all new tenure-track faculty.
- EXSC: All new tenure-track faculty are assigned three mentors, including one specifically focused on teaching.

Action Plan 1c3: Faculty will include more integrated classroom research and service learning.

Indicator: Courses with explicit research requirements

Target: Survey of current graduate courses

Indicator: Courses with explicit service learning requirements

Target: Survey of current graduate courses

Indicator: Content in new student orientation

Target: One module of new student orientation dedicated to issues of academic integrity and plagiarism

Action Plan 1c4: Faculty will incorporate more intentional discussion of academic integrity, plagiarism, ethics and professionalism in new student orientation and in courses.

Indicator: Courses with explicit discussion of issues of academic integrity, plagiarism, ethics and professionalism

Target: Survey of current graduate courses

Action Plan 1c5: Departments will develop and implement specific strategies to train doctoral students in instructional skills.

Indicator: Annual lecture by prior winner of James A Keith Teaching Award

Target: Attendance by at least 30 doctoral students

Indicator: Strategies in all departments for teaching practica and/or instruction in teaching

Target: Identification of strategy by every department by January 2011

Initiative 1d: Faculty will assess and expand incorporation of the externally defined and recognized public health educational competencies in the various curricula.

Action Plan 1d1: As part of our continuing response to our accreditation self-study and site visit in October 2010, faculty will continue review and revision of curriculum and program competencies in particular.

Indicator: Implementation of revised DrPH programs

Target: Implementation by Fall 2010

Progress: Curriculum changes are in final preparation for submission to Graduate Council in April 2010 and to the Council on Education for Public Health (CEPH) in May 2010. These changes involve definition of a DrPH core for all DrPH programs with at least two new courses and an advanced public health practicum. The changes have involved coordinated efforts from faculty in three departments.

Indicator: Addition of introductory public health and epidemiology content to academic programs in Exercise Science and Communication Sciences and Disorders

Target: Implementation by Fall 2010

Progress: Change to BS in EXSC submitted to Faculty Senate in March 2010. Other changes are in final preparation for submission to Graduate Council in April 2010.

Indicator: Revision of dual degree programs to satisfy accreditation criteria

Target: Implementation by Fall 2010

Progress: MD/MPH revision approved by Arnold School advisory committee and by SOM for submission to Graduate Council in April 2010. Other revisions are in development for similar submission. These formal changes will be followed by documentation for CEPH about how full MPH competencies are satisfied in dual degree program.

Indicator: Development of school-level system to monitor competencies.

Target: Full implementation by Summer 2011

Progress: Substantial work on program-level competencies has been done for requirements of both CEPH and the academic program assessments required for SACS. However, we still have substantial room for improvement in both “quality” of competencies and in how we link them to curricula and courses and how we evaluate how well they are satisfied.

Initiative 1e: The School will develop new and maintain current educational partnerships with other units within the University and with partners outside the University.

Action Plan 1e1: Faculty will continue collaborative teaching arrangements with the School of the Environment, Women’s Studies, the Honors College, and other interdisciplinary programs as appropriate.

Indicator: Number of faculty teaching in Women’s Studies, Honors College, or other interdisciplinary programs

Target: 4 faculty per academic year

Progress:

- Three tenure-track ENHS faculty have taught in the Honors College and all ENHS faculty have participated in mentoring of Honors College undergraduate students. One EHNS clinical faculty is currently developing an honors section and lab for a course she currently teaches.
- Three tenure-track faculty in HPEB
- Two faculty in EPID/BIOS (clinical research at MUSC)
- Six in EXSC (and one in T-32 program)
- EXSC participates in the Biomedical Sciences Graduate Program

Updated target: 8 faculty teaching formal courses in interdisciplinary programs

Action Plan 1e2: Faculty and staff will continue to teach sections of UNIV 101.

Indicator: Number of sections of UNIV 101 taught by ASPH faculty and staff

Target: 8 sections per year

Progress: HPEB 2 instructors, 2 sections; EPID – 1 instructor, 1 section; EXSC 3 instructors 6 sections

Action Plan 1e3: The School will participate in academic initiatives associated with the Health Sciences South Carolina collaborative, specifically with educational opportunities at the Greenville Hospital System.

Indicator: Number of educational activities with HSSC and GHS

Target: Documentation of continued planning and early implementation

Progress: Faculty and the dean have met with representatives from GHS multiple times to address potential opportunities and physical resources in the building currently under construction. Current plans include some distance education activity for the generalist MPH, Master of Health Administration, and Master of Communication Disorders degrees. Faculty (McKeown, Moran, Hardin, Steck and Liese) from EPID/BIOS made ten seminar presentations. HPEB has participated in mentoring of a junior faculty member at GHS.

Initiative 1f: The School will increase contact with graduates to support better tracking of employment patterns of graduates for CHE, school accreditation etc.

Action Plan 1f1: Departments will maintain regular contact with graduates and will share most current contact information for input into the Millennium and/or other internal database systems.

Indicator: Documentation of departmental effort to contact graduates

Target: Every department will systematically contact graduates at least once per year

Progress:

- The Department of Health Promotion, Education, and Behavior maintains a data base of our graduates in cooperation with the school development office and is developing a data base of graduates willing to provide career mentoring to current students.
- HSPM maintains contact with its graduates through its alumni data base, which is reviewed annually. We have complete address information on file for 271/322 MHA graduates from the program (84%) and for 290/392 MPH graduates (74%). In addition, HSPM maintains an alumni Facebook page, which currently includes 71 members. The Facebook page is used to communicate student and alumni accomplishments and to update alumni regarding HSPM events
- The Department of Communication Sciences and Disorders has a regular newsletter distributed to all alumni. Contact is also maintained through a social event at the state professional organization convention. Alumni were included in the program accreditation site visit earlier this year.
- Exercise Science publishes a newsletter, The ACTIVIST twice a year. At regional and national conferences, the Department of Exercise Science hosts an informal social/get-together for former students (graduates) attending the conference. One GA us assigned to call some graduates to update information. The department is also in the infancy of creating a Facebook page and inviting graduates to become fans/friends of the Exercise Science page.
- EPID/BIOS follows informal efforts, though information gathered for Provost's visit will assist in tracking some of recent graduates.
- The ENHS departmental newsletter was mailed to ENHS graduates having contact information on file with the ASPH Office of Student and Alumni Services. The department hosts informal gatherings of ENHS graduates at major scientific meetings, e.g., annual reception for the Occupational Hygiene Program graduates at American Industrial Hygiene Conference and Exhibition in June, the Society of Environmental Toxicology and Chemistry alumni in November. Typical attendance is about 15-20 at these venues. ENHS has just hired a Director of Student Services who will be responsible for developing improved methods for tracking of graduates.

Goal 2: To achieve and maintain research excellence as demonstrated by the creation of knowledge of high impact and importance to public health.

This goal is satisfied but we continue to strive for growth in research and scholarly activity. We have achieved a significant increase in research grant proposals, research awards, NIH awards and dissemination of research results through peer-reviewed publications and presentations in national venues. Increasing numbers of faculty involve undergraduate students in their research programs although traditionally only one department in the School has had an undergraduate program. A few specific action plans will change for this goal as the Office of Research in the Arnold School evolves in its understanding of how best to serve our faculty researchers.

This goal emphasizes the centrality of research to our mission. While great progress has been made in understanding diseases that cause pain and suffering in our community, significant challenges and opportunities for understanding and discovery remain. Among the challenges faced by public health professionals today are globalization, global-scale environmental change, accelerating scientific and technologic advances, and demographic/societal change. Determinants of health include broad social, economic, cultural, health, and environmental conditions; living and working conditions; social, family and community networks; individual behaviors; individual traits such as age, sex, race and biological factors; and the biology of disease and disease vectors. The complex linkages and interactions among these determinants affecting health can be represented in an ecologic model. The Institute of Medicine has recommended that education provided by schools of public health (along with other health-related programs) be based upon an ecological multi-determinant model of health. Without a dynamic research program and the ongoing expansion of knowledge, the teaching and service components of our mission would become ineffective and the development of an integrated and effective ecological model of health would be impossible.

Five initiatives are presented for the broad research goal. Fundamental to any success in research is recruitment and retention of qualified and productive faculty (*Initiative 2a*). Beyond this, the most significant initiative is *Initiative 2b*, to increase extramural funding to support the research agenda. Recognizing both the nature of our current research and the growing emphasis by funding agencies on interdisciplinary activities, we have included building intra- and inter-institutional collaborations separately as *Initiative 2c*. Dissemination of results through publications and presentations (*Initiative 2d*) is a primary criterion for faculty evaluation but is typically a direct result of research activities. *Initiative 2e* (undergraduate research) is currently last because only one department (Exercise Science) traditionally has had an undergraduate major. As our public health baccalaureate majors increase in number, this initiative will grow in importance within the school and across all departments. For several years, we have identified as separate goals four broad content areas in which we have existing strengths and high potential for further development; this year we are blending content-specific initiatives and indicators primarily into the broad research goal but also into teaching and outreach where appropriate.

Initiative 2a: The School will recruit and retain faculty with outstanding academic and experiential credentials and potential to contribute to the School's mission of scholarship.

Action Plan 2a1: The School will recruit and retain a academically qualified and diverse faculty.

Indicator: Number of faculty hires through replacement searches and FEI and CP positions.

Target for AY 2009-2010: Completion of six tenure-track/tenured faculty hires

Progress: Dr. Tom Chandler was appointed dean in August 2009 and three new tenure-track faculty were appointed as assistant professors effective August 16, 2009. These faculty and their department affiliations are provided in the Statistical Profile section. Listed below are current faculty vacancies and status of the searches in the current financial climate. We hope to fill those underlined for AY 2010-2011.

Updated target for AY 2010-2011: Successful completion of hires for department chair of HSPM, and five tenure-track faculty.

COMD: Search for replacement for Chris Rorden (offer accepted for Fall 2010)

Replacement for Associate Professor Eric Healy

One new faculty from Dean Chandler's recruitment agreement

ENHS: Replacement for Professor Marj Aelion, active search

Replacement for Asst. Professor Lee Newman, search not yet authorized

EPID/BIOS: Replacement for two senior biostatisticians (Professors Andrew Lawson and Wanzer Drane). Active search for one position

Replacement for Asst. Professor Ivo Foppa, active search for one position

Replacement for Professor Beth Mayer-Davis, search not yet authorized

Replacement for Professor John Vena, search not yet authorized

One new faculty from Dean Chandler's recruitment agreement

EXSC: No current vacancies

HPEB: Two vacancies due to resignation and reassignment. One search to be requested

HSPM: Department chair, active search, two campus visits to date

Replacement for Assoc. Professor Sarah Laditka (MHA director), search not yet authorized

Health policy FEI search: authorized search, candidates being interviewed

One new faculty from Dean Chandler's recruitment agreement

Indicator: Recruitment of minority faculty

Target for AY 2009-2010: Two minority faculty hires

Progress: None of the 2009-2010 faculty hires is African-American.

Updated Target for AY 2010-2011: Two minority faculty hires; candidates may be targeted and recruited from other institutions.

Action Plan 2a2: The School will provide faculty mentors for all new faculty, especially tenure-track faculty.

Indicator: Number of mentoring relationships

Target: All tenure-track faculty and 50% of research and clinical faculty will be assigned mentors when hired

Progress: Currently all tenure-track faculty are assigned at least one mentor by policy; most departments do the same at least informally for clinical and research faculty.

However, the better measure of mentoring effectiveness is qualitative, based on the anecdotal feedback of both junior faculty and of mentors. All faculty are encouraged

to take advantage of the expertise and advice available in the USC Center for Teaching Excellence.

- EPID/BIOS: all tenure-track and research faculty hired in the last several years have at least two faculty mentors; one of two clinical faculty has a faculty mentor. : Department has policies available upon request.
- ENHS: Each junior tenure-track faculty member is assigned a senior tenured mentor. The role of the mentor is to provide advice, guidance and support in the professional development of the junior faculty member. All post-doctoral associates and junior research-track faculty are mentored by their respective faculty sponsors.
- HSPM attempts to link new faculty to established Departmental researchers for monthly meetings and guidance. Given the small size of the Department (8 total faculty, one of whom is part-time), this process has been informal.
- All junior faculty members in HPEB are mentored by the department chair and at least one other senior faculty member at USC
- COMD: Mentors are assigned to all new tenure-track faculty.
- The Exercise Science department is initiating a faculty mentoring policy that will benefit critical areas of development needed for promotion and tenure. These mentored areas will fall under the categories related to teaching and scholarship. Upon joining the Exercise Science department, junior faculty members will be assigned a senior faculty member (at or above the rank of Associate Professor) from their division. Though the senior faculty member will be the principle mentor, other faculty in her/his division, department and school will also participate in the mentoring process by employing a team approach. Through regular meetings with the mentor, or when appropriate the mentoring team, the junior faculty member will gain insight related to grant proposal formulation and submission, development of potential avenues for funded research, reviewing and discussing feedback from grant submissions (a team activity), peer-reviewed manuscript development, and laboratory research and management issues. From a teaching perspective new faculty members are assigned a senior faculty member (at or above the rank of Associate Professor) from the Exercise Science department. The senior faculty member will work with a junior faculty member in team teaching courses their first years in the department and in developing new courses in their focus area.
- The DPT program has established the following policies and procedures to assist new faculty to make an appropriate adjustment to the university setting. These policies and procedures are not intended to diminish the program directors role in faculty development and evaluation but are designed to supplement these efforts.
 1. Upon hiring the program director will assign to the new faculty member a mentor who has advanced faculty rank (Associate or Full) and tenure. It will be the mentor's responsibility to review the policies and procedures of the mentoring program with the new faculty member within the initial semester of employment; to introduce the new faculty member at all faculty functions and facilitate introductions to faculty that may result in collaborative relationships; to actively facilitate activities required for tenure/promotion and annual

performance review (e.g. peer review of teaching, assignments to School and University level committees, submission of grant proposals).

Indicator: The School will explore how to help senior faculty know how to mentor and to help junior faculty accept mentoring from their senior colleagues.

Target: Development of internal mentoring support program

Indicator: Success of faculty in earning tenure and/or promotion in respective tracks.

Target: 90% of tenure-track assistant professor hires will earn tenure at USC

Progress: In academic year 2003-2004, three tenure-track faculty were hired (penultimate year 2008-2009 for assistant professors). All three earned tenure and the two hired as assistant professors were promoted to associate professor at USC (Matteo Bottai in EPID/BIOS, Sarah Laditka in HSPM and Shawn Youngstedt in EXSC).

Action Plan 2a4: The School will review current incentive policy to encourage individual faculty members who are successful in obtaining extramural funding for their research programs to pursue more support. These incentives may include partial return of indirect cost recovery, teaching buyout, and partial return of funds made available by salary release from grants.

Indicator: Incentive policy

Target: Reinstate incentive programs

Progress: Because of budgetary restrictions, grant application incentives and partial returns of IDC recovery were suspended for FY 2009 and FY 2010. However, departments have the discretion to continue approval of teaching buyout and partial return of funds made available by salary release.

Indicator: Number of faculty receiving grant application and IDC incentives

Target: Reinstate incentive program

Progress: Incentive program has been suspended since FY 2008. We are exploring how to initiate a revised program for FY 2011 that will be effective but less costly and more efficient to implement.

Initiative 2b: The School will increase submission and receipt of high quality proposals for extramural funding, especially targeting NIH, NSF and comparable federal and nonfederal funding sources with full IDC rates.

Action Plan 2b1: The School Office of Research will provide administrative identification and coordination of research teams in response to specific RFA's in health; general support for grant planning; technical support for grant preparation, including assistance with budgets and logistics of collecting and assembling proposal components; facilitation of pre-review of grants; seed support for new initiatives; coordination of the school-wide Research Advisory Council and the Council of Center and Institute Directors; and periodic meetings for faculty and staff with SAM liaisons and others to discuss grant-related issues and concerns or to be updated on research-related developments. Similar services for RFA response identification,

coordination and grant preparation will be provided by school research centers as appropriate.

Indicator: Applications for extramural research funding (number of submissions and total amount requested)

Target: 15% increase for FY 2009

Progress: The number of research submissions increased by 24.6% and the dollar amount increased by 77.4% in FY 2009, due in part to the availability of federal stimulus funding.

Updated target: 15% increase for FY 2010

Indicator	Data Source	FY 08	FY 09	Difference	% Difference
Research Apps #	USCeRA	195	243	48	24.6%
Research Apps \$ Amt	USCeRA	\$38,357,607	\$68,032,349	\$29,674,742	77.4%

Indicator: Extramural research funding receipts (number of awards and total amount)

Target: 15% increase for FY 2009

Progress: The number of research awards increased by 1.3% in FY 2009. Total \$ amount of research awards received increased by 9.5% in FY 2009 (awards = all open award accounts).

Updated target: 15% increase for FY 2010

Indicator	Data Source	FY08	FY 09	Difference	% Difference
Extr Res Awards #	USCeRA	155	157	2	1.3%
Extr Res Awards \$ Amt	USCeRA	\$22,410,672	\$24,548,499	\$2,137,827	9.5%

Indicator: NIH research funding (number of awards and total amount)

Target: 15% increase for FY 2009

Progress: The number of NIH research awards increased by 6.9% in FY 2009. The total \$ amount of research awards received from NIH increased by 49.3%.

Updated target: 15% increase for FY 2010

Indicator	Data Source	FY 08	FY09	Difference	% Difference
NIH Res Awards #	USCeRA	58	62	4	6.9%
NIH Res Awards \$ Amt	USCeRA	\$7,319,889	\$10,929,926	\$3,610,037	49.3%

Indicator: Number of faculty using proposal pre-review service from School Office of Research

Target: 4 faculty per year

Progress: 0 faculty participated in FY 2009.

Indicator: Follow-up on outcomes of March 2010 research retreat (NEW)

Indicator: Bring in consultant who can both present an open faculty colloquium and provide individual consultation (NEW)

Target: One consultant in FY 2011

Action Plan 2b2: The School will offer workshops and seminars on issues and skills related to grant applications and will send faculty to regional NIH (or NSF) meetings to network and develop grant-writing skills.

Indicator: Number of School-sponsored (or co-sponsored) workshops and seminars

Target: 2 per year

Progress: 3 workshops. In CY 2009, the SPH Office of Research sponsored 3 grant-related workshops: Post Award Administration, Thrasher Research Fund, and Collexis update.

Action Plan 2b3: The School will encourage and support research activities related to areas of particular strength in the School or identified for focused development.

Indicator: Number of research projects addressing health disparities

Target: 20 project awards in FY 2009

Progress: 22 research project awards in FY 2009 (Data Source: USCeRA)

- A Multilevel HIV Prevention Strategy for High Risk Youth (Valois)
- A Partnership to Promote Physical Activity and Healthy Eating in AME Churches (Wilcox)
- Behavioral/Support Intervention for Diet and Exercise Among Underserved Women (Sharpe)
- Bridging Barriers to Diabetes Care with Telemedicine (Hitch)
- Community Navigation for Colorectal Cancer Prevention and Control (Brandt)
- Diet & Activity Community Trial: High-Risk Colon Polyps (Hebert)
- EXPORT Center for Partnerships to Eliminate Health Disparities in Cancer and HIV/AIDS-Research Year 3(Glover/Hand)
- Increasing Minority Faculty in Public Health (Richter)
- Informed Decision Making for Prostate Cancer (Hebert)
- Institute for HIV Prevention Leadership (Richter)
- Minority HIV/AIDS Research Initiative (MARI) - Empowering Latinas to Lash Out Against AIDS/STIs (Torres)
- Nutrition and Metabolic Status in Youth with Type 1 DM: SEARCH Ancillary Study (Liese)
- Partnerships with Title One Schools to Reduce Health Disparities (Pate)
- SEARCH for Diabetes in Youth 2: South Carolina Center (Liese)
- Soldier Health Promotion to Examine and Reduce Health Disparities (Davis, Glover, Jones, McKeown)
- SC Cancer Disparities Community Network (Hebert)
- SC Cancer Disparities Community Network: Minority Supplement (Hebert)
- SC Cancer Disparities Community Network - Epigenetics and Diet in the Carcinogenesis Process
- South Carolina Rural Health Research Center (Probst)
- Spatial Epidemiology of Diabetes in the SEARCH for Diabetes in Youth Study (Liese)
- Translating an Efficacious HPV Vaccine into the Control of Cervical Cancer (Brandt)
- Treatment of Options for Type 2 Diabetes in Adolescents and Youth -TODAY (Nichols)

Updated target: 30 awards in FY2010 (including non-competing continuations)

Indicator: Number of research projects addressing physical activity, nutrition and obesity

Target: 36 awards in FY2009 (including non-competing continuations)

Progress: 31 funded research projects in FY 2009 (Data Source: USCeRA)

- A Partnership to Promote Physical Activity and Healthy Eating in AME Churches (Wilcox)

- ACSM Exercise Management for Persons with Chronic Diseases and Disabilities (Durstine)
 - Additional Analyses in the Aerobics Center Longitudinal Study (Blair)
 - Behavioral/Support Intervention for Diet and Exercise Among Underserved Women (Sharpe)
 - Bridging Barriers to Diabetes Care with Telemedicine (Hitch)
 - Developing Measures of the Built Nutrition Environment (Liese)
 - Development of a National Strategic Plan for Physical Activity (Pate)
 - Diet & Activity Community Trial: High-Risk Colon Polyps (Hebert)
 - ENRICH: Duke Endowment Wellness Initiative (Saunders)
 - EXPORT Center for Partnerships to Eliminate Health Disparities in Cancer & HIV/AIDS (Glover/Hand)
 - Gene-Nutrient Interactions and Breast Cancer (Steck)
 - Health Promotion and Disease Prevention Research Centers (Hooker)
 - HEALTH Study: Sub-contract with RTI International (Blair)
 - LIFE Pilot Study (Blair)
 - Long-term Effect of Social Environments on Activity Patterns and Overweight among U.S. Adolescents (Liu)
 - Mainstreaming Nutrition in MCH (Frongillo)
 - Methods for Improved Diet and Exercise Measurement (Hebert)
 - Multi-Component Intervention to Increase Physical Activity in Preschool Children (Pate)
 - Nutrition and Metabolic Status in Youth with Type 1 DM: SEARCH Ancillary Study (Liese)
 - Partnerships with Title One Schools to Reduce Health Disparities - sub-contract with MUSC (Pate)
 - Physical Activity and Childhood Obesity (Blair)
 - Physical Activity During the Transition from Elementary School to Middle School (Pate)
 - Physical Activity in Preschool Children (Pate)
 - Physical Activity Training for Public Health Professionals (Pate)
 - Prevention Research Center's Healthy Aging Network (Wilcox)
 - Prevention Research to Promote and Protect Brain Health (Friedman)
 - SEARCH for Diabetes in Youth 2: South Carolina Center (Liese)
 - Soldier Health Promotion to Examine and Reduce Health Disparities (Davis, Glover, Jones, McKeown)
 - The Health Benefits of Swimming: A Prospective Study of Morbidity and Mortality in the Aerobics Center Longitudinal Study (Blair)
 - The Role of FTO-Gene in Development of Obesity and Insulin Resistance: Interaction with Diet and Physical Activity (Bortsov)
 - Treatment of Options for Type 2 Diabetes in Adolescents and Youth –TODAY (Nichols)
- Updated target: 40 projects in FY 2010

Indicator: Number of research grants related to molecular science and neuroimaging
Target: 4 awards in FY 2009 (including non-competing continuations)
Progress: 7 awards in FY 2009 (Data Source: USCeRA)

- A Unified Neuroanatomical Model of Speech Production and Perception: Implications for Apraxia of Speech and Conduction Aphasia (Fridriksson)
- Adipose Tissue Macrophages: Role in the Development of Strictures in Crohn's Disease (Fayad)
- En-Gen: Bacterial Communication in Microbial Mats: A Metagenomic Approach to Understanding Quorum Sensing Gene Diversity and Expression (Decho)
- Mechanisms of Asbestos-Induced Clca1 and Mucin in Lung Epithelium (Sabo-Attwood)
- Mechanisms of Xenoestrogen Stress: A Proteomic and Functional Genomic Approach (Sabo-Attwood)
- Neural Predictors of Anomia Recovery in Aphasia (Fridriksson)
- The Influence of Gender on Molecular Signatures of Fibrotic Lung Disease (Sabo-Attwood)

Updated target: 8 projects in FY 2010

Indicator: Number of research grants related to environment and human health

Target: 5 awards in FY 2009 (including non-competing continuations)

Progress: 10 awards in FY 2009 (Data Source: USCeRA)

- Analysis of Data of the OSSM project at Michigan State University (Karmaus)
- Biomarkers for the Association of Asthma, Atopy and Pre-and Perinatal Exposure to Halogenated Organic Compounds (Karmaus)
- Copper Air Quality Program (Feigley)
- Environmental Determinants of Pulmonary Disease: A New Approach to an Old Problem (Svendsen)
- Epidemiology of Asthma: Risk & Prognosis in a Cohort from Birth to Adolescence (Karmaus)
- Genetic & Epidemiologic Cohort Study on Asthma and Allergy (Karmaus)
- Mechanisms of Asbestos-Induced Clca1 and Mucin in Lung Epithelium (Sabo-Attwood)
- Methods to Detect Maternal Exposures and Child Outcomes (Aelion)
- Organochlorine Exposure and Gene Expression of Sex Steroids in a Multigenerational Cohort of Michigan Fish Eaters (Karmaus)
- Particulate Exposure and Cardiovascular Disease in the HPFS (Puett)

Updated target: 10 projects in FY 2010

Initiative 2c: The School will leverage both physical resources and intellectual capital accessible through collaborations with institutional centers and institutes, community resources and external collaborations such as with MUSC and the Health Sciences South Carolina collaborative.

Action Plan 2c1: The School and the Department of Epidemiology and Biostatistics in particular will support development of the Health Sciences Research Core, biostatistical consulting unit and data management unit.

Indicator: The School will continue support for the Health Sciences Research Core and Biostatistical Collaborative Unit (BCU) to work with all health science units and programs.

Target: Continued support and activity for both core and BCU

Progress: Robert McKeown is director of the Health Sciences Research Core (HSRC).

James Hardin is director of the BCU and Bob Moran is director of the Data Support Services Unit, both within the HSRC. The HSRC has a variety of projects across the school, University and community with services ranging from simple consultation to data management to broad collaboration on grant submissions and awards. Faculty and staff of the HSRC present seven three-hour seminars each semester on a variety of data management and statistical topics. Currently these seminars included introductory and advanced SAS, introductory and advanced STATA, power and sample size, introduction to EPIDATA, and introduction to R.

Action Plan 2c2: Promote collaborations with existing school centers (Nutrition, RHRC, PRC, IPEHD, EnGenCore)

Indicator: Number of projects involving both departmental faculty and center/institute-based faculty

Progress: Representative list of collaborations

- Cancer Prevention and Control Program (Hebert, Steck, Brandt, Puett, Burch, Blair)
- Center for Health Services Policy and Management (Hardin)
- Center for Public Health Preparedness (Richter, Feigley, Chandler, Scott)
- Center for Research on Nutrition and Health Disparities (Liese, Steck, Liu, Walsemann, Moran, Colabianchi, Puett, Merchant)
- Children's Physical Activity Research Group (Pate, Saunders, Addy, Porter, Blair, Liese)
- Consortium for Latino Immigration Studies (Torres)
- Environmental Genomics Core Laboratory (Carson, Decho, Norman, Sabo-Attwood, Chandler)
- Nutrition Research Group (Frongillo, Jones, Blake)
- Office for the Study of Aging (McKeown)
- Prevention Research Center (Colabianchi, Blair, Hooker, Sharpe)
- Rural Health Research Center (Probst, Merchant, Liu, Torres, Jones, Walsemann)
- South Carolina Public Health Consortium (Smith)
- South Carolina Public Health Institute (Richter, Torres)
- Speech and Hearing Center (Fridriksson, Bonilha)

Action Plan 2c3: Promote collaborations with new and continuing University initiatives, e.g. CTSA, neuroimaging, NanoCenter, Institute for Families in Society

Indicator: Number of projects involving inter-disciplinary University initiatives/entities

Progress: Representative list of collaborations

- Baruch Institute for Marine and Coastal Sciences (several ENHS faculty)
- Colon Cancer Center
- Earth Sciences Research Institute (several ENHS faculty)

- Greenville Hospital System (McKeown)
- Health Sciences Research Core
- Institute for Partnerships to Eliminate Health Disparities (Glover, Williams)
- Institute on Families in Society (Hardin)
- McCausland Center (Fridriksson, Frank)
- NanoCenter (Chandler, Sabo-Atwood, Decho)
- North Charleston Communities (LAM-C, Low Country Alliance for Model Communities) School of the Environment (several ENHS faculty)
- Nursing (Hussey)
- Research Consortium on Children and Families (McKeown, Liu)
- School of Medicine, Instrumentation Resource Facility (multiple EXSC and ENHS faculty)
- Advancement of Health Care COEE (Institute for Advancement of Health Care within the USC – GHS Academic Health System) (McKeown)
- Rehabilitation and Reconstructive Sciences COEE (Durstine, McKeown)
- Smart Brain COEE (Durstine, Addy, Williams, Blair, Fritz)
- Technology Center to Enhance Healthy Lifestyles COEE (Blair, Pate)
- Thirty-five SPH faculty members (unduplicated number) were listed as principal investigators on 56 grant and contract applications that were developed and submitted in collaboration with investigators from other USC units, including Anthropology, Baruch Institute, Biology, Chemistry, Computer Science & Engineering, Education, Geology, History, Institute for Families in Society, Journalism, Mathematics, Nursing, Philosophy, Psychology, Retail Management, School of Medicine, Social Work, and USC's Institute for Public Service and Policy Research. Data Source: USCeRA.
- Seventeen SPH faculty members (unduplicated number) were listed as principal investigators on 19 externally funded projects in collaboration with investigators from other USC units, including Baruch Institute, Biology, Chemistry, Education, Engineering, Institute for Families in Society, Law, Mathematics, Psychology, School of Medicine, and USC's Institute for Public Service and Policy Research. Data Source: USCeRA.

Initiative 2d: The School will promote research productivity by maintaining the requirement for peer-review publication and other dissemination in the faculty review protocols (both tenure and promotion criteria and research faculty protocol).

Action Plan 2d1: The school will continue to encourage publication and other dissemination of research for all faculty.

Indicator: Number of peer-reviewed publications with at least one ASPH author

Target for calendar year 2009: 275 publications

Progress: 292 peer-reviewed publications, 29 non-refereed publications, 12 book chapters and 2 books in calendar year 2009

Updated target for calendar year 2010: 300 peer-reviewed publications

Indicator: Number of presentations at national/international meetings with at least one ASPH author

Target: 300 presentations per year

Progress: 334 presentations [Anecdotally, several faculty do not report all presentations at professional meetings, especially if co-author rather than presenter, or of full professor rank.]

Initiative 2e: The School will engage undergraduate students in research activities.

Action Plan 2e1: Faculty will mentor undergraduate students in Honors College thesis projects.

Indicator: Number of faculty mentoring USC Honors College students for Honors thesis

Target: 2 per year

Progress: 2 in ENHS, 12 in HPEB, 1 in EPID, 6 in EXSC

Updated target: 10 per year

Action Plan 2e2: Faculty will mentor undergraduate students through engagement in research opportunities, including the USC Magellan program.

Indicator: Number of faculty mentoring USC undergraduate students through programs such as the Magellan program or individual research projects

Target: 2 per year

Progress: At least 12 faculty from four departments (ENHS, EPID/BIOS, EXSC, HPEB) report mentoring a Magellan scholar. In addition, faculty in Exercise Science are working with the Howard Hughes Undergraduate Research Program

Updated target: At least 8 per year

Goal 3: To utilize available knowledge to address health and environmental issues facing South Carolina, the nation and the world community.

This goal is satisfied and will continue in its present form. The Office of Public Health Practice has greatly expanded its staff and support of the South Carolina Public Health Consortium. The South Carolina Public Health Institute offers a new dimension to our outreach mission. Several centers offer continuing education, training and clinical service opportunities that have greatly exceeded our expectations for level and impact of outreach. Faculties in the Arnold School serve as consultants or officers for many statewide and national health programs and initiatives.

Public health is inherently a service discipline by virtue of its mission to “fulfill society's interest in assuring conditions in which people can be healthy”, so the lines are often blurred between traditional community service activities and our teaching and research missions. Because much of our research is community-based and we are training our students to go into the community, we must build relationships with entities throughout the community for many specific purposes (*Initiatives 3a and 3c*). However, all of these partnerships, whether established for our research objectives or for an agency's expressed needs, ultimately serve to address the health and environmental issues of our local, national or international community. In addition, much of the public health workforce has minimal formal training in public health, so continuing education opportunities (*Initiative 3b*) make a critical contribution to workforce development for individuals who are not willing or able to complete a degree program.

Initiative 3a: The School will develop partnerships with various agencies and organizations to provide a variety of services in the community and to promote effective community-based participatory research.

Action Plan 3a1: Departments and centers will provide clinical and other outreach programs for community participation

Indicator: Number of client visits at the Speech and Hearing Center

Target: 5,600 client visits

Progress: 6,000 client visits

Updated target: 6,000 client visits

Indicator: Number of support group visits facilitated by the Speech and Hearing Center

Target: 95 support group visits

Progress: 510 support group visits

Updated target: 500 support group visits

Indicator: Number of faculty involved with and patients seen through the Cochlear Implant program

Target: 5 faculty; 145 patient visits

Progress: Faculty involved is 5 with 60 patients referred to the program for implantation, 43 implanted, and approximately 930 patient visits for therapy. (Note: patient visit count expanded to follow-up verbal therapy for speech development)

Updated target: 5 faculty, 900 patient visits including verbal therapy follow-up

Indicator: Number of participants in programs offered by Exercise Science (e.g., FitPlace, GoodBodies, physical therapy)

Target: 1500 participants

Progress: 1907 participants in Clinical Exercise Research Center; 207 participants in Perceptual Motor Development Lab: 86 evaluations/diagnostics, 46 individual enrichment programs; 42 JUMP program for preschool children; 20 Stay in Balance fall prevention program for seniors, 77 in GoodBodies; 4 in FACTS lab

Updated target: 2000 participants

Action Plan 3a2: The School will foster partnerships with community agencies and groups that address health disparities, promote better nutrition and physical activity, or have other missions related to some aspect of public health.

Indicator: Activities and partnerships with various local, state and national entities.

Target: 30 partnerships

Progress: Any list of community partnerships is only representative of those groups and agencies with which we work, especially with the growing interest and involvement in community-based research; this is only a partial list of those partners identified by our department and centers.

- Engaged Institutions Initiative (EII) Focused on Eliminating Health Disparities
- Graniteville community after chlorine incident
- DASH of Faith Nutrition Program
- SC Cancer Alliance
- SCANA Corporation: Employee health and wellness
- Mexico National Institute of Public Health
- Center for Health Economic and Policy Studies
- SC Area Health Education Consortium
- Telemedicine and Advanced Technologies Research Center
- SC Department of Health and Environmental Control
- Palmetto Health Alliance
- Sumter County Active Lifestyles
- South Carolina Coalition to Promote Physical Activity
- PRC Physical Activity Policy Research Network
- PRC Health Aging Research Network
- Health and the Built Environment Research Consortium
- Sumter County Active Lifestyles
- Sumter County Department of Recreation and Parks
- Mary Black Foundation, Spartanburg
- Palmetto Conservation Foundation (statewide)

- Eat Smart, Move More South Carolina (a merger of the SC Coalition for Promoting Physical Activity and the SC Coalition for Obesity Prevention Efforts)
- SC Healthy Schools Program at SC Department of Education
- SC Department of Transportation in Columbia
- SC Governor's Council on Physical Fitness
- SC Coalition for Obesity Prevention Efforts
- SC Department of Social Services, Food Stamp Program
- Family Health Centers
- Eau Claire Cooperatives Health Centers
- Richland Community Health Care Association
- NOAA Center for Coastal Environmental Health and Biomolecular Research
- Federal National Disaster Medical System
- National Association of County and City Health Officials (NACCHO)
- SC Nurses Association
- SC Healthcare Emergency Amateur Radio Team (SCHEART)
- Greenville Hospital System
- Mary Black Rehabilitation, Spartanburg
- McLeod Regional Medical Center
- Steering committee for research and evaluation for Healthy Learners
- Partnership with east Lower Richland (Eastover)
- Evaluation advisor for South Carolina Institute for Childhood Obesity and Related Disorders
- SC HIV Planning Council
- Palmetto AIDS Life Support Services
- SC Campaign to prevent teen pregnancy
- State Alliance for Adolescent Sexual Health/SC DHEC/SC DOE
- Carolina Community-Based Health Supports Network
- SC Tobacco Control Coalition
- SC Disparities Community Network
- Lexington One Community Coalition
- Project Readiness (partnership with law enforcement agencies to encourage physical activity to stay fit for the arduous job they do)
- NOAA Center for Coastal Environmental Health and Biomolecular
- South Carolina Department of Natural Resources Marine Resources Research Institute (MRRI) and Office of Fisheries Management (OFM)
- South Carolina Department of Health and Environmental Control Environmental Quality Center (EQC) and Office of Ocean and Coastal Resource Management (OCRM).
- NOAA National Estuarine Research Reserve System.
- Two institutes and one National Reserve in Ecuador, Centro Nacional de Acuicultura e Investigaciones (CENAIM) and Escuela Superior Politécnica del Litoral (ESPOL), and Reserva del Rio Palenque.
- Action for Healthy Kid
- Best Chance Network
- SC Hispanic/Latino Health Coalition

- TellThem
- Richland One School Improvement Council
- Richland One School Wellness Council
- Palmetto Healthy Start
- SC Medical Endoscopy Center
- Dorn VA Medical Center
- SleepMed, Inc.
- SC Environmental Justice Advisory Council
- SC Oncology Associates
- SC Medical Endoscopy Center,
- Consultants in Gastroenterology
- The Palmetto Health – USC Carolina Physical Mobility and Research Clinic
- Mexican Consulate in Raleigh, NC
- Universidad Veracruzana in Xalapa, Mexico
- Acercamiento Hispano de Carolina del Sur (SC Hispanic Outreach)

Initiative 3b: The School will provide training and capacity building opportunities for public health professionals and others with interest in public health, including formal continuing education activities.

Action Plan 3b1: The School will utilize the Delta Omega Public Health Honor Society, the Winona B. Vernberg, and the James F. Clyburn lecture programs to bring prominent public health leaders to campus to share their experiences and vision for public health.

Indicator: Attendance at Clyburn, Vernberg and Delta Omega lectures

Target: 75 in attendance per lecture

Progress: The April 2009 Clyburn Lecture attracted 110 attendees including Congressman Clyburn and a number of guests from Claflin; the speaker was Dr. Adewale Troutman, Director of the Louisville Metro Department of Health and Wellness. Approximately 80 individuals attended the Vernberg Lecture to hear Dr. Ron LaPorte, founder and director of the “SuperCourse in Public Health”, in October 2009. The first annual Delta Omega lecture was delivered by Wes Jackson, a plant geneticist, environmental health activist, and president of The Land Institute in Salina, Kansas.

Action Plan 3b2: The School will develop a continuing education certificate in public health.

Indicator: Implementation of continuing education certificate in public health

Target: Implementation

The Arnold School received a grant from the Duke Endowment to fund personnel with instructional design and multimedia skills to produce courses that effectively engage professionals. The grant is 2 years. The foundational course, *An Introduction to Public Health*, is fully implemented within the Deputy Area of Health Services within the DHEC. The course is required for all Health Services employees. Last year, we reported that due to the budget crisis in state government, the number of Health

Services employees had decreased to 3200. That number has fallen even further to approximately 2500, of which 760 have completed the course. We also offer this course to Arnold School staff and students through the Blackboard Learning Management System.

The *Community Assessment and Planning and Evaluation* courses have been fully developed, uploaded and piloted. *Financial Issues* and *Data 101* courses have been fully developed and uploaded. They will be piloted sequentially starting in January. The *Advocacy and Policy* course is developed, with minor content revisions needed. It will be piloted starting in May 2010.

Action Plan 3b3: The Center for Public Health Preparedness will provide training related to public health emergency preparedness.

Indicator: Number of public health preparedness training events and number of participants
Target for project year 2008-2009: 45 events with 984 participants
Progress: 34 events with 816 participants projected for project year 2008-2009
Updated target for project year 2009-2010: 25 events with 550 participants

Action Plan 3b4: The Prevention Research Center will offer continuing education courses for researchers and practitioners in Physical Activity and Public Health.

Indicator: Number of participants in the Physical Activity and Public Health program
Target: 25 researchers and 25 practitioners
Progress: In August 2009, 30 researchers and 26 practitioners participated in the PA/PH program.

Action Plan 3b5: The Office of Student and Alumni Services will provide professional development seminars for students and alumni.

Indicator: Number of professional development events and number of participants
Target: 4 events per academic year with an average attendance of at least 10
Progress: Two events were held in CY 2009 with an average attendance of 20.

Action Plan 3b6: The Department of Communication Sciences and Disorders will provide continuing education for alumni and professionals in the community (NEW)

Indicator: Number of CE events and number of participants
Target: 10 sole-sponsored events with at least 200 participants total
Progress: 9 events with 104 participants September 2009 – February 2010

Action Plan 3b7: The Department of Environmental Health Sciences through an MOA with the National Oceanic and Atmospheric Administration's National Centers for Coastal Ocean Science provides access to and use of the Center for Coastal Environmental Health and Biomolecular Research – Charleston, SC to USC faculty and graduate students and affiliated partners within South Carolina State Agencies to perform research and training activities related to analytical

chemistry, environmental toxicology, environmental sciences, ecotoxicology, coastal bioterrorism, and the impacts of urbanization on coastal ecosystems.
(NEW)

Indicator: Number of faculty, students and agency personnel participating in the research and training opportunities

Target: Minimum of two students per year; four faculty per year

Action Plan 3b8: The Department of Environmental Health Sciences hosts the EnGenCore environmental genomics facility providing access to and training in genome sequencing to USC faculty and graduate students and affiliated partners within South Carolina State Agencies. (NEW)

Indicator: Number of faculty, students and agency personnel participating in the research and training opportunities

Target: Minimum of two students per year; training of State agency personnel

Action Plan 3b9: The Department of Exercise Sciences offers a Health Fitness Specialist Workshop once per year. (NEW)

Indicator: At least 20 participants per year

Progress: After several years with enrollment as high as 60, the most recent enrollment is 15.

Initiative 3c: The School will continue to collaborate with the SC Department of Health and Environmental Control (SC DHEC) to further the development of the SC Public Health Consortium (Consortium) and thus promote workforce collaboration and collaborative research initiatives.

Action Plan 3c1: The School and SC DHEC will jointly appoint post-doctoral fellows.

Indicator: Number of post-doctoral fellows appointed

Target: 3 appointments/reappointments in AY 2009-2010

Progress: The program had one fellow finish in September 2009 and two additional fellows continuing, scheduled to complete in September 2010. The program has undergone a comprehensive retooling based on feedback from constituents. A new cohort will be recruited beginning in Summer 2010. All fellows are placed in the DHEC Bureau of Community Health and Chronic Disease Prevention.

Updated target for AY 2010-2011: Continue and/or appoint three post-doctoral fellows

Action Plan 3c2: The School and SC DHEC will develop a formal system of research collaboration.

Indicator: Shared listing of research collaborators; joint research agenda

Target: Joint research agenda

Progress: The joint research agenda was updated and clarified. The partners are developing a plan on how to better facilitate collaborative research applications with practitioners by focusing on one area of the Joint Research Agenda.

Action Plan 3c3: The School and SC DHEC will implement web-based access to information about public health education, research, and outreach activities.

Indicator: Status of development of Public Health Dome website

Target: Completion of feasibility study by August 2006, Prototype piloted in Summer 2008, first phase of launch in Spring 2008.

Progress: The Prototype has been fully developed and initial piloting will begin in Spring 2009. Development of the Prototype included testing with a small group of practitioners, faculty, staff, students, and administrators using the graduate assistantships at DHEC. This proved very helpful in identifying timing issues as well as technology concerns. Those who participated reported that the process went as smoothly and as well as anyone could remember. Revisions and completion of the project has been slow and ongoing. A new project coordinator was hired and the project is back on track, with a plan to launch in phases. The Public Health Dome website will be fully operational and launched by August 2010.

Goal 4: To provide the infrastructure and resources to meet the goals of education, research, and professional service.

The initiatives within this goal are the most diverse among the set of goals, so not surprisingly, success metrics are more variable. Successful completion of our administrative leadership searches is a continuing initiative (*Initiative 4a*) that is critical to progress in all other areas. *Initiatives 4b, 4c, and 4d* are closely inter-related. We have made no substantive progress in relieving the pressure to provide adequate facilities for our faculty, staff and students. With growth of the School, and normal wear and tear on our infrastructure, we have regressed significantly in this metric. The new PHRC building is fully functional now, but it houses only approximately half of the Arnold School faculty, staff and graduate students. It has significant heating and cooling deficiencies related to its original “cost-savings” design. Financial resources are badly needed to alleviate our infrastructure needs, and these are closely tied to ongoing development activities and to the general budget of the Arnold School. The general budget also relates to our ability to support faculty and staff to meet our mission, to teach our classes, mentor our students, to develop and implement research strategies, and to share our knowledge with the community at large. We must have qualified faculty and staff to support all of these activities (*Initiative 4e*). As the School grows, we have an increased need for infrastructure, staff support, and documented policies and procedures (*Initiative 4f*) to facilitate our programs’ operations as efficiently as possible. If left unaddressed, inadequate infrastructure and resources will continue to erode the School’s ability to recruit and as importantly retain high quality faculty in the extremely competitive field of academic public health. In the past decade, universities nationally have begun at least 11 new Schools of Public Health because of the well-recognized opportunities for student growth and the growth of major federal funding in the health arena. Such rapid national growth has created many professional opportunities for our doctoral students, but it has also resulted in frequent offers of employment to our best and most experienced public health faculty. Poor physical infrastructure at USC generally, and especially in HESC, has been the primary determinant leading to faculty departures in Dr. Chandler’s term as dean.

Initiative 4a: The school will successfully complete searches for administrative vacancies (dean, two department chairs)

Action Plan 4a1: The School will recruit a permanent dean to arrive in early Fall 2009. The successful candidate will bring a vision of how to lead and grow the Arnold School and will negotiate for the major resources to make this happen. COMPLETE

Indicator: Recruitment of dean

Target: Arrival of new dean

Progress: Tom Chandler was appointed Dean in August 2009

Action Plan 4a2: The School will recruit a highly qualified department chair for Health Services Policy & Management after a permanent dean has been identified.

Indicator: Department chair searches

Target: Success recruitment of chair for HSPM

Progress: After Dr. Chandler’s appointment as dean, the Department of Environmental Health Sciences conducted an internal search to appoint Dr. Dwayne Porter as chair. Two

candidates have been interviewed for the Health Services Policy and Management chair position; one is scheduled for a second interview in late March.
Updated target: Successful recruitment of chair for HSPM

Initiative 4b: The School will continue efforts to consolidate faculty and staff in a single geographic location with adequate facilities, space and equipment for the comprehensive academic, research and clinical programs of the school and to minimize use of off-campus leased space.

Action Plan 4b1: Complete a comprehensive needs assessment that identifies priorities and allows adequate room for growth of our teaching and research agendas.

Action Plan 4b2: Work with higher administration to strategize about funding, programming and location of a new building, including aggressive pursuit of development opportunities

Indicator: Production of a needs assessment

Target: Completion of needs assessment

Indicator: Status of Public Health Academic Building programming and construction

Target: Affirmation of University commitment to footprint on same or nearby block as the Public Health Research Center and commitment to construct an adequate building for our needs.

Indicator: Pursuit of creative development opportunities to finance new building

Target: Commitment of funding or business plan for completion of new building including furnishings and equipment

Indicator: Pursuit of creative development opportunities to finance a new building

Target: Commitment of funding or a business plan for completion of new building including furnishings and equipment

Progress: The Board of Trustees has approved funding for the planning of comprehensive renovations to the Health Sciences building, but designed for the College of Journalism and Mass Communications. This project is currently out to bid. This action makes it acutely urgent that the University provide appropriate space for the Arnold School departments and programs presently housed in the Health Sciences building. Currently in discussion is allocation of significant space (i.e., Floors 3, 4 and 5) in Discovery I, since other units have been unable to identify funding to upfit that space for the originally intended wet laboratories. Based on the most recent information, the available space in Discovery I would likely accommodate those faculty and staff currently in HESC and possibly those from the Department of Communication Sciences and Disorders currently in the Williams-Brice nursing building, but not those housed in other campus-owned or leased off-campus spaces. In addition, the potential space at Discovery I would not include any programmed classroom space. Since classroom space is already restricted on campus, this would be a significant limitation to adequate delivery of our educational programs. A few small classes could be accommodated in the seminar rooms in PHRC, but this would only be a small proportion of the overall need, especially if COMD is moved from the

Brice Nursing Building. We are unaware of any other potential classroom space proximal to PHRC or Discovery I. Construction of the Moore School of Business building may alleviate some of this concern if we have access to programmed classroom space in this as yet unplanned building.

Action Plan: Reduce reliance on leased space

Indicator: Leased space

Target: Avoid any increase in leased off-campus space not paid by direct cost funding

Progress: There has been no change in leased space since the 2009 Blueprint, other than an expected reduction in space at Middleburg (Nutrition Center SEARCH project).

Initiative 4c: The School will work both internally and with higher administration to develop a budget system that includes alignment of budget revenue with all aspects of faculty productivity

Action Plan 4c1: Continue to advocate for a budgeting system that does not penalize for faculty-intensive graduate education and that rewards research productivity as well as credit hour generation.

Indicator: Budgeting system

Target: New budget system that is more responsive to faculty/staff productivity

Progress: The University's higher administration has honored its commitment to repair the damage to our budget when the PHRC was initially added to our square footage for determination of our annual assessments. However, the budgeting system still rewards graduate and undergraduate credit hour production equally, although graduate education is much more expensive to deliver (largely because of smaller student:faculty ratios, smaller classes, required laboratory exercises and equipment sophistication, and more intensive individual mentoring). This system does not reward research productivity differentially or with adequate incentives for high performance, and it discourages both academic and research collaboration by the way tuition and IDC dollars are distributed. We are encouraged that there has been a public affirmation from the President that the budgeting system will be revised to reflect the limitations of the current flat tuition-based model. Within the Arnold School, we have developed a needs-based allocation system for A funds across the six academic departments. As an incentive, each department received at least a portion of any tuition increase over the prior year; for the current fiscal year, we have distributed approximately \$1 million to the departments beyond their base budgets, less budget cuts, using this mechanism. The current IDC allocation protocol already rewards departments for research productivity, but a sliding scale of enhanced rewards for high performing units would be desirable if affordable.

Initiative 4d: The School will pursue development opportunities for fellowship and professorship endowments and program enhancement funds.

Action Plan 4d1: The School will cultivate interest through emails, targeted mailings, publications, website information, personal visits and small group seminars.

Indicator: Number of donors to school

Target: 10% increase in donors per year (includes all types – faculty/staff, alumni, individuals, corporations, foundations, etc.)

Progress: 351 donors in FY 2009, compared to 353 donors in FY 2008

Indicator: Total dollars received and pledged

Target: Maintain level of giving despite economic downturn

Progress: \$1,868,272 in FY 2009 compared with \$2,833,333 in FY 2008

Action Plan 4d2: The School will encourage increased alumni giving.

Indicator: Number of alumni donating to school and total dollars committed

Target: 10% increase in number of alumni donating/pledging

Progress: 169 alumni contributed in FY 2009, compared to 184 alumni contributed in FY 2008 (total of \$30,077.74 committed)

Updated target for FY 2010: 200 donors.

Action Plan 4d3: The School will encourage increased faculty/staff participation in the USC Family Fund.

Indicator: Number of faculty and staff donating to school through Family Fund and total dollars committed

Target: 10% increase in faculty and staff participation

Progress: Out of 233 employees, 106 (45%) contributed \$55,643 in FY2009

Action Plan 4d5: The School will identify new corporate and foundation prospects through discussions with faculty, university leadership, donors and friends.

Indicator: Number of corporation/foundation donors to the school

Target: 3 new donors per year

Progress: 11 fewer donors in FY 2009

Indicator: Number of planned gifts and bequests

Target: 1 planned gift/bequest

Progress: \$38,050.00 - single new bequest in FY 2009

Initiative 4e: The School will encourage faculty and staff to participate in professional development activities, include intra- and extra-University opportunities.

Action Plan 4e1: The School will encourage staff to attend appropriate campus and off-campus professional development programs (e.g., GRANT program, Midlands Tech software training)

Indicator: Number of staff participating in campus and off-campus professional development opportunities

Target: 10% of administrative and research staff will participate in at least one professional development activity

Progress: Difficult to assess percentage since some participants are temporary research employees with good participation. This report does not include professional development for staff in various non-departmental center and offices.

- COMD – all staff
- ENHS – 2 staff
- EPID/BIOS – none reported
- HPEB – 3 staff
- HSPM – 3 staff
- EXSC – none reported

Opportunities through Human Resources and SAM are widely publicized with participation encouraged.

Action Plan 4e2: The School will support faculty participation in appropriate campus professional development programs (e.g., teaching seminars, grant writing seminars) and in appropriate professional development activities available through professional, academic and government organizations (e.g., short courses at professional meetings, extramurally funded research sabbaticals, summer schools at other institutions, NCHS data users' conference).

Indicator: Number of faculty participating in campus and off-campus opportunities

Target: 10% of tenure-track and non-tenure-track faculty will participate in at least one professional development activity

Progress:

- COMD – all faculty attend professional meetings
- ENHS: 5 faculty
- EPID/BIOS – none reported
- EXSC none reported
- HPEB 10 faculty
- HSPM: 1 faculty

In addition, faculty submitting seed grant proposals are encouraged to attend the NIH regional workshop (Research Triangle, NC in April 2007).

Indicator: Number of School administrators participating in administrative leadership workshops, provost's retreat etc. (NEW)

Target: At least 80% of dean, associate deans, department chairs and center/institute directors will participate in at least one campus leadership development activity.

Progress: Dean, associate deans, and department chairs have all participated in at least one leadership development activity. Anecdotally most center/institute directors have, but complete data are not available.

II. Funding

On paper, the Arnold School is probably in the best position financially we have seen in several years. Our tuition revenue continues to increase as a result of growth in both undergraduate and graduate programs. All tenure-track faculty have been asked to provide more teaching and produce more salary release as these revenues are essential to addressing our present budget scenarios. The school-wide production of IDCs is presently stable and trending upward.

However, this current stability has been the result of painful decisions over the past two to three years. Despite substantial faculty attrition we have done minimal faculty hiring other than FEI positions. Several staff vacancies were also left open for extended periods of time. This is not sustainable. With the new commitments made with Dr. Chandler's appointment as dean we have begun a more aggressive faculty and staff hiring plan for the next five years. The school's continued success and development depends on successful rebuilding of the faculty with adequate staff infrastructure to support the academic and research activities.

We continue to encourage departments to explore entrepreneurial opportunities that might generate revenue. We are exploring several non-traditional programs such as a summer institute, a lay school of public health, and continuing education programs for K12 educators. Although recruitment of students has recently been a challenge, offering the doctoral programs in Health Services Policy and Management in Korea and Taiwan has historically been a lucrative initiative and can be again with only a small increase in enrollment and resources to replace lost faculty in HSPM. In addition, we recognize that enhanced development activities and success are critical to our future.

In the short term, we are relying on our tuition increases to offset reductions in recurring state funds. With current budget projections based on conservative estimates of growth and the dean's new commitments, we hope to recover and grow from the current vacancies within five years. Unfortunately faculty attrition has not been uniform or strategically beneficial across the school. We currently have one department with a critical faculty mass issue and three others with significant gaps in tenured/tenure-track faculty. Health Services Policy and Management has five tenure-track faculty members, one who is nearing retirement and two who have substantial responsibilities outside the school; this department currently has a large number of students but has noticed disturbing decreases in applications and enrollment recently due to the faculty deficits and a diminished regional reputation. Epidemiology and Biostatistics, Environmental Health Sciences, and Communication Sciences and Disorders all have lost several midlevel and senior tenured faculty in the past 3 years. Most recently, Dr. Chandler's appointment as Dean has effectively cost ENHS one contributing faculty member. With any additional losses, the faculty complement in these departments could endanger our school accreditation, which is critical to faculty and student recruitment as well as required for a wide variety of extramural funding streams. Our CEPH re-accreditation review in October 2009 reflected significantly reduced performance relative to the accreditation criteria, which could result in a sharp and significant drop in our formal and informal rankings nationally as a School of Public Health.

III. Resource Requirements

Space and adequate facilities continue to be our highest priority as an infrastructure area. While we have enough square footage for today's faculty, staff and students, there is no room for growth, and the quality of some of the facilities is shameful and potentially unhealthy (e.g., HESC). In addition, the School of Journalism is pushing for us to vacate the Health Sciences Building so that unit can proceed with promised renovations, and the College of Nursing wants to claim space in the Williams-Brice building currently occupied by Communication Sciences and Disorders. In addition, the geographic distance among the 12 buildings we currently occupy is a major deterrent to collaborative activities. While the quality of the new space in the Public Health Research Center is good, the quantity is already insufficient, especially in the context of expanded faculty recruitment and accommodation of 3-4 CoEE's in the next 3 years. Even the current (inadequate) plans for space expansion do not account for any laboratory expansion.

A final space need is classroom space. Most PH instructors move a projector and computer to the classroom for every class meeting. This is inconvenient when we teach in the same building as our office, but it becomes a significant problem when we teach several blocks away (e.g., for Fall 2010, we have several classes assigned to the Coliseum, in classrooms with no AV/computer equipment). There is tremendous interest in expanding our distance education capacity, but the campus facilities are limited and very dated. We are planning to renovate a dedicated classroom for multimedia/distance education capacity, but at the cost of limiting our classroom availability for non-distance needs. A building that would comprehensively address our space needs including bringing our various groups into geographic proximity and providing additional laboratory and classroom space we estimate would cost ~ \$40-45 million.

The second broad area of infrastructure need is more at the University level than within the School. The current administrative services for human resources, payroll, contract and grant accounting, and information technologies are inadequate for the current activity-level of the University community.

IV. Unit Statistical Profile

A. Instructional

1. Number of applications

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<u>**Applications</u>					
Undergraduate	335	314	367	378	563
Masters	526	536	596	572	706
Certificate	1	0	9	6	4
First Professional	0	0	0	0	0
Doctoral	166	221	274	281	313
Total	1,028	1,071	1,246	1,237	1,586

2. Number of admissions

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<u>**Admissions</u>					
Undergraduate	232	211	230	253	368
Masters	243	299	304	337	340
Certificate	0	0	6	4	1
First Professional	0	0	0	0	0
Doctoral	68	89	77	95	111
Total	543	599	617	689	820

3. Freshman retention rate

	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
	Returned 2005	Returned 20 06	Returned 2007	Returned 2008	Returned 2009
Same School	55.8%	73.3%	68.8%	68.8%	73.0%
Other School	27.9%	16.3%	19.5%	19.8%	10.4%
TOTAL	83.7%	89.6%	88.3%	88.5%	83.5%

4. Number of majors (student headcount and FTE)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<u>Student Headcount</u>				
Undergraduate	484	531	632	766
Masters	335	345	353	387
Certificate	0	8	10	4
First Professional	0	0	0	0
Doctoral	199	207	231	262
Total	1,018	1,091	1,226	1,419

	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<u>FTE Students</u>				
Undergraduate	173	204	248	354
Masters	271	289	311	348
First Professional	0	0	0	0
Doctoral	156	161	178	201
Total	600	654	737	903

5. Number of graduates

	Fall 2008	Spring 2009	Summer 2009
<u>Degrees Awarded</u>			
Undergraduate	30	90	30
Masters	21	46	59
Certificate	3	0	0
First Professional	0	0	0
Doctoral	24	11	4
Total	78	147	93

6. Four-, five- and six-year graduation rates

	2001 Cohort			2002 Cohort			2003 Cohort		
<i>Starting in Public Health</i>	4-Year Grad	5-Year Grad	6-Year Grad	4-Year Grad	5-Year Grad	6-Year Grad	4-Year Grad	5-Year Grad	6-Year Grad
<i>Ending in:</i>									
Same School	37.2%	44.2%	44.2%	46.9%	53.1%	53.1%	42.4%	47.0%	47.0%
Other School	9.3%	18.6%	18.6%	10.2%	20.4%	20.4%	15.2%	19.7%	22.7%
TOTAL	46.5%	62.8%	62.8%	57.1%	73.5%	73.5%	57.6%	66.7%	69.7%

7. Total credit hours

	Fall 2008	Spring 2009	Summer 2009	Total
<u>Student Credit Hours</u>				
Undergraduate	3,726	4,511	1,013	9,250
Masters	3,731	3,486	2,620	9,837
First Professional	0	0	0	0
Doctoral	1,599	1,617	734	3,950
Total	9,056	9,614	4,367	23,037

8. Number of credit hours*

<i>Department</i>	Credit hours taught by tenured/tenure track faculty	Credit hours taught by non- tenure track faculty
Communication Sciences and Disorders	1,432	4,004
Environmental Health Sciences	309	381
Epidemiology & Biostatistics	956	1,066
Exercise Science	4,342	4,639
Health Promotion, Education & Behavior	1,206	2,621
Health Services Policy & Management	807	1,241
Public Health	7	15
TOTAL	9,059	13,967

*Generated from detailed tuition and credit hour reports for Fall 2008, Spring 2009 and Summer 2009; data do not fully agree with posted IAC data used above.

9. Number of faculty

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<u>Tenure Track Faculty</u>					
Professor	18/20	22/21	19/20	15/16	14/15*
Associate Professor	14	15	17/16	16/15	15
Assistant Professor	15	17/16	22	21/25	25/27
<u>Research Faculty</u>					
Professor	2/3	3	2	2	2
Associate Professor	0/3	1/3	2/3	2	2
Assistant Professor	11/16	16/15	10	14/15	9/11
<u>Clinical Faculty</u>					
Professor	0	0	0	0/1**	0/1**
Associate Professor	4	5	5	5	7
Assistant Professor	10/13	10/13	13/14	11/15	10/14
Instructor	0	4	4/5	5	5
<u>Instructors</u>					
	8/9	4	4/3	3/2	5
<u>Visiting Faculty</u>					
Professor	0	0	0	0	0
Associate Professor	0	0	0	0	0
Assistant Professor	0	0	0	0	0
<u>Adjunct Faculty</u>					
	189	189	167	202	199

*Includes Jay Moskowitz (HSSC)

**Post-TERI hire of professor emeritus

First faculty count in each cell is as reported by Institutional Assessment and Compliance, second number is based on internal records. Some discrepancies are due to temporary grant appointments; several may reflect fall hires or promotions. Adjunct faculty count is based on internal records and includes USC faculty in units other than Public Health.

10. Continuing education units

None reported.

B. Research and Creative Accomplishments

1 and 2. Publications and presentations at national/international meetings

Department	Refereed Publications	Non-refereed publications	Books	Book chapters	Presentations
Communication Sciences and Disorders	20	4	0	1	31
Environmental Health Sciences	23	3	0	0	32
Epidemiology and Biostatistics	101	5	1	3	120
Exercise Science	99	11	1	8	74
Health Promotion, Education and Behavior	70	6	0	0	84
Health Services Policy and Management	15	0	0	0	12
Total (UNDUPLICATED)	292	29	2	12	334

3. Performances and exhibitions
Not applicable

4. Summary of sponsored research activity to include grant applications submitted and awarded, arranged by sponsoring agency FY 2009 and to date (February 2010).

Research Applications submitted by ASPH Researchers in FY 2009 that were awarded as of February 2010, by Sponsoring Agency (Includes new and continuation applications, and resubmissions. Flow-through funds are listed with agency of origin.) Data Source: USCeRA

Sponsor	Total # of Submitted Research Applications¹	Total # of Submitted & Awarded Research Applications	1st Year Requested Amount (Awarded)
American College of Sports Medicine	4	2	8,000
CDC	21	7	3,452,699
Coca-Cola Company	2	2	131,015
DOD	10	5	2,696,037
Duke Endowment	4	2	214,145
Elan Pharmaceuticals, Inc	1	1	25,125

Eli and Edythe Broad Foundation	1	1	129,811
Eli Lilly & Co.	1	1	160,718
George Mason University	1	1	2,000
Greenville Hospital Systems	1	1	103,712
HHS (excluding CDC, HRSA, NIH)	9	8	1,569,228
HRSA	2	2	1,320,000
ICDDR,Bangladesh	1	1	40,000
NIH	140	40	10,445,291
NSF	9	1	50,000
Robert Wood Johnson Foundation	9	4	206,805
Roswell Park Cancer Institute	1	1	25,000
SC DMH	2	2	102,777
Totals	219	82	\$20,682,363

¹One hundred thirty-seven additional FY 2009 applications, which were pending in February 2010 or had been declined, were submitted to the following agencies and organizations: ACS, AFAR, AHA, AHRQ, AICR, Allen Foundation, Alzheimer's Association, APF, ASLHF, BaCaTeC, CCFA, CFF, MDA, NASA, Novo Nordisk, SC DHHS, SCCA, SCCHE, SCCPTP. The total dollar amount of FY 2009 research applications is \$68,032,349.

Research Applications submitted by ASPH Researchers in FY 2010 that have been Awarded as of 2/22/2010, by Sponsoring Agency (Includes new and continuation applications, and resubmissions. Flow-through funds are listed with agency of origin.)

Data Source: USCeRA

Sponsor	FY 2010 to date Total # of Submitted Research Applications¹	Total # of Submitted & Awarded Research Applications	1st Year Requested Amount (Awarded)
CDC	2	2	427,489
Duke Endowment	2	1	27,000
HHS	4	3	106,408
New Morning Fn	1	1	42,156
NIH	60	1	99,999
NOAA	2	2	56,800
SAMHSA	1	1	98,937
Totals	72	11	\$858,789

¹Thirty-four additional FY 2010 applications, which were pending as of February 2010 or have been declined, were submitted to the following agencies and organizations: AAF, ACSM, ADA, AFAR, AICR, ALA, Alive & Thrive, APS, CMS, Coca-Cola Company, DOC, DOD, EPA, Grant Foundation, HRSA, Kellogg Foundation, LRF, Mary Kay Ash Foundation, MBF, MDA, NAF, NIH, NPF, NSF, OPHS, Pew Foundation, Pfizer, Ralph E. Powe, RWJF, SCCHE, VA. The total dollar amount of FY 2010 research applications to date is \$25,485,234

5. Total extramural funding processed through SAM in FY 2009, and federal extramural funding processed through SAM in FY 2009

Summary of FY 2009 Extramural Funding to ASPH PIs (See detailed tables below)

Total Federal Research*	20,300,674
Total Federal Non-Research	1,577,541
Total Non-Federal Research	4,374,481
Total Non-Federal Non-Research	990,422
Total FY 09 Extramural Funding	\$27,243,118

Source: USCeRA

*Includes 50% (\$126,656) of awards to D. Porter/Baruch Institute & ENHS

FY 2009 Research Awards by Sponsoring Agency & Total 1st Year Amounts

Data Source: USCeRA

Note: Flow-through funds are listed under the agency of origin.

Federal Research Awards Received in FY 2009	Totals
CDC	4,679,628
DOD	528,935
EPA	187,364
HHS	2,815,926
HRSA	685,595
NIH	10,929,926
NOAA	117,440
NSF	257,029
SAMHSA	98,831
Total	\$20,300,674

Non-Federal Research Awards Received in FY 2009	Totals
American College of Sports Medicine	3,000
American Heart Association	87,000
Coca-Cola Company	45,000
Duke Endowment	590,214
Elan Pharmaceuticals, Inc	25,125
Eli and Edythe Broad Foundation	129,811
George Mason University	2,000
Instituto Nacional De Salud Publica (INSP), Mexico	64,453
International Centre for Diarrhoeal Disease Research, Bangladesh	40,000
Juvenile Diabetes Research Foundation	8,284

Non-Federal Research Awards Received in FY 2009	Totals
Kellogg Foundation	4,081
National Swimming Pool Foundation	75,000
Quercegen Pharma, LLC	406,848
Roswell Park Cancer Institute	23,472
Robert Wood Johnson Foundation	121,425
SC DHEC	3,917
SC General Assembly	2,744,851
Total	\$4,374,481

FY 2009 Research Awards by Department/Center & Total 1st Year Amounts

Department/Center	Total Federal Research Awards	Total Research Awards	Total Research & Non-Research Awards
Communication Sciences & Disorders	1,616,733	1,616,733	2,279,853
Environmental Health Sciences	1,284,359	1,286,359	1,295,230
Epidemiology & Biostatistics	2,345,016	2,384,058	2,647,794
Exercise Science	3,145,240	4,001,172	4,039,043
Health Promotion, Education & Behavior	(1,342)	663,954	786,504
Health Services Policy and Management	695,595	695,595	931,036
Arnold School of Public Health – Dean	2,076,651	2,076,651	3,284,327
Cancer Prevention and Control Program	1,377,223	1,377,223	1,377,223
Center for Health Services & Policy Research	1,352,097	1,379,356	1,379,356
Center for Research in Nutrition & Health Disparities	1,249,608	1,257,892	1,277,817
Institute for Partnerships to End Health Disparities	2,096,426	2,096,426	2,096,426
Prevention Research Center	3,063,068	3,063,068	3,071,840
Health Sciences Research Core (McKeown)	0	31,817	31,817
COEE (McKeown)	0	2,744,851	2,744,851
Totals	\$20,300,674	\$24,675,155	\$27,243,118

6. Total direct cost research expenditures (DCRE) per tenured/tenure track faculty for FY2009, by rank and by department if applicable.

Total ASPH Research Expenditures for FY 2009				
Rank	Total RE w/IDC	Total RE DC only	# TT Faculty	DCRE \$ Per TT Faculty
Prof (15)	7,721,521	6,166,628	15	411,109
Assoc Prof (13)	5,146,320	4,005,603	16	250,350
Asst Prof (16)	1,234,705	966,990	21	46,047
Non TT Faculty (19)	3,045,364	2,336,461		
Non Faculty (17)	2,118,168	1,745,963		
Total Research Expenditures	19,266,078	15,221,645		

*Amounts per faculty member are calculated using the number of faculty members by rank reported by USC's Institutional Assessment and Compliance Office as of Fall 2008, but as noted above, these numbers are not consistent with internal records. Expenditure Data Source: SAM

7. Amount of sponsored research funding per faculty member (by rank and type of funding)

FY 2009 Amount of Research Funding by Faculty Rank and Type of Funding							
Rank	Federal	Local	Hospital/ Other	Non-Profit	State Gov	Total	Per Faculty*
Prof	5,802,889	0	45,000	527,826	2,744,851	9,120,566	608,038
Assoc Prof	6,433,207	0	0	38,334	0	6,471,541	404,471
Asst Prof	1,160,173	0	0	466,321	3,917	1,630,411	77,639
Res Prof	1,381,292	0	0	0	0	1,381,292	690,646
Res Assoc Prof	1,373,137	0	0	0	0	1,373,137	686,569
Res Asst Prof	728,383	0	408,848	0	0	1,137,231	81,231
Clin Asst Prof	198,549	0	0	77,000	0	275,549	55,110
Totals	17,077,630	0	453,848	1,109,481	2,748,768	21,389,727	

*Amounts per faculty member are calculated using the number of faculty members by rank reported by USC's Institutional Assessment and Compliance Office, but as noted above, these numbers are not consistent with internal records. Awards for research professors include those for two-part time faculty who are research grant employees. This table does not include awards totaling \$3,285,427 with non-faculty PI (research associate, staff, student) Source: USCeRA

8. Percentage of unit faculty with sponsored research activity as PI (by rank and type of activity)

FY 2009 SPH Faculty Research Awards*					
Rank	# Funded Faculty	Total Res \$ Amount	Total Faculty	\$/Faculty Member	% as PI
Prof	15	9,120,566	15	608,038	100%
Assoc Prof	12	6,471,541	16	404,471	75%
Asst Prof	14	1,630,411	21	77,639	67%
Res Prof	2	1,381,292	2	690,646	100%
Res Assoc Prof	1	1,373,137	2	686,569	50%
Res Asst Prof	9	1,137,231	14	81,231	64%
Clin Asst Prof	2	275,549	11	25,050	18%
Totals	55	\$21,389,727			

*Amounts per faculty member are calculated using the number of faculty members by rank reported by USC's Institutional Assessment and Compliance Office as of Fall 2008, but as noted above, these numbers are not consistent with internal records. This table does not include research awards totaling \$3,285,427 with non-faculty PI (research associate, staff, student). Grant Data Source: USCeRA Faculty Data Source: USC Institutional Assessment & Compliance

9. Number of faculty serving as co-investigators in cross-unit activities in FY 2009

Thirty-five SPH faculty members (unduplicated number) were listed as principal investigators on 56 grant and contract applications that were developed and submitted in collaboration with investigators from other USC units, including Anthropology, Baruch Institute, Biology, Chemistry, Computer Science & Engineering, Education, Geology, History, Institute for Families in Society, Journalism, Mathematics, Nursing, Philosophy, Psychology, Retail Management, School of Medicine, Social Work, and USC's Institute for Public Service and Policy Research. Data Source: USCeRA.

Seventeen SPH faculty members (unduplicated number) were listed as principal investigators on 19 externally funded projects in collaboration with investigators from other USC units, including Baruch Institute, Biology, Chemistry, Education, Engineering, Institute for Families in Society, Law, Mathematics, Psychology, School of Medicine, and USC's Institute for Public Service and Policy Research. Data Source: USCeRA.

10. Number of faculty cross-appointed in Centers and/or Institutes in FY 2009

- Swann Adams, CPCP (60% in Nursing, 40% in Arnold School)
- Deborah Billings, Women's Studies
- Heather Brandt, CPCP
- Jim Burch, CPCP, Center for Colon Cancer Research, Dorn VA Medical Center
- Natalie Colabianchi, Prevention Research Center
- Saundra Glover, Institute for Partnerships to Eliminate Health Disparities
- James Hardin, Center for Health Services and Policy Research, Biostatistical Collaborative Unit in HSRC, Institute for Families in Society
- James Hebert, Cancer Prevention and Control Program
- Steve Hooker, Prevention Research Center

- Sonya Jones, Nutrition Center
- Angela Liese, Nutrition Center
- Amy Martin, Rural Health Research Center
- Robert McKeown, GHS Institute for the Advancement of Health Care
- Anwar Merchant, Nutrition Center
- Bob Moran, Nutrition Center, Health Sciences Research Core
- Jay Moskowitz, Health Sciences South Carolina
- Dwayne Porter, Baruch Institute
- Jan Probst, Rural Health Research Center
- Robin Puett, CPCP, Nutrition Center
- Donna Richter, SC Public Health Institute
- Jane Richter, Center for Public Health Preparedness
- Trish Sharpe, Prevention Research Center
- Mindi Spencer, Institute for Southern Studies
- Susan Steck, CPCP
- Erik Svendsen, Center for Public Health Preparedness
- Myriam Torres, Consortium for Latino Immigration
- Edith Williams, Institute for Partnerships to Eliminate Health Disparities
- Sacoby Wilson, Institute for Families in Society

11. Number of patents, disclosures and licensing agreements in calendar year 2009
None known

12. Number of proposals submitted to external funding agencies during Calendar Year 2009 (by type and department) (CY2009 total 1st yr request = \$74,179,669)

CY 2009 Proposals Submitted by Type and Department/Center							
Dept/Ctr	# Commercial	# Federal Gov	# Local Gov	# Hosp/ Other	# Private/ Non-Profit	# State Gov	Totals
COMD	0	14	0	1	1	0	16
ENHS	0	17	0	0	1	0	18
EPID/BIOS	1	42	0	1	3	6	53
EXSC	5	50	0	2	21	1	79
HPEB	5	19	4	5	14	1	48
HSPM	5	11	0	23	8	1	48
PRC	0	12	0	0	2	0	14
CHSPR	0	14	0	0	1	1	16
NC	0	17	0	1	2	0	20
Dean	0	18	0	1	4	1	24
IPEHD	0	8	0	0	1	1	10
CPCP	0	8	0	0	0	0	8
Totals	16	230	4	34	58	12	354

Data Source: USCeRA

C. Faculty Hiring

1. Number of full-time faculty hires AY 2009-2010 by department and rank

Volz, David	Environmental Health Sciences	Assistant Professor	8/16/2009
Newman-Norlund, Roger	Exercise Science	Assistant Professor	8/16/2009
Billings, Deborah	Health Promotion, Education, and Behavior	Assistant Professor	8/16/2009
Adams, Swann	Epidemiology	Assistant Professor (40%, primary in Nursing)	8/16/2009
Barnes, Elizabeth	Communication Sciences and Disorders	Clinical Assistant Professor	8/16/2009
Barth, Steve	Exercise Science	Instructor	6/1/2009
Cuevas, Barbara	Exercise Science	Instructor	7/16/2009
Shervette, Virginia	Environmental Health Sciences	Clinical Assistant Professor	2/16/2010

2. Number of post-doctoral scholars (PhD non-faculty hires) FY 2010

Total 13 across school: COMD – 3; ENHS – 2; EXSC – 5; HSPM – 2;
Office of Public Health Practice – 1

3. Anticipated faculty losses for next five years

COMD: two tenured associate professors, one senior instructor, one research professor

ENHS: one potential retirement

EPID/BIOS: one tenured professor, one instructor

EXSC: two potential retirements

HPEB: none anticipated

HSPM: one tenured associate professor, one part-time clinical faculty

4. Number of CoEE chair hires and FEI hires in AY 2009-2010; number approved

COEE/FEI	Faculty	Department	Rank
FEI: Brain health/brain plasticity	Roger Newman-Norlund	Exercise Science	Assistant Professor
FEI: Latino Health Disparities	Deborah Billings	Health Promotion, Education, and Behavior	Assistant Professor

D. Funding Sources

1. All-funds budget (total, A-funds, E-funds, etc.) as of October 31, 2009.
See attached five-year projections under various scenarios and E fund summaries

State appropriations, total 3XXXX object codes, and revenue

The respective tables reflect cuts of 0%, 3%, 5% and 8% to total A funds. One time transfers for FY 2010 through FY 2014 include \$300,000 for start-up expenses for new faculty as committed to Dean Chandler. The cumulative total in permanent transfers reflects his start-up commitment for new staff (\$500,000 in FY 2011) and faculty (\$400,000 per year for five years). Smaller amounts include FEI funds, resources for the Nutrition Center and a transfer from CAS for EnGenCore. Tuition and fees comprise the vast majority of revenue for the school. The numbers projected reflect no increase for either summer session, and 3% annual increases for fall and spring. The other revenue lines assume current activity will be relatively constant.

Expenditures

The most dramatic changes are in the two major personnel lines. Based on Dean Chandler's start-up commitment and efforts to resolve substantial faculty and staff attrition over the past three years, the salary lines reflect aggressive faculty and staff growth. The summer salary object code reflects a 10% increase to account for increasing use of salary release funds toward summer salary and start-up commitments. The summary graduate assistantship line reflects a continuing increase, justified by the growth in undergraduate teaching with more need for GTA/GIA positions for classroom support. Fringe benefits reflect a blended rate and therefore increase proportionate to the salary lines. Other major expenditure categories project a 10% increase each year; this increase reflects the growing faculty and staff (e.g., additional phone lines, general office supplies and equipment, start-up expenses for faculty). The table below summarizes the assumptions for all expenditure categories.

Summary Comments

Because of unexpectedly large (and exciting) increases in our student population and associated tuition over the past two years, and receiving the first installment of the dean's start-up commitment prior to substantial hiring, the budget projections include a substantial carryforward, especially with zero or 3% budget cut. However, there are several factors to put the need for substantial carryforward in better context. As noted above the school is just beginning to recover from significant faculty attrition. We have one FEI and four faculty replacement searches in progress for hire in August 2010, a department chair search, and one active CoEE endowed chair search underway. We included modest estimates of start-up expenses in the budget projections, but some expenses could be substantially higher, especially for faculty candidates requiring laboratory facilities, and needs of the two chairs. In addition, per Dean Chandler's hiring contract, much of the school expects to be relocated in the next two-three years. We have not included any moving expenses in the budget projections, but these expenses will be substantial, since we likely will have to provide some support for upgrading/upfitting a new facility and will have substantial commitments for new furniture and related office and classroom facilities. Finally, Dean Chandler's start-up commitment includes recurring funds for 20 *new* tenure-track positions, and that is beyond replacing current faculty vacancies through tuition growth. With even a 3% cut, we cannot fill current vacancies and 20 new positions; with the maximum 8% cut,

we are filling less than 20 positions total across new AND replacement positions unless Dean Chandler's commitment is protected from cuts.

2. Gifts and pledged received in FY 2009.
\$1,868,272 in FY 2009

Category	FY2011	FY2012	FY2013	FY2014	FY2015
Classified/Staff					
No budget cut	Midyear hires 2 new hires	2 new hires	2 new hires	2 new hires	2 new hires
3% budget cut	Midyear hires 2 new hires	2 new hires	2 new hires	2 new hires	2 new hires
5% budget cut	Midyear hires 2 new hires	2 new hires	1 new hires	1 new hires	
8% budget cut	Midyear hires 2 new hires	2 new hires	1 new hires		
Unclassified/Faculty					
No budget cut	Midyear hire 6 new hires*	6 new hires	6 new hires	4 new hires	4 new hires
3% budget cut	Midyear hire 6 new hires	6 new hires	4 new hires	4 new hires	2 new hires
5% budget cut	Midyear hire 6 new hires	5 new hires	4 new hires	3 new hires	2 new hires
8% budget cut	Midyear hire 6 new hires	4 new hires	2 new hires	2 new hires	1 new hires
Other Personnel					
Adjunct/Dual/Extra Comp	Unchanged	Unchanged	Unchanged	Unchanged	Unchanged
Summer	10% increase	10% increase	10% increase	10% increase	10% increase
Graduate Assistant	\$20,000 increase	\$20,000 increase	\$20,000 increase	\$20,000 increase	\$20,000 increase
Temporary/Student	Unchanged	Unchanged	Unchanged	Unchanged	Unchanged
All Other 51s	Unchanged	Unchanged	Unchanged	Unchanged	Unchanged
Non-personnel expenditures	Increase 10%	Increase 10%	Increase 10%	Increase 10%	Increase 10%

*Includes two senior faculty – HSPM chair and senior biostatistics faculty