Executive Summary

Blueprint for Academic Excellence
School of Medicine - Greenville
AY2017-2018

Introduction

The University of South Carolina School of Medicine Greenville (USCSOM Greenville) offers a separately accredited, four-year undergraduate medical education program designed to produce a distinctive Doctor of Medicine (MD) degreed founded on the needs of the changing health delivery setting. Located on the Greenville Memorial Medical Campus of Greenville Health System (GHS), students are immersed in the healthcare delivery system from their first week and learn using the latest clinical, information and simulation technology to develop leadership, clinical and interpersonal skills essential to delivering the next generation of patient-focused health care with confidence and compassion.

Highlights

• USCSOM Greenville received LCME full accreditation in February 2016 and graduated its inaugural class in May 2016. National standardized STEP examination 1st time pass rates continue to exceed the national average at 98% and NRMP match results are now strong for two consecutive classes with an average 99% placement of graduates. Applicant numbers continue to rise with 4726 applications for the 100 spots in the class to enter July 2017.

Jerry R. Youkey, M.D.
Dean of the University of South Carolina School of Medicine Greenville & Associate Provost for Health Sciences - Greenville

Blueprint for Academic Excellence
School of Medicine - Greenville
AY2017-2018

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Foundation for Academic Excellence

Mission Statement
Improve the health of the people and diverse communities we serve by educating health professionals who will care compassionately, teach innovatively, and improve constantly

Updated: 01/02/2012

Vision Statement
Transformation health care for the benefit of the people and communities we serve.

Updated: 01/02/2012

Values
1.USCSOM Greenville will be responsive to the changing health care needs of our society.

2.USCSOM Greenville will strive to consider the needs of the students, faculty, and administration in a manner which enhances the stature of both USC and GHS.

3.USCSOM Greenville understands that health care delivery is constantly evolving and that its physician graduates should facilitate and advocate transformation that improves care provision.

4.USCSOM Greenville will be integrated with all aspects of the GHS delivery system.

5.USCSOM Greenville will graduate physicians who understand and participate in research that compares the relative clinical effectiveness and outcomes of various treatments.

6.USCSOM Greenville supports development of a health care workforce that reflects future societal needs and the diversity of the communities served.

7.USCSOM Greenville will educate physicians to be champions for patient safety, standardization, evidenced based care, and quality; responsible to the medical needs of their community; sensitive to the societal cost of medicine; activists for the education of the future health care workforce; and practitioners that care for all patients regardless of race, social stature, or ability to pay.

Updated: 01/02/2012

Goals - Looking Back

Goals for the School of Medicine - Greenville for the previous Academic Year.

Goal 1 - LCME Accreditation

Goal Statement	Achieve LCME Full accreditation
Linkage to University Goal	Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	USCSOMG will educate physicians to be champions for patient safety, standardization, evidenced based care, and quality. The LCME accreditation and re-accreditation process requires USCSOMG to demonstrate, maintain and continuously improve against competencies and established standards.
Status	Completed successfully
Achievements	Full Accreditation was achieved February 23, 2016
Resources Utilized	Collective team effort across leadership team

Goals - Real Time

Goals for the School of Medicine - Columbia that are in progress for AY2017-2018.

Goal 1 - Master of Physician Assistant Studies Program

Goal Statement	Establish a Master's in Physician Assistant Studies Program
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education. Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration
Goal Status	Progressing as expected (single year goal)
Achievements	Completed recruitment of clinical curriculum director and four faculty. Renovated dedicated PA teaching space and faculty offices in Library Building by early Fall 2016. Initiated interviews of PA students Summer of 2016. Matriculated first class January 2017.
Resources Utilized	Associate Dean for Research and Graduate Education PA Program Faculty
Continuation	
Action Plan for Achieving the Goal	Complete recruitment of clinical curriculum director and four faculty. Renovate dedicated PA teaching space and faculty offices in Library Building by early Fall 2016. Initiate interviews of PA students Summer of 2016. Matriculate first class January 2017.
Upcoming Plans	Complete recruitment of clinical curriculum director and four faculty. Renovate dedicated PA teaching space and faculty offices in Library Building by early Fall 2016. Initiate interviews of PA students Summer of 2016. Matriculate first class January 2017.

Goal 2 - Palmetto Health-USC Medical Group

Goal Statement	Operationalize Palmetto Health-USC Medical Group.
Linkage to University Goal	Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Compassionate patient care. Vision - A vibrant academic health center that provides access to the best evidence-based medical care. Values - Excellence, professionalism, collaboration, compassion
Goal Status	Progressing as expected (multi-year goal)
Achievements	Successfully applied for tax-exempt status by IRS. Appointed executive leaders. Established departmental structures and appointed departmental leaders. Formalized mission, vision and values. Implemented human resources and information technology infrastructure.
Resources Utilized	PH-USC Medical Group funds Executive Dean and Associate Deans Clinical Departments Faculty and Staff
Continuation	
Action Plan for Achieving the Goal	The IT integration project will be completed by Spring of 2017. An integrated human resources IT infrastructure is under development, with completion of this project targeted for September, 2016 (until completed, IT data will remain segregated on USC and Palmetto Health system). Prior to January, 2017, a permanent Director of Operations and COO will be named for the Medical Group. Compensation plan will be finalized by end of calendar year 2016, allowing providers to shadow the new compensation plan throughout calendar year 2017.
Upcoming Plans	
Resource Needs	Funds and personnel are in place and sufficient.

Goal 3 - LCME Accreditation

Goal Statement	Begin a year-long self-study process prior to the LCME accreditation site visit scheduled during the 2016-2017 academic year.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education. Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration
Goal Status	Progressing as expected (multi-year goal)
Achievements	Executive Dean charged a task force with conducting a preliminary survey of the new LCME standards to identify areas of potential noncompliance and make recommendations for changes in order to meet the standards. Task force submitted recommendations to Executive Dean. Executive Dean appointed LCME Self-Study Steering Committee and subcommittees. Subcommittees gathered data and prepared reports for each LCME standard. Students initiated Independent Student Analysis.
Resources Utilized	Executive Dean Associate Dean for Medical Education Office of Medical Education and Academic Affairs Faculty and staff from all departments
Continuation	
Action Plan for Achieving the Goal	Completion of the self-study process and submission of the report to the LCME in Fall 2016. Accreditation site visit scheduled for February 2017.
Upcoming Plans	Completion of the self-study process and submission of the report to the LCME in Fall 2016. Accreditation site visit scheduled for February 2017.
Resource Needs	Personnel are in place and sufficient.

Goal 4 - Research and Collaborations

Goal Statement	Foster research and promote collaborations and interdisciplinary research.
Linkage to University Goal	Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Transformative Research Vision - A vibrant academic health supported by research and cutting edge technologies. Values - Excellence, professionalism, collaboration
Goal Status	Progressing as expected (multi-year goal)

Achievements	Associate Dean for Research and Graduate Biomedical Programs appointed.
	Joint appointment as Vice President for Clinical Research at Palmetto Health enabled combined coordination of PH and SOM research operations.
	Renewal of SC INBRE from NIH for $18M and a $3M NIH-funded study on stroke.
	Continued success in neurosciences with funding from NIH and VA including engagement of USC faculty in Arts and Sciences, Pharmacy, and Public Health.
	Integrated research day between SOM and PH instituted for Spring 2016.
	10K square feet research space on VA SOM campus opened.
	October flood incurred significant damage to electron microscopy and other instrumentation in Instrumentation Research Facility (IRF). Flooding prompted relocation of IRF, purchase of new/replacement equipment.
	Expanded imaging instrumentation with funding of small animal imaging systems through $1M VA-funded mechanism. Successful AAALAC inspection for USC animal research facilities due to significant investment in facilities and air handling on SOM VA campus.
	Extramural funding has remained stable over the last 3 years with a total of 50M in 2014 and a total of 49M in 2016. This relatively stable funding has occurred despite attrition of some faculty, an aging infrastructure and resource pressures (space, animal facilities).
Resources Utilized	A funds
	E funds
	Associate Dean for Research and Graduate Education
	All departments faculty and staff
Continuation	

Action Plan for Achieving the Goal	Streamline clinical research submissions. Increase pre-proposal support for clinicians/residents. Reduce turnaround times for IRB reviews. Unify language and policies for IP, subject injury and COI. Plan MS biomedical technology program to fill need for well-trained research technicians. Complete 5K square feet research space in Building 1. Strategic utilization of Bldg 9 for joint VA recruitments and programmatic efforts. Explore clinical research opportunities with affiliate campuses and hospitals. Foster new initiatives in technology transfer, IP generation and strategies for NIH SBIR and STTR funding.
Upcoming Plans	Streamline clinical research submissions. Increase pre-proposal support for clinicians/residents. Reduce turnaround times for IRB reviews. Unify language and policies for IP, subject injury and COI. Plan MS biomedical technology program to fill need for well-trained research technicians. Complete 5K square feet research space in Building 1. Strategic utilization of Bldg 9 for joint VA recruitments and programmatic efforts. Explore clinical research opportunities with affiliate campuses and hospitals. Foster new initiatives in technology transfer, IP generation and strategies for NIH SBIR and STTR funding.
Resource Needs	Continued support from Office of the Provost and Vice President for Research for recruitment of researchers is needed.

Goal 5 - Endowment and Scholarships

Goal Statement	Increase the School of Medicine endowment to provide full tuition scholarships for underrepresented minority and academically gifted students.
Linkage to University Goal	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education. Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration, diversity and inclusion
Goal Status	Progressing as expected (multi-year goal)
Achievements	Executive Dean continued to identify scholarship funds for students training at Florence campus. Senior Director of Development hired November 2015.
Resources Utilized	A funds Executive Dean Senior Director of Development Development and Alumni Affairs staff Office of Diversity and Inclusion
Continuation	
Action Plan for Achieving the Goal	Work with USC Development and Alumni Relations to expand outreach to alumni and potential community donors. Establish philanthropy priorities, which will include scholarship support for underrepresented minority students and academically gifted students.
Upcoming Plans	Work with USC Development and Alumni Relations to expand outreach to alumni and potential community donors. Establish philanthropy priorities, which will include scholarship support for underrepresented minority students and academically gifted students.

Goals - Looking Ahead

Goals for the School of Medicine - Columbia that are slated for the upcoming year.

Goal 1 - School of Medicine Five Year Strategic Plan (2017-2022)

Goal Statement	Implement School of Medicine Five Year Strategic Plan (2017-2022)
Linkage to University Goal(s)	Educating the Thinkers and Leaders of Tomorrow Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education, transformative research, and compassionate patient care. Vision - A vibrant academic health center that provides access to the best evidence-based medical care and biomedical education, supported by research and cutting edge technologies. Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion
Goal Status	Newly Established Goal
Action Plan for Achieving the Goal	Appoint Strategic Planning Committee March 2017. Meet with all departments to review strategic plan. Charge associate deans and other leaders with responsibility for oversight of completion of specific objectives. Establish a dashboard for monitoring and evaluation of progress on plan goals and objectives. Initiate work on goals and objectives.
Resources Needed	
Notes	Initial focus will be on establishment of a SOM Student Learning Success Center, creation of a SOM medical student curriculum enhancement task force, establishment of an Innovation and Discovery Center, and training in unconscious bias for Admissions Committees and search committees.

Goal 2 - LCME Accreditation Response

Goal Statement	Respond to final report from LCME regarding accreditation status which is expected in June 2017.
Linkage to University Goal(s)	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Exemplary medical and health education Vision - A vibrant academic health center that provides access to the best biomedical education Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion
Goal Status	Newly Established Goal
Action Plan for Achieving the Goal	Implement continuous quality improvement program to ensure effective monitoring of the medical educational program's compliance with accreditation standards. Conduct focus group with medical students regarding feedback in LCME self-study independent student analysis. Update Appointment, Promotion, and Tenure guidelines for approval by the Provost's Office.
Resources Needed	Office of Medical Education and Academic Affairs Appointment, Tenure, and Promotion Committees

Goal 3 - Rural Health Center of Excellence

Goal Statement	Support and develop rural and primary care education, delivery, and sustainability in South Carolina through clinical practice, training and research.
Linkage to University Goal(s)	Educating the Thinkers and Leaders of Tomorrow Building Inclusive and Inspiring Communities Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Mission - Compassionate patient care. Vision - A vibrant academic health center that provides access to the best evidence-based medical care. Values - Excellence, professionalism, collaboration, compassion
Goal Status	Newly Established Goal
Action Plan for Achieving the Goal	Establish a rural health center of excellence. Engage statewide partners in enhancing the delivery of healthcare in rural areas of S.C. Seek recurring funding for center of excellence. Expand programs in a spoke and hub fashion for provision of clinical care, education of health professions students and research.
Resources Needed	Legislative support for statewide initiative

Academic Programs

Program Rankings

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

Medical Degree (M.D.) Program

Association of American Medical Colleges (AAMC)

March 10, 2017 notification

The AAMC Missions Management Tool (MMT) provides comparative outcomes data for medical education programs with full LCME accreditation as of January 1, 2017. The MMT is issued annually.

Ranks nationally in the 94th percentile for Percent of graduates practicing in primary care.

Instructional Modalities

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

Biomedical Sciences (MS/PhD) - In Fall 2016, biomedical sciences graduate students took their required biochemistry course with first year medical students. This provided an opportunity for both groups of students to interact with one another and exposed the graduate students to more clinical applications of biochemistry.

Master's in Genetic Counseling - Increased number of teleconferenced lectures allowing "experts from afar" to share unique genetic expertise with our senior genetic counseling students.

Master's in Nurse Anesthesia - Continue to use Polycom for lecture transmission to Greenville site, for all classes in the Nurse Anesthesia program.

Master's in Rehabilitation Counseling - The program continues to offer its courses in a real-time hybrid format in which students have the option of attending class in person or joining from a distance using Adobe Connect. TO maximize
student engagement, students are required to have working microphones. When bandwidth permits, students use webcams. This was the first academic year that our new course, RHAB 540: Assistive and Adaptive Technology, which was approved in late 2015, appeared in the Graduate Studies bulletin. The course was designed to attract undergraduate students who are interested in learning more about AAT and its applications to persons with disabilities as well as introduce students to the profession of rehabilitation counseling. Students from allied health professions, including public health, enrolled in the course. We purchased two new computers for online teaching through funding from our two most recent Department of Education grants.

Medical Degree - Clinical electives were expanded at the Florence Regional campus as well as at our affiliated hospitals, Lexington Medical Center and Grand Strand Regional Medical Center. Interprofessional education was expanded to include our physician assistant students being integrated in with the medical students in our Introduction to Clinical Medicine I small groups. A second cohort of six undergraduate students from the Honor's College were accepted into the BARSC-MD program and additional SOM seminars developed for the second year group. A pilot project is under development to incorporate healthy cooking and nutrition into the curriculum.

Post-Baccalaureate Certificate in Biomedical Sciences - Didactic coursework. Certificate students often

attend lectures with other groups of graduate students including MI students in MD program, students from CRNA as well as Master's and Doctoral students from Biomedical Sciences and Biomedical Engineering programs.

Program Launches

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

Name - Masters of Science in Physician Assistant Studies

Responsible Department - Physician Assistant Program

Program Terminations

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

None.

Supplemental Info - Academic Programs

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

Academic Initiatives

Experiential Learning for Undergraduates

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

N/A

Experiential Learning For Graduate & Professional Students

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

Biomedical Sciences (MS/PhD) - Four imaging courses provide hands-on learning opportunities for students to develop expertise in various biomedical research techniques. Four research courses offer students the opportunity to develop

problem solving skills and proficiency with cutting edge biomedical research techniques as they formulate hypotheses and design experiments to test these hypotheses.

Certificate of Graduate Study (CGS) in Psychiatric Rehabilitation - The CGS concludes with an Independent Study capstone project. Most students elect to engage in a research project rather than a field-based experiential project.

Master's in Genetic Counseling - Students continue an active service learning component within the first year of the program and progress to five clinical rotations as senior genetic counseling graduate students

Master's in Nurse Anesthesia - Nurse Anesthesia has embedded freshman clinical experiential learning into several didactic courses to better reinforce the knowledge being learned. We've hired a full time clinical coordinator for the Columbia campus, in combination with Palmetto Health Richland, to further strengthen the experiential learning.

Master's in Rehabilitation Counseling - Experiential learning in the MRC program takes place in pre-clinical coursework and in trio formal clinical experiences, a 150-hour practicum and a 600-hour internship that take place in vocational and clinical rehabilitation service agencies. As part of the RHAB 714 curriculum, we continue to train students in the evidence-based practice Screening, Brief Intervention and Referral to Treatment (SBIRT) that was implemented as part of a recent SAMHSA grant. The experiential component for this training occurs in-person under the supervision of faculty.

Medical Degree - Students on the Florence Regional campus were tasked with developing a community project that would integrate their skills with needs in the community. Over the course of a weekend they provided education to geriatric patients in the Florence community about fall risk. Over half of the curriculum is based in community hospitals and clinics. We continue to expand our clinical sites and address ways to

incorporate more experiential learning into the first two

years of the didactic curriculum.

Physician Assistant Studies Program - Three courses in the didactic phase incorporate ultrasound with practice on standardized patients. Nine courses in the clinical phase are practicums in various medical specialties

Affordability

Assessment of affordability and efforts to address affordability.

As the cost of medical education and student debt continues to rise, the School of Medicine continues to look for ways to allow a medical education to remain affordable for all students. Tuition increases have been modest and as noted in our goals, the SOM continues to make increases in endowments and scholarships a high priority. Specifically, the conversion of the Corbett loan program to a scholarship program this year will significantly increase the amount of scholarship money available to our students.

Reputation Enhancement

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

Master's in Genetic Counseling - First in the southeast, one of the oldest genetic counseling programs in the nation, founder of the Transnational Alliance for Genetic Counseling.

Master's in Nurse Anesthesia - The program continues to recruit approximately 50% of each class cohort from out of state. These graduates often return to their place of origin. The high quality, knowledgeable care that they provide has health care institutions nationally seeking our graduates for employment.

Master's in Rehabilitation Counseling/ Certificate of Graduate Study in Psychiatric Rehabilitation - The rehabilitation counseling program has two active Department of Education long-term training grants from the Rehabilitation Services Administration. Awarded in 2014 and 2015, respectively, both are 5-year awards that provide scholarships to students interested in working in the federal-state vocational rehabilitation service system.

Medical Degree - The SOM has been successful in placing several of our students on national boards this past year. Sean Christensen, M-IV is a student director on the Board of Directors for Alpha Omega Alpha the Honor Medical Society and Jayme Looper, M-IV serves as an at-large officer on the Medical Student Section Governing Council of the American Medical Association.

Challenges

Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted

elsewhere in this report and/or those which merit additional attention.

Overall, the SOM faces these challenges in the area of academic initiatives - limited scholarships, aging facilities, limited classroom space, lack of institutional support for academic success, faculty with limited protected time for scholarship, increasing in-state competition for student recruitment and clinical training sites, and limited teaching opportunities for Biomedical Sciences PhD students.

Biomedical Sciences (MS/PhD) - Our biggest challenge is having competitive stipends to attract the best students to our PhD program and opportunities for financial support for students beyond their first year in our PhD program.

Master's in Genetic Counseling - National shortage of genetic counselors has led to 50% increase in student body over past 3-4 years (from 12 students to 18) . Space for the program has not increased and remains significant resource challenge.

Master's in Nurse Anesthesia - The Nurse Anesthesia Program is moving to SOM from a more shared Palmetto Health/USC program. Several positions will likely change with the greater university involvement potentially creating some short term leadership challenges. Affiliation partnering with Palmetto Health and Greenville hospital system will need to continue to be developed to ensure the continued high quality experiential experiences that the program has enjoyed. Conversion to a doctoral level (DNAP) program is beginning this year with the expectation of implementation in 2020.

Supplemental Info - Academic Initiatives

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

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2016	Fall 2015	Fall 2014
Tenure-track Faculty			
Professor, with tenure	19	21	20
Associate Professor, with tenure	10	13	15
Professor	0	1	1
Associate Professor	2	3	3
Assistant Professor	13	14	14
Librarian, with tenure	6	6	6
Librarian	0	0	0
Assistant Librarian	0	0	0
Research Faculty			
Research Professor	2	2	2
Research Associate Professor	3	4	5
Research Assistant Professor	3	4	3
Clinical/instructional Faculty			
Clinical Professor	23	23	25
Clinical Associate Professor	54	54	48
Clinical Assistant Professor	111	101	92
Instructor/Lecturer	11	11	10
Adjunct Faculty	14	17	24

Faculty Diversity by Gender and Race/Ethnicity

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

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

	Fall 2016	**Fall 2015**	**Fall 2014**
Gender	271	274	268
Female	114	113	109
Male	157	161	159
Race/Ethnicity	271	274	268
American Indian/Alaska Native	0	0	0
Asian	35	30	31
Black or African American	12	12	12
Hispanic or Latino	6	6	7
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	2	4	4
Unknown Race/Ethnicity	7	6	2
White	209	216	212

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

Illustration 1. Faculty Diversity by Gender

2016 Faculty Gender   2015 Faculty Gender   2014 Faculty Gender

Male   Female
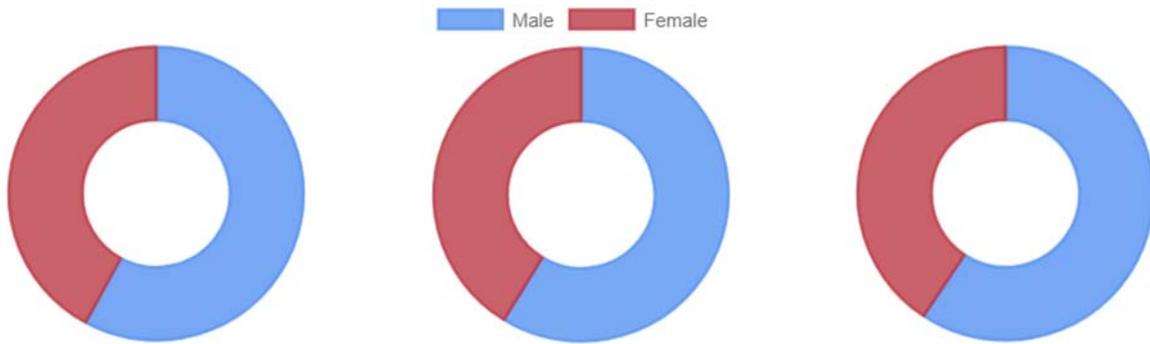
Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaska Native   Asian   Black or African American

Hispanic or Latino   Native Hawaiian or Other Pacific Islander

Nonresident Alien   Two Or More Races   Unknown Race/Ethnicity

White
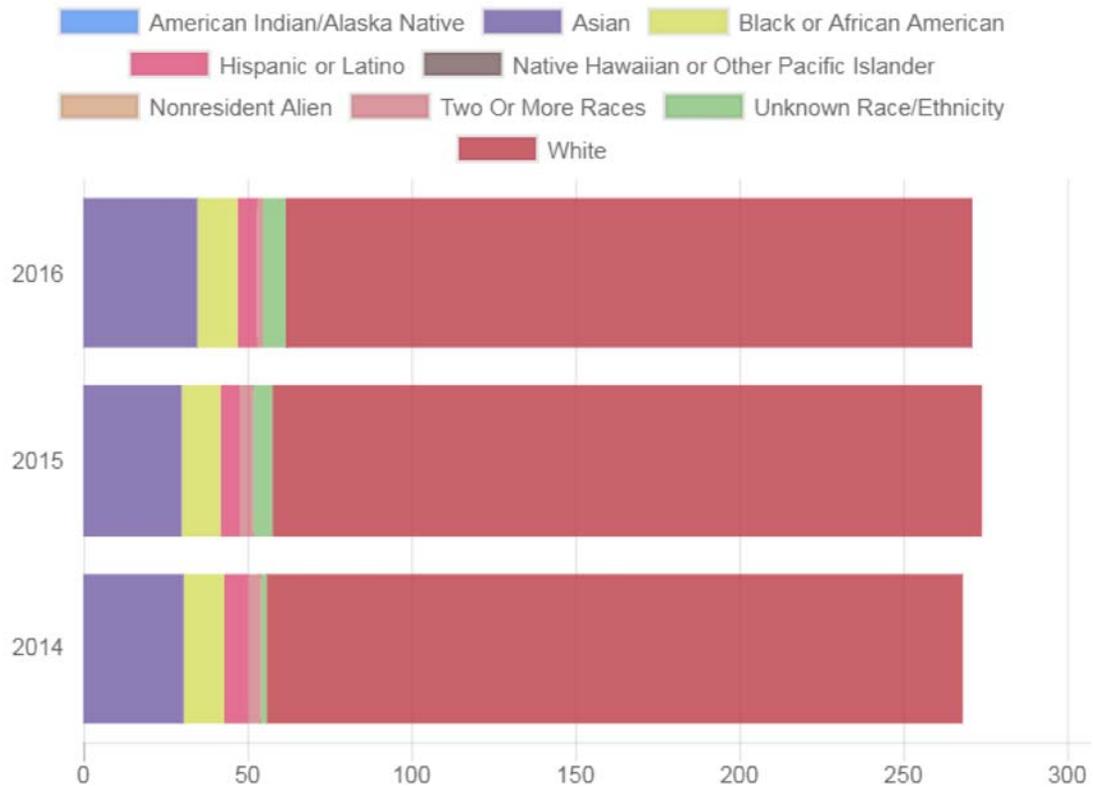
Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:
1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).
3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

Strengths - The SOM belongs to Carnegie R1 research university, is in close partnership with Palmetto Health, has access to diverse research patient populations in SC, has existing areas of research strength, and has IDeA grant programs (COBRE, INBRE).

Weaknesses - Compensation models do not always incentivize clinical research, limited translational research, barriers to research mentoring, variable focus on scholarship, decrease in negotiated NIH Indirect cost rates (medical school with the lowest rate in the nation), and limited resources for addressing needs for additional research infrastructure and classroom space.

Plans and Opportunities - Extramural funding has remained stable over the last 3 years with a total of $50M in 2014 and a total of $49M in 2016. This relatively stable funding has occurred despite attrition of some faculty, an aging infrastructure and resource pressures (space, animal facilities). This figure also suggests that the SOM has hit a steady state level of extramural funding which will require increased recruitment efforts of new faculty and provide opportunities and resources for existing faculty to obtain additional funding. Another key issue is to examine methods to increase the industry based funding as NIH and federal funding in general is likely to remain stagnant or decrease. An additional figure of concern in these funding levels is that the indirect cost return (IDC) to the School of Medicine continues to fall and is now one of the lowest in the nation.

The School of Medicine Five Year Strategic Plan (2017-2022) includes a goal and three objectives focused on research and scholarly activity. The goal is to create a collaborative culture of discovery, innovation, and improvement which will transform healthcare within our health system and community. The objectives include increasing grant funding through enhanced collaboration (establishment of a SOM Innovation and Discovery Center and establishment of four new focus areas for interdisciplinary research). Work closely with partners and the Palmetto Health-USC Medical group and Palmetto Health to explore options for addressing the reduced indirect cost rate and research infrastructure. This includes new collaborations between basic scientists and clinicians in focused areas of neurosciences, biomedical engineering, cardiovascular disease and inflammation. Use PH-USC Medical Group to promote translational and clinical research, increased student involvement in research, joint space/equipment sharing with the VA, and cooperative research with industry.

Faculty Development

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

Optional

Professionals Accelerating Clinical and Educational Redesign (PACER) - Palmetto Health and USC are participating in this innovative national learning collaborative with eight other institutions across the country. The three-year initiative focuses on bringing together faculty members from various disciplines to build relationships and learn from one another as they develop and implement team-based models of care. The program was created to help produce a well-trained primary care workforce as health care moves toward the formation of high-performing, patient-centered medical homes. Dr. Donna Ray, director of faculty development in the School of Medicine Office of Continuous Professional Development and Strategic Affairs (OCPDSA), leads the PACER initiative with an 11-member interdisciplinary faculty team including Internal Medicine, Family Medicine and Pediatrics and leaders from Nursing, Pharmacy, Medical Education, Behavioral Health and Social Work.

School of Medicine - Florence - The Faculty Development series started in 2015 continued with quarterly workshops for faculty at the School of Medicine Florence regional campus in the past year including topics such as evaluation and feedback, writing professional letters of support and competency based education.

For faculty leaders in graduate medical education (GME), the Associate Dean and Designated Institutional Official (DIO) for GME holds educational "Lunch with the DIO" sessions 6 times annually. Several department-based educational workshop series are ongoing, such as Pediatric Leadership Series, Neurology Faculty Development Series and faculty development workshops for educators in Obstetrics and Gynecology. All of these efforts are collaborative between the director of

faculty development in OCPDSA and the director of educational development in GME.

A unique opportunity for SOM faculty was offered this year by Dr. Janet Hudson in the Center for Teaching Excellence CTE), who brought her faculty seminar on the science of teaching and learning to our basic science campus and included faculty from the Schools of Nursing and Medicine.

During the past year, the USC SOM partnered with the Palmetto Health-USC Medical Group and Palmetto Health to deliver a leadership development series for clinical department chairs and senior medical directors. With this program, over 20 hours of training were delivered to USC leaders on topics including leading during change, strategic planning, financial performance, quality improvement, and coaching.

Other Activity

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

Optional

N/A

Supplemental Info - Faculty

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

Supplemental Academic Analytics Report

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

Teaching

Faculty to Student Ratio

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

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

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

Fall 2016	Fall 2015	Fall 2014
1: 2.2	1:2.18	1:2.23

Analysis of Ratio

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

With a faculty to student ratio of 1:2.2 plus an additional 450 volunteer faculty members the School of Medicine has a sufficient breadth of knowledge and expertise to educate our students both in the basic sciences and in the clinical arena. The formation of the Palmetto Health - USC Medical Group and the addition of a clinical affiliation with Lexington Medical Center will allow the SOM to continue to expand the number of clinical educators available for our students.

Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other, during AY2016-2017.

Teaching Award Nominations

Recipient(s)	Award	Organization
Wilson, L. Britt	Robert J. Glaser Distinguished Teacher Award	Alpha Omega Alpha Honor Medical Society

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Nagarkatti, Mitzi	Fellow of the Academy of Toxicological Sciences	Academy of Toxicological Sciences
Oskeritzian, Carole	2016 Journal of Lipid Research Junior Investigator Award	The Lipid Corner of the American Society for Biochemistry and Molecular Biology (ASBMB)
Nagarkatti, Mitzi	SmartState Endowed Chair of the Cancer Drug Discovery SmartState Center	USC Committee on Named and Distinguished Professorships
Oskeritzian, Carole	2017 Breakthrough Star Award	Office of the Vice President for Research
Frizzell, Norma	2017 Breakthrough Star Award	Office of the Vice President for Research

Service Awards

Recipient(s)	Award	Organization
Chillag, Shawn	Sustained School of Medicine Service Award	School of Medicine Office of the Dean
Wilson, Marlene	Dean's Leadership Award	School of Medicine Office of the Dean
Augustine, James	Career Achievement Award	School of Medicine Office of the Dean
Blachman, Morris	Distinguished Service in Continuing Medical Education Award	Society for Academic Continuing Medical Education
Guy, Jeffrey	South Carolina Athletic Trainers Association President's Award	South Carolina Athletic Trainers Association

Teaching Awards

Recipient(s)	Award	Organization
Waleh, Meshia	Kay McFarland Women's Health Award	School of Medicine
Mott, David	Teacher of the Year	School of Medicine Class of 2018
Bell, Floyd	Teacher of the Year	School of Medicine Class of 2019
Sides, Andrew	Teacher of the Year	School of Medicine Class of 2017
Stallworth, James	Teacher of the Year	School of Medicine Class of 2016
Frierson, Richard	2016 Seymour Pollack Award	American Academy of Psychiatry and the Law

Student Recruiting and Retention

Student Recruitment

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

Biomedical Sciences (MS/PhD) - After screening applications, promising applicants are invited to visit campus for a two-day recruitment visit. We bring in small groups of prospective students so they can meet with current students and faculty within our program as well as tour campus and our research facilities. We provide materials and support to faculty who attend the Annual Biomedical Research Conference for Minority Students as a mechanism to inform minority students about our program and the opportunities we offer. Through emails to primarily undergraduate institutions in SC, SC INBRE meetings, Discover Day and SC Science Fair we advertise our program to students across SC.

Master's in Genetic Counseling - The Genetic Counseling program offers an online course for those interested in the profession, "Genetic Counseling: Career for the Future". Since 2015-2016, over 100 students from all over the country and some internationally have explored the career. Several applicants for 2016 and 2017 admission have taken the course, and became interested in the USC Program specifically from the outreach. The Genetic Counseling Program offers one

competitive summer internship designed to prepare a student for graduate school and preferentially seeks students otherwise underrepresented in the profession. Number of applicants ranged from 46 in 2016 to 56 in 2017.

Master's in Nurse Anesthesia - Nurse Anesthesia faculty have been speaking with area nursing schools to better inform the potential future candidates of the program of the opportunities that exist in the anesthesia field. This effort will continue to increase and the presence of faculty and student at job fairs is a new planned activity. Working with registered nurses in the hospitals by encouraging job shadowing is an area of opportunity that the students and faculty have been encouraging by speaking with nurses and managers in the critical care areas.

Master's in Rehabilitation Counseling/Certificate of Graduate Study in Psychiatric Rehabilitation - Faculty participated in the USC Graduate Career Fair at Russell House in the fall. We also held three recruitment webinars using Adobe Connect which gives potential applicants the opportunity to meet with faculty, learn about the profession of rehabilitation counseling and the degree programs we offer. Recruitment webinars are advertised in "email blasts" that go out to all colleges and

universities in South Carolina and to the primary employers of our program graduates (e.g., the SC Vocational Rehabilitation Department [SCVRD] and the SC Department of Mental Health). We also announced the availability of scholarships that are available through the Department of Education Rehabilitation Services Administration. Strategies included an email blast and a tailored invitation to SCVRD.

Medical Degree - The program receives almost 4,000 applications each year for 100 spots. Recruiting efforts are focused on in state colleges and universities where our faculty frequently meets with students. In addition, our 7 year BARSC-MD program with the Honor's College allows the SOM to attract some of the best

and brightest students in the country.

Physician Assistant Studies Program - Program website offers specific information on program requirements for admission and details about curriculum and faculty. Website provides a link to the Central Application Service for Physician Assistants which all applicants to the program must utilize. Website also advertises "Chat with the Chair" informational sessions, Open House information for the Program and a link to the Program Facebook page. In addition to this, PA faculty have met with the pre-med University 101 student group to provide information about the Program. The program has also coordinated

with the USC Honors College to have a special USC student Open House event. Admissions chair has participated in a recruitment event at Clemson University. The PA Program Medical Director has promoted the program at Furman University, Presbyterian College, Wofford College, Winthrop University and Francis Marion University. Finally, the Program has coordinated with the South Carolina Academy of Physician Assistants to advertise our program on their website.

Post-Baccalaureate Certificate in Biomedical Sciences - Official visits to regional schools to promote the program

Student Retention

Efforts at retaining current students in College/School programs.

Biomedical Sciences (MS/PhD) - In general, the Biomedical Sciences MS and PhD programs do not have a problem with retention. The overwhelming majority of students who start in one of these programs will complete their degree.

Master's in Genetic Counseling - 100% retention rate.

Master's in Nurse Anesthesia - Providing extra didactic and experiential learning support/review session sessions. With the addition of the new clinical coordinator at the Columbia site we are now better able to recognize students with opportunities for improvement and thus intervene earlier to ensure continued success in the program. A National Certification preparation class was started to increase the success rate on this final exam and has resulted in a 100% pass rate with the class of 2016.

Master's in Rehabilitation Counseling/Certificate of Graduate Study in Psychiatric Rehabilitation - Each student is assigned an academic advisor who meets with students individually each semester for advisement prior to registration. During this time the advisor and student review progress and work collaboratively to plan for success in upcoming semesters. During the semester, faculty meet weekly and systematically review student progress and identify students experiencing and/or at risk of experiencing academic difficulties. Either the course instructor or the academic advisor reaches out to at-risk students to determine the nature of the difficulty and make sure that students are aware of available resources (e.g., the USC Counseling Center, Writing Center, Office of Student Disability Services, etc.). We also link new/incoming students with second year, advanced standing students who serve as unofficial mentors.

Medical Degree - Retention of medical students is relatively high; however for those students who find themselves in academic difficulty, a staff position was developed this year to increase resources for students in need of academic

counseling and study skills development. The SOM's strategic plan outlines the development of an academic success center in the coming year to provide additional resources for our students.

Physician Assistant Studies Program - The program has instituted a faculty mentor assignment in which each student is paired with a faculty mentor who works with them throughout the program. Students meet with their mentors at least

once per semester or more frequently if academic or professional issues arise. The Director of Didactic Education monitors all student grades and informs the faculty mentors when a student's grade drops below 80. The Program Director has

monthly meetings with the entire class to address any issues that they may be facing and to utilize the student feedback obtained for process improvement for the program.

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2016-2017	Fall 2015-2016	Fall 2014-2015
Undergraduate Enrollment			
Freshman	0	0	0
Sophmore	0	0	0
Junior	0	0	0
Senior	0	0	0
Sub Total	0	0	0
Graduate Enrollment			
Masters	131	135	135
Doctoral	53	51	47
Graduate Certificate	30	37	30
Sub Total	214	223	212
Graduate Enrollment			
Medicine	373	372	372
Law	0	0	0
PharmD	0	0	0
Sub Total	373	372	372
Total Enrollment (All Levels)	**587**	**595**	**584**

**Illustration 3. Undergraduate Student Enrollment by Classification**
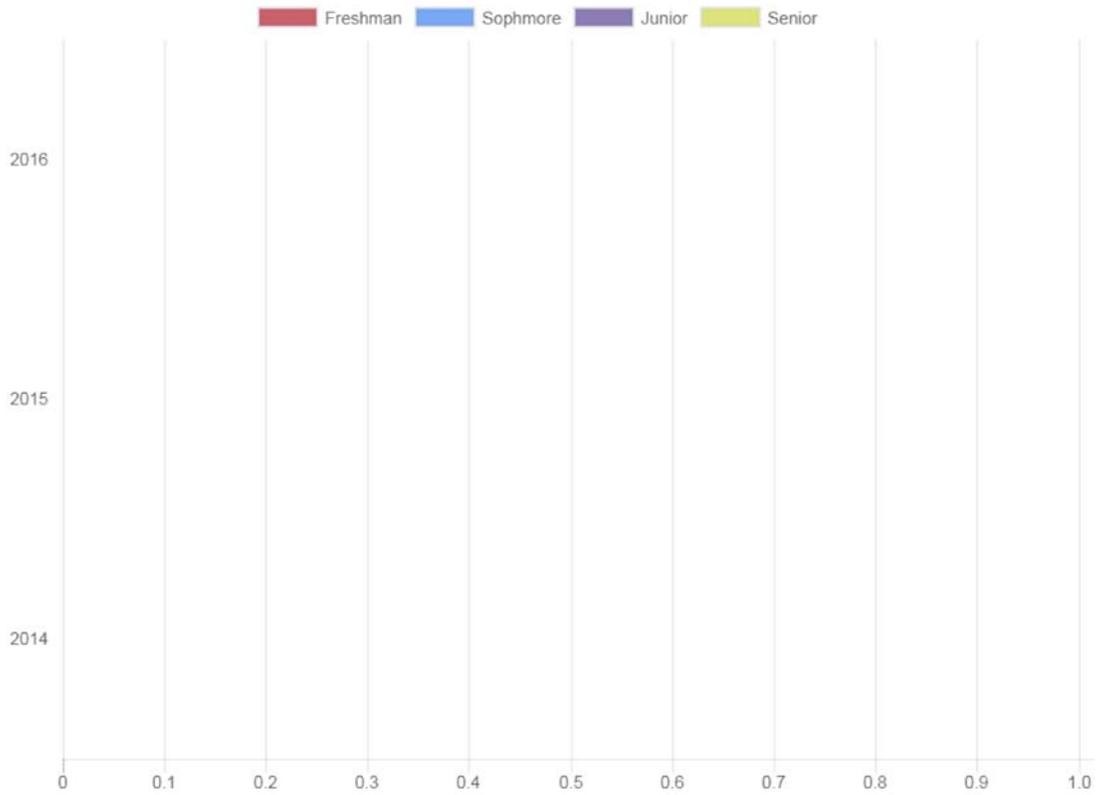
Illustration 4. Graduate/Professional Student Enrollment by Classification
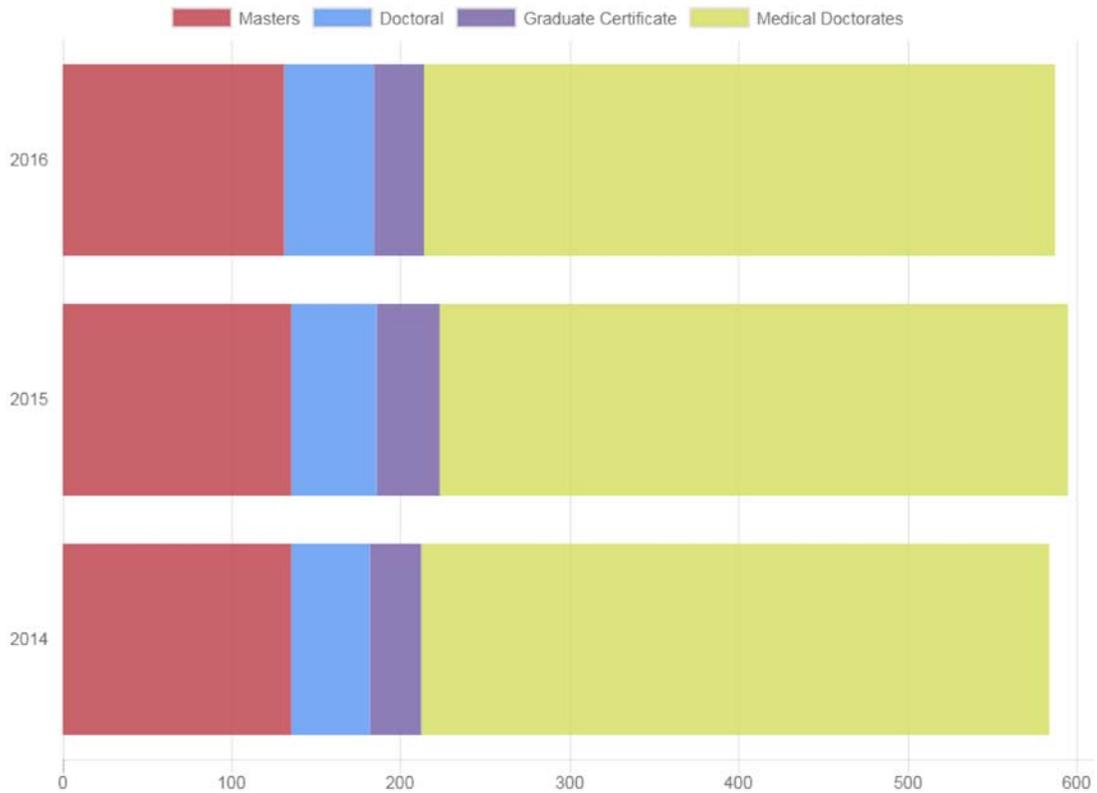
Illustration 5. Total Student Enrollment by Classification (All Levels)
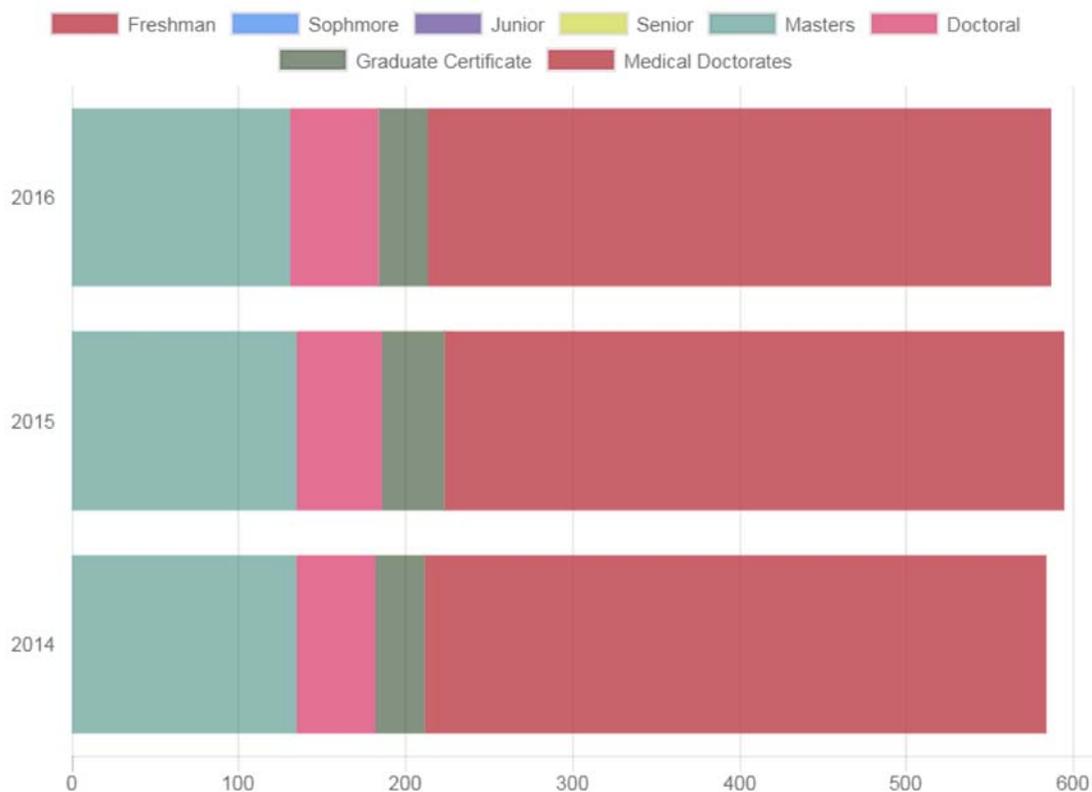
Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	**0**	**0**	**0**
Full-Time	0	0	0
Part-Time	0	0	0
Graduate/Professional	**587**	**595**	**584**
Full-Time	551	562	550
Part-Time	36	33	34
Total - All Levels	**587**	**595**	**584**
Full-Time	551	562	550
Part-Time	36	36	36

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

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	**0**	**0**	**0**
Female	0	0	0
Male	0	0	0
Graduate/Professional	**587**	**595**	**584**
Female	296	300	289
Male	291	295	295

Illustration 6. Undergraduate Student Diversity by Gender

2016 Undergraduate Gender   2015 Undergraduate Gender   2014 Undergraduate Gender

Male   Female

Illustration 7. Graduate/Professional Student Diversity by Gender

2016 Graduate Gender   2015 Graduate Gender   2014 Graduate Gender

Male   Female
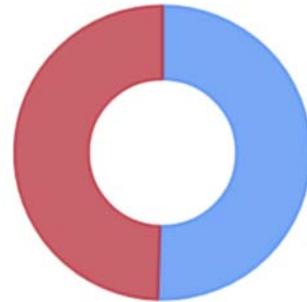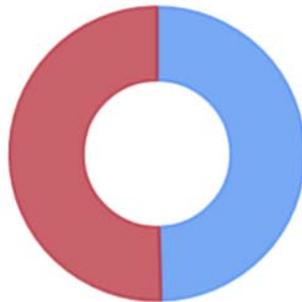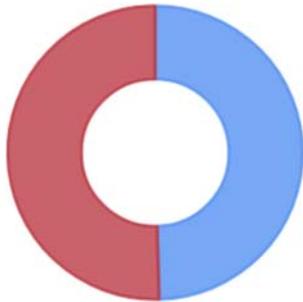
Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2016 (preliminary)	Fall 2015 (official)	Fall 2014 (official)
Undergraduate	**0**	**0**	**0**
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black or African	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	0	0	0
Unknown Race/Ethnicity	0	0	0
White	0	0	0
Graduate/Professional	**587**	**595**	**584**
American Indian/Alaska Native	0	0	0
Asian	46	45	43
Black or African	51	56	55
Hispanic or Latino	12	17	17
Native Hawaiian or Other Pacific Islander	1	1	0
Nonresident Alien	18	21	23
Two or More Races	15	15	18
Unknown Race/Ethnicity	14	15	11
White	430	425	417

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

Legend: White | Asian | Black or African American | Hispanic or Latino | Native Hawaiian or Other Pacific Islander | Nonresident Alien | Two Or More Races | Unknown Race/Ethnicity | American Indian/Alaska Native

2016
2015
2014

0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1.0
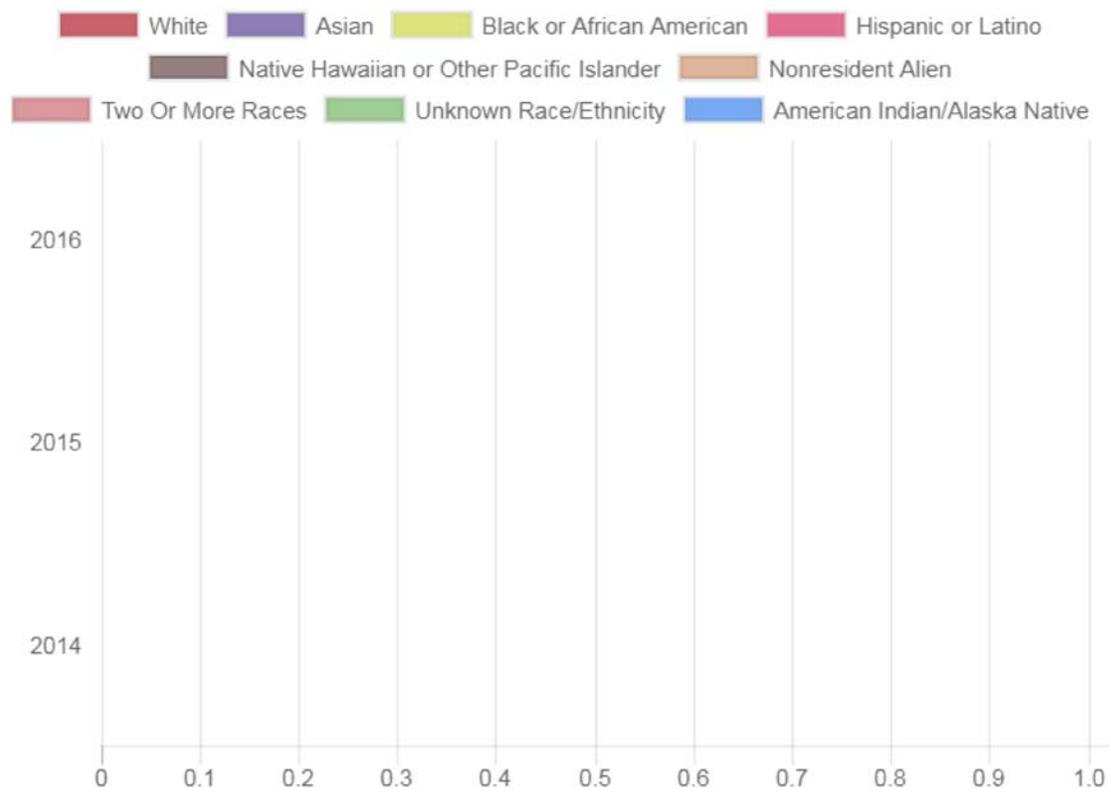
Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity

Legend: White | American Indian/Alaska Native | Asian | Black or African American | Hispanic or Latino | Nonresident Alien | Two Or More Races | Unknown Race/Ethnicity | Native Hawaiian or Other Pacific Islander

2016
2015
2014

0   100   200   300   400   500   600
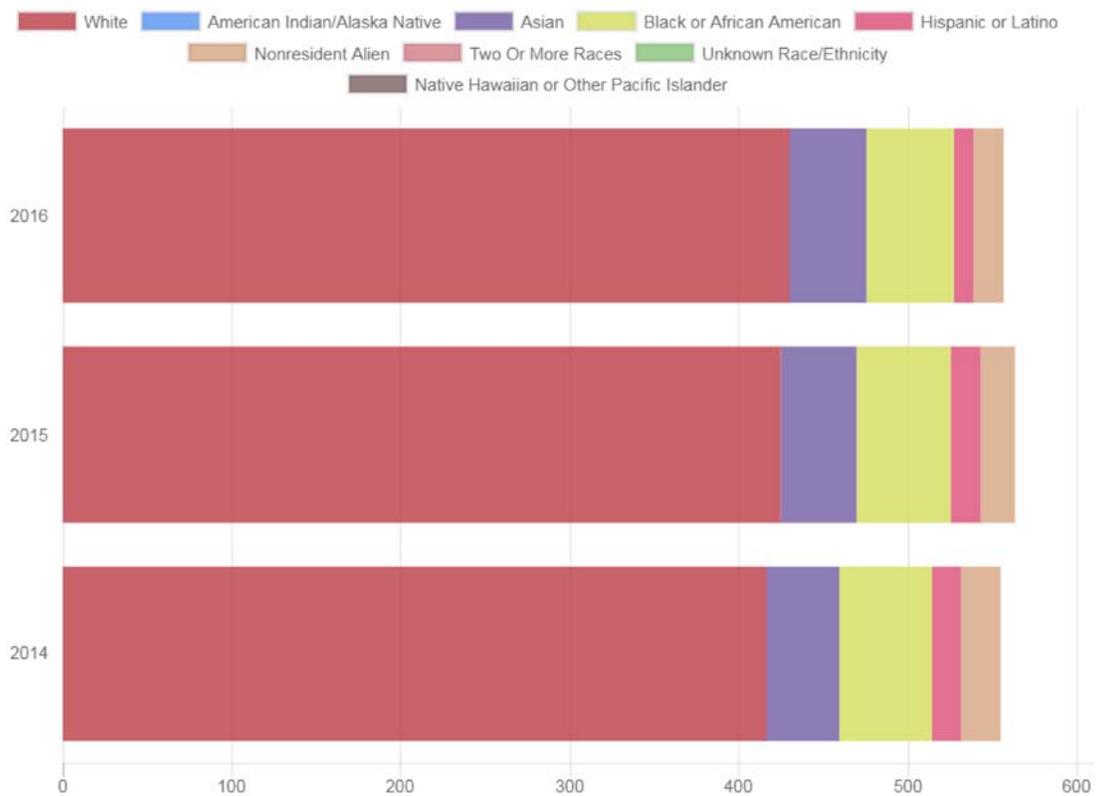
Undergraduate Retention
Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2015 Cohort	0%	N/A
Fall 2014 Cohort	0%	0%
Fall 2013 Cohort	0%	0%
Fall 2012 Cohort	0%	0%

Illustration 10. Undergraduate Retention, First- and Second Year

First Year

Second Year
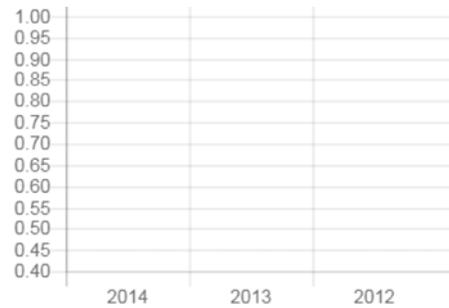
Student Completions

Graduation Rate - Undergraduate

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

	4-Year	5-Year	6-Year
Fall 2010 Cohort	0%	0%	0%
Fall 2009 Cohort	0%	0%	0%
Fall 2008 Cohort	0%	0%	0%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2015-2016	AY2014-2015	AY2013-2014
Bachelors	0	0	0
Masters	56	54	53
Doctoral	3	8	10
Medical	86	85	84
Law	0	0	0
Pharmacy Doctorate	0	0	0
Graduate Certificate	16	17	15

Illustration 11. Degrees Awarded by Level
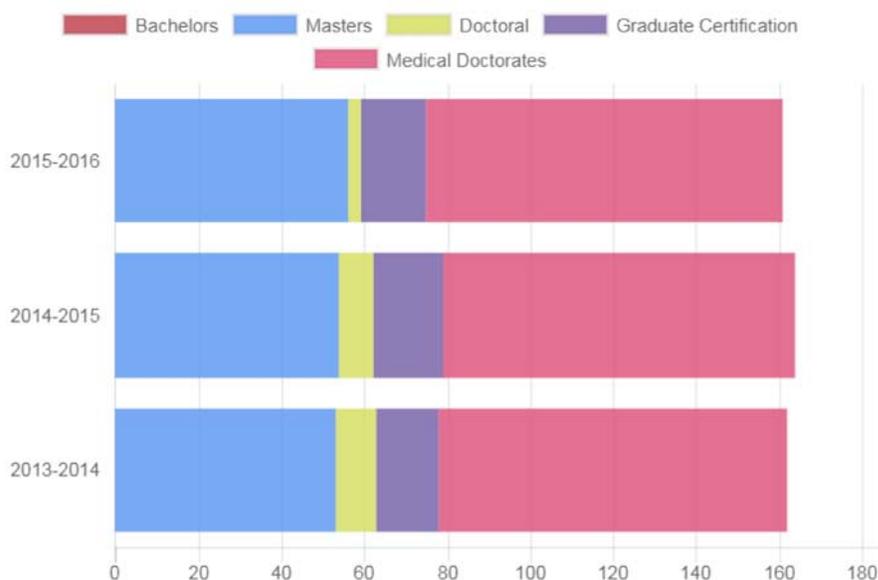
Alumni Engagement & Fundraising

Alumni

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

Dean's Regional Receptions: In the past year, the Alumni Office and Development Office have organized newly established "Meet the Dean" receptions around the state and beyond in locations that the School has a concentration of

alumni. Several more are planned in the near future. These receptions give alumni an opportunity to reconnect and meet the Dean. One reception has already resulted in a significant philanthropic gift.

Annual Black Tie/White Coat Gala and Silent Auction - The Black Tie/White Coat Gala is sponsored by the fourth year medical students and the Alumni Association. The event brings together over 700 alumni, students, faculty, friends, and colleagues from Columbia and around the country and features a silent auction, heavy hors d'oeuvres and live music. All proceeds benefit the School of Medicine Alumni Scholarship Fund and The Free Medical Clinic in Columbia (over $700,000 raised since 2002).

USC School of Medicine Class Reunions Dinner: Class reunions celebrate 35 - , 30 -, 25 -, 20 -, 15 -, 10 - and 5 - year reunions. This event brings together over 150 (alumni and their families) from around the country each year. The class

reunion gift competition raises funds for medical student scholarships.

USC School of Medicine Annual Football Tailgate: The School of Medicine hosts an annual football tailgate that brings together 175 alumni, students, faculty, and friends from Columbia and further.

USC School of Medicine Alumni Awards: The School of Medicine presents prestigious awards to our most dedicated and qualified alumni who have demonstrated outstanding achievement or service to the School. Seven alumni and one non-alumnus are recognized each year. The recipients and their guests are recognized at an annual dinner hosted by the Dean.

USC School of Medicine Alumni Board: The School of Medicine Alumni Board meets bi-annually and consists of 27 alumni and 85 students representing the MD, PhD, Master's, Genetic Counseling and Nurse Anesthesia programs. There are also four faculty and three staff members who serve on the Board. The board holds two meetings a year (fall and spring).

Shadowing Program: Alumni are asked to volunteer for our Shadowing Program that gives students a first-hand look at the day-to-day life of a doctor. Alumni Speakers: Alumni are asked to volunteer for our Speaker Program. Student Interest Group Officers seek alumni who would like to speak about their

specialties and experiences so they may learn more about their career options. Alumni may volunteer online.

USC School of Medicine Magazine: The Alumni Office offers alumni the opportunity to keep in touch with classmates by submitting news, accomplishments and pictures for the SC Medicine magazine published bi-annually. Alumni stories are featured in each issue.

Alumni Facebook Page: The Alumni Office started a Facebook page to keep alumni abreast of activities, news and events sponsored by the School of Medicine. Over 1,000 alumni are members.

Carolina Day at the Statehouse: Alumni, students, faculty and staff are invited to join the School of Medicine faculty, students and other SOM supporters at Carolina Day at the State each year. They have the opportunity to attend a special legislative briefing, visit with legislators and share their support for our school and university.

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

From July 2016 to February 2017, the School of Medicine had 461 donors and over $6 million in new cash commitments. There were ten solicitations for over $7 million of which $5.6 million were funded.

Corbett Trust Scholarship Program - The School of Medicine received a substantial gift from the Laura R. and William M. Corbett Trust. The Corbett Trust Scholarship Program will have a significant impact on the School of Medicine's ability to attract talented students, and to provide financial assistance to students who most need it.

USC and the School of Medicine launched a campaign to build a new educational facility.

Supplemental Info - Alumni Engagement & Fundraising

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

Community Engagement

Description

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

SC Assistive Technology Program - The Center for Disability Resources in the School of Medicine Department of Pediatrics leads the South Carolina Assistive Technology Program (SCATP) which is a federally funded program concerned with getting technology into the hands of people with disabilities so that they might live, work, learn and be a more independent part of the community. They provide an equipment loan and demonstration program, an on-line equipment exchange

program, training, technical assistance, publications, an interactive CDROM (SC Curriculum Access through AT), an information listserv and work with various state committees that affect AT acquisition and IT accessibility.

SMART Physicals - The Department of Orthopedics and Sports Medicine provides pre-participation physicals to area high school students prior to organized athletic participation. Dr. Jeffrey Guy has served as the director of the program since its founding in 2001.

South Carolina HIV/AIDS Clinical Training Center - Led by the Infectious Disease Division, Department of Internal Medicine, the goal of this program is to improve the quality of care and access to care of patients living with HIV/AIDS through the provision of high quality professional education and training to health care providers in South Carolina. This is accomplished through on-site and web-based didactic and case study presentations, skills building workshops, clinical consultation, clinical preceptorships, and technical assistance. The Department of Pediatrics also participates in this program.

South Carolina Children's Advocacy Medical Response System (SCCAMRS) - Led by the Division of Forensic Pediatrics in the Department of Pediatrics, this program is charged by the South Carolina Department of Health and Human Services to develop and manage clinical guidelines, quality standards and a comprehensive educational resource system to practice in the field of Child Abuse Pediatrics in the state. In addition, the office receives state funding to administer a claim reimbursement program for forensic medical evaluations delivered by state healthcare providers meeting these qualification

standards. This allows the program to assist and support the state's children's hospitals and SC Network of Children's Advocacy Centers in their efforts to continue and maintain access to these specialized medical services. The system also serves as a resource to law enforcement and advocates for child protection and safety laws.

South Carolina Statewide Telepsychiatry - The Department of Neuropsychiatry and Behavioral Science participates in the South Carolina Department of Mental Health Emergency Department Telepsychiatry Program. This objective of this program is to make psychiatric consultation available in the emergency departments of all SC hospitals at any hour. The consultations have increased the quality and timeliness of

triage, assessment and initial treatment of patients; reduced the number of individuals and length of stay in EDs; and allowed hospitals to direct critical personnel and financial resources to other needs; thus, realizing financial savings for hospitals.

MEDTwo program - In the fall of 2016, Richland School District Two took a step to address the growing need for health professionals by offering a new program for all high school students in the district. This program offers evening seminars for students to learn about various careers in health care. Department of Pediatrics faculty and/or medical students spend an evening speaking to an audience size of 50-100 about their career path and what a typical day on the job looks like.

Medical-Legal Partnership (MLP) Clinic - This legal services delivery model is a partnership between the School of Medicine Department of Pediatrics, USC School of Law and the Children's Hospital Outpatient Clinic and is designed to improve legal patient outcomes by addressing social determinants of health (poverty, education and employment, income, housing, legal status, personal and family stability, etc.). Under the MLP Clinic, supervised student-lawyers collaborate with medical students and pediatric residents to provide legal assistance to underserved, low-income households in association with the

USC Law School. This program will start in a pilot program in the fall of 2017.

Free Medical Clinic - School of Medicine faculty and residents volunteer at the Free Medical Clinic in Columbia on a regular basis. Healthy Strides 5K and Health Fair - Initiated in 2017, this will be an annual community event sponsored by the School of Medicine to benefit a community organization.

FoodShare - The School of Medicine is a founding partner in FoodShare, a program that works to expand access to fresh produce and nutrition education for low income families in the Columbia area. In addition the School of Medicine, the founding and current partners include City of Columbia Parks and Recreation, Columbia Housing Authority, EdVenture Children's Museum, Richland Library, USC Center for Research in Nutrition and Health Disparities, and Molina Healthcare of South Carolina.

Health, Wealth and Happiness Radio Show - School of Medicine Library faculty participate in this radio show on a monthly basis and discuss authoritative websites for consumer health information.

Community Perceptions

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

The Palmetto Health-USC Medical Group has community advisory boards through which patients and family members provide input on the clinical services provided by the medical group.

The Department of Pediatrics, in partnership with Children's Hospital, has a community meeting of private physicians and a community board that are asked for input, and have a required longitudinal advocacy

/community program and that medical students and residents can join.

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

The Office of the Dean provides an annual Community Service Award as part of the Dean's Distinguished Service Awards Program. It's awarded to a member(s) of the faculty, staff, or student body whose contributions to the local, regional, or global community has demonstrated a commitment to improving the welfare of all people and has upheld the highest traditions of servant leadership.

School of Medicine tenure and promotion criteria note that faculty members are expected to perform service in support of the mission and goals of the School of Medicine, the University, and the scientific community. Relevant community service, support and assistance to community groups, and involvement in civic activities are included as evidence of accomplishment of service.

The School of Medicine encourages faculty to participate in the annual United Way campaign sponsored by the university.

Supplemental Info - Community Engagement

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

Collaborations

Internal Collaborations

BARSC-MD Program

Biomedical Engineering Program

Center for Colon Cancer Research

Center for Dietary Supplements and Inflammation

Interprofessional Education Program

NIH Complementary Alternative Medicine Center

South Carolina IDeA Networks of Biomedical Research Excellence (INBRE)

External Collaborations

Carolinas Hospital System

Claflin University

Dorn VA Medical Center

Grand Strand Regional Medical Center

Greenville Hospital System

Greenwood Genetic Center

Lexington Medical Center

McLeod Regional Medical Center

Medical University of South Carolina

Palmetto Health

Providence Health

Other Collaborations
Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.
None.

Supplemental Info - Collaborations
Any additional information about Collaborations appears as Appendix 8. (bottom)

Campus Climate and Inclusion

Campus Climate & Inclusion
Activities unit conducted within AY2016-2017 that were designed to improve campus climate and inclusion.

March 2016: The USC-School of Medicine, Columbia, devised a new institutional Diversity Statement describing specific diversity goals consistent with its mission and expanding the scope of its efforts to achieve greater inclusion. To that end, the Office of Minority Affairs was reconfigured as the Office of Diversity and Inclusion with added staff to achieve the stated goals.

April 2016: The USC-School of Medicine, Columbia, embarked on a 5-year strategic planning process and designated Diversity and Inclusion as a select focus area of equal emphasis and importance to the institution as the traditional concentrations on education, research and clinical care. To that end, a proposal - drafted by representative subcommittee of students, faculty and staff - was submitted to the wider School of Medicine community, and feasible plans for implementation were generated.

October 2016: The USC-School of Medicine, Columbia, hosted its first diversity forum for faculty, staff and students that featured interactive exercises and discussion led by Dr. John Dozier, Chief Diversity Officer of the University of South Carolina. Similar events with guest speakers or other such activities and training will be continued on a quarterly or semi-annual basis.

November 2016: The USC-School of Medicine, Columbia, chapter of the Student National Medical Association (SNMA) in conjunction with the Office of Diversity and Inclusion conducted a Minority Pre-Medical Conference for students at

undergraduate institutions throughout the state. The annual conference seeks to recruit more under-represented minority students to the School and thereby enhance the diversity of the student body.

March 2017: The School of Medicine's South Carolina Beta Chapter of Alpha Omega Alpha Honor Medical Society hosted Warren Lockette, M.D., Senior Associate Dean for Diversity and Inclusion, University of Missouri School of Medicine, as AOA Visiting Professor. His lecture on March 16, 2017 is entitled Global Health: "Get Rid of the Earphones..."

Supplemental Info - Campus Climate & Inclusion
Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)

Concluding Remarks

Quantitative Outcomes

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

The quantitative data from the Office of Institutional Research, Assessment and Analytics did not reveal any surprising information. The SOM will continue to focus on student and faculty recruitment of underrepresented minorities and those from

rural backgrounds, as outlined in our diversity policy.

Cool Stuff

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

The inaugural class of the eight medical students who completed their clinical clerkships on the School of Medicine-Florence campus will be graduating in May 2017.

The School of Medicine, College of Education, and College of Arts and Science are collaborating with two local high need school districts (Lexington 2 and Sumter) and Richland School District 2 to develop the Life Science Connections professional development project. The project is improving the life science content knowledge and instructional practices of South Carolina middle and high school science teachers. School of Medicine faculty are training teachers in basic ultrasound knowledge and skill that they can incorporate into science teaching.

School of Medicine students have started a student garden in the courtyard between Building 3 and Building 3 on the VA campus to provide fresh vegetables for health cooking.

The School of Medicine held a 2017 Leadership in Medicine Panel and pizza lunch for all medical students on January 31, 2017 about leadership lessons which featured Dean Les Hall facilitating discussion with four School of Medicine leaders - Dr. Marlene Wilson, Chair, Pharmacology, Physiology, and Neuroscience, Dr. Carol McMahon, Associate Dean for Diversity and Inclusion, Ruth Riley, Assistant Dean for Executive Affairs and Director of Library Services, and Dr. Tripp Jennings, Chief Value and Informatics Officers, Palmetto Health.

The inaugural Medical Scholarship Day of Focus offered School of Medicine medical and graduate students the opportunity to showcase their work alongside Palmetto Health residents, fellows and allied health professionals. The event, which took place April 22, 2016 at the S.C. State Museum, featured two moderated poster sessions highlighting clinical and basic science research that addressed issues such as the mechanisms of disease, biotechnology, drug efficacy, quality outcomes and process improvement. In all, 25 different groups, departments and colleges across the health sciences were represented by 130 individual poster presentations.

Floyd "Tripp" Bell, M.D., assistant professor in the Department of Radiology and a USC School of Medicine alumnus, became the fourth alumnus of the School of Medicine to be appointed as a School of Medicine department chair in the

history of the school when he was appointed as chair of radiology on February 1, 2017.

Appendix 1. Academic Programs

SCHOOL OF MEDICINE
ACADEMIC PROGRAMS
AY2016-2017 ONLY

Supplemental Info

Optional. If available, you may attach a single PDF document formatted to 8.5 x 11 dimensions, to provide additional detail on Academic Programs for the Academic Year.

Biomedical Sciences (MS/PHD) - We had two students who were supported by NIH F32 Pre-doctoral fellowships and one student, Taryn Cranford, who received a Donna and Andrew Sorensen Graduate Student Fellowship for Cancer Research

Certificate of Graduate Study (CGS) in Psychiatric Rehabilitation - Individual courses or combinations of courses from the CGS help prepare students for licensure and/or certification in a number of different disciplines, including licensure as professional counselor (LPC) in state of SC. Designated courses within the CGS are included in the Programs of Study for students enrolled at the College of Education and School of Social Work.

Master's in Genetic Counseling - 2016-2017 First Year Genetic Counseling students collaborated with SC DHEC Newborn Screening Program by updating fact sheets on newborn screening conditions for use by DHEC in educating parents.

Master's in Rehabilitation Counseling - First-year employment rate for Fall 2015-Summer 2016 program graduates was 100% (N=12). To meet anticipated changes in accreditation standards for counseling programs and ensure that program graduates retain the full range of certification and licensure opportunities they currently have, the program director and faculty are working on a program modification proposal that will result in the degree increasing from 48 credit-hour to 60 credit-hours.

Physician Assistant Studies Program - The South Carolina Commission on Higher Education approved the Physician Assistant Studies Program in May 2016. The Physician Assistant Studies Program achieved provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant in September 2016.

Post-Baccalaureate Certificate in Biomedical Sciences - >70% of the students gain admission in to MD, DO, DDS/DMD, DVM programs within 2 years after completion. 14 out of 18 underrepresented minority students matriculated into medical/dental schools. Historically all students have either graduated from their professional schools, or are on track to graduate on time.

Global Health – The School of Medicine offers a Global Health and Primary Care elective for fourth year medical students. This four week elective offers a brief, intensive exposure to global health. The first two weeks are spent in the U.S. with significant didactic requirements including readings, small group discussions, and required presentations. The latter two weeks involve a project with the organization Shoulder to Shoulder in Honduras. The School of Medicine is also a member of the Association of American Medical Colleges Global Health Learning Opportunities (GHLO) program. GHLO is an application service that facilitates clinical, global health, and research elective rotations globally for final year medical students. The School of Medicine has hosted numerous students from other countries who have participated in our Focus on Global Ultrasound Education elective.

Appendix 2. Academic Initiatives

Appendix 3. Research & Scholarly Activity

Appendix 4. Faculty Information

Appendix 5. Academic Analytics Report

Appendix 6. Alumni Engagement & Fundraising

Appendix 7. Community Engagement

Appendix 8. Collaborations

Appendix 9. Campus Climate & Inclusion