

# Executive Summary

## Blueprint for Academic Excellence School of Medicine - Columbia AY2022-2023

### Introduction

The School of Medicine Columbia (SOMC) advanced all of its missions in the past year. A year-long strategic focus on diversity and inclusion accelerated an increase in scholarships for URM students, enhanced pipeline programs, and launched a new SOM Culture Committee. Our improved MD program curriculum (instituted over four years) has been well-received, with student first time board pass rates and scores above national averages. Our Masters of PA program achieved a 100% first time board pass rate and received a 10-year accreditation. Supported by additional resources from the state of SC, planning proceeds on the new health sciences campus, with a design and build partner to be selected later this year. SOMC NIH funding and numbers of VA researchers reached their highest levels in five years. SOMC rural health programs continue to expand in SC, and the SOM was recognized by US News as the leading medical school in the U.S. in the percentage of graduates working in underserved areas.

### Highlights

Despite the challenges associated with COVID-19, our student educational outcomes have continued to improve, and hundreds of our faculty, staff and students have made remarkable contributions to the COVID-19 community response. The Research Center for Transforming Health has expanded the Seed Grant program with Prisma Health and several UofSC schools/colleges. The CV Translational Research Center has added new faculty and will submit a program project grant application later this year. Research opportunities for students are expanding. SOMC is expanding student support services as we integrate support structures for medical student and graduate student programs. All of our professional and graduate programs remain fully accredited.

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 **School of Medicine  
Columbia**

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# Foundation for Academic Excellence

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## Mission Statement

We serve the people of South Carolina and beyond through exemplary medical and health education, transformative research, and compassionate patient care.

Updated: 02/28/2018

## Vision Statement

To be part of 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.

Updated: 02/28/2018

## Values Statement

**Excellence:** We are committed to achieving the highest levels of personal and professional performance in all our endeavors.

**Professionalism:** We adhere to the highest standards of behavior guided by the values and practices of our professions.

**Collaboration:** We partner with individuals, teams, institutions and communities to enhance the value of our efforts.

**Diversity and Inclusion:** We create and sustain an inclusive and diverse environment, demonstrating in word and deed our commitment to valuing and supporting each other and those whom we serve.

**Compassion:** We are resolute in our efforts to relieve suffering and promote fairness.

Updated: 04/22/2021

# Goals - Looking Back

Goals for the previous Academic Year.

## Goal 1 - Master of Physician Assistant Studies Program

<b>Goal Statement</b>	Establish a Master's in Physician Assistant Studies Program
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education.</p> <p>Vision - A vibrant academic health center that provides access to the best biomedical education</p> <p>Values - Excellence, professionalism, collaboration</p>
<b>Status</b>	Completed successfully
<b>Action Plan</b>	<p>Recruit new program director and two faculty.</p> <p>Conduct mock site visit summer 2018.</p> <p>Prepare for December 2018 accreditation site visit.</p> <p>Successfully achieve full accreditation status.</p>
<b>Achievements</b>	Granted Accreditation-Continued status in June 2021.
<b>Resources Utilized</b>	<p>PA Program faculty and staff</p> <p>Associate Dean for Research and Graduate Education</p>
<b>Goal Continuation</b>	Accreditation-Continued status granted in June 2021 with next site visit in June 2031.
<b>Goal Upcoming Plans</b>	<p>To achieve a PANCE pass rate that meets or exceeds the national average.</p> <p>Maintain accreditation-continued status.</p> <p>Ensure that a majority of graduates pursue primary care, preferably in the SC Midlands area.</p> <p>Increase the number of diverse students who enroll in the program to better match the population we serve.</p>
<b>Resources Needed</b>	<p>PA Program faculty and staff</p> <p>Associate Dean for Research and Graduate Education</p>
<b>Goal Notes</b>	

# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - Curriculum Innovation

<b>Goal Statement</b>	Implement Curriculum Innovation Task Force recommendations as approved by Curriculum Committee.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education.</p> <p>Vision - A vibrant academic health center that provides access to the best biomedical education</p> <p>Values - Excellence, professionalism, collaboration</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Working with the Curriculum Committee and Subcommittees, Course Directors, and Clerkship Directors begin the assessment phase and further integration of the curriculum changes which will be overseen by a new Associate Dean for Undergraduate Medical Education.
<b>Achievements</b>	New M-II curriculum was implemented in the Fall of 2021.
<b>Resources Utilized</b>	School of Medicine faculty, staff, and students Associate Dean for Undergraduate Medical Education Office of Undergraduate Medical Education
<b>Goal Continuation</b>	Completion of the goal is anticipated in 2021/2022 followed by an assessment phase and further refinement of the curriculum in 2022/2023.
<b>Goal Upcoming Plans</b>	<p>Implementation of the new M-IV curriculum Capstone rotation in Spring 2022 and Interdisciplinary Transforming Health Course.</p> <p>Curriculum Committee and Subcommittees, Course Directors, and Clerkship Directors will continue to assess curriculum changes.</p>
<b>Resources Needed</b>	<p>Curriculum Committee</p> <p>Course and clerkship directors</p>

# Goals - Real Time

	Office of Undergraduate Medical Education												
	Teaching faculty												
<b>Goal Notes</b>	M-I Course Composite Evaluation Scores					FMA	ICM-I	ACE-I	AVG				
	Overall quality of the course rating					4.46	3.08	3.75	3.76				
	M-II Course/Block Composite Evaluation Scores				ICM II	ACE-II	Gen. Prin.	Cardio.	Pulm.	Renal	Hem.	MSK	AVG
	Overall quality of the course rating				2.82	4.43	3.94	4.39	4.43	4.45	3.42	4.57	4.06
	Scores range from 1-5 with 5 being the highest.												
	5 = Excellent												
	4 = Good												
	3 = Average												
	2 = Marginal												
1 = Poor													
Basic Science Teaching Faculty Average (Average of FMA course and all blocks): 3.84													
Teaching Faculty Average, all courses and blocks, including ICM and ACE: 3.83													



# Goals - Real Time

## Goal 2 - School of Medicine Florence Regional Campus

<b>Goal Statement</b>	In partnership with UofSC and academic and health care partners in the Pee Dee Region, plan for a multi-year expansion of health professional programs in Florence and the surrounding region.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education, transformative research, and compassionate patient care.</p> <p>Vision - A vibrant academic health center that provides access to the best biomedical education.</p> <p>Values - Professionalism, collaboration, diversity and inclusion, compassion.</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>UofSC School of Medicine Columbia and UofSC will collaborate with Francis Marion University, MUSC, McLeod Health, MUSC Health in Florence and other health care providers in the region under the auspices of the Pee Dee Medical and Health Education Consortium to plan for ongoing expansion of health professional training in the Pee Dee Region over the next few years.</p> <p>During 2021-2022, input was reviewed from two educational consultations regarding health education in the Pee Dee. Work to expand numbers of faculty has been underway, and student recruitment for the campus has been strengthened. During 2022-2023, we will continue to work with academic and clinical partners to continue expansion of medical student education and graduate medical education.</p>
<b>Achievements</b>	<p>UofSC continues to participate as a member of the Pee Dee Medical and Health Sciences Education Consortium (PDMHSEC). Over the past year, a number of committees have been formed to better define opportunities for expanded collaboration between clinical partners and academic partners to grow undergraduate medical education and graduate medical education in the Pee Dee region. New resources have been allocated by PDMHSEC to support students (including an annual housing allowance). With outstanding student outcomes noted at the Florence Campus, student interest in the campus is increasing. Within the current M1 class, 20 medical students have signed up for clinical training at the Florence campus beginning in 2023, which will be the largest cohort of students at this campus to date.</p>

# Goals - Real Time

<b>Resources Utilized</b>	Office of the Dean, Faculty and staff from Office of Curricular Affairs, and clinical faculty from the Florence Campus.
<b>Goal Continuation</b>	This will be continued as a multi-year goal.
<b>Goal Upcoming Plans</b>	The focus for 2022-2023 will be to work with the academic and clinical partners to continue to expand the number of clinical faculty on the campus and to continue planning for possible expansion of graduate medical education programs within the clinical partner institutions. Resources have been identified to support this work.
<b>Resources Needed</b>	Faculty, staff, and students time.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 3 - Student Success and Wellness Center

<b>Goal Statement</b>	Establish a Student Success and Wellness Center.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education</p> <p>Vision - A vibrant academic health center that provides access to the best biomedical education</p> <p>Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Identify and renovate space.</p> <p>Identify leader, faculty coaches, and staff to work in center.</p> <p>Hire student tutors.</p> <p>Plan and implement services to increase student success and wellness.</p> <p>Partner with the School of Education to provide additional learning resources and evaluate best practices.</p>
<b>Achievements</b>	<p>A success center coordinator was hired in March 2021 to increase student programming and to focus on student resilience and stress.</p> <p>Using academic support liaisons the Success Center has been able to provide individualized support for at risk students.</p> <p>As part its wellness function, regular visits by therapy dogs are now occurring.</p> <p>A part-time mental health counselor was hired to provide up to 12 hours per week of mental health services to our students.</p> <p>Our most recent graduating class, the first to fully benefit from the Center, rated us above the national average in satisfaction with tutoring support.</p>

# Goals - Real Time

<b>Resources Utilized</b>	Faculty and staff time A funds				
<b>Goal Continuation</b>	Components of the Success and Wellness Center continue to evolve with the hiring of a success center coordinator to increase student programming and a mental health counselor.				
<b>Goal Upcoming Plans</b>	Set up a Success Center Advisory Board.  Continue to expand wellness opportunities for students in coordination with the Wellness Promotion Committee with a focus on stress and resilience.  Collaborate with SOM-Greenville to identify ways to collaborate on student success and wellness.				
<b>Resources Needed</b>	A funds E-funds Faculty and staff time				
<b>Goal Notes</b>	Academic Support Sessions				
	Fall				
	Content Area	2018 Attendance	2019 Attendance	2020 Attendance	2021 Attendance
	Graduate Programs				
	Biochemistry				89
	MD Programs				
	Anatomy	46	271	433	650
	Biochemistry	136	78	N/A	N/A
	Histology	59	231	320	419
	Microbiology	11	18	289	137
	Pathology	5	21	363	186
	Pharmacology	N/A	N/A	N/A	158
	MD Total	257	619	1405	1550

# Goals - Real Time

Spring				
	2019 Attendance	2020 Attendance	2021 Attendance	
Graduate Programs				
Anatomy	90	142	213	
Physiology	114	70	378	
MD Programs				
Neuroscience	74	95	0	
Biochemistry	128	50	588	
Physiology	41	89	573	
Pharmacology	12	22	299	
Pathology	4	13	304	
Total	463	481	2355	

# Goals - Real Time

## Goal 4 - Doctoral Program in Nurse Anesthesia

<b>Goal Statement</b>	Transition nurse anesthesia master's program to a doctoral program.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education.</p> <p>Vision - A vibrant academic health center that provides access to the best biomedical education</p> <p>Values - Excellence, professionalism, collaboration</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>The Masters of Nurse Anesthesia program is currently undergoing a mandatory transition to a doctoral program in 2019, as mandated by AANA/COA. This transition is occurring over several years to teach out the existing masters cohorts.</p> <p>Continue to develop partnership with College of Nursing to integrate existing MNA and DNP curricula to confer a doctoral degree.</p> <p>Develop a solid organizational plan that enhances open communication and strategic decision-making with USC SOM, CON, program administrators, and clinical partners.</p>
<b>Achievements</b>	<p>Doctor of Nurse Anesthesia Practice (DNAP) has been established and approved by all governing bodies and the first cohort admitted in May 2021.</p> <p>First year of DNAP program was successful with the entire cohort continuing to the second-year curriculum.</p> <p>Second DNAP cohort has been accepted from the largest application pool in the program's history.</p> <p>100% of the graduating class (2022) have secured employment with greater than 70% within the state of South Carolina.</p> <p>An additional faculty member has been added to the program to maintain cohort sizes with the increased workload of the doctoral projects.</p> <p>Upstate (Greenville) Nurse Anesthesia Campus cohort numbers were increased with the cooperation of our clinical partner, Prisma Health.</p>
<b>Resources Utilized</b>	<p>Associate Dean for Research and Graduate Education</p> <p>Nurse Anesthesia Program Director</p>

# Goals - Real Time

	Faculty and staff time
<b>Goal Continuation</b>	<p>The launch of the DNAP program is going well for 2022 cohort (Class of 2025) with an increase in admissions to 33 students, to help serve the needs of our state.</p> <p>First year (CO 2024) of DNAP was successful and second cohort has been accepted from the largest application pool in the program's history.</p> <p>Developed and implemented a formal agreement with the College of Nursing for combined on-line courses/curriculum.</p> <p>Full accreditation was received for the Nurse Anesthesia program in Summer 2020 for both the Masters and Doctoral Programs.</p>
<b>Goal Upcoming Plans</b>	<p>Evaluate the content and effectiveness of the combined CON and DNAP on-line courses in terms of learning objectives specific for DNAP students, with consideration of new COA regulations. This will entail quantitative assessment of course exam performance and course evaluations.</p> <p>An ongoing need and challenge continues to be distance education infrastructure. Difficulties have been encountered with DNAP and MNA courses offered to students at the SOM Columbia Campus and the Greenville Nurse Anesthesia campus. System upgrades have been put in place to simplify the system for faculty, improved training and IT troubleshooting and upgrades as necessary.</p> <p>Continue to develop a business plan and operational budget to allow NA program director to expand faculty as necessary.</p>
<b>Resources Needed</b>	<p>Faculty and staff time.</p> <p>Funding for office renovation.</p>
<b>Goal Notes</b>	<p>Continue to grow the Greenville campus and strengthen the UofSC and clinical partnerships.</p>

# Goals - Real Time

## Goal 5 - School of Medicine Five Year Strategic Plan (2017-2022)

<b>Goal Statement</b>	Implement School of Medicine Five Year Strategic Plan (2017-2022)
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education, transformative research, and compassionate patient care.</p> <p>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.</p> <p>Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Over the past year, we have focused on strategies to improve diversity and inclusion in the SOM Columbia. Focus areas include student pipeline programs, faculty/staff hiring, and improving the culture of inclusion.</p> <p>Committee has met numerous times throughout this academic year.</p> <p>Beginning in April, 2022, we will begin a comprehensive review of our SOM Strategic Plan, with the goal of completing a full update to the plan by Spring of 2023. This process will include a revisiting of our Mission, Vision and Values statements, a SWOT analysis, review of progress to date on all goals from the 2017-2022 plan, and the identification of goals to be retired and new goals to be established.</p>
<b>Achievements</b>	<p>In the area of diversity and inclusion, a new standing Culture and Climate Committee was established in late 2022. New resources have been identified to fund diversity scholarships, and early results from our recruitment efforts for fall, 2022 are promising. Our accrediting body notified us in March, 2022 that our diversity and inclusion programs were in full compliance with their expectations.</p> <p>Curricular changes arising out of the 2017-2022 strategic plan have now been 95% implemented, with improvements noted in student satisfaction and some improvement in student academic outcomes.</p>



# Goals - Real Time

	<p>Research goals from the 2017-2022 plan have also seen significant progress, with establishment of two research centers (Research Center for Transforming Health and the Cardiovascular Translational Research Center) as an outgrowth of the strategic plan priorities.</p>
<b>Resources Utilized</b>	<p>Office of the Dean Office of Continuous Professional Development and Strategic Affairs Faculty and staff from all departments</p>
<b>Goal Continuation</b>	<p>Goal is progressing on time. The 2022-2023 year will be used for a comprehensive re-evaluation of the strategic goals for the SOM.</p>
<b>Goal Upcoming Plans</b>	<p>Strategic Planning Steering Committee will update our SOM Strategic Plan during 2022-2023, based upon our accomplishments to date and emerging needs and priorities for the SOM, University, and our state, all within the context of the changing landscape of health education and health care both regionally and nationally.</p> <p>Committee will meet frequently during 2022-23 to prepare to revise the plan as needed.</p> <p>Responsible leaders will continue to work with teams to implement action plans for goals and objectives as assigned.</p>
<b>Resources Needed</b>	<p>Faculty and staff from all departments.</p>
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 6 - LCME Accreditation Response

<b>Goal Statement</b>	Provide status reports to the LCME regarding accreditation standards/elements.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education</p> <p>Vision - A vibrant academic health center that provides access to the best biomedical education</p> <p>Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Implement continuous quality improvement program to ensure effective monitoring of the medical educational program's compliance with accreditation standards.</p> <p>Conduct focus group with medical students regarding feedback in LCME self-study independent student analysis.</p> <p>Update Appointment, Promotion, and Tenure guidelines for approval by the Provost's Office.</p>
<b>Achievements</b>	<p>School of Medicine remains fully accredited after 2017 LCME site visit for a full eight years with the next site visit scheduled to be 2024-25.</p> <p>Conducted surveys of students in March and September 2021 focused on cited elements in LCME site visit. Results showed improvement in several areas.</p> <p>Program status report submitted to LCME in December 2021. In March 2022 we received a positive response with no unsatisfactory elements noted. Four elements remain that were considered satisfactory with the need for ongoing monitoring.</p>
<b>Resources Utilized</b>	<p>Dean</p> <p>Associate Dean for Undergraduate Medical Education</p> <p>Associate Dean for Academic Affairs</p>

# Goals - Real Time

	Office of Undergraduate Medical Education Faculty and staff from all departments
<b>Goal Continuation</b>	Goal is progressing on time with expectation that the LCME will request annual status report updates.
<b>Goal Upcoming Plans</b>	Monitor progress on cited elements through our CQI process/report.
<b>Resources Needed</b>	Dean Associate Dean for Undergraduate Medical Education Associate Dean for Academic Affairs Office of Undergraduate Medical Education Faculty and staff from all departments
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 7 - Rural Health Center of Excellence

<b>Goal Statement</b>	Support and develop rural and primary care education, delivery, and sustainability in South Carolina through clinical practice, training and research.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Compassionate patient care.</p> <p>Vision - A vibrant academic health center that provides access to the best evidence-based medical care.</p> <p>Values - Excellence, professionalism, collaboration, compassion</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Establish a rural health center of excellence.</p> <p>Engage statewide partners in enhancing the delivery of healthcare in rural areas of S.C.</p> <p>Seek recurring funding for center of excellence.</p> <p>Expand programs in a spoke and hub fashion for provision of clinical care, education of health professions students and research.</p>
<b>Achievements</b>	<p>Proposal for Center of Excellence and ICARED funding for rural health in legislative cycle finalized and funds from SC DHHS allocated - total \$31.0M -\$6.5M recurring 2017-18, 2018-19, 2019-20, 2020-2021, 2021-2022.</p> <p>Coordinated meetings of Rural Health Center of Excellence statewide committee October 2017 to present.</p> <p>Established state-supported health professions scholarships/forgivable loans for medical students, physician assistants, advanced practice registered nurses as part of pipeline program in South Carolina Center for Rural and Primary Care.</p> <p>Funded primary care residency program in Sumter (2019), with 4 residents currently.</p> <p>Funded Pharmacy Residency Program in Sumter (2021).</p> <p>Supported the Preventive Medicine Residency (2020-2022).</p> <p>Supported the development of a rural training track for the College</p>

# Goals - Real Time

	<p>of Pharmacy (2019-2022).</p> <p>Established the SC Healthcare Resource Dashboard - <a href="https://arcg.is/0fLSCW">https://arcg.is/0fLSCW</a></p> <p>Implemented rural practitioner/staff development and practice enhancement micro-grant program in Partnership with SCORH. Expanded capacity for rural clinical training sites at School of Medicine to increase student and resident interest in rural practice.</p> <p>Funded educational and training programs for allied health professions for rural areas.</p> <p>Established a division of community engagement to facilitate community based programs.</p> <p>Funded eight library systems across the state to connect residents to the health care system.</p> <p>Established a technical assistance division for mobile health units across SC, and managed an enhancement grant program for these units.</p>
<p><b>Resources Utilized</b></p>	<p>Legislative appropriations</p> <p>Faculty and staff time</p> <p>Director, Associate Director; Director of Community Engagement; associated staff within the South Carolina Center for Rural &amp; Primary Healthcare</p>
<p><b>Goal Continuation</b></p>	<p>Goal is progressing on time with expectation continuing funds would be necessary to continue filling the gaps in health care delivery across the state.</p>
<p><b>Goal Upcoming Plans</b></p>	<p>Establish educational partnerships across the UofSC System.</p> <p>Expand ICARED / care subsidy program to other health systems across the state.</p> <p>Partner with DHHS on expansive projects and support.</p> <p>Partner with healthcare systems on digital technology deployment in rural areas.</p>
<p><b>Resources Needed</b></p>	<p>Legislative appropriations</p> <p>Faculty and staff time</p> <p>Director, Associate Director; Director of Community Engagement; associated staff within the South Carolina Center for Rural &amp; Primary</p>

# Goals - Real Time

	Healthcare
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 8 - Research and Collaborations

<b>Goal Statement</b>	Foster research and promote collaborations and interdisciplinary research.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Transformative Research            Vision - A vibrant academic health supported by research and cutting edge technologies.            Values - Excellence, professionalism, collaboration</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>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 recruitment and open the cardiovascular translational research center as part of the Excellence Initiative.            Strategic utilization of Bldg 9 on the VA Campus 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.</p>
<b>Achievements</b>	<p>The Center for Transforming Health (RCTH) was established in Fall 2017, and is now in full operation under the direction of the Center Director, Dr. Kevin Bennett. The RCTH has launched several initiatives including management of a seed grant program to encourage new ideas and initiatives between SOM faculty and Prisma. From 2021-2022, UofSC and Prisma Health funded eight seed grants. For 2022-2023, UofSC and Prisma Health have funded a total of 12 seed grants in the Midland. Another important development of the RCTH is a formal research contractual relationship with the Columbia VA. This provides infrastructure support for joint research initiatives between VA providers and SOM</p>

# Goals - Real Time

faculty.

The RCTH has launched an initiative for providing Seed Grant opportunities specifically targeting the collaboration of a basic scientist and clinician. This program has awarded five such grants and was funded by a joint effort between the SOM and our health care partner, Prisma. This accomplishment addressed several of our long term goals regarding clinical research support and fostering ties with our health care system partners.

SOM faculty have hit an all time high of VA funding, with five funded faculty and several more pending. Total VA funding in 2021 was \$3.8 million. More importantly, the VA has several career development award opportunities and our junior SOM faculty have been applying, and receiving these awards. A major construction proposal has been submitted to expand research laboratory space in Building 9, and joint research efforts continue to expand in this building.

The medical student research experience (SOAR) continues to expand and this summer will have the highest number of participants- 46. This program matches medical students to research mentors throughout the UofSC community and in turn, fosters collaboration between the SOM and other UofSC colleges.

Another major accomplishment was a joint faculty appointment with a SOM professor faculty position and the Associate Chief of Staff (ACOS) for research was filled. This is a unique and new collaborative initiative and was filled in 2020. Dr. Mike Ryan, an NIH and VA funded investigator now holds a Professor of Physiology, Pharmacology and Neurosciences and ACOS for research. Dr. Ryan has collaborated significantly with the SOM in terms of joint funding efforts for equipment (new cage washing system) and is part of our planned program project grant (PPG).

The UofSC Excellence Initiative awarded to SOM for the development of Cardiovascular Translational Research Center has moved to the operational phase. Expansion of the research footprint at the 4th floor, Bldg 1 has been accomplished. Dr. Clinton Webb, an established NIH funded investigator, has now been established as the center director and faculty recruitments (2) have been achieved over the past academic year. Dr. Webb has expanded the scope of the center to engage faculty across the UofSC landscape, as intended by this initiative, and includes a formal seminar series. The center was approved formally by the UofSC Board of Trustees. The next milestone is to develop a PPG and to submit a proposal to NIH over the next academic cycle.

In terms of fostering SBIR/STTR NIH funding, an early stage



# Goals - Real Time

	<p>incubator laboratory was established on the SOM campus and has continued to result in several new SBIR/STTR applications with a major success for STTR Phase I/II funding (Fan/Murphy).</p> <p>School of Medicine continues to serve as lead institution for NIH-funded South Carolina IDeA Networks of Biomedical Research Excellence (SC INBRE) with the goal of increasing NIH research capacity of the state. With Dr. Edie Goldsmith as the SOM PI, this program received formal funding during this academic year. The SOM has expanded funding for PhD graduate students within this program, and the MS Biomedical Technology Program also continues to expand. Graduate students continue to excel, which include NIH predoctoral awards and several SPARC grants.</p>
<p><b>Resources Utilized</b></p>	<p>A funds E funds Associate Dean for Research and Graduate Education All departments faculty and staff</p>
<p><b>Goal Continuation</b></p>	<p>Goal is progressing as expected and viewed as an ongoing goal into the foreseeable future.</p>
<p><b>Goal Upcoming Plans</b></p>	<p>Develop and deploy an academic incentive plan. This was implemented within the past academic year, with criteria developed by a faculty task force. A basic science compensation increase was implemented in spring, 2022, based upon a model developed by a faculty-driven task force and funded by the Dean's Office. Metric-driven research components and a objective teaching excellence components were identified and rewarded.</p> <p>Increase focus and capacity for program project type research proposals. As stated, a PPG is planned for the cardiovascular center and another is in development with the UofSC colon cancer center.</p> <p>In terms of streamlining and improving clinical research, the RCTH has now developed a pipeline and pathway for submissions, and will include biostatistical support, funded in part by the VA.</p>
<p><b>Resources Needed</b></p>	<p>Continued support from Office of the Provost and Vice President for Research for recruitment of researchers is needed.</p> <p>As noted above, an accountable and responsive NIH subaward grants management system remains a critical issue.</p>
<p><b>Goal Notes</b></p>	

# Goals - Real Time

## Goal 9 - Diversity and Inclusion Pipeline Programs

<b>Goal Statement</b>	Expand pipeline programs that increase likelihood of under-represented students entering the health professions workforce.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education, transformative research, and compassionate patient care.</p> <p>Values - Excellence, professionalism, collaboration, diversity and inclusion, compassion</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Initiate the Claflin University pipeline program to increase admissions to the Masters of Biomedical Science Program.</p> <p>Partner with Orangeburg High School for Health Professions to expand collaboration with the School of Medicine and offer support for their programs.</p>
<b>Achievements</b>	<p>Claflin University/SOM-C MOU was completed in 2019, but initiation of the project stalled due to the lack of available funding for full scholarships. The COVID pandemic further delayed progress such that the initiative is presently unattainable. However, the Uof SC Graduate School has the funded Rising Star Fellowship pilot program to increase diversity in the graduate school by recruiting students from South Carolina's Historically Black Colleges and Universities (HBCUs).The first graduate student was admitted to our PA program this year as a Rising Star Fellow.</p> <p>In person collaborative activities with the Orangeburg High School for the Health Professions (HSHP) were suspended due to the COVID-19 pandemic. Also, changes in HSHP leadership, structure and funding further thwarted progress, but that program remains feasible.</p> <p>The SOM-C Strategic Planning Steering Committee established a Student Pipeline, Recruitment and Support Working Group charged with exploring short and long term strategies to expand pipeline efforts. As a result, SOM-C has partnered with UofSC Office of Pre-Professional Advising and the Student National Medical Association to create a mentoring program for undergraduate students. It has</p>

# Goals - Real Time

	<p>also connected with pre-medical advisors at Clemson University and Benedict College (an HBCU) for mentoring, counseling and guidance activities. Beginning with the 2021-2022 admissions cycle, African-American applicants offered admission to our medical student programs were immediately paired with an African-American alumnus of the SOM-C, who agreed to serve as a mentor to the student.</p> <p>Preliminary conversations were held between Prisma Health and SOM-C about expansion of the Finding Your Future program to resemble the MedEx Academy at Prisma Health Upstate. Those conversations are ongoing and have expanded to include the Research Center for Transforming Health and the South Carolina Center for Rural &amp; Primary Healthcare.</p>
<b>Resources Utilized</b>	Faculty time.
<b>Goal Continuation</b>	Goal is anticipated to be completed within next three years.
<b>Goal Upcoming Plans</b>	<p>We will seek to resume collaboration with the Orangeburg High School of Health Professions depending on the status of the COVID-19 pandemic.</p> <p>The SOM-C Strategic Planning Steering Committee Student Pipeline, Recruitment and Support Working Group will make recommendations regarding short and long term strategies to expand pipeline efforts and those are underway.</p> <p>Prisma Health and SOM-C will continue the exploration of possible expansion of the Finding Your Future program to resemble the MedEx Academy at Prisma Health Upstate.</p>
<b>Resources Needed</b>	<p>Associate Dean for Diversity and Inclusion</p> <p>Assistant Dean for Diversity and Inclusion</p> <p>Faculty and staff time.</p> <p>Scholarship funding</p>
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 10 - New Medical School Facilities

<b>Goal Statement</b>	Refine vision and plan for new medical school facilities and proceed with the planning process.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education, transformative research, and compassionate patient care.</p> <p>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.</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>In partnership with UofSC leadership, UofSC Architect, other UofSC health sciences schools, and the state procurement office, the planning for new medical facilities on the new health and biosciences campus commenced in 2021 with the Request for Qualifications process. The work has now advance to the Request for Proposals process.</p> <p>In parallel with this planning process, the SOM has worked with UofSC leaders and the UofSC Legislative Affairs Office to continue to educate our legislators regarding the benefits that the SOM brings to the state of SC.</p> <p>In partnership with USC Office of Development, we are working to obtain pledges toward the development of new medical school facilities as part of a new health and biosciences campus.</p>
<b>Achievements</b>	UofSC and School of Medicine leaders have engaged numerous legislators and state officials to advocate for additional funding in support of the creation of the new health sciences campus (in addition to the \$55 million which has already been committed). We remain optimistic that additional allocations may be achieved during the 2022 legislative session.
<b>Resources Utilized</b>	Commitment of time from leadership and faculty. UofSC will be investing very significant resources in this construction

# Goals - Real Time

	project.
<b>Goal Continuation</b>	Following completion of the Request for Proposals process, a partner will be selected to design and construct the Bull Street SOM Education and Health Sciences Buildings. We anticipate ground will be broken in 2024 with possible occupancy in 2026. This process will involve a large number of SOM leaders, faculty, staff, and students to participate in the comprehensive planning process, along with alumni, community leaders, and health system leaders.
<b>Goal Upcoming Plans</b>	<p>In partnership with USC and other health sciences schools, continue to participate in and facilitate the planning for new medical facilities on the new health and biosciences campus.</p> <p>Work with UofSC Facilities Department and Architect to participate in the early planning phase of the medical education building on the new health sciences campus.</p> <p>Continue to partner with the USC Office of Development to obtain pledges toward the development of new medical school facilities as part of a new health and biosciences campus.</p> <p>Continue to educate School of Medicine alumni about plans for new medical school facilities and opportunities for input and support.</p>
<b>Resources Needed</b>	A and E funds, recurring and nonrecurring state appropriations, philanthropy.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 11 - Organizational Climate

<b>Goal Statement</b>	Enhance and sustain an organizational culture, and climate that consistently promotes a welcoming and inclusive environment throughout all levels of the organization.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Mission - Exemplary medical and health education, transformative research, and compassionate patient care.</p> <p>Vision - A vibrant academic health center that provides access to the best biomedical education.</p> <p>Values - Professionalism, collaboration, diversity and inclusion, compassion.</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Dean will establish a Climate Task Force, with representation from students, staff, and faculty, to advise School of Medicine leadership on opportunities to enhance and sustain an organizational culture, environment, and climate that consistently promotes a welcoming and inclusive environment throughout all levels of the organization.</p> <p>This work will be complemented by the contributions of the Committee on Women in Science and Medicine, which was reactivated this year. Based upon a recommendation arising from this group, an Ad Hoc Committee on Diversity in the Arts was established, to increase the diversity of individuals honored within School of Medicine Columbia facilities through the display of portraits, photographs, or other types of images.</p>
<b>Achievements</b>	<p>In April 2021, the SOM Columbia Climate Task Force (CTF) submitted to Dean Hall a report of its findings, including a list of initial action steps it recommends the SOMC should take to address the identified issues and advance the climate, equity, and levels of civility and professionalism in the SOMC. In AY-2021-2022 (beginning in May 2021), Dean Hall, with the support of the CTF, implemented the following recommended actions that address the infrastructure necessary to enable the execution of recommendations regarding policies and practices:</p>

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• Established a standing Culture and Climate Committee comprised of students, staff, and faculty to regularly assess, monitor, inform decision-making and recommend strategies regarding the SOMC experience, including but not limited to diversity, equity, inclusion, and professionalism in the SOMC.</li> <li>• Established a Staff Council to ensure that the voice and interests of staff from across the SOMC are well-represented and inform decisions and actions affecting the SOMC workplace .</li> <li>• Institute a regular climate survey of the SOMC to assess the status and needs of the culture and climate of the SOMC as well as progress toward addressing recently identified issues and related goals.</li> </ul> <p>In addition, the Culture and Climate Committee is actively working to address other specific recommendations provided by the Climate Task Force including:</p> <ul style="list-style-type: none"> <li>• A review of the Carolinian Creed and its application in the SOMC.</li> <li>• Providing recommendations for developing a faculty and staff orientation that embodies and promotes the desired SOMC culture and climate.</li> <li>• Collaborating with the SOMC Strategic Planning Steering Committee to ensure alignment and integration of efforts in policies and practices.</li> </ul>
<b>Resources Utilized</b>	Faculty and staff time.
<b>Goal Continuation</b>	The goal is progressing as expected and will continue in 2022-2023.
<b>Goal Upcoming Plans</b>	<p>The CCC, in collaboration with the SOMC leadership, where appropriate, will:</p> <p>Conduct a climate survey in Fall 2022 to facilitate regular engagement of the voice of all SOMC members and enable ongoing monitoring of people’s experiences as it relates to culture and climate.</p> <p>Institute deliberate practices to socialize the Carolinian Creed in the SOMC (or determine alternative actions to establish a unified code of conduct for faculty, staff and students).</p>
<b>Resources Needed</b>	Faculty, staff, and students time.
<b>Goal Notes</b>	

# Goals - Looking Ahead

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Goals for the next Academic Year.

## **Goals - Looking Ahead**

**No goals have been entered for this section.**



# Academic Programs

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## Program Rankings

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

**Medical Degree (M.D.) Program:** In March 2021 the M.D. program was named # 1 by US News and World Report in the percentage of graduates practicing in underserved areas.

## Instructional Modalities

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

**Medical Degree:** Curriculum Committee in 2018 approved a framework for a new curriculum that increased focus on early clinical experiences, health systems science, and social determinants of healthcare. The second year curriculum has now been reorganized from the current foundational sciences to an organ system approach that more closely aligns and integrates learning of clinical material. The first elements of the new curriculum were introduced in the Fall 2020 with a combined Gross Anatomy/Histology course and increased content in Health Systems Science. The new second year curriculum was launched in Fall 2021 along with an expanded Capstone month for fourth year students focusing on transition to residency. Beginning with the entering class of 2022 all courses in the first two years will now be graded pass/fail.

**Biomedical Sciences (MS/PhD):** Our program uses a combination of didactic and experiential instructional modalities. Didactic courses comprise the early part of the curriculum and are mostly lecture-based. The Applied Biotechnology concentration within our program offers a series of courses that are a combination of traditional lecture and hands-on lab based activities to teach students skills that can be used in a research setting. Students in our program can take a dissection-based human anatomy course that also has a significant component of hands-on learning. All research-based courses (course number 780) as well as thesis/dissertation preparation (course numbers 799/899) are experiential learning, where students engage in hands-on research training in current biomedical methods and techniques.

**Graduate Program in Nurse Anesthesia:** The Program is 100% distance education approved for all didactic courses to continue to better serve the upstate area. Both degree programs, Masters and Doctoral, are setup for integrated learning, allowing students to begin clinical/simulation training during the first year of the program. Embedded clinical experiential learning into several didactic courses. Courses PHPH 761 & PHPH762 in place more than one year with great success & positive student response. Changing PHPH 773 (Physical Assessment for Anesthesia Providers) to a flipped classroom style has had resounding success over the past year. The Program has created and implemented a “board Prep” course the last two semesters of the program for the last two years and have had great student feedback.

**Masters of Physician Assistant Studies:** Didactic phase includes instruction in cadaveric gross anatomy, physiology, and clinical medicine with experiential learning on standardized patients occurring in multiple didactic courses including Anatomy, Physical Diagnosis, and Diagnostic Testing. In addition, unique courses continue in genetics, research, and medical law and ethics that allow the students to interact with experts in their field. Clinical Immersion

# Academic Programs

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and Clinical Skills Lab courses expose the students to numerous clinical related and hands-on learning experiences in the simulation labs and other settings prior to clinical rotations. During the Interprofessional Seminar course, students work with other health profession students across campus to learn about other members of the healthcare team. Additionally, 100% of the PA faculty help facilitate small groups in this course. A new addition to the curriculum over the past year is culinary medicine. Students are brought into a commercial kitchen and taught about healthy cooking techniques and nutrition counseling for disease prevention and treatment through incorporation of lifestyle medicine. The continued focus on active learning which includes flipped classrooms, team-based learning, and problem-based learning has resulted in positive student feedback.

**Masters of Arts (M.A.) in Counseling and Rehabilitation:** Instructional modalities in the 60-credit hour MA degree program, which accepted its first students in Fall 2018, include classroom-based learning, pre-clinical practice, and field experiences. For most classes, students have the option of attending in-person or in real-time via an online webinar-style platform. In addition, all students are required to attend in-person full-day Learning Community workshops held on a Saturday in each of the major semesters. In early 2021, the School of Medicine invested in an upgrade of the classroom technologies that include large monitors for video-conferencing and information displays, sophisticated cameras that track presenters and in-class speakers, and enhanced sound management. Because in-person activity was impacted by COVID-19 for much of 2021, we were unable to fully utilize our equipment until 2022. This upgrade optimizes student-learning experiences and helps to ensure program competitiveness with other similar programs.

**Master's in Rehabilitation Counseling (MRC):** The MRC program stopped accepting new students in 2017 and the last student enrolled in this program graduated in Spring 2021.

**Certificate of Graduate Study (CGS) in Psychiatric Rehabilitation:** Instructional modalities in the Certificate program includes classroom-based learning and a capstone project in which the student, with a faculty advisor, completes a comprehensive independent study.

**Master's in Genetic Counseling:** Program completed a two year self-study in preparation for Accreditation Council for Genetic Counseling review and site visit in 2021. Program is well balanced and agile in structure to facilitate incorporation of evolving content in medical genetics. Full accreditation achieved for years 2022-2029.

## 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.*

**Graduate Program in Nurse Anesthesia:** The Graduate Program in Nurse Anesthesia currently has two distinct types of students, Master and Doctoral, those enrolled in our new. The first Doctor of Nurse Anesthesia Practice (DNAP) cohort started in May 2021 and the second class has been accepted to matriculate in May 2022.

## Program Terminations

# Academic Programs

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*Academic Programs that were newly terminated or discontinued during the Academic Year.*  
The Biomedical Sciences Certificate program will not be accepting students for the 2022-23 academic year. All students currently enrolled in this program will finish in Spring 2022.

The Masters in Rehabilitation Counseling (MRC) program graduated its last student in Spring 2021. The program will be officially terminated through established University procedures in 2022.

# Academic Initiatives

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## Experiential Learning For Undergraduates

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

Not applicable to School of Medicine Columbia academic programs.

## Experiential Learning For Graduate Students

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

**Medical Degree:** As part of the new 2020 curriculum, physical diagnosis has been moved from the second year curriculum to the first year curriculum. This has increased the ability of students to participate in clinical experiences between their M-I and M-II years as well as allowing for an expanded clinical preceptorship during the M-II year. Due to COVID-19 restrictions however, the clinical preceptorship was placed on hold for the Fall 2020 semester, but did restart in the Fall 2021. In partnership with Lexington Medical Center expanded clinical experiences for M-I students are planned for the Fall 2022 semester.

**Biomedical Sciences (MS/PhD):** Experiential learning occurs in didactic courses with hands-on laboratory sessions which provide students the opportunity to gain expertise in multiple biomedical research techniques. Research courses facilitate development of problem solving skills as students design and carry out experiments. Students also develop writing skills by preparing manuscripts which describe the results of their experiments and presentation skills through participation in our seminar course.

**Graduate Program in Nurse Anesthesia:** Both degree programs, MNA and DNAP, are set up for integrated learning, allowing students to begin clinical/simulation training during the first year of the program. Embedded freshman clinical experiential learning into several didactic courses to better reinforce knowledge being learned. Courses PHPH 761 & PHPH762 have been in place for more than two years with great success & positive student response. A full-time clinical coordinator for Columbia campus positioned at Prisma Health Richland was hired several years ago to strengthen experiential learning. Students continue to get an average of about 25% more clinical experiences than required by the accreditation agencies and national averages, even during COVID clinical case reductions.

**Masters of Physician Assistant Studies:** Experiential learning occurs during both the didactic and clinical phases of the PA program. During the didactic year, simulated patient encounters are embedded into multiple courses. Students have the opportunity to interact with live standardized patients, as well as participating simulated patient encounters with hi-fidelity mannequins. Additionally, as part of the Diagnostic Testing course, students are given hands-on training in ultrasound. The clinical phase includes 9 required core rotations and 2 elective rotations that further reinforce knowledge learned during the didactic year.

**Masters of Arts in Counseling and Rehabilitation:** Experiential learning in the MA program takes place in pre-clinical course work & in formal clinical field experiences that include a 150-hour practicum and a 600-hour internship that take place in clinical & vocational rehabilitation service agencies.

**Certificate of Graduate Study in Psychiatric Rehabilitation:** The program concludes

# Academic Initiatives

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with an Independent Study capstone project. Some students choose to visit psychiatric rehabilitation sites & others choose to conduct a research project. For either option, a designated faculty member oversees all capstone projects.

**Master's in Genetic Counseling:** Embeds experiential learning throughout curriculum from first year Community Engagement/Service Learning outreach to Role Play Workshops with Actors to in-class assignments requiring student interaction with national genetic laboratories. Each activity is assessed for learning opportunity as it relates to development of Practice Based Competencies as defined by Accreditation Council for Genetic Counseling

## Affordability

*Assessment of affordability and efforts to address affordability.*

**Medical Degree:** 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. With tuition stable for the past three years, our in-state cost ranking has dropped to the 51st %ile compared to national benchmarks. As noted in our goals, the SOM continues to make increases in endowments and scholarships a high priority.

**Biomedical Sciences (MS/PhD):** The cost of attendance is comparable to other regional MS and PhD programs. PhD students receive a stipend from their research mentor and are provided full tuition and health insurance by the Biomedical Sciences Graduate Program. MS students are required to cover their own tuition and living expenses, although some students find paid teaching or research assistant positions to help with costs. Our program received funds from the Educational Foundation to provide scholarships to traditionally underrepresented groups enrolled in our MS program to improve affordability for these students.

**Graduate Program in Nurse Anesthesia:** The program is listed in the top 20 most affordable programs in the nation according to the 2021 Affordable Schools website. To keep student costs down the first two semesters of the DNAP program all courses are 100% asynchronous online, thus allowing the students the option to remain living away from campus and the option to continue to work as Registered Nurses.

**Masters of Physician Assistant Studies:** The program continues to be the most affordable and best value of the five PA programs in the state (two public, three private institutions).

**Master of Arts (M.A.) in Counseling and Rehabilitation:** The cost of attendance is comparable to other 60-credit hour counseling degree programs. The program is mindful of student expenses when selecting textbooks and supplemental materials, ensuring students invest in quality educational materials that have utility throughout their studies and in professional practice.

**Certificate of Graduate Study (CGS) in Psychiatric Rehabilitation:** The updated 18 credit hour certificate includes all the essential learning elements that had been in the previous 24 credit hour certificate. The certificate is now more affordable and can be completed in one year.

**Masters of Genetic Counseling:** Program accepts nine students per year from an applicant

# Academic Initiatives

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pool of over 135 applicants. We have increased financial support in the national match for admission to genetic counseling programs. We will match one applicant to a graduate research assistantship in the SOM Center for Disability Resources (provides stipend and in state tuition) and we will match three applicants to the SC Leadership Education in Neurodevelopmental Disorders training program (Provides second year stipend); one of these LEND trainee positions is reserved for an applicant of ethnic diversity. New for Fall 2022: a Diversity Scholarship opportunity for an applicant of ethnic diversity and a Preparing Future Faculty graduate assistantship. This brings financial support to 6/9 incoming students and demonstrates the institutional/program support for genetic counselor education.

## Reputation Enhancement

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

**Biomedical Sciences:** Faculty and students in the Biomedical Sciences graduate program continue to publish their research in high impact journals and when able over the past year have presented their research at regional, national and international conferences. The graduate program provides travel awards to promote student attendance and presentation at professional society meetings. Several PhD students hold extramurally funded fellowships through NIH (F31 and Diversity awards) and NSF.

**Graduate Program in Nurse Anesthesia:** The Nurse Anesthesia Program continues to have a greater than 93% first time national board pass rate. Recruits approximately 30% of each class from out of state. Discussions continue with Prisma Health to continue to strengthen local & regional placement of graduates. These graduates often return to their place of origin & with the quality, knowledgeable care they provide we have health care institutions nationally seeking our graduates for employment.

**Masters of Physician Assistant Studies:** The most recent graduating class posted a first-time national board pass rate of 100%. Overall, the program has a national board exam pass rate of 100% after two second attempts. 67% of our graduates initially accepted a job in South Carolina. Faculty and students are active and well-represented on the state level with the South Carolina Academy of Physician Assistants (SCAPA). SCAPA awarded the 2021 PA of the Year to a UofSC PA program faculty member. This year the program earned ARC PA accreditation-continued status.

**Counseling and Rehabilitation:** The program is accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) through March 2029. Faculty continue to publish book chapters and journal articles and to present at local, state, regional, and national conferences.

**Genetic Counseling:** Faculty continue to practice clinically & participate in the national/international profession. Whitney Dobek is a certification exam writer for the American Board of Genetic Counseling. Jessica Fairey is working on the National Society of Genetic Counselors Outcomes Committee. Janice Edwards is facilitating an online course on genetics & genomics for over 110 maternal fetal medicine fellows and reproductive

# Academic Initiatives

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endocrinology and infertility fellows in collaboration with Columbia University & University of California San Francisco. Ms. Edwards continues to serve the Transnational Alliance for Genetic Counseling, an international network of genetic counselor educators.

## 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 challenges with limited scholarships, aging facilities, limited classroom space, increasing in-state competition for student recruitment and clinical training sites.

**Biomedical Sciences:** Our current doctoral student stipends are low compared to similar graduate programs within our state and region, resulting in students choosing to attend other universities for the PhD studies.

**Graduate Program in Nurse Anesthesia:** Program has moved to School of Medicine from a more shared Prisma Health/UofSC program. Several positions changed with the greater university involvement. Affiliation partnering with Prisma Health hospital system will continue to be developed to ensure the continued high quality experiential experiences that the program has enjoyed. The Graduate Program in Nurse Anesthesia received a full 10 year re-accreditation in 2019 and remains in good standing meeting or exceeding all standards/regulatory requirements of The Council on Accreditation of Nurse Anesthesia Educational Programs.

**Masters of Physician Assistant Studies:** The program experienced turnover with the loss of the Program Director, Clinical Director, and administrative staff. Classroom space, office space, and parking continue to be an issue on the School of Medicine campus and can require strategic planning of courses and accommodations for guests. Outside of the classroom, the program faces competition for clinic sites.

# Faculty Population

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## Faculty Employment by Track and Title

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

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

	Fall 2021	Fall 2020	Fall 2019
<b>Tenure-track Faculty</b>		43	41
Professor, with tenure		20	17
Associate Professor, with tenure		12	15
Assistant Professor		11	9
Librarian, with tenure		0	0
<b>Research Faculty</b>		11	12
Research Professor		2	2
Research Associate Professor		2	3
Research Assistant Professor		7	7
<b>Clinical/instructional Faculty</b>		155	162
Clinical Professor		19	21
Clinical Associate Professor		61	61
Clinical Assistant Professor		74	80
Instructor		1	0
Lecturer		0	0
Visiting		0	0
<b>Adjunct Faculty</b>		22	15



# Faculty Population

## Faculty Diversity by Gender and Race/Ethnicity

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

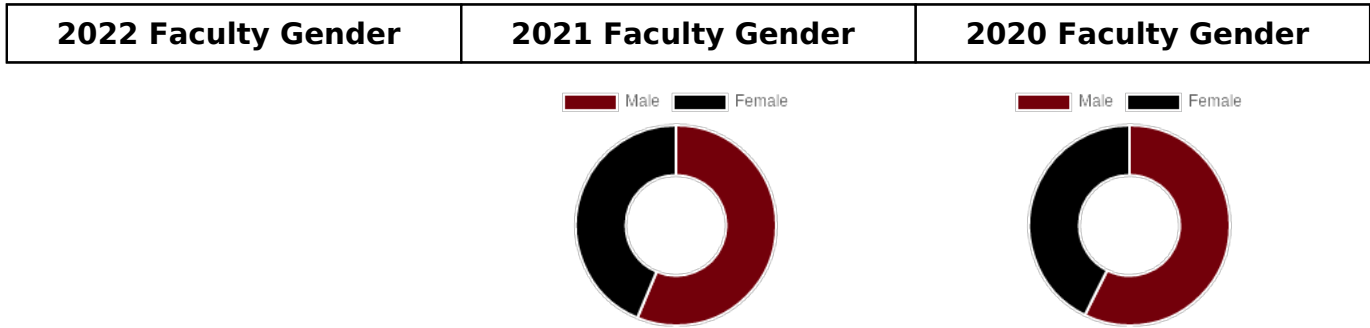
**Table 2. Faculty Diversity by Gender and Race/Ethnicity.**

	Fall 2021	Fall 2020	Fall 2019
<b>Gender</b>		222	218
Male		125	125
Female		97	93
<b>Race/Ethnicity</b>		222	218
American Indian/Alaska Native		1	1
Asian		28	26
Black or African American		11	12
Hispanic or Latino		5	5
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		14	11
Two or More Races		0	1
Unknown Race/Ethnicity		0	0
White		163	162

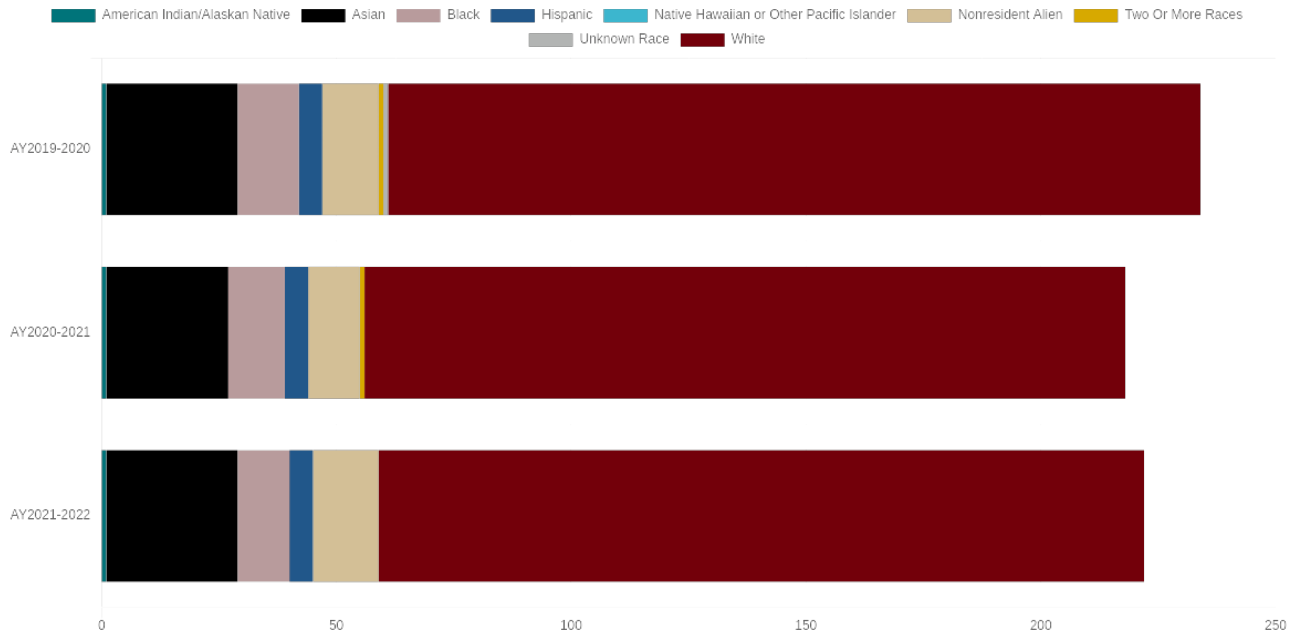
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

**Illustration 1. Faculty Diversity by Gender**



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



# Faculty Information

## Research and Scholarly Activity

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

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

The School of Medicine continues to be a significant contributor to NIH extramural funding for the University of South Carolina. We have continued to build a strong NIH funding base, as several first time NIH awards were to junior faculty (K/R mechanism) as well as career development awards through the VA health care system. As in the past, the SOM continues to collaborate significantly with other entities within the university and include new funding with the School of Public Health, Bioengineering and Arts and Sciences. The SOM NIH funding continues to be strong and increased over last performance period. This is important as our major goal is to establish long term, sustainable NIH funding which is a key indicator of faculty productivity and engagement. Moreover, our SOM faculty have excelled at additional funding from NSF as well as the VA health care system. This past year, over \$3M in VA funding was achieved by SOM faculty, which included career development awards and scientist-clinician collaborative grants. It is important to point out that our total SOM funding is under a new rubric whereby federal service grants, and other non research funding is not included in this figure, as it has been in the past. Thus, the SOM federal medical research funding has, under this benchmark, increased significantly from 4 years ago in which all of these other funding streams were included in this funding figure.

**Research Center for Transforming Health (RCTH).** The RCTH has continued to develop an expanded role in engaging clinicians in research opportunities, and is now in a second year with a formal contractual relationship with the Columbia VA. The RCTH received UofSC center status in 2019 and continues to represent a significant financial investment by the SOM. The RCTH has also been charged with managing a major initiative in the FY 2021 which is the UofSC/Prisma seed grant program. This is specifically targeted to enhance and encourage research collaborations across the UofSC campus with Prisma physicians with a focus on targeting disease areas relevant to SC citizens, particularly here in the Midlands. The first round of seed grant funding has been awarded and this is described more fully in the goals section of this blueprint. The RCTH also supports a formal summer research program targeting medical students: Student Opportunities for Academic Achievement through Research (SOAR). The RCTH also serves as the administrative nexus for SOAR which partners SOM, Prisma, VA and other affiliates with an M1 SOM student to engage in medical research. The SOAR program continues to grow with nearly 50 medical students slotted for summer research opportunities. The SOAR program has resulted in over 15 manuscripts by medical students and faculty and we expect that number to significantly increase. To that end, we have put in place metrics and checkpoints to ensure a productive SOAR experience and these

# Faculty Information

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metrics will be available for our next report out period.

**Cardiovascular Translational Research Center.** The UofSC Excellence Initiative awarded to the SOM for the development of Cardiovascular Translational Research Center. This entailed expanding the research footprint at the 4th floor, Bldg 1 which is now fully occupied and working. Moreover, the center director, Dr. Clinton Webb has successfully recruited 2 new faculty with NIH funding and additional searches are ongoing, with on recruitment being a joint effort with Biomedical Engineering. A planned PPG submission is underway and will be a major milestone for this center.

**Increased VA Funding and Presence by SOM Faculty.** One of the major accomplishments during this period and aligned with our strategic goals, is growing the research collaboration with the VA. Over this past period, SOM faculty continue to receive eligibility for VA funding, and several SOM faculty were funded over this past performance period. Specifically, the SOM has received nearly \$2M in notice of awards by the VA (new grants to come on line) which is a key indicator of productivity and collaboration. Dr. Mike Ryan, an NIH and VA funded investigator now holds a Professor of Physiology, Pharmacology and Neurosciences and ACOS for research. He has spearheaded new infrastructure initiatives which will benefit both the SOM and the VA Columbia campus which includes laboratory space expansion and other key infrastructure.

**Enhancing Scholarly/Academic Productivity.** Increasing extramural funding is highly dependent upon an active faculty with respect to scholarly activity. One index of this is the number of publications by SOM faculty which increased significantly compared to 2019. SOM faculty continue to publish in high impact journals and it is notable that many are co-authored by junior faculty, fellows and students. The increased scholarly activity is notable in light of the challenges faced by SOM faculty with respect to remote work, and distance collaborations. In order to increase and encourage SOM faculty academic productivity, an academic incentive plan was developed in 2021 and was operationalized in the first quarter of 2022. This was a transparent, metric driven process, developed by SOM faculty, which will recognize SOM faculty that are achieving levels of high academic success.

**Continue to Overcome Challenges Encountered by SOM Faculty.** While most certainly an overarching challenge this past year has been the pandemic, there are other challenges that are faced, which are addressable. Firstly, due to a number of financial and structural pressures, our main health care system partner, Prisma has not put academic productivity as a priority area. While clinical research in every aspect of medicine is the lifeblood for diagnostic and therapeutic improvements, cost efficiency and competitiveness, this is just becoming recognized by Prisma. Thus, while remaining a challenge, there is growing recognition that true vibrancy in any health care system is through academic medical activity.

A continued challenge for our SOM faculty is physical space and infrastructure. Many of the biomedical research laboratory facilities suffer from physical plant problems such as air conditioning and water leaks. Over the past FY, significant AC upgrades were put in place and mitigation of other areas continues to occur.

An important infrastructure resource for SOM faculty continues to be the instrumentation research facility (IRF). Duplicative/redundant instrumentation issues continues to undermine the IRF but also represents an overarching problem to the UofSC research community as a

# Faculty Information

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whole. While some progress has been made, if increased competitiveness for extramural funding is to occur, then reduced internal competitiveness for research instrumentation must occur.

**Enhance Graduate Student Experiences.** Despite challenges associated with the pandemic, research projects and thesis/dissertation milestones were achieved by the SOM graduate students. SOM graduate students continue to be awarded USC SPARC awards as well as NIH undergraduate fellowship awards.

**Intellectual Property.** Another benchmark for research productivity is IP disclosures and this remains a strong indicator with approximately 20 disclosures in place and several moving to the provisional patent phase. Success in this area is also demonstrated by the several STTR/SBIR funding applications submitted and awarded to SOM faculty.

## Faculty Development

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

**Wellbeing** - The School of Medicine continues to prioritize professional wellbeing as a critical success factor in developing and sustaining faculty vitality. The Office of Continuous Professional Development and Strategic Affairs (OCPDSA) works to promote faculty vitality not only through the professional development activities and consultative services it provides, but also through its work with leaders to help them think strategically about how policies and practices enhance or inhibit faculty (and staff) wellbeing. The OCPDSA, along with other SOMC leaders, continue to work diligently in addressing organizational factors related to wellbeing through its support of the SOMC Strategic Planning Steering Committee and the Culture and Climate Committee in their efforts to create a vibrant and inclusive SOMC culture.

**Climate** - Based on the recommendations of the 2020-2021 SOMC Climate Task Force, the Dean and executive leadership of the School of Medicine began implementing action steps to build the necessary infrastructure to create the desired vibrant and inclusive culture and climate for faculty and other SOMC members. One of the key actions was to establish a standing Culture and Climate Committee (CCC) comprised of students, staff, and faculty to regularly assess, monitor, and inform decision-making and recommend strategies regarding the SOMC experience, including but not limited to diversity, equity, inclusion, and professionalism in the SOMC. In AY 2021-2022, the CCC is initially focused on enhancing the SOMC's use of the Carolinian Creed to promote and guide professional behavior among faculty and staff. In addition, the SOMC will be developing a new faculty and staff orientation to help promote a sense of unity and belonging as well as to help its members be more connected to the policies and practices of the SOMC. The CCC is developing a set of guiding principles to promote healthy culture and climate in the development of the program. This work will continue into AY 2022-2023.

**Strategic Planning**- This academic year, the School of Medicine has continued to focus strategic planning efforts on building a culture of diversity and inclusion within our School of Medicine and expanded this view to include the broader culture. With a desire to promote vitality and flourishing in mind, the Steering Committee has been engaged in taking a close

# Faculty Information

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examination of its progress toward achieving its strategic goals to ensure not only that we are indeed progressing but also that we are delivering on promises, engaging in transparent communication and embodying our values in our work, which are critical to the success of building a vibrant culture among faculty, staff and our learners. The current strategic plan is set to expire at the end of 2022, as we move into AY 2022-2023 the Steering Committee will conduct a re-examination of the SOMC mission, vision, and values and begin actively engaging in the development of the next (3- year) strategic plan. The professional development and vitality of our faculty will be a core focus of this work.

**Addressing Vaccine Hesitancy through Provider Education** – The Office of Continuous Professional Development and Strategic Affairs (OCPDSA) partnered with the South Carolina Center of Rural and Primary Healthcare and the SOMC media center to develop a video-based Continuing Medical Education enduring material which provides clinicians (including clinical faculty of all provider types) critical instruction related to using patient-centered communication skills to address COVID-19 vaccine hesitancy and build vaccine confidence. In AY 2022-2023, this educational resource will continue to be promoted not only in relation to COVID-19 vaccines but also as a resource to inform hesitancy regarding other vaccines as well (e.g., flu and HPV).

**CTE Partnership** – Building on the successful collaboration in 2021, the CPD leaders in Greenville and the Midlands are prepared to offer Reflective Teaching Practice for Medical Educators program again this June. 17 learners completed the last cycle, including mentored improvement projects for their teaching. With the currently robust recruitment, we anticipate up to 30 additional faculty members for this summer workshop experience in a blended educational curriculum including asynchronous content and 3 synchronous seminars for the cohort.

**iTEACH! clinical education workshops** were offered virtually for our colleagues in several upstate Prisma Health Graduate Medical Education (GME) Programs and the UofSC SOM Greenville. The residency programs in Internal Medicine in Greenville, Family Medicine in Seneca, Greenville, and Greer and the multiple upstate sites providing Psychiatry training participated in series customized for their residency programs. In-person training was provided to a new faculty cohort in the Department of Obstetrics and Gynecology, so that all clinical faculty in that department have participated in iTEACH! OCPDSA also continues to provide faculty development support and CME offerings for our Florence Regional Campus faculty and various residency programs for identified needs, such as providing effective feedback, coaching learners and evaluation processes for professional development of the medical learner.

## Other Activity

Supplemental Faculty Info attachment:

## SCHOOL OF MEDICINE-COLUMBIA FACULTY PUBLICATIONS ACADEMIC YEAR 2020-21

## Supplemental Info - Faculty Information

# Faculty Information

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

# Teaching

## Faculty to Student Ratio

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

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

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

## Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio. With a faculty to student ratio of 1:3.3 plus additional volunteer faculty members, the School of Medicine continues to have sufficient breadth of knowledge and expertise to educate our students both in the basic sciences and in the clinical arena. Continued affiliation with Prisma Health and other clinical partners will allow the SOM to continue to expand the number of clinical educators available for our students.

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

	Fall 2021	Fall 2020	Fall 2019
<b>Analysis of Ratio</b>		01:3.3	01:2.9



# Student Recruiting and Retention

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## Student Recruitment

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

**Medical Degree:** Due to COVID-19 restrictions student recruitment activities were limited to virtual meetings of faculty and students with prospective and current applicants. It is expected that we will return to in-person meetings and interviews with prospective and current applicants in the Fall of 2022.

**Biomedical Sciences (MS/PhD):** Due to COVID-19, all campus recruiting visits were cancelled. We held virtual interviews and recruitment meeting with students during 2021-22. The Biomedical Sciences program participated in the National Institute of Health's virtual Graduate School Fair and is engaging with our Graduate School to utilize their resources for recruiting students. Through emails to primarily undergraduate institutions in SC, SC INBRE meetings, Discover USC and SC Science Fair, the program is advertised to students across the state. Our program website is being updated to provide more information and program staff respond to questions from prospective students.

**Graduate Program in Nurse Anesthesia:** Website modifications now provide more user-friendly access to program information for potential candidates. Nurse Anesthesia faculty have been speaking with area nursing schools and high 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 students at job fairs has been utilized the past few years, with a very positive response. Identifying and encouraging registered nurses in the hospitals by encouraging job shadowing and application to the program, is an area of opportunity that both current students and faculty have been encouraging.

**Masters of Physician Assistant Studies:** The program website is frequently updated and offers specific information to prospective students on program requirements for admission and details about curriculum, faculty, and accreditation. The website also provides a link to the Central Application Service for Physician Assistants (CASPA), which all applicants to the program must utilize for application. Our website advertises information sessions for the program and includes links to the program's social media platforms. PA faculty continue to meet with pre-medical undergraduate student groups to provide information about the program. Current students are active on the program's social media platforms and share information about the program and their experiences.

**Master's in Counseling and Rehabilitation /Certificate of Graduate Study in Psychiatric Rehabilitation:** We continue to recruit students through the provision of updated program information to state and local agencies serving persons with disabilities and to undergraduate programs and career counseling services of all colleges and universities in South Carolina. Faculty also attend career fairs at USC and other South Carolina colleges and promote the program at national counseling conferences.

**Master's in Genetic Counseling:** We offer a competitive six week, full time summer internship to an undergraduate with focus on diverse candidates. For UofSC undergraduates, we offer a Genetic Counselor Assistant position each semester for qualified students interested in exploring the career. Since 2015, we have offered an online course for

# Student Recruiting and Retention

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individuals interested in pursuing genetic counseling education. Over 400 students from across the country and internationally have completed this course, which introduced the Program and core faculty. Reduced tuition has been offered to diverse candidates since 2020. We have also initiated education outreach to HBCUs and other undergraduate institutions in the state to raise awareness for the career among underrepresented populations.

## Student Retention

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

**Medical Degree:** We continued to expand the offerings of the Student Success and Wellness Center to provide student academic support leaders for all basic science courses as well as preparation for USMLE Step 1 which were conducted virtually and saw an increased attendance. Each first and second year student was offered an individual meeting to discuss study skills and preparation for USMLE Step 1. Increased attention to student wellness was made a priority through coordination of efforts with the Wellness Promotion Committee including an exercise competition among classes and visits from therapy dogs.

**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. The Program Director monitors student progress and meets one-on-one with students in academic difficulty. The program office continues to provide students information regarding the Academic Success Center on the SOMC campus and we encourage students to take advantage of resources offered by this center. Many faculty in our didactic courses offer additional small-group or one-on-one help for struggling students. Over the past year students were apprised of webinars offered by NIH's Office of Intramural Training and Education to support student mental health and wellbeing along with professional development topics.

**Graduate Program in Nurse Anesthesia:** Extra didactic and experiential learning support/review sessions are provided. With the addition of a program clinical coordinator, at Columbia and Greenville sites and with restructuring at Greenville site, we are able to identify and address student learning needs and thus intervene earlier to ensure continued success. A National Certification preparation course was modified to begin earlier, with more focus on individual student areas for improvement, to increase the success rate on this final exam, modules are assigned every week with 4 exams and two different comprehensive finals. This testing method is given under a computerized model thus creating an atmosphere very similar to the NBCRNA exam model. Graduate response to this preparation method has been very positive and the program continues to have a 100% certification pass and employment rate.

**Masters of Physician Assistant Studies:** The program has a low student-to-faculty ratio and each student is paired with a faculty and student mentor upon admission to the program. Students meet with their faculty mentor a minimum of once per semester to address academic, professional, or personal issues that may arise. Student mentors are available to assist with transition into the program and to address student-specific issues. During the didactic phase, the Director of Didactic Education monitors all student grades and provides faculty with regular updates and notifications when a student's grade drops below 80%. Early

# Student Recruiting and Retention

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identification measures are in place to assist those students. During the clinical phase, the Director of Clinical Education provides academic updates to faculty on all students. The program overall retention rate for the three most recent graduating cohorts is 96%.

**Master's in Counseling and Rehabilitation (MA):** For students who started the 60 credit-hour program in 2018-2019 (N=12):

- 2 graduated in 2 years
- 1 graduated in 2.5 years
- 4 are on track to graduate in 2.5 - 3.5 years
- 2 transferred to other professional programs
- 3 left the program for non-academic reasons

**Master's in Genetic Counseling:** Retention and on-time graduation have been near 100% over the past decade for the Genetic Counseling Program.

# Student Enrollment & Outcomes

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

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

## Student Enrollment by Level & Classification

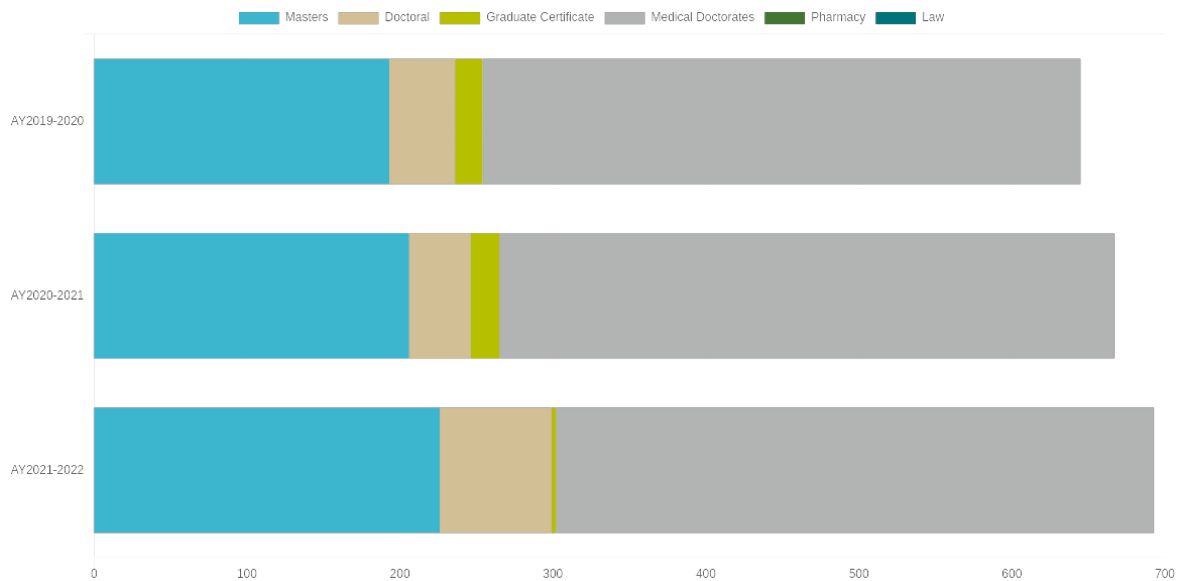
**Table 5. Student Enrollment by Level & Classification.**

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate Enrollment</b>			
Freshman	0	0	0
Sophomore	0	0	0
Junior	0	0	0
Senior	0	0	0
Dual/Non-Degree	0	0	0
<b>Sub Total</b>	0	0	0
<b>Graduate Enrollment</b>			
Masters	226	206	193
Doctoral	73	40	43
Graduate Certificate	3	19	18
<b>Sub Total</b>	302	265	254
<b>Professional Enrollment</b>			
Medicine	391	402	391
Law	0	0	0
PharmD	0	0	0
<b>Sub Total</b>	391	402	391
<b>Total Enrollment (All Levels)</b>	693	667	645

# Student Enrollment & Outcomes

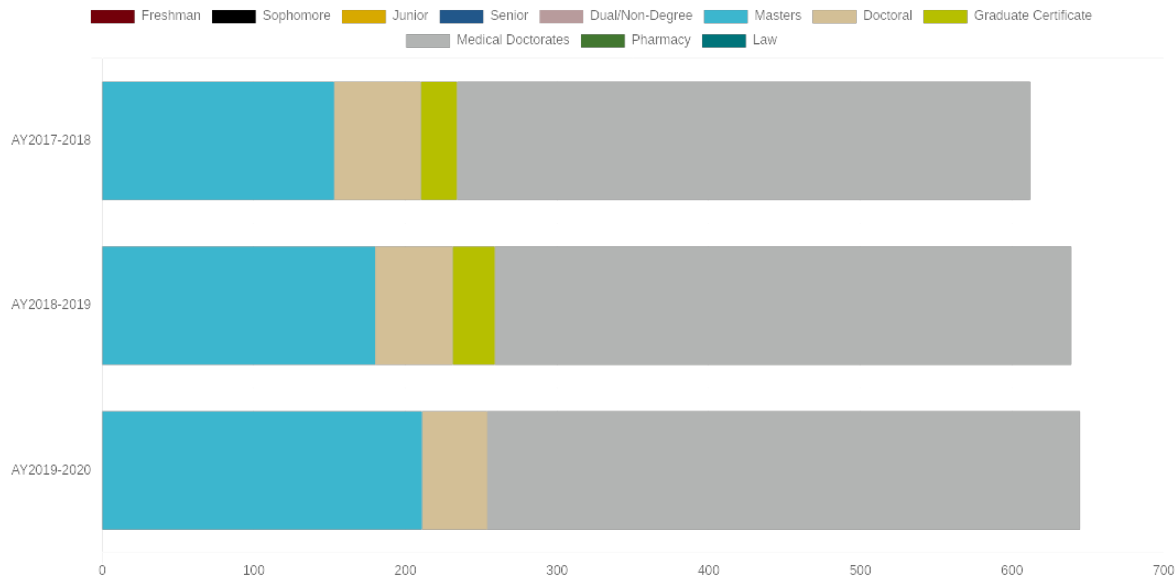
**Illustration 3. Undergraduate Student Enrollment by Classification**

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



# Student Enrollment & Outcomes

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



## Enrollment by Time Status

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

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	0	0	0
Full-Time	0	0	0
Part-Time	0	0	0
<b>Graduate/Professional</b>	690	667	645
Full-Time	672	655	621
Part-Time	18	12	24
<b>Total - All Levels</b>	690	667	645
Full-Time	672	655	621
Part-Time	18	12	24

# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	0	0	0
Female	0	0	0
Male	0	0	0
<b>Graduate/Professional</b>	690	667	645
Female	410	376	354
Male	280	291	291

Illustration 6. Undergraduate Student Diversity by Gender

AY2021-2022 Undergrad Gender	AY2020-2021 Undergrad Gender	AY2019-2020 Undergrad Gender

Illustration 7. Graduate/Professional Student Diversity by Gender

AY2021-2022 Graduate Gender	AY2020-2021 Graduate Gender	AY2019-2020 Graduate Gender

Male Female



Male Female



Male Female



# Student Enrollment & Outcomes

## Student Diversity by Race/Ethnicity

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

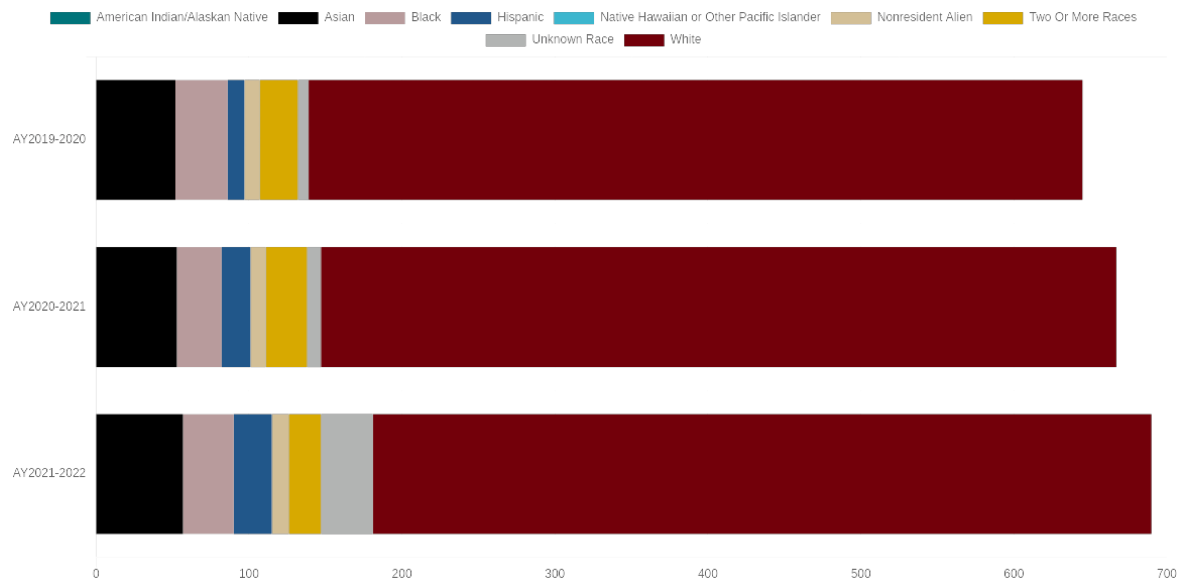
	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>Undergraduate</b>	0	0	0
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black or African	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	0	0	0
Unknown Race/Ethnicity	0	0	0
White	0	0	0
<b>Graduate/Professional</b>	690	667	645
American Indian/Alaska Native	0	0	0
Asian	57	53	52
Black or African	33	29	34
Hispanic or Latino	25	19	11
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	11	10	10
Two or More Races	21	27	25
Unknown Race/Ethnicity	34	9	7
White	509	520	506



# Student Enrollment & Outcomes

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

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



# Student Enrollment & Outcomes

## Undergraduate Retention

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

	First Year	Second Year
Fall 2021 Cohort	0%	N/A
Fall 2020 Cohort	0%	N/A
Fall 2019 Cohort	0%	N/A

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.

	Fall 2021	Fall 2020	Fall 2019
4-Year Same Cohort	0%	0%	0%
4-Year Diff Cohort	0%	0%	0%
4-Year Total Cohort	0%	0%	0%
5-Year Same Cohort	0%	0%	0%
5-Year Diff Cohort	0%	0%	0%
5-Year Total Cohort	0%	0%	0%
6-Year Same Cohort	0%	0%	0%

# Student Enrollment & Outcomes

<b>6-Year Diff Cohort</b>	0%	0%	0%
<b>6-Year Total Cohort</b>	0%	0%	0%

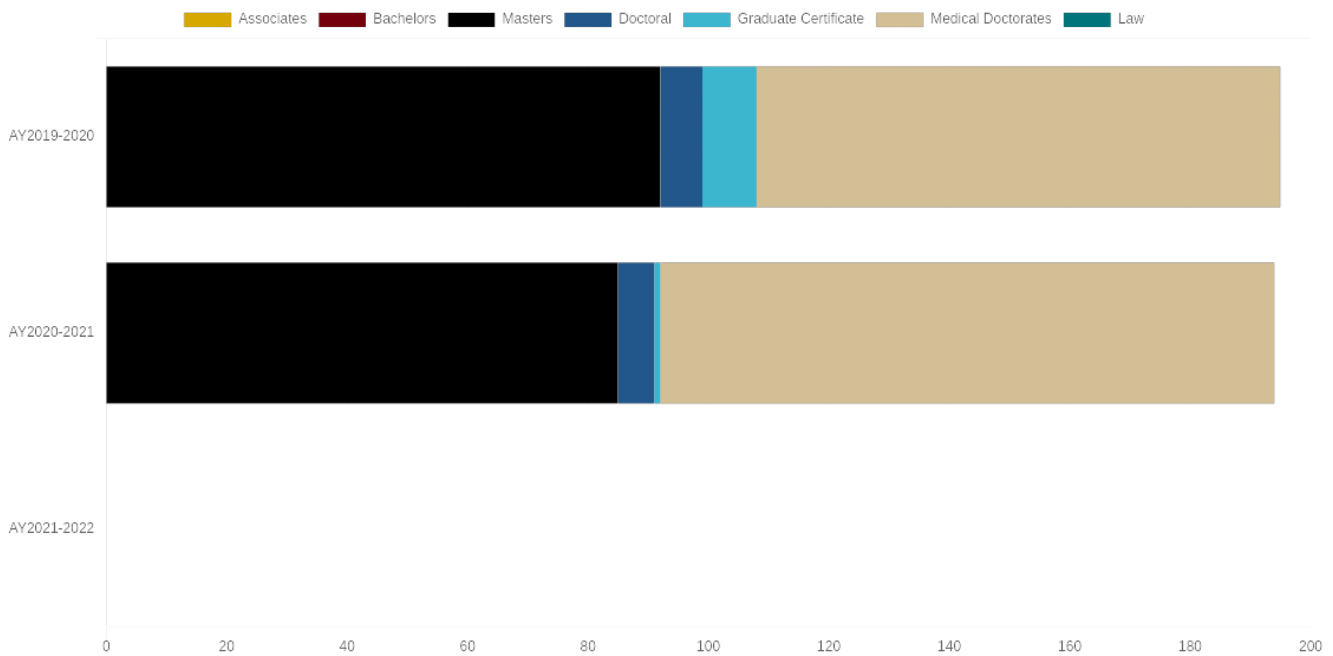
# Student Enrollment & Outcomes

## Degrees Awarded by Level

**Table 11. Degrees Awarded by Level.**

	Fall 2021	Fall 2020	Fall 2019
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		0	0
<b>Masters</b>		85	92
<b>Doctoral</b>		6	7
<b>Medical</b>		0	0
<b>Law</b>		0	0
<b>Pharmacy Doctorate</b>		1	9
<b>Graduate Certificate</b>			

**Illustration 11. Degrees Awarded by Level**



# Faculty Awards Nominations

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

## Research Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Kubinak, Jason	2022 Breakthrough Star	UofSC Office of the Vice President for Research
Velazquez, Kandy	Distinguished Undergraduate Research Mentor	School of Medicine-Columbia
Pocivavsek, Ana	Breakthrough Stars Award	UofSC Columbia Office of the Vice President for Research

## **Faculty Service Awards Nominations**

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

# Faculty Awards Nominations

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## Teaching Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Hawfield, Benjamin	M1 Teacher of the Year	School of Medicine-Columbia
Cook, James	2022 Clinical Practice Teaching Award	University of South Carolina Office of the Provost
Gandy, Alexa	Teacher of the Year	School of Medicine-Columbia MD Program Class of 2023
Catropo, James	Pearls of Wisdom	School of Medicine-Columbia MD Program Class of 2023
Wilson, Britt	M1 Teacher of the Year	School of Medicine-Columbia M1 Medical Students

# Faculty Awards Nominations

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## Other Award Nominations

Recipient(s)	Award	Organization
Albrecht, Helmut	Governor's Award for Excellence in Scientific Awareness	Office of the Governor of South Carolina and South Carolina Academy of Science



# Faculty Awards Received

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

## Research Awards

Recipient(s)	Award	Organization
Fan, Daping	2021 Educational Foundation Research Award for Health Sciences	University of South Carolina Columbia
McCarthy, Cameron	Propel Research Mentorship Program	University of South Carolina Columbia Office of Vice President for Research
McCarthy, Cameron	2021 John Laragh Research Award	American Journal of Hypertension
LaVoie, Holly	Distinguished Research Service Award	University of South Carolina Vice President for Research
Saraf, Sumit	Emerging Physician Scientist Faculty Fellowship	School of Medicine-Columbia Research Center for Transforming Health
Lamb, Susan	Emerging Physician Scientist Faculty Fellowship	School of Medicine-Columbia Research Center for Transforming Health
Busbee, Philip Brandon	Early Career Faculty Grant	American Association of Immunologists
Kubinak, Jason	2022 Breakthrough Stars Award	UofSC Office of the Vice President for Research
Nagarkatti, Mitzi	Fellow	American Academy of Microbiology
Nagarkatti, Mitzi	Drug Discovery Toxicology Specialty Section Paper of the Year Award	Society of Toxicology
Nagarkatti, Prakash	Distinguished Toxicology Scholar Award	Society of Toxicology
Murphy, E. Angela	Distinction in Scholarship in the American Journal of Physiology-Gastrointestinal and Liver Physiology	American Physiological Society
Oskeritzian, Carole	2021 Distinguished Research Service Award	UofSC Office of the Vice President for Research
Oskeritzian, Carole	Second Place Undergraduate	South Carolina Academy of

# Faculty Awards Received

	Platform Award, Cell and Molecular Biology Session (Mentor)	Science
Ray, Swapan	South Carolina Honors College Research Program Award	South Carolina Honors College
Oskeritzian, Carole	GSK Award - Allergy, Asthma and Respiratory Inflammatory Disease Session	World Immune Regulation Meeting
Vaughan, Andrew	Model State Supported AHEC Program	MUSC/AHEC/HRSA
McQuail, Joseph	Inaugural Early Faculty Travel Award	International Behavioral Neuroscience Society
Wood, Susan	American Society of Pharmacology and Experimental Therapeutics Washinton Fellow (Mentor)	American Society of Pharmacology and Experimental Therapeutics
Wood, Susan	Graduate Student Trainee Professional Development Award (Mentor)	Society for Neuroscience
Mott, David	Graduate Student Trainee Professional Development Award (Mentor)	Society for Neuroscience
Reagan, Lawrence	Graduate Student Trainee Professional Development Award (Mentor)	Society for Neuroscience
Grillo, Claudia	Graduate Student Trainee Professional Development Award (Mentor)	Society for Neuroscience
Wood, Susan	Undergraduate Student Trainee Professional Development Award (Mentor)	Society for Neuroscience
Hollis, Fiona	Undergraduate Student Trainee Professional Development Award (Mentor)	Society for Neuroscience
Hollis, Fiona	VISN 7 Research Development Career Award	VISN 7 Veterans Administration
Pocivavsek, Ana	Associate Member	American College of Neuropsychopharmacology
Wood , Susan	Graduate Student Travel Award (Mentor)	American Society of Pharmacology and Experimental Therapeutics

# Faculty Awards Received

Wood, Susan	Undergraduate Student Travel Award (Mentor)	American Society of Pharmacology and Experimental Therapeutics
Wood, Susan	Second Place Undergraduate Presentation in Division of Neuropharmacology, Experimental Biology Conference	American Society of Pharmacology and Experimental Therapeutics
Wood, Susan	First Place Undergraduate Presentation in Division of Behavioral Pharmacology, Experimental Biology Conference (Mentor)	American Society of Pharmacology and Experimental Therapeutics
Fadel, Jim	Graduate Breakthrough Scholars Award (Mentor)	UofSC Vice President for Research
Wood, Susan	SPARC Graduate Research Award (Mentor)	UofSC Vice President for Research
Grillo, Claudia	SPARC Graduate Research Award (Mentor)	UofSC Vice President for Research
Wood, Susan	BSGSA Founders Award (Mentor)	School of Medicine-Columbia Biomedical Sciences Graduate Student Association
Kelly, Michy	Winner 2021 Morgan Newton Research Symposium (Mentor)	School of Medicine-Columbia Biomedical Sciences Graduate Program
Grillo, Claudia	Honorable Mention, 2021 Morgan Newton Symposium (Mentor)	School of Medicine-Columbia Biomedical Sciences Graduate Program
Mott, David	Discover UofSC Graduate Student Poster Award (Mentor)	UofSC Vice President for Research
Pocivavsek, Ana	Discover UofSC Graduate Student Poster Award (Mentor)	UofSC Vice President for Research
Pocivavsek, Ana	Discover UofSC Postdoctoral Scholar Award (Mentor)	UofSC Vice President for Research
Wilson, Marlene	Discover UofSC Postdoctoral Scholar Award (Mentor)	UofSC Vice President for Research
Wood, Susan	Discover UofSC Medical Scholar Award (Mentor)	UofSC Vice President for Research
Wood, Susan	Discover UofSC Undergraduate Award (Mentor)	UofSC Vice President for Research

# Faculty Awards Received

Wood, Susan	Discover UofSC Undergraduate Award (Mentor)	UofSC Vice President for Research
Pocivavsek, Ana	Discover UofSC Undergraduate Award (Mentor)	UofSC Vice President for Research
Pocivavsek, Ana	Discover UofSC Undergraduate Award (Mentor)	UofSC Vice President for Research
McQuail, Joseph	Discover UofSC Undergraduate Award (Mentor)	UofSC Vice President for Research
Wood, Susan	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
McQuail, Joseph	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
McQuail, Joseph	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Hollis, Fiona	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Hollis, Fiona	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Pocivavsek, Ana	Magella Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Pocivavsek, Ana	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Grillo, Claudia	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Grillo, Claudia	Magella Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Frizzell, Norma	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Wood, Susan	Magellan Mini-Grant Award (Mentor)	UofSC Office of Undergraduate Research
Grillo, Claudia	Magellan Mini Grant Award (Mentor)	UofSC Office of Undergraduate Research
Grillo, Claudia	Magellan Scholar/Apprentice Award (Mentor)	UofSC Office of Undergraduate Research
Frizzell, Norma	Science Undergraduate Research Fellowship (SURF) Mentor	South Carolina Honors College
Wilson, Marlene	Science Undergraduate	South Carolina Honors College

# Faculty Awards Received

	Research Fellowship (SURF) Mentor	
Jasnow, Aaron	Science Undergraduate Research Fellowship (SURF) Mentor	South Carolina Honors College
McQuail, Joseph	Science Undergraduate Research Fellowship (SURF) Mentor	South Carolina Honors College
McQuail, Joseph	Science Undergraduate Research Fellowship (SURF) Mentor	South Carolina Honors College
McQuail, Joseph	Science Undergraduate Research Fellowship (SURF) Mentor	South Carolina Honors College
Grillo, Claudia	Science Undergraduate Research Fellowship (SURF) Mentor	South Carolina Honors College
Pocivavsek, Ana	Science Undergraduate Research Fellowship (SURF) Mentor	South Carolina Honors College
Kodumuri, Nishanth	StrokeNet Fellowship	National Institutes of Health

# Faculty Awards Received

## Service Awards

Recipient(s)	Award	Organization
Blachman, Morris	Career Achievement Award	School of Medicine-Columbia Office of the Dean
Hawn, Jason	Community Service Award	School of Medicine-Columbia Office of the Dean
Campbell, Berry	Dean's Leadership Award	School of Medicine-Columbia Office of the Dean
LeBlanc, Kevin	Dean's Leadership Award	School of Medicine-Columbia Office of the Dean
Allen, Kari-Claudia	Diversity and Inclusion Leadership Award	School of Medicine-Columbia Office of the Dean
Reagan, Lawrence	Sustained School of Medicine Service Award	School of Medicine-Columbia Office of the Dean
Gainey, Christopher	Distinguished Young Alumni Award	School of Medicine-Columbia Alumni Association
Poston, Mary Beth	Distinguished Physician Alumni Award	School of Medicine-Columbia Alumni Association
Blanck, Erika	Award for Advancement of Women in Science and Medicine	School of Medicine-Columbia
Nagarkatti, Mitzi	Award for Advancement of Women in Science and Medicine	School of Medicine-Columbia
Williams, Kristi	Luminary Leader in Medicine and Science	School of Medicine-Columbia
Leone, Andres	Fellow	American Academy of Hospice and Palliative Medicine
Leone, Andres	Dr. Charles Petit Outstanding Faculty Award	Prisma Health/School of Medicine-Columbia
Dash, Sangita	2021 Champion of Humanistic Care	Arnold P. Gold Foundation
Sims, Kerry	2021 Faculty Award	The Society for Academic Specialists in General Obstetrics and Gynecology
Staples, Heather	Care Team Superstar Award	Cystic Fibrosis Foundation - South Carolina Chapter

# Faculty Awards Received

Stephenson, Kathryn	C. Warren Derrick, Jr. Commitment to Child Health Award	Prisma Health/School of Medicine-Columbia
Hubbird, Robert	Hall of Fame Award	Prisma Health/School of Medicine-Columbia
Staples, Heather	Humanism in Medicine Award	Prisma Health/School of Medicine-Columbia
Nagarkatti, Mitzi	President	Association of Medical School Microbiology and Immunology Chairs
Nagarkatti, Mitzi	Finance Committee Member	American Association of Immunologists
Guy, Jeffrey	2021 President	Southern Orthopedic Association
Grabowski, Greg	2020-2021 President	South Carolina Orthopedic Association
Jackson, James Benjamin	2021-2022 President	South Carolina Orthopedic Association
Holmes, Wendell	2021-2022 Board of Councilors	South Carolina Orthopedic Association
Mazoue, Christopher	2021-2022 Chairman of Medical Aspects of Sports Medicine Committee	South Carolina Medical Association
Jones, Mark	President	American College of Surgeons South Carolina Chapter
Moftakhar, Roham	President	South Carolina Association of Neurological Surgeons
Kodumuri, Nishanth	Treasurer	South Carolina Neurological Association

# Faculty Awards Received

## Teaching Awards

Recipient(s)	Award	Organization
Blanck, Erika	2021 M1 Faculty of the Year	School of Medicine-Columbia
Saraf, Sumit	2021 Association of Professors of Gynecology and Obstetrics Excellence in Teaching Award	Association of Professors of Gynecology and Obstetrics
Norton, Duncan	James R. Stallworth Teaching Award	Prisma Health/School of Medicine-Columbia
Edwards, Hollie	Award for Commitment to Resident Excellence	Prisma Health/School of Medicine-Columbia
Cooper, Josh	Newcomer Award	Prisma Health/School of Medicine-Columbia
Stallworth, James	Faculty Teacher of the Year Award	School of Medicine-Columbia MD Program Class of 2021
Stallworth, James	Co-Faculty Teacher of the Year Award	School of Medicine-Columbia MD Class of 2022
Catropo, James	Pearls of Wisdom	School of Medicine-Columbia MD Program Class of 2023
Gandy, Alexa	Teacher of the Year	School of Medicine-Columbia MD Program Class of 2023
Oskeritzian, Carole	Graduate Teaching Appreciation for Excellence in Teaching	School of Medicine-Columbia Biomedical Science Graduate Student Association
Gandy, Alexa	Kay McFarland Women's Health Award	School of Medicine-Columbia American Medical Women's Association Student Chapter
Srinivasan, Shilpa	2021 Educator of the Year	American Association of Geriatric Psychiatry
Wilson, Britt	O'Neill Barrett Teaching Excellence Award	School of Medicine-Columbia MD Program Class of 2021
Peters, Hamilton	2021 Resident Choice Award	Prisma Health/School of Medicine-Columbia
Paolini, Stephanie	Teaching Award	Prisma Health/School of Medicine-Columbia
Selph, James	Faculty Mentor Award	Prisma Health/School of Medicine-Columbia



# Faculty Awards Received

## Other Awards

Recipient(s)	Award	Organization
Murphy, Angela	Topic Editor - Frontiers in Sports and Active Living	Frontiers
Murphy, Angela	Associate Editor - Medicine and Science in Sports and Exercise	American College of Sports Medicine
Nagarkatti, Mitzi	Biotechnology Specialty Section Student Achievement Award (Mentor)	Society of Toxicology
Magarkatti, Mitzi	Carcinogenesis Specialty Section Postdoctoral Researcher and Investigator Award (Mentor)	Society of Toxicology
Nagarkatti, Mitzi	Biotechnology Specialty Section Student Achievement Award (Mentor)	Society of Toxicology
Nagarkatti, Mitzi	Dharm V. Singh Carcinogenesis Graduate Student Endowment Award (Mentor)	Society of Toxicology
Nagarkatti, Mitzi	Second Place Postdoctoral Scholar Poster Award	UofSC Columbia Discovery Day
Nagarkatti, Mitzi	Toxicologist of African Origin Special Interest Group Postdoctoral Fellow Travel Award (Mentor)	Society of Toxicology
Oskeritzian, Carole	MVP (Most Valuable Professor)	UofSC Gamecocks Women's Volleyball Team
Vaughan, Andrew	Medical Student Educators Development Institute Fellowship	Society of Teachers of Family Medicine
Wood, Susan	Associate Editor - Journal of Pharmacology and Experimental Therapeutics	American Society for Pharmacology & Experimental Therapeutics
Reagan, Lawrence	Associate Editor - Neurobiology of Stress	Elsevier
Reagan, Lawrence	Editorial Board - Experimental Neurology	Elsevier
Reagan, Lawrence	Section Editor - Physiology & Behavior	Elsevier

# Faculty Awards Received

Wood, Susan	Editorial Board - Frontiers in Behavioral Endocrinology	Frontiers
Wood, Susan	Editorial Board - Neurobiology of Stress	Elsevier
Frizzell, Norma	Editorial Board - Adipocyte	Taylor and Francis
Frizzell, Norma	Contributing Editor - International Maillard Reaction Society	International Maillard Reaction Society
Fadel, James	Associate Editor - Frontiers in Aging Neuroscience	Frontiers
Ryan, Michael	Associate Editor - Clinical Science	Portland Press for the Biochemical Society (United Kingdom)
Ryan, Michael	Editorial Board - American Journal of Physiology: Renal Physiology	American Physiological Society
Ryan, Michael	Editorial Board - Biology	Springer, Nature
Ryan, Michael	Editorial Board - Frontiers in Cardiovascular Medicine	Frontiers
Ryan, Michael	Editorial Board - Frontiers in Vascular Physiology	Frontiers
Ryan, Michael	Editorial Board - American Journal of Physiology: Regulatory, Integrative and Comparative Physiology	American Physiological Society
Ryan, Michael	Editorial Board - Hypertension	Lippincott Williams & Wilkins on behalf of the American Heart Association
Sen, Souvik	Speaker - 2022 International Stroke Conference - Opening Main Event	American Heart Association

# Alumni Engagement & Fundraising

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## Alumni

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

The School of Medicine Columbia (SOMC) recognizes that our alumni are a very special constituency that play a foundational role in strengthening and advancing the school's mission and priorities. Our 4,474 graduates are brand ambassadors, influencers and supporters, whose potential impact is far reaching. In fact, the 2022 US News and World Report ranked the SOMC #1 in the country for the number of alumni working in medically underserved areas. With more than half of our alumni living and working in South Carolina, the SOMC is keeping our promise to build a pipeline of physicians and healthcare workers to care for our state's citizenry and to improve the healthcare of all South Carolinians.

Effective January 1, the School of Medicine Columbia's Office of Development and Alumni Relations officially changed its name to the Office of Advancement, signaling an organizational structure and mindset shift that is more focused on the larger strategic vision and approach to advancing our school's mission. As a result of this change, our office now encompasses alumni and student engagement, events, development, and communications and marketing, bringing all these facets under one roof and providing a more integrated and holistic approach to the process of building brand awareness, cultivating relationships to encourage philanthropy, and serving our alumni and student communities.

As part of this change, Kim Riggi was promoted to executive director of advancement, Holly Jefferson was promoted to director of alumni engagement and external affairs, and Paige Stiles was promoted to assistant director of alumni and student engagement. In early January, our office also added a new team member, Emily Miles, as the director of communications and marketing. Over the course of 2022, our office will continue to add new staff to boost efforts related to events, development, website management and marketing.

We recognize that the relationships we build with our alumni are instrumental for the strategic growth and advancement of our school. This is why we focus on cultivating a vibrant and robust alumni community through an intentional, personal, and professional engagement strategy. We also realize that the relationship between alumni and our institution begins well before graduation. This is why we created a position specifically for building a cohesive framework for establishing a strong student-institution relationship that flows across the student lifecycle and continues beyond graduation. To this end, we strive to:

- 1) Provide a more streamlined method to communicate with alumni – now in its fourth volume, our monthly alumni e-newsletter, The Garnet Microscope, continues to serve as our most effective communication method with an average open rate of 43 percent, an increase of 19 percent from the last publication of this document.
- 2) Cultivate meaningful relationships with alumni ambassadors – with the addition of new staff members, the Director of Alumni Engagement and External Affairs will be able to schedule visits with alumni throughout the state and establish personal connections while also gaining valuable insight into more effective alumni programming efforts.

# Alumni Engagement & Fundraising

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- 3) Implement innovative outreach methods – in fall of 2022, our office will officially launch the Midlands Alumni Chapter in an effort to promote a more unified and diverse alumni community here in Columbia. If successful, we will expand our outreach efforts with the establishment of additional alumni chapters in cities/regions where there is a high concentration of alumni.
- 4) Identify and regularly promote alumni leaders – our Alumni Association Board continues to serve as ambassadors for the school. With the addition of graduate alumni and students, this membership has grown to be a complete representation of the School of Medicine Columbia.
- 5) Establish a presence on social media platforms where our alumni are active – our private Alumni Facebook Group has now grown to 643 members and we continue to see activity rise.
- 6) Develop processes to recognize alumni annually for their professional accomplishments – our annual Alumni and Dean’s Awards Dinner proves to be a great program to engage alumni who might not otherwise have relationships with the school.
- 7) Implement a robust calendar of events that celebrate our alumni in an inclusive manner – 2021 marked the 40th anniversary of the first graduating class of medical students and the 40th anniversary of the Biomedical Sciences program. Due to the pandemic, we were unable to hold in-person celebrations that year, and so we intend to celebrate the 40th anniversaries of the Classes of 1981 and 1982, as well as the Biomedical Sciences and all other reunion classes for the past two years the first weekend of April 2022.
- 8) Identify ways in which we can support Prisma Health residents in order to build relationships with them and foster a stronger connection to our medical school – in February of 2022, our team sponsored a Coffee Cups and Therapy Pups event for residents during Resident’s Wellness Week.
- 9) Prepare students to become engaged alumni by:
  - a. Establishing relationships with students in their first year – we created a position that is strategically focused on student engagement; our alumni engagement and external affairs team speaks at every student orientation and follows up with email correspondence; several years ago, we established a White Coat Sponsorship program to connect alumni to students and to provide financial relief to medical students in their first year. This year’s White Coat Fundraising effort raised \$4,040 from 53 donors and was fully funded in only nine days of being active after only one email solicitation to MD alumni.
  - b. Providing support around major student milestones – our office has taken the lead in planning Match Day and for the past two years has secured partners to elevate the Match Day experience and serve as the featured mortgage and real estate professionals at the annual Homebuyers Workshop. In 2022, we secured a \$15,000 sponsorship from Resource Financial, which has provided supplemental resources to not only enhance the in-person event but also expand the SOMC brand with our creative content initiatives, such as video and photo support.

# Alumni Engagement & Fundraising

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- c. Creating stewardship programs and opportunities for students to thank their donors; fostering a culture of philanthropy – since 2019, our office has organized a means for first year medical students to write handwritten notes to their white coat sponsors allowing them to personally express gratitude for the support and generosity they've received. This year, we created a special video featuring students thanking our donors, which was sent out as the 2021 end-of-year appeal.
- d. Fostering a strong partnership with the Office of Student Affairs – we speak almost daily with the staff in student affairs; this partnership is critical to our mission and has proven beneficial in cultivating relationships with the students throughout their time at the school.
- e. Improving and expanding opportunities to foster relationships with alumni members – we meet regularly with our Student Alumni Council to brainstorm ways our office can support students in their greatest needs. In summer 2022, we will launch a pilot program called Table Talks, which will give students a platform to ask alumni personal questions about their field and experiences. The purpose of this program is to provide a safe space for students to learn and gain insight.
- f. Develop meaningful ways to engage with students prior to graduation – we gift every graduate with a School of Medicine Alumni padfolio that includes a note of encouragement from an alumnus/alumna.

## Development, Fundraising and Gifts

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

Beyond building life-long relationships with our alumni, the SOMC Office of Advancement also is responsible for fundraising that supports the Dean's top priorities, with a current goal of raising at least \$3.2 million per year. Current priorities include: 1) increasing recruitment of minority students for the MD program, aiming to recruit 10-12 such students per year; 2) continuing to plan/ramp up staffing for the future health sciences campus, which will include a medical education building and a research facility; 3) increasing the number of endowed faculty positions to enhance recruiting and retention; 4) increasing support for the neurosciences, the new Cardiovascular Translational Research Center and the Center for Transforming Health through private, corporate and foundation funding and 5) increasing academic and programmatic support.

The director of alumni engagement and external affairs is responsible for overseeing and implementing annual giving programs, which includes: 1) overseeing annual gift programming and solicitation strategies; 2) increasing the total amount and number of annual gifts that come in each year at the \$24,999 and below level; and 3) increasing donor acquisition, renewal and retention. The executive director of advancement is currently the only individual focused on major gifts and is focused on gifts of \$25,000 and above, with an annual goal of raising \$1,000,000. This is accomplished by: 1) maintaining a qualification pool of individuals and a prospect portfolio of 50 individuals; 2) Identifying at least 15 funding opportunities per year; and 3) conducting at least 180 visits per year. Major gift fundraising efforts also include working closely with the offices of Corporate & Foundation Philanthropy, Principal Gifts and

# Alumni Engagement & Fundraising

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Gift Planning to identify top prospects.

In FY 2021 the SOMC Office of Advancement raised just under \$3,800,000. This included \$2,700,000 in gifts; \$775,000 in new commitments; \$261,200 in SAM and \$71,600 gifts in kind. From this, \$3,100,000 was spendable dollars and \$709,000 was added to the endowment. As of the end of third quarter FY 2022, we have raised \$1,248,376. This includes: \$659,800 in gifts; \$313,200 in new pledge commitments; \$275,300 in SAM and \$65.00 gifts in kind. Of this, \$627,200 is spendable dollars and \$333,300 has been added to the endowment; \$270,000 has been committed to capital purposes and \$17,900 is unrestricted.

In FY 2021, the SOMC received \$85,700 from 200 alumni; \$615,800 from 57 faculty/staff; \$255,200 from 19 parent donors; \$2,300,000 from five “other organizations”; \$225,700 from foundations; \$170,000 from 21 corporations; \$141,200 from 94 “friends of the SOMC”; and \$5,100 from 6 students. As of the end of third quarter FY 2022, the SOMC has received \$106,300 from 132 alumni; \$127,600 from 22 faculty/staff; \$2,700 from 7 parent donors; \$217,600 from seven “other organizations”; \$241,900 from seven foundations; \$64,200 from 10 corporations; \$488,000 from 60 “friends of the SOMC”; and \$45 from 2 students.

The past two years have been extremely challenging for the SOMC from a fundraising standpoint. This likely is due to a number of factors: 1) the inability to hold in-person visits with alumni, prospects and donors during 2020 and much of 2021 because of the pandemic; 2) the inability to hold in-person events, like our Alumni Awards event and Alumni Reunion Weekend; 3) the potential perception of worldwide financial instability due to the uncertainty related to COVID and social/political unrest; 4) potential burn-out on the part of our alumni due to working on the front-lines of the pandemic.

Due to the above factors, our team has increased virtual stewardship efforts and we continue to rely heavily on virtual platforms like Zoom, WebEx, Microsoft Teams and the Thank View messaging platform to communicate with various constituencies, while also moving back to in-person visits and communication, as constituents feel comfortable. Annually, we send a targeted Thank View video to all scholarship donors, which features student scholarship recipients. We continue other popular stewardship initiatives, such as: 1) sending birthday email and card greetings to alumni, donors and friends of the school on a monthly basis and 2) sending donors an annual holiday card. This year, for the first time in several years, we are planning an in-person alumni reunion weekend for 16 MD classes and our Biomedical Sciences program alumni. All of these efforts will hopefully lead to better donor and alumni relations, as well as increased giving. As the role of the executive director has expanded, it will be important to invest in hiring additional major gift fundraising staff. There also needs to be a more significant focus on implementing a strategic annual giving program that is intentional and broad-based in its approach, focusing not only on alumni, faculty and staff, but also friends of the SOMC and parents.

The SOMC Office of Advancement and Office of the Dean have continued to engage and cultivate the Dean’s Executive Advisory Council (DEAC) members, whose primary role consists of fundraising & helping to identify sources & prospects that enable us to fund key priorities of the school. The council consists of 16 individuals & typically holds two in-person all-day meetings per year (fall/spring). Due to the pandemic, however, we shifted to quarterly virtual meetings. In June of 2022, the DEAC will meet in person for the first time in several years. At least half of the advisory council members are current donors, with five additional members

# Alumni Engagement & Fundraising

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donating in the past. Four of the members are past major donors. While there is no established giving commitment required to be on the DEAC, we do encourage members to give some amount. Moving forward, we will ask them to consider a gift of at least \$1,000 per year so that they qualify as Dean's Circle members.

For the remainder of FY 2022, our office will be focusing on: 1) meeting major gift fundraising goals and objectives and reaching our unit goal of \$3,200,000; 2) having a successful Give 4 Garnet Day event; 3) growing the Dean's Circle donor membership; 4) increasing overall annual gifts; and 5) ramping up branding and marketing efforts to elevate the identity of the SOMC.

In preparation for, and anticipation of, a campaign to build a new health sciences campus, which will include a medical education building and research facility, the Office of Advancement is building a larger team, with a focus on: 1) expanding the communications and marketing team from one to three individuals; 2) increasing the alumni engagement and external affairs team to three individuals, which will include an events manager and 3) hiring at least one additional fundraising professional before the end of FY 2022.

# Community Engagement

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## Community Engagements and Community - Based Activities

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

**MD Program:** Medical students serve Columbia & surrounding communities largely through volunteer opportunities arranged by student interest groups, one of which, the Community Interest Group, was formed two years ago for this express purpose. Students most commonly set up their own experiences, though they sometimes require staff & faculty support. Community service activities during last year include:

- Vaccination clinics: Students served as COVID vaccinators, post-vaccine monitors, & traffic directors at community vaccination sites for Prisma Midlands & the VA.
- Flu shot clinics: Students served as check-in staff & nurse vaccinator support for drive-thru Prisma Midlands flu shot clinics.
- Prisma Health Halloween Treats: Students decorated & assembled Halloween goodie bags, which contained donated toys, stuffed animals, drawing materials, etc. for outpatients at Children's Hospital.
- Marine Toys for Tots Drive: Students spearheaded Annual Christmas holiday toy fundraiser.
- John A. Martin Community Garden: Students helped construct a community garden for patients in Winnsboro by constructing garden beds, planting herbs & vegetables, setting up a water source & feeding volunteers.
- Transitions Homeless Shelter: Students volunteer to serve meals.
- ACT Team Coat Drive: Students led a donation drive for coats and other winter clothes for patients of the Prisma Midlands ACT team, which serves initially homeless, severely and persistently mentally ill adults.
- Allies of Sistercare: Students organized a clothing, food, & cleaning supplies drive for domestic violence survivors & their children.
- The Period Project: Students collected feminine hygiene products for homeless women & girls.
- Service Saturdays: Students join main campus for Service Saturdays, a monthly service day comprising a multitude of various community volunteer opportunities.
- CA Johnson High School: Student volunteers speak about their experiences getting into medical school and assist with leading educational breakout sessions.
- Red Cross: Students organize several blood drives a year for School of Medicine and VA faculty, staff and students.
- Midlands Heart Walk: Students formed a team to walk as a fundraiser for American Heart Association (cancelled due to COVID).
- Healthy Strides 5K and Health Fair: Annual event during which students host a 5K to benefit FoodShare SC, a local food bank, and the MLK Community Center, and provide basic medical screenings and education during community health fair after race. (Health fair cancelled due to COVID, but 5K will occur.)
- Salvation Army: Incoming first-year students volunteered at two Salvation Army sites as part of orientation.
- Prisma Health Volunteer and Paid Opportunities: Students had opportunity to volunteer to



# Community Engagement

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give COVID-19 vaccinations, Influenza Student Vaccinators, COVID-19 nasopharyngeal swabbing & saliva testing throughout Midlands & Upstate areas. Paid PRN positions to be “Medical Student Patient Observer” & “Student Patient Observer”.

- Care (Healthy & Society Committee): This group calls patients to screen for social determinants of health (food, transportation, utilities, and prescription medications), connect patients in need with community resources (directly and indirectly through a social worker) and participate in Health and Society Committee meetings.
- Community Outreach Interest Groups: Conducted a child abuse clinic donation drive, collecting lightly used clothing & new toiletries.
- FoodShare Fresh Food Box: Packing Fresh Food boxes, with healthy fruits & vegetables to give to community. Also hosting classes to help participants learn new kitchen skills, try new versions of old favorites, & eat well with new friends. Boxes are packed every other Tuesday.
- Metropolitan Child Advocacy Center: Ugly sweater 5K in Forest Acres, SC. Proceeds & donations benefit Friends of MET CAC, a non-profit organization established to support mission of the Metropolitan Children’s Advocacy Center (MET CAC).
- Good Samaritan Clinic: Lead specific project initiatives set out by organization to help assist the local community whose primary language is Spanish and limited English on accessing free healthcare to uninsured people.
- Miracle League: Students serve as coaches & volunteers for baseball games for children with disabilities.
- Salvation Army MEDtorship Program: Students serve as mentors for underprivileged children.

**Biomedical Sciences (MS/PhD) Program:** Biomedical Sciences Graduate Student Association (BSGSA) has been very active & engaged with community projects including setting up group exercise activities to promote student health & well-being, hosting numerous clothing sales & fundraisers for children at Prisma Children’s Hospital & patients in PICU at Prisma Baptist. The BSGSA and a medical student group had a booth at the Curing Kids Cancer 5k to promote STEM in school & had hands-on experiments for kids to see that science is fun.

**Graduate Program in Nurse Anesthesia:** Program faculty & students are uniquely qualified & have participated in COVID 19 vaccination clinics giving vaccinations, as all are advanced practice nurses or registered nurses licensed in the state of South Carolina. The program continues to receive a HRSA Nurse Anesthesia Traineeship Grant. Dr. LeBlanc (Program Director and Grant PI) has applied for and received this grant for the past 8 years. This grant provided some financial relief as the entire grant funding is given to the nurse anesthesia students.

**Masters of Physician Assistant Studies Program:** Faculty & students volunteered for weekly mass vaccination clinics in spring 2021. Students are actively engaged in Community Health Fairs, employee Health Screenings, community blood drives, park cleanups, multiple donation drives, & have volunteered with Children’s Hospital. Faculty members are active in South Carolina Academy of Physician Assistants holding positions as Vice President, Midlands Representative, & serving on committees, including Communications, Diversity, Philanthropy, & Legislative. Individual faculty members serve on Women in Science & Medicine Committee & in Columbia Junior League.

**Master's in Rehabilitation Counseling Program:** Program is engaged in a partnership

# Community Engagement

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with SC Vocational Rehabilitation Department to provide graduate level coursework that fulfills requirements of Comprehensive System of Personnel Development (CSPD) regulations. Program faculty provide training & consultation to SCVRD & SC Department of Mental Health. In past year we've developed a YouTube channel & podcast, both of which can be accessed from program website. Dr. Lachance, in her role as co-PI on two long-term training grants awarded by the Department of Education Rehabilitation Services Administration (RSA), is now managing the post-grant employment activities of scholarship recipients. Dr. Dawson is a co-PI on two assistive technology/virtual reality grants administered by South Carolina Center for Assistive Technology and Educational Research (SC-CATER), a partnership of College of Education, Department of Computer Science, and the SOM. Dr. Sacco-Bene is a member of Board of Directors of Lift Disability Network. Dr. Dawson serves as a lead partner at SC Center for Assistive Technology and Educational Research (SC-CATER), which offers a place for advancement & dissemination of assistive technology. SC-CATER emphasizes instruction & research for School of Medicine, the College of Education, & School of Computer Science & Engineering. Dr. Sacco-Bene served as a Site Team Reviewer, Program Review for University Council of Jamaica. Dr. Sacco-Bene served as Reviewer, 2021 ARCA Doctoral Student of Year Award, March 2022. Dr. Walsh provided expert witness testimony in Medicaid Disability appeals cases. Dr. Walsh served as a Hearing Officer in deciding disputes between service agencies & consumers. Dr. Walsh served as a mediator in disputes between service agencies and consumers.

**Master's in Genetic Counseling Program:** The Genetic Counseling Program curriculum includes community engagement and service learning with multiple outreach activities: Social Media Presence: Blog posts, "Through Our Eyes: Experience from Genetic Counseling Students at the University of South Carolina"- Blogs are posted monthly for nine months of the year. Topics include genetic disease awareness and interest stories about student activities while highlighting specific Columbia area non-profits and support groups. Facebook posts- Genetic Counseling Graduate Program site-(2021) 49 posts 544 followers; Instagram posts: USCGP Instagram site - (2021) 58 posts with 715 followers; Tweets-@USCGCprogram-11 tweets in 2021 with many being retweets with 526 followers. Community Event Participation (2021) included: Volunteered for Boxes and Bows Prisma Children's Hospital Fundraiser, Genetic Counseling Virtual Career Fair, Donors for the B Strong Group Blood drive for sickle cell anemia, participants at the Cathy G Novinger Butterfly Release for Ovarian Cancer, volunteers at STEP Bleeding Disorders Walk/Run fundraiser and Volunteers at the Hydrocephalus Association walk/fundraiser. Higher Education outreach included presentations at the UoSC Society for Prehealth Professionals in Genetics, and several presentations to SC colleges and universities including SC HBCUs on "Genetic Counseling as a Career."

## **Ultrasound Institute:**

Adventures in Medicine Ultrasound Camp: Conducted ultrasound based activities in summer camp for 9th-12th grade students as part of UofSC Carolina Masters Scholars Adventure Series.

Rural Innovations Project: Trained SC rural health providers in use of point-of-care ultrasound to better serve their communities. Primary support for this work was funded by South Carolina Center for Rural & Primary Healthcare as part of the state's rural health initiative.

Finding Your Future summer program: Dr. Mary Beth Poston talked with pre-med students

# Community Engagement

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about ultrasound & provided a demonstration at Ultrasound Institute.

Trained Dr. Carol Loescher with ultrasound simulation in preparation for incorporating ultrasound in her roles in global medicine & international outreach programs.

**See Appendix 2 Community Engagement for nine additional pages of community engagement activities by faculty in School of Medicine - Columbia Departments.**

## Community Perceptions

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

The Office of Advancement and the Office of the Dean, has a Dean's Executive Advisory Council. This council's primary role is fundraising and helping the School of Medicine identify sources and prospects to enable us to achieve our goals and overarching strategic vision.

## 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 2. Community Engagement' (bottom).*

# Collaborations

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## Internal Collaborations

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

- BARSC-MD Program
- Biomedical Engineering Program
- Center for Colon Cancer Research
- Center for Dietary Supplements and Inflammation
- Center for Cardiovascular Translational Research
- Interprofessional Education Program
- Medical-Legal Partnership (MLP) Clinic
- NIH Complementary Alternative Medicine Center
- Office of Pre-Professional Advising Collaboration on Health Sciences Student Clinical Rotations
- School of Medicine-Columbia and School of Medicine-Greenville Collaboration
- South Carolina IDeA Networks of Biomedical Research Excellence (INBRE)
- Ultrasound Institute

## External Collaborations

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

- Claflin University
- Columbia VA Health Care System
- FoodShareSC
- Grand Strand Regional Medical Center
- Greenwood Genetic Center
- Lexington Medical Center
- McLeod Regional Medical Center
- Medical University of South Carolina
- Medical University of South Carolina-Florence
- Orangeburg High School for Health Professions
- Pee Dee Medical and Health Education Consortium
- Prisma Health
- Prisma Health-Midlands
- Prisma Health-Upstate
- SC Center for Rural and Primary Healthcare
- SC Area Health Education Consortium
- SC Department of Health and Human Services
- SC Office of Rural Health
- Simulation and Interactive Learning Center with Columbia VA Health Care System

# Equity and Diversity Plan

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

The Office of Diversity & Inclusion (SOM-C) continues to work with the Admissions Committee for the Doctor of Medicine program to advocate for under-represented students. The Office has also been working with the Office of Development and Alumni Relations, the Office of Admissions, and the Office of the Dean to develop and expand scholarships and to ensure that recipients of funds represent an inclusive group, as specified in the SOM-C Diversity Statement. Efforts to develop pipeline programs with regional high schools (Lower Richland, C.A. Johnson and the High School for the Health Professions in Orangeburg) were initiated and pursued, but decreased funding and the SARs-CoV-2 pandemic (COVID-19) adversely affected those initiatives and future activities remain deferred. However, strides have been made in developing and enhancing relationships with pre-medical/pre-professional students and staff at Benedict College, Clemson University and UofSC.

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

Office of Diversity and Inclusion continues to work with the PRISMA Family Medicine Diversity Task Force to promote its elective for 4th year URM medical students, thereby potentially recruiting them as residents and grooming them as prospective faculty members. The Office also conducts diversity, sensitivity and unconscious/implicit bias training to search committees for positions at the faculty, department chair, and assistant/associate dean level. In an effort to develop, support, retain and attract faculty from under-represented groups, the SOM-C will sponsor attendance of URM faculty at annual AAMC Minority Faculty Leadership Development Conferences, once these conferences resume. In addition, the innovative hiring initiatives launched by the Dean's Office to address the lack of under-represented groups in the biomedical sciences will continue.

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

The Office of Diversity & Inclusion will continue to work with the Office Curricular Affairs to enhance supplemental instruction efforts and assist at risk students early on through the SOM-C Student Success and Wellness Center. A mental health counselor is also available to assist students with other factors that may impact academic performance. Over the past year, new scholarship resources for URM students have been made available, which should lessen the financial strain of medical training for many of our students.

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

Beginning with the 2021-2022 admissions cycle, African-American applicants to the SOM Doctor of Medicine program who are offered acceptance into the SOM are immediately being paired with an African-American SOM alumnus, who is offering to serve as a mentor. Their mentorship can assist the student during the transition to medical school, throughout their medical education, and beyond their graduation date.

# Equity and Diversity Plan

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

To advance engagement and involvement in equity goals, the Office of Diversity and Inclusion will continue to sponsor diversity forums conducted by invited speakers (in person or virtually), or participating -- and encouraging participation -- in diversity activities sponsored by other departments within UofSC, SOM-C, or other agencies (e.g., AHEC).

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

To improve the sense of inclusion, the Office of Diversity and Inclusion will continue the engagement activities cited above. In addition, the SOM-C established a strategic goal to enhance and sustain an inclusive environment at all levels and appointed a task force to that end. Following a recommendation from the SOM Climate Task Force, the SOM Columbia established a standing Culture and Climate Committee in the fall of 2021. The Office of Diversity and Inclusion will follow recommendations from the Climate Task Force, the Strategic Planning Steering Committee, and the Culture and Climate Committee as we seek to promote a more inclusive culture. It will also collaborate with other UofSC schools/colleges and community partners in striving to eliminate health disparities in the local area. The ongoing work of inclusion will be complemented by partnership with the directors of the Office of Development and of Communications and Marketing as well as with the Committee on Women in Science and Medicine, the Ad Hoc Committee on Diversity in the Arts, and the Alumni Association.

# Dashboard Metrics and Narrative

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## Metrics

### Student Information Narrative

### Contribution (Per Student) Narrative

### Model Allocations (Per Student) Narrative

### Faculty Information Narrative

### Credit Hours Taught Narrative

### College/School Financial Information Narrative

### Student Outcomes Narrative

### HERD Research Expenditures Narrative

### Other Information Narrative

# Concluding Remarks

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## Quantitative Outcomes

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

## Cool Stuff

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

2021 marked the fortieth anniversary of our first class of students graduating from the Doctor of Medicine program.

The School of Medicine Library on the VA Campus Building 101 was renamed the Charles S. and Donna H. Bryan School of Medicine Library in August 2021 in recognition of their \$1 million gift to support construction of a new medical education building on the new Bull Street health sciences campus.

School of Medicine Columbia added three more individuals to the Luminary Leaders in Medicine and Science Recognition wall in VA Campus Building 3. The honorees are noted members of the medical and science community, who have not only made meaningful contributions to the School of Medicine, but who have also created a legacy through their service, leadership and efforts to promote diversity, equity and inclusion. The Fall 2021 honorees are: Jim C. Chow, MD, FACS, C. Warren Derrick, MD, and Kristi Williams, MSN, CRNA.

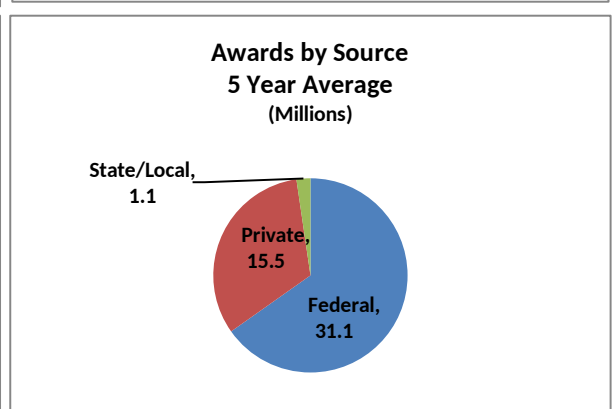
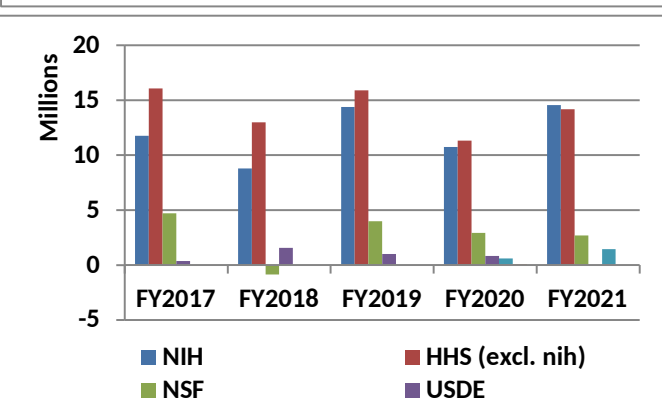
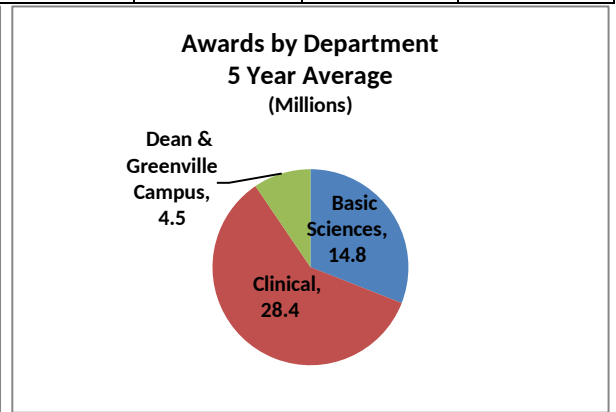
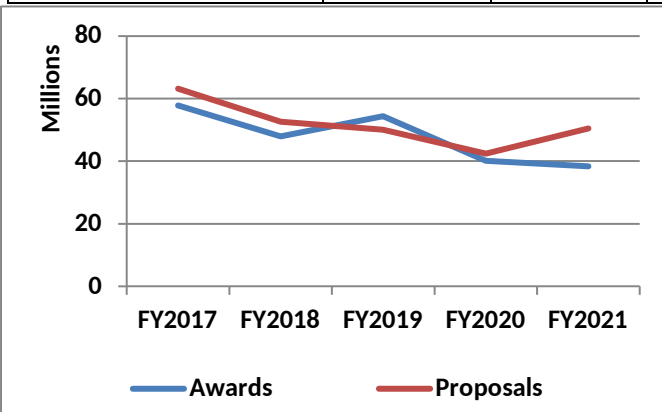


## Appendix A. Research & Scholarly Activity

# Office of Research IT and Data Management Office

## School of Medicine Summary of Awards

SAM ACTIVITY	FY2017	FY2018	FY2019	FY2020	FY2021	5 Year % Change Avg. (17-20) & 2021
<b>Division Award Totals</b>	57,825,873	47,982,330	54,378,032	40,123,603	38,367,472	(23.4)
<b>Unit Totals</b>						
Basic Sciences	15,547,589	7,911,810	18,507,226	14,533,550	17,402,750	23.2
Clinical	32,662,353	30,618,236	34,513,619	23,907,406	20,444,328	(32.8)
Dean / Greenville Campus	9,615,931	9,452,284	1,357,187	1,682,647	520,394	(90.6)
<b>Source</b>						
Federal	33,818,757	23,318,464	36,339,735	27,688,557	34,473,975	13.8
Private	22,881,701	24,039,843	16,440,307	11,150,356	2,994,807	(83.9)
State/Local	1,125,415	624,023	1,597,990	1,284,690	898,690	(22.4)
<b>Proposals</b>						
Submissions	267	206	198	209	202	(8.2)
Dollars Requested	63,198,342	52,591,553	50,117,287	42,442,042	50,449,652	(3.1)



<b>SCHOOL OF MEDICINE</b>				
	<b>Invention Disclosures</b>	<b>Provisional Patent Applications</b>	<b>Non-Provisional Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>8</b>	<b>12</b>	<b>16</b>	<b>4</b>
<b>Department Breakdown</b>				
Cell Biology & Anatomy	<b>2</b> (ID no. 1499, 1510)	<b>7</b> (ID no. 1313, 1450 <i>(shared with CEC/Biomedical Engineering, CEC/Mechanical Engineering)</i> , 1454, 1455, 1462, 1475, 1499)	<b>5</b> (ID no. 1251, 1294 <i>(shared with SOM/Pathology, Microbiology &amp; Immunology)</i> , 1406 <i>(shared with SOM/Internal Medicine)</i> , 1407 <i>(shared with SOM/Internal Medicine)</i> , 1427)	<b>1</b> (ID no. 1147 <i>(shared with CEC/Mechanical Engineering, CEC/Biomedical Engineering, SOM/Pharmacology, Physiology, Neuroscience)</i> )
School of Medicine Greenville	<b>2</b> (ID no. PHU-00006, PHU-00009)	<b>1</b> (ID no. PHU-00006)	<b>2</b> (ID no. PHU-00003, PHU-00004)	<b>0</b>
Pathology, Microbiology & Immunology	<b>1</b> (ID no. 1486)	<b>2</b> (ID no. 1486, 1486 <i>(Serial PPA)</i> )	<b>5</b> (ID no. 1238, 1294 <i>(shared with SOM/Cell Biology &amp; Anatomy)</i> , 1461, 1465 <i>(shared with COP/Drug Discovery &amp; Biomedical Sciences)</i> , 1478)	<b>2</b> (ID no. 1150 <i>(shared with COP/Drug Discovery and Biomedical Sciences)</i> , 1211 <i>(shared with COP/Drug Discovery and Biomedical Sciences)</i> )
Pharmacology, Physiology, Neuroscience	<b>1</b> (ID no. 1505)	<b>0</b>	<b>0</b>	<b>1</b> (ID no. 1147 <i>(shared with CEC/Mechanical Engineering, CEC/Biomedical Engineering, SOM/Cell Biology and Anatomy)</i> )

Internal Medicine	0	0	6 (ID no. 1301 (USA; shared with SOM/Ultrasound Institute), 1301 (Canada; shared with SOM/Ultrasound Institute), 1301 (Australia; shared with SOM/Ultrasound Institute), 1301 (Europe; shared with SOM/Ultrasound Institute), 1406 (shared with SOM/Cell Biology & Anatomy), 1407 (shared with SOM/Cell Biology & Anatomy))	0
Biomedical Sciences	0	1 (ID no. 1438)	0	0
Ultrasound Institute	2 (ID no. 1485, 1503)	1 (ID no. 1485)	4 (ID no. 1301 (USA; shared with SOM/Internal Medicine), 1301 (Canada; shared with SOM/ Internal Medicine), 1301 (Australia; shared with SOM/ Internal Medicine), 1301 (Europe; shared with SOM/Internal Medicine))	0
Surgery	0	0	0	1 (ID no. 944 (shared with CE&C/Chemical Engineering))
Orthopedic Surgery	0	0	1 (ID no. 1426)	0

# **Appendix 1. Faculty Information**

UNIVERSITY OF SOUTH CAROLINA SCHOOL OF MEDICINE-COLUMBIA FACULTY PUBLICATIONS

ACADEMIC YEAR 2020 – 2021 (July 1, 2020 – June 30, 2021)

**TOTAL: 319**

1: Abbasi A, Azab N, Nayeemuddin M, Schick A, Lopardo T, Phillips GS, Merchant RC, Levy MM, Blaivas M, Corl KA. Change in Carotid Blood Flow and Carotid Corrected Flow Time Assessed by Novice Sonologists Fails to Determine Fluid Responsiveness in Spontaneously Breathing Intensive Care Unit Patients. *Ultrasound Med Biol.* 2020 Oct;46(10):2659-2666. doi: 10.1016/j.ultrasmedbio.2020.07.001. Epub 2020 Jul 31. PMID: 32747073; PMCID: PMC7771259.

2: Abdulla OA, Neamah W, Sultan M, Chatterjee S, Singh N, Nagarkatti M, Nagarkatti P. AhR Ligands Differentially Regulate miRNA-132 Which Targets HMGB1 and to Control the Differentiation of Tregs and Th-17 Cells During Delayed-Type Hypersensitivity Response. *Front Immunol.* 2021 Feb 19;12:635903. doi: 10.3389/fimmu.2021.635903. PMID: 33679792; PMCID: PMC7933657.

3: Abdulla OA, Neamah W, Sultan M, Alghetaa HK, Singh N, Busbee PB, Nagarkatti M, Nagarkatti P. The Ability of AhR Ligands to Attenuate Delayed Type Hypersensitivity Reaction Is Associated With Alterations in the Gut Microbiota. *Front Immunol.* 2021 Jun 29;12:684727. doi: 10.3389/fimmu.2021.684727. PMID: 34267755; PMCID: PMC8277436.

4: Abshire DA, Gibbs S, McManus C, Caldwell T, Cox A. Interest, Resources, and Preferences for Weight Loss Programs among Primary Care Patients with Obesity. *Patient Educ Couns.* 2020 Sep;103(9):1846-1849. doi: 10.1016/j.pec.2020.04.003. Epub 2020 Apr 9. PMID: 32331826; PMCID: PMC7423734.

5: Adkins JM, Lynch J 3rd, Gray M, Jasnow AM. Presynaptic GABA<sub>B</sub> receptor inhibition sex dependently enhances fear extinction and attenuates fear renewal. *Psychopharmacology (Berl)*. 2021 Aug;238(8):2059-2071. doi: 10.1007/s00213-021-05831-w. Epub 2021 Apr 14. PMID: 33855580; PMCID: PMC8295214.

6: Ahmed N, Mathew RO, Kuo Y, Asif A. Risk of in-hospital mortality in severe acute kidney injury after traumatic injuries: a national trauma quality program study. *Trauma Surg Acute Care Open*. 2021 Feb 16;6(1):e000635. doi: 10.1136/tsaco-2020-000635. PMID: 33665368; PMCID: PMC7888368.

7: Ailawadhi S, Jagannath S, Lee HC, Narang M, Rifkin RM, Terebelo HR, Durie BGM, Toomey K, Hardin JW, Gasparetto CJ, Wagner L, Omel JL, He M, Yue L, Flick ED, Agarwal A, Abonour R; Connect MM Registry Investigators. Association between race and treatment patterns and survival outcomes in multiple myeloma: A Connect MM Registry analysis. *Cancer*. 2020 Oct 1;126(19):4332-4340. doi: 10.1002/cncr.33089. Epub 2020 Jul 24. PMID: 32706404; PMCID: PMC7540439.

8: Al Mahmeed W, Al-Rasadi K, Banerjee Y, Ceriello A, Cosentino F, Galia M, Goh SY, Kempler P, Lessan N, Papanas N, Rizvi AA, Santos RD, Stoian AP, Toth PP, Rizzo M; Cardiometabolic Panel of International experts on Syndemic COVID-19 (CAPISCO). Promoting a Syndemic Approach for Cardiometabolic Disease Management During COVID-19: The CAPISCO International Expert Panel. *Front Cardiovasc Med*. 2021 Dec 15;8:787761. doi: 10.3389/fcvm.2021.787761. PMID: 34977193; PMCID: PMC8715947.

9: Al-Badrani M, Saha P, Mondal A, Seth RK, Sarkar S, Kimono D, Bose D, Porter DE, Scott GI, Brooks B, Raychoudhury S, Nagarkatti M, Nagarkatti P, Chatterjee S. Early microcystin-LR exposure-linked inflammasome activation in mice causes development of fatty liver disease and insulin resistance. *Environ Toxicol*

Pharmacol. 2020 Nov;80:103457. doi: 10.1016/j.etap.2020.103457. Epub 2020 Jul 17. PMID: 32687983; PMCID: PMC7609636.

10: Al-Hasan MN, Gould AP, Drennan C, Hill O, Justo JA, Kohn J, Bookstaver PB. Empirical fluoroquinolones versus broad-spectrum beta-lactams for Gram-negative bloodstream infections in the absence of antimicrobial resistance risk factors. J Glob Antimicrob Resist. 2020 Sep;22:87-93. doi: 10.1016/j.jgar.2019.12.015. Epub 2019 Dec 27. PMID: 31887412.

11: Al-Hasan MN. Gram-negative Bacteria With Difficult-to-Treat Resistance: A Moving Target. Clin Infect Dis. 2021 Jun 15;72(12):2121-2123. doi: 10.1093/cid/ciaa384. PMID: 32249916.

12: Al-Hasan MN, Al-Jaghbeer MJ. Use of Antibiotics in Chronic Obstructive Pulmonary Disease: What is Their Current Role in Older Patients? Drugs Aging. 2020 Sep;37(9):627-633. doi: 10.1007/s40266-020-00786-7. PMID: 32691330.

13: Al-Hasan MN. Gram-Negative Bloodstream Infection: Implications of Antimicrobial Resistance on Clinical Outcomes and Therapy. Antibiotics (Basel). 2020 Dec 18;9(12):922. doi: 10.3390/antibiotics9120922. PMID: 33352973; PMCID: PMC7767175.

14: Al-Sammarraie N, Ray SK. Bone morphogenic protein signaling in spinal cord injury. Neuroimmunol Neuroinflamm. 2021;8:53-63. doi: 10.20517/2347-8659.2020.34. Epub 2021 Mar 21. PMID: 33869676; PMCID: PMC8052099.

15: Aletreby W, Alharthy A, Brindley PG, Kutsogiannis DJ, Faqihi F, Alzayer W, Balhahmar A, Soliman I, Hamido H, Alqahtani SA, Karakitsos D, Blaivas M. Optic Nerve Sheath Diameter Ultrasound for Raised Intracranial Pressure: A Literature



Review and Meta-analysis of its Diagnostic Accuracy. *J Ultrasound Med.* 2022 Mar;41(3):585-595. doi: 10.1002/jum.15732. Epub 2021 Apr 24. PMID: 33893746.

16: Alexander R, Jerin B, Werter S, Patel T, Pettis J, Pettis E, McCall B, Mennitt A, Myers M, DiPette DJ. Implementation of a Vertically Integrated Trainee Program (VITP): Progress and Lessons Learned. *South Med J.* 2020 Dec;113(12):629-632. doi: 10.14423/SMJ.0000000000001181. PMID: 33263131.

17: Alghetaa H, Mohammed A, Zhou J, Singh N, Nagarkatti M, Nagarkatti P. Resveratrol-mediated attenuation of superantigen-driven acute respiratory distress syndrome is mediated by microbiota in the lungs and gut. *Pharmacol Res.* 2021 May;167:105548. doi: 10.1016/j.phrs.2021.105548. Epub 2021 Mar 15. PMID: 33722710.

18: Alharthy A, Faqih F, Papanikolaou J, Balhamar A, Blaivas M, Memish ZA, Karakitsos D. Thrombolysis in severe COVID-19 pneumonia with massive pulmonary embolism. *Am J Emerg Med.* 2021 Mar;41:261.e1-261.e3. doi: 10.1016/j.ajem.2020.07.068. Epub 2020 Jul 30. PMID: 32763101; PMCID: PMC7392155.

19: Alharthy A, Faqih F, Abuhamdah M, Noor A, Naseem N, Balhamar A, Al Saud AAASBA, Brindley PG, Memish ZA, Karakitsos D, Blaivas M. Prospective Longitudinal Evaluation of Point-of-Care Lung Ultrasound in Critically Ill Patients With Severe COVID-19 Pneumonia. *J Ultrasound Med.* 2021 Mar;40(3):443-456. doi: 10.1002/jum.15417. Epub 2020 Aug 14. PMID: 32797661; PMCID: PMC7436430.

20: Alharthy A, Aletreby W, Faqih F, Balhamar A, Alaklobi F, Alanezi K, Jaganathan P, Tamim H, Alqahtani SA, Karakitsos D, Memish ZA. Clinical Characteristics and Predictors of 28-Day Mortality in 352 Critically Ill

Patients with COVID-19: A Retrospective Study. *J Epidemiol Glob Health*. 2021 Mar;11(1):98-104. doi: 10.2991/jegh.k.200928.001. Epub 2020 Oct 3. PMID: 33095982; PMCID: PMC7958266.

21: Alharthy A, Abuhamdah M, Balhamar A, Faqihi F, Nasim N, Ahmad S, Noor A, Tamim H, Alqahtani SA, Abdulaziz Al Saud AAASB, Kutsogiannis DJ, Brindley PG, Memish ZA, Karakitsos D, Blaivas M. Residual Lung Injury in Patients Recovering From COVID-19 Critical Illness: A Prospective Longitudinal Point-of-Care Lung Ultrasound Study. *J Ultrasound Med*. 2021 Sep;40(9):1823-1838. doi: 10.1002/jum.15563. Epub 2020 Nov 13. PMID: 33185316.

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# **Appendix 2. Community Engagement**

## Community Engagements and Community-based Activities continued

### School of Medicine - Columbia Departments

#### Department of Cell Biology & Anatomy:

Erika Blanck	Faculty Advisor, Curing Kids Cancer 5K and Family Fun Day	
Wayne Carver	Member, Editorial Review Board for journal Cells	
	Member, National Heart, Blood & Lung Institute fellowships review panel	National Institutes of Health
Daping Fan	Member, Fellowships: Cancer Immunology & Immunotherapy grant review panel	National Institutes of Health
Cameron McCarthy	Member, Council on Hypertension Leadership Committee	American Heart Association
	Member, Mentoring & Training Committee	International Society of Hypertension
	Member and Vice-Chair, Council on Hypertension Trainee Advocacy Committee	American Heart Association
Benjamin Hawfield	Trainer Emergency Medical Technicians in human anatomy	University of South Carolina School of Medicine
	Trained individuals of Orthopedic Sports Medicine group in physical therapy techniques	University of South Carolina School of Medicine
Holly LaVoie	Chair, Publications Committee	Society for the Study of Reproduction
	Councilor & Treasurer	Society for Experimental Biology and Medicine
	Associate Editor	Reproduction
	Editorial Board Member	Frontiers in Endocrinology
Clinton Webb	Organizer, 2021 Midlands Heart Walk	American Heart Association
Camilla Wenceslau	Member, Integrative Vascular Physiology and Pathology grant review panel	National Institutes of Health
	Reviewer of PROPEL mentorship program for young and mid-career faculty	University of South Carolina
	Member, Planning Committee for the 2022 Hypertension Conference	American Heart Association

	Member, Physiological Reviews Early Career	American Physiological Society
	Consulting Editor, Pharmacological Research	
	Consulting Editor, American Journal of Physiology – Heart and Circulatory Physiology	

### **Department of Family & Preventive Medicine:**

Kari-Claudia Allen

- Board of Directors Member, Columbia Greater Community Relations Council
- Board Member, Mocha Mamas Milk Breastfeeding Initiative
- Testified, State House to advocate for patient and community issues.
- Business Weekly's 35 and under Best & Brightest of the Midlands
- Dean's Award from the USC School of Medicine for Diversity & Inclusion Leadership
- Volunteer physician, Good Samaritan Pregnancy Clinic
- Keynote Speaker, SOM Women in Science and Medicine Annual Summit

Tisha Boston

- Brookland Baptist Church, newsletter contributing author
- Northeast Campus Lead on site physician

Paul Bornemann

- AIUM Ultrasound Practice Accreditation Council

Chuck Carter

- Chair, Adult Medicine National Live Course, American Academy of Family Physicians
- SC Center for Rural and Primary Healthcare Advisory Committee
- South Carolina AHEC Council

Curt Elliott

- Serves on the Academic Commission of the Christian Medical-Dental Association which organizes an annual 10 day CME conference for medical workers in developing countries

Zoe Foster

- University representative to the Southeastern Conference (SEC) Return to Activity and Medical Guidance Task Force
- Representative to the Women in Science and Medicine Committee at the University of South Carolina School of Medicine
- Representative to the Prisma Health GME Improvement and Innovation Work Group
- PPEs for local colleges/universities with orthopedics
- PPEs for USC
- USC event coverage

- Assisted with sideline coverage for Hammond School and AC Flora for home football games
- Provided physician event coverage for the Lexington half-marathon
- Provided physician event coverage for the Demon Holiday Classic, a wrestling tournament at Lugoff-Elgin High School
- Speaker at the Prisma sponsored South Carolina High School League health and wellness symposium (August, 2021)

#### Jeff Hall

- Volunteer physician, Good Samaritan Indigent Clinic
- Troop Committee Troop 48. Ballentine, SC
- American Academy of Family Physicians: Center for Global Health Initiative Advisory Board Member

#### Malgorzata Hasek

- ACPM annual national meeting planning committee, Future of Preventive Medicine Workforce Track Chair
- ACOEM Work Fitness and Disability section co-Chair
- ACOEM MRO section secretary/treasurer
- USC Discover Day reviewer
- MS lecture- "Preventive Medicine specialty"- monthly

#### Mark Humphrey

- One One World Health, CFCI, San Jose, Costa Rica (Supervised) Mentorship of Global Health Fellow
- Volunteer Physician, Columbia Free Medical Clinic
- Volunteer Physician, Good Samaritan Clinic
- Medical Director for Epworth Children's Home – foster care group home for children ages 10-18
- Medical Director for Burton and Chesco Centers – providing care for mentally handicapped adults
- Ezekiel Farms nonprofit board member – help to guide organization as they work to mentor youth in lower socioeconomic youth in Columbia
- Serve as small group leader coach mentoring small group leaders at Midtown Fellowship church
- Fatherhood in the Midlands community screening events in partnership with Prisma Health Accountable Communities

#### Brian Keisler

- Physician Volunteer, Run Hard Marathon
- Physician Volunteer, Gamecock Park
- Volunteer for SMART pre-participation physicals for local middle and high school students
- Pre-participation physical exams & varsity team event coverage for UofSC
- Deacon, Saxe Gotha Presbyterian Church
- Youth Soccer Coach, Lexington Soccer Academy

Cramer McCullen

- Chair, Prisma Health Midlands PRIDE Alliance
- Member, Thrive Richland One Advisory Board

Jesse Miller

- SC State pre-participation physicals
- SC State pre-participation physicals
- Celebration Bowl Game coverage with SC State
- U of SC pre-participation physicals
- Benedict College pre-participation physicals
- SC State University athletic event coverage
- SC State University Athletics COVID Advising
- Med-Eastern Athletic Conference Medical Advisory Committee Representative for SC State
- Lexington Half Marathon Coverage
- Hammond High School Football game coverage
- Student Health Topic Q&A sessions at SC State University

Matthew Nodelman

- Contributor, Colon Cancer Screening blog for Prisma Health's Community Outreach Flourish
- Letter writing advocate to senators for House Bills affecting our community

Morgan Adams Rhodes

- Society of Teachers of Family Medicine – Pharmacy Faculty Collaborative
- Society of Teachers of Family Medicine – Scholarship Chair
- Wellness Promotion Committee – University of South Carolina
- Prisma Health Opioid Council – Member
- Opioid Pain Addiction Workgroup – Prisma Health Midlands Family Medicine & Internal Medicine Residency Programs and Office of Continuous Professional Development: developed protocols and educational goals for residents and multidisciplinary team. Also partnered with local nonprofits & developed a new patient service to address opioid epidemic.

Mark Shaffer

- The Addis Clinic – telemedicine for the Developing World
- Specialist Consultant Volunteer: 1 hour monthly

Jamee Steen

- Board Member, Midlands Special Needs

Andrew Vaughan

- Community Covid Task Force, Riverside Community Church
- Epworth Children's Home, physician volunteer

Patricia Witherspoon

- Richland County School District 1 Health Science Advisory Committee
- Chronic Disease Prevention Symposium Planning Committee
- Diabetes Advisory Council Executive Community (DAC)
- DAC Pillar I Chairperson – Physician Engagement
- SC Birth Defect Advisory Council
- SC Birth Outcome Access and Coordination Chairperson
- SC Center for Rural & Primary Healthcare Advisory Committee
- Volunteer Physician, Columbia Free Medical Clinic
- Volunteer Physician, Good Samaritan Clinic
- SC Legislator Doctor of the Day care provider
- Board Member, South Carolina Office of Rural Health
- Board Member, Diabetes Initiative of South Carolina

### **Department of Internal Medicine:**

Majdi Al-Hasan

- Recognized as World Expert in Bacteremia by Expertscape
- Top peer reviewer based on editor's quality rankings, Clinical Microbiology and Infection
- International Working Group for Diabetic Foot Infections Guideline Panel Member
- Member, Antimicrobial Resistance Committee, Infectious Diseases Society of America
- Editorial Board Member, Antibiotics (Basel)
- Editorial Board Member, Pharmacy (Basel)
- External Reviewer, NIHR Biomedical Research Centres, National Institute for Health Research, United Kingdom
- External Reviewer, Health Research Board, Republic of Ireland
- IDWeek 2021 Visiting Professor Program, Category: Antimicrobial agents including antibacterial, antiviral and antifungal drugs
- IDWeek 2021 Abstracts Peer Reviewer, Category: Antimicrobial agents including antibacterial, antiviral and antifungal drugs
- World Microbe Forum 2021, Outstanding Student Poster Award Judge

Kamla Sanasi-Bhola

- Served on the advisory board for LGBTQIA curriculum development for training of specialized community health workers
- Advisory board member for local Transgender organization
- PI on grant to improve Rural HIV testing and navigation which targets persons at risk for HIV linking them to HIV prevention or treatment care
- SC DHEC Ending the Epidemics Steering committee member
- SC DHEC Ending the Epidemics – PrEP workgroup member
- Volunteered to provide medical advice, distributed condoms and HIV prevention research information at Main Street PRIDE festivities 2021
- Speaker at Elementary school 5th grade—Immigrants in Medicine



- PI for 2 HIV prevention studies which involves patient recruitment and community engagement
- Medical Advisor for Local Taekwondo school

### **Department of Neurology:**

Pradeep Bollu, MD

- Parkinson Disease Support Group (educate the community in the field of Parkinson) in October 2021.
- Presentation for local therapists on Spasticity in April, 2022.

Michael Mareska, MD

- Volunteered at the COVID vaccine sites to administer vaccines.

### **Department of Neuropsychiatry:**

- Care South Carolina Community Partner Award for our work with primary care clinics/ FQHCs
- Our work was featured on NPR, SCETV, State Newspaper, Post and Courier, TV stations
- Prisma Health MLK Leadership Award: Mr Myers
- Hosted Sen Lindsey Graham to talk about Broadband before the Bill was introduced in the US Congress
- Our providers have also received awards from professional organizations and advocacy groups: APA, AAPL, AAGP, NAMI, MHA, AFSP, SCTA

Training, Policy and Practice Impact via service on National and Statewide Committees:

#### **National**

- American Academy of Psychiatry and Law, Past President, Dr. Frierson
- ACGME Psychiatry Review Committee, Dr. Frierson
- American Board of Psychiatry and Neurology Committees: Dr. Frierson and Dr. Srinivasan
- American Association of Geriatric Psychiatry Board: Dr. Srinivasan
- American Psychiatric Association, Telehealth Steering Committee, Dr. Narasimhan
- Association of American Medical Colleges, Council on Faculties, Academics and Societies, Dr. Narasimhan

#### **State**

- SC Psychiatric Association, President, Dr. Ashley Jones
- Governor's Suicide Prevention challenge, Suzanne Hardeman and Dr. Narasimhan
- SC Telehealth Alliance & Palmetto Care Connections (Broadband), Dr. Narasimhan
- SC Statewide Suicide Prevention Coalition, Dr. Narasimhan

- SC Behavioral Health Coalition, Dr. Narasimhan

### Department of Obstetrics & Gynecology:

Dr. Berry Campbell – Co-Director – Project ECHO (Extension for Community Healthcare Outcomes) South Carolina Pregnancy Wellness. Project ECHO is a movement, whose mission is to develop the capacity to demonopolize knowledge amplify the capacity to provide best practice care for underserved people all over the world. The ECHO model links specialist teams at academic ‘hubs’ with providers in local communities – the ‘spokes’ of the model.

Dr. Berry Campbell – South Carolina BOI (Birth Outcomes Initiative) Vision Team – SC BOI is an effort by (SCDHHS) and partners to improve health of newborns in the Medicaid program.

Dr. Berry Campbell – Maternal Fetal Medicine Outreach Clinic Lead, Sumter, South Carolina  
 Multispecialty Diabetes Care in Rural South Carolina – A collaborative partnership between Carolina Diabetes & Kidney Center and Prisma Health – Part of a larger BlueCross Initiative in collaboration with the BlueCross Foundation

Dr. James Cook – Board member of the Lotus Alliance – A non-profit organization that looks at ways to improve the birth experience for incarcerated women.

### Department of Pathology, Microbiology & Immunology:

Philip Brandon Busbee	Volunteer Judge. South Carolina Academy of Sciences (SCAS). University of South Carolina Aiken.
Philip Brandon Busbee	UofSC Postdoctoral Association (Faculty Adviser)
James F. Catroppo	South Carolina Beta Chapter of Alpha Omega Alpha Honor Medical Society (Faculty Adviser)
Mitzi Nagarkatti	NIH Systemic Injury by Environmental Exposure (SIEE) Study Section Regular Member.
Mitzi Nagarkatti, Prakash Nagarkatti	“How long does protective immunity against COVID-19 last after infection or vaccination? Two immunologists explain” Published In The Conversation
Prakash Nagarkatti	NSF National Committee on “Envisioning the Future of NSF” Member
Prakash Nagarkatti	National EPSCoR/IDeA Foundation Board Chair
Prakash Nagarkatti	NSF EPSCoR PD/PI Council Chair
Prakash Nagarkatti	Served as a National COVID-19 panelist for USA TODAY
Prakash Nagarkatti, Mitzi Nagarkatti	“Is the omicron variant Mother Nature’s way of vaccinating the masses & curbing the pandemic?” Published in The Conversation
Carole A. Oskeritzian	Women in Science & Medicine Committee, Co-Chair

Carole A. Oskeritzian	South Carolina Junior Academy of Science, Oral presentation, & Reviewer/Judge, Discover UofSC, Medical Scholars Program, Moderator.
Carole A. Oskeritzian	South Carolina Governor's Awards for Excellence in Science Awards, Selection Committee Member.
Swapnan Ray	Advisory Council for the Health Science Technology Programs, Lexington School District II (Lex2) Innovation Center, SC.
Robert Startz	Grand Knight & Trustee for Knights of Columbus Council 12554, Columbia, SC
Robert Startz	Member of Board for College of Science and Mathematics at North Dakota State University, Fargo, N.D.
Kandy T. Velázquez	UofSC Postdoctoral Association (Faculty Adviser)``

### **Department of Pediatrics:**

Work at Prisma Health sponsored vaccination sites – Pediatric faculty and residents manned various vaccination sites on weekends.

CHAMPS – further expansion into rural areas of the state - Carolina Health Advocacy Medicolegal Partnership (CHAMPS) Clinic a collaboration of the School of Law, the UofSC School of Medicine, Prisma Health, PH-USC Medical Group, and South Carolina Legal Services. CHAMPS offers law students the opportunity to work on legal cases that impact children's health. Law students work in collaboration with doctors, social workers, medical students, and other health professionals on their cases. Students take legal cases on behalf of low-income children and families referred from Prisma and PH-USC Medical Group. These cases address the social determinants of clients' health and include SSI, Medicaid, housing conditions, SNAP, and end of life planning matters. Since the inception of CHAMPS at Prisma Health-Midlands we have been able to expand from the Columbia area to many of the pediatric subspecialty satellite clinics throughout the counties served such as Sumter and Orangeburg and working to expand into Aiken, Florence, Lancaster, and Rock Hill.

### **Department of Pharmacology, Physiology & Neuroscience:**

Judge for written papers /oral presentations for Dept. of Defense SC Junior Science & Humanities Symposium (Joseph McQuail; David Mott)

Judge at Science and Engineering Fair through UofSC center for science and education (Aaron Jasnow)

Head Judge for Junior and Senior Divisions at the Central South Carolina Region II Science and Engineering Fair (David Mott)

South Carolina Junior Academic (SCJAS) judge: (Sarah Tryon)

Judge for Spring Valley Research Symposium: (Sarah Tryon)

Mentor for Allies of Sistercare Project: Student led group assisting local Sistercare organization (Britt Wilson)

Volunteered at COVID-19 Vaccination Clinics (Kevin LeBlanc)

Established neuroSC, a South Carolina-wide virtual neuroscience course for high school students (Sarah Tryon, Fiona Hollis, Ana Pocivavsek)

Organized First Annual SC Brain Bee for High School students across South Carolina (Sarah "Kitty" Tryon)

Speaker in Science outreach program on COVID-19 pandemic, Organized by Asian Institute of Public Health University and Microbiologist Society of India (Sujit Pujhari)

### **Department of Surgery:**

#### **Project READY (Realistic Education About Dying Young) (for ages 13-21)**

At Prisma Health, we believe that since risk-taking is a natural part of adolescence, our youth need the opportunity to see the consequences of their choices. Project READY is a reality-based education that exposes adolescents (ages 13-21) to the Palmetto Health Richland Level I Trauma Center. The 5.5 hour session is designed to help young people make better choices and deviate them from risky behaviors that result in trauma related injury or death. Project READY can also be brought to high schools using the SimCOACH, a mobile simulation truck, for a 1.5 hour classroom presentation. In 2020, Project READY was offered as a 1.5 hour virtual presentation that included a trauma survivor testimonial. Presentation topics include: risky behaviors that lead to traumatic injury, such as gun violence, domestic violence, distracted driving, reckless driving, driving under the influence and alcohol or substance abuse and methods to prevent and protect ourselves from injury, such as weapons safety, seatbelt use and helmet use.

In 2020, five (5) APPs (Baily, Humphries, Payne, Perdue and Stetson) and one (1) resident (Conner) provide Project READY presentations.

In 2021, one (1) AAP (Payne) provided a virtual Project READY presentation.

In 2022 (to date), one (1) AAP (Stetson) provided a virtual Project READY presentation.

#### **ThinkFirst for Teens (for grades 9-12)**

ThinkFirst is a program offered by Prisma Health Richland Hospital Trauma Center that teaches youth and teens how to reduce their risk for traumatic brain and spinal cord injuries through an award-winning, evidence-based curriculum. Health educators and VIP (Voices for Injury Prevention) speakers explain how injuries occur, how they affect the body and how they can be prevented. Our VIP speakers are people who sustained a brain or spinal cord injury. Prisma Health offers ThinkFirst interactive sessions at schools, faith-based organizations and community events.

The Injury Prevention Coordinator and VIP speaker provides ThinkFirst for Teens presentations.

### **ThinkFirst to Prevent Falls (for older adults)**

ThinkFirst to Prevent Falls is an educational program offered by Prisma Health Trauma Center to educate older adults concerned about falling. Our program is aimed to help older adults (or any adult at risk for falls) recognize their risk factors for falls and implement strategies to prevent falls.

The aging process affects visual, cognitive and psychomotor skills, and even simple tasks of daily living can put older adults at risk for injury. ThinkFirst offers educational sessions to faith-based organizations, senior centers and at community events.

The Injury Prevention Coordinator and VIP speaker provides ThinkFirst to Prevent Falls presentations.

### **Stop the Bleed**

Nationwide, there is a disturbing rise in the number of mass shootings. These tragedies have occurred at all levels of schools, at churches, at entertainment complexes, at military establishments and at athletic events. No venue is immune. Stop the Bleed is designed to train individuals in bleeding control techniques. The Bleeding Control Basic (BCON) Course is used and recommended by the American College of Surgeons, Committee on Trauma, and the Hartford Consensus to provide such training.

In 2021, Dr. Phillip Prest presented two (2) Stop the Bleed trainings.