Executive Summary

Blueprint for Academic Excellence
School of Medicine - Greenville
AY2019-2020

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

Highlights
UofSCSOM Greenville achieved LCME full accreditation in February 2016 and graduated its inaugural class in May 2016. National standardized USMLE Step examination 1st-time pass rates continue at or above the national average (96% Step 1 and 98% Step 2) and NRMP match results are strong for three consecutive classes with an average 100% placement of graduates. UofSCSOMG continues to attract a strong application pool of 3,726 candidates for the 100 spots in the class to enter July 2019.

Jerry R. Youkey, M.D.
Dean, UofSC School of Medicine Greenville & Associate Provost
University of South Carolina School of Medicine Greenville
# Blueprint for Academic Excellence
School of Medicine - Greenville
AY2019-2020

## Table of Contents

- **Executive Summary** .......................................................................................................................... 1
  - Introduction ................................................................................................................................. 1
  - Highlights ....................................................................................................................................... 1
- **Foundation for Academic Excellence** ............................................................................................. 2
  - Mission Statement ......................................................................................................................... 2
  - Vision Statement ............................................................................................................................ 2
  - Values ............................................................................................................................................. 2
- **Goals - Looking Back** ...................................................................................................................... 3
- **Goals - Real Time** .......................................................................................................................... 6
- **Goals - Looking Ahead** ................................................................................................................... 11
- **Academic Programs** ....................................................................................................................... 13
  - Program Rankings ....................................................................................................................... 13
  - Instructional Modalities ............................................................................................................. 13
  - Program Launches ....................................................................................................................... 13
  - Program Terminations .................................................................................................................. 13
  - Supplemental Info - Academic Programs .................................................................................... 14
- **Academic Initiatives** ....................................................................................................................... 15
  - Experiential Learning for Undergraduates .................................................................................. 15
  - Experiential Learning For Graduate Students ............................................................................. 15
  - Affordability .................................................................................................................................... 15
  - Reputation Enhancement ............................................................................................................. 16
  - Challenges ....................................................................................................................................... 16
  - Supplemental Info - Academic Initiatives .................................................................................... 17
- **Faculty Population** ......................................................................................................................... 18
  - Faculty Employment by Track and Title ....................................................................................... 18
- **Faculty Information** ....................................................................................................................... 21
  - Research and Scholarly Activity .................................................................................................... 21
  - Faculty Development .................................................................................................................... 21
  - Other Activity ............................................................................................................................... 21
  - Supplemental Info - Faculty ......................................................................................................... 21
  - Supplemental Academic Analytics Report .................................................................................... 21
- **Teaching** .......................................................................................................................................... 22
  - Faculty to Student Ratio ................................................................................................................ 22
  - Analysis of Ratio ........................................................................................................................... 22
- **Faculty Awards Received** .............................................................................................................. 23
  - Research Awards .......................................................................................................................... 23
  - Service Awards ............................................................................................................................ 24
  - Teaching Awards .......................................................................................................................... 24
  - Other Awards ............................................................................................................................... 24
Appendix 1. Academic Programs ............................................................................................................. 42
Appendix 2. Academic Initiatives .............................................................................................................. 42
Appendix 3. Research & Scholarly Activity ............................................................................................... 42
Appendix 4. Faculty Information ................................................................................................................ 42
Appendix 5. Academic Analytics Report .................................................................................................. 42
Appendix 6. Alumni Engagement & Fundraising ....................................................................................... 42
Appendix 7. Community Engagement ....................................................................................................... 42
Appendix 8. Collaborations ........................................................................................................................ 42
Appendix 9. Campus Climate & Inclusion .................................................................................................. 42
Mission Statement
We prepare physicians committed to improving the health and wellness of your family and your community through creative teaching, innovative research and quality clinical care.

Updated: 07/01/2018

Vision Statement
Cultivate a culture of curiosity and commitment to others to transform the health and wellness of communities.

Updated: 07/01/2018

Values
The UofSC School of Medicine Greenville:
- will be responsive to the changing health care needs of the diverse communities we serve with an emphasis on health and wellness.
- understands that health care delivery is constantly evolving and that its physician graduates must facilitate and advocate for transformative care that improves patient health and the health of communities.
- will graduate physicians who understand comparative effectiveness research and are champions for patient safety, high-value, evidence-based care and continuous quality improvement.
- will produce competent, respectful, compassionate physicians dedicated to providing culturally sensitive, interprofessional patient care.
- will recruit, develop and support faculty and staff who are committed to their professions as a calling, and who consider their teaching abilities as a gift and a privilege.
- will graduate physicians fully prepared to enter specialty training and who demonstrate a commitment to lifelong learning and civic responsibility.
- will be integrated with all aspects of our partner health delivery system, utilizing policies and procedures that synergistically combine the academic virtues of UofSC with the operational efficiencies of Prisma Health.

Updated: 07/01/2018
## Goal 1 - Establishing Distinguished Tracks

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Establish distinguished graduation tracks and pilot at least two topic areas for the 2018-2019 academic year</th>
</tr>
</thead>
</table>
| Linkage to University Goal | •Educating the Thinkers and Leaders of Tomorrow  
•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners  
•Spurring Knowledge and Creation  
•Building Inclusive and Inspiring Communities  
•Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | UofSCSOMG will establish a learning environment that emphasizes the relationship between undergraduate medical education and the real world of patient care.  
UofSCSOMG understands that health care delivery is constantly evolving and that its physician graduates should facilitate and advocate transformation that improves care provision. |
<p>| Status | Completed successfully |
| Action Plan | Faculty-lead task forces formed to develop business plans for the two identified distinguished tracks of Lifestyle Medicine (with focus on Exercise is Medicine) and High Value Care (with focus on addiction recovery) were initiated in March 2018 with 6 and 5 students, respectively, in each track. Both tracks offer a community aligned optional concentration for students entering their second year. |
| Achievements | Faculty-lead task forces developed business plans for the two identified distinguished tracks of Lifestyle Medicine and Hospital-Based Quality Assurance, and selected their first cohort of 6 and 5 students, respectively, in March 2018. Initial year has proven to be a success based on community engagement, curricular development, student satisfaction and faculty feedback. Both programs are currently recruiting for their second student cohorts that will start in summer 2019. |
| Resources Utilized | Biomedical sciences and faculty leadership have been instrumental in program design, oversight and instruction. Philanthropic contributions have provided a significant amount of the funding for operations of the programs and afforded scholarships for students selected for these exclusive graduation tracks. |
| Goal Continuation | Additional interest areas in Conscious Professionalism, Population Health and other community focused areas will be further vetted and developed while further enhancements are made to the programming and curriculum of the initial two tracks with a focus on creating a financially sustainable program. |
| Goal Upcoming Plans | Philanthropy will also be engaged for potential gifting opportunities related to these tracks |
| Resources Needed | Philanthropy will also be engaged for potential gifting opportunities related to these tracks |
| Goal Notes | |</p>
<table>
<thead>
<tr>
<th><strong>Goal Statement</strong></th>
<th>Restructure curriculum committee to increase faculty ownership and participation and reestablish alignment with standards set forth by LCME Element 8</th>
</tr>
</thead>
</table>
| **Linkage to University Goal** | • Educating the Thinkers and Leaders of Tomorrow  
• Spurring Knowledge and Creation |
<p>| <strong>Alignment with Mission, Vision, and Values</strong> | USCSOMG will educate physicians to be champions for patient safety, standardization, evidenced based care, and quality; responsible to the medical needs of the community; sensitive to the societal costs of medicine; activist for the education of the future health care workforce; and practitioners that care for all patients regardless of race, social stature or ability to pay |
| <strong>Status</strong> | Progressing as expected (multi-year goal) |
| <strong>Action Plan</strong> | The curriculum committee was restructured under the leadership of April Buchanan, MD, USCSOMG Assistant Dean for Academics. The faculty now is clearly in charge of and feels ownership for the curriculum. Once the strategic planning process is complete, we will restructure to bring together under single leadership the M1-M4 support staff. |
| <strong>Achievements</strong> | April Buchanan, MD, new Assistant Dean for Academic Affairs, led engaged faculty in critical review of objectives and outcomes of curriculum through restructuring of committee composition, committee member qualification and implementation of changes to curricular design. Once strategic plan is complete, we will reorganize M1-M4 curriculum support staff under single leadership to support the initiatives and changes being recommended. |
| <strong>Resources Utilized</strong> | Support from Office of Faculty Affairs and Academic Affairs |
| <strong>Goal Continuation</strong> | USCSOMG will educate physicians to be champions for patient safety, standardization, evidenced based care, and quality; responsible to the medical needs of the community; sensitive to the societal costs of medicine; activist for the education of the future health care workforce; and practitioners that care for all patients regardless of race, social stature or ability to pay |
| <strong>Goal Upcoming Plans</strong> | |
| <strong>Resources Needed</strong> | |
| <strong>Goal Notes</strong> | |</p>
<table>
<thead>
<tr>
<th><strong>Goal 3 - Student Success Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Statement</strong></td>
</tr>
</tbody>
</table>
| **Linkage to University Goal** | • Educating the Thinkers and Leaders of Tomorrow  
• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners  
• Spurring Knowledge and Creation  
• Building Inclusive and Inspiring Communities  
• Ensuring Institutional Strength, Longevity, and Excellence |
| **Alignment with Mission, Vision, and Values** | UofSCSOMG believes that candidates for medical school who value professionalism and possess exceptional interprofessional communication skills can be prepared, identified, and selected to become successful practicing physicians |
| **Status** | Progressing as expected (multi-year goal) |
| **Action Plan** | The Student Success Program has been organized around 5 different groupings of expertise: coaches, staff, academic experts, student affairs, and support roles. |
| **Achievements** | Resources for Student Success support were reorganized as below:  
Student Success Coaches  
Student Success Staff  
Student Success Experts  
Supporting Roles (EAP, Career Counselors, IPM Faculty Mentors)  
Student Affairs  
Efficacy will be monitored by student success and by student satisfaction portrayed on routine periodic student surveys. Recently published results of the NBME Step 1 examine reflect early successes - UofSCSOMG mean scores increased to 227 from 225 in the prior academic year. First time pass rate increased to 97% from 92% in the previous year. |
| **Resources Utilized** | See above |
| **Goal Continuation** | UofSCSOMG believes that candidates for medical school who value professionalism and possess exceptional inter-professional communication skills can be prepared, identified, and selected to become successful practicing. |
| **Goal Upcoming Plans Resources Needed** | Effectiveness will be determined by student academic performance and student satisfaction as portrayed by routine periodic student surveys. |
## Goal 1 - Administrative Leadership Acquisition and Development

### Goal Statement
Recruit and assimilate highly qualified individuals for two senior administrative positions: Dean and Assistant Dean for Admissions.

### Linkage to University Goal
- Educating the Thinkers and Leaders of Tomorrow
- Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
- Spurring Knowledge and Creation
- Building Inclusive and Inspiring Communities
- Ensuring Institutional Strength, Longevity, and Excellence

### Alignment with Mission, Vision, and Values
UofSCSOMG faculty selection, development, and promotion processes will favor those committed to their profession as a calling; who view their teaching ability as a gift and privilege.

### Status
Progressing as expected (multi-year goal)

### Action Plan
A thoughtfully assembled committee has been charged by the UofSC Provost to lead the search for a new Dean of the School of Medicine Greenville upon the existing and founding Dean's planned retirement in September 2019. The committee anticipates conducting interviews for highly qualified candidates in May 2019, with selection targeted for early summer.

In parallel, recruitment for an Assistant Dean of Admissions and an Associate Dean of Research is being conducted internally with interviews ongoing. Selection for both positions is targeted for early Spring 2019.

### Achievements
Three senior administrative positions have been filled within the past few years: Associate Dean for Institutional Culture and Inclusivity (Brenda Thames, Ed.D), Associate Dean for Student Affairs (Paul Catalana, MD) and Senior Associate Dean for Academic Affairs (Angela Sharkey, MD) who joined UofSCSOMG in July 2017. Additionally, recent promotion of Assistant Dean for Academic Affairs (April Buchanan, MD) has been finalized this past year.

### Resources Utilized
Multidisciplinary teams have been assembled across the UofSC, School of Medicine Greenville and Prisma Health to conduct effective searches for the Dean, Assistant Dean of Admissions and Associate Dean of Research. Witt Kieffer has been engaged to support the Dean's search.

### Goal Continuation
Maintain strong employment retention practices

### Goal Upcoming Plans
Continued engagement and focus of a multitude of individuals engaged in the search committees. Involvement includes representation from the Provost’s office, Board of Trustees, community, clinical chairs, faculty affairs, finance and administration, Prisma Health-Upstate leadership, Council of Dean, and many others including an inclusive process to solicit feedback from various other stakeholders across the organizations.

### Goal Notes
Goal 2 - Facilities master planning

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Initiate a master planning process to enable more strategic use of space. Short term needs should address the relocation of 18,000 square feet of faculty and administrative offices but longer term planning should prepare for expanded needs of the school's academic, innovation and research activities and partnerships</th>
</tr>
</thead>
</table>
| Linkage to University Goal | • Educating the Thinkers and Leaders of Tomorrow  
• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners  
• Spurring Knowledge and Creation  
• Building Inclusive and Inspiring Communities  
• Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | Will be integrated with all aspects of our partner health delivery system, utilizing policies and procedures that synergistically combine the academic virtues of UofSC with the operational efficiencies of Prisma Health |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | Strategic collaboration with facilities development teams to design, plan and execute on the faculty and administrative office move while also conducting thoroughly space planning needs assessments within the education building and other laboratory spaces. Planning commenced in February 2019 and leadership will form committees representing key stakeholders across the school to keep this a curious and inclusive process. |
| Achievements |  |
| Resources Utilized | Significant personnel will be engaged throughout the life of the short term facilities move and ongoing as needed. A needs assessment has commencement to quantify capital funding from the health system and/or school to support the space needs. |
| Goal Continuation |  |
| Goal Upcoming Plans |  |
| Resources Needed | Capital infrastructure needs anticipated but unquantifiable at this time |
| Goal Notes |  |
### Goal 3 - $50M Scholarship Endowment Mini Campaign

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Launch $50 million USCSOMG Scholarship Endowment Mini-Campaign</th>
</tr>
</thead>
</table>
| Linkage to University Goal | • Educating the Thinkers and Leaders of Tomorrow  
• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners  
• Spurring Knowledge and Creation  
• Building Inclusive and Inspiring Communities  
• Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | USCSOMG strives to alleviate the cost of medical education as a significant barrier to student matriculation and graduation, or as a factor in the selection of a career specialty |
| Status | Progressing as expected (multi-year goal) |
| Action Plan | This campaign was launched in 2017 and remains in its quiet phase. The effort has been broken down into the following sub-segments: Supporters of each of five colleges (Bob Jones, Furman, Clemson, USC, Wofford); the business community; foundations; and individuals. To date we have commitments for approximately $11M endowed and $5M in estate gifts and continue to aggressively pursue the campaign with some promising prospective donors. |
| Achievements | Approximately $11M of endowed funds have been committed to date, $6M cash and $5M in estate gifts. The quiet phase of the campaign is ongoing with focus areas being supporters of 5 colleges (Furman, Clemson, USCSOMG, Wofford, and Bob Jones); area businesses; private individuals; foundations; and very high value prospects |
| Resources Utilized | Support from USCSOMG and Prisma Health-Upstate Development offices, as well as senior leadership |
| Goal Notes | |
### Goal 4 - Diversity and Inclusivity Student pipeline enrichment

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Initiate a pre-matriculation program to promote academic success for students with diverse backgrounds holding an offer to attend USCSOMG</th>
</tr>
</thead>
</table>
| Linkage to University Goal | • Educating the Thinkers and Leaders of Tomorrow  
• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners  
• Spurring Knowledge and Creation  
• Building Inclusive and Inspiring Communities  
• Ensuring Institutional Strength, Longevity, and Excellence |
| Alignment with Mission, Vision, and Values | USCSOMG supports development of a health care workforce that reflects future societal needs and the diversity of the communities served |
| Status | Completed successfully |
| Action Plan | Prisma Health-Upstate and UofSCSOMG have established a multi-tiered pipeline program, the Medical Experience (MedEx) Academy, aimed at increasing the number and diversity of the health care workforce. Efforts will be focused on making the MedEx Academy a more strategic pipeline through areas such as: enhancing partnerships with historically black colleges and universities (HBCUs), assistance in preparing students for medical school through immersion into a medical school-lite curriculum inclusive of academic and clinical learning experiences, testing practice, and other portfolio building activities, and continued input and engagement from the SC Diversity Leaders Initiative Advisory Council. Development of a MedEx Tier V program to provide individualized mentoring to address a student's specific area(s) of weakness in order to improve competitiveness of their application. The HBCU has been piloted with Claflin University and a MedEx site is in planning for Orangeburg. |
| Achievements | 15% of all students across the entire student body are URM. |
| Resources Utilized | Process strongly supported by Office of Student Affairs, Office of Academic Affairs, clinical career counselors and faculty mentors and advisors. |
| Goal Continuation | Prisma Health-Upstate and UofSCSOMG have established a multi-tiered pipeline program, the Medical Experience (MedEx) Academy, aimed at increasing the number and diversity of the health care workforce. Efforts will be focused on making the MedEx Academy a more strategic pipeline through areas such as: enhancing partnerships with historically black colleges and universities (HBCUs), assistance in preparing students for medical school through immersion into a medical school-lite curriculum inclusive of academic and clinical learning experiences, testing practice, and other portfolio building activities, and continued input and engagement from the SC Diversity Leaders Initiative Advisory Council. |
| Goal Upcoming Plans | Development of a MedEx Tier V program to provide individualized mentoring to address a student's specific area(s) of weakness in order to improve competitiveness of their application. |

The HBCU pilot has been initiated with Claflin University and there has been a MedEx site established in Orangeburg.
| Resources Needed | UofSCSOMG faculty and selected medical students serve as instructors/mentors alongside the Office of Admissions for portfolio development and guidance. Funding support for the MedEx Academy has been and will continue to be funded from Prisma Health-Upstate and their philanthropy. Ongoing success will be heavily contingent upon raising the endowment for student scholarship in support of selecting a diverse student population |
| Goal Notes |
Goals for the School of Medicine - Greenville that are slated for the upcoming year.

### Goal 1 - UGME and GME Research Strategy Development

<table>
<thead>
<tr>
<th><strong>Goal Statement</strong></th>
<th>Development of a strategic plan centered around the UofSCSOMG and GME research endeavors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linkage to University Goal</strong></td>
<td>• Spurring Knowledge and Creation</td>
</tr>
<tr>
<td><strong>Alignment with Mission, Vision, and Values</strong></td>
<td>UofSCSOMG will graduate physicians who understand and participate in research that compares the relative clinical effectiveness and outcomes of various treatments</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Progressing as expected (multi-year goal)</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>HSC and SOM Strategic planning in process, GHS Executive Director for Research appointed (Des Kelly, MD), and BMS Vice Chair for Research appointed (Rich Goodwin, PhD) in 2018. Faculty and student research engagement has also noticeably increased. Efforts will continue to broaden research efforts, publication, presentations, and external grant funding. School is actively recruiting for an Associate Dean of Research to further these efforts.</td>
</tr>
<tr>
<td><strong>Achievements</strong></td>
<td>GHS HSC and USCSOMG strategic planning processes are underway. GHS Executive Director of Research (Des Kelly, MD) appointed and USCSOMG Vice Chair of Research (Rich Goodwin, PhD) pending appointment. Faculty engagement in research has noticeably increased. Success will be measured by publication, presentation, and grant submission/award activities.</td>
</tr>
<tr>
<td><strong>Resources Utilized</strong></td>
<td>Resources are adequate for the strategic planning process. Resource necessary for implementation of the strategic plan will be determined</td>
</tr>
<tr>
<td><strong>Goal Continuation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal Upcoming Plans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resources Needed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal Notes</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Goal 2 - LCME accreditation continuous readiness

<table>
<thead>
<tr>
<th><strong>Goal Statement</strong></th>
<th>Embedding proactive approaches at ensuring continuous accreditation readiness and preparedness across the school</th>
</tr>
</thead>
</table>
| **Linkage to University Goal** | • Educating the Thinkers and Leaders of Tomorrow  
• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners  
• Spurring Knowledge and Creation  
• Building Inclusive and Inspiring Communities  
• Ensuring Institutional Strength, Longevity, and Excellence |
| **Alignment with Mission, Vision, and Values** | The LCME accreditation and re-accreditation process requires UofSCSOMG to demonstrate, maintain and continuously improve against competencies and established standards. |
| **Status** | Progressing as expected (multi-year goal) |
| **Action Plan** | CQI activities including the previous LCME concerns continue to be pursued, are formally monitored and surrounding processes are being put in place to ensure preparedness across all areas of the school. Annual status reports are due each August until the next anticipated LCME site visit February 21-24, 2021. Self study will begin in December 2019. |
| **Achievements** | UofSC School of Medicine Greenville received its initial accreditation in February 2016 and has completed all required status reports with satisfactory results. |
| **Resources Utilized** | Collective response compiled by Dean's Administration. No additional resources needed. |
| **Goal Continuation** | The UofSC School of Medicine Greenville leadership team continues to look for areas of growth and accreditation preparedness. Where appropriate, tactical and measurable plans will be set and initiated, with monitoring incorporated in the already developed CQI process. |
| **Goal Upcoming Plans** |  |
| **Resources Needed** |  |
| **Goal Notes** |  |
Academic Programs

Program Rankings

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

EMT Program - The EMT program and the community-wide EMT Ops Day event held in the fall are the first of its kind across US medical schools and has been recognized in local and industry specific press for its ingenuity in providing early clinical exposure and broad community awareness to newly matriculated students.

Lifestyle Medicine - Dr. Jennifer Trilk, UofSCSOMG Assistant Professor of Physiology and Exercise Science pioneers the Lifestyle Medicine program that distinguishes UofSCSOMG as the first school within the US to incorporate exercise physiology into all four years of the curriculum.

High Value Care - Establish as one of the two distinction tracks, this longitudinal concentration prepares future physicians to be effective leaders and innovative participants in health care improvement. Students learn established strategies and methods for performance improvement to achieve high-value health care for their patients and surrounding communities, centered around the critical population health issue of substance misuse and addiction.

Centering Pregnancy - Dr. Amy Crockett, a maternal-fetal medicine physician with Prisma Health-Upstate and Clinical Associate Professor with UofSCSOMG was named the winner of the prestigious John P. McNulty Prize for her leadership in reducing preterm births in SC by expanding access to Centering Pregnancy group prenatal care to address the state’s high rate of preterm birth.

Reference supplemental information for additional highlights.

Instructional Modalities

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

Ultrasound technology as a diagnostic tool is now considered a standard of care in most healthcare institutions. Training medical students in their preclinical years in diagnostic and procedural ultrasound will ensure that students are better prepared to perform patient care in today’s healthcare environment and will provide the time to achieve competency in performing the common tests expected. The use of live technology with standardized patients or classmates when appropriate will further enhance the student's ability to achieve better diagnostic accuracy and learning. Ultrasound training during the first and second years has been integrated into the biomedical sciences such that both curriculums will coincide. This modality started in March 2017 and was expanded in early 2019 with new technology.

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.

Faculty-lead task forces developed business plans for the two identified distinguished tracks of Lifestyle Medicine and Hospital-Based Quality Assurance, and selected their first cohort of 6 and 5 students, respectively, in each track in March 2018. Recruitment for the second cohorts in both tracks is currently underway. Meanwhile additional interest areas in Conscious Professionalism, Population Health and other community focused areas will be further vetted and developed.
Program Terminations

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

None

Supplemental Info - Academic Programs

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

Experiential Learning for Undergraduates

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

Not applicable.

Experiential Learning For Graduate & Professional Students

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

Emergency Medical Technician (EMT) training - all matriculating UofSCSOMG students undergo 6.5 weeks, 200+ hours of Emergency Medical Technician (EMT) training, starting on their first day of medical school in July. Students must participate in a community-wide EMT Ops day that involves local law enforcement, firefighters, EMT and other emergency personnel in all-day disaster simulation training as a capstone functional exercise.

Interprofessional education experiences for UofSCSOMG are diverse, given the co-location and full integration with the Prisma Health-Upstate clinical learning environment, taking advantage of health system resources and health professionals available for collaborative education. Students are able to interact and be educated alongside nursing, PharmD, nurse anesthesia, public health, residents, nurse practitioner and other health profession trainees from a number of universities in the clinical learning environment.

UofSCSOMG incorporates problem-based learning (PBL) through the use of synergistic material delivered in concert with clinical scenarios to include a case of the week for context and relevance, and often provided through small group learning using physician and faculty teams. When practicable, a flipped classroom approach is used and didactic material is integrated with and augmented by simulation center activities involving mannequins and standardized patients.

M3/M4 curriculum is, in accord with traditional medical school curriculum, almost entirely experiential in nature. A somewhat unique aspect of the USCSOMG experience is the terminal 5 weeks of the M4 year designed as an intensification experience to assure optimal student preparation for GME internships. The first 3 weeks is a general experience to assure that all students are prepared with the core Entrustable Professional Activities. The second two weeks assures specialty-specific knowledge and skills appropriate to the NRMP match specialty of each student.

Both the Lifestyle Medicine and High Value Care distinction tracks further immerse our students into the community serving as food and addiction coaches and setting of expanded networks of engagement.

Reference supplemental information for additional highlights.

Affordability

Assessment of affordability and efforts to address affordability.

Despite being classified as having the country’s highest tuition for non-resident students, UofS Schools of Medicine encourage non-resident matriculates to establish residency during their M1 year so that only resident based education expenses are applied in the M2-M4 years of their medical school education. As such,
UofSCSOMG monitors the total cost of attendance over the full four years of education and ranks favorably against MUSC and other surrounding state schools of medicine for total tuition.

UofSCSOMG continues to commit to awarding 20% of total tuition dollars for student scholarships to remain competitive and continue attracting the best applicants. This, combined with several efforts to raise financial literacy, has helped UofSCSOMG maintain a low average debt for its students, ranked in the mid-50th percentile. Both UofSC Development office and Prisma Health-Upstate Institutional Advancement Office are engaged in philanthropic efforts to raise this level of scholarship opportunity and are the primary drivers behind the recently initiated $50M scholarship endowment campaign. To date, $11M has been committed ($6m in gifts and $5m in estate gifts). UofSCSOMG remains committed and sensitive to limiting student debt.

**Reputation Enhancement**

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

The aforementioned programs around EMT, Lifestyle Medicine, Centering Pregnancy, and the Bradshaw Institute of Community Child Health and Advocacy provide recognition to not only UofSCSOMG but UofSC Columbia on both a regional and national level. Press regarding newly funded scholarships such as the recently awarded full scholarship from Aflac, national leader in voluntary insurance sales, also provides reputation enhancement alongside participation in nationwide partnerships such as UofSCSOMG’s by invitation only membership in the Teaching Kitchen Collaborative (more information in later section).

UofSCSOMG student and faculty members engaged in research and clinical trial activities heighten the collective scholarly activity and research efforts of the SOM and UofSC Columbia through their institutional and faculty appointments. Students and faculty have opportunities to publish in a peer reviewed publication, Prisma Health-Upstate Proceedings (previously GHS Proceedings) that was initiated in Fall 2016, increasing accessibility and readership while also enhancing credibility and recognition for contributing USCSOMG authors and researchers.

**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.*

UofCSOMG exists in a unique education and research environment defined by the Prisma Health’s Health Science Center clinical university model, in which four non-incorporated partners (Prisma Health-Upstate, University of South Carolina, Clemson University, and Furman University) have come together to collaboratively pursue highly applied health profession education and health services research within the 8-campus Upstate footprint of Prisma Health. This model is still in its infancy and success is dependent upon the willingness and ability of the partners to cooperate across traditionally competitive lines to facilitate and support collaborative education programs and research initiatives of multi-institutional faculty, staff, and administration. In the current resource constrained environments of higher education and health care, the potential is great if that can be achieved.

Securing philanthropy for the purpose of student scholarship continues to remain a top financial challenge for UofSCSOMG. UofSCSOMG commits a minimum 10% of tuition revenue annually to medical school scholarships and needs to offset 20% of tuition payments, a threshold established in order to attract the best candidates, minimize financial burden as a barrier to entry and reduce student indebtedness. Since UofSCSOMG receives no state dollars, the SOM must rely on tuition revenue, grant and research funds, and significant funding from
philanthropy to provide a sustainable funding source for the school beyond the health system operational commitment. Because of this, UofSCSOMG is working closely with the UofSC Development office to continue its mini-campaign to raise $50 million toward an endowment to support scholarships for the medical students, thus providing the additional 10% equivalent of tuition dollars needed for scholarship.

The proposed 7% employer contribution to the state pension plan over the next six years continues to have a resounding impact on the salary and fringe expenditures covered by UofSCSOMG to support its state employed faculty and staff. While the current South Carolina state budget proposal included funding to cover portions of the otherwise unfunded mandate consequent to the pension bill, UofSCSOMG's commitment not to receive state line-item appropriations precludes UofSCSOMG from partial cost relief from the state's efforts. In conjunction with rising healthcare benefits, blended fringe rate of between 42-48% for UofSCSOMG faculty and staff in the next five years, a number reaching a point of economic instability in the absence of state financial support.

With master planning for a new cancer center underway on the Prisma Health Greenville Memorial Medical Campus, UofSCSOMG and health system leadership must develop a plan to relocate 18,000 square feet of faculty and administrative offices. Capital calls to fund the move, infrastructure build and upfit are uncertain at this time but in the planning stages in anticipate of a late 2020 move. The new space should provide reasonably appropriate space needs for the short term while larger development efforts are being discussed for a permanent building in the next 3-5 years.

**Supplemental Info - Academic Initiatives**

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

### Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-track Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor, with tenure</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Associate Professor, with tenure</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Librarian, with tenure</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Research Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Professor</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Research Associate Professor</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Research Assistant Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clinical/instructional Faculty</td>
<td>17</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Clinical Professor</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Clinical Associate Professor</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Clinical Assistant Professor</td>
<td>9</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lecturer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Visiting</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Faculty Diversity by Gender and Race/Ethnicity

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

Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2018, Fall 2017, and Fall 2016.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Race/Ethnicity</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>17</td>
<td>16</td>
<td>14</td>
</tr>
</tbody>
</table>

Illustrations 1 and 2 (below) portray this data visually.
Illustration 1. Faculty Diversity by Gender

2018 Faculty Gender

2017 Faculty Gender

2016 Faculty 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 in FY 2018 (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 proposed 7% employer contribution to the state pension plan over the next six years will have a resounding impact on the salary and fringe expenditures covered by UofSCSOMG to support its state employed faculty and staff. While the current South Carolina state budget proposal includes $118M to cover portions of the otherwise unfunded mandate consequent to the pension bill, the UofSCSOMG commitment not to receive state line-item appropriations precludes USCSOMG from partial cost relief from the state's efforts. The proposal, if approved, will result in a blended fringe rate of between 36-37% for UofSCSOMG faculty and staff in the next six years, a number reaching a point of economic instability in the absence of state financial support.

Reference supplemental information for additional highlights.

Faculty Development

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

Faculty development at UofSCSOMG is focused on equipping the faculty for the immediate needs of teaching, research and scholarship, and service. The long term priorities are focused on increasing resilience among the physician faculty and building and sustaining functional teams across all faculty levels. Uniquely, UofSCSOMG has a full time Director of Professional Development dedicated to spearheading faculty leadership efforts and the school invests significant resources in individual and group development in response to priorities and needs.

Other Activity

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

N/A

Supplemental Info - Faculty

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

Supplemental Academic Analytics Report

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

Faculty to Student Ratio

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

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

Table 4. Faculty-to-Student Ratio, Fall 2018, Fall 2017, and Fall 2016

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1:16.7</td>
<td>1:13.9</td>
<td>1:18.5</td>
</tr>
</tbody>
</table>

Analysis of Ratio

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

USCSOMG provides several options for student access. Classes in the preclinical years for the medical school are organized as modules, each with a single course director and several faculty from different disciplines. The course director organizes and maintains communication between students and module faculty and offers office hours for expanded access. In most cases, there are only two classes/modules running concurrently. USCSOMG utilizes a high proportion of learner centered small group (6-10 students/group) sessions in which students have direct access to faculty. In addition, students have access to discussion boards via Canvas where they can ask questions to faculty or other students. The Biomedical Sciences faculty is nearly at full staff with a remaining three positions in physiology, immunology and neurosciences currently in recruitment. While USCSOMG believes that the faculty ratios were already sufficient to support the growing needs of the SOM with the increased matriculating class size, additional clinical faculty involved in M1 student IPM were engaged to reduce the student:faculty ratio to between 7 and 8. This expansion also helped enhance clinical skills by allowing for more individualized mentoring time between faculty and students; better management and oversight of M1s performing H&Ps on hospitalized patients; and additional skill mentoring time for newly added curriculum material such as bedside ultrasound.

In the clinical years, students are enrolled in clinical clerkships throughout the GHS clinical learning environment with access to over 900 appointed clinical faculty, a size determined to be more than adequate to handle the educational goals of the school, with plans to expand even further in additional disciplines such as hospital based internal medicine. This unique position is possible through the co-location and integrated partnership between USCSOMG and the expansive GHS clinical footprint. Protected time of the course directors (10-30% depending on the length of the course), clerkship directors (30%), and fourth year course directors (20%), ensure that the USCSOMG has adequate time commitments, reasonable for the size of the student body.
Faculty of SOM-G were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

<table>
<thead>
<tr>
<th>Recipient(s)</th>
<th>Award</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wagner, Peggy</td>
<td>Outstanding Scholar</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Hudson, Jennifer</td>
<td>Outstanding Scholar</td>
<td>UofSCSOMG</td>
</tr>
</tbody>
</table>
### Service Awards

<table>
<thead>
<tr>
<th>Recipient(s)</th>
<th>Award</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skaggs, Joanne</td>
<td>Outstanding Clinical Role Model</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Clark, Frank</td>
<td>Outstanding Clinical Role Model</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Nelson, Bryce</td>
<td>Outstanding Clinical Role Model</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Russ-Sellers, Rebecca</td>
<td>Outstanding Mentor</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Lutz, Marty</td>
<td>Outstanding Mentor</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Bridges, Page</td>
<td>Outstanding Mentor</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Ingiaimo, Mendy</td>
<td>Outstanding Service</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Ramsay, Amy</td>
<td>Outstanding Service</td>
<td>UofSCSOMG</td>
</tr>
</tbody>
</table>

### Teaching Awards

<table>
<thead>
<tr>
<th>Recipient(s)</th>
<th>Award</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black, Asa</td>
<td>Golden Peach Award for Excellence in M1 Education</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Welcome, Amy</td>
<td>Golden Peach Award for Excellence in M1 Education</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Pittman, Mark</td>
<td>Golden Peach Award for Excellence in M2 Education</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Fulcher, James</td>
<td>Golden Peach Award for Excellence in M2 Education</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Brownlee, Josh</td>
<td>Golden Peach Award for Excellence in M3 Education</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Eichelberger, Kacey</td>
<td>Golden Peach Award for Excellence in M3 Education</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Farris, Sarah</td>
<td>Golden Peach Award for Excellence in M4 Education</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Bryant, Aubrey</td>
<td>Golden Peach Award for Excellence in M4 Education</td>
<td>UofSCSOMG</td>
</tr>
</tbody>
</table>

### Other Awards

<table>
<thead>
<tr>
<th>Recipient(s)</th>
<th>Award</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalana, Paul</td>
<td>Conscious Professionalism</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Igartua, Rafael</td>
<td>Volunteer Faculty Appreciation Award</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Harper, Larry</td>
<td>Volunteer Faculty Appreciation Award</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Bailey, Carl</td>
<td>Volunteer Faculty Appreciation Award</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Name</td>
<td>Award Description</td>
<td>Institution</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Bonner, Jack</td>
<td>Volunteer Faculty Appreciation Award</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Evans, Devin</td>
<td>Dean’s Award</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Tucker, Matt</td>
<td>Dean’s Award</td>
<td>UofSCSOMG</td>
</tr>
<tr>
<td>Pace, Tom</td>
<td>Dean’s Award</td>
<td>UofSCSOMG</td>
</tr>
</tbody>
</table>
Student Recruiting and Retention

Student Recruitment

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

Since matriculating the first class in 2012, the UofSCSOMG applicant pool continues to be robust and enables student selection under rigorous admission criteria.

Efforts are underway to strengthen direct relationships with local, regional and statewide undergraduate institutions with pre-medical programs to further develop an early decision process and pre-admission programs. Already established with Furman University, Clemson University and Bob Jones University, these pre-matriculation programs provide a select number of guaranteed spots for rising seniors meeting established admissions criteria, generating a pipeline of well-qualified students into UofSCSOMG that are likely to remain within SC for their training and subsequent medical careers. Wofford College has already committed to acceptance of an early decision spot for the upcoming matriculating class and to pursue of a scholarship program to support a rising Wofford senior through their full four years at UofSCSOMG. A similar pilot is being implemented at Claflin University to initiate a broad HBCU initiative.

The Medical Experience (MedEx) Academy is a K-12 through college pipeline program that attracts students to careers in healthcare by providing unique opportunities to explore health care through simulation, lectures, workshops, research and community service. Operated by Prisma Health-Upstate and funded over 80% through philanthropic funds, the MedEx Academy is now in its sixth year and is structured as a tiered offering that varies in grade of students, length of program and intensity, providing a significant and well diversified workforce development pipeline and a mechanism for UofSCSOMG to increase and enhance student recruitment. MedEx continues to expand the colleges and universities in the state and region feeding students into this pipeline and is being franchised to Orangeburg in association with the Claflin University initiative. MedEx experienced students now constitute approximately 14% of the USCSOM Greenville student body.

UofSCSOMG is also able to leverage partnerships through an initiative between Furman University and Historically Black Colleges and Universities (HBCUs) across the state to target outstanding undergraduates. Preparation includes immersion in the "medical school-lite" curriculum, MCAT practice, interview skills and other portfolio building engagements and offers an admission pipeline that increases the diversity of the applicant pool and better prepares selected matriculating students for entry and success through their medical school education.

UofSCSOMG focus on individuals with a variety of "life paths" who have different racial, ethnic, gender, geographic, socioeconomic and academic backgrounds is highlighted in the recruitment materials that are made available through the UofSCSOMG website and also by brochure. School material also contains information on the curriculum and all requirements to obtain the MD degree, course descriptions, immunizations, behavioral objectives, school curricular objectives and the multiple avenues for reporting mistreatment.

Student Retention

University of South Carolina
School of Medicine - Greenville
Efforts at retaining current students in College/School programs.

A three tiered career advising program is in place to enhance the probability of success for matriculated students and enrich their learning experience with adequate mentorship, advisement and resources. Modeled after the AAMC Careers in Medicine (CIM) Program, most of the activities in place at UofSCSOMG are coordinated through the Office of Student Affairs and include:

(a) Faculty Mentors - clinical faculty in the IPM longitudinal module that are assigned to students in small groups during the M1 and M2 years. These faculty mentors are expected to assist students in matters related to study habits, organization skills, time management skills, mastery of content and personal well-being. Mentors support and encourage students, check in with them occasionally and look for any signs that a student may be struggling personally or academically and then assist in finding resources that are available to aid in these situations.

(b) Career Counselors - clinical faculty specifically trained to assist with career planning, M3 and M4 scheduling and the residency application and match processes, while continuing to support students and assist them when they may be having academic or personal difficulty. Students chose their career counselors through a lottery system and counsellors follow them from mid-M2 year through graduation.

(c) Specialty Advisors - clinical faculty members who can provide specialty specific advice to students interested in pursuing that field. Guidance is provided related to residency match, residency training, away rotations and other topics related to planning for a career in their specific field of medicine.

Additional activities such as student-lead interest groups, peer tutoring and the continued administrative support from the Office of Student Affairs and Admissions is available. UofSCSOMG has further established learning communities, referred to as "Colleges" that are designed to promote camaraderie, a sense of community, wellness and mentorship through activities related to team building and civic engagement, another critical component to enriching student retention efforts.

UofSCSOMG incorporates an extensive formative assessment program in the curriculum that enables early identification of students experiencing academic difficulty. Those identified receive additional assistance and counseling supportive of academic success and, as needed, are offered individualized assessment, personalized study plans, special tutoring and other additional academic support or educational testing if deemed appropriate by the Student Evaluation & Performance Committee.

Resources for study skills, time management, test-taking strategies and other similar programs and offerings are provided throughout each student's entire time at UofSCSOMG alongside financial aid, literacy and debt management services to mitigate stressors and/or reasons that may lead to student drop out or transfer.

The UofSCSOMG has a 97% 5-year graduation rate for its initial 3 classes, well above the national average. This represents a loss of only 4 students, 1 of whom decided against a career in medicine while the other 3 graduated in May 2017.
Student Enrollment & Outcomes

The following data was provided by USC’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.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sophomore</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Junior</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Senior</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sub Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Graduate Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sub Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Professional Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>402</td>
<td>378</td>
<td>333</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PharmD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sub Total</td>
<td>402</td>
<td>378</td>
<td>333</td>
</tr>
<tr>
<td><strong>Total Enrollment (All Levels)</strong></td>
<td>402</td>
<td>378</td>
<td>333</td>
</tr>
</tbody>
</table>
Illustration 3. Undergraduate Student Enrollment by Classification

Illustration 4. Graduate/Professional Student Enrollment by Classification
Illustration 5. Total Student Enrollment by Classification (All Levels)

Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>402</td>
<td>378</td>
<td>333</td>
</tr>
<tr>
<td>Full-Time</td>
<td>400</td>
<td>377</td>
<td>333</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total - All Levels</td>
<td>402</td>
<td>378</td>
<td>333</td>
</tr>
<tr>
<td>Full-Time</td>
<td>400</td>
<td>377</td>
<td>333</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>402</td>
<td>378</td>
<td>333</td>
</tr>
<tr>
<td>Female</td>
<td>230</td>
<td>210</td>
<td>185</td>
</tr>
<tr>
<td>Male</td>
<td>172</td>
<td>168</td>
<td>148</td>
</tr>
</tbody>
</table>
Illustration 6. Undergraduate Student Diversity by Gender

- 2018 Undergraduate Gender
- 2017 Undergraduate Gender
- 2016 Undergraduate Gender

Illustration 7. Graduate/Professional Student Diversity by Gender

- 2018 Graduate Gender
- 2017 Graduate Gender
- 2016 Graduate Gender
## Student Diversity by Race/Ethnicity

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Fall 2017</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown Race/Ethnicity</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Graduate/Professional</strong></td>
<td>402</td>
<td>378</td>
<td>333</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>25</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Black or African</td>
<td>33</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>17</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>12</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Unknown Race/Ethnicity</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>312</td>
<td>295</td>
<td>262</td>
</tr>
</tbody>
</table>
Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
# Undergraduate Retention

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

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016 Cohort</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2015 Cohort</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2014 Cohort</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Fall 2013 Cohort</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Illustration 10. Undergraduate Retention, First- and Second Year
Student Completions

Graduation Rate - Undergraduate

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

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Year Same</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4-Year Diff</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4-Year Total</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5-Year Same</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5-Year Diff</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5-Year Total</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6-Year Same</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6-Year Diff</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6-Year Total</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates Degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelors</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medical</td>
<td>75</td>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pharmacy Doctorate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Illustration 11. Degrees Awarded by Level
Alumni Engagement & Fundraising

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

Now having graduated three classes, UofSCSOMG's current 177 alumni represent a small but growing population. Alumni interest surveys and highlights of USCSOMG program developments have been shared over the past year and initial stages of furthering engagement include biannual communications targeted around the holidays and graduation along with current planning for alumni based events and student engagement activities. Creative work is underway for expansion of the external website to develop an Alumni section for related news, events, and other details regarding student success, placements, and life events. UofSCSOMG has been engaged in discussions centering on young alumni activities and mentorship programs with prospective and current UofSCSOMG students, and a "friends of the school" group. Plans to develop this approach are being discussed and initiated throughout the current and upcoming academic year, especially as our eldest class of alumni will start to graduate from primary care based residencies this summer.

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

Prisma Health-Upstate completed its Second Century Campaign in 2016, one year ahead of plan, raising $91 million (14% increase over goal) to strengthen clinical care and expand academic research programs. The success of the campaign provided over $20.1 million specifically to academic programs, with $12.7 million being designated directly for UofSCSOMG.

UofSCSOMG, with support from the UofSC Columbia Office of Development has launched a campaign to raise $50 million toward an endowment to support scholarships for the students of UofSCSOMG. This mini-campaign is engaging local physicians, corporations, universities and colleges, along with small and major gift donors, through a variety of naming opportunities to the Academic program, building, and several locations throughout the 3 story facility, named scholarships and distinctive programs. UofSCSOMG has commitments for $11M and hopes to raise an additional $14 million before launching a more public and broader ask. Full tuition scholarship, such as the recently awarded Aflac scholarship in January 2017, the Greenville Health Authority Healthy Greenville 2036, and the development of the Paladin Scholarship with Furman University and a similar full tuition scholarship with Bob Jones University have been successful additions for UofSCSOMG students. Efforts toward similar agreements with Wofford College, Clemson University and other local undergraduate programs are underway and look promising to strengthen the UofSCSOMG applicant pipeline and enlarge funding for scholarships by tapping into a broader range of donors and undergraduate alumni.
Community Engagement

Description

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

The school provides several opportunities for students to participate in required and voluntary service learning/community activities. Students are required to participate in emergency medical technician (EMT) training consisting of one, 12-hour ambulance shift per month as active EMTs. The goal of this experience is for students to understand the needs of patients in the community they service, and to increase their awareness of the societal challenges to health care, including access and affordability. Equally important is the goal for students to appreciate the environments from which patients come, and the fact that, after receiving episodic care, patients will return to the same environment in which they became ill or injured.

This program annually provides 14,400 hours of free EMT service to the community and means that there are over 400 EMT trained emergency responders at the medical school to provide bench strength in the event of a mass casualty in the Upstate.

Voluntary service learning/community aligned opportunities also include:

- Community Health Needs Assessments - students receive comprehensive overview of key health indicators, population distribution, top chronic disease states, as well as an overview of GHS health promotion and educational offerings and partnerships
- Public forums and interactions with community leaders and stakeholder, including the Minority Advisory Council (health disparities), Diversity Advisory Council (cultural and linguistic diversity) and Campus Community Advisory Council (advocacy group for the citizens of the community addressing health systems plans and services)
- Minority Health Summit - student conduct basic health assessments
- Take a Loved One to the Doctor Day - students assist with breast and prostate screenings
- Heart Forum - students conduct vital signs assessments
- Susan G. Komen Race for the Cure - students distribute cancer/access information and resources
- Free medical clinics
- Public service organizations
  - Berea Middle - GHS Adopt a School Program
  - GHS MedEx Academy - student roundtable lunch and learns
  - GHS Health Careers Club
  - Boy Scouts of America Medical Explorer Program

In addition, student interest groups are encouraged to sponsor seminars, luncheons, and community service days, and to provide information with respect to service-learning needs and opportunities related to their specific area of interest. During orientation, students are informed about potential opportunities by the GHS Department of Community Relations that also post periodic updates of additional opportunities on the class home page. The student body Colleges program provides an incentive for students to participate and collectively share in these experiences, furthering comradery and teamwork across the classes.

Finally, the current and prospective impact of the Tracks of Distinction has been stated previously in the new programs launch section.
Community Perceptions
How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.

The Health Sciences Center, in which UofSC is a primary partner alongside Clemson University, Furman University and Prisma Health-Upstate, is an example of how coming together and leveraging joint resources, talent and interests can be a successful model to enlarge the academic footprint in response to needs of the population for growing healthcare workforce needs. Through that relationship, community needs awareness, engagement and support will remain in the forefront of the UofSCSOMG faculty, staff, resident and student focus, with support for such embedded deeply within the culture.

Reference supplemental information for additional highlights.

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

UofSCSOMG emphasizes service that promotes the stature and engagement of UofSCSOMG and the Prisma Health Health Science Center through its promotion and tenure unit criteria. Service both inside the institution and outside within the community is built into the promotion system to incentivize and reward teamwork, engagement and resilience to fuel the population health model.

Supplemental Info - Community Engagement
Any additional information on Community Engagement appears as Appendix 7. (bottom)
Collaborations

Internal Collaborations

UofSC Arnold School of Public Health - There is a growing presence of the Arnold School in Greenville, tighter and more engagement collaboration across faculty at ASPH and UofSCSOMG, along with plans to expand its presence as the research arm of the Prisma Health CCI.

UofSC School of Medicine Nurse Anesthesia Program - There is a longstanding satellite of the UofSCSOM Columbia CRNA program at Prisma Health-Upstate.

UofSC College of Pharmacy - There are SCSop P3/P4 students permanently at Prisma Health with plans to expand the number to 20 over the next few years.

UofSC College of Nursing - 4th year nursing students and NP students do elective rotations at Prisma Health-Upstate.

UofSC College of Social Work - Discussions have been initiated with Dean Gehlert to explore collaborative programs for social work programs at Prisma Health-Upstate, eg LISW and LMSW

External Collaborations

Prisma Health Health Sciences Center (primary academic partners - University of South Carolina, Clemson University and Furman University; strategic partner - Greenville Technical College)

Partnership with community partner Faces and Voices of Recovery (FAVOR) to deliver High Value based care addressing the critical population health issue of substance misuse and addiction.

Other Collaborations

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

Lifestyle Medicine Education Collaborative (LMED) - an international membership collaborative that offers leadership, guidance and resources to advance the adoption and implementation of lifestyle medicine curricula throughout medical education. Co-directed by USCSOMG Assistant Professor of Physiology and Exercise Science, Jennifer Trilk, Ph.D. More information: http://lifestylemedicineeducation.org/

Teaching Kitchen Collaborative (TKC), jointly led by The Culinary Institute of America and Harvard T.H. Chan School of Public Health is an invitation network of thought leading organizations using teaching kitchen facilities as catalysts of enhanced personal and public health across medical, corporate, school and community settings. USCSOMG was invited to join in Winter 2016. More information: www.tkcollaborative.org
Campus Climate & Inclusion

Activities unit conducted that were designed to improve campus climate and inclusion.

UofSCSOMG named Brenda Thames, Ed.D., as Associate Dean for Institutional Culture and Inclusivity in Fall 2016 and, under her leadership, has continued to work in concert with health system leadership on executing the healthy system Diversity Strategic Plan and the UofSC Strategic Plan for Diversity which have three primary areas of focus with regard to academics: 1) need to develop a future health care workforce that mirrors the diversity of the communities served, 2) need to ensure that the future health care workforce receives the education and training necessary to ensure quality outcomes among diverse patient populations in order to prevent health and health care disparities, and 3) need to improve the understanding and prevention of the persistent health disparities affecting minority communities in the region through high quality research. A strategic leadership direction was presented and approved by the UofSCSOMG Dean's Cabinet in early 2017 to further the efforts surrounding inclusivity.

Student recruitment for diversity has focused on the MedEx Academy (described earlier), the Furman University/HBCU collaborative initiative, and the South Carolina Diversity Leaders Initiative Advisory Council (SCDLI), all of which have seen growth over the academic year. Successes include engagement and awareness through numerous discussions with all collaborative partners including a community meeting hosted in November 2016, selection and orientation of institutional leadership (university provosts), creation of a MedEx Academy Board and selection of program leaders that are tasked with the program development and implementation. These programs continue to function as the cornerstone of the medical student diversity strategy and were highlighted at the 2018 Urban League celebration.

UofSCSOM, in collaboration with the health system, is committed to development of leaders at all levels of the organization with an emphasis on the development of emotional/social intelligence and self-awareness as leaders. Conscious leadership and professionalism concepts have been initiated and taught to students in an extracurricular fashion throughout the academic year via newly established lunch lecture series, institution wide leadership development retreats, leadership grand rounds and team meetings while also embedding teachings of cultural competencies in the Medicine and Society as well as Clinical Diagnosis and Reasoning curriculum modules.
Concluding Remarks

Quantitative Outcomes

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

Data is consistent with expectations

**Cool Stuff**

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

UofSCSOMG continues to hold a 100% residency match for its 3rd consecutive year.

In the Spring of 2019, UofSCSOMG initiated incorporating telehealth sessions into the curriculum. This approach enables the students and school to be on the transformative lead of addressing prehospital medicine changing practices around emergency triage, treatment and transport to facilities other than an emergency department.
Appendix 1. Academic Programs
Academic Programs

Program Rankings

EMT Program

All UofSCSOMG students initially undergo 6.5 weeks of Emergency Medical Technician (EMT) training to state certification. The EMT program and the community-wide EMT Ops Day event held in the fall are the first of its kind across US medical schools and has been recognized in local and industry specific press for its ingenuity in providing early clinical exposure and broad community awareness to newly matriculated students.

Lifestyle Medicine

Dr. Jennifer Trilk, UofSCSOMG Assistant Professor of Physiology and Exercise Science pioneers the Lifestyle Medicine program that distinguishes UofSCSOMG as the first school within the US to incorporate exercise physiology into all four years of the curriculum. Dr. Trilk has spoken at numerous international and national conferences on her field of expertise bringing significant attention to USCSOMG’s program and the various events and interest groups formed around that area. Articles including “Exercise Is What the Doctor Ordered”, published by CNN in November 2016 and “Doctor’s Not Taught to Discuss Diet, Nutrition With Patients,” published in the Chicago Tribune in August 2016 are a few of the noteworthy recognitions received.

Centering Pregnancy

In October 2016, Dr. Amy Crockett, a maternal-fetal medicine physician with Prisma Health-Upstate and Clinical Associate Professor with UofSCSOMG was named the winner of the prestigious John P. McNulty Prize for her leadership in reducing preterm births in SC by expanding access to Centering Pregnancy group prenatal care to address the state’s high rate of preterm birth. The award gave international recognition for UofSCSOMG and the health system related to researching methods to decrease preterm rates, minimize racial disparity in preterm births, expanding access to prenatal care and realizing significant healthcare savings from infant healthcare costs.

Bradshaw Institute for Community Child Health and Advocacy

The Bradshaw Institute was launched in June 2016 to improve the well-being of children through targeted research and interventions, advocacy, healthy child development and community pediatrics. This newly formed, health system-led partnership engages UofSCSOMG and several other research partners across SC including Clemson University, Furman University, Duke Endowment, and several other SC foundations and trusts, providing a critical link between the academic teaching and research activities in pediatrics for the UofSCSOMG students and clinicians with the children and families of the community in Greenville.
Appendix 2. Academic Initiatives
Academic Initiatives

Graduate

Emergency Medical Technician (EMT) training

All matriculating UofSCSOMG students undergo 6.5 weeks, 200+ hours of Emergency Medical Technician (EMT) training, starting on their first day of medical school in July. Students must participate in a community-wide EMT Ops day that involves local law enforcement, firefighters, EMT and other emergency personnel in all-day disaster simulation training as a capstone functional exercise. Upon state certification, the students are required to participate as a member of the EMT team at least one shift per month during their M1 and M2 years. This program provides students emergency life and limb saving abilities, introduces team-based, inter-professional, patient-centered care early in their training and emphasizes the importance of accurate and empathetic communication and transitions in care handoffs. The program launched in summer 2012.

Interprofessional Education

Interprofessional education experiences for UofSCSOMG are diverse, given the co-location and full integration with the Prisma Health-Upstate clinical learning environment, taking advantage of health system resources and health professionals available for collaborative education. Students are able to interact and be educated alongside nursing, PharmD, nurse anesthesia, public health, residents, nurse practitioner and other health profession trainees from a number of universities in the clinical learning environment. The recently established collaborative partnership between Prisma Health-Upstate and Clemson University opened a nursing school on the Greenville Memorial Medical Campus in Summer 2018, providing enhanced opportunity for our students to learn with nursing students through blended curriculum, simulation, and other programs. This is in addition to the already established interprofessional education experiences within the EMT program and the Integrated Practice of Medicine (IPM) program’s biomedical science courses, OSCE’s and pandemic week learnings.

Problem-based Learning (PBL)

UofSCSOMG incorporates problem-based learning (PBL) through the use of synergistic material delivered in concert with clinical scenarios to include a case of the week for context and relevance, and often provided through small group learning using physician and faculty teams. When practicable, a flipped classroom approach is used and didactic material is integrated with and augmented by simulation center activities involving mannequins and standardized patients. UofSCSOMG values student inquiry as an essential element to learning and therefore blends these PBL approaches with traditional lectures and pre-clinical studies. Feedback collected through the Annual Student Evaluation of the Program To Date surveys indicates that this blended teaching model is effective.
Experiential Learning

M3/M4 curriculum is, in accord with traditional medical school curriculum, almost entirely experiential in nature. A somewhat unique aspect of the USCSOMG experience is the terminal 5 weeks of the M4 year designed as an intensification experience to assure optimal student preparation for GME internships. The first 3 weeks is a general experience to assure that all students are prepared with the core Entrustable Professional Activities. The second two weeks assures specialty-specific knowledge and skills appropriate to the NRMP match specialty of each student.
Appendix 3. Research & Scholarly Activity
## Summary of Extramural Proposal Submissions by Source - FY2018

### Appendix 1

<table>
<thead>
<tr>
<th>PI Home Department</th>
<th>Total First Year</th>
<th>Federal</th>
<th>Private/Non-Profit</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine Greenville</td>
<td>4,447,471</td>
<td>14</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Count</strong></td>
<td><strong>21</strong></td>
<td><strong>14</strong></td>
<td><strong>6</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Total Amount First Year</strong></td>
<td><strong>4,447,471</strong></td>
<td><strong>4,176,242</strong></td>
<td><strong>121,229</strong></td>
<td><strong>150,000</strong></td>
</tr>
</tbody>
</table>
### Extramural Funding by Source, Department, Faculty & Rank - FY2018

**Appendix 2**

<table>
<thead>
<tr>
<th>PI Home Department</th>
<th>PI Name</th>
<th>Primary Job Desc/Rank</th>
<th>Tenure Status</th>
<th>Total Funding</th>
<th>Federal</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine Greenville</td>
<td>Casanova, Emily</td>
<td>POST-DOCTORAL FELLOW</td>
<td></td>
<td>6,800</td>
<td></td>
<td>6,800</td>
</tr>
<tr>
<td>Medicine Greenville</td>
<td>Casanova, Manuel</td>
<td>PROFESSOR</td>
<td>TENURED</td>
<td>4,198</td>
<td>4,198</td>
<td></td>
</tr>
<tr>
<td>Medicine Greenville</td>
<td>Egan, Brent</td>
<td>CLINICAL PROFESSOR</td>
<td></td>
<td>777,748</td>
<td>777,748</td>
<td></td>
</tr>
<tr>
<td>Medicine Greenville</td>
<td>Kennedy, Ann Blair</td>
<td>CLINICAL ASSISTANT PROF</td>
<td></td>
<td>4,572</td>
<td></td>
<td>4,572</td>
</tr>
<tr>
<td>Medicine Greenville</td>
<td>Tucker, Matthew</td>
<td>ASST PROFESSOR</td>
<td></td>
<td>16,800</td>
<td>16,800</td>
<td></td>
</tr>
<tr>
<td><strong>Total Funding</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>810,118</strong></td>
<td><strong>798,746</strong></td>
<td><strong>11,372</strong></td>
</tr>
</tbody>
</table>
# Patents, Disclosures, and Licensing Agreements

## Fiscal Year 2018

### Appendix 3

---

<table>
<thead>
<tr>
<th>SCHOOL OF MEDICINE - Greenville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invention Disclosures</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
</tr>
</tbody>
</table>

### Department Breakdown

<table>
<thead>
<tr>
<th>School of Medicine Greenville</th>
<th>Invention Disclosures</th>
<th>Provisional Patent Applications</th>
<th>Non-Provisional Patent Applications</th>
<th>Issued Patents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (ID no. 1340)</td>
<td>0</td>
<td>1 (ID no. 1237)</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**Note:**
- These numbers include US, PCT, and foreign applications/patents
- Disclosure numbers include trademark and copyright disclosures
- USC’s Fiscal Year 2018 = July 1, 2017 – June 30, 2018
Appendix 4. Faculty Information
SCHOLARLY ACTIVITIES
Greenville Health System - USC School of Medicine - Greenville
Publications, Presentations, & Abstracts
July 1, 2017 - June 30, 2018

Anesthesiology, Biomedical Sciences, Emergency Medicine, Family Medicine, Medicine, Miscellaneous, OB-GYN, Orthopaedics, Pathology, Pediatrics, Psychiatry/Behavioral Science, Radiology, Surgery

ANESTHESIOLOGY

-------------------------------------------
PUBLICATIONS

PEER REVIEWED JOURNALS & ABSTRACTS


**BOOKS/BOOK CHAPTERS**

---

**PRESENTATIONS**

---

**REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS**


4. **Scharf, A. W. (Author & Presenter), Reddy, P. S. (Author & Presenter), Society of Cardiovascular Anesthesiologists Annual Meeting 2015, "Total Artificial Heart**
Implantation for Familial Amyloidoctic Polyneuropathy (FAP) as a Bridge to Combined Heart and Liver Transplant (CHLT),” Poster Presentation SCA. 2015 - Present.


7. **Schart, A. W. (Author & Presenter)**, Friel, J. (Author & Presenter), Reeves, S. (Author & Presenter), Society of Cardiovascular Anesthesiologists, "Successful Resuscitation of a 14 Year Old after SVC Tear During ICD Laser-Lead Extraction," Poster Presentation SCA. 2017 - Present.


**PEER REVIEWED MEETING ABSTRACTS**


17. Gainey, J. (Author), Brechtel, L. (Author), Konklin, S. (Author), Madeline, L. A. (Author), Lowther, E. (Author), Blum, B. (Author), Nathaniel, T. (Author). In a stroke cohort with incident hypertension; are more women than men likely to be excluded from recombinant tissue-type Plasminogen Activator (rtPA)? Journal of the Neurological Sciences. Elsevier BV. 2018 Apr;387: p. 139-146.*


**BOOKS/BOOK CHAPTERS**


**PRESENTATIONS**

**REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS**


6. Arivett, B. A. (Author & Presenter), Gerke, T. (Author), 
Fiester, S. E. (Author), Farone, A. (Author), 
Kentucky-Tennessee Branch ASM Fall 2017 Meeting, 
"Use of synchrotron radiation to investigate heme-like gallium protoporphyrin IX in Acinetobacter baumannii," 

7. Best, R. G. (Author & Presenter), International Society for Nanomedical Sciences, 


36. Tucker, M., Merchant, R. (Author), George, S. (Author), Taylor, K. (Author), Stoddard, C. (Author), Kopera, K., Cognitive Neuroscience Society Conference, "The impact of acetylcholine levels on declarative and motor memory consolidation following a night of sleep or a day of wake," Poster Presentation CNS, Boston, MA. April 2018 - Present.*


44. Wright, W. S., Baston, K. (Author), Association of American Medical Colleges Southern Group on Educational Affairs, "Use of NBME® Basic Science Subject Exams in US Medical Schools: Results of a National Survey.," Poster Presentation, Jackson, MS. April 19, 2018.

PEER REVIEWED MEETING ABSTRACTS


PEER REVIEWED JOURNALS & ABSTRACTS


BOOKS/BOOK CHAPTERS


PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


13. **Bitner, M. E.**, University of South Carolina School of Medicine Greenville Integrated Practice of Medicine, "Water Intoxication Case Study,"USCSOMG, Greenville, South Carolina. 2018.


36. **Hirsh, E.**, "This is Us," Greenville Health System, Greenville, South Carolina. 2018.


70. Pittman, M., Wilderness Medicine Elective, "Lightning and Thermal Injuries,"University of South Carolina School of Medicine, Greenville, South Carolina. 2018 - Present.

71. Pittman, M., Wilderness Medicine Elective, "Marine Envenomations,"University of South Carolina School of Medicine, Greenville, South Carolina. 2018 - Present.


73. Pittman, M., Wilderness Medicine Elective, "Snake Envenomations,"University of South Carolina School of Medicine, Greenville, South Carolina. 2018 - Present.

74. Pittman, M., Wilderness Medicine Elective, "Toxidromes and Plant Ingestions,"University of South Carolina School of Medicine, Greenville, South Carolina. 2018 - Present.

75. Pittman, M., Integrated Practice of Medicine 2 Skills-Gastrointestinal Module, "The Approach to Abdominal Pain,"University of South Carolina School of Medicine, Greenville, South Carolina. 2017 - Present.


77. Pittman, M., Emergency Medicine Clerkship, "Electrocardiogram Interpretation,"University of South Carolina School of Medicine, Greenville, South Carolina. 2016 - 2018.


88. **Pittman, M.**, Wilderness Medicine Interest Group, "Introduction to Austere Medicine," University of South Carolina School of Medicine, Greenville, South Carolina. October 2017.


PEER REVIEWED MEETING ABSTRACTS  
FAMILY MEDICINE  


BOOKS/BOOK CHAPTERS


PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


31. Green, V. E., GHS Health Sciences, "The Correlation between Residency Applications and Standardized Behavioral Assessments for Gaining Entry into a Graduate Medical Education Program," Poster Presentation GHS Health Sciences, Greenville SC. April 13, 2018.

32. Green, V. E., Greenville County Community Parmaedcine Training Program, "Evidence Based Cardiology Overview,"Greenville County, Greenville, SC. October 2017.


40. MacGilvray, P., UT Health Long School of Medicine UT Health Long School of Medicine, San Antonio, TX. September 2016 - August 2018.


51. Morris, E., Medical Student Lecture GI, "Lifestyle Medicine: the Root Cause of Diabetes,"USC School of Medicine, Greenville, SC. October 2017.

52. Morris, E. (Author & Presenter), Trilk, J. (Author & Presenter), Medical Student Lecture Hem/ONC, "Lifestyle Medicine and Cancer (Biochemistry),"USC School of Medicine Greenville, SC. August 2017.


75. **Nelson, V. (Author & Presenter), Asif, I. (Author), Cassas, K. J. (Author), Enabone, J. A. (Author), Harris, J. B. (Author), Sease (Jr.), W. F. (Author)**, Research Symposium, "Two-year Test-retest Variability of Repeat Baseline ImPACT Testing," Poster Presentation GHS/HSC, Greenville, SC. April 2018.*


80. Saccocio, S. (Presenter), Lawrence, K. (Presenter), SC AFP Meeting, "HHC's Value Based Care." June 12, 2018 - July 12, 2018.*


82. Saccocio, S. (Presenter), Lawrence, K. (Presenter), SC AFP Meeting, "HHC's Value Based Care." June 12, 2018 - July 12, 2018.*


84. Saccocio, S., Association of Departments of Family Medicine Winter Meeting, "Healthcare Migration from Inpatient to Ambulatory Services: Role & Opportunities for the Chair and Department of Family Medicine," AAFP. February 2018.


PEER REVIEWED MEETING ABSTRACTS

HEALTH SCIENCES CENTER

PUBLICATIONS

PEER REVIEWED JOURNALS & ABSTRACTS

BOOKS/BOOK CHAPTERS

PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


PEER REVIEWED MEETING ABSTRACTS

MEDICINE

PUBLICATIONS

PEER REVIEWED JOURNALS & ABSTRACTS


10. Bhullar, P. (Author). Tracking Patients in Community Based Palliative Care through the Centers for Medicare and Medicaid Services Healthcare Innovation Project. PMID: 28686512


**W. J. (Author), Martín, M. (Author), LoRusso, P. M. (Author), Bray, G. L. (Author), DiMartino, J. (Author), Nguyen, A. (Author), Liu, K. (Author), Laille, E. (Author), Bendell, J. C. (Author).** Phase I Study of CC-486 Alone and in Combination With Carboplatin or nab-paclitaxel in Patients With Relapsed or Refractory Solid Tumors. Clinical cancer research : an official journal of the American Association for Cancer Research. 2018 May 15. PMID: 29764853


**BOOKS/BOOK CHAPTERS**


**PRESENTATIONS**

**REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS**


55. **LaRusso (Williams), T.**, "Interdisciplinary Collaboration Improving Patient Experience, Quality of Care Delivery and Job Satisfaction," Poster Presentation . April 2018.


82. Revilla, F. (Author), Urrea-Mendoza, E. (Author & Presenter), GHS Health Sciences Center Research Showcase, "Clinical characterization of Pramipexole induced edema and skin reaction in Parkinson Disease (PD) after one year of follow up," Poster Presentation Greenville Health System, Greenville, SC. April 13, 2018.*

34. Revilla, F., Urrea-Mendoza, E., GHS Health Sciences Center Research Showcase, "Wearable Motion Quantification and Electronic Diaries for Long-term Monitoring of Parkinsons Disease (PD)," Poster Presentation Greenville Health System, Greenville, SC. April 13, 2018.*


95. Tucker, M. (Author & Presenter), Merchant, R. (Author), George, S. (Author), Kathryn, T. (Author), Caroline, S. (Author), Kopera, K. (Author), Associated Professional Sleep Societies Annual Conference, "The impact of acetylcholine levels on declarative and motor memory consolidation following a night of sleep or a day of wake," Poster Presentation APSS, Baltimore, MD. June 2018 - Present.*

96. Tucker, M., Merchant, R. (Author), George, S. (Author), Taylor, K. (Author), Stoddard, C. (Author), Kopera, K., Cognitive Neuroscience Society Conference, "The impact of acetylcholine levels on declarative and motor memory consolidation following a night of sleep or a day of wake," Poster Presentation CNS, Boston, MA. April 2018 - Present.*


PEER REVIEWED MEETING ABSTRACTS

PEER REVIEWED JOURNALS & ABSTRACTS


BOOKS/BOOK CHAPTERS

PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


15. Matson, B. C. (Author), Quinn, K. E. (Author), **Lessey, B. (Author)**, Young, S. L. (Author), Caron, K. M. (Author). Elevated levels of adrenomedullin in eutopic endometrium and plasma from women with endometriosis. Fertility and Sterility. 2018 Jun 2. PMID: 29871794


BOOKS/BOOK CHAPTERS

PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


21. Lee, C., Christian Medical and Dental Association/Continuing Medical and Dental Education International Conference, "Is a chance to cut a chance to cure? When is cesarean necessary and how to manage intraoperative cesarean surgical complications," Christian Medical and Dental Association, Greece. March 2018.


PEER REVIEWED MEETING ABSTRACTS


Results from Two Double-blind, Randomized, Placebo-controlled Studies,” WEC, Vancouver. May 19, 2017 - Present.


BOOKS/BOOK CHAPTERS


PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


PEER REVIEWED MEETING ABSTRACTS


management is just as good as reverse shoulder arthroplasty for treatment of three and four-part proximal humerus fractures in the elderly," Kiawah, SC. August 2017.*


PATHOLOGY

PUBLICATIONS

PEER REVIEWED JOURNALS & ABSTRACTS


BOOKS/BOOK CHAPTERS

PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


PEER REVIEWED MEETING ABSTRACTS

PEDIATRICS


2. Blomquist, K. K. (Author), Griffin, S. F. (Author), Blomquist (Author), Schmalz, D. L. (Author), Sease, K. K. (Author), Reeves, C. B. (Author), (Author). Behavioral and Psychological Predictors of BMI Reduction in Children Seeking Treatment at a Hospital Clinic’s Family-Based Pediatric Weight Management Program. Journal of Childhood Obesity. 2018 Apr 23;3(2).*

3. Blomquist, K. K. (Author), Griffin, S. F. (Author), Blomquist (Author), Schmalz, D. L. (Author), Sease, K. K. (Author), Reeves, C. B. (Author), (Author). Behavioral and Psychological Predictors of BMI Reduction in Children Seeking Treatment at a Hospital Clinic’s Family-Based Pediatric Weight Management Program. Journal of Childhood Obesity. 2018 Apr 23;3(2).*


16. Helsel, B. C. (Author), Williams, J. E. (Author), Lawson, K. (Author), Liang, J. (Author), **Markowitz, J. E. (Author).** Telemedicine and Mobile Health Technology Are Effective in


**BOOKS/BOOK CHAPTERS**


PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


68. Griffin, S. (Author & Presenter), Laura, R. (Author & Presenter), Forrester, J. (Author), Bryan, H. (Author), Wilkes, L. (Author), Sease, K. K. (Author), American Academy of

69. Hartke, A. G., COMSEP 2018 Annual Conference, "Will They Be Ready? Designing Effective and Engaging Pediatric Residency Preparatory Courses (Boot Camps) for fourth year students." April 2018.


<table>
<thead>
<tr>
<th>No.</th>
<th>Author</th>
<th>Source</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Linton, J. M.</td>
<td>CBC Canada.</td>
<td>June 20, 2018</td>
</tr>
<tr>
<td>103</td>
<td>Linton, J. M.</td>
<td>Science News.</td>
<td>June 20, 2018</td>
</tr>
<tr>
<td>104</td>
<td>Linton, J. M.</td>
<td>SELF, &quot;Why Trump's family separation policy could be detrimental to parents' and children's mental health.&quot;</td>
<td>June 20, 2018</td>
</tr>
<tr>
<td>105</td>
<td>Linton, J. M.</td>
<td>The Daily Beast.</td>
<td>June 20, 2018</td>
</tr>
<tr>
<td>106</td>
<td>Linton, J. M.</td>
<td>CNN International.</td>
<td>June 19, 2018</td>
</tr>
<tr>
<td>107</td>
<td>Linton, J. M.</td>
<td>CNN with Brooke Baldwin.</td>
<td>June 19, 2018</td>
</tr>
<tr>
<td>108</td>
<td>Linton, J. M.</td>
<td>CNN with Erin Burnett.</td>
<td>June 19, 2018</td>
</tr>
<tr>
<td>109</td>
<td>Linton, J. M.</td>
<td>CNN with Anderson Cooper.</td>
<td>June 18, 2018</td>
</tr>
<tr>
<td>110</td>
<td>Linton, J. M.</td>
<td>MSNBC with Andrea Mitchell.</td>
<td>June 18, 2018</td>
</tr>
<tr>
<td>111</td>
<td>Linton, J. M.</td>
<td>CNN, &quot;Doctors saw immigrants kids separated from their parents. Now they're trying to stop it.&quot;</td>
<td>June 15, 2018</td>
</tr>
<tr>
<td>112</td>
<td>Linton, J. M.</td>
<td>The Atlantic, &quot;Extinguishing the Beacon of America.&quot;</td>
<td>June 13, 2018</td>
</tr>
<tr>
<td>113</td>
<td>Linton, J. M.</td>
<td>&quot;Children in immigrant families: How to be an advocate,&quot; Somerset, NJ.</td>
<td>May 23, 2018</td>
</tr>
<tr>
<td>114</td>
<td>Linton, J. M.</td>
<td>Kaiser Health News, &quot;Under a Trump Proposal, Lawful Immigrants Might Shun Medical Care.&quot;</td>
<td>May 20, 2018</td>
</tr>
<tr>
<td>116</td>
<td>Linton, J. M.</td>
<td>Daily Kos, &quot;In Texas, Border Patrol detains another immigrant parent trying to rush a sick child to hospital.&quot;</td>
<td>April 17, 2018</td>
</tr>
<tr>
<td>117</td>
<td>Linton, J. M.</td>
<td>Duke University Adopt a Grandparent Program.</td>
<td>April 17, 2018</td>
</tr>
<tr>
<td>119</td>
<td>Linton, J. M.</td>
<td>Winston-Salem Forsyth County Schools Department of Social Work, &quot;Children in flight: Immigrant children and trauma.&quot;</td>
<td>February 19, 2018</td>
</tr>
<tr>
<td>120</td>
<td>Linton, J. M.</td>
<td>&quot;Connecting Refugees to Medical Homes Through Multi-Sector Collaboration,&quot; Charlottesville, VA.</td>
<td>February 10, 2018</td>
</tr>
<tr>
<td>121</td>
<td>Linton, J. M.</td>
<td>Regional Academic Pediatric Association, &quot;Arts-Based Therapy: A Pilot Program to Support Mental Wellness and Resilience Among Immigrant and Refugee Children,&quot; Poster Presentation, Charlottesville, VA.</td>
<td>February 10, 2018</td>
</tr>
</tbody>
</table>


Programming Correlates with Patient Success in a Comprehensive Pediatric Weight Loss Program, "AMSSM, Orlando, FL. April 2018."


155. **Sease, K. K. (Author & Presenter), Pediatric Academic Society, "Streamlining care coordination for children and families in Greenville County: making the case for an “easy button”," Poster Presentation, Toronto, Canada. May 2018.**

156. **Sease, K. K. (Author & Presenter), Pediatric Academic Society, "Role of School-Based Health Centers in Pediatric Specialist Care Referrals," Poster Presentation, Toronto, Canada. May 2018.**


158. **Sease, K. K. (Author & Presenter), Griffin, S. (Author), Wilson, C. (Author), Pediatric Trauma Society Annual Meeting, "Investigation Of The Equity Of Emergency Department Use For Childhood Injuries: An Analysis Of Upstate SC Children." November 2017.**

159. **Sease, K. K. (Author), American Academy of Pediatrics, "School-Based Health Centers: Connecting Students to Medical Homes, Mental Health Care, and Community Resources," Poster Presentation Community Pediatrics Training Initiative. October 2017.**


161. **Sharkey, A. M., AAMC Mid Career Women Faculty Leadership Development Seminar, "Increasing Your Visibility: Strategic Career Planning," AAMC, Scottsdale, AZ. December 3, 2017 - December 5, 2017.**


175. **Walters, S. W. (Author & Presenter), Ekie, R. (Author), Kline, H. (Author), Sundlie, S. (Author), Sease, K. K. (Author), Markowitz, J. E. (Author),** Pediatric Academic Society,


**PEER REVIEWED MEETING ABSTRACTS**


**PSYCHIATRY/BEHAVIORAL SCIENCE**

**PUBLICATIONS**

**PEER REVIEWED JOURNALS & ABSTRACTS**


5. Holder, S. (Author), Warren, C. (Author), Rogers, K. (Author), Griffeth, B. (Author), 
   Processes: Knowledge Base of Health Care Professionals in a Tertiary Medical Center in 
   Upstate South Carolina. Community Mental Health Journal. Springer Nature. 2018 

6. Holder, S. (Author), Warren, C. (Author), Rogers, K. (Author), Griffeth, B. (Author), 
   Processes: Knowledge Base of Health Care Professionals in a Tertiary Medical Center in 
   Upstate South Carolina. Community Mental Health Journal. Springer Nature. 2018 

   Mental Health Visits: Examining Socio-demographic and Diagnosis Trends in the 
   Emergency Department by the Pediatric Population. Child Psychiatry & Human 

8. Holder, S. (Author), Warren, C. (Author), Rogers, K. (Author), Griffeth, B. (Author), 
   Processes: Knowledge Base of Health Care Professionals in a Tertiary Medical Center in 
   Upstate South Carolina. Community Mental Health Journal. Springer Nature. 2018 

   Processes: Knowledge Base of Health Care Professionals in a Tertiary Medical Center in 
   Upstate South Carolina. Community Mental Health Journal. Springer Nature. 2018 

    Mental Health Visits: Examining Socio-demographic and Diagnosis Trends in the 
    Emergency Department by the Pediatric Population. Child Psychiatry & Human 

11. Holder, S. (Author), Warren, C. (Author), Rogers, K. (Author), Griffeth, B. (Author), 
    Processes: Knowledge Base of Health Care Professionals in a Tertiary Medical Center in 
    Upstate South Carolina. Community Mental Health Journal. Springer Nature. 2018 

    Processes: Knowledge Base of Health Care Professionals in a Tertiary Medical Center in 
    Upstate South Carolina. Community Mental Health Journal. Springer Nature. 2018 

    Mental Health Visits: Examining Socio-demographic and Diagnosis Trends in the 
    Emergency Department by the Pediatric Population. Child Psychiatry & Human 


BOOKS/BOOK CHAPTERS

PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


PEER REVIEWED MEETING ABSTRACTS
PEER REVIEWED JOURNALS & ABSTRACTS


5. Gainey, J. (Author), Brechtel, L. (Author), Konklin, S. (Author), Madeline, L. A. (Author), Lowther, E. (Author), Blum, B. (Author), Nathaniel, T. (Author). In a stroke cohort with incident hypertension; are more women than men likely to be excluded from recombinant tissue-type Plasminogen Activator (rtPA)? Journal of the Neurological Sciences. Elsevier BV. 2018 Apr;387: p. 139-146.*

6. Gainey, J. (Author), Brechtel, L. (Author), Konklin, S. (Author), Madeline, L. A. (Author), Lowther, E. (Author), Blum, B. (Author), Nathaniel, T. (Author). In a stroke cohort with incident hypertension; are more women than men likely to be excluded from recombinant tissue-type Plasminogen Activator (rtPA)? Journal of the Neurological Sciences. Elsevier BV. 2018 Apr;387: p. 139-146.*


BOOKS/BOOK CHAPTERS


PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


**PEER REVIEWED MEETING ABSTRACTS**

**SURGERY**

**PUBLICATIONS**

**PEER REVIEWED JOURNALS & ABSTRACTS**


25. **Cull, J. D. (Author)**, Fleetwood, V. A. (Author), Manning, B. (Author), Chan, E. Y. (Author). Healthcare Workers' Attitude toward Organ Donation at Two Level 1 Urban Trauma. The American surgeon. 2017 Sep 1;83(9): p. 389-391. PMID: 28958262*


38. Fatula, L. K. (Author), Bolton, W. (Author), Hale, A. (Author), Davis, B. (Author), Stephenson, J. (Author), Ben-Or, S. (Author). Atrial Esophageal Fistula Secondary to


the time of ostomy closure prevents formation of incisional hernias. Surgery. 2017 Dec 7. PMID: 29224706


BOOKS/BOOK CHAPTERS


---

PRESENTATIONS

REGIONAL/NATIONAL/INTERNATIONAL PRESENTATIONS


44. Dean, K., **Scott, J.**, **Eichhorn, P.**, Southeastern Surgical Congress, "Aortoenteric Fistula at the Site of a Marginal Ulcer Following Roux-en-Y Gastric Bypass," Poster Presentation, Tampa, FL. February 10, 2018 - February 13, 2018.*


63. Gates, R. L., South Carolina State Trauma Symposium, "Update in the Care of the Pediatric Trauma Patient." February 2018.


90. McFadden, C., "GHS Talk With the Docs"Greenville Health System. August 2017 - Present.


134. **Snyder, R. A.**, Department of Surgery Resident Education Conference, "Resident Autonomy and Teaching in the Operating Room," University of South Carolina School of Medicine- Greenville, Greenville, SC. January 5, 2018.

135. **Snyder, R. A.**, Department of Surgery Faculty Development Seminar, "Resident Autonomy and Teaching in the Operating Room," University of South Carolina School of Medicine- Greenville, Greenville, SC. December 12, 2017.


**PEER REVIEWED MEETING ABSTRACTS**
Appendix 5. Academic Analytics Report
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Publications</th>
<th>Grants</th>
<th>Grant Amount</th>
<th>Status</th>
<th>Presentations</th>
<th>Publications</th>
<th>Grants</th>
<th>Total Grant Amount</th>
<th>Status</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arce, Sergio</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$ 680,000.00</td>
<td>Pending</td>
<td>0</td>
</tr>
<tr>
<td>Baston, Kirk</td>
<td>1</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Black, Axa</td>
<td>6</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Blenda, Anna</td>
<td>2</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>$ 775,000.00</td>
<td>Pending</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Casanove, Manuel</td>
<td>24</td>
<td>2</td>
<td>$ 20,000.00</td>
<td>Funded</td>
<td>7</td>
<td>14</td>
<td>3</td>
<td>$ 29,500.00</td>
<td>Funded</td>
<td>7</td>
</tr>
<tr>
<td>Catalana, Paul</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Chosed, Renee</td>
<td>2</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>$ 114,000.00</td>
<td>Pending</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fiester, Steven</td>
<td>5</td>
<td>1</td>
<td>$ 2,500.00</td>
<td>Funded</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>$ 587,761.00</td>
<td>Pending</td>
<td>0</td>
</tr>
<tr>
<td>Fulcher, James</td>
<td>1</td>
<td>0</td>
<td>$ -</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>$ 2,000,000.00</td>
<td>Pending</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gonzales, Lauren</td>
<td>1</td>
<td>1</td>
<td>$ 14,940.00</td>
<td>Funded</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>$ 30,000.00</td>
<td>Pending</td>
<td>1</td>
</tr>
<tr>
<td>Goodwin, Rich</td>
<td>5</td>
<td>1</td>
<td>$ 15,000.00</td>
<td>Funded</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>$ 79,000.00</td>
<td>Funded</td>
<td>1</td>
</tr>
<tr>
<td>Hodinka, Rick</td>
<td>7</td>
<td>1</td>
<td>$ 185,000.00</td>
<td>Pending</td>
<td>11</td>
<td>4 Including 1 book</td>
<td>1</td>
<td>$ 185,000.00</td>
<td>Funded</td>
<td>12</td>
</tr>
<tr>
<td>Kelly, Bill</td>
<td>1</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$ 89,500.00</td>
<td>Pending</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Kennedy, Ann Blair</td>
<td>4</td>
<td>0</td>
<td>$ -</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>$ 179,452.00</td>
<td>Funded</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Khalil, Mo</td>
<td>3</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>-</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Knight, Jenny</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>-</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Nathaniel, Thomas</td>
<td>5</td>
<td>2</td>
<td>$ 75,000.00</td>
<td>Pending</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>$ 1,500,000.00</td>
<td>Pending</td>
<td>0</td>
</tr>
<tr>
<td>Pace, Tom</td>
<td>0</td>
<td>1</td>
<td>$ 1,570,000.00</td>
<td>Funded</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>$ -</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Roudebush, Bill</td>
<td>5</td>
<td>0</td>
<td>$ -</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>$ 254,313.00</td>
<td>Pending</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Russ-Sellers, Rebecca</td>
<td>7</td>
<td>1</td>
<td>$ 55,253.00</td>
<td>Funded</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>$ 55,253.00</td>
<td>Funded</td>
<td>0</td>
</tr>
<tr>
<td>Sokhadze, Estate</td>
<td>10</td>
<td>0</td>
<td>$ -</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>$ 20,000.00</td>
<td>Funded</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Taylor, Shannon Stark</td>
<td>Not yet employed</td>
<td>Not yet employed</td>
<td>Not yet employed</td>
<td>3</td>
<td>2</td>
<td>$ 60,000.00</td>
<td>Funded</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trilk, Jennifer</td>
<td>3</td>
<td>1</td>
<td>$ 200,000.00</td>
<td>Funded</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>$ 150,000.00</td>
<td>Funded</td>
<td>0</td>
</tr>
<tr>
<td>Tucker, Matt</td>
<td>1</td>
<td>1</td>
<td>$ 25,000.00</td>
<td>Funded</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>$ 25,000.00</td>
<td>Funded</td>
<td>0</td>
</tr>
<tr>
<td>Ward, Michael</td>
<td>1</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>$ -</td>
<td>-</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Williams, Shanna</td>
<td>3</td>
<td>0</td>
<td>$ -</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>-</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Wright, Bill</td>
<td>0</td>
<td>0</td>
<td>$ -</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>$ -</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| Total          | 88           | 10     | $ 2,162,693.00 | 46     | 69            | 34           | $ 12,153,176.00 | 48 |
Appendix 7. Community Engagement
Community Engagement

Community Perceptions

The Health Sciences Center, in which UofSC is a primary partner alongside Clemson University, Furman University and Prisma Health-Upstate, is an example of how coming together and leveraging joint resources, talent and interests can be a successful model to enlarge the academic footprint in response to needs of the population for growing healthcare workforce needs. Through that relationship, community needs awareness, engagement and support will remain in the forefront of the UofSCSOMG faculty, staff, resident and student focus, with support for such embedded deeply within the culture.

The Lifestyle Medicine collaborative lead by UofSCSOMG infiltrates into the community through establishment and programmatic oversight of the human performance lab; provision of a 6-week Exercise is Medicine program for patients with chronic diseases cared for at 6 Prisma Health primary care sites; and faculty providing consultative and coaching support in healthy lifestyles in cooperation with the local Life Center, YMCAs and other community organizations. This program continues to expand with the additional training and certification of four additional family medicine faculty.

UofSCSOMG leadership and faculty collaborate with Prisma Health to host an annual Minority Health Summit to educate and increase awareness of major health disparities that disproportionately affect the lives of minorities in the community. This free event, held each April, includes healthy lifestyle presentations, physician-led educational talks, overviews of ways to engage with HBCU Initiatives and Pipeline programs, exercise demonstrations and more.