



UNIVERSITY OF  
**SOUTH CAROLINA**

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School of Medicine  
Greenville

2013-2014

# Faculty Handbook

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## Introduction

Welcome to the University of South Carolina School of Medicine Greenville (USCSOM Greenville). As a USCSOM Greenville faculty member, your role in assuring that the School of Medicine fulfills its mission to “Educate health professionals to care compassionately, teach innovatively, and improve constantly through health services research” is crucial. This handbook was written to orient you to the USCSOM Greenville’s organization, policies, and functioning; to answer questions that may arise during the course of your daily educational, clinical, and research activities, and to serve as a reference guide to other sources of useful information for faculty members.

## University of South Carolina

**USC History.** Located in the capital city of Columbia, the University of South Carolina has a long and colorful history. Chartered in 1801, it had developed into an institution of national repute by the mid-1850s. Its antebellum faculty boasted scientists such as Thomas Cooper and John and Joseph LeConte. Hard hit by the Civil War and Reconstruction, it struggled for many years to survive.

Its renaissance began in earnest at the end of World War II. Since 1951 its student population has increased from 3,000 to its current size of nearly 47,000. The University attracts students from throughout the state and nation, as well as from over 100 countries.

The historic Horseshoe, the original campus of the University, is surrounded by restored 19<sup>th</sup> century buildings listed on the National Register of Historic Places. By contrast, the remainder of the campus is composed of contemporary facilities.

Today, the University of South Carolina is one of the most progressive and intellectually exciting institutions in the Southeast. The University offers more than 324 degree programs, including baccalaureate degrees in 124 areas, 5 programs of study for associate degrees, master's degrees in 175 areas, doctoral degrees in 63 areas, and first professional degrees in law, medicine, and pharmacy. In addition to the main campus at Columbia, there are three senior campuses (Aiken, Beaufort, and Upstate) and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union). Enrollment on all campuses totals nearly 47,000. Of these, 30,721 students are on the Columbia Campus, some 32 percent of whom are enrolled in graduate and professional programs.

In 2011, outside support of research, outreach, and training topped \$226.6 million. The University of South Carolina is one of only 63 public universities listed by the Carnegie

Foundation in the highest tier of research institutions in the United States. The University's endowment exceeds \$514 million.

**USC Motto.** The USC motto is "Emollit mores nec sinit esse feros." The motto is translated as follows, "learning humanizes character and does not permit it to be cruel."

**The Carolinian Creed.** The community of scholars at USC is dedicated to personal and academic excellence. Choosing to join the community obligates each member to a code of civilized behavior.

*As a Carolinian...*

*I will practice personal and academic integrity; I will respect the dignity of all persons; I will respect the rights and property of others; I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;*

*I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.*

*Allegiance to these ideals requires each Carolinian to refrain from and discourage behaviors which threaten the freedom and respect every individual deserves.*

**Rule of Academic Responsibility.** Students enrolled in the SOM adhere to the USC Rule of Academic responsibility, as follows:

It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.

## **School of Medicine**

### **History**

The University of South Carolina School Of Medicine Greenville is a four year medical program developed as a partnership between the University of South Carolina (USC) and the Greenville Health System (GHS).

USC's participation in undergraduate medical education dates back to the 1960s. After an extended planning period, which resulted in preliminary accreditation by the Liaison Committee on Medical Education (LCME), the USC School of Medicine Columbia matriculated its first class in February 1977. The charter class graduated in May 1981, at which time the school achieved full LCME accreditation.

GHS, founded as a city hospital in 1912, is a public, not-for-profit academic health center committed to clinical healthcare delivery, workforce education and development, and clinical

research. Over the years, GHS has progressed from a standalone hospital to an integrated delivery system with academic and research programs including a medical school. As a public hospital with six campuses, 1,358 beds and nearly 800 employed physicians, GHS provides comprehensive health care for the 10-county upstate region of South Carolina and beyond. As both the safety net hospital and the major provider of specialty services, GHS is the predominant healthcare resource in the region. Currently, GHS has a Level I Trauma Center and Level III neonatal ICU designation. It is the largest provider of obstetrical services and the only provider of children's services in the region. GHS has a rich academic history; currently there are 201 residents and fellows in 14 ACGME-accredited postgraduate residencies and fellowships and more than 690 clinical trials, 172 annual peer-reviewed publications, and 250 national peer-reviewed presentations annually. GHS is the third largest provider of continuing medical education in South Carolina, awarding nearly 18,800 credits in 2013. GHS began offering elective rotations for fourth-year medical students from the USC School of Medicine Columbia in 1983. Citing a common interest in healthcare education and the acknowledgment of the robust clinical activity at GHS, USC and GHS partnered to create a branch regional clinical campus of the USC School of Medicine at GHS in 1991. Fifteen to 30 students annually relocate from Columbia to Greenville to complete their clinical clerkships at GHS. In August 2012, USC School of Medicine Greenville opened on GHS' Memorial Medical Campus, welcoming a charter class of 53 first-year medical students. That number will grow to 100 first-year students by 2015. By 2019, there will be 400 students enrolled at a time.

Realizing that fulfillment of their mission and vision could best be achieved through expanding their relationship, USC and GHS pursued a broader partnership and signed the USC/GHS Networking Agreement in 2008, which created the USC/GHS Academic Health System. With the goal of developing interdependent programs which will enable the institutions to evolve into an academic health system capable of meeting the challenges confronting health care delivery, the Agreement sought to leverage the resources within GHS and the USC Health Sciences Division (which focuses primarily on health-related research and education initiatives). Acknowledging that South Carolina faces chronic shortages of healthcare professionals in number and geographic distribution (ranking 38<sup>th</sup> nationally in physicians per 100,000 population<sup>1</sup>), discussions quickly gravitated towards expansion of the undergraduate medical education program. Given the physical and clinical capacity constraints at the existing state medical schools, as well as the continued budgetary challenges facing the State University System, a partnership between GHS and USC was viewed as a potential mechanism to address the State's physician workforce needs. With the abundant clinical resources in Greenville, the most logical growth strategy involved expanding the campus at GHS to a four-year medical school with separate LCME accreditation.

After completing a feasibility study and comprehensive planning study, USC School of Medicine Greenville applied for Applicant School status with the LCME in January 2010. A Foundational Agreement was established, a multi-year financial projection completed and the mission, vision, goals and Guiding Principles were established. On August 6, 2010, the Boards of Trustees of

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<sup>1</sup> AAMC 2013 State Physician Workforce Data Book

GHS and USC approved by proclamation the creation of the University of South Carolina School of Medicine Greenville. The School matriculated its inaugural class in July 2012.

## **Mission, Vision, Goals and Guiding Principles**

### **Mission**

*Educate health professionals to care compassionately, teach innovatively, and improve constantly through health services research.*

### **Vision**

Educate and advance knowledge to transform health care for the benefit of the people and diverse communities we serve.

### **Goals**

In order to fulfill its mission and vision, USC School of Medicine Greenville has adopted the following goals:

- To educate physicians competent in medical knowledge, patient care and technical skill, who are champions of collaborative interpersonal communication, professional responsibility and ethical behavior.
- To educate physicians who take responsibility for the health care needs of their communities, are responsive to transformation that improves patient-centered care and who understand the interdependent relationship of the physician, the hospital and all other health care providers.
- To create a School of Medicine capable of meeting the changing societal health care needs.
- To educate physicians committed to evidence-based, cost-effective care standardization, quality, patient safety, and ongoing comparative effectiveness research.

### **Guiding Principles**

- USCSOM Greenville will be responsive to the changing health care needs of our society.
- USCSOM Greenville will strive to consider the needs of the students, faculty, and administration in a manner which enhances the stature of both USC and GHS.
- USCSOM Greenville understands that health care delivery is constantly evolving and that its physician graduates should facilitate and advocate transformation that improves care provision.
- USCSOM Greenville will be integrated with all aspects of the GHS delivery system.
- USCSOM Greenville will graduate physicians who understand and participate in research that compares the relative clinical effectiveness and outcomes of various treatments.
- USCSOM Greenville supports development of a health care workforce that reflects future societal needs and the diversity of the communities served.

- USCSOM Greenville will educate physicians to be champions for patient safety, standardization, evidence based care, and quality; responsive to the medical needs of their community; sensitive to the societal cost of medicine; activists for the education of the future health care workforce; and practitioners that care for all patients regardless of race, social stature, or ability to pay.
- USCSOM Greenville students will practice patient centered care that values the interdependent roles of health care providers and facilities in service to their patients.
- USCSOM Greenville will produce physicians competent not only in medical knowledge, technical skill, and patient care, but also in compassion, collaborative interpersonal communication, professional responsibility and ethical behavior.
- USCSOM Greenville believes that candidates for medical school who value professionalism and possess exceptional interpersonal communication skills can be prepared, identified, and selected to become successful practicing physicians.
- USCSOM Greenville will establish a learning environment that emphasizes the relationship between undergraduate medical education and the real world of patient care.
- USCSOM Greenville 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.
- USCSOM Greenville utilizes policies and procedures that synergistically combine the academic virtues of USC with the operational efficiencies of the GHS health system to the benefit of its students, faculty and staff.
- USCSOM Greenville faculty will emphasize and demonstrate the clinical import of the materials that they teach.
- USCSOM Greenville 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.
- USCSOM Greenville graduates will be fully prepared and highly competitive to enter graduate medical education.
- USCSOM Greenville appreciates that access to medical information is constantly changing and that educational focus must continually emphasize methods to optimally acquire the most current knowledge.
- USCSOM Greenville will utilize educational resources, infrastructure and technology in a fiscally responsible manner, incorporating external resources in the education of health care students when advantageous.

### **Educational Program Objectives:**

A set of coherent and comprehensive objectives has been established for the medical education program in the SOM. The educational program in the SOM shall:

#### **Medical Knowledge**

- Demonstrate knowledge of the normal structure and function of the body and of each of its major organ systems across the life span.
- Demonstrate knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
- Demonstrate knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they affect the body (pathogenesis).
- Demonstrate knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.
- Demonstrate understanding of the power of the scientific method in establishing the causation of disease and efficacy of traditional and non-traditional therapies.
- Demonstrate understanding of the scientific basis and interpretation of common diagnostic modalities, including: imaging, electrodiagnostics, laboratory studies, pathologic studies, and functional assessment tests.
- Demonstrate understanding of the indications, contraindications, and cost-effectiveness of common diagnostic studies.

### **Patient Care**

- Demonstrate the ability to elicit accurate comprehensive and focused medical histories that cover all essential aspects of the history, including issues related to age, gender, sexuality, and socioeconomic status, and the use of a medical interpreter.
- Demonstrate the ability to perform both a complete and focused organ system examination, including a mental status examination.
- Demonstrate the ability to perform routine technical procedures.
- Demonstrate the ability to interpret the results of commonly used diagnostic procedures.
- Demonstrate the ability to identify the most frequent clinical, laboratory, imaging, and pathologic findings of common maladies.
- Demonstrate the ability to reason deductively in solving clinical problems and formulating accurate hypotheses, and use information from patient histories, physical exams, and ancillary studies to test initial hypotheses.
- Demonstrate the ability to formulate and implement appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions, including a comprehensive, multi-disciplinary approach when indicated.
- Use knowledge of managed care systems in making patient treatment plans and health care maintenance plans to assure care coordination across the continuum.
- Demonstrate the ability to recognize patients with immediately life-threatening cardiac, pulmonary, or neurological conditions regardless of etiology, and to institute appropriate initial therapy.
- Demonstrate the ability to recognize and outline an initial course of management for patients with serious conditions requiring critical care.

- Demonstrate knowledge about relieving pain and ameliorating the suffering of patients.
- Demonstrate the ability to identify factors that place individuals at risk for disease or injury, to select appropriate tests for detecting patients at risk for specific diseases or in the early stage of diseases, and to determine strategies for responding appropriately.
- Demonstrate appropriate techniques for performing Basic Life Support and Advanced Life Support.

### **Systems-Based Practice**

- Demonstrate knowledge of the important non-biological determinants of poor health and of the economic, psychological, social, religious, historical, and cultural factors that contribute to the development and/or continuation of maladies.
- Demonstrate knowledge of the epidemiology of common maladies within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those maladies.
- Demonstrate knowledge of the unique health care needs of ethnically diverse populations and communities.
- Demonstrate understanding of basic issues for promoting health and preventing disease, and apply this understanding to patient management and teaching patients the importance of preventative medicine, health promotion, and wellness.
- Demonstrate a commitment to provide care to patients who are unable to pay, and to advocate access to health care for members of traditionally underserved populations.
- Demonstrate knowledge of various approaches to the organization, financing, and delivery of health care and knowledge of the global health care delivery system in the community, including physicians, hospitals, outpatient centers, home health agencies, community agencies, and government agencies in that system.
- Demonstrate an understanding of the threats to medical professionalism posed by the conflicts of interest inherent in various financial, governmental, and organizational arrangements for the practice of medicine.
- Demonstrate the ability to apply principles of quality improvement to a medical system.
- Demonstrate the ability to evaluate and analyze actual or potential adverse events in a systematic fashion, especially to promote, measure, benchmark, and optimize patient safety and quality outcomes.

### **Practice-Based Learning and Improvement**

- Demonstrate the ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations.
- Demonstrate an understanding of evidence-based medicine with respect to formulating patient-based questions, efficiently searching literature databases, appraisal of quality of studies, applying the results of a literature search, and use of information about their

own population of patients to direct patient care and assess comparative effectiveness of interventions.

- Demonstrate an understanding of the principles and method of Practice-Based Learning and Improvement that involves investigation and evaluation of one's own patient care, appraisal and assimilation of scientific evidence, and improvements in the continuum of patient care.
- Demonstrate an understanding of the need and commitment to engage in lifelong learning to stay abreast of relevant scientific advances, especially in the disciplines of genetic and molecular biology.

### **Professionalism**

- Demonstrate knowledge of the theories and principles that govern ethical decision making, and of the major ethical dilemmas in medicine.
- Provide compassionate treatment to patients and respect for their privacy, dignity, and personal beliefs.
- Demonstrate honesty and integrity in all interactions with patients and their families, colleagues, and others with whom physicians must interact in their professional lives.
- Advocate at all times the interests of one's patients over one's own interests.
- Demonstrate an understanding of, and respect for, the roles of other health care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined socioeconomic, ethnic, and at-risk populations.
- Demonstrate the capacity to recognize and accept limitations in one's knowledge and clinical skills and commit to continuously improve one's abilities through life-long learning, self-evaluation, acceptance of constructive feedback, moral reflection, and ethical reasoning.
- Demonstrate commitment to a self-directed, lifelong engagement in the responsible, compassionate, and ethical practice of medicine.

### **Interpersonal and Communication Skills**

- Demonstrate the ability to convey presence, build rapport, and employ active listening to communicate compassionately, effectively, and in culturally and emotionally appropriate ways, both verbally and in writing, with patients, their families, colleagues and others with whom physicians must exchange information in carrying out their responsibilities.
- Demonstrate the ability to compassionately and effectively listen to, and communicate with, patients and their families to establish caring relationships that are emotionally and culturally appropriate.
- Demonstrate the ability to responsibly and respectfully work with all members of the health care team, with a goal to establish supportive relationships that show honor to fellow colleagues.

## **Guidelines for Conduct in Teacher/Learner Relationships**

### **I. Statement of Philosophy**

The University of South Carolina School of Medicine Greenville is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors which can undermine the important mission of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and learners bear significant responsibility in creating and maintaining this atmosphere, teachers also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Teachers must be ever mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.

### **II. Responsibilities in the Teacher/Learner Relationship**

#### **A. Responsibilities of Faculty**

- Treat all learners with respect and fairness
- Treat all learners equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation
- Provide current material in an effective format for learning
- Be punctual for didactic, investigational, and clinical encounters and prompt in responding to requests and questions from students
- Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.
- Demonstrate respect and professionalism toward other members of the faculty in developing and delivering an integrated curriculum

#### **B. Responsibilities of learners**

- Treat all fellow learners and teachers with respect and fairness.
- Treat all fellow learners and teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
- Commit the time and energy to your studies necessary to achieve the goals and objectives of each course.
- Be on time for didactic, investigational, and clinical encounters.

- Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.
- Develop a lifelong learner's perspective where the students take ownership of their own learning process and anticipate long term needs for knowledge, skills, attitudes and behavior.

### III. **Maintaining and Improving the Learning Environment**

Faculty and students can contribute to a healthy campus atmosphere for learning by committing to an ongoing dialog toward the continuous improvement of the teacher-learner relationship. In the event that a student or faculty member feels that the Teacher Learner Compact has been significantly breached and requires formal evaluation, the matter should be presented to the Office of Academic Affairs or the Office of Faculty Affairs for resolution. Further information and guidance related to the Teacher-Learner Compact, behaviors considered to be inappropriate to the Teacher-Learner relationship, and avenues for resolution of concerns that arise is available in the *Procedure for Teacher Learner Compact Grievance*, that can be found in the appendix of this Handbook.

#### Student Health Services

The School of Medicine is committed to providing all students with appropriate health care and personal counseling in a compassionate, confidential, and professional manner. Faculty are discouraged from providing health care to USCSOM Greenville students except in emergency situations wherein USCSOM Greenville faculty and residents may be the clinical staff responsible for the facility to which the student presents, and it is in the best interest of the student to receive immediate care. The student will be transferred to the care of non-faculty physicians as soon as medically appropriate. If a student and faculty member do agree to establish a non-emergent patient-provider relationship, the faculty member must recuse themselves from ever being involved in that student's evaluation or advancement process. More information can be found at <http://greenvillemed.sc.edu/doc/StudentHandbook2013.pdf>

## **Faculty Descriptions**

**Core Faculty:** The core faculty of the School of Medicine Greenville are the primary clinical and basic science faculty of the medical school whose primary employment is through either the University of South Carolina (Biomedical Science Department), or the Greenville Hospital System and its affiliates. Hiring and employment procedures and policies are governed by the institution by which the faculty member is employed. All tenure-track faculty must be employed by the University of South Carolina; however, non-tenure track faculty may be employed by either institution. Academic titles for faculty are governed by University policy as detailed in ACAF 1.06 <http://www.sc.edu/policies/acaf106.html> .

Appointment, promotion and tenure criteria (as appropriate) for core faculty are established based on faculty member's home academic unit under the procedures and policies of the Office of the Provost at USC.

All individuals who participate in the education of SOM medical students are considered to be SOM faculty. Several designations are commonly used to describe SOM faculty.

Faculty in the School of Medicine will be categorized as: 1) Biomedical Science Faculty, 2) Clinical Sciences Faculty, 3) Adjunct Faculty, 4) Visiting Faculty or 5) Volunteer Faculty. Distinguishing characteristics of each category are described below:

**Biomedical Sciences Faculty:** The basic science faculty will hold their primary faculty appointments in the Department of Biomedical Sciences and will hold academic rank either in the tenure-track track as Assistant Professor, Associate Professor, or Professor or in the non tenure-track ranks as Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. The tenure track Unit tenure and promotion criteria are under development and review with a goal to have completed and approved criteria by the beginning of the Fall 2014 semester. In the meantime, faculty are appointed under renewable multiyear contracts. The vast majority of the biomedical science faculty responsible for the teaching of the basic sciences during the first two years of the undergraduate medical curriculum are employed by the University of South Carolina.

Biomedical Sciences faculty will have responsibilities for the implementation of the integrated curriculum across all four years, with primary responsibility for the delivery of the M-I and M-II years, and will also participate in research, administration, and service activities consistent with USCSOM Greenville's mission. Qualified librarians are appointed as adjunct faculty instructor titles in this department.

**Clinical Sciences Faculty:** Clinical Sciences faculty hold their primary faculty appointments in one of the 11 clinical departments: Anesthesia, Emergency Medicine, Family/Community Medicine, Medicine, Obstetrics and Gynecology, Orthopedics, Pathology, Pediatrics, Psychiatry, Radiology, and Surgery. Faculty will hold academic rank as Clinical Instructor, Assistant Clinical, Associate Clinical, or Clinical Professor. Faculty members in clinical departments may hold tenure and must go through the process outlined in the paragraph discussing tenure below or be hired with tenure. They will teach medical students in clinical settings and will also be heavily integrated into the preclinical curriculum. These faculty members provide clinical services at the five GHS campuses, which comprise the School's affiliated hospitals, and provide training and supervision for GHS residents and fellows. These faculty members will also participate in health services research activities, function as research mentors throughout the educational continuum, and provide administration and service activities of the School.

**Adjunct Faculty:** An individual appointed as an Adjunct Professor serves as an honorary member of the faculty of a department. The adjunct faculty member may be a University of

South Carolina faculty member from another Unit, faculty associated with another academic institution or a member of the professional community. According to individual circumstances, faculty in these positions may or may not be salaried. If salaried, the faculty hiring rules under ACAF 1.00 must be followed. This title may be expanded to Adjunct Assistant Professor or Adjunct Associate Professor as appropriate to the status of the individual. Rank for adjunct faculty members should be established based on prevailing criteria for the appropriate unit, but does not require action by a faculty committee. The title of Adjunct Professor may also be used to refer to temporary faculty and affiliates. Adjunct faculty roles and the rules for their engagement are the same as for non-tenure-track faculty unless otherwise specified. The Dean or Associate Dean for Faculty Affairs may terminate an adjunct appointment with or without cause prior to the stated end date of the appointment. SOM faculty from clinical departments may pursue an adjunct faculty appointment within the Biomedical Sciences Department in order to fulfill requirements for participation in University-sponsored research projects.

**Visiting Faculty:** A Visiting Professor appointment is a full-time non-tenured appointment, usually for no more than two years, of an individual who has academic rank or high professional status at a different institution or organization, and is on leave of absence from his/her home organization. This title may be expanded to Visiting Assistant Professor or Visiting Associate Professor as appropriate to the status of the individual. Rank is normally established based upon the unit rank and criteria of the sending institution.

**Volunteer Faculty:**

A volunteer faculty member is a professional person, usually a clinician or someone with other experience in academic medicine who is appointed to the faculty in recognition of professional contributions in teaching, research or service performed on behalf of the School of Medicine. A faculty member should perform some specified service for the University (either at the SOM or through an institution affiliated with the SOM) as a condition of receiving and maintaining an academic title. The term faculty is used broadly here, and may include individuals of specified academic rank as well as general *academic affiliates*. Academic service activity can include almost any health science school-related activity, such as teaching of students (pipeline, undergraduate, graduate, residents and fellows), committee work, research, planning or attending educational sessions, preparation of educational materials, mentoring, or similar activity. The definition and extent of service rendered on behalf of USCSOM Greenville is determined by mutual agreement between the departmental chair and the volunteer faculty member and should be specified in writing by the chair and signed by the appointee.

Volunteer faculty positions do not accrue monetary compensation, nor do they follow the usual recruitment procedures. Nominations for appointment of volunteer faculty members are made by the chair of an academic department of the USCSOM Greenville after consultation with relevant faculty members of the department.

Faculty members in the School of Medicine Greenville are subject to the USC Academic Affairs policies and procedures and all requirements contained in *The Faculty Manual*. The full text of

The *Faculty Manual* can be found on the Provost's website at:  
[http://www.sc.edu/policies/facman/Faculty\\_Manual\\_Columbia.pdf](http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf).

## **Appointment, Promotion, and/or Tenure Procedures and Criteria**

The overarching authority governing the relationships between faculty members and the University is the Faculty Manual, which is approved by the USC Board of Trustees. The Faculty Manual establishes the terms and manner of appointment, the procedures and standards for tenure and promotion, the duties of faculty members, and the procedures and standards for termination. Appointment and promotion for all faculty will be based upon the most current unit criteria developed specifically for USCSOM Greenville in accordance with USC Columbia Faculty Manual, the University Committee on Tenure and Promotions Guide to Criteria and Procedures, and the USC Policies and Procedures Manual. Unit criteria for appointments, promotion and tenure for units in the University may be found at:  
<http://www.sc.edu/tenure/unitcriteria.shtml>.

**Terms and Conditions of Employment:** Hiring rules for faculty and departmental chairs will be in compliance with the policies and procedures of the hiring institution. All USC-employed faculty receive an offer of employment letter that includes the terms and conditions of employment, as outlined in ACAF 1.00. Faculty members must sign the offer letter to indicate acceptance of their appointment.

Newly hired biomedical sciences and clinical faculty will receive an offer letter outlining their expected duties, to include the amount of effort to be devoted to teaching, research, patient care, administration, and other School of Medicine activities. Faculty members can view a copy of the *USC Columbia Faculty Manual* (<http://www.sc.edu/policies/facman/>), Unit criteria (<http://www.sc.edu/tenure/unitcriteria.shtml>), and *Faculty Handbook* (<http://greenvillemed.sc.edu/doc/FacultyHandbook2013.pdf>) online, which detail the expectations and standards for SOM faculty, available resources, and the requirements for promotion and, when appropriate, tenure. Additionally, there will be a new faculty orientation, where resources and responsibilities will also be reviewed.

USC-employed faculty members in the School of Medicine are expected to attend a New Faculty Orientation at the University of South Carolina, offered on the main campus of USC in January and August of each year. All faculty will also participate in some form of new-employee orientation for the Greenville Hospital System.

### **Benefits:**

Benefits for School of Medicine tenured, tenure-track, and non-tenure track faculty *employed by USC* are outlined in the USC Summary of Benefits Handbook. This Handbook is provided to all new or prospective hire candidates; upon request, existing faculty or other staff will also be sent updated Summary of Benefits Handbooks. The USC Human Resources Department has

individuals dedicated to benefits orientation and/or answering benefit questions. At least once a year, all employees are sent, via email and interoffice mail, communications pertaining to upcoming dates to elect or make changes to annual benefit choices. All USC-employed faculty have access to their current benefits and compensation related to the School through the interactive website Visual Information Processing (“VIP”), maintained by the University. VIP, combined with the University and USCSOM Greenville websites, enables faculty and staff to access benefit and human resource policies and procedures, 24 hours a day.

Once a new hire offer is accepted and the signed offer letter is received by the HR Department, the employee is sent an email message containing a description and explanation of benefits and other detailed materials which can also be found online

[http://hr.sc.edu/benefits/benefits\\_orientation.html](http://hr.sc.edu/benefits/benefits_orientation.html)).

Additionally, an appointment is made with Human Resources Department to discuss the information and to provide an orientation of compensation, benefits, and other employment matters in one-on-one private meetings. Existing employees may request a meeting and/or a copy of the most current information.

Benefits for School of Medicine clinical faculty *employed by GHS* are defined in the Greenville Hospital System’s “Employee Benefit Summary,” a document updated at least annually. This document describes the range and eligibility and any costs associated with benefits for faculty. These benefits are available to all GHS employees and its wholly-owned subsidiary, GHS Partners in Health, Inc., the employer of record for physicians. In addition, physician faculty members are eligible for certain unique retirement and disability benefits which are described in both separate documents and the physician employment agreements. There is an annual re-enrollment period for all benefits coordinated by the Human Resources Department. Material is available at all times on the GHS website.

**Compensation Policies on Practice Earnings:** Each physician’s Employment Agreement has a specific appendix that describes the compensation plan for that physician. The plan describes what portion of the physician’s effort and income is associated with teaching, research, and personally-performed clinical activities. The physician has a salary that is set at the beginning of each fiscal year based on the department’s budget, then incorporated into their Employment Agreement. The income from all sources comes into the organization with the exception of specifically exempted moon-lighting activities. If there are incentives derived from clinical activities from the physician’s assigned department, they are typically paid quarterly. All of these elements are described in the Employment Agreement.

## **Annual Evaluation**

Mandatory annual performance reviews consistent with University policy will be conducted to recognize and reward faculty for superior achievement and to assure that each faculty member's contribution to the SOM, University, and Hospital System through teaching, research, patient care, and service is at a satisfactory level of performance. The School has established policies and standards for annual documented performance review for all USC-employed

faculty, regardless of rank. Each faculty member receives a documented review annually that provides a specific measurable assessment of his/her performance in the categories of teaching, research/scholarship, and service, as well as progress toward promotion. Normally, faculty performance reviews require the inclusion of learner evaluations.

Faculty who are tenure-track will have an additional third-year review where they will be given a written comprehensive evaluation of their progress toward tenure and promotion in accordance with the Faculty Manual. This evaluation is either performed or reviewed by the unit tenure and promotions committee. The tenure and promotion committee will recommend to the next level of file review whether or not the untenured faculty member should be retained.

Each tenured faculty member, regardless of rank and including those in departmental administrative positions, shall be reviewed every six years unless, during the previous six-year period, the faculty member is reviewed and advanced to or retained in a higher position (e.g., dean, a chaired professorship, promotion to a higher professorial rank.) Post-tenure review will be conducted by tenured faculty members of equal or higher rank. More detailed procedures for mid-cycle reviews and tenure and promotion for senior faculty may be found in the Faculty Manual.

## Faculty Development

Faculty members have the opportunity to participate, at multiple levels, in activities to improve their skills as medical educators and scholars.

The Faculty Development Committee is a faculty committee charged with advising the Dean and Associate Dean for Faculty Affairs advises on faculty development offerings and strategic direction.

There are several offices and programs at the University providing faculty support and development:

- The **Center for Teaching Excellence** (<http://www.sc.edu/cte/>) offers a variety of programs and resources to assist faculty members at all career stages to improve their teaching and/or evaluation skills, including New Faculty Orientation.
- **University Technology Services** provides academic support (<http://www.uts.sc.edu/services.shtml>) for the course management system Blackboard, instructional design and technology, videoconferencing, and surveys and testing. A variety of training classes are regularly offered including the BEST (Blackboard and Educational Software Technologies) Institute, a multi-day workshop offered twice each year focusing on teaching and learning with the latest technologies (<http://www.uts.sc.edu/academic/blackboard/events.shtml>).
- The University's Division of Human Resources **Professional Development Office** offers courses to faculty and staff designed to improve individual and organizational

performance and help USC achieve overall institutional goals. (<http://hr.sc.edu/profdevp.html>).

- The **Office of Research and Graduate Education** (<http://www.sc.edu/research/>) provides programs and training in research development, grants administration, compliance, and intellectual property management.
- USCSOM Greenville provides programs, consultative services, and other resources to assist faculty in developing the knowledge and skills necessary to succeed in academic medicine. All new faculty will attend a 2-day **New Faculty Orientation** where access to education and research resources is extensively reviewed. Each new faculty member will meet with Department Chairs who review department resources, as well.

At the core of USCSOM Greenville faculty development programs is the Ramage **Center for Teaching and Learning**. The mission of the Center for Teaching and Learning is to create a supportive environment that facilitates the academic progress of USCSOM Greenville by enhancing faculty members' teaching, clinical, research, and administrative abilities. The Center is comprised of five offices that will function as an integrated and collaborative environment to support academic initiatives on the Greenville campuses. The offices are:

- Office of Faculty Affairs and Professional Development
- Office of Educational Affairs
- Office of Student Services
- Office of Finance and Administration
- Office of Academic Effectiveness and Assessment

The Center for Teaching and Learning, Office of Faculty Affairs and Professional Development will provide support for approaches to faculty development in three fundamental ways:

- **Educational Development:** emphasizes improving skills, effectiveness, and attitude toward teaching; also focuses on curriculum design and implementation, incorporation of educational technologies, and innovations
- **Professional Development:** focuses on development of faculty skill sets and added qualifications such as areas of research, business, and education, which may include advanced degree programs
- **Leadership Development:** focuses on the School's structure, goals, climate, and relationship among its units and the physician skills to help in the diagnosis of institutional problems with solutions, and facilitation of program implementation

Faculty development series within the Ramage Center for Teaching and Learning include:

To Teach is a recurring seminar series dedicated to the improvement of teaching skills. It is taught in a small group format and is facilitated by a senior educator, with interactive

discussion around a central theme. It is targeted towards junior faculty who want to improve their skills as teachers or for any faculty member in need of skill enrichment.

To Learn is an organized course with a topic-based curriculum. The inaugural course in 2010 was devoted to the topic of Total Health, a health care philosophy that espouses the tenets "the right care, at the right time, in the right place".

To Grow is a monthly recurring lecture series devoted to faculty enrichment. It features an educator of national prominence who delivers an evening lecture followed by faculty grand rounds the following morning. It is designed to provide faculty with an outside perspective on methods to optimize their teaching skills, focus their research opportunities, and enrich their professional growth.

To Lead is a course for faculty dedicated to leadership development, with an organized curriculum featuring a series of lectures and interactive sessions.

To Solve is a preceptorship where experienced research faculty mentor junior faculty in the principles of research design and implementation. This preceptorship is not only instructive but also fosters research partnerships that facilitate extramural grant funding and peer-reviewed publication. Research productivity as a result of this program is featured at a campus-wide Research Day.

Faculty at USCSOM Greenville will have access to programs that provide training, mentoring, and intramural funds to support research and scholarly activities. The Academic Council, chaired by the Dean and co-chaired by the Senior Associate Dean for Academic Affairs, coordinates all academic resources currently on the Greenville campus and promotes a unified academic vision within the School of Medicine. In addition to the Center for Teaching and Learning, other programs and support for faculty scholarship include:

- The **Research Scholars Program** is sponsored by the Institute for Advancement of Health Care to promote faculty research and scholarly activities. The Scholars program is designed to promote mentoring by engaging faculty who are at varying levels of expertise.
- The **Research and Scholarship Support Program** funding is provided by the Institute for Advancement of Health Care to encourage faculty to develop research projects leading to the pursuit of external funding sources or the promotion of scholarly activities. The goal of this program is to facilitate pilot research that supports faculty scholarly productivity. Recipients will be expected to disseminate their work locally and nationally and must agree to serve on the application review panel for the next Seed Grant competition.
- The **Health Science Quality & Research Core (HSQRC)** is aligned with the Office of Research Support & Administration and the Institute for the Advancement of Health Care (IAHC). It provides a central core of methodological, biostatistical, and epidemiologic research and support including, but not limited to, consultation, collaboration, research, and services in the areas of research design, implementation, analysis, interpretation, and data management.

- The **Office of Research Support and Administration (ORSA)** was established to provide a fundamentally more unified and streamlined sponsored projects system and to provide staff access to vital resources and contacts for further assistance. ORSA is responsible for providing improved understanding of regulations, policies, and procedures for research and extramural activities. ORSA is in place to provide faculty and staff a smooth transition and support in using [grants.gov](https://grants.gov). ORSA provides services that assist faculty in finding grant opportunities and completing [grants.gov](https://grants.gov) application packages. The intended audience for this program includes administrative staff, other support staff, faculty, and students involved in the administration of research, training or other sponsored projects funded by extramural sources.
- As appropriate, both USC and GHS will maintain **federally-mandated oversight committees** including Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Radiation Safety Committee, and Institutional Biosafety Committee (IBC). USCSOM Greenville faculty will seek approvals from the relevant USC oversight committee when conducting covered research recognizing that there will be occasions when the approval a GHS committee also may be required. Both institutions recognize the need for cooperative review by compliance related committees and will implement policies and procedures to facilitate such reviews (e.g. HSSC IRB Cooperative Review Agreement).

## **Administration**

### **Dean and Executive Vice President of Medical and Academic Services**

**Jerry R. Youkey, MD**

**Office of the Dean, 701 Grove Road - HSA Building, Phone # 864-455-9837**

The Dean functions in an organizational matrix with multiple professional relationships across both USC and GHS. The Dean is responsible for the organization and administration of all USCSOM Greenville programs and policies. The Office of the Dean also has responsibility for development and public affairs activities.

### **Senior Associate Dean, Academic Affairs and Diversity**

**Spence M. Taylor, MD**

**Office of the Dean, 701 Grove Road - HSA Building, Phone # 864-455-9837**

The Senior Associate Dean for Academic Affairs and Diversity is responsible for overall coordination of academic activities within the School and with other academic programs on the GHS medical academic campus. Due to the scope of this position, the Senior Associate Dean serves as the Executive Officer and second in command of the School. He/she is also directly responsible for management of academic affairs and will coordinate faculty search committees under the direction of the Dean. He/she oversees the development and implementation of programs to enhance the diversity of the School.

**Executive Director, Finance and Administration**

**Derek Payne, MBA**

**Office of Business & Finance, 701 Grove Road – HSA Building, Phone # 864-455-7883**

The Associate Dean for Administration and Finance is responsible for finance, human resources, IT, facilities, communication, and other functions related to the ongoing business operations of the School of Medicine. This person serves as the financial compliance officer and ensures adherence to university, delivery system, government, and funding agency policies. He/she leads the development, implementation and management of the annual budget process and develops and aligns the resource plan to the strategic goals by integrating the planning and budgeting processes of both parties. This person also oversees and manages budget and financial aspects of all research and collaborative education activities on GHS medical academic campus, including the IAHC. He/she serves as a liaison for financial and administrative matters for the Hospital System, University Medical Group (UMG) and the University and collaborates with leaders to implement and measure financial success and outcomes of the School. This position provides overall leadership and serves as the steward for the School advising the Dean and other School leaders on finance related to any policy and program issues.

**Associate Dean, Education**

**Lynn M. Crespo, PhD**

**Office of Education, 701 Grove Road - HSA Building, Phone #864-455-9882**

The **Associate Dean for Education** is responsible for a comprehensive institutional education program, as well as evaluation of all basic science modules, clerkships, and electives, and the maintenance of an on-line evaluation system. He/she collaborates with faculty and module/clerkship directors in the development of objectives and syllabi and design of evaluations and student assessments, and support for areas of faculty development. This position leads the development and implementation of an integrated basic and clinical science medical school curriculum, with emphasis on inter-professional-focused clinical education. This individual will provide leadership for curricular aspects of accreditation and assessment functions. He/she is the education subject matter expert across the continuum of medical education (UME, GME, CME) program on the GHS medical academic campus.

**Associate Dean, Student Affairs and Admissions**

**James Buggy, PhD**

**Office of Student Services, 607Grove Road – HSE Building, Phone # 864-455-8203**

The **Associate Dean for Student Affairs and Admissions** will develop and oversee programs, policies and structures that support, counsel and respond to students. He/she is the key Dean's Office liaison with the student body and is responsible for admissions,

all programs related to student life, orientation, counseling, career advisement, professional development, student professional assessment, student promotions and additional support for underperforming students.

**Assistant Dean for Admissions**

**Paul Catalana, MD**

**Office of Student Services, 607Grove Road – HSE Building, Phone # 864-455-3510**

The **Assistant Dean for Admissions** will oversee the Office of Admissions and the admissions process. He/she will be responsible for the development of an appropriate plan for the recruitment of qualified applicants.

**Associate Dean, Graduate Medical Education**

**Edward W Bray, MD**

**Office of Graduate Medical Education, 701 Grove Road – HSE Building, Phone # 864-455-3510**

The **Associate Dean for GME** will work collaboratively with the Associate Dean for Education to assure a seamless interaction with the GHS residency and fellowship programs. This position will report directly to the Dean and this individual will hold a similar position within the administration of GHS, in which he/she is responsible for oversight of the residency and fellowship programs, including institutional accreditation, internal reviews and other operational and strategic matters.

**Assistant/Associate Dean, Research  
(to be named)**

The **Assistant/Associate Dean for Research** will provide leadership for health care delivery research for the SOM. This position is responsible for providing access to research for faculty and students that aligns with the mission, vision and curriculum design. He/she is responsible for promoting the research mission of the SOM, assessing and evaluating the needs for research and scholarly activities, developing programs to meet any of these needs, identifying research faculty and mentors for trainees and implementing and measuring success and outcomes of the research program. He/she will identify and develop activities to ensure research and scholarly opportunities are an integral component of the students' learning.

**Associate Dean, Faculty Affairs**

**Robert G Best, PhD**

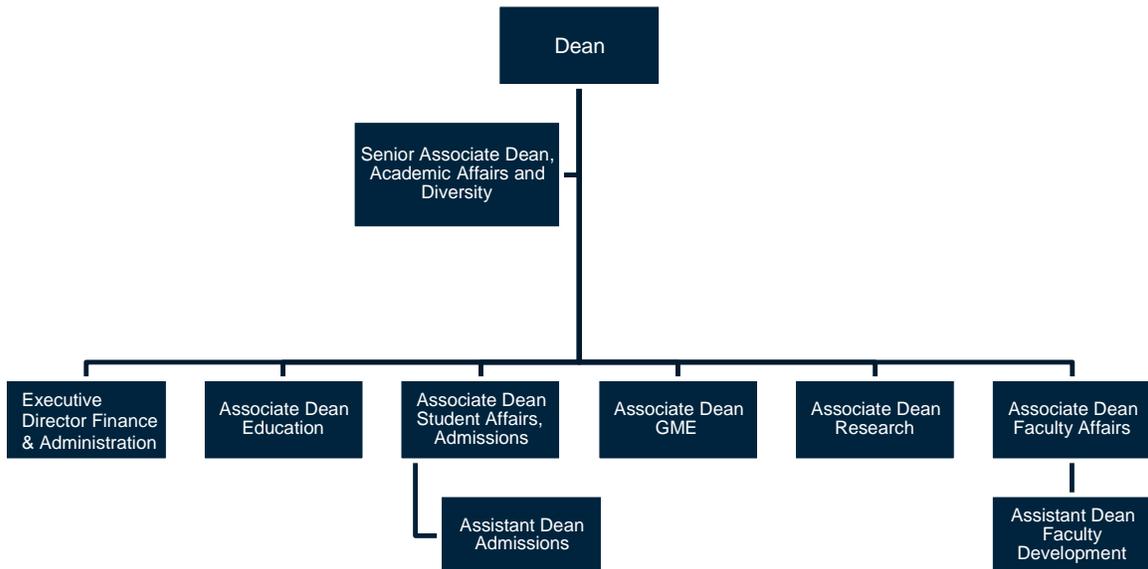
**Office of Faculty Affairs, 701 Grove Road, HSA Building, Phone # 964-455-9812**

The **Associate Dean for Faculty Affairs** will provide leadership for the faculty affairs functions of the School. He/she will lead the development and implementation of programs that support faculty in their various academic roles and will serve as a resource and liaison to the faculty affairs office at USC, working closely with the USC

Office of the Provost. This position will disseminate faculty-related information, sponsor faculty mentoring programs in conjunction with existing programs at GHS, facilitate and support the recruitment, appointment, retention, and promotion of faculty, and oversee the annual faculty evaluation process. He/she will supervise the Assistant Dean for Faculty Development and will liaise with University leadership in the interpretation and development of policies related to faculty issues.

**Assistant Dean for Faculty Development  
(to be named)**

The **Assistant Dean for Faculty Development** will assist with providing leadership for faculty development including the assessment of faculty needs. This position is responsible for delivering support and training for USCSOM Greenville faculty across all missions. He/she will work closely with the Associate Deans for Faculty Affairs, Education, Graduate Medical Education, and Research.



## Department Chairs

Department	Chair
Biomedical Sciences	Dr. Robert Best (Interim)
Anesthesiology	Dr. C. Wendell James III
Emergency Medicine	(Interim Pending)
Family Medicine	Dr. Sean Bryan
Medicine	Dr. Archie Candler (Interim)
Neurosurgery/Ortho Surgery	Dr. Eugene Langan (interim)
Obstetrics & Gynecology	Dr. Donald Wiper
Radiology	Dr. David Williams
Pathology	Dr. Jesse Stafford
Pediatrics	Dr. William Schmidt
Psychiatry	Dr. Kenneth Rogers
Radiology	Dr. David Williams
Surgery	Dr. Eugene Langan, III

## Standing Committees

**Authority:** Except as otherwise required by USC regulations and policies (e.g., the Student Academic Responsibility Committee), all SOM committees and subcommittees are advisory to the Dean except where otherwise noted and operate in accordance with the policies and procedures contained in *The Faculty Manual*.

**Voting Privileges:** Consistent with the policies and procedures of *The Faculty Manual* for operation of USC colleges, schools, and departments, all faculty, students, administrators, and non-faculty SOM staff members who are members of SOM committees and subcommittees, whether elected, appointed, or ex-officio, are eligible to vote unless otherwise specified. Consultants and other individuals specifically identified as staff to committees and subcommittees are not eligible to vote on SOM committees and subcommittees. In matters related to tenure or promotion on the tenure track, only tenured and tenure-track faculty may vote. Votes related to tenure decisions are limited to tenured faculty. Votes related to promotion to the rank of professor are limited to faculty holding the rank of professor. Votes related to promotion to the rank of associate professor are limited to faculty holding the rank of associate professor or professor.

**Minutes of Committee and Subcommittee Meetings:** The chair of each committee and subcommittee will ensure that minutes of each meeting are kept and distributed to committee and subcommittee members.

## Descriptions of Committees:

- Admission:

The Admissions Committee implements the policies of USCSOM-Greenville related to the application/admissions process. The Chair of the Admissions Committee and his appointees will evaluate all completed applications to the School of Medicine and select applicants to be interviewed. The final decision about admissions will be made by the Admissions Committee, which has the independent responsibility for selection of students. Committee decisions will be implemented by the Assistant Dean for Admissions.

The Admissions Committee will consist of forty (40) voting members. Membership will include two representatives from the Dean's Office: the Associate Dean for Student Affairs and Admissions and Assistant Dean for Admissions, who Chairs the Committee. Members will include biomedical and clinical faculty and representatives from the Department of Diversity, Academic Services and senior administration of Greenville Health System.

This committee shall consist of 40 plus ex officio with 13 per year rotation, 20 shall be elected by the faculty and 4 appointed by the Dean. Members shall be elected for 3 years and approximately a third of all members will rotate off the committee each year; incoming members will receive an initial 3 year term, renewable at the discretion of the Dean. A quorum of 15 members will be required half of the members will roll off the 3<sup>rd</sup> year, 2016. This committee typically will meet 6 hours every other week from mid-September to the end of March 2014.

- Appointments and Promotion:

Reviews candidates for appointment to new faculty positions and reviews current faculty for consideration of promotion in rank.

- for clinical non-tenure track faculty – consists of one senior faculty member from each clinical department recommended for appointment by the departmental chair, and one member of the Biomedical Sciences Department faculty appointed by the dean.
- For biomedical sciences non-tenure track faculty, all associate professor and professor level faculty serve as members of the committee
- for tenure-track faculty – consists of all tenured faculty within the unit. If there are less than five, the dean appoints additional members in consultation with the Associate Dean for Faculty Affairs to meet the minimum requirement for five members. This committee reports on tenure and promotion matters to the USC Provost and University Committee on Tenure and Promotion as specified in University policy and procedures.

- Curriculum:

The Curriculum Committee has the responsibility to review, advise, and make policy recommendations to the Dean on matters related to the design, delivery and evaluation of the undergraduate medical education program.

The Committee will be composed of 11 faculty members from the biomedical and clinical sciences who have been elected by the Faculty, the Program Evaluation and Assessment Subcommittee Chair, and one elected representative from the student council of the School of Medicine. These 13 members constitute the voting membership of the Committee. The Associate Dean for Education, the Senior Associate Dean for Academic Affairs and Diversity, the Assistant Dean for Clinical Curriculum, the Chair of each Curriculum Committee Subcommittee (who is also the Director for that Academic Year), and the M1, M2, M3 and M4 Student Presidents, or their designates, will be non-voting members of this Committee.

The Chair of the Committee will be elected from membership of the Committee by a majority vote. He/she will have served at least one year as a member of the Committee prior to election and will serve as Chair for a two-year term. All appointments to the Curriculum Committee, as well as the Chair of the Committee, will have renewable appointments, with a limit of two consecutive terms of service.

The committee consists of 10 elected faculty members, 1 elected student member, and 10 members appointed by Dean. The members are appointed for 3 years. This committee meets for 2 hours every month.

- The Student Evaluation and Promotion Committee:

The SEPC acting for the faculty, makes recommendations to the Dean regarding each student's continued enrollment and/or academic progress in the School of Medicine, including continuation, promotion to the next academic year, additional educational activities and support, suspension, dismissal, or any variation thereof that in the opinion of the Committee is appropriate.

This committee consists of 7 faculty members of which 3 elected and 4 appointed by Dean. This committee meets 2 hours every month.

- Student Affairs:

The Student Affairs Committee is responsible for oversight of the services, programs and resources provided to each student to support his/her personal and professional development throughout their medical education. The Committee also provides oversight and support for medical student organizations, extracurricular and community involvement, social events, and ceremonies.

This committee consists of 12 elected members by the faculty and the student body and serves for a period of 3 years.

- Graduate Medical Education:

GMEC membership consists of appointed members including all program directors, the Housestaff Liaison Committee President, and the DIO. The GMEC ensures that each graduate medical education program provides effective educational experiences for residents and fellows that lead to measurable achievement of educational outcomes using the ACGME competencies. The GMEC oversees all GME activity, including communication between programs and the residency review committees. The Committee also reviews reports from site visits and subsequent progress reports in order to ensure that problems are addressed and additional resources made available to respond to deficiencies.

The committee consists of 26 Appointed members and stay in office for 3 years. This committee meets the 4th Thursday of every month.

- Program Evaluation and Assessment Subcommittee (PEAS):

Composed of faculty members and student representatives, appointed by the Dean, and supported by the Director of Assessment. The primary responsibility of the Program Evaluation and Assessment Subcommittee is to assure the quality of the assessment processes and assessment efforts of all programs in the School, and to advice on how well the School is meeting its goals.

The committee serves a term of 3 years. Its meeting frequency is approximately 2 hours of committee time monthly, and 2 hours of reading/prep time (reviewing courses, etc.) Chair of this committee will also be required to attend the Curriculum committee meeting each month (2 hours)

- Deans' Cabinet: The Dean's Cabinet, chaired by the Dean of the School of Medicine, is responsible for deploying the strategic plan and the daily operations of the medical school. The Dean's Cabinet is comprised of the Associate Deans and selected individuals as ad hoc attendees who meet weekly with the Dean to discuss issues concerning the School of Medicine.

The cabinet consists of 11 appointed members that serve and is an ongoing committee that meets every Tuesday.

- Academic Council:

The Academic Council, chaired by the Dean and co-chaired by the Senior Associate Dean for Academic Affairs is composed of appointed members including all department chairs and leaders of ancillary health professional academic programs on the Greenville academic campus (nursing, pharmacy, social work, public health and the Institute for Advancement of Health Care). The Academic Council provides strategic direction for the

School of Medicine, including the promotion of interdisciplinary educational and research activity, and will have regularly scheduled monthly meetings. Department Chairs provide a report regarding their departmental faculty activities and chairs of standing committees will regularly report their activities to the Academic Council to promote awareness of the work of the committees.

- Faculty Development:

The Faculty Development Committee advises on faculty development offerings and strategic direction and serves as a liaison to the Dean's Cabinet.

This committee consists of 7 members elected by the faculty, equally represented by Biomedical Science and Clinical Science Faculty.

- Faculty Representation:

The Faculty Representation Committee is responsible for developing and administering the procedures for nomination and election of faculty members to School of Medicine committees designated for elected members, and oversees the fair representation of faculty on school committees, and the development of new committees.

This committee consists of 10 members appointed by the Dean.

## Curriculum

The educational program at the University of South Carolina School of Medicine Greenville integrates the basic and clinical sciences with a graduated increase in clinical skills and responsibilities across the four years of the curriculum.

### Module/Clerkship Titles, (Credit Hours), Numbers, and Course Directors.

<b>M-1</b>			
<u>Module name</u>	<u>Credit Hours</u>	<u>Module Number</u>	<u>Module Director</u>
Molecular and Cellular Foundations of Medicine	3	GMED G620	Renee LeClair, Ph.D.
Structure and Function of the Human Body	14	GMED G630	Shanna Williams, Pd.D.
Neuroscience	3	GMED G640	Thomas Nathaniel, Ph.D.
Defenses and Responses	3	GMED G650	Kirk Baston, Ph.D.
Medicine and Society I	10	GMED G601	Wendy Cornett, M.D.
Clinical Diagnosis and Reasoning I	4	GMED G610	Peggy Wagner, Ph.D.
Subtotal Credit Hours: 37			
<b>M-2</b>			
<u>Module name</u>	<u>Credit Hours</u>	<u>Module Number</u>	<u>Module Director</u>
Biomedical Principles of Disease and Therapy	3	GMED G660	Jayne Reuben, Ph.D.
Musculoskeletal and Dermatological Systems	2	GMED G680	Dennis Wolff, Ph.D.
Hematology and Oncology	2	GMED G675	Dennis Peffley, Ph.D.
Endocrine and Reproductive	3	GMED G695	William Roudebusch, P..hD.
Cardiovascular and Pulmonary	5	GMED G670	Andrew Binks, PhD.
Renal and Genitourinary	2	GMED G690	Dennis Wolff, PhD..
GI and Hepatic	2	GMED G685	Curus Banan, Ph.D.
Mind, Brain and Behavior	3	GMED G665	Mary Hughes, M.D.
Medicine and Society II	10	GMED G602	Thomas Pace, MD...
Clinical Diagnosis and Reasoning II	4	GMED G611	Marty Lutz, MD.
Subtotal Credit Hours: 36			

**Academic Policies.** Policies regarding the administration of the SOM academic program can be found in the *School of Medicine Bulletin*.

**Academic Assessment and Assessment of Personal and Professional Conduct.** Academic assessment of medical students includes an evaluation of their knowledge and skills that results in a letter grade in the course or clerkship and an evaluation of their attitudes and behavior, by means of the SOM Policy on Evaluation of Personal and Professional Conduct. Any student receiving an Unsatisfactory assessment in Personal and Professional Conduct in a M-III or M-IV clerkship will receive an Incomplete grade for that clerkship until the Unsatisfactory grade has been remediated. A student receiving a second unsatisfactory assessment in Personal and Professional Conduct in the M-III or M-IV year is subject to dismissal from the SOM and comes to the attention of the Student Evaluation and Promotion Committee. Information about the SOM Policy on Evaluation of Personal and Professional Conduct is available in the *School of Medicine Bulletin*; information about related policies is available in the *Student Handbook to Clinical Rotations*. Reports of unprofessional behavior and conduct will be reported to the Associate Dean for Education, and referred to the SEPC.

**Grading System.** The School of Medicine uses a letter grading system for the educational program where grades are assigned for overall performance in a given module or clerkship. The following grades are used.

Letter Grade	GPA		Numerical Grade*
Superior	A	4.0	90-100
Above Average	B+	3.5	85-89
	B	3.0	80-84
Satisfactory	C+	2.5	75-79
	C	2.0	70-74
Failure	F	0.0	below 70

\* Any final numeric grade in a course or clerkship whose first decimal place is calculated to be .5 to .9 shall be rounded to the next whole number, while grades whose first decimal place is calculated to be .0 to .4 should be rounded down to the lower number.

**Other Symbols** Other symbols used in the grading system are defined below. These grades do not carry grade points.

<b>S</b>	Satisfactory or passing; to be used in evaluating competency, performance or work done on a Pass-Fail basis
<b>U</b>	Unsatisfactory or failure; to be used in evaluating competency, performance or work done on a Pass-Fail basis
<b>W</b>	Withdrawal passing, or without penalty, from a module or clerkship
<b>WF</b>	Withdrawal failing, or with penalty, from a module or clerkship
<b>AUD</b>	Module or clerkship was carried on an audit basis
<b>I</b>	Incomplete; failure to complete some portion of the assigned work in a module or

clerkship

**NR** No report; to be used in the absence of any of the above grades; a temporary mark, to be replaced subsequently by a regular grade, which can be used only when no grade has been assigned

The faculty of the School of Medicine is committed to the philosophy that satisfactory performance is expected of all students. No single course or clerkship or area of study is deemed to be more important than any other. The required courses and clerkships of the curriculum are all essential for the practice of medicine, regardless of the student's future specialty choice.

***Evaluation of Modules and Clerkships.*** At the conclusion of each required module and clerkship, medical students are required to complete anonymously an online module / clerkship evaluation form developed by personnel in the Office of Educational Affairs. These forms are submitted to the Office of Educational Affairs where data are collated and reported annually to the module / clerkship director, department chair, Dean's Office and the Curriculum Committee and its subcommittees.

***Evaluation of Faculty Members.*** Student evaluations of faculty will cover review of actual content, content mastery, delivery, identification of learning objectives, feedback, formative assessment, communication ability, use of class time, availability to assist students outside of class, respect and concern for students, ability to stimulate interest in the topic, and facilitation of learning, including small group leadership. In the clinical setting, additional evaluative criteria will include clinical skills, respect and communication with patients and their families, and interactions with other members of the health care delivery team. Evaluations will be online, anonymous, and delivered as a component of the overall end-of-module or clerkship evaluation. The feedback and results of these evaluations will be submitted to the Department Chair for inclusion in the individual faculty member's annual evaluation.

***Technical Assistance with Teaching Activities.*** Assistance with teaching activities on the SOM campus is readily available from the Office of Educational Affairs.

## Research

Research and scholarly activity constitute a significant responsibility of faculty members in an academic community. Faculty members' accomplishments in basic science, clinical, and/or educational research and scholarly activity are assessed regularly in the annual faculty review process, in the promotion and tenure processes, and in the post-tenure review processes.

Priority Areas for Research 2012-14:

- Translational research in vascular medicine, orthopedics, and oncology
- Integration of genomics and proteomics into medical education and patient-precise clinical care

- Clinical integration and patient-centered outcomes research
- Medical education and curriculum development
- Information technology and wireless biometric monitoring in health care

**Research Administration:**

The research focus of USCSOM Greenville will principally be in the fields of biomedical sciences education, translational research, clinical research, and implementation science.

All faculty are expected to complete and maintain up-to-date human subject's research training through the Collaborative Institutional Training Initiative (CITI) program ([www.citiprogram.org](http://www.citiprogram.org)). The faculty at USCSOM Greenville will be encouraged to identify and develop collaborative translational and implementation science research opportunities centered on clinical strengths at GHS. To these ends, administrative support and regulatory oversight for sponsored research conducted at the USCSOM Greenville will be provided by the USC Vice President for Research through the Offices of Sponsored Awards Management, Research Compliance, and Research Development with support as appropriate through the Greenville Hospital System's Office of Research Compliance and Administration (GHS ORCA). Proposals seeking external funds submitted through USCSOM Greenville will be processed and managed according to current USC policies and procedures.

The Office of Research Support and Administration (ORSA) was established to provide a fundamentally more unified and streamlined sponsored projects system and to provide staff access to vital resources and contacts for further assistance. ORSA is responsible for providing improved understanding of regulations, policies, and procedures for research and extramural activities.

ORSA is in place to provide faculty and staff a smooth transition and support in using [grants.gov](http://grants.gov). ORSA provides services that assist faculty in finding grant opportunities and completing [grants.gov](http://grants.gov) application packages. The intended audience for this program includes administrative staff, other support staff, faculty, and students involved in the administration of research, training or other sponsored projects funded by extramural sources.

For research that is conducted under the auspices of the Greenville Hospital System, the Office of Research Compliance and Administration (ORCA) oversees the compliance of all human research using three Institutional Review Committees. Each committee is comprised of lay public and members with scientific expertise in the specific research domain of the committee. In March 2010, GHS received full accreditation from the Association for the Accreditation of Human Research Protection Program (AAHRPP), one of only three such designations in the state of South Carolina. The GHS ORCA has converted all IRB activity to electronic submission and review and is a statewide HSSC resource for eIRB implementation; a major initiative of the aforementioned HSSC research collaborative. Further, GHS maintains a policy for dealing with faculty conflicts of commitment and conflicts of interest in research. This policy serves as a guide for faculty and staff in structuring their activities with commercial businesses, governmental agencies, and non-profit organizations.

As appropriate, both USC and GHS will maintain federally mandated oversight committees including, Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Radiation Safety Committee, and Biohazards Safety Committee (IBC). USCSOM Greenville faculty will seek approvals from the relevant USC oversight committee when conducting covered research recognizing that there will be occasions when the approval of a GHS committee also may be required. Both institutions recognize the need for cooperative review by compliance related committees and will implement policies and procedures to facilitate such reviews (e.g. HSSC IRB Cooperative Review Agreement).

All faculty, residents, and students are required to complete the online ([www.citiprogram.org](http://www.citiprogram.org)) Collaborative Institutional Training Initiative (CITI) course prior to engaging in any research activities. Compliance is monitored by ORCA. This web-based curriculum includes pre-and post-module testing and covers all aspects of research including ethics, research finance, patient safety, investigator safety, informed consent, conflict of interest, as well as experimental design. The course has a "living curriculum" that prompts participants to complete new modules as they are developed. The Associate Dean for Research will be responsible for the oversight and compliance related to research for the students and faculty in the School of Medicine.

Faculty must also comply with University and School of Medicine requirements for the reporting of Outside activities, and management of conflicts of interest (COI). See: <http://www.sc.edu/provost/rsvp/newfaculty.php>. <http://www.sc.edu/policies/acaf150.html>

### ***Institutional Policies Related to Sponsored Research:***

***USC Office of Sponsored Awards Management (SAM)*** serves as the research administration offices for the University, and also has responsibility for certain pre-award and post-award functions. Specific functions of both pre-award and Contract and Grant Accounting (CGA) include the following:

- Reviewing and approving proposals to assure that they comply with both sponsor and University guidelines; that budgets are accurate and consistent, with clear and concise justifications; and that both direct and indirect costs are appropriately recovered.
- Negotiating and accepting grants and contracts on behalf of the University.
- Issuing subcontracts.
- Serving as the principal liaison between the University and its sponsors.
- Approving programmatic and budgetary changes to sponsored projects (including the establishment of new fund codes). <http://sam.research.sc.edu/>.

***The Office of Research Compliance (ORC)*** coordinates the development and implementation of university policies and facilitates research integrity in the following areas: use of humans in research; laboratory animal welfare; use of biohazardous materials, including DNA; and conflict of interest. ORC, working closely with Animal Resource Facilities (ARF) and Environmental Health and Safety (EHS), provides support to the Institutional Review Board, the Institutional

Animal Care and Use Committee, and the Institutional Biosafety Committee. ORC also is responsible for maintaining the institution's federal assurance related to research misconduct and has responsibilities relating to export control policy, compliance, and education.  
<http://www.orc.research.sc.edu/>.

**Research Involving Human Subjects.** In accordance with federal law, accepted ethical principles, University policy, and the University's federal wide assurance of compliance, filed with the U.S. Department of Health and Human Services, every USC investigator conducting human subject research, whether or not funded by a federal sponsor, must submit a proposed research plan to the University's Institutional Review Board (IRB) for review and approval. In addition, investigators who participate in human subject research must complete training in human subject research, and otherwise must comply with IRB policies and procedures. Research may not begin until the IRB has approved the research plan and all related consent documents. Further information and a full statement of applicable University policies and procedures are available on the Office of Research Compliance website at:  
<http://www.orc.research.sc.edu/irb.html>.

**Use of Animals in Research and Teaching.** The University of South Carolina recognizes that the use of laboratory animals for teaching and research is fundamental to advances in biology and medicine, and is a privilege regulated by a variety of agencies. The University endorses the Principles for the Care and Use of Laboratory Animals of the National Institutes of Health; has implemented the recommendations of The Guide for the Care and Use of Laboratory Animals (1996); and is complying, and will continue to comply, with the Animal Welfare Act and other applicable statutes and regulations concerning the care and use of laboratory animals. Work with live vertebrate animals may not begin until approval by the Institutional Animal Care and Use Committee (IACUC) is obtained. Faculty members contemplating using live vertebrate animals in research, teaching, or testing should refer to the Animal Facilities Resource website for complete information regarding applicable policies and procedures  
<http://uscm.med.sc.edu/ARF/index.html>. The IACUC website is located at  
<http://uscm.med.sc.edu/ARF/iacuc.html>.

**Outside Professional Activities (Consulting/Conflict of Interest).** The University of South Carolina is committed to ensuring that the research, consultation, and other activities of faculty and non-faculty employees are conducted properly and consistently with the principles of openness, trust, and free inquiry that are fundamental to the autonomy and well-being of a university and with the responsible management of the University's business. Toward that end and consistent with federal regulations, USC has formulated policies and procedures to identify and address potential, actual, and apparent conflicts of commitment and conflicts of interest. The policies and procedures can be viewed at <http://www.sc.edu/policies/rsch106.pdf> ; and <http://www.sc.edu/policies/acaf150.html> . The fundamental premise of these policies (ACAF 1.50 – Outside Professional Activities; RSCH 1.06) is that each member of the USC community has an obligation to act in the best interests of the University, and must not let outside activities or outside financial interests interfere with that obligation. More on conflicts of interest in research can be found at: [https://www.sc.edu/provost/forms/ProvostFall2012\\_Coggins.pdf](https://www.sc.edu/provost/forms/ProvostFall2012_Coggins.pdf)

***Use of Recombinant DNA and Biohazardous Materials.*** The University of South Carolina (USC) utilizes various recombinant DNA molecules (rDNA) in scientific research. All projects involving recombinant DNA techniques must comply with the *NIH Guidelines*. The *NIH Guidelines* require the university to establish an Institutional Biosafety Committee (IBC) whose responsibilities need not be restricted to recombinant DNA. The scope of USC's Institutional Biosafety Committee has been expanded to review all research and educational activities involving the use of potentially infectious materials. Each Principal Investigator will be notified of the results of the IBC review and approval. IBC policies and procedures can be viewed at: <http://ehs.sc.edu/IBC-1.htm>.

***USC Intellectual Property Office*** works with business and entrepreneurial interests to leverage the intellectual property owned by USC for the benefit of the University, its faculty, the public, and the state of South Carolina. As part of the USC Research Foundation, the Intellectual Property Management Office also works with a variety of technical and administrative departments inside and outside the University. Resource specialties include: identifying, protecting, licensing, transferring, marketing, and commercializing the University's intellectual property. <http://ip.research.sc.edu/>.

***Institutional Policies Related to Sponsored Research:***

Data Access and Retention [RSCH 1.05](#)

Debarment/Suspension Federally Sponsored Projects [RSCH 1.01](#)

Disclosure of Financial Interests and Management of Conflicts of Interest Related to Sponsored Projects (Research) [RSCH 1.06](#)

Human Subjects and Research [RSCH 1.03](#)

Intellectual Property Policy [ACAF 1.33](#)

Laboratory Animals, Care and Use [ACAF 5.03](#)

Laboratory Animals, Misuse [ACAF 5.04](#)

Misconduct in Research [RSCH 1.00](#)

Outside Professional Activities for Faculty [ACAF 1.50](#)

Patents and Copyrights [ACAF 1.33](#)

Salary Grant Relief Incentive Plan [ACAF 1.36](#)

Sponsored Programs Through USC Foundations [RSCH 1.02](#)

Temporary Grant Employees [HR 1.85](#)

***Faculty Research Resources.***

Faculty at USCSOM Greenville will have access to programs that provide training, mentoring, and intramural funds to support research and scholarly activities. The Academic Council, chaired by the Dean and co-chaired by the Senior Associate Dean for Academic Affairs, coordinates all academic resources currently on the Greenville campus and promotes a unified academic vision within the School of Medicine. The Council has systematically inventoried the scholarly activity of the 12 departments, as well as nursing, pharmacy, and other allied health education, and has assessed the potential for enhanced scholarly activity. A plan for scholarly

development will be created and progress will be monitored by the Academic Council and the Dean's Cabinet.

Programs and support for faculty scholarship are outlined below:

### Institution-Wide Activities

Program	Description
Ramage Center for Teaching and Learning	The Center for Teaching and Learning is organized around five discrete curricular platforms: 1) <u>To Teach</u> , 2) <u>To Learn</u> , 3) <u>To Grow</u> , 4) <u>To Lead</u> , and 5) <u>To Solve</u> . Collectively, these programs provide a basic set of fundamental skills applicable to all faculty.
Research Scholars Program	The Research Scholars Program is sponsored by the Institute for Advancement of Health Care to promote faculty research and scholarly activities. The Scholars program is designed to promote mentoring and collaboration by engaging faculty who are at varying levels of expertise.
Research and Scholarship Support Program	The Research and Scholarship Support Program funding is provided by the Institute for Advancement of Health Care to encourage faculty to develop research projects leading to the pursuit of external funding sources or the promotion of scholarly activities. The goal of this program is to facilitate pilot research that supports faculty scholarly productivity. Recipients will be expected to disseminate their work locally and nationally and must agree to serve on the application review panel for the next Seed Grant competition.
Health Science Research Core	The Health Science Research Core (HSRC) is aligned with the Office of Research Support and Administration and the IAHC. It provides a central core of methodological, biostatistical, and epidemiologic research and support including, but not limited to, consultation, collaboration, research, and services in the areas of research design, implementation, analysis, interpretation, and data management.
Office of Research Support and Administration	<p>The Office of Research Support and Administration (ORSA) was established to provide a fundamentally more unified and streamlined sponsored projects system and to provide staff access to vital resources and contacts for further assistance. ORSA is responsible for providing improved understanding of regulations, policies, and procedures for research and extramural activities.</p> <p>ORSA is in place to provide faculty and staff a smooth transition and support in using <a href="https://www.grants.gov">grants.gov</a>. ORSA provides services that assist faculty in finding grant opportunities and completing <a href="https://www.grants.gov">grants.gov</a> application packages. The intended audience for this program includes administrative staff, other support staff, faculty, and students involved in the administration of research, training or other sponsored projects funded by extramural sources.</p>

<p>Research Compliance and Administration</p>	<p>Administrative support and regulatory oversight for sponsored research conducted at USCSOM Greenville will be provided by the USC Vice President for Research and Graduate Education through the Offices of Sponsored Awards Management, Research Compliance, and Research Development. Proposals seeking external funds submitted through USCSOM Greenville will be processed according to USC policies and procedures.</p> <p>As appropriate, both USC and GHS will maintain federally-mandated oversight committees including Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Radiation Safety Committee, and Institutional Biosafety Committee (IBC). USCSOM Greenville faculty will seek approvals from the relevant USC oversight committee when conducting covered research recognizing that there will be occasions when the approval a GHS committee also may be required. Both institutions recognize the need for cooperative review by compliance related committees and will implement policies and procedures to facilitate such reviews (e.g. HSSC IRB Cooperative Review Agreement).</p> <p>For research that is awarded through GHS, support for faculty related to regulatory compliance and human subjects protection is provided by the Office of Research Compliance and Administration (ORCA). ORCA provides its stewardship of regulatory oversight and education (OHRP/FDA/AAHRPP). This office is responsible for the following:</p> <ul style="list-style-type: none"> <li>• Institutional Review Board operations and accreditations, to include AAHRPP</li> <li>• Clinical trials regulatory compliance oversight and auditing</li> <li>• Research education initiatives and required researchers' educational training (CITI) oversight</li> <li>• Coordination of regulatory, research-related projects</li> </ul>
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**USC and SOM Publications**

Various USC and USCSOM Greenville publications can be valuable to faculty members in the course of their academic, research, and clinical activities. Student Handbooks can be accessed through the SOM website at <http://www.greenvillemed.sc.edu/>.

The current and previous versions of the *Faculty Manual*, published by the USC Office of the Vice President for Academic Affairs and Provost, are available at: <http://www.sc.edu/policies/facman/>.

*The Carolina Community: USC Student Handbook and Policy Guide*, published by the USC Division of Student and Alumni Services and Student Government, contains information about student-related policies, procedures, activities, and opportunities: University Safety, Guide to University Life, Alcohol and Other Drugs, Housing and Judicial Programs, Student Government, Student Organizations, Student Life, Student development, and Administrative and Other University Policies. University policies contained in *The Carolina Community* can be accessed at <http://www.sa.sc.edu/carolinacommunity>.

The *School of Medicine Bulletin*, published biennially by the Office of Education, contains both general and detailed information about the SOM, including a copy of the academic calendar, information about admission policies and procedures, academic regulations, grading policies, a listing of required and elective courses and clerkships, a faculty listing, information about residency appointment of alumni, and information about scholarship and loan opportunities and student organizations.

## Electronic Resources:

### USC Policies and Procedures:

<http://www.sc.edu/policies/index.shtml>.

### USC Employee Benefits :

<http://hr.sc.edu/benefits.html>

### Human Resources :

<http://hr.sc.edu/>

### Disaster Plan/ Emergency Operations Plan:

- USC: <http://www.sc.edu/carolinaalert/management.shtml>)
- GHS: <http://ghsnet.ghs.org/Disaster/Index2.pdf>

### USC Center for Teaching Excellence:

<http://www.sc.edu/cte>

### Blackboard:

[blackboard.sc.edu](http://blackboard.sc.edu)

### Canvas:

<http://www.greenvillemed.sc.edu/CanvasLearning.shtml>

### USC Columbia Teaching Policies:

<http://www.sc.edu/cte/guide/policies/>

### Guidelines on Fair Use of Copyrighted Materials

- Association of Research Libraries' Code of Best Practices in Fair Use in Academic and Research Libraries: <http://www.arl.org/pp/ppcopyright/codefairuse/code/index.shtml>
- Columbia University Libraries' Copyright, Fair Use and Education website: <http://copyright.columbia.edu/copyright/>
- Association of Research Libraries' video on Georgia State copyright decision: <http://www.youtube.com/watch?v=YLAhByD2k0c&feature=youtube>
- Copyright Best Practices: <http://www.arl.org/storage/documents/publications/code-of-best-practices-fair-use.pdf> .

### MedEdPortal:

<https://www.mededportal.org/about>

### USC Research Resources:

- Office of Research <http://www.sc.edu/research/>

- **USCERA** (<http://sam.research.sc.edu/>) -web based system for university approval of all proposals for funding
- **e-IRB**: web based method to submit, track, and review human subjects research applications [www.sc.edu/researchdev](http://www.sc.edu/researchdev)

**GHS Office of Research Compliance and Administration:**

<http://www.ghs.org/researchcompliance>

**Conflict of Interest and USC/SOM Policies on Outside Activity for Faculty**

- <http://sam.research.sc.edu/pdf/COI.pdf>
- <http://www.sc.edu/policies/acaf150.html>

**Online Human Subject Training (required of all SOM faculty):**

[www.citiprogram.org](http://www.citiprogram.org): human subject's research training through the Collaborative Institutional Training Initiative (CITI) program

**USC IRB (Institutional Review Board):**

<http://orc.research.sc.edu/irb.shtml>

**IACUC:** Institutional Animal Care and Use Committee, Animal Research policies

<http://uscm.med.sc.edu/ARF/iacuc.html>

<http://sam.research.sc.edu/animalcare/index.html>

<http://www.sc.edu/policies/acaf503.html>

<http://www.sc.edu/policies/acaf504.html>.

**Health Insurance Portability and Accountability Act (HIPAA):**

<http://orc.research.sc.edu/hipaa.shtml>

**Safety Resources:**

- USC Environmental Health & Safety Risk Management. Here you can find information and training in regards to Bio safety, Employee Safety, Fire Safety, Hazardous waste, Industrial Hygiene, Lab safety, Environmental Management, Radiation Safety and Risk Management). <http://www.sc.edu/ehs/index.htm>
- Greenville Health system: <http://ghsnet.ghs.org/ECPlan/Index.pdf>

**SOM Academic Calendar:**

[http://www.greenvillemed.sc.edu/StuAff\\_Calendar.shtml](http://www.greenvillemed.sc.edu/StuAff_Calendar.shtml)

**Student Handbook (SOM):**

[http://www.greenvillemed.sc.edu/StuAff\\_Handbook.shtml](http://www.greenvillemed.sc.edu/StuAff_Handbook.shtml)

**Academic Regulations (SOM):**

[http://www.greenvillemed.sc.edu/doc/Acad\\_Regulations\\_and\\_Curriculum.pdf](http://www.greenvillemed.sc.edu/doc/Acad_Regulations_and_Curriculum.pdf)

<http://greenvillemed.sc.edu/doc/StudentHandbook2013.pdf>

**USC Columbia Faculty Manual:**

[http://www.sc.edu/policies/facman/Faculty\\_Manual\\_Columbia.pdf](http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf)

**USCSOM Greenville Faculty Handbook:**

[http://www.greenvillemed.sc.edu/Faculty\\_Handbook.shtml](http://www.greenvillemed.sc.edu/Faculty_Handbook.shtml)

**Family Educational Rights and Privacy Act (FERPA):**

[http://registrar.sc.edu/html/ferpa/fast\\_ferpa.pdf](http://registrar.sc.edu/html/ferpa/fast_ferpa.pdf)

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**USC Policies and Procedures Manual:**

<http://www.sc.edu/policies/policyindex.shtml>

**Academic Grievance Policy (Students):**

<http://www.sc.edu/policies/staf630.pdf> (Academic Grievances for Students)

<http://www.sc.edu/policies/staf627.pdf> (Non-Academic for Students)

**USC Columbia Provost Website:**

<http://www.sc.edu/provost/index.shtml>

**USC Family Friendly Policies:**

[www.sc.edu/provost/policies/familyfriendly](http://www.sc.edu/provost/policies/familyfriendly)

**USC Unit Criteria:**

<http://www.sc.edu/tenure/unitcriteria.shtml#general>

<http://greenvillemed.sc.edu/doc/USCSOM-G-NTT-Criteria-July2011.pdf>

Appointment and Promotion Procedures and Criteria for Non-Tenure-Track Faculty in the Clinical Departments

**Virtual Information Processing (VIP):**

[vip.sc.edu](http://vip.sc.edu)

**University/State Holiday Calendar:**

<http://hr.sc.edu/benefits/holidayschedule.html>

**Faculty Development Materials:**

<https://www.mededportal.org/about>

# **APPENDIX**

## **Procedures for Teacher Learner Compact Grievances**

### **I. Behaviors Inappropriate to the Teacher-Learner Relationship**

Inappropriate and unacceptable behaviors are those which demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of such behaviors, certain actions are clearly inappropriate and will not be tolerated by the institution. These include, but are not limited to, the following:

- unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same;
- sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner's academic progress) or harassment based on age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- loss of personal civility including shouting, personal attacks or insults, displays of temper (such as throwing objects), use of culturally insensitive language; discrimination of any form including in teaching and assessment based upon age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- requests for another to perform inappropriate personal errands unrelated to the didactic, investigational, or clinical situation at hand;
- grading/evaluation on factors unrelated to performance, effort, or level of achievement.

### **II. Avenues for Addressing Inappropriate Behavior in the Teacher/Learner Context**

#### **A. Learners' Concerns**

Learners may address situations in which they feel that they have been the object of inappropriate behavior at various levels. At the most basic level, the most effective way to handle a situation may be to address it immediately and non-confrontationally. Oftentimes, a person is simply unaware that his/her behavior has offended someone, or even if aware, will correct the behavior appropriately if given the opportunity to do so in a way that is not threatening. The way to raise such an issue is to describe the behavior factually ("When you said...") describe how the behavior made you feel ("I felt..."), and state that the behavior needs to stop or not be repeated ("Please, don't do that again.")

Sometimes, such a request is not successful, or the person repeats the behavior, or the learner does not feel comfortable speaking directly to the teacher about his/her behavior. In those cases, it may be helpful to discuss the behavior with module/clerkship directors, laboratory mentors, program directors or department chairs. Students may also elect to speak to any one of the Assistant Deans or the Associate Deans in the Office of Educational Affairs and/or the Office of Student Affairs, the Assistant Dean for Diversity, the Director of Student Services, or one of the School of Medicine's Ombudspersons for informal advice and counsel about these issues. These individuals may offer additional suggestions for resolving the matter informally, such as, for example, speaking to the individual on the learner's behalf or on behalf of an entire class, raising the general issue in a faculty meeting, assisting the learner with writing to the individual teacher or even direct intervention to get the behavior to stop.

If no satisfactory resolution is reached after these discussions or the learner does not feel comfortable speaking to these individuals, he/she may bring the matter formally to the attention of the School of Medicine administration. The avenues for this more formal reporting vary depending upon the status of the reporting individual. In either case the learner always has the option of submitting a formal complaint to the University's Student Grievance Committee through the procedure outlined in the *Carolina Community*.

<http://www.sa.sc.edu/carolinacommunity/housing.htm#Grievance%20Policy%20-%20Non-Academic>

## **B. Teachers' Concerns**

If a teacher feels that a learner has engaged in inappropriate behavior, it is likewise most effective to address the situation immediately and non-confrontationally. The teacher may choose to document the situation with an Early Warning card. If the matter is not resolved satisfactorily, the teacher should contact the course/clerkship director, program director, or laboratory mentor to discuss the matter. If the teacher wishes to make a formal allegation of misconduct, they should contact the following members of the administration:

If the matter involves a medical student, contact one of the Assistant or Associate Deans in the Offices of Educational Affairs or Student Affairs;

These allegations will be handled on an individual basis by the appropriate School of Medicine official in consultation with the Dean and where applicable according to established School of Medicine and University policies.

## **III. Procedures for Handling Allegations of Inappropriate Behavior in the Teacher/Learner Context**

- A. Upon being notified of alleged inappropriate behavior, the Associate/Assistant Dean or Program Director will notify the Dean and other appropriate senior administration officials in a written report within 5 business days of the allegation.

If the complaint is lodged against a faculty member, other than those matters referred to the Office of Equal Opportunity Programs, the matter will be handled by the Dean in consultation with the appropriate Associate Dean and Department Chair and, where established, the appropriate School of Medicine and University policies. The Dean may also choose to appoint an ad hoc committee to investigate the complaint.

- B. If the behavior involves unlawful discrimination or sexual or other forms of unlawful harassment, the matter will be referred to the Office of Equal Opportunity Programs and be handled through University policies established for that office. The student may also directly contact that office.
- C. If the behavior involves unwanted physical contact or other forms of violent or threatening acts, the matter may be referred to the campus security personnel.
- D. The School of Medicine is committed to the fair treatment of all individuals involved in this process. All efforts will be made to maintain the confidentiality of the resolution process to the extent possible and subject to the overriding concern of a prompt fair investigation and/or resolution of the complaint.
- E. The School of Medicine will not tolerate any form of retaliatory behavior toward learners who make allegations in good faith. Individuals who believe that action has been taken against them in retaliation for raising concerns under this policy, may address those concerns through the procedures described in this policy or through the University Student Grievance Committee.
- F. Records of all communications as well as written reports of the Associate/Assistant Deans, Program Directors, and any ad hoc committee (if formed) will be kept in the Dean's Office.
- G. If it is determined that the allegations from the complainant were not made in good faith, the student will be referred to the Student Evaluation and Promotion Committee for any recommended action.