

# Executive Summary

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

### Introduction

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

### Highlights

The University of South Carolina School of Medicine Greenville achieved Liaison Committee on Medical Education (LCME) five year accreditation in February 2016, and full eight year accreditation following LCME site visit in February 2021. United States Medical Licensing Examination (USMLE) Step examination 1st-time pass rates remain competitive, and National Resident Matching Program (NRMP) results are strong for five consecutive classes, with a 99.7% placement of graduates. UofSC SOMG continues to attract a strong applicant pool, with 4,791 candidates for the approximately 100-110 spots in the class entering in July 2022.

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University of South Carolina School of Medicine Greenville

 **School of Medicine  
Greenville**

*Marjorie R. Jenkins*



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# Foundation for Academic Excellence

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## Mission Statement

We prepare physicians committed to improving the health and wellness of your family and your community through creative teaching, innovative research and quality clinical care.

Updated: 07/01/2018

## Vision Statement

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

Updated: 07/01/2018

## Values Statement

The UofSC School of Medicine Greenville:

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

Updated: 07/01/2018

# Goals - Looking Back

Goals for the previous Academic Year.

## Goal 1 - Continuous Readiness in the Face of External Pressures

<b>Goal Statement</b>	Continuous Readiness in the Face of External Pressures
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	U of SC SOMG will be responsive to the changing health care needs of the diverse communities we serve, with an emphasis on health and wellness; SOMG understands that health care delivery is constantly evolving, and that its physician graduates must facilitate and advocate for transformative care.
<b>Status</b>	Completed successfully
<b>Action Plan</b>	
<b>Achievements</b>	Rapid transition in educational strategy implemented in response to global pandemic to ensure successful delivery of the curriculum in the Spring 2020 semester. Students successfully re-entered the clinical learning environment and online content delivery was provided as applicable to ensure that all students met program level objectives. Collaborated with health system partners to contribute to innovative solutions (VESper) and research, donation of critical supplies and thought leadership during global crisis.
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - UGME and GME Research Strategy Development

<b>Goal Statement</b>	Development of a strategic plan centered around the UofSC SOMG and GME research endeavors.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Create new pathways to research excellence to become AAU eligible.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	UofSC SOMG will graduate physicians who understand and participate in research that compares the relative clinical effectiveness and outcomes of various treatments.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	A Task Force led by Dr. Des Kelly and Dr. Steven Fiester was established to review the Strategic Plan for Research with a summary report available in Summer 2022.
<b>Achievements</b>	<p>Dr Renee Chosed, Director for Medical Student Research, SOARinG (Student Opportunities for Academic Achievement Through Research in Greenville) program was adopted from our sister school, SOM Columbia, to effectively match students to research mentors across the HSC partners.</p> <p>Additional seed grant opportunities have been funded as have additional summer student research stipends. Faculty engagement in research has noticeably increased.</p> <p>Success will be measured by percent of M1 students participating in research, publication, presentation, and grant submission/award activities. For the current M1 class, 88% of students will be participating in research summer 2022.</p>
<b>Resources Utilized</b>	Resources are adequate, work continues to ensure compliance with research oversight requirements
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	As part of the curriculum refresh, a research elective course will be proposed.
<b>Resources Needed</b>	University in kind support for compliance monitoring and providing metrics for grant submission and award financial information.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 2 - LCME accreditation continuous readiness

<b>Goal Statement</b>	Embedding proactive approaches to ensuring continuous accreditation readiness and preparedness across the school.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The LCME accreditation and re-accreditation process requires UofSC SOMG to demonstrate, maintain, and continuously improve against competencies and established standards.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	CQI activities, including the minor LCME citations, continue to be pursued, are formally monitored, and processes are in place to ensure preparedness across all areas of the school. A progress report will be sent to the accrediting body in August 2022
<b>Achievements</b>	UofSC School of Medicine Greenville received full accreditation of the medical education program for an eight year term June 2021. Next LCME site visit to occur in 2029.
<b>Resources Utilized</b>	Collective response compiled by Dean's Administration. No additional resources needed.
<b>Goal Continuation</b>	The UofSC School of Medicine Greenville leadership team will respond to the request for additional data in August 2022 and continue to look for areas of accreditation preparedness. Tactical and measurable plans have been initiated, with monitoring incorporated in the robust CQI process
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	Collective response compiled by Dean's Administration. No additional resources needed.
<b>Goal Notes</b>	Following the February 2021 site visit, the LCME decision was communicated in June 2021 to continue full accreditation of the medical education program for an eight-year term



# Goals - Real Time

## Goal 3 - Assemble and cultivate a world-class faculty and staff

<b>Goal Statement</b>	Cultivate an inclusive culture that welcomes each individual's unique background of experience
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	UofSC SOMG will recruit, develop, and support faculty and staff who are committed to creating a culture of curiosity and who consider their teaching abilities as a gift and privilege.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	A Diversity Equity and Inclusion (DEI) Task Force was formed to complete a needs assessment and action plan with the goal of recruiting and retaining a diverse SOMG community of faculty, staff and students. A summary report will be available in Summer 2022.
<b>Achievements</b>	The School transitioned to a central HR Service Team support model with marked improvement in processes and outcomes for faculty and staff. Metrics reporting has been established and will be used to benchmark and measure progress.
<b>Resources Utilized</b>	UofSC Human Resources Service Team and BMS and clinical faculty representatives.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	Devote resources (human capital or fiscal) to creating programming based on feedback from DEI task force.
<b>Resources Needed</b>	Collective feedback and best practices across the university and partner health system, to identify programming available, and best practices to recruit and retain a diverse faculty, staff and student community.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 4 - Philanthropy

<b>Goal Statement</b>	A state initiative in 2022 to increase philanthropic activities focused on scholarship endowments for the UofSC SOMG.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	UofSC SOMG 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.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	This campaign will leverage the school's 10th anniversary in 2022 to increase philanthropy and engagement of alumni, and community partners with ultimate goal of increased brand awareness. A donor campaign strategy has been planned and will be executed summer 2022.
<b>Achievements</b>	The SOMG scholarship endowment fund which had an initial goal of \$50M at the SOMG opening, stands at \$13.7M with an additional \$6.7M committed via estate/planned gifts. Since AY2019, SOMG working with UofSC and Prisma philanthropy teams has generated \$10.5M philanthropy funding, inclusive of \$1.6M during the current AY21-22 in areas such as research, education, and scholarship.
<b>Resources Utilized</b>	UofSC School of Medicine Greenville (SOMG) is supported by a collaborative development team model utilizing the skills of select fundraising staff members from the University of South Carolina, SOMG development team, and Prisma Health-Upstate. The team uses a mix of fundraising strategies including annual gifts and corporate/foundation support to fuel SOMG student scholarships, community outreach initiatives, research opportunities, and other priorities as designated by Dean Marjorie Jenkins.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 5 - Curriculum Refresh

<b>Goal Statement</b>	Refresh and refine currently nationally recognized curriculum. The UofSC School of Medicine Greenville curriculum has been recognized for its attention to the early introduction of clinical experiences, blended classroom techniques, and novel content, including lifestyle medicine. The goal of the curriculum refresh is to 1) intentionally embed adaptive models of healthcare delivery, 2) enhance student engagement, and 3) develop certificate programs allowing a greater number of students to achieve unique qualifications to become leaders in their future field of study.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Our school's goal to cultivate curiosity and teach innovatively requires us to regularly review and revise our pedagogy and assessment methodologies.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Submit curriculum plans for approval to UofSC in May 2022 and to LCME in August 2022.
<b>Achievements</b>	Faculty committees assigned and in the process of reviewing curriculum content and pedagogy and making recommendations to change, 60+ clinical and basic science faculty are participating in curricular refresh.
<b>Resources Utilized</b>	Faculty time
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	Implementation of revised curriculum in fall 2023.
<b>Resources Needed</b>	Enhanced technology
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 6 - Building A Sustainable Future Through Recruiting And Retaining Talented Staff

<b>Goal Statement</b>	Integrating forward thinking sustainability into school operations, research, and teaching.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	UofSC SOMG will recruit, develop, and support faculty and staff who are committed to their professions as a calling, and who consider their teaching abilities as a gift and privilege.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	AY2022-AY2023 -Continued review and development of workforce optimization plan that ensures we have the right team members in place, with the proper tools and resources to effectively fulfill the essential and mission-aligned functions of our school.
<b>Achievements</b>	<p>Reorganization of Office of Student Affairs, Admissions, Faculty Affairs, BMS department, Office of the Dean, and Finance Operations; staffing compliment to enhance student engagement, infrastructure support, and realignment of core functions required for efficient operations for the school while leveraging skilled talent pool currently existing and recruited.</p> <p>The school transitioned to a central HR Service Team support model with marked improvement in processes and outcomes for faculty and staff. Faculty annual review processes have been enhanced.</p>
<b>Resources Utilized</b>	UofSC Human Resources Service Team
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	Collective feedback across the team to identify areas of opportunity, ongoing engagement of the HR Service Team, utilization of industry benchmarks and best practices.
<b>Goal Notes</b>	

# Goals - Looking Ahead

Goals for the next Academic Year.

## Goal 1 - Increase in class size

<b>Goal Statement</b>	The UofSC School of Medicine Greenville seeks to increase the class size to meet the increasing demand of healthcare delivery within our community and partner health care system.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Our school's goal is to prepare physicians committed to improving the health and wellness of your family and your community through creative teaching, innovative research and quality clinical care. This initiative will meet the increasing demands on healthcare within our community.
<b>Status</b>	Newly Established Goal
<b>Action Plan</b>	Submit plans to increase class size to 125 students per year for approval to LCME in August 2022.
<b>Achievements</b>	Resource assessment is underway, including capacity planning at the partner health system.
<b>Resources Utilized</b>	Faculty time, clinical learning environment, student support personnel.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	Space requirements related to student learning environment and accreditation. Potential of additional IPM small group leaders and oversight in laboratory courses.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 2 - Primary Care Accelerated Track

<b>Goal Statement</b>	Refresh and refine currently nationally recognized curriculum. The UofSC School of Medicine Greenville curriculum has been recognized for its attention to the early introduction of clinical experiences, blended classroom techniques, and novel content, including lifestyle medicine. The goal of the curriculum refresh is to 1) intentionally embed adaptive models of healthcare delivery, 2) enhance student engagement, and 3) develop certificate programs allowing a greater number of students to achieve unique qualifications to become leaders in their future field of study.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Our school's goal is to prepare physicians committed to improving the health and wellness of your family and your community through creative teaching, innovative research, and quality clinical care. This initiative will meet the increasing primary care access demands on healthcare within our community.
<b>Status</b>	Newly Established Goal
<b>Action Plan</b>	Submit plans to create a new 3-year MD program for approval to LCME in August 2022.
<b>Achievements</b>	Curriculum planning and clinical learning assessment is underway. Financial assessment is underway.
<b>Resources Utilized</b>	Faculty, Project Manager, partner health system administration, and SOMG educational and administrative members.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	Scholarships for PCAT students with collaboration through Prisma Health. Increased funding to support clinical faculty engagement. GME program expansion and clinical learning environment.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 3 - Student Data Transformation Initiative

<b>Goal Statement</b>	Manage and report data in an efficient, effective manner. Use data to identify struggling students and provide them with resources to enhance their academic performance and wellness.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Our school's goal is to prepare physicians committed to improving the health and wellness of your family and your community through creative teaching, innovative research and quality clinical care. This initiative will meet the increasing demands on healthcare within our community. This will ensure we are tracking student success.
<b>Status</b>	Newly Established Goal
<b>Action Plan</b>	Conduct a needs assessment and data inventory across all departments at SOMG while leveraging best practices and industry standards for comparative models.
<b>Achievements</b>	
<b>Resources Utilized</b>	Faculty and staff time.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	Potential new software/data warehouse and database administrator.
<b>Goal Notes</b>	

# Academic Programs

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## Program Rankings

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

Lifestyle Medicine - Dr. Jennifer Trilk, UofSCSOMG Assistant Professor of Physiology and Exercise Science, pioneers the nationally recognized Lifestyle Medicine program, distinguishing UofSC SOMG as the first school within the US to incorporate exercise physiology into all four years of the curriculum. Prisma Health leads the nation with the most Lifestyle Medicine certifications in the United States, and the partnership between Prisma Health and UofSC SOMG led to its designation as the #1 health system in the country for Lifestyle Medicine-credentialed specialist, professionals, and practitioners, by the American College of Lifestyle Medicine.

The Assessment Program again received an AMEE ASPIRE-to-Excellence Certificate of Merit.

## Instructional Modalities

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

Intentional and innovative integration of technology in the classroom - Recognition as an Apple Distinguished School, one of four medical schools in the country to carry this recognition, based on the intentional and innovative integration of technology in the classroom. This designation has brought national visibility to the school.

## Program Launches

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

There were no new program launches during this academic year.



# Academic Initiatives

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## Experiential Learning For Undergraduates

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

Not applicable.

## Experiential Learning For Graduate Students

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

As part of the Emergency Medical Technician course, students were able to again ride on ambulances to learn about prehospital medicine, interprofessional care, and the communities where our patients live.

Through the Integrated Practice of Medicine (IPM) course, encounters with standardized patients utilizing telehealth technology were enhanced and new assessments created during the prior academic year. This has served us well as current third- and fourth-year medical students have practical experience with remote patient care delivery models that are being widely deployed by clinicians during the current pandemic.

Simulation experiences have been broadened to enhance interprofessional team communication and to further model care delivery scenarios. These interprofessional experiences include medical assistant, scrub technician, and nursing students from Greenville Technical College, graduate nursing students from Clemson School of Nursing, and PharmD and CRNA students from UofSC.

Community engagement has been reorganized and these efforts recognized by a grant award from the AAMC/CDC. Student leadership of these community engagement activities has resulted in a more impactful and meaningful partnership with community agencies and a stronger visible presence of the UofSC School of Medicine Greenville in the local community.

## Affordability

*Assessment of affordability and efforts to address affordability.*

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

UofSC SOMG continues to award an equivalent of 20% of total tuition dollars for student scholarships to remain competitive and continue attracting the best applicants. This, combined with several efforts to raise financial literacy, has helped UofSC SOMG maintain a

# Academic Initiatives

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low average debt for its students, ranked in the mid-40th percentile. Both the UofSC Development office and Prisma Health-Upstate Institutional Advancement Office are engaged in philanthropic efforts to raise this level of scholarship opportunity, and UofSC SOMG remains committed and sensitive to limiting student debt.

## Reputation Enhancement

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

Intentional integration of technology in the preclinical and clinical academic experiences for our students and to enhance work efficiencies of our faculty and staff resulted in the UofSC School of Medicine Greenville being recognized as an Apple Distinguished School (ADS), one of only four such schools in the US. Our ADS celebration brought community leaders and donors to our school for an impactful showcasing of the innovation in our educational program.

Community engagement activities for our students, faculty, and staff have been restructured with the intent of creating a measurable impact on the wellness of our community. These efforts have been recognized by a grant award from the AAMC/CDC NEXT award program.

Student leadership of community engagement activities has resulted in a more impactful and meaningful partnership with community agencies and a strengthening of the visible presence of the UofSC School of Medicine Greenville in the local community.

## Challenges

*Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.*

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

Securing philanthropy for the purpose of student scholarship continues to remain a top financial challenge for UofSC SOMG. Since UofSC SOMG receives no state dollars, the SOM must rely on tuition revenue, grant and research funds, and significant funding from philanthropy to provide a sustainable funding source for the school beyond the health system operational commitment. Because of this, UofSC SOMG is working closely with the UofSC Development office to continue its mini-campaign to raise \$50 million toward an endowment to support scholarships for the medical students.

# Academic Initiatives

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

# Faculty Population

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## Faculty Employment by Track and Title

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

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

	Fall 2021	Fall 2020	Fall 2019
<b>Tenure-track Faculty</b>		4	5
Professor, with tenure		3	3
Associate Professor, with tenure		1	1
Assistant Professor		0	1
Librarian, with tenure		0	0
<b>Research Faculty</b>		0	0
Research Professor		0	0
Research Associate Professor		0	0
Research Assistant Professor		0	0
<b>Clinical/instructional Faculty</b>		16	17
Clinical Professor		4	5
Clinical Associate Professor		6	6
Clinical Assistant Professor		6	5
Instructor		0	0
Lecturer		0	1
Visiting		0	0
<b>Adjunct Faculty</b>		0	0

# Faculty Population

## Faculty Diversity by Gender and Race/Ethnicity

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

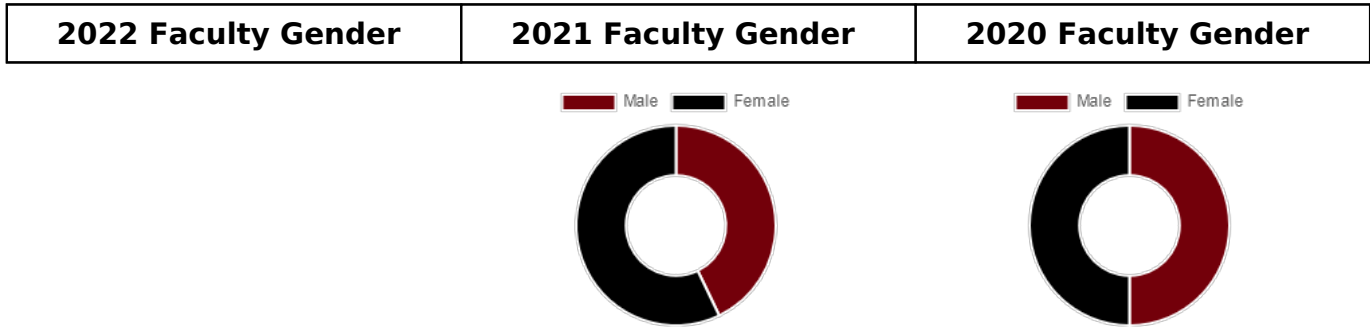
**Table 2. Faculty Diversity by Gender and Race/Ethnicity.**

	Fall 2021	Fall 2020	Fall 2019
<b>Gender</b>		21	24
Male		9	12
Female		12	12
<b>Race/Ethnicity</b>		21	24
American Indian/Alaska Native		0	0
Asian		0	0
Black or African American		4	4
Hispanic or Latino		0	1
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		0	0
Two or More Races		0	0
Unknown Race/Ethnicity		0	0
White		17	19

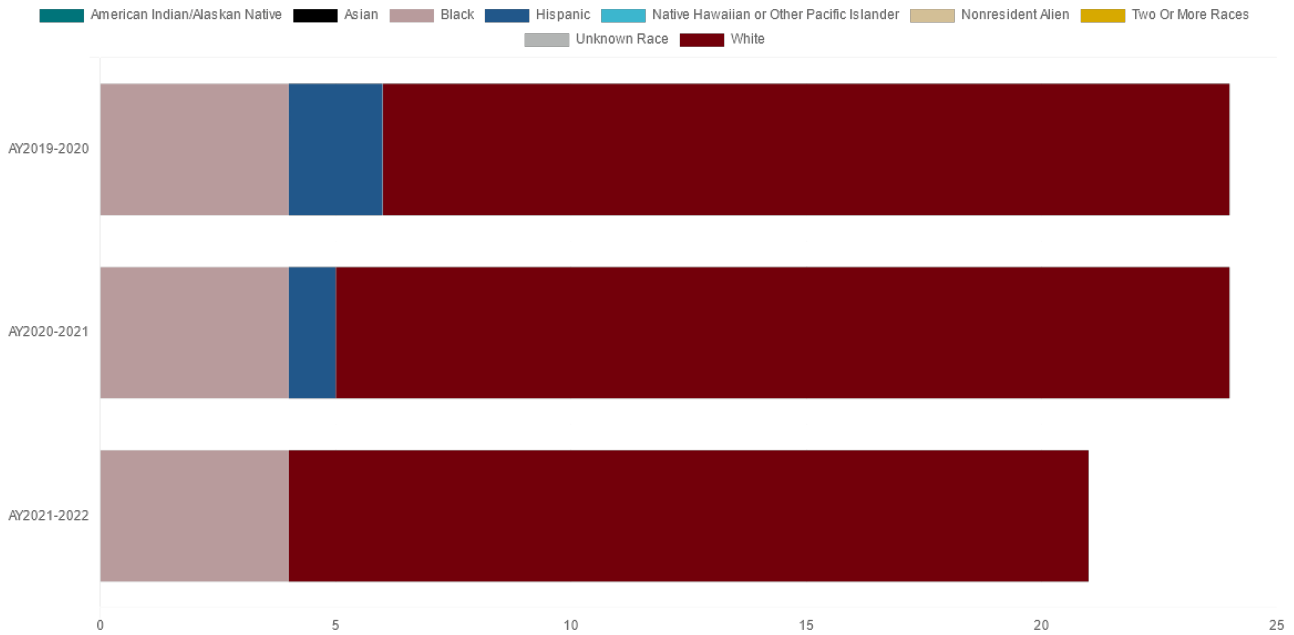
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

**Illustration 1. Faculty Diversity by Gender**



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



# Faculty Information

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## Research and Scholarly Activity

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

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

Biomedical Sciences and Clinical Sciences peer-reviewed presentations and publications for AY20 - 21 are attached as an appendix, and an Excel spreadsheet is available upon request.

## Faculty Development

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

Faculty development at UofSC SOMG is focused on equipping the faculty with enhanced skills in teaching, research and scholarship, with a robust understanding of readiness for academic promotion, and an awareness of service opportunities. The long-term priorities have focused on increasing resilience among the physician faculty and building and sustaining functional teams across all faculty levels. Moving forward, local offerings will provide an increasing emphasis on evidence-based methods for teaching and advancing faculty awareness of learning theory and sound teaching practices. UofSC SOMG benefits from having a full time Faculty Development Program Manager dedicated to coordinating, organizing, delivering, and tracking faculty and professional development under the direction of the Associate Dean for Clinical Faculty Affairs and Development, and an engaged Faculty Development Committee with representation from basic science and clinical science faculty members. The school invests significant resources in individual and group development based on priorities and needs, and we make faculty development available to all faculty through virtual sessions, live discussions, and the development of online enduring materials.

## Supplemental Info - Faculty Information

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

## Supplemental Info - Faculty Information

*Any additional information on Faculty Information appears as 'Appendix 2. Faculty Information' (bottom).*

# Teaching

## Faculty to Student Ratio

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

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

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

## Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio. The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

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

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

	Fall 2021	Fall 2020	Fall 2019
<b>Analysis of Ratio</b>		01:19.7	01:17.5



# Student Recruiting and Retention

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## Student Recruitment

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

Since matriculating the first class in 2012, the UofSC SOMG applicant pool continues to be robust, and enables student selection under rigorous admission criteria. The applicant pool has increased over recent years, and as the applicant pool becomes more competitive, recruitment efforts have grown.

The UofSC SOMG seeks to recruit a class of students who have achieved academic excellence; bring diversity to the academic environment commensurate with the population we serve; exhibit exceptional interpersonal and communication skills, integrity, honesty, empathy, a propensity for teamwork, maturity, emotional stability, leadership, a strong work ethic, self-direction, and demonstrated passion for becoming a doctor; and who demonstrate the ability to overcome adversity. Broad recruitment efforts include strengthening relationships with local, regional, and statewide undergraduate institutions with pre-medical programs; representation at local, regional, and national recruitment events; prioritization of supportive communication with and guidance of prospective students; engagement of a broad range of stakeholders, including faculty, staff, and current students, to offer additional perspectives; and development of updated marketing materials in print and online that reflect the student body and community.

The UofSC SOMG recognizes that the medical needs of a community are best met by practitioners who, by way of their own lived experiences, strengths, and demonstrated capacity to overcome adversity, have a unique perspective and personal understanding of how those medical needs are best met when considering cultural norms, economic constraints, and educational barriers within these communities. The UofSC SOMG has a number of school-defined diversity parameters: (1) underrepresented minorities in medicine (students who identify as Black/African American, Hispanic/Latinx, and/or Native); (2) From Rural Communities (less than 25,000 people and greater than thirty miles from a population of over 100,000 people); (3) socioeconomically disadvantaged (self identifies as socioeconomically disadvantaged on AMCAS application and/or qualifies for AMCAS fee assistance program); and (4) First generation college student (An individual, neither of whose parents completed a baccalaureate degree; or an individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not complete a baccalaureate degree; or an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent). Additional diversity measures are tracked throughout the admissions process, including raised in a home with English as a second language; and second career (including military service). The UofSC SOMG also considers distance traveled that may include challenges due to chronic illness and/or disability, adversity based on group membership (e.g. LGBTQ+, racial/ethnic minority, religion, or disability), personal loss (e.g. loss of a parent or sibling), and/or personal/family adversity (housing insecurity/homelessness, food insecurity/food deserts/needling nutrition assistance programs, foster/kinship care, immigration, exposure to mental illness and/or substance use disorders, etc.).

# Student Recruiting and Retention

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## Student Retention

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

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

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

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

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

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

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

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

# Student Recruiting and Retention

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# Student Enrollment & Outcomes

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

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

## Student Enrollment by Level & Classification

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

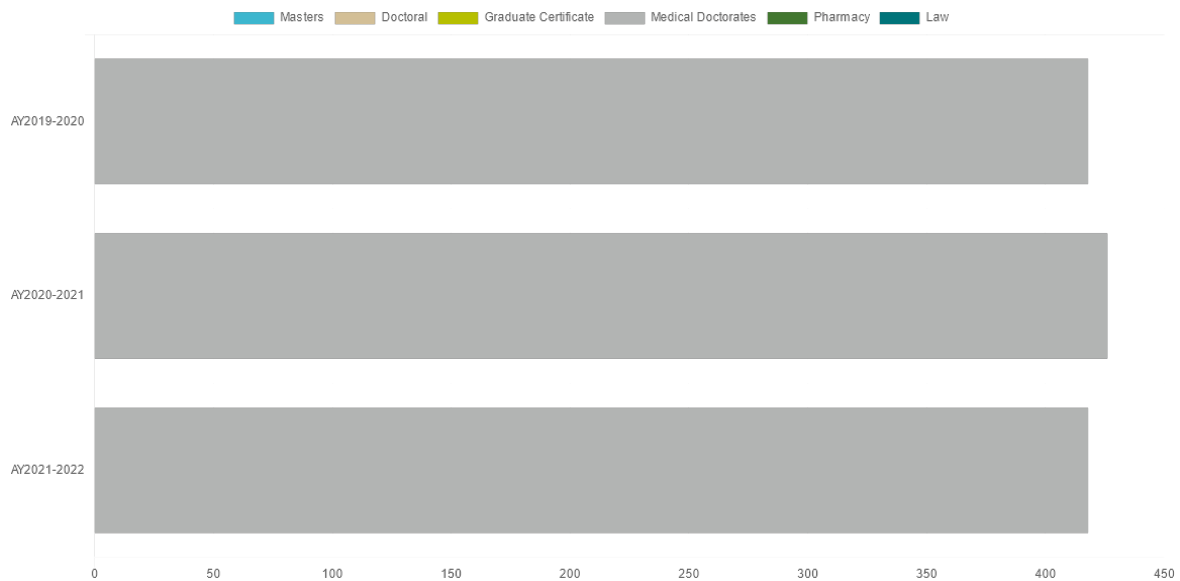
	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate Enrollment</b>			
Freshman	0	0	0
Sophomore	0	0	0
Junior	0	0	0
Senior	0	0	0
Dual/Non-Degree	0	0	0
<b>Sub Total</b>	0	0	0
<b>Graduate Enrollment</b>			
Masters	0	0	0
Doctoral	0	0	0
Graduate Certificate	0	0	0
<b>Sub Total</b>	0	0	0
<b>Professional Enrollment</b>			
Medicine	418	426	418
Law	0	0	0
PharmD	0	0	0
<b>Sub Total</b>	418	426	418
<b>Total Enrollment (All Levels)</b>	418	426	418

# Student Enrollment & Outcomes

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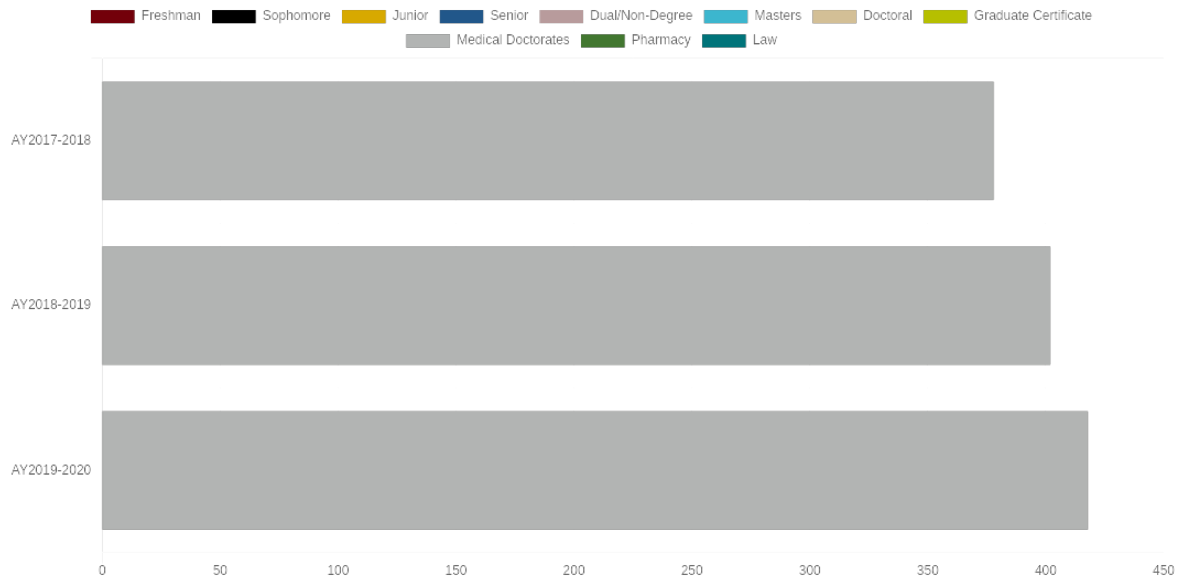
**Illustration 3. Undergraduate Student Enrollment by Classification**

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



# Student Enrollment & Outcomes

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



## Enrollment by Time Status

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

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	0	0	0
Full-Time	0	0	0
Part-Time	0	0	0
<b>Graduate/Professional</b>	418	426	418
Full-Time	410	422	415
Part-Time	8	4	3
<b>Total - All Levels</b>	418	426	418
Full-Time	410	422	415
Part-Time	8	4	3

# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	0	0	0
Female	0	0	0
Male	0	0	0
<b>Graduate/Professional</b>	418	426	418
Female	220	223	226
Male	198	203	192

Illustration 6. Undergraduate Student Diversity by Gender

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

Illustration 7. Graduate/Professional Student Diversity by Gender

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

Male Female



Male Female



Male Female



# Student Enrollment & Outcomes

## Student Diversity by Race/Ethnicity

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

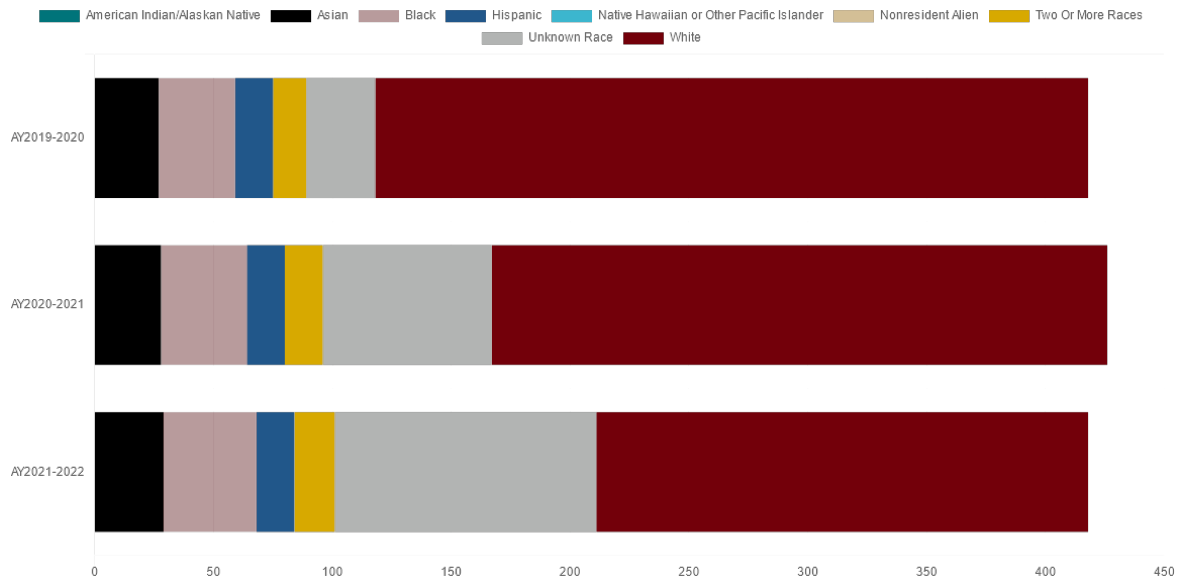
	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	0	0	0
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black or African	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	0	0	0
Unknown Race/Ethnicity	0	0	0
White	0	0	0
<b>Graduate/Professional</b>	418	426	418
American Indian/Alaska Native	0	0	0
Asian	29	28	27
Black or African	39	36	32
Hispanic or Latino	16	16	16
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	17	16	14
Unknown Race/Ethnicity	110	71	29
White	207	259	300



# Student Enrollment & Outcomes

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

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



# Student Enrollment & Outcomes

## Undergraduate Retention

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

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

Illustration 10. Undergraduate Retention, First and Second Year

First Year

Second Year

## Student Completions

### Graduation Rate - Undergraduate

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

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

# Student Enrollment & Outcomes

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

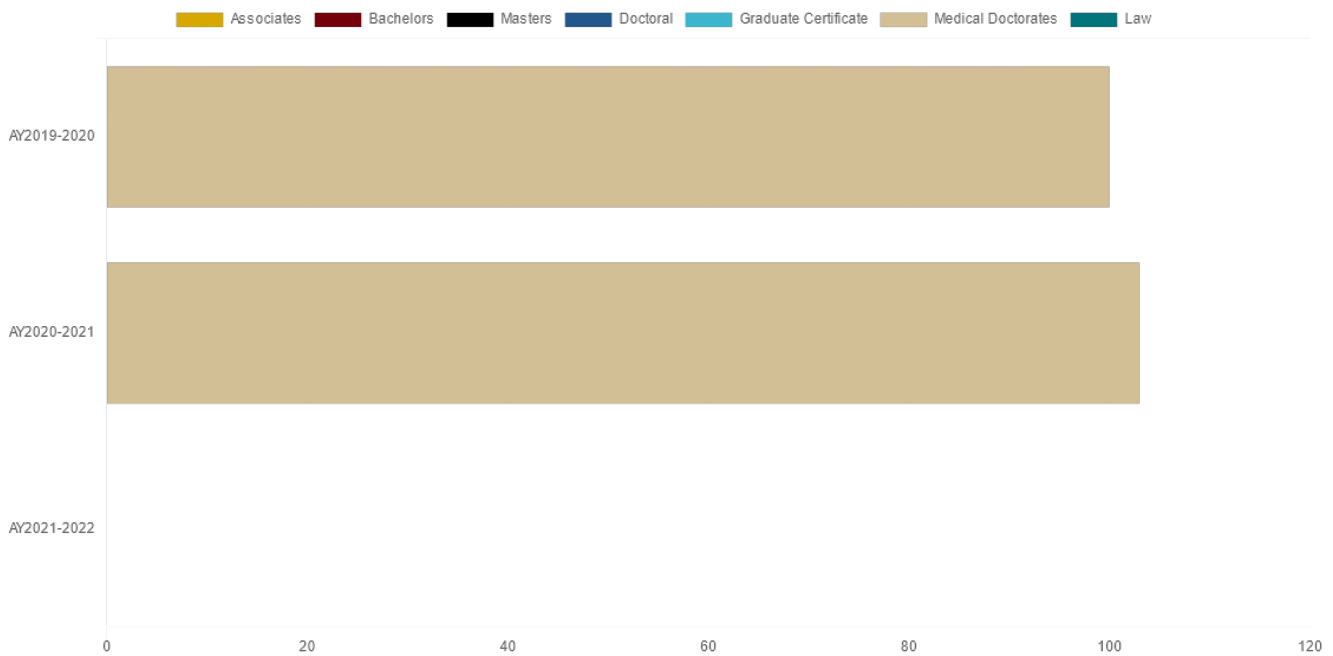
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	Fall 2020	Fall 2019
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		0	0
<b>Masters</b>		0	0
<b>Doctoral</b>		0	0
<b>Medical</b>		0	0
<b>Law</b>		0	0
<b>Pharmacy Doctorate</b>		0	0
<b>Graduate Certificate</b>			

Illustration 11. Degrees Awarded by Level



# Faculty Awards Nominations

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

## Research Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Kennedy, Ann Blair	AAMC Innovations that Bolster Community Trust in Science	AAMC
Blenda, Anna	UofSC SOMG 2021 Bench to Bedside Faculty Research Award	UofSC SOMG
Chosed, Renee	UofSC SOMG 2021 Bench to Bedside Faculty Research Award	UofSC SOMG
Grier, Jennifer	American Association of Immunologists Early Career Faculty Travel Award	American Association of Immunologists

# Faculty Awards Nominations

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## Service Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Chosed , Renee	UofSC 2022 Distinguished Research Service Award	UofSC
Grier, Jennifer	UofSC 2022 Distinguished Undergraduate Research Mentor Award	UofSC
McPhail, Brooks	Prisma Health Women of Impact Award	Prisma Health
McPhail, Brooks	UofSC SOMDiversity, Equity, and Inclusion Award	UofSC SOMG
Kennedy, Ann Blair	Prisma Health Dr. Martin Luther King Jr. Diversity Leadership Awardee	Prisma Health
Kennedy, Ann Blair	UofSC SOMG 2022 Diversity, Equity, and Inclusion Award	UofSC SOMG

# Faculty Awards Nominations

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## Teaching Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Fowler, Lauren	UofSC 2022 Garnet Apple Award	UofSC
Fowler, Lauren	UofSC SOMG 2021 Golden Peach Award Excellence in Pre-Clinical Education	UofSC SOMG
Huppmann, Alison	UofSC SOMG2021 Golden Peach Award Excellence in Pre-Clinical Education	UofSC SOMG
Quesnelle, Kelly	American Society for Pharmacology & Experimental Therapeutics Division of Pharmacology Educators Senior Educator Award	American Society for Pharmacology & Experimental Therapeutics Division of Pharmacology Educators

# Faculty Awards Nominations

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## Other Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Grier, Jennifer	UofSC SOMG 2021 Outstanding Mentor Award	UofSC SOMG
Wright, William	UofSC SOMG 2021 Leading Through Change Award	UofSC SOMG
Nathaniel, Thomas	UofSC SOMG 2021 Dean's Award	UofSC SOMG



# Faculty Awards Received

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

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Burt-Miller, J	2nd Place in Student Research Poster Competition	National Leadership Institute Research Form
Blenda, Anna	UofSC SOMG 2021 Bench to Bedside Faculty Research Award	UofSC SOMG
Grier, Jennifer	Infectious Disease Society of America Grant for Emerging Researchers/Clinicians Mentorship (G.E.R.M) Award	Infectious Disease Society of America

# Faculty Awards Received

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## Service Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Chosed, Renee	Uof SC Distinguished Research Service Award	UofSC
Grier, Jennifer	UofSC 2022 Distinguished Undergraduate Research Mentor Award	UofSC
McPhail, Brooks	Prisma Health Women of Impact Award	Prisma Health
Kennedy, Ann Blair	Prisma Health Dr. Martin Luther King, Jr. Diversity Leadership Awardee	Prisma Health
Kennedy, Ann Blair	UofSC SOMG 2021 Diversity, Equity, and Inclusion Award	UofSC SOMG

# Faculty Awards Received

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## Teaching Awards

Recipient(s)	Award	Organization
Khalil, Mohammed	UofSC 2021 Golden Peach Award for Excellence in Pre-Clinical Education	UofSC

# Faculty Awards Received

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## **Faculty Other Awards Nominations**

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

# Alumni Engagement & Fundraising

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## Alumni

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

Having graduated six classes, UofSC SOMG's current alumni represent a small but growing population. Alumni interest surveys and highlights of UofSC SOMG program developments have been shared over the past year, and initial stages of furthering engagement include biannual communications targeted around the holidays and graduation, along with a targeted alumni approach for Give 4 Garnet. While planning for alumni-based events and student engagement activities have been paused due to COVID-19 restrictions, creative work is underway for expanding the external website to include an alumni section and for broadening alumni engagement on social media platforms. UofSC SOMG has been engaged in discussions centering on young alumni activities and mentorship programs with prospective and current UofSC SOMG students, and a "friends of the school" group. Plans to develop this approach are being discussed and initiated throughout the current and upcoming academic year, especially as our eldest classes of alumni will have graduated from primary care-based residencies.

## Development, Fundraising and Gifts

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

UofSC SOMG is supported by a collaborative development team model utilizing the skills of select fundraising staff members from the University of South Carolina and Prisma Health–Upstate. The team uses a mix of fundraising strategies including annual gifts, major and principal gifts, estate gifts and corporate/foundation support to fuel SOMG student scholarships, community outreach initiatives, research opportunities, and other priorities as designated by Dean Marjorie Jenkins, MD. Over the past decade, the SOMG has generated over \$32 million in philanthropic support. SOMG has identified a student scholarship endowment fund with a goal to reach \$50 million. This new philanthropic initiative will launch in celebration of the School's 10th anniversary in fall 2022. To reach this goal, the school has employed a variety of new strategies including the launch of the Dean's Council in early 2021 to serve as the strategic campaign committee. This initial group of UofSC alumni, local community members, philanthropic supporters, and Greenville business leaders will serve as SOMG ambassadors and advocates as we continue to build brand awareness and influence in the region and beyond.

# Community Engagement

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## Community Engagements and Community - Based Activities

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

The school provides several opportunities for students to participate in required and voluntary service learning/community activities. Students are required to participate in emergency medical technician (EMT) training consisting of three, 12-hour ambulance shift (or its approved equivalent) per year as M-1s and M-2s as active EMTs. The goal of this experience is for students to understand the needs of patients in the community they service, and to increase their awareness of the societal challenges to health care, including access and affordability. Equally important is the goal for students to appreciate the environments from which patients come, and the fact that, after receiving episodic care, patients will return to the same environment in which they became ill or injured.

This program annually provides approximately 8,000 hours of free EMT service to the community and means that there are over 400 EMT trained emergency responders at the medical school to provide bench strength in the event of a mass casualty in the Upstate. Numerous opportunities exist for medical student participation in voluntary service-learning activities outside of the curriculum. These opportunities are identified and coordinated by the Community Outreach Committee and the Community Outreach Student Director with support from the Office for Student Affairs. Examples include:

Root Cause Health Fair: Root cause is the recipient of an AAMC NEXT grant. Students coordinate and participate in a monthly public health fair held in a medically underserved and socioeconomically disadvantaged community near the medical school. This initiative includes partnerships with over 25 non-profit and community organizations, medical student groups, medical residents and physicians, and staff from the partner health system. Students and partners offer a variety of programs and services including a free healthy meal, fresh produce boxes, appointment scheduling, benefit signups, wellness and movement workshops, and health education.

Susan G. Komen Race for the Cure: Students raise money and participate in the race to support cancer patients and survivors.

Julie Valentine Center Angel Tree: Holiday gift drive for a community center that supports survivors of sexual assault and child abuse survivors in need.

Speaker/Career Fair Requests: Students participate in events, such as those sponsored by the Furman University Bridges to a Brighter Future program, Upstate AHEC, Prisma Health's Health Careers Club, and Greenville County Schools, and Prisma Health Night at the Drive to promote health, wellness, and health careers.

Achilles International: A running group developed to empower people of all ages, abilities, and medical/adaptive needs to run, train, and compete in mainstream athletic events. Adaptive equipment, guides, and support is provided to athletes.

FoodShare Greenville: A non-profit dedicated to providing fresh produce to underserved members of the community at a reduced price by packing and delivering food boxes to the community. Students help to pack the boxes with produce and/or assist in delivering the boxes. Additionally, medical students and faculty may sign up to receive food boxes. The program is imbedded within the Lifestyle Medicine Interest Group.

# Community Engagement

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Greenville Free Medical Clinic: Provides free medical and dental care to the uninsured.

Students assist with patient care and administrative duties, and serve as medical interpreters.

Health Outreach Initiative: Students visit schools to educate students on common diseases, emergency interventions, and healthcare careers.

Juvenile Detention Center: Working to provide incarcerated youth with a safe, secure, and productive environment, students provide educational programs and activities on a wide variety of topics including exercise fitness, nutrition, first aid, and hygiene.

Medical Roots Garden: Students care for the school's garden and provide vegetables and recipes to patients at the Greenville Free Medical Clinic.

Mentor Upstate: A school mentoring program to support and mentor children and adolescents at local elementary, middle, and high schools.

Positive Exposure Zone: Seeks to support, encourage, and enlighten medical students to become empathetic and compassionate healthcare providers. Utilizing Positive Exposure multimedia educational and arts material, the program provides innovative opportunities for students to celebrate the humanity of patients with special needs.

Faces and Voices of Recovery (FAVOR) Greenville: Students receive training to become recovery coaches and volunteer at community treatment, detox, and mental health facilities.

In addition, student-led interest groups are encouraged to sponsor seminars, luncheons, and community service days, and to provide information with respect to service-learning needs and opportunities related to their specific area of interest. Previous events include:

Pediatrics: Children's Museum, Field Day, and "Trunk or Treat" events with the partner health system's children's residential program

OB/GYN: Girlology (an educational and support program for young teens) and the Julie Valentine Center

Sports Medicine/Orthopedics: Metals 4 Mettle races and Habitat for Humanity Build

Military Medicine: Partner with health system's Veterans Appreciation Day

SWiM (Supporting Women in Medicine): Julie Valentine Center

SCMA/AMA: Voter Registration

SNMA: mentoring partnership with the Urban League and Black Expo

Latino Medical Student Association: Hispanic Health Alliance Health Fairs and a clothing drive for the Foster Care Closet

LGBTQ+: Upstate Pride Festival

Hands Up Greenville: Creating 3D printed prosthetics for patients

Addiction Medicine and Global Health: Opioid Overdose Prevention Program

Colleges Program Leaders: Fundraising for the Ronald McDonald House respite room

Students also have the opportunity to work with faculty on community-engaged research activities that incorporate partnership with community-based organizations. For instance, in the summer of 2019, two students piloted a new Latinx Community Health internship, a program that continued into the summer of 2020. Summer interns work with PASOs to develop a community-based project regarding the health of our local Latinx community, as it relates to social determinants of health. This internship has been funded by a combination of grants from Eat Smart, Move More SC, the American Academy of Pediatrics, and the Robert Wood Johnson Foundation.

## Community Perceptions

# Community Engagement

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

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

## **Incentivizing Faculty Engagement**

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

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



# Collaborations

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## Internal Collaborations

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

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

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

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

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

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

## External Collaborations

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

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

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

Representatives from Anderson University's leadership and communications teams served as mentors on our journey to becoming an Apple Distinguished School. The collaboration resulted in an Apple book detailing the innovations in our clinical learning environment.

## Other Collaborations

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

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

Teaching Kitchen Collaborative (TKC), jointly led by The Culinary Institute of America and Harvard T.H. Chan School of Public Health is an invitation network of thought leading

# Collaborations

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organizations using teaching kitchen facilities as catalysts of enhanced personal and public health across medical, corporate, school, and community settings. UofSC SOMG was invited to join in Winter 2016. More information: [www.tkcollaborative.org](http://www.tkcollaborative.org)

# Equity and Diversity Plan

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

In an effort to develop a work force that meets the needs of our community locally and beyond, the UofSC SOMG has a number of school-defined diversity dimensions: 1) underrepresented minorities in medicine (students who identify as Black/African American, Hispanic/Latinx, and/or Native); (2) from rural communities (less than 25,000 people and greater than thirty miles from a population of over 100,000 people); (3) socioeconomically disadvantaged (self identifies as socioeconomically disadvantaged on AMCAS application and/or qualifies for AMCAS fee assistance program); and (4) first generation college student. Robust recruitment efforts have yielded tremendous success, with the percentage of matriculating students who identify as underrepresented in medicine increasing from 14% (Class of 2023) to 24% (Class of 2024) to 26% (Class of 2025).

To recruit students who identify as URM who are accepted to the UofSC SOMG, efforts have also increased to support matriculation. Increased scholarship support, including new Blue Cross Blue Shield SC Foundation Levi S. Kirkland (LSK) Sr., MD Scholarships, have offered generous packages to mitigate debt for students from underrepresented backgrounds. Additionally, LSK society and Hispanic Medical Society faculty members have called all students who identify as URM to offer congratulations and support and to answer questions. The Office of Student Affairs and Admissions has hosted recruitment events that priorities and celebrate diversity, including cooking demonstratives that celebrate Black, Latinx, and Native cuisine. Current students have actively participated in focused recruitment efforts, including a student-led event co-sponsored by several student diversity organizations, including the Student National Medical Association and the Latino Student Medical Association.

To support students with these school-defined diversity parameters, a number of formal longstanding and new pathway programs exist. The Medical Experience (MedEx) Academy is a K-12 through college pipeline program that attracts students to careers in healthcare by providing unique opportunities to explore health care through simulation, lectures, workshops, research, and community service. Operated by Prisma Health-Upstate and funded over 80% through philanthropic funds, the MedEx Academy is now in its sixth year and is structured as a tiered offering that varies in grade of students, length of program, and intensity, providing a significant and well diversified workforce development pipeline and a mechanism for UofSC SOMG to increase and enhance student recruitment. A newer UofSC SOMG program, the PreMED Partners Pathway Program (P3), seeks to expand access to opportunities for under-resourced students and create opportunities and pathways for students to compete for successful admission to the UofSC SOMG. The P3 Program is focused on development of outstanding candidates from South Carolina colleges and universities and more specifically a pathway program for students graduating from University of South Carolina system schools, including UofSC Beaufort, Aiken, Upstate, Sumter, and Palmetto College and South Carolina's HBCUs: Claflin University, South Carolina State University, and Benedict College. P3 dimensions include local institution support for outstanding premedical advising, Greenville experiential activities, and student support.

The UofSC SOMG has emerging partnerships with two master's degree programs that support postbaccalaureate professional development of students meeting school-defined diversity dimensions. Building upon a longstanding relationship with the Duke University MBS program,

# Equity and Diversity Plan

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the UofSC SOMG recently created a supplemental pathway program, “Bridges to Excellence: Improving diverse students’ transitions from college to medical school.” This program, funded by the Fullerton Foundation, seeks to increase the number of South Carolina residents who identify as Black/African American or Hispanic/Latinx that matriculate into the UofSC SOMG. Applicants receive a conditional acceptance to the UofSC SOMG contingent upon successfully achieving specified academic metrics in the Duke University MBS program. This grant includes scholarship support to attend the Duke MBS program and makes additional funding available to support recruitment and retention (e.g. prospective student travel to interviews, accepted student travel to school-sponsored events, research support, support for relevant student interest groups, support for current students at the UofSC SOMG to serve as peer mentors for MBS mentees). In an additional effort to achieve diversity among qualified applicants for medical school admission, the Office for Student Affairs and Admissions has also recently established a partnership with the MS in Community Engaged Medicine Program (MS-CEM) at Furman University. Established in 2017, the MS-CEM at Furman University has consistently enrolled many students who reflect school-defined diversity parameters.

Community-engaged efforts that support long-term development of outstanding medical school candidates include the Prisma Health Science Career Center at Carolina High School, the collaboration between the Student National Medical Association (SNMA) and the Minority Association of Premedical Students (MAPs) collaborative.

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

Among our UofSC-employed full-time faculty, we are fortunate to enjoy substantial ethnic and gender diversity. We don’t take any success to date for granted, and we recognize that sustained application of best practices in recruiting, retention, and in cultivating an appreciation for diversity during the search process will be required if we are to continue to enjoy success and make further progress toward our goals.

Our Office of Faculty Affairs has voice in the search process for all appointments at the level of Chair and for the recruitment of all academic leadership (i.e., associate deans and other senior leadership), and we have been successful in improving diversity significantly among these selected faculty leaders. Among our health system-employed physician faculty where we have little to no control in the selection process, we have recognized an opportunity to select for diversity dimensions as we appoint faculty to significant teaching other leadership roles below the levels mentioned above (e.g., Clerkship directors, Small-group Leaders, etc.,). All Prisma-hired physician faculty receive some form of academic appointment and this represents the complete pool of physicians from whom we might draw. Currently, the body of primary teaching faculty is significantly more diverse than the overall faculty pool. As we move from an informal process of communicating the value we see in diversity among our selected faculty toward a more intentional and formalized selection process, we expect to see further enrichment of the faculty with respect to gender diversity and the inclusion of URM faculty across the various academic units.

# Equity and Diversity Plan

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

Students experiencing academic difficulty or at risk for academic difficulty are identified by Success Coaches as part of the College system. The College system at the UofSC School of Medicine Greenville is designed to support academic success, career exploration, and promote camaraderie, a sense of community, wellness, and mentorship through activities related to team building, civic engagement, and medical student well-being. The Colleges are supportive, learning communities that provide students with opportunities to bond with fellow College members from all four classes by participating in community service projects, social activities, mentoring, wellness activities and more. During orientation for the matriculating first year class, each student is assigned to one of five Colleges. Students remain in the same College throughout medical school.

Each of the five colleges is supported by a College Advising Team consisting of an Associate Dean, two Career Counselors, two College Community Mentors, a student leader from each class, two Residents from the health system partner, and a Success Coach.

For early identification of students experiencing academic difficulty or at risk for academic difficulty, Success Coaches, in partnership with other members of the College Advising Team, engage in the following:

At the onset of the academic year, matriculating M1 students who may be at risk for academic difficulty are identified by the Success Coaches with the assistance of the Office for Student Affairs and Admissions. Once identified, their performance, in addition to that of all other students, is closely monitored throughout the academic year to ensure that evidence of poor academic performance is promptly identified and addressed before a failing grade is received.

To aid in the early identification of students experiencing academic difficulty the following measures are in place:

M1 and M2 years:

- Formative Exams
- Summative Exams
- Learning and Study Strategies Inventory (LASSI)

# Equity and Diversity Plan

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M2 year:

Based upon data analysis from previous years examining the correlation between performance on the NBME Comprehensive Basic Science Examination (CBSE) and success on the USLME Step 1 examination, M2 students are required to take the CBSE in December and again in April of the M2 year. Students who fail to achieve a score which correlates with a passing score on the USMLE Step 1 exam are identified by the Office for Academic Affairs and required to meet with their College Dean to develop a study plan and to determine if additional dedicated study time to prepare for the examination is warranted.

M3 and M4 years:

Performance on clerkship (including results of NBME Shelf examinations) and elective rotations in the M3 and M4 year is monitored by College Deans, Success Coaches, and Career Counselors. Any student required to remediate a shelf examination due to a failing grade or repeat a clerkship for academic or professional reasons is required to meet with their college dean. In addition, M3 students are encouraged to take the NBME Comprehensive Clinical Science Self-Assessment (CCSSA) during dedicated USMLE Step 2 study time to assess their readiness for the exam.

College Advising Team

The College Advising Team provides academic and career support, advising, and coaching to promote student well-being, academic achievement, and career exploration. Students are informed of the advising system and resources available for academic assistance at annual orientation for each of the academic years; information is also available on the website, the Student Success Initiatives Handbook and in the Student Handbook.

Academic Referral Services

Faculty with specific content expertise are also available for academic assistance, either at the request of the student or as recommended/required by a member of the College Advising Team, the Office for Academic Affairs or the Student Evaluation and Promotions Committee (SEPC). Such faculty members include:

- Director of Academic Success
- Director, Student Success Initiatives
- Sleep Hygiene Specialist
- Greenville Assessment and Learning Specialists

# Equity and Diversity Plan

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## Tutoring

Tutoring is provided either at the request of the student or as recommended/required by a member of the College Advising Team or Student Evaluation and Promotion Committee (SEPC). Tutors are selected from the M2, M3 or M4 classes, must be in good academic standing and are required to complete an orientation session which includes a review of effective teaching methods and expectations of the tutoring program. All tutoring requests are managed by the Student Success Coordinator. Tutoring options include individual, small group, and large group sessions.

## Success Workshops

Students are encouraged to attend success workshops offered throughout the academic year.

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

The efforts discussed in the 'Enhance Outcomes for URM Undergraduate and Graduate/Professional Students' section, which are in place to enhance the outcome for URM and all students, will lead to successful placement in graduate medical education residency training programs. To date, all students graduating from UofSC SOMG have successfully matched.

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

Student Advocates for Diversity, Inclusion, & Equity (SADIE) exists as a body of welcoming students, faculty, and staff committed to: advancing the integration of diversity and inclusion within the medical school's curriculum; supporting those student organizations with an emphasis on diversity; and fostering an environment for meaningful discussions centered on diversity and inclusion at UofSC School of Medicine Greenville. The students serving on this committee are utilized as a conduit for medical students of any race, creed, ethnic

# Equity and Diversity Plan

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background, ability, sexual orientation, or gender identity to express themselves in a safe and supportive setting.

The following programs and events are led and curated by the student leaders of SADIE:

Between Two Palms is an annual event hosted on behalf of SADIE in an effort to create a safe space to discuss difficult and sometimes controversial topics in medicine. Two faculty leaders from the school of medicine and/or attending physicians from Prisma Health serve as featured panelists for the evening, and they are pitched anonymous questions from the student body. From discussions on culture and race to health disparities, this event has consistently sparked rich dialogue on some of the most important topics in medicine.

Multicultural Night is an opportunity to promote and celebrate diversity through various artistic expressions, music, and food. This event allows students and faculty to share and gain insight into various cultures, yielding a stronger and more collaborative working environment.

Diversity Research: Through faculty mentors and partnerships, SADIE provides opportunities to students who are interested in research on health disparities, social and behavioral health sciences, and diversity and inclusion in medical education.

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

The UofSC School of Medicine Greenville is committed to a culture of inclusion that engages and embraces all community members. To this end, a collaborative academic/clinical approach to our teaching and learning environment fosters an inclusive place for diverse students, faculty, and staff to thrive. This approach includes intentional engagement of School of Medicine and health system leadership who are committed to creating a culture of inclusion.

While the focus is on all community members, we have put in place leaders, initiatives, and activities designed specifically to support students who identify as underrepresented minorities, students that utilize the AMCAS fee waiver or identify as disadvantaged, come from rural communities, are first-generation college students, speak English as a second language, or choose medicine as a second career. Our commitment to inclusion is integrated throughout the policies, procedures, and practices of the Office for Student Affairs and Admissions, with ongoing effort towards continuous improvement.

Under the guidance of the Associate Dean for Institutional Culture and Inclusivity, and with the full support of the Dean and the Dean's Cabinet, in July 2019, two new positions were initiated to further this effort. Specifically, a new position for Assistant Dean for Admissions (0.4 FTE), funded by the School of Medicine, was created to support ongoing efforts towards equity, diversity, and inclusion at the UofSC School of Medicine Greenville, including establishing a strategic plan to evaluate current practices and implement adoption of best practices in the admissions process. This position and the associated strategic effort will advance current



# Equity and Diversity Plan

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efforts within UofSC School of Medicine Greenville to continue efforts to enroll a diverse and inclusive group of academically qualified students who exhibit exceptional interpersonal and communication skills, integrity, honesty, empathy, and passion for becoming a physician.

Additionally, a new position of Director of Multicultural Affairs (0.2 FTE), funded by the School of Medicine and in partnership with the health system, prioritizes a student-centered approach to building a culture that fosters and supports a commitment to diversity and inclusion. The Director of Multicultural Affairs, as an active partner with the Office for Student Affairs and Admissions, works to develop programs and services designed to enhance the recruitment of students from diverse backgrounds and life experiences who will bring their unique experiences and perspectives to the learning community. This position also includes counsel, advice and consult with students, both individually and collectively, to encourage and support an inclusive and welcoming environment.

In summary, the UofSC School of Medicine Greenville is committed to diversity and ensuring a culture of inclusion. Therefore, this commitment does not reside in an individual or office but rather a shared responsibility by all through collaboration, commitment, and accountability.

# Dashboard Metrics and Narrative

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## Metrics

### **Student Information Narrative**

The number of students enrolled at SOMG has increased with the growth of the School since its inception. As of FY21, the school has reached its full capacity of 100-105 students per class, a class size established by LCME. Total enrollment and tuition revenue are expected to

# Dashboard Metrics and Narrative

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remain steady as budgeted.

## **Contribution (Per Student) Narrative**

The contribution per student changed significantly due to the \$16.5M strategic support received from Prisma in FY21 and the associated expense incurred later in FY22. The negative margin/contribution reflect the use of carry forward funds from the prior year to support school initiatives. The School currently has \$2.5M reserves designated for the 90-Day contingency fund. Other reserves within the Dean's fund and SOMG strategic fund will be utilized to support faculty research, technology optimization, and strategic initiatives, of which several are now ready to launch.

## **Model Allocations (Per Student) Narrative**

Not applicable for SOMG.

## **Faculty Information Narrative**

The faculty numbers have increased with the growth of the school as planned. We anticipate a stable student/faculty ratio moving forward, as recruitment for the biomedical sciences faculty is near completion.

## **Credit Hours Taught Narrative**

The School has offered more electives for students to choose from, which has increased the total credit hours. Most of our courses are blended disciplines and the team teaching changes have caused the fluctuation in hours taught/faculty. The shifting will continue in FY23, as a curriculum refresh is undertaken.

## **College/School Financial Information Narrative**

The School maintained a solid financial position in FY21. The tuition revenue increased with enrollment while Prisma Health continued the funding commitment for operating support. \$7.08M additional funding has been provided by Prisma in FY22 to support collaborative strategic Initiatives including diversity scholarships, DEI, Teaching Academy and student research. The School continues to diversify revenue sources to support medical education and research. Fundings from research grants and philanthropic contribution are anticipated to increase with the growth in research enterprise and the launch of a campaign for the School's 10-year anniversary.

## **Student Outcomes Narrative**

The School does not have any undergraduate students. Our resident placement rate for last year was 99%, which exceeded the national average of 93.7%. The School is committed to providing scholarships to as many students as possible to limit medical student debt. Our average debt of \$173,666 is below the national average of \$207,003.

# Dashboard Metrics and Narrative

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## **HERD Research Expenditures Narrative**

Research expenditures decreased in 2019, as most grants for the Care Coordination Institute (CCI) closed out during the year. The School anticipates increasing its sponsored grants and contracts portfolio, as the research enterprise grows and the established biomedical sciences faculty leverage more collaborations with Prisma Health and other research partners.

## **Other Information Narrative**

# Concluding Remarks

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## Quantitative Outcomes

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

## Cool Stuff

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

- BlueCross® BlueShield® of South Carolina Foundation awarded \$3.86 million 10-year grant to assist minority students pursuing medicine. Each student awardee will receive full tuition at \$45,000 per year throughout their four years in medical school. The 10-year duration of the grant is the longest in the Foundation's history, the goal of which is to support and uplift underrepresented students in medicine. The program will support 21 students throughout their four years.
- The UofSC School of Medicine Greenville partners with the Duke University School of Medicine Masters in Biomedical Sciences (MBS) program and the East Carolina University Brody School of Medicine to establish the Bridges to Excellence (BTE) program. This collaboration seeks to increase the number of students from South Carolina who identify as historically underrepresented in medicine that matriculate into the School of Medicine Greenville. Applicants receive a conditional acceptance to School of Medicine Greenville contingent upon successfully achieving specified academic metrics in the Duke University MBS program. The BTE program will award each student \$9,250-\$9,500 in scholarship funding to help defray the cost of MBS attendance and will provide longitudinal mentoring support from the senior year of college through medical school.
- Our award-winning Lifestyle Medicine curriculum is the first in the nation to fully incorporate education in nutrition, physical activity, sleep hygiene, self-care, resilience, and mindfulness into all four years of undergraduate medical education curricula.
- The UofSC SOMG has been recognized as an Apple Distinguished School for its continuous innovation in learning, teaching, and the school environment.
- Four faculty and staff members, along with seven students, received Contributions to Youth awards from Woodmen Life as part of their work with HandsUp Greenville. Their innovations were featured on the local NBC news affiliate, WYFF, and in the Greenville News.
- Three students received Culinary Medicine certifications, and were featured on the local NBC news affiliate, WYFF, for their participation in a program that helps educate patients on

# Concluding Remarks

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healthy eating and nutrition.

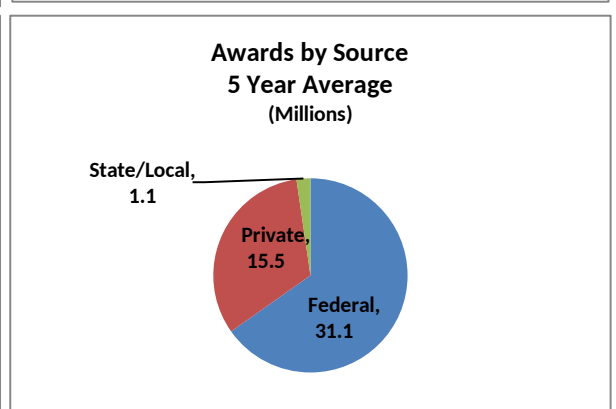
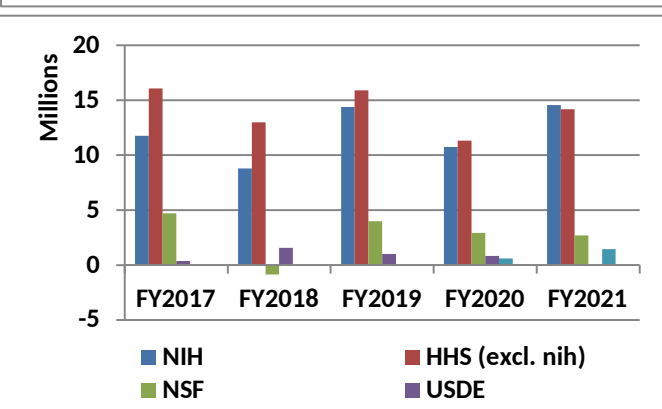
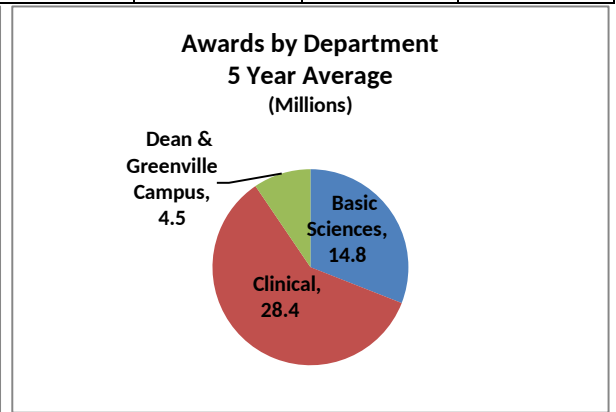
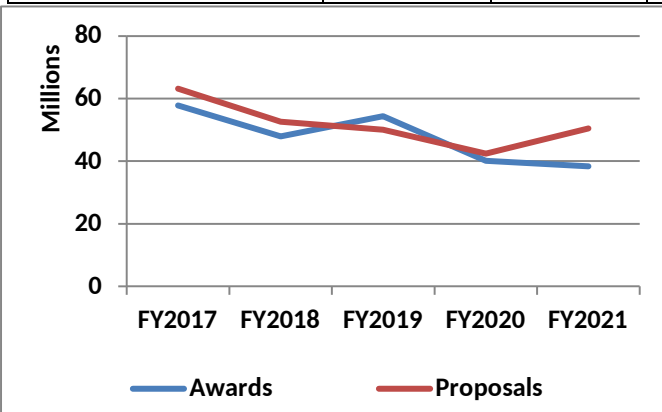
- Establishment of Dean's Ambassador Program which consists of diverse group of 20 students to work with school leadership and help promote SOMG to potential students, donors, community leaders, and other stakeholders through tours, discussions, and presentations.

## Appendix A. Research & Scholarly Activity

# Office of Research IT and Data Management Office

## School of Medicine Summary of Awards

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





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

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

# **Appendix 1. Faculty Information**







John Adams	Orthopedic Journal Article	Published	Titrating and Management of Surgical Disinfections in Patients with Open Fracture		Journal of Orthopedic Trauma	10.1097/BOT.0000000000001913	0895-1339	10105456	National	Yes	March	2021
Jeffrey T. Staric	Book Chapter	Published	Wounds: A Full Language of Open Wounds (EVIDENCE-BASED SURVEILLANCE)		The American Journal of Geriatric Psychiatry	10.1146/ann.2020.08.0000000000000001	0002-9270		National	Yes	December	2020
Christina Marie Bushman	Journal Article	Published	Techniques in the Treatment of Craniol Craniomaxillofacial Fractures		Journal of Oral and Maxillofacial Surgery				International	Yes	December	2020
April O. Bushman	Podiatric Other	Published	Techniques and Resources for First Generation Medical Students		Journal of Podiatric Medical Education and Practice				International	Yes	December	2020
Raymond O. Turner	Surgery Other	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis		Journal of Neurosurgery (Singapore, NJ)	10.1008/sing.2020.1	2322-4252		National	Yes	December	2020
Ki Chung	Medical Journal Article	Yes	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		The Lancet Oncology	20	1441-0422		International	Yes	May	2021
Thomas M. Schuller	Orthopedic Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		JOS reviews	8	10.1097/JOS.0000000000000078		National	Yes	December	2020
Ann Staric	Family Med Editorial	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		International Journal of Therapeutic Massage and Bodywork	14	10.1080/1090181.2020.1846537		International	Yes	The scope is June	2021
Jeffrey Brian Jorgensen	Surgery Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Acta oncologica (Stockholm, Sweden)	59	10.1080/0284186X.2020.1784653	0284-186X	National	Yes	December	2020
Gary Abrams	Podiatric Other	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Clinical research in hepatology	2021	10.1155/2021/3820200	2085-6487	International	Yes	March	2021
Raymond O. Turner	Surgery Other	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Ulcer Artery Access: A Novel Endovascular Access Site for Diagnostic Cerebral Angiography and Neurointerventional Treatment of Cerebral Artery Stenosis		10.1008/sing.2020.1	2322-4252	National	Yes	June	2021
Chelsea M. Fox	OB-GYN Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Human Reproduction Update	2020	10.1093/hrop/obaa011	2398-9129	National	Yes	October/November/December	2020
Robert L. Rizza	Surgery Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1093/jp/hob018	0891-4155	National	Yes	November	2020
Nicholas M. Pashek	Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1144/jped.2020.01.02369	0891-4155	National	Yes	March	2021
Walter E. Swanson	Orthopedic Editorial	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report	2021. 88828M Case-Product Presentation: CSM	CSM	31	1-443-43		National	Yes	March	2021
Elizabeth Drey	Surgery Book Chapter	No	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1007/978-3-030-32377-1	0798-0303	National	No	2020	
Elizabeth Drey	Surgery Book	No	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1007/978-3-030-32377-1	0798-0303	National	No	2020	
Ann Marie Dierich	Emergency Journal Article	No	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		J Am Coll Emerg Physicians	2	3		National	No	2020	
Mark Christian D. Moody	Orthopedic Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		BMC musculoskeletal disorders	22	1471-2467		International	Yes	April	2021
Ronald C. Parrillo	Emergency Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Medicine and Science in Tennis	25	1-18-25		National	Yes	September	2020
Loishe Lochman Grant	Podiatric Other	Yes	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report	Yes	Pediatric Collections	p. 93		Print 978-1-61002-468-4, eBook 978-1-61002-469-2	National	No	Psychologic August	2020
John Adams	Orthopedic Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Orthopedic Trauma	34	10.1097/BOT.0000000000001919	0895-1339	National	Yes	November	2020
Jammy Warren	Journal Article	Yes	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Orthopedic Trauma	34	10.1097/BOT.0000000000001919	0895-1339	National	Yes	April/June/Sept	2021
Dhanya Salfon	Emergency Other	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1007/978-3-030-32377-1	0798-0303	National	Yes	January/June	2021
Matthew Grobman	Orthopedic Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1007/978-3-030-32377-1	0798-0303	National	Yes	October/June	2020
Ann Staric	Family Med Editorial	No	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Health Services Research	56	10.1111/1475-4771.13795	10.1111/1475-4771.13795	International	Yes	September	2021
Jan Vargen Vargen Meech	Surgery Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Neurointerventional Surgery	10	10.1111/1475-4771.13795	10.1111/1475-4771.13795	International	Yes	April/June/Sept	2021
John Alshar	Medical Med Ed Portal	Yes	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Neurointerventional Surgery	10	10.1111/1475-4771.13795	10.1111/1475-4771.13795	International	No	This is the May	2021
Frank Clark	Psychiatry/Other	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Psychiatric News		10.1111/1475-4771.13795	1758-8478	National	No	September	2020
Thomas M. Schuller	Surgery Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Global Spine Journal	2	10.1077/2192568220881971	2192-5682	National	Yes	January/June	2021
Ann Marie Dierich	Emergency Book	No	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Global Spine Journal	2	10.1077/2192568220881971	2192-5682	National	Yes	2020	
Ann Marie Dierich	Emergency Book	No	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Global Spine Journal	2	10.1077/2192568220881971	2192-5682	National	Yes	2020	
John Adams	Orthopedic Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		The Journal of Bone and Joint Surgery	102	10.2196/med.10.00625	doi: 10.2196/med.10.00625	National	Yes	October/June	2020
Robert L. Rizza	Surgery Abstract	Yes	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report	No	Symposium on Advanced Wound Care Fall 2020	96	4-1-3	https://online.lippincott.com/online/278325/241	International	Yes	October/June	2020
Laura Elaine McGee	Emergency Journal Article	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1007/978-3-030-32377-1	0798-0303	National	Yes	July/June/Sept	2021
Alyssa F. Franzen	Emergency Other	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1007/978-3-030-32377-1	0798-0303	National	Yes	September	2020
Katherine Franzen	Emergency Other	Published	Transarterial Embolization of a Transverse Sinus Occlusion After Anterior Sinus Thrombosis: A Case Report		Journal of Pediatric Hematology/Oncology	43	10.1007/978-3-030-32377-1	0798-0303	National	Yes	September	2020

# **Appendix 2. Academic Analytics Report**



Full	John	Surgery	Oral Presentation	KOIM and Innovations Live Webinars	The Center for Health Design	Webinar	Academic	National	Invited	October 25	2018
Chaudry	Mohammad	Surgery	Oral Presentation	3C Conference	Experiences in the Hospital Environment	Webinar	Academic	National	Invited	October 25	2018
Bolon	William	Surgery	Poster with Oral Presentation	Eastern Cardiothoracic Surgical Society	Venous Stenosis Thrombosis Management	Annual Meeting	Academic	International	Accepted	June 20	2018
					Robotic Lung Cancer Tumor Resection with Brachytherapy				Accepted	October 20	2018