

Executive Summary

Blueprint for Academic Excellence College of Pharmacy AY2019-2020

Introduction

The College of Pharmacy has a vision of improving health through leadership and innovation in pharmacy education, research, and patient care. The College also has a mission statement, core values, goals, and a strategic plan to achieve the vision. College programmatic goals were developed by the faculty and promote the tripartite mission of teaching, research, and service, which includes clinical practice. The College, administration, and faculty are committed to achieving the goals, including continuous assessment of outcomes related the College educational outcomes. The College is undergoing a major transition from the South Carolina College of Pharmacy (SCCP) to the University of South Carolina College of Pharmacy (USC COP). The separation of SCCP is approximately 50% complete and it is anticipated to be 100% complete in May 2020.

Highlights

- Full 8-year accreditation received from the Accreditation Council for Pharmacy Education
- Implementation of an early entry program (Gamecock Pharmacy Assurance) and admitting our first class of GPA students in the fall of 2018
- 3 faculty members received NIH R01 awards, 1 received a NIH R03 award, and 1 received a NSF award
- Alumnus Lynn Connelly received the 2017 NCPA Willard Simmons Award (national award presented by the National Chain of Pharmacy Association to the best independent store owner in the US)
- Bryan Love-2017-18 SEC Travel Award
- Engagement of the College of Pharmacy in international programs are included under the Collaborations section of this Blueprint



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University of South Carolina College of Pharmacy



UNIVERSITY OF
SOUTH CAROLINA
College of Pharmacy



Blueprint for Academic Excellence

College of Pharmacy

AY2019-2020

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Foundation for Academic Excellence

Mission Statement

Our mission is to prepare the next generation of innovative and collaborative pharmacists and health scientists while pioneering clinical, entrepreneurial, and research endeavors to improve health outcomes for residents of South Carolina and beyond.

We will accomplish this by:

- Continually building a culture of compassion, inclusiveness and collegiality•
- Providing comprehensive pharmacy education•
- Conducting and disseminating state of the art research•
- Establishing optimal student experiences•
- Engaging in community outreach•
- Expanding pharmacy practice, post-graduate training, and business opportunities•
- Growing alumni and partner relationships•
- Foster faculty and staff development

Updated: 03/12/2018

Vision Statement

Our vision is to be the destination to empower pharmacy students, researchers, educators, and practitioners to transform healthcare, globally.

- Rigorous education of students and practitioners•
- Professional placement of students•
- Diversity of professionals•
- Successes in research and scholarly output•
- National and international recognition of faculty and students•
- Partnerships with outside entities •
- International collaborations and strategic alliances•
- Number in international students•
- Entrepreneurship•
- Success, growth and engagement of our alumni

Updated: 03/12/2018

Values

Updated: 03/12/2018

Goals - Real Time

Goals for the College of Pharmacy that are in progress for AY2019-2020.

Goal 1 - Gamecock Pharmacy Assurance (Early Entry) Program - GPA

Goal Statement	Create and develop an initiative for Early Admission Program to recruit students high school students directly to the University of South Carolina.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The development of an Early Admission Program will ensure we recruit a high quality student in our program. This, in turn, will ensure we are better able to produce practitioners who are at a more advanced level in delivering healthcare to their patients. Furthermore, this program will help offset the national decline in students seeking admission into pharmacy schools.
Status	Completed with mixed results
Action Plan	The College of Pharmacy is developing the brand of the GPA as we launch this program. The first class will enter in the Fall 2018. Our goal was to have 20-25 students apply for the GPA. In the fall of 2018, there were 73 applications.
Achievements	?
Resources Utilized	?
Goal Continuation	?
Goal Upcoming Plans	?
Resources Needed	?
Goal Notes	Faculty approved this program during the 2017-18 academic year and this program is being implemented for the fall 2018 admission class. The College of Pharmacy needs a stronger partnership with University Admissions to help streamline the application process for the GPA. In the fall of 2018, 73 students enrolled in this program, exceeding our expectations of 20-25 students.

Goal 2 - Branding the University of South Carolina College of Pharmacy

Goal Statement	Become a national leader in pharmacy education, research and service
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	As the College separates from the SCCP and returns to its legacy program of UofSC College of Pharmacy, it is vital that our College strive to be a national leader in pharmacy education, research, and service.
Status	Progressing as expected (single year goal)
Action Plan	Focus resources on the branding of our College by highlighting the differential advantages offered by the University of South Carolina College of Pharmacy
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	This initiative is the number 1 priority in the UofSC College of Pharmacy 5-year strategic plan

Goals - Looking Ahead

Goals for the College of Pharmacy that are slated for the upcoming year.

Goal 1 - Legacy Program - UofSC College of Pharmacy

Goal Statement	Following the monitoring requirements of the Accreditation Council for Pharmacy Education for our UofSC College of Pharmacy, ensure that we meet the requirements for our full 8-year accreditation.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	In order for our graduates to be licensed as pharmacists, our UofSC and SCCP programs must be accredited by the ACPE.
Status	
Action Plan	Self-study has been written and submitted to ACPE in early 2017 followed by a comprehensive site-visit in April 2017. In October of 2018, the College was required to submit an interim report to ACPE describing how it is monitoring certain Standards of Accreditation. This report was reviewed by the ACPE Board and accepted with confirmatoin of the UofSC College of Pharmacy receiveing a full 8-years of accreditation.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	Continue to maintain a full-accreditation from ACPE and by meeting the required development of certain Standards. These developments will be reported to ACPE through the required Interim Reports, which are on an 18-24 month interval.

Goal 2 - Outcomes Sciences

Goal Statement	Re-establish the Pharmacy Administration program (Outcome Sciences), which was of national prominence prior to the creation of the SCCP.
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	The Pharmacy Administration program will ensure we are able to develop and apply expertise in economics, epidemiology, and health outcomes assessment to guide population-level drug policy at local, state, and federal levels to make the best decisions regarding medications. This is at the core of our Mission.
Status	
Action Plan	Recruit 2 or 3 faculty members with national recognition for leading research in pharmacy administration and outcomes sciences.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	During the next 2 years, hire 2 or 3 faculty members and recruit 2 new graduate students in this field. A national search is underway to recruit and hire faculty members.

Goal 3 - Gamecock Pharmacy Assurance Program

Goal Statement	Cultivate and develop the GPA program at the UofSC
Linkage to University Goal	<ul style="list-style-type: none"> •Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Currently, the national trend shows that fewer students are interested in a pharmacy career. It is anticipated that the Gamecock Pharmacy Assurance program will facilitate the recruitment of new students. This Program will ensure we recruit high quality students in our program while allowing them a deeper dive into pharmacy and leadership development during their freshman and sophomore years at the University of South Carolina. This, in turn, will ensure we are better able to produce practitioners who are at a more advanced level in delivering healthcare to their patients. A bonus of this program is that it is anticipated that students who otherwise would transfer into the pharmacy program from other colleges/universities will now enroll at the University of South Carolina for their pre-pharmacy education.
Status	
Action Plan	Continue monitoring this program and make the necessary adjustments for the recruitment of students as well as the development of the program and the impact it has on the professional cultivation of our GPA students.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	In 2016-17, the Curriculum Committee approved the GPA initiative. Following this approval, the Curriculum Committee, in conjunction with the College's Director of Admissions, have worked diligently on the development of this program. In the first year, over 70 students enrolled as freshman at the UofSC as part of this program. Currently, we are on track to admit approximately 90 students in the fall 2019 semester. This program will be monitored closely and assessed so that meaningful changes can be implemented as it is strengthened.

Academic Programs

Program Rankings

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

- In 2016-17, the UofSC College of Pharmacy underwent an 18-month self-study in preparation of the accreditation site visit in the spring of 2017 by the Accreditation Council for Pharmacy Education (ACPE).
- In May of 2017, the college received a full 8-year accreditation from ACPE.
- Residency Match Rate: The college has a significantly higher match for post graduate pharmacy training compared to the national average. This has been a trend for the past several years.
- The teach-out phase of the South Carolina College of Pharmacy (merged program with MUSC) is expected to be finished in May 2019. The teach-in phase for the UofSC College of Pharmacy will be completed in May 2020.

Instructional Modalities

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

We are engaged in the 'teach-out' phase of the SCCP, which will end in May 2019. The 'teach-in' phase is underway with our PY3 class; this phase will facilitate the transition of the the University of South Carolina College of Pharmacy to our legacy program, the UofSC College of Pharmacy. This year, as we "demerge" and move from the SCCP to USC College of Pharmacy (COP) all P1, P2, and P3 classes were taught "live" at the UofSC-COP.

The College of Pharmacy is very excited to navigate through the four-year demerger process so that our UofSC-COP students will receive 100% of their professional pharmacy education via a live interaction with professors at the UofSC-COP.

Our top priority is to offer all students the highest quality education and ensure no students will be disadvantaged during this transition. Therefore, students in the SCCP who experience academic issues or non-academic leaves of absence can transition into either the MUSC or UofSC Pharm.D. programs, if needed. The students in the SCCP Class of 2019 are the most likely to fall back into the MUSC or UofSC programs. It is anticipated that all students on the UofSC campus enrolled in the SCCP will successful navigate through the program by graduation in May 2019.

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.

The college received approval by the Accreditation Council for Pharmacy Education (ACPE), with a full 8-years of accreditation, to return of our legacy program (UofSC College of Pharmacy). This approval includes a teach-out phase for the SCCP students and a teach-in phase for the UofSC students.

Program Terminations

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

The South Carolina College of Pharmacy (SCCP), which is a merged program with MUSC College of Pharmacy, will end upon graduation of the last class in May 2019.

Academic Initiatives

Experiential Learning for Undergraduates

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

For the most part, we don't offer an undergraduate education. Rather, we provide an education for pharmacy students, which is nationally defined as a professional program. Even so, in the fall of 2018, we will begin offering a Gamecock Pharmacy Assurance program (GPA) that will recruit high school students to the University of South Carolina and guaranteed a seat in their respective pharmacy class if they maintain a minimum grade point average (gpa) while enrolled as a freshman and sophomore at the University of South Carolina. Furthermore, students in the GPA will be able to receive special development that our regular pre-pharmacy students don't receive. These activities will include formal leadership development and a deeper-dive into pharmacy experiences. In addition, we are encouraging students who meet the South Carolina core requirements to pursue a baccalaureate degree prior to earning their PharmD degree.

Professional pharmacy students complete 3-years of didactic coursework and a minimum of 11 pharmacy practice experiences. These practice experiences represent approximately 1/3 of the total pharmacy curriculum. The total time students spend in experiential learning exceeds 1760 practice hours. They are required to complete two Introductory Pharmacy Practice Experiences (IPPEs), one in Community Pharmacy and the other in a Hospital/Health System, which take place following the P1 and P2 curriculum years, respectively. During the P4 year of the program, they complete 9 Advanced Pharmacy Practice Experiences (APPEs) with 5 rotations in required experiential categories and 4 electives that include a variety of settings. Below is an overview of changes to our Experiential Learning:

- Experiential Office. New accreditation standards and the accreditation from the Accreditation Council for Pharmacy Education (ACPE) forced changes to the experiential opportunities of our program. For example, the experiential office developed education outcomes and mapped the experiential curriculum to the outcomes. Subsequently, all course syllabi were updated with the new outcomes and preceptors across the state were trained on the process.
- Experiential Office - Challenges. The number of high quality Introductory Pharmacy Practice Experiences (IPPE) and Advance Pharmacy Practice Experience (APPE) practice experiences, especially in introductory institutional practice and advanced acute care, continue to be an issue. The accreditation required IPPEs in the State of South Carolina are limited and this restricts the College's ability to grow enrollment. We have implemented an Advanced IPPE Hospital rotation for eligible students who have extensive experience as interns in this practice setting, which opens up a few more regular IPPE Hospital placements for other students.

Experiential Learning For Graduate & Professional Students

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

The role of experiential education is very important in graduate education as this allows students to use critical thinking to gain a deeper understanding of the subject matter they are learning. This idea was encapsulated by David Kolb in 1975 with his four-staged cycle of learning, which includes concrete experience, reflective observation, abstract conceptualization, and active experimentation. Basically, there is a difference between those students who primarily watch the educator and those students who actual engage and participate in the learning process.

In the College of Pharmacy, graduate students learn basic concepts of experimental design. As these students transition into candidacy status, they begin to do more than simply conduct experiments. They learn to ask questions about their results and to build off the answers to those questions. Over time, this develops the student into an independent scientist. Within the college, all graduate students undergo experiential learning opportunities.

One area that needs to be improved within the graduate program of the College of Pharmacy is the opportunity for graduate students to explore their teaching aptitude. There are not many teaching opportunities within the College's graduate program and this stems from the lack of funds to support a Teaching Assistantship program. We are exploring mechanisms to support such a program; this would include the use of institutional resources.

Affordability

Assessment of affordability and efforts to address affordability.

The affordability of the College of Pharmacy professional program is measured against peer-institutions in the Southeastern Conference (SEC) and other regional institutions (within a 150-mile radius). The SEC peers include Auburn University, the University of Georgia, the University of Florida, the University of Kentucky, University of Mississippi, and the Texas A&M, while the regional institutions include Campbell University, Mercer University, Presbyterian College, South University, and Wingate. The tuition for the professional program of the SEC schools of pharmacy is \$25,500 and the regional schools is \$34,400. The tuition costs for the University of South Carolina College of Pharmacy is at the average of the peer SEC schools and well below the average of the other regional programs.

We will continue to monitor the peer SEC and other regional programs in order to ensure we remain competitive in our tuition costs. Additionally, the college will continue to raise scholarship money for our students in order to off-set these costs.

Reputation Enhancement

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

- The USC COP has an 89% four-year graduation rate of PharmD students
- The number of PharmD graduates from our program secure residency matches that are well above the national average (82% UofSC versus national average of 68%)
- Our PharmD graduates had a First Time Pass Rate of 93% on the National American Pharmacist Licensure Exam (NAPLEX). This is well above the national average, which was 88%.
- Our PharmD graduates had a 99% job placement at graduation, many in local community pharmacies (chain and independent); we are unable to account for 1 student and it is possible that student is employed.
- The Department of Clinical Practice and Outcomes Sciences had a productive year with regard to teaching, service and research. Departmental faculty coordinated and/or taught in 27 required courses in the professional pharmacy curriculum. Specifically, 1000+ classroom and laboratory hours of instruction were provided related to didactic material. As in the past, select faculty members also participated in courses outside of the College of Pharmacy. In conjunction with volunteer or adjunct faculty, experiential experiences were provided for all students. Our full-time, practice-based faculty provided many months of service/patient care at the Palmetto Richland, Medicine Mart, and Greenville Hospital University Medical System (Greenville). The faculty published several publications in peer-reviewed journals as well as numerous textbook chapters. In addition, faculty efforts accounted for many contributed and invited presentations, research grants and contracts, and service to the university, college, and profession. Finally, department faculty also served as principal or co-investigators on

numerous grants and contracts during the academic year.

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.

As the University of South Carolina College of Pharmacy demerges from the South Carolina College of Pharmacy, it is anticipated that some costs in operating our college will increase. Currently, there are several things that are split with the Medical University of South Carolina College of Pharmacy including professional memberships, electronic subscriptions, Continuing Education programs, etc.

A challenge for the college is in balancing the teaching loads without the unintended consequences of an impact on other areas. Over the past 5-years with the attrition of 6 faculty lines in the clinical practice area, the Department of Clinical Practice and Outcomes Sciences has seen an increase in teaching loads; even so, they have continued to advance the department in other key areas such as service, clinical practice, and research. As a result of the loss of faculty-lines, the college does have gaps in some areas of clinical expertise, which, over the long-term, could impact the education of our professional students. Fortunately, Provost Gabel has helped develop a hiring plan to replace these faculty lines over a 3 year period.

There is a national decline among high school students interested in pursuing pharmacy as a career. Recent numbers show there are only 1.02 students applying for every seat in a school/college of pharmacy. The American Association of Colleges of Pharmacy (AACP), at its recent interim meeting, urgently requested that all schools/colleges of pharmacy in the U.S. dial back expansion. The UofSC College of Pharmacy has created and launched several initiatives that should help protect our program from this national trend.

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2018	Fall 2017	Fall 2016
Tenure-track Faculty	24	21	25
Professor, with tenure	6	6	8
Associate Professor, with tenure	13	10	10
Assistant Professor	5	5	7
Librarian, with tenure	0	0	0
Research Faculty	5	5	7
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	5	5	7
Clinical/instructional Faculty	21	20	20
Clinical Professor	2	3	1
Clinical Associate Professor	7	7	6
Clinical Assistant Professor	11	9	10
Instructor	1	2	2
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	6	4	2

Faculty Diversity by Gender and Race/Ethnicity

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

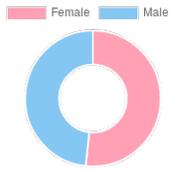
Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2018, Fall 2017, and Fall 2016.

	Fall 2018	Fall 2017	Fall 2016
Gender	58	52	54
Female	30	25	24
Male	28	27	30
Race/Ethnicity	58	52	54
American Indian/Alaska Native	0	0	0
Asian	8	7	8
Black or African American	3	2	0
Hispanic or Latino	2	2	2
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	1	1	2
Two or More Races	0	0	0
Unknown Race/Ethnicity	5	3	1
White	39	37	41

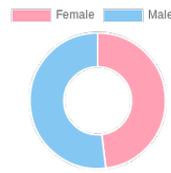
Illustrations 1 and 2 (below) portray this data visually.

Illustration 1. Faculty Diversity by Gender

2018 Faculty Gender



2017 Faculty Gender



2016 Faculty Gender

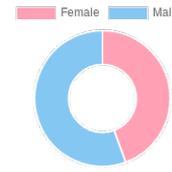
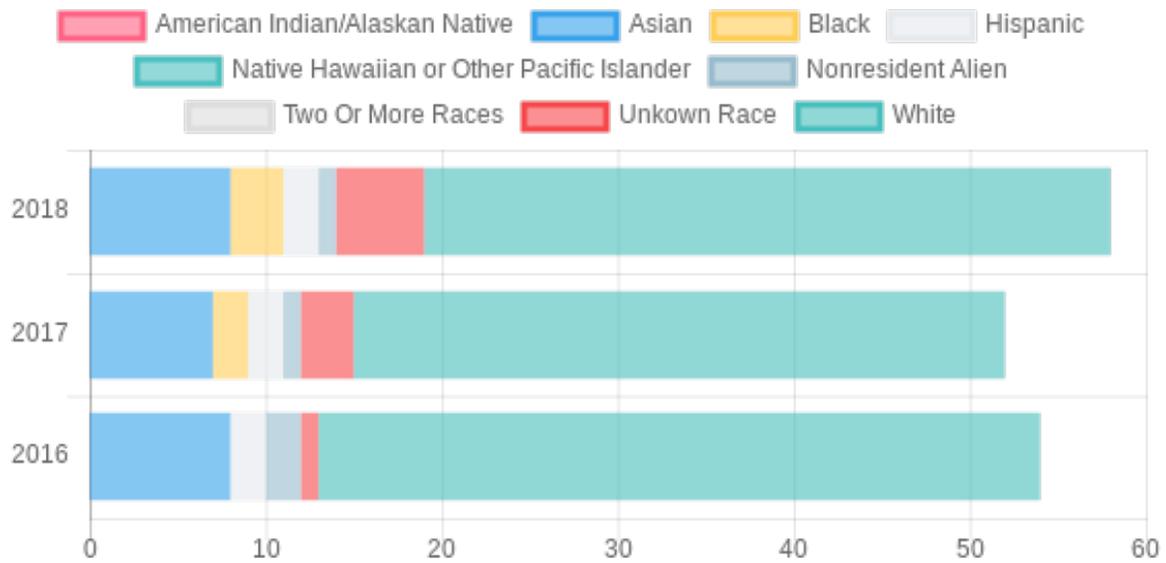


Illustration 2. Faculty Diversity by Race & Ethnicity



Faculty Information

Research and Scholarly Activity

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

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY 2018 (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

Having adequate (quantity and quality) research space for our faculty to conduct their research and scholarly activity is a major problem for the College, especially for the Department of Drug Discovery and Biomedical Sciences (DDBS). Currently two tenure and tenure track faculty are housed in offices and laboratories that the College is currently borrowing from the Department of Biology. This arrangement is slated to end in February 2020. Added to this issue is the recent success of 2 of our faculty members who recently received R01 funding from NIH and a third faculty member who is on track to receive NIH funding. The space allocated for pharmacy in Coker Life Sciences is not adequate to meet this growth and additional space in other areas of Coker are being explored. To this end, the Provost and her office was able to identify 3 areas in Coker (CLS 406, 408, 410) that pharmacy will be able to use as it launches a new initiative with Nephron to co-educate pharmacy and engineering students and to meet the research space needs of the college.

Total tenure and tenure track faculty numbers in DDBS have grown from 12 to 17 from 2011 to 2018. Faculty growth is partly attributed to the hiring of new junior faculty under Dr. Roninson's COBRE Center for Targeted Therapeutics (CTT), a \$11.3 M - 5-year Phase I award from NIH/NIGMS. This COBRE is undergoing a Phase 2 competitive renewal with NIH having the proposal peer reviewed this summer. It is anticipated that this will be renewed and lead to further development of the college's research initiatives.

As part of our accreditation requirements the college recruited and hired a medicinal chemist this past year. Research space is being renovated with help from the Provost's Office and the Office of Research.

With respect to the Department of Clinical Pharmacy and Outcomes Sciences (CPOS), which includes 25 faculty members, workload is a critical challenge for these faculty members. Currently, our clinical partners (local and regional hospitals and retail stores) require faculty to be at the practice site for 6 months per year (in essence, this department is operating with ~13 FTE). Our clinical partners are vital for us to meet the accreditation standards set by the Accreditation Council for Pharmacy Education (ACPE). Participating in a 6-month commitment makes developing class time by our clinical faculty members very difficult and challenging. The 6-month commitment is also difficult for clinical faculty members to develop a consistent research focus to achieve department and College goals. Therefore, the total number of clinical faculty in quantitative numbers is much higher than actual hours the department can utilize their skill and ability. For example, 10 clinical faculty have a practice site at Palmetto Health Richland (Prisma Health). Because Prisma Health-Richland has a 6-month practice requirement, the College / Department only has 6 months of their time for teaching and service. This issue is coupled to the attrition of the 6-faculty lines described elsewhere in this Blueprint. Fortunately, Provost Gabel and Dean Cutler have created a strategic plan for replacing these positions, which was favorably received by the ACPE. Furthermore, Dr. Sutton, chair of CPOS, and Jennifer Bair, Director of Pharmacy at

Prisma Health-Richland, are creating a new partnership in which pharmacists at Prisma can participate as **Faculty Development** projects.

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

Faculty development in the Department of Clinical and Outcome Sciences (CPOS) and in the Department of Drug Discovery and Biomedical Sciences (DDBS) is highly encouraged and supported. Faculty development is one of the initiatives in the College's 5-year Strategic Plan. Specific examples are that all faculty members are actively engaged in attending and presenting their pedagogical and scientific research at national and international scientific meetings both as oral and poster presentations. Faculty are also involved in the planning of scientific conferences and serve as chairs of scientific sessions within conferences. Faculty are also encouraged to join and actively participate in professional societies that align with their research and scholarly activities. Most faculty members are actively engaged in manuscript reviewing and many sit on editorial boards. In addition, several faculty members are actively involved in grant reviewing at the NIH level. Support is provided for faculty to attend the annual conference of the American Association of Colleges of Pharmacy (AACP).

Initiatives for faculty development utilized this past year include:

- 1) The Grant and Research Incubation Forum (GRIF), which was designed to facilitate the development of faculty member into independent scientists.
- 2) The College of Pharmacy Academy Leader Program, which is designed for those faculty, staff and students who want to expand their leadership capacity and build a common leadership language through a proven system of tools, frameworks, and development processes. There are 3 programs currently being developed and each offers separate and distinct development for pharmacy students, staff members, and faculty members. The overall Program is for 12 months (spring and fall 2018) and designed for a cohort of 8 Fellows. The Fellows meet twice monthly for processing and apprenticeship in addition to learning new leadership concepts, principles, and tools. In the Academy Leader Program, members build on their leadership "core," meaning extensive work is devoted to areas of self-awareness and emotional intelligence. The capacity to understand oneself, how to interact with others including students, fellow staff, faculty and administrators are critical skills that are further refined over time.

Other Activity

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

This year, the college explored additional international opportunities for the faculty and students. This includes strengthening the relationship with the College of Pharmacy at Zhejiang University, China (for faculty and graduate students) and exploring a new partnership with the University of Gothenburg for our pharmacy and graduate students as well as our faculty members.

Teaching

Faculty to Student Ratio

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

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

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

Fall 2018	Fall 2017	Fall 2016
01:13.4	1:14.22	1: 17.6

Analysis of Ratio

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

The College has 57 faculty member FTEs (47 current faculty members with 15 lines currently open or anticipated opening over a 3 year period) consisting of 21 tenured/tenure track faculty, 26 non-tenure clinical and research faculty, and 27 support staff. Currently, there are 439 students enrolled in the Pharm.D. program and the ratio of students-to-faculty is 14:1. The ratio was calculated using faculty that are teaching within the professional program. For example, the College currently has 47 faculty members and of these, 5 faculty members are research professors paid via National Institutes of Health (NIH) grants. Additionally, select faculty have administrative responsibilities with minimal teaching in the program.

As part of the annual performance evaluation, faculty submit an activity report that captures teaching within the professional degree program as well as any teaching activities outside the Pharm.D. curriculum. Of the faculty responding to the AACP Faculty Survey, faculty indicated their satisfaction that their allocation of effort had been clearly defined and the most recent scores (2017) are above peer and national groups. In 2015, the satisfaction was 75%, in 2016 the number dropped to 71.4%, and most recently (2017), the number improved to 80%. Moreover, most faculty report the proportion of time spent on teaching and service is appropriate; however, fewer faculty say the proportion of time spent on research and clinical service is appropriate. Of note, clinical faculty have undergone a significant practice change at one of the College's clinical partner sites. The clinical partner is requiring six months on service, and when faculty are on service, they are required to be at the institution all day.

Over the past 5-year period, there have been 6 FTE faculty positions eliminated from the College; these positions have mostly been in the area of clinical practice. This loss has resulted in our College having gaps in areas of expertise, which include community pharmacy, regulatory pharmacy, and ambulatory care. Additionally, the attrition in faculty lines over the past 5-years has caused the faculty student ratio to increase. The accreditation body, (Accreditation Council for Pharmacy Education - ACPE) under Standard 18 (Faculty and Staff - Quantitative Factors) states "Overall student-to-faculty ratios should be close to 10:1 or lower to provide students with the individualized attention needed to advance deep learning and foster professional development. (Standard #18.1)." Currently, the College of Pharmacy's ratio is 14:1, which is higher than the accreditation body

prefers. Fortunately, Provost Gabel and Dean Cutler have developed a 3-year strategic hiring plan that will help meet the ACPE requirements.

Faculty Awards Nominations

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

Research Award Nominations

Recipient(s)	Award	Organization
Pitmann, Douglas	2018 USC Outstanding Undergraduate Research Mentor Award	USC

Service Award Nominations

Recipient(s)	Award	Organization
Buff, Wayne	Bowl of Hygeia	South Carolina Pharmacy Association
SCCP, SCCP	2018 Walmart/Sam's Club Prescription for Service Award	Walmart and Sam's Club

Teaching Award Nominations

Recipient(s)	Award	Organization
Niro, Kristi	M. Stuart Hunter Award for Outstanding Teaching	University of South Carolina, Columbia

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Pittman, Douglas	2018 Distinguished Research Service Award	Office of Research
Bookstaver, Brandon	Fellow	Infectious Diseases Society of America

Service Awards

Recipient(s)	Award	Organization
Fabel, Patricia	American Pharmacists Association Executive Committee	American Pharmacists Association
Norris, LeAnn	40 Under 40 in Cancer Research; Rising Stars and Emerging Leaders	American Society of Clinical Oncology
Norris, Leann	Board of Directors	Hematology Oncology Pharmacy Association
Lu, Kevin	Board of Directors - Chair	East Point Academy

Teaching Awards

Recipient(s)	Award	Organization
Dunn, Brianne	P2 Class Professor of the Year	P2 Pharmacy Class USC College of Pharmacy
Blake, Betsy	P3 Professor of the Year	P3 Class USC College of Pharmacy
Wyatt, Michael	P1 Professor of the Year	P1 Class USC College of Pharmacy

Student Recruiting and Retention

Student Recruitment

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

The USC College of Pharmacy is involved in the following recruitment efforts:

- Open Houses (high school & transfer students) coordinated by the university
- Open Houses (current college students) coordinated by the College of Pharmacy
- Participation in Admitted Students Day & Scholar Socials for admitted pre-pharmacy majors

- Participation in Gamecock Gateway and Galen Health Fellows recruitment/retention events
- Individual & group tours (i.e. AHEC and high school group requests)
- Participation in Carolina Masters Camp (exposes high school students to the profession of pharmacy)
- Scholarships for underrepresented students to participate in the college's summer camp
- Summer internships for underrepresented college students
- Internal recruitment with UofSC life sciences majors (i.e. biology and public health)
- Internal recruitment with professional and academic honors programs & organizations, such as the SC Honors College, Capstone Scholars, Opportunity Scholars, the American Society for Biochemistry and Molecular Biology, and the Association of Minority Pre-Health Students
- Visitations to state-wide health organizations such as the South Carolina Health Occupations Students of America
- Visitations to high schools and colleges throughout the state and Southeast

- Participation at regional and national recruitment events such as the SC and International HOSA Conferences
- Priority interviews for UofSC pre-pharmacy students who are applying through the national Early Decision process
- Development and implementation of the Gamecock Pharmacy Assurance program which allows the college to recruit students directly from high school into the University of South Carolina College of Pharmacy

Student Retention

Efforts at retaining current students in College/School programs.

From the standpoint of the pre-pharmacy program, the college is vested in the following measures to retain students through services that expose students to the profession and enhance their chances of admission:

- Pre-pharmacy advisement that emphasizes admissions preparation and career exploration in addition to course selection
- Resume, mock interview, test preparation (i.e. PCAT), professionalism in pharmacy, and admissions workshops

- Assistance in obtaining job shadowing and pharmacy technician opportunities
- Research opportunities with COP faculty
- Opportunities to join one pre-professional (Carolina Association of Pre-Pharmacy Students) & two professional organizations (Student National Pharmacy Association & American Pharmacists Association)
- Presentations in our non-sterile compounding, community, sterile compounding, and clinical assessment labs to expose pre-pharmacy majors to professional labs and careers in this area

- Network consisting of pre-pharmacy majors, pharmacy students, faculty, and practitioners
- Priority interviews for Pre-pharmacy students who apply Early Decision to USC COP in order to retain top students through early admissions notification
- For students who struggle academically or in terms of career selection, referrals to the Student Success Center, University Advisement Center, and Career Center
- Introduction to Pharmacy in the United States or PHAR 401 which is a summer course to expose students to the pharmacy profession, available career fields, and pharmacy faculty
- Multiple pre-pharmacy sections of University 101

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2018	Fall 2017	Fall 2016
Undergraduate Enrollment			
Freshman	146	132	123
Sophomore	137	128	141
Junior	46	49	54
Senior	17	12	11
Sub Total	346	321	329
Graduate Enrollment			
Masters	0	0	2
Doctoral	29	27	20
Graduate Certificate	0	0	0
Sub Total	29	27	22
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	436	439	431
Sub Total	436	439	431
Total Enrollment (All Levels)	811	787	782

Illustration 3. Undergraduate Student Enrollment by Classification

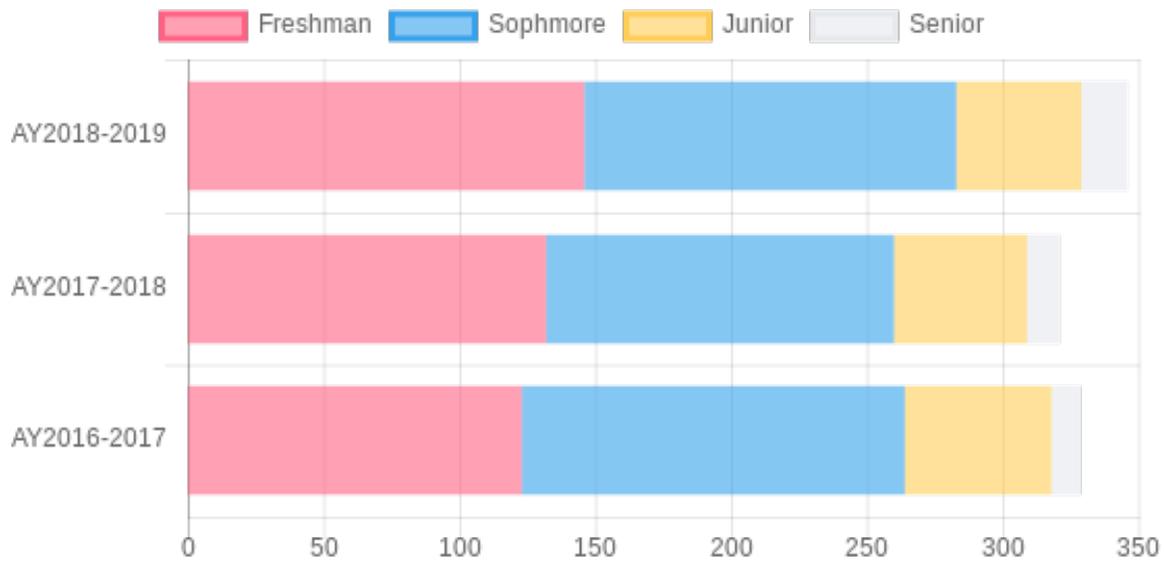


Illustration 4. Graduate/Professional Student Enrollment by Classification

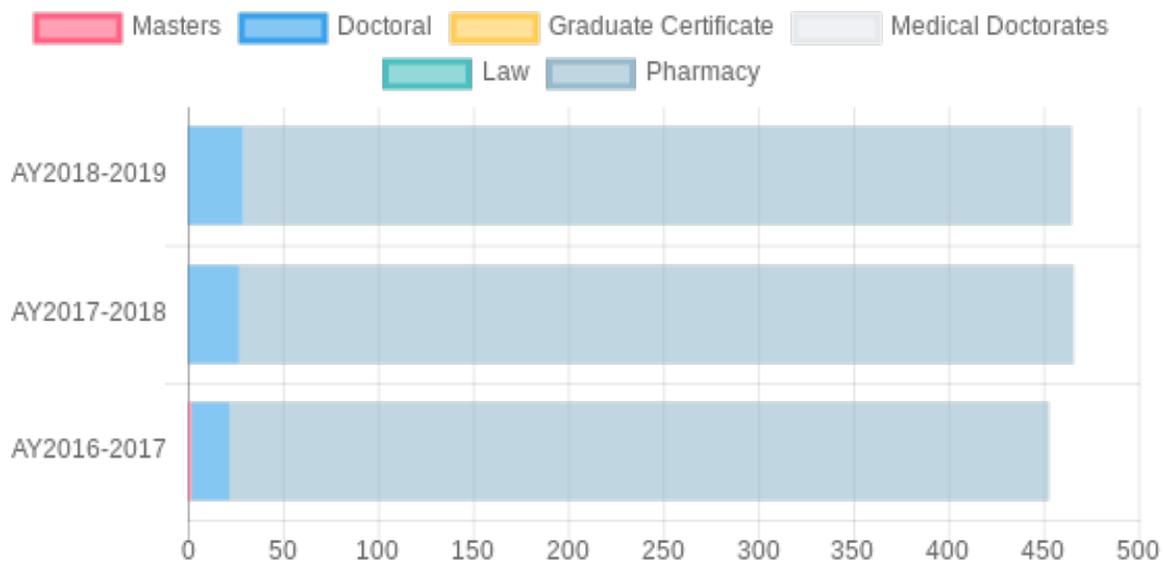
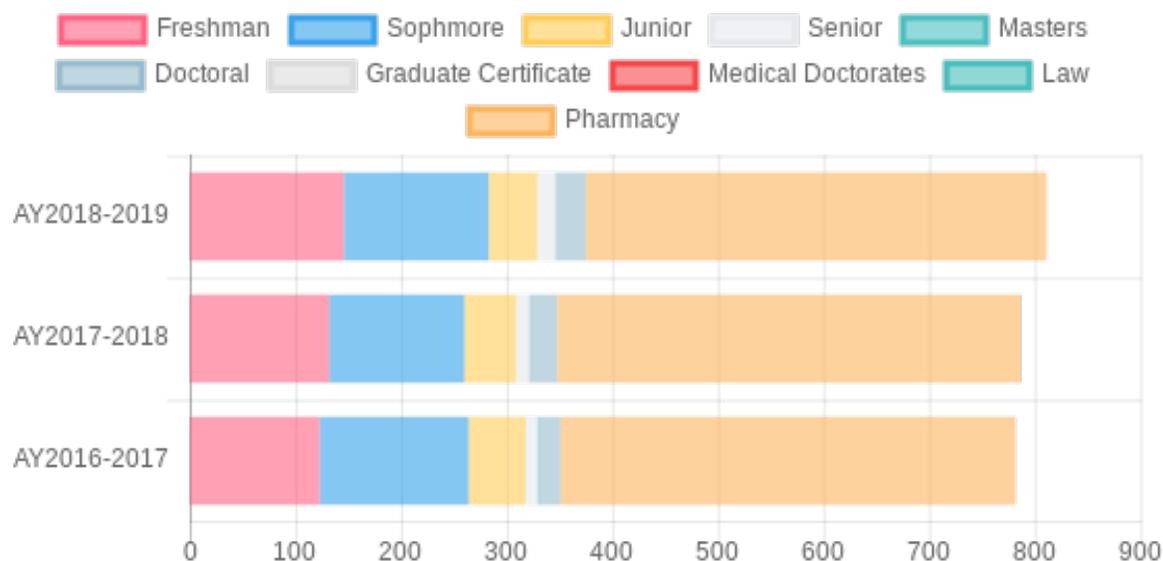


Illustration 5. Total Student Enrollment by Classification (All Levels)



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2018	Fall 2017	Fall 2016
Undergraduate	346	321	329
Full-Time	340	306	325
Part-Time	6	15	4
Graduate/Professional	465	466	453
Full-Time	459	440	443
Part-Time	6	26	10
Total - All Levels	811	787	782
Full-Time	799	746	768
Part-Time	12	12	12

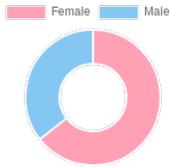
Student Diversity by Gender

Table 7. Student Enrollment by Gender.

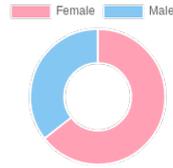
	Fall 2018	Fall 2017	Fall 2016
Undergraduate	346	321	329
Female	223	207	224
Male	123	114	105
Graduate/Professional	465	466	453
Female	323	329	324
Male	142	137	129

Illustration 6. Undergraduate Student Diversity by Gender

2018 Undergraduate Gender



2017 Undergraduate Gender



2016 Undergraduate Gender

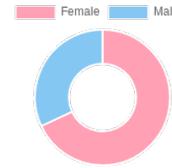
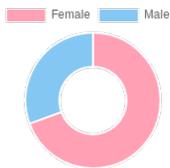
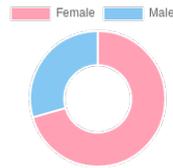


Illustration 7. Graduate/Professional Student Diversity by Gender

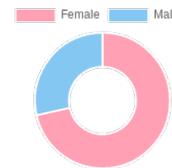
2018 Graduate Gender



2017 Graduate Gender



2016 Graduate Gender



Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2018	Fall 2017	Fall 2016
Undergraduate	346	321	329
American Indian/Alaska Native	1	0	0
Asian	29	26	22
Black or African	60	47	42
Hispanic or Latino	15	10	10
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	1	1	1
Two or More Races	17	15	14
Unknown	0	0	0
Race/Ethnicity			
White	223	222	240
Graduate/Professional	465	466	453
American Indian/Alaska Native	1	1	1
Asian	40	42	44
Black or African	28	28	32
Hispanic or Latino	13	15	12
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	21	18	18
Two or More Races	17	20	16
Unknown	2	3	3
Race/Ethnicity			
White	343	339	327

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

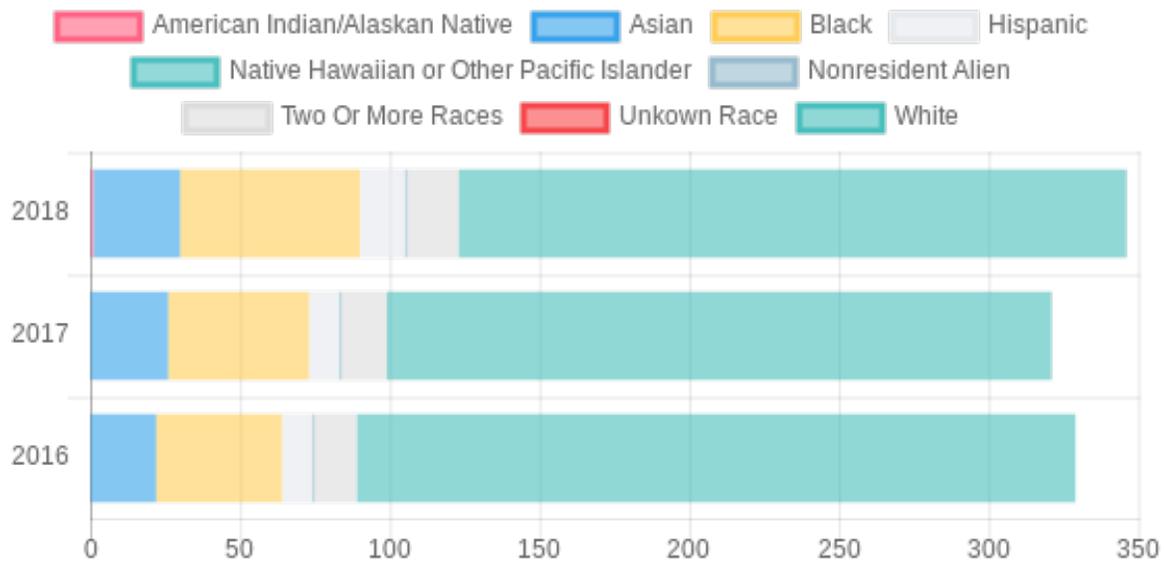
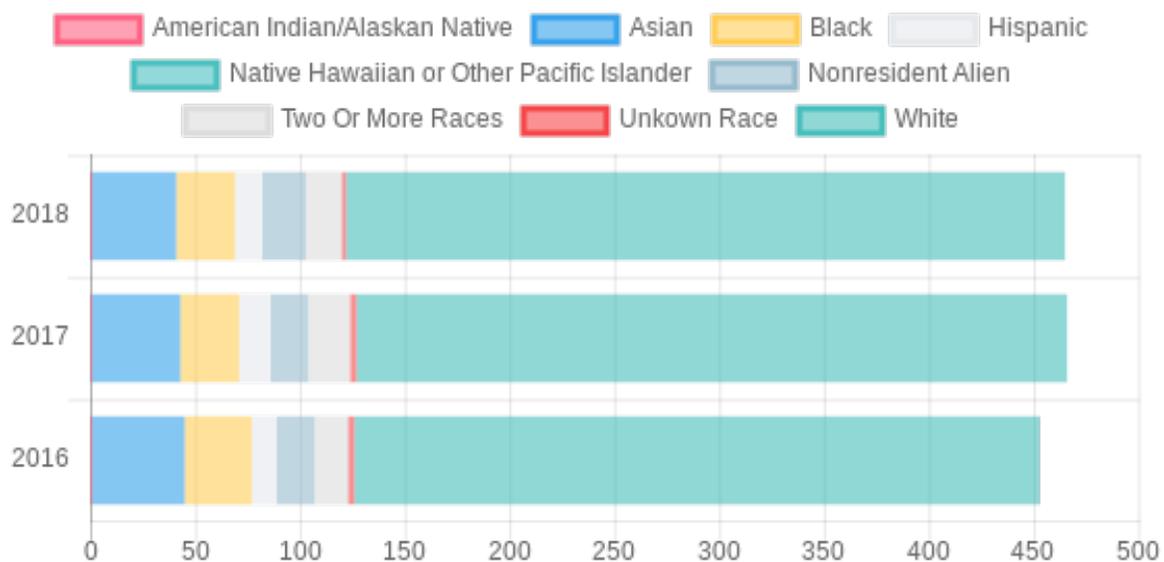


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



Undergraduate Retention

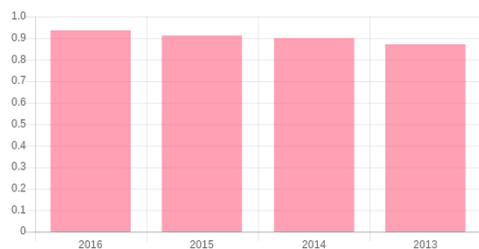
Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2016 Cohort	93.5%	N/A
Fall 2015 Cohort	91.1%	N/A
Fall 2014 Cohort	90%	81%
Fall 2013 Cohort	87%	78%

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.

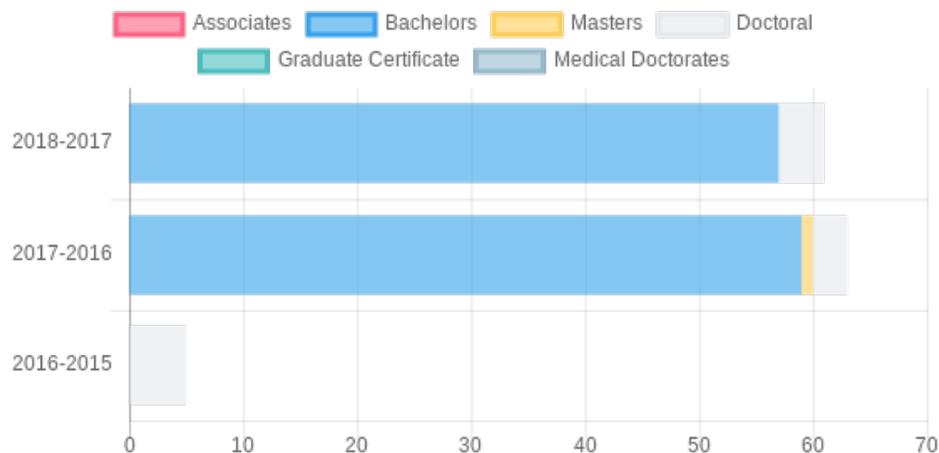
	2011	2010	2009
4-Year Same	0%	0%	0%
4-Year Diff	99.99%	0%	99.99%
4-Year Total	99.99%	0%	99.99%
5-Year Same	0%	0%	0%
5-Year Diff	99.99%	0%	99.99%
5-Year Total	99.99%	0%	99.99%
6-Year Same	99.99%	0%	99.99%
6-Year Diff	99.99%	0%	99.99%
6-Year Total	199.98%	0%	199.98%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2017-2018	AY2016-2017	AY2015-2016
Associates Degree	0	0	0
Bachelors	57	59	0
Masters	0	1	0
Doctoral	4	3	5
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	104	101	102
Graduate Certificate	0	0	0

Illustration 11. Degrees Awarded by Level



Alumni Engagement & Fundraising

Alumni

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

Annual Progress

Alumni activities, engagements and initiatives have seen progress this past year. This includes: 1) Expanding the relationships of Dean Stephen Cutler with alumni and friends of the college; 2) Roll-out of a new alumni communications strategy; 3) "Reconnection events" for alumni; and 4) Partnering with Central Development to recruit and hire a new Associate Director of Development and Alumni Engagement who is responsible for developing alumni programming and creating an Alumni Council.

Goals

We have opportunities to expand our alumni activities, engagements and initiatives largely because of the addition of the Associate Director of Development and Alumni Engagement and the continued expansion of an alumni communications strategy. We will continue the successful initiatives from this year while incorporating new goals focused on growth and expansion including 1) Development of a new alumni engagement strategies focusing on lifelong engagement initiatives and related special events; 2) Creation of a new Alumni Council; 3) Creation of additional social media platforms for alumni engagement; 4) Strategy development for obtaining updated contact and biographical information for our alumni; and 5) Improvement to the function and utilization of our alumni page on the College's website.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

Annual Progress

This past year has been a transitional period as our new Dean continues meeting and engaging with the top tier donors and prospects. 1) A strong effort is being made to personally connect the Dean with key donors and prospects; 2) Returning to our legacy program as the UofSC College of Pharmacy alleviates one of our obstacles for optimum fundraising performance; 3) We have successfully strengthened our relationship with the Office of Foundations and Corporations in Central Development; 4) The recruitment and hiring of a Associate Director of Development and Alumni Engagement will free up the Senior Director of Development to focus more on major gift fundraising and personal visits; and 5) hiring a new director of communications.

Goals

Our fundraising success will be largely connected to 1) The DOD's ability to focus primarily on major gift fundraising including the creation of a systematic strategy for engaging the Dean in both broad and focused development efforts that inspire trust; 2) Gaining clarity around key fundraising priorities; 3) Revising our major gift portfolio ensuring that prospects are well qualified; 4) Adding to our major portfolio to establish a well-qualified pipeline; 5) Effective prospect engagement initiatives 6) Strategic stewardship initiatives; 7) Increased focus on planned giving; and 8) Heightened awareness and participation in our annual giving program including the college's Family Fund.

Community Engagement

Description

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

Current pharmacy students complete multiple events within the community throughout the semester. These events range from health fairs to sponsored walks to collection of goods for less fortunate individuals. The student organizations receive feedback from each of the groups they interact with to determine if their efforts were useful and should be continued. In addition, some students volunteer on an individual basis in pharmacy and non-pharmacy settings. The College has not yet begun tracking all of the different events that students complete along with the students who participate in each event. Our goal in the future is to determine a maintainable tracking system to record these efforts.

Pharmacy students have the opportunity to participate in research efforts with faculty. These efforts usually lead to poster or platform presentations at state and national meetings and respected journal publications. Students also attend regional and national professional pharmacy conferences to compete in competitions, present posters, and network.

Students also complete rotations throughout the curriculum at sites throughout the state, nation, and world. During these rotations, students complete patient care, but also provide presentations and volunteer events for the public. Students are evaluated by the site regarding their work and accomplishments.

Many students volunteer to participate in many university and state recruiting events so that prospective students and their families gain a perspective from a current student on the academic process. This usually entails after-hour events, of which the majority of these events require travel by our students.

Community Perceptions

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

The College of Pharmacy is engaged in many activities within the community. These activities include students, faculty, and staff involvement. It is recognized that these types of engagement are healthy and help facilitate the development of an individual and our program. Activities include service to various organizations such as the American Heart Association, Glo for a Cure, St. Jude, and various non-profits organizations. Additionally, the college engages with the community to help educate people on good health care; some of these activities are used to help recruit students in our professional program.

The College of Pharmacy recruits students on multiple levels all over the state and country. Recruiting efforts at the High School level include attending science-based AP classes, healthcare career classes, career fairs, and specific after-school clubs and organizations. The College also hosts several events for high school students on campus, including targeted high schools and AHEC groups. Tours are given to the groups and hand-on activities are arranged in our labs. Current pharmacy students and a pre-pharmacy advisor speak with each of the groups. We also participate in the university-wide Carolina Masters Scholars camp for the pharmacy profession. Student rosters are obtained for each visit. These students are tracked to determine if they enter our USC Pre-Pharmacy program and if they enroll in our PharmD program.

We also attend two meetings of the Healthcare Health Occupations Students of America (HOSA) for the state of

South Carolina. The College provides a formal presentation to college students who are unaware or misinformed about the pharmacy profession. Furthermore, we educate the guidance counselors and HOSA advisors about the profession and the Pre-Pharmacy and PharmD programs available at USC. Using the list of students we interact with during this event, we send follow-up information a few days after the conference is finished.

College students are recruited through various mechanisms including visits with specific pharmacy or healthcare-related student organizations, career fairs, and opportunities to attend a college class. Furthermore, a college advisor will attend these events with one of our current pharmacy students. We also host 2 Annual Open Houses for prospective students and their families to showcase our facilities, curriculum, and other programs; the dean greets these families and offers an introduction to the event. All attendees are provided an electronic survey in order to assess the quality of the program and to make improvements. It has been our experience that our faculty and students spend the majority of their time during these Open Houses changing public misperceptions of the pharmacy profession.

Incentivizing Faculty Engagement

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

As part of our annual review of faculty activities, service to the community is one of the metrics that is evaluated. Additionally, these activities are also evaluated a part of the promotion and tenure process of faculty members in the College of Pharmacy.

Collaborations

Internal Collaborations

Kennedy Pharmacy Innovation Center (KPIC)

- KPIC Pharmacy Ownership Business Plan
- Sterile Compound Training

DDBS

- COBRE - NIH Center grant that is multidisciplinary and includes ~1/3 of the departmental faculty
- Neuroscience - several faculty members are engaged in collaborative research and training

COPS

- Infectious Diseases - several faculty members are engaged in collaborative research and training
- Cancer - several faculty members are engaged in collaborative research and training

External Collaborations

The College of Pharmacy faculty members are engaged in a variety of external collaborations. Among these are:

- American Association of College of Pharmacy (AACP) affords professional development of our faculty as well as the College
- Accreditation Council for Pharmacy Education (ACPE) affords the College the opportunity to be current in its overall operation as an accredited program
- Nephron Pharmaceutical Company provides a training facility for our students and faculty
- Kennedy Pharmacy Innovation Center (KPIC)
- Greenville Health System (GHS) and the USC School of Medicine (Greenville campus) provides a world-class teaching environment for our pharmacy students
- Blue Cross and Blue Shield (outcomes sciences on health care in South Carolina) offers tremendous support for the College and the Poison Center
- Health Sciences South Carolina (outcomes sciences on hospital health care in South Carolina)
- National Association of Chain Drug Stores (KPIC offers pharmacy ownership training in collaboration with NACDS)
- BMW (developed a residency site with this auto manufacturer)

DDBS

- COBRE - Research Core is supported at the Medical University of South Carolina
- Several DDBS faculty members are engaged in external collaborative scientific research, including neuroscience and cancer research

CPOS

- Residency Programs for post-graduate training of pharmacists
- Preceptor contracts
- Preceptor development and training
- Partnerships with local and regional clinics
- Clinical service to hospitals
- Clinical service to retail pharmacies

The College of Pharmacy is involved in various collaborations with the Medical University of South Carolina.

These include:

- Introductory Pharmacy Practice Experiences (IPPE)
- Advanced Pharmacy Practice Experiences (APPE)
- Training of Preceptors
- Drug discovery research program
- Massachusetts Board of Higher Education - Special exemption for USC pharmacy and medical students to engage in rotations in the state of Massachusetts

Other Collaborations

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

The College of Pharmacy remains heavily engaged in international collaborations. These include:

- International exchange programs:
 - Misr International University --; Cairo, Egypt
 - Zhejiang University --; Hangzhou, China
 - Qatar University --; Doha, Qatar
 - Saudia Arabia National Guard Health Affairs - King Abdulaziz --; Riyadh, Saudi Arabia
 - Kuwait University --; Safat, Kuwait
 - King Fisail University --; Al-Ahsa, Saudi Arabia

The Palmetto Experiential Educational Program (PEEP) has international collaborations for teaching and learning of our pharmacy students. These are:

	<u>Site/Location</u>	<u>#</u>
--	----------------------	----------

Kingston University - Kingston, England	4
One World Health - ElViejo, Nicaragua	2
One World Health - Tola, Nicaragua	2
One World Health - Misindi, Uganda	2
Robert Gordon University - Aberdeen, Scotland	2
Tullamarine Radiopharmacy - Victoria, Australia	2
US Naval Hospital Sigonella - Sicily, Italy	2

Campus Climate and Inclusion

Campus Climate & Inclusion

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

The College of Pharmacy holds an annual week-long Orientation for incoming P1 students. During the most recent two orientations, we hosted an individual from the Office of Equal Opportunity Programs to hold a session entitled "Diversity Training." Student behavior and their actions towards each another in situations regarding differing races, ethnicities, and sexual orientation were discussed. Some of this training included active learning in which students were challenged to provide appropriate actions to a situation.

Among the College's numerous student organizations, two relate directly to inclusion: Student National Pharmaceutical Association (SNPhA) and the Institute for Healthcare Improvement Open School (IHI). SNPhA held many community service events that focused on serving the under represented groups. Individuals who participated in these events include minorities and individuals identifying themselves as gay/lesbian. Healthcare among these underrepresented groups were discussed and included HIV/AIDs, diabetes and hypertension.

IHI is an organization that our second year pharmacy students attend each year. A minimum of one of these meetings each year is held with other healthcare students. This interdisciplinary organization offers the opportunity for student groups from various healthcare disciplines to work together as a team using real-life patient scenarios. Didactically and through the casework-up, the students are taught cultural awareness.

Each class of pharmacy students holds extracurricular social events during the academic year to encourage interaction among classmates in order to gain a better understanding of differences of individuals within the pharmacy classes. Additionally, the College supports 13 student-organizations so that individuals with various interests can find at least one organization that will assist them with networking/learning about the pharmacy profession outside of the classroom.

Each year, the College sponsors a Women's History Month Event in March to acknowledge the work women have performed in the field of pharmacy. This event affords the College an opportunity to recognize the women students and women faculty members who provide so much to the profession of pharmacy, as the field continues to attract and employ more women.

We also hold two college-wide events each year that include student and faculty interaction: our Fall Formal and Spring Picnic. These offer opportunities for interaction, conversation, and enjoyment of the company of all individuals within the college in an off-campus site.

Concluding Remarks

Quantitative Outcomes

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

No surprises were noted.

Cool Stuff

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

The College of Pharmacy finished celebrating 150 years of educating pharmacists at the University of South Carolina. Moreover, the Accreditation Council for Pharmacy Education (APCE) has granted the University of South Carolina College of Pharmacy a full 8-year accreditation (the longest it awards to a college of pharmacy).

Appendix 3. Research & Scholarly Activity

Office of Research
Information Technology
& Data Management

College of Pharmacy

Fiscal Year 2018



UNIVERSITY OF
SOUTH CAROLINA

Summary of Extramural Proposal Submissions by Source

Appendix 1

PI Home Department	Total Requested First Year	Commercial	Federal	Private/Non-Profit	State
Drug Discovery & Biomed Sci.	10,900,552	1	36	4	1
Palmetto Poison Center	248,128		1		
Pharm - Clin Pharm & Outcomes Sciences	1,343,354		3	7	
Total Count	53	1	40	11	1
Total Requested First Year	12,492,034	50,000	11,316,977	975,057	150,000

Extramural Funding by Source, Department, Faculty & Rank - FY2018 Appendix 2

PI_HM_DEPT_DESC	PI_NA	Primary Job Desc/Rank	Tenure Status	Total Funding	Commercial	Federal	Other	Private/Non-Profit
Drug Discovery & Biomed Sci.	Broude, Eugenia	ASST PROFESSOR	TENURE-TRACK	343,481		343,481		
Drug Discovery & Biomed Sci.	Buckhaults, Phillip	ASSOC. PROFESSOR	TENURED	62,500	62,500			
Drug Discovery & Biomed Sci.	Creek, Kim	PROFESSOR	TENURED	41,856		41,856		
Drug Discovery & Biomed Sci.	Fang, Jing	ASST PROFESSOR	TENURE-TRACK	116,850		116,850		
Drug Discovery & Biomed Sci.	Hofseth, Lorne	PROFESSOR	TENURED	161,281		161,281		
Drug Discovery & Biomed Sci.	Kiaris, Hippokratris	ASSOC. PROFESSOR	TENURED	2,062,843		2,062,843		
Drug Discovery & Biomed Sci.	Mathew, Sajish	ASST PROFESSOR	TENURE-TRACK	238,795		238,795		
Drug Discovery & Biomed Sci.	McInnes, Campbell	PROFESSOR	TENURED	297,978		297,978		
Drug Discovery & Biomed Sci.	Roninson, Igor	PROFESSOR	TENURED	914,043		864,043		50,000
Drug Discovery & Biomed Sci.	Sahin, Ozgur	ASSOC. PROFESSOR	TENURE-TRACK	347,938		347,938		
Drug Discovery & Biomed Sci.	Shtutman, Michael	ASST PROFESSOR	TENURE-TRACK	346,864		346,864		
Drug Discovery & Biomed Sci.	Turner (Ortinski), Jill	ASST PROFESSOR	TENURE-TRACK	357,919		357,919		
Drug Discovery & Biomed Sci.	Wyatt, Michael	ASSOC. PROFESSOR	TENURED	432,761		432,761		
Drug Discovery & Biomed Sci.	Xu, Peisheng	ASSOC. PROFESSOR	TENURED	366,250		366,250		
Drug Discovery & Biomed Sci.	Zhu, Jun	ASSOC. PROFESSOR	TENURED	537,119		537,119		
Palmetto Poison Center	Michels, Jill	CLINICAL ASSISTANT PROF		279,385		249,985	29,400	
Pharm - Clin Pharm & Outcomes Sciences	Bennett, Charles	PROFESSOR	TENURED	182,008				182,008
Pharm - Clin Pharm & Outcomes Sciences	Bookstaver, Brandon	ASSOC. PROFESSOR	TENURE-TRACK	162,659		162,659		
Pharm - Clin Pharm & Outcomes Sciences	Fabel, Patricia	CLINICAL ASSOCIATE PROF		77,733				77,733
Pharm - Clin Pharm & Outcomes Sciences	Love, Bryan	ASSOC. PROFESSOR	TENURE-TRACK	30,000				30,000
Pharm - Clin Pharm & Outcomes Sciences	Norris, Carol LeAnn	CLINICAL ASSOCIATE PROF		-2,008				-2,008
Pharmacy - Dean's Office	Lim, Chang-uk	RESEARCH ASST PROF		206,967		206,967		
Pharmacy Graduate Program	Provence, Aaron			468		468		
Total Funding	7,565,690			7,565,690	62,500	7,136,057	29,400	337,733

Patents, Disclosures, and Licensing Agreements

Fiscal Year 2018

Appendix 3

COLLEGE OF PHARMACY				
	Invention Disclosures	Provisional Patent Applications	Non-Provisional Patent Applications	Issued Patents
TOTALS:	3	2	6	1
Department Breakdown				
Drug Discovery & Biomedical Sciences	3	2	6	1

***Note:** These numbers include US, PCT, and foreign applications/patents

***Source:** Office of Economic Engagement