2019-2020
Faculty Handbook and By-Laws

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Introduction

Welcome to the University of South Carolina (UofSC) School of Medicine Greenville. As a UofSC School of Medicine Greenville faculty member, your role is crucial in assuring that the School of Medicine fulfills its mission 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 handbook was written to help orient you to the UofSC School of Medicine Greenville’s organization, policies, and functioning; to answer questions that may arise during the course of your daily educational, clinical, and research activities, and to serve as a reference guide to other sources of useful information for faculty members.

University of South Carolina

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

Its renaissance began in earnest at the end of World War II. Since 1951 the student population has increased from 3,000 to its current size of over 67,000. The University attracts students from throughout the state and nation, as well as from more than 100 countries.

Today, the University of South Carolina is one of the most progressive and intellectually exciting institutions in the Southeast. The University offers more than 320 degree programs, including baccalaureate degrees in 124 areas, 5 programs of study for associate degrees, master's degrees in 175 areas, doctoral degrees in 63 areas, and first professional degrees in law, medicine, and pharmacy. In addition to the main campus at Columbia, there are three senior campuses (Aiken, Beaufort, and Upstate) and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union). Enrollment on all campuses totals nearly 67,000. Of these, 34,795 students are on the Columbia Campus, some 23% of whom are enrolled in graduate and professional programs.

In 2018, outside support of research, outreach, and training topped $258 million. The University of South Carolina is one of only 63 public universities listed by the Carnegie Foundation in the highest tier of research institutions in the United States, and one of only 32 public universities in the top tier of both research activity and community engagement. The University’s endowment exceeds $810 million.
**UofSC Motto.** The UofSC motto is “Emollit mores nec sinit esse feros.” The motto is translated as follows, “learning humanizes character and does not permit it to be cruel.”

**The Carolinian Creed.** The community of scholars at UofSC is dedicated to personal and academic excellence. Choosing to join the community obligates each member to a code of civilized behavior. The Faculty Manual includes the following regarding the **faculty commitment to the Carolinian Creed:**

We, the faculty of the University of South Carolina, recognize our special responsibility to honor and exemplify the values and principles expressed in the Carolinian Creed.

*We will practice personal and academic integrity;*

*We will respect the dignity of all persons;*

*We will respect the rights and property of others;*

*We will discourage bigotry, while striving to learn from differences in people, ideas and opinions;*

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

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

We, the faculty of the University, hold ourselves to the highest standards of personal and professional conduct as teachers, colleagues, and researchers. Specifically,

**As Teachers,** we commit ourselves to pursuing our classroom and individual mentoring responsibilities conscientiously with high intellectual standards and clear pedagogical goals. We also commit ourselves to dealing fairly and respectfully with all students.

**As Colleagues,** we commit ourselves to supporting faculty colleagues in their pursuit of excellence in research, teaching, and service and to dealing with all university personnel in a civil and responsible manner. We also recognize that disagreement on issues of importance is inevitable and even welcome in a University environment. We therefore affirm our commitment to academic freedom, even as we pledge ourselves to civil and responsible discourse.

**As Researchers and Scholars,** we commit ourselves to pursuing our research with rigor guided by the highest ethical and intellectual standards of our disciplines and to presenting the results of our research honestly and accurately. We further commit ourselves to carrying these high professional and personal standards into all work that we might perform outside the university.

Finally, in all our dealings we commit ourselves to respecting the rights and feelings of others;
Rule of Academic Responsibility. Students enrolled in the School of Medicine adhere to the UofSC Rule of Academic responsibility, as follows:

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

School of Medicine

History

The University of South Carolina School of Medicine Greenville is a four-year medical program developed as a partnership between the University of South Carolina (UofSC) and the former Greenville Health System (GHS), now Prisma Health System Upstate.

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

Greenville Health System (GHS), now known as Prisma Health began offering elective rotations for fourth-year medical students from the UofSC School of Medicine Columbia in 1983. Citing a common interest in healthcare education and the acknowledgment of the robust clinical activity within the health system, UofSC and the Greenville Health System partnered to create a branch regional clinical campus of the UofSC School of Medicine on the Greenville Memorial Hospital campus in 1991. For 23 years, fifteen to 30 students annually relocated from Columbia to Greenville to complete their clinical clerkships.

Realizing that fulfillment of their mission and vision could best be achieved through expanding their relationship, UofSC and the health system pursued a broader partnership and signed a Networking Agreement in 2008, which created the GHS Academic Health System in partnership with UofSC. With the goal of developing interdependent programs designed to enable both institutions to evolve into an academic health system capable of meeting the challenges confronting health care delivery, the Agreement sought to leverage the resources within the health system and the UofSC Health Sciences Division (which focuses primarily on health-related research and education initiatives). Acknowledging that
South Carolina faces chronic shortages of healthcare professionals in number and geographic distribution (ranking 37th nationally in physicians per capita), discussions quickly gravitated towards expansion of the undergraduate medical education program. Given the physical and clinical capacity constraints at the existing state medical schools, as well as the continued budgetary challenges facing the State University System, a partnership between the health system and UofSC was viewed as a potential mechanism to address the state’s physician workforce needs. With the abundant clinical resources in Greenville, the most logical growth strategy involved expanding the campus in Greenville to a four-year medical school with separate LCME accreditation.

After completing a feasibility study and comprehensive planning study, UofSC School of Medicine Greenville applied for Applicant School status with the LCME in January 2010. A Foundational Agreement was established, a multi-year financial projection was completed, and the mission, vision, goals and Guiding Principles were established. On August 6, 2010, the Boards of Trustees of the health system and UofSC approved by proclamation the creation of the University of South Carolina School of Medicine Greenville. In August 2012, UofSC School of Medicine Greenville opened on Greenville Memorial Medical Campus under the leadership of Founding Dean Jerry Youkey, welcoming a charter class of 53 first-year medical students. In 2015, the school welcomed its fourth class, bringing enrollment to 280 students. In 2019, the school reached its full capacity with 400 students enrolled at a time. The school received full accreditation on February 2016.

The Upstate health system was founded as a city hospital in 1912, is a not-for-profit academic health center committed to clinical healthcare delivery, workforce education and development, and clinical research. Over the years, our health system affiliate has progressed from a standalone hospital to an academic health center with academic and research programs including a medical school. In 2018, the Greenville Health System of the Upstate Region and the Palmetto Health System of the Midlands merged to form the private not-for-profit Prisma Health, providing health care access to approximately two thirds of households in the state of South Carolina. With seven campuses and 15,000 employees, the Prisma Upstate campuses provide comprehensive health care for the 10-county upstate region of South Carolina and beyond. As both the safety net hospital and the major provider of specialty services, Prisma Health is the predominant healthcare resource in the region. Currently, Prisma Health has a Level I Trauma Center and Level III neonatal ICU designation. It is the largest provider of obstetrical services and the only provider of children's services in the region. The Prisma Health - Upstate affiliate has a rich academic history; currently there are 21 ACGME-accredited postgraduate residencies and fellowships and more than 350 clinical trials, approximately 300 annual publications and presentations, and vital partnerships with different schools with the University, and other universities and organizations within the Upstate of South Carolina.
Mission, Vision, Goals and Guiding Principles

Mission
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.

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

Goals
To fulfill its mission and vision, UofSC School of Medicine Greenville has adopted the following general and strategic goals, to:

- Educate students who are advocates for transforming health care delivery and who embrace life-long learning
- Drive innovation in teaching, research, patient care and community wellness
- Accelerate national recognition for our:
  - Creative education
  - Research that impacts patient care
  - Innovative multidisciplinary approach to care delivery
  - Lasting impact on our community
- Sustain financial health by mastering operational efficiency while maintaining quality programs

Guiding Principles

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.

Educational Program Objectives:

The UofSC School of Medicine educational program objectives are categorized into eight core competency domains, based on the ACGME six core competencies and the AAMC Reference List of General Physician Competencies (Academic Medicine 2013). At the time of graduation, it is expected that every graduate will have demonstrated competency in each of the program learning objectives listed below. Evidence of performance will be collected and documented throughout the educational program.

| 1. PATIENT CARE: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health |
|---|---|
| PC 1 | Demonstrate the ability to perform routine technical procedures. |
| PC 2 | Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests |
| PC 3 | Organize and prioritize responsibilities to provide care that is safe, effective and efficient. |
| PC 4 | Interpret laboratory data, imaging studies, and other tests required for the area of practice |
| PC 5 | Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment |
| PC 6 | Develop and carry out patient management plans |
| PC 7 | Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making |
| PC 8 | Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes |
| PC 9 | Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health |
2. **KNOWLEDGE FOR PRACTICE:** Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care

| KP1 | Demonstrate knowledge of the normal structure and function of the body and of each of its major organ systems across the life span. |
| KP2 | Demonstrate knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body’s homeostasis. |
| KP3 | Demonstrate knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they affect the body (pathogenesis). |
| KP4 | Demonstrate knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions. |
| KP5 | Demonstrate an investigatory and analytic approach to clinical situations |
| KP6 | Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations |
| KP7 | Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care |
| KP8 | Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations |
| KP9 | Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care |

3. **PRACTICE-BASED LEARNING AND IMPROVEMENT:** Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning

| PBLI 1 | Identify strengths, deficiencies, and limits in one’s knowledge and expertise |
| PBLI 2 | Set learning and improvement goals |
| PBLI 3 | Identify and perform learning activities that address one’s gaps in knowledge, skills, or attitudes |
| PBLI 4 | Incorporate feedback into daily practice |
| PBLI 5 | Locate, appraise, and assimilate evidence from scientific studies related to patients’ health problems |
| PBLI 6 | Use information technology to optimize learning |
| PBLI 7 | Participate in the education of patients, families, students, trainees, peers, and other health professionals |
| PBLI 8 | Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care |
| PBLI 9 | Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes |
4. **INTERPERSONAL AND COMMUNICATION SKILLS:** Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

<table>
<thead>
<tr>
<th>ICS 1</th>
<th>Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 2</td>
<td>Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies</td>
</tr>
<tr>
<td>ICS 3</td>
<td>Work effectively with others as a member or leader of a health care team or other professional group</td>
</tr>
<tr>
<td>ICS 4</td>
<td>Maintain comprehensive, timely, and legible medical documentation</td>
</tr>
<tr>
<td>ICS 5</td>
<td>Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g. about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics)</td>
</tr>
<tr>
<td>ICS 6</td>
<td>Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</td>
</tr>
</tbody>
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5. **PROFESSIONALISM:** Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

| P 1 | Demonstrate honesty, integrity, compassion and respect in all interactions with others |
| P 2 | Demonstrate responsiveness to patient needs that supersedes self-interest |
| P 3 | Demonstrate respect for patient privacy and autonomy |
| P 4 | Demonstrate accountability to patients, society, and the profession |
| P 5 | Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation |
| P 6 | Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations |

6. **SYSTEMS-BASED PRACTICE:** Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

| SBP 1 | Coordinate patient care within the health care system |
| SBP 2 | Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care |
| SBP 3 | Advocate for quality patient care and optimal patient care systems for all patients |
| SBP 4 | Participate in identifying system errors and implementing potential systems solutions to promote patient safety and quality outcomes |

7. **INTERPROFESSIONAL COLLABORATION:** Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care

| IPC 1 | Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust |
| IPC 2 | Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of the patients and populations served |
| IPC 3 | Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations |
| IPC 4 | Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable |

8. **PERSONAL AND PROFESSIONAL DEVELOPMENT:** Demonstrate the qualities required to sustain lifelong personal and professional growth

| PPD 1 | Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors |
| PPD 2 | Demonstrate healthy coping mechanisms to respond to stress |
| PPD 3 | Manage conflict between personal and professional responsibilities |
| PPD 4 | Practice flexibility and maturity in adjusting to change with the capacity to alter behavior |
| PPD 5 | Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients |
| PPD 6 | Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system |
| PPD 7 | Demonstrate self-confidence that puts patients, families, and members of the health care team at ease |
| PPD 8 | Recognize that ambiguity is part of clinical health care and respond by using appropriate resources in dealing with uncertainty |
I. Guidelines for Conduct in Medical Educator/Learner Relationship

The UofSC School of Medicine Greenville is committed to fostering an environment that promotes academic and professional success in learners and medical educators at all levels. An atmosphere of mutual respect, collegiality, fairness, and trust is essential to achieve this success. Although both medical educators and learners bear significant responsibility in creating and maintaining this atmosphere, medical educators also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Medical educators must be ever mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.

Further information and guidance related to responsibilities of educators and learners, behaviors considered to be inappropriate to the Educator-Learner relationship, and avenues for addressing and resolving concerns that arise is available in the Guidelines for Conduct in Medical Educator/Learner Relationship policy.

Conflict of Interest in Student Assessment

The School of Medicine is committed to providing all students with appropriate health care and personal counseling in a compassionate, confidential, and professional manner. A clinician who has provided medical or psychological services for a medical student will not serve in an evaluative capacity for the student or supervise educational activities that result in evaluation or assessment. In addition, if an assigned assessor cannot provide an objective assessment of a student due to a personal or familial relationship, then they will not serve in an evaluative capacity for the student or supervise educational activities that result in evaluation or assessment. In addition, faculty members with a conflict of interest in assessing a student will recuse themselves from voting on Student Evaluation Promotion Committee (SEPC) decisions. More information can be found in the Conflict of Interest in Student Assessment policy.

Faculty

The University of South Carolina Faculty Manual (Columbia Campus)

The Faculty Manual of the UofSC Columbia campus embodies the essential elements of the employment relationship between the faculty, individually and collectively, and the University. It establishes the terms of employment, the manner of appointment, the procedures and standards for tenure and promotion, the duties of faculty members, and the procedures and standards for termination of employment. It delineates faculty organization and confims the authority of the faculty to participate in the governance of the university, especially in regard to academic matters. Amendments to The Faculty Manual are generally presented for the consideration and approval of the faculty and the administration before submission to the Board of Trustees. Through the years, much information of interest and importance to the
faculty has been added to The Faculty Manual. Such information has been placed in appendices in this edition, clarifying what material is part of the essential contract between the faculty and the university. The appendices may be amended in appropriate cases by the university without faculty or trustee approval.

The University of South Carolina subscribes to the general principles of shared governance.

According to the Faculty Manual, *The dean of a school or college is the chief academic administrator of the unit and as such is responsible for the personnel and program administration of that division and reports directly to and serves at the pleasure of the executive vice president for academic affairs and provost. The dean reviews curricula and programs in the school or college, appoints chairs of departments and assigns their duties, supervises the use of funds, space, and equipment allotted to the academic unit, and supervises the preparation of the budget of the division. The dean is the presiding officer of the faculty of the school or college.*

The senior administrative staff of the medical school derive their authority from and serve at the pleasure of the Dean of the school of medicine.

**Faculty**

Our faculty are the engine of creativity for the medical school in teaching & learning, research & scholarship and in professional service to the communities in which we serve, working in close partnership with our administration and staff. Faculty are appointed by the Dean under the authority of the University of South Carolina Columbia. The Board of Trustees, as the governing body of the university, delegates to the president and the faculty their powers. Faculty are subject to the review of the president and the board, have legislative powers in all matters pertaining to standards of admission, registration, requirements for and the granting of earned degrees, curriculum, instruction, research, extracurricular activities, discipline of students, educational policies and standards of the university, and all other matters pertaining to the conduct of faculty affairs, including the discipline of their own members. All faculty of the medical school are expected to be aware of the institutional program level learning objectives, the learning objectives relevant to their areas of involvement within the curriculum, and the prevailing norms for faculty practice and behavior.

**Faculty:** The faculty of the UofSC School of Medicine Greenville are the clinical and basic science faculty of the medical school whose primary employment is through either the University of South Carolina (Biomedical Science Department), or Prisma Health and its affiliates. Hiring and employment procedures and policies are governed by the institution by which the faculty member is employed. All tenure-track faculty must be employed by the University of South Carolina; however, non-tenure track faculty may be employed by either institution. Academic titles for faculty are governed by University policy as detailed in ACAF 1.06 [http://www.sc.edu/policies/acaf106.html](http://www.sc.edu/policies/acaf106.html).
Appointment, promotion and tenure criteria (as appropriate) for core faculty are established based on the faculty member’s home academic unit under the procedures and policies of the Office for the Provost at UofSC.

A formal faculty appointment is required for faculty to supervise students and other learners. All individuals who regularly participate in the education of UofSC School of Medicine Greenville students receive appointments to the UofSC School of Medicine Greenville faculty. Several designations are commonly used to describe UofSC School of Medicine Greenville faculty. Faculty in the UofSC School of Medicine will be categorized as:

- Biomedical Science Faculty,
- Clinical Sciences Faculty,
- Core faculty
- Adjunct Faculty,
- Visiting Faculty or
- Health Services Affiliates (Retired Physician Faculty who do not directly supervise students).

Distinguishing characteristics of each category are described below:

**Biomedical Sciences Faculty:** The basic science faculty will hold their primary faculty appointments in the Department of Biomedical Sciences and will hold academic rank either in the tenure track as Assistant Professor, Associate Professor, or Professor or in the non-tenure track as Clinical/Research Instructor, Clinical/Research Assistant Professor, Clinical/Research Associate Professor, or Clinical/Research Professor. The majority of the biomedical science faculty responsible for the teaching of the basic sciences during the first two years of the undergraduate medical curriculum are employed by the University of South Carolina.

Biomedical Sciences faculty will have responsibilities for the implementation of the integrated curriculum across all four years, with primary responsibility for the delivery of the M1 and M2 years, and will also participate in research, administration, and service activities consistent with UofSC School of Medicine Greenville’s mission. UofSC Biomedical Science faculty are expected to develop into master medical educators with not only full mastery of their own scientific disciplines, but actively engaged in the pursuit of a full understanding of learning, teaching, curriculum design, assessment and other best practices in effective medical education. Qualified librarians are appointed as adjunct faculty instructors in this department.

**Clinical Sciences Faculty:** Clinical Sciences faculty hold their primary faculty appointments in one of the 11 clinical departments: Anesthesia, Emergency Medicine, Family/Community Medicine, Medicine, Obstetrics and Gynecology, Orthopedics, Pathology, Pediatrics, Psychiatry, Radiology, and Surgery. Faculty will generally hold academic rank as Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Rarely, physician faculty may be hired into a tenured or tenure-track appointment within the medical school’s single tenuring Unit. Faculty members in clinical departments may hold tenure if employed by the University and must go through the process outlined in the paragraph discussing tenure
below or be hired with tenure. They will teach medical students in clinical settings and also will be heavily integrated into the preclinical curriculum. These faculty members provide clinical services at the Prisma Upstate campuses, which comprise the School’s affiliated hospitals, and provide training and supervision for residents and fellows. These faculty members will also participate in health services research activities, function as research mentors throughout the educational continuum, and provide administrative and service activities to the School.

**Core Faculty:** The core faculty of the UofSC School of Medicine Greenville are the clinical and basic science faculty of the medical school and who play substantive roles in research/scholarship or the teaching of medical students and residents.

**Adjunct Faculty:** An individual appointed as an Adjunct Professor serves as an honorary member of the faculty of a department. The adjunct faculty member typically holds a primary faculty appointment through another Unit within the University of South Carolina another academic institution or as a member of the professional community. According to individual circumstances, faculty in these positions may or may not be salaried. If salaried, the faculty hiring rules under ACAF 1.00 must be followed. The title of Adjunct Professor also may be used to refer to temporary faculty and affiliates. Titles may be expanded to Adjunct Assistant Professor or Adjunct Associate Professor as appropriate to the status of the individual. Rank for adjunct faculty members should be established based on prevailing criteria for the appropriate Unit, but does not require action by a faculty committee as these are administrative decisions. Adjunct faculty roles and the rules for their engagement are the same as for non-tenure-track faculty unless otherwise specified. The Dean or Associate Dean for Faculty Affairs and Professional Development may terminate an adjunct appointment with or without cause prior to the stated end date of the appointment.

School of Medicine Greenville faculty from clinical departments may pursue an adjunct faculty appointment within the Biomedical Sciences Department to fulfill requirements for participation in University-sponsored research projects.

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

**Health Services Affiliate Faculty:**
A Health Services Affiliate faculty member is a retired professional person, usually a clinician or someone with other experience in academic medicine, who is appointed to the medical school in recognition of professional contributions in teaching, research or service performed on behalf of the School of Medicine. Every faculty member and affiliate should perform some specified service for the University (either at the School of Medicine Greenville or through an
institution affiliated with the School of Medicine) as a condition of receiving and maintaining an academic title. The term *faculty* is used broadly here, and may include individuals of specified academic rank as well as general *academic affiliates*. Academic service activity can include almost any health science school-related activity, such as teaching of students (pipeline, undergraduate, graduate, residents and fellows), committee work, research, planning or attending educational sessions, preparation of educational materials, mentoring, or similar activity. The definition and extent of service rendered on behalf of UofSC School of Medicine Greenville is determined by mutual agreement between the departmental chair and the volunteer faculty member and should be specified in writing by the chair and signed by the appointee. Health Services Affiliate faculty are not normally assigned supervisory responsibility over students or other learners.

Retired faculty positions do not accrue monetary compensation, nor do they follow the usual recruitment procedures. Nominations for appointment of Health Services Affiliate faculty members are made by the chair of an academic department of the UofSC School of Medicine Greenville after consultation with relevant faculty members of the department.

Faculty members in the UofSC School of Medicine Greenville are subject to the University of South Carolina Columbia Academic Affairs policies and procedures and all requirements contained in *The Faculty Manual*. The full text of *The Faculty Manual* can be found on the Provost’s website at: [http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf](http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf).

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

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

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

Newly hired biomedical sciences and clinical faculty will receive an offer letter outlining their
assigned duties, to include the amount of effort to be devoted to teaching, research, patient care, administration, and other School of Medicine activities. The distribution of duties is generally revisited each year during the Annual Review process, and may be adjusted accordingly. Faculty members can view a copy of the *UofSC Columbia Faculty Manual* (http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf), Unit criteria (http://greenvillemed.sc.edu/Faculty_Resources.shtml) and *Faculty Handbook* (http://greenvillemed.sc.edu/Faculty_Handbook.shtml) online, which detail the expectations and standards for School of Medicine faculty, available resources, and the requirements for promotion and, when appropriate, tenure. Additionally, there will be a new faculty orientation, where resources and responsibilities will also be reviewed.

UofSC-employed faculty members in the School of Medicine are expected to participate in Faculty Orientation within the first week of their employment on campus. All faculty also will participate in some form of new-employee orientation for the health system. Because of the health care delivery context of the Greenville campus, all faculty are required to abide by the campus requirements established by the health system, normally including regular tuberculosis screening (annually during their birth month) and annual influenza vaccinations. Parking is assigned by the medical school administration in cooperation with the health system.

**Benefits:**
Benefits for School of Medicine tenured, tenure-track, and non-tenure-track faculty employed by UofSC are provided through the University of South Carolina and are outlined in the online Carolina Benefits Summary (https://www.sc.edu/about/offices_and_divisions/human_resources/docs/benefits_summary.pdf). The UofSC Human Resources Department has individuals dedicated to benefits orientation and/or answering benefit questions. At least once per year, all employees are sent, via email and interoffice mail, communications pertaining to upcoming dates to elect or make changes to annual benefit choices. All UofSC-employed faculty have access to their current benefits and compensation related to the School through the interactive website Employee Portal in PeopleSoft, maintained by the University. PeopleSoft, combined with the University and UofSC School of Medicine Greenville websites, enables faculty and staff to access benefit and human resource policies and procedures, 24 hours a day.

Once a new hire offer is accepted and the signed offer letter is received by the HR Department, the employee is sent an invite through the employee onboarding portal and an email message containing a description and explanation of benefits and other detailed materials which can also be found online (https://www.sc.edu/about/offices_and_divisions/human_resources/benefits/index.php). Additionally, during Faculty onboarding an appointment is made with Human Resources Department to discuss the information and to provide an orientation of compensation, benefits, and other employment matters in one-on-one private meetings. Existing employees may also request a meeting and/or a copy of the most current information at any time.

Benefits for School of Medicine clinical faculty employed by Prisma Health are defined in the health system’s employee benefit summary, a document updated at least annually (https://www.benefitsformyworld.com/#/home). This document describes the range and eligibility and any costs associated with benefits for faculty and other employees. These benefits are available to all eligible Prisma employees and its wholly-owned subsidiary, Prisma Partners in Health, Inc., the employer of record for physicians. In addition, physician faculty members are eligible for certain unique retirement and disability benefits which are described in both separate documents and the physician employment agreements. There is an annual re-enrollment period for all benefits coordinated by the Human Resources Department. Material is available in real time on the Prisma Health website.

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

Full time faculty of the medical school participate in an annual goal-setting and review process focused on the pursuit of academic excellence and coaching for success. Annual performance reviews consistent with University or health system policy are conducted for all University-employed and health system employed faculty respectively to recognize and reward faculty for superior achievement and to optimize professional growth, facilitate progress toward individual faculty career goals, and to ensure that each faculty member’s contribution to the UofSC School of Medicine Greenville, University, and Health System through teaching, research, patient care, and service is at a satisfactory level of performance. The School has established policies, including and standards for annual documented performance review for all UofSC-employed faculty, regardless of rank. Each faculty member receives a documented review annually that provides a specific measurable assessment of his/her performance in the categories of teaching, research/scholarship, and service, as well as progress toward promotion. Normally, faculty performance reviews require the inclusion of learner evaluations and peer evaluations. Annual reviews are not included in promotion and/or tenure application files; however, they are generally included in late career reviews (e.g., post-tenure review).

Tenure-track faculty will have an additional mid-cycle review where they will be given a written comprehensive evaluation of their progress toward tenure and promotion in accordance with the Faculty Manual. This evaluation is either performed or reviewed by the unit Tenure and Promotions Committee. The Tenure and Promotion Committee will recommend to the next level of file review whether the untenured faculty member should be retained.

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

Faculty Development

Faculty have opportunities at multiple levels to participate in activities to improve their skills as medical educators, academicians, and scholars.

The Faculty Development Committee is a faculty committee charged with advising the Dean and Associate Dean for Faculty Affairs and Professional Development on faculty development offerings and strategic direction. The Director of Professional Development and the Director of Instructional Design each offer individual consultation as well as ongoing programming.

There are several offices and programs at the University providing faculty support and development:
The Center for Teaching Excellence (https://sc.edu/about/offices_and_divisions/cte/index.php) offers a variety of programs and resources to assist faculty at all career stages to improve their teaching and/or evaluation skills, including New Faculty Orientation. CTE provides academic support in distributed learning, instructional design, general teaching consultations, and instructional technology. University resources for teaching excellence can be found online at https://sc.edu/about/offices_and_divisions/cte/teaching_resources/index.php. Requests for CTE expert consultation can be made via this request form online: (https://sc.edu/about/offices_and_divisions/cte/distributed_learning/consultation_requests/index.php). A variety of training classes are regularly offered through CTE and are distributed via email through CTE and through the Director of Professional Development. The University’s Division of Human Resources Training & Professional Development Office offers courses to faculty and staff designed to improve individual and organizational performance and help UofSC achieve overall institutional goals. (https://www.sc.edu/about/offices_and_divisions/human_resources/professional_development/).

The Office for Research and Grant Development (https://sc.edu/about/offices_and_divisions/research_and_grant_development/) provides programs and training in research development, grants administration, compliance, and intellectual property management.

UofSC School of Medicine Greenville provides programs, consultative services, and other resources to assist faculty in developing the knowledge and skills necessary to succeed in academic medicine. New faculty will participate in a New Biomedical Sciences Faculty Orientation & Onboarding process where access to education and research resources is extensively reviewed. Each new faculty member will meet with his or her respective Department Chair who reviews department resources, as well.

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

- Office for Faculty Affairs and Professional Development
- Office for Academic Affairs
- Office for Student Affairs and Admissions
- Office for Finance and Administration

The Center for Teaching and Learning, Office for Faculty Affairs and Professional Development will provide support for approaches to faculty development in three fundamental ways:
• **Educational Development** emphasizes improving skills, effectiveness, and culture regarding teaching; also focuses on curriculum design and implementation, incorporation of educational technologies, and innovations.

• **Professional Development** focuses on development of faculty skills and added qualifications such as areas of research, business, and education, which may include advanced degree programs.

• **Leadership Development** focuses on the School of Medicine’s structure, goals, climate, and relationships among its units, and the physician skills to help in the diagnosis of institutional problems, provision of solutions, and facilitation of program implementation.

Faculty at the UofSC School of Medicine Greenville will have access to programs that provide training, mentoring, and intramural funds to support research and scholarly activities. The Learning Health System Research & Education Committee, chaired by the Dean and co-chaired by the Associate Dean for Graduate Medical Education, coordinates all academic resources currently on the Greenville campus and promotes a unified academic vision within the School of Medicine. Other programs and support for faculty scholarship include:

• **The Research Scholars Program** is sponsored by the Institute for Advancement of Health Care to promote faculty research and scholarly activities. The Scholars program is designed to promote mentoring by engaging faculty who are at varying levels of expertise.

• **The Research and Scholarship Support Program** funding is provided by the Institute for Advancement of Health Care to encourage faculty to develop research projects leading to the pursuit of external funding sources or the promotion of scholarly activities. The goal of this program is to facilitate pilot research that supports faculty scholarly productivity. Recipients will be expected to disseminate their work locally and nationally and must agree to serve on the application review panel for the next Seed Grant competition.

• **The Health Science Quality & Research Core (HSQRC)** is aligned with the Office for Research Support & Administration and the Health Sciences Center (HSC). It provides a central core of methodological, biostatistical, and epidemiologic research and support including, but not limited to, consultation, collaboration, research, and services in the areas of research design, implementation, analysis, interpretation, and data management.

• **The Office for the Vice President for Research (OVPR)** was established to provide a fundamentally more unified and streamlined sponsored projects system and to provide staff access to vital resources and contacts for further assistance. OVPR is responsible for providing improved understanding of regulations, policies, and procedures for research and extramural activities. OVPR is in place to provide faculty and staff a smooth transition and support in using Grants.G (see: https://www.grants.gov/). OVPR provides services that assist faculty in finding grant opportunities and completing grants.gov application packages. The intended audience for this program includes administrative staff, other
support staff, faculty, and students involved in the administration of research, training or other sponsored projects funded by extramural sources.

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

**Administration**

**Dean (School of Medicine Greenville) and Chief Academic Officer (Prisma Health Upstate)**

Marjorie Jenkins, MD

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

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

**Associate Dean for Culture & Inclusivity (School of Medicine) and VP Academic & Faculty Affairs (Prisma Health)**

Brenda Thames, EdD

**300 East McBee Suite 400, Greenville, SC, 29601 Phone #864-797-7925**

The **Associate Dean for Culture & Inclusivity** is responsible for the leadership and strategic direction of all education and workforce development initiatives at Prisma Health Upstate through the Health Sciences Center. S/he works with local schools and regional colleges and universities to develop collaborative partnerships focused on advancing health care through improved and expanded opportunities for current and future health professionals. The ADCI Thames leads strategic planning and communication around issues related to optimizing institutional culture, welcoming culture, inclusivity, equity, and diversity for the academic health center and its university partners.

**Executive Director, Finance and Operations**

Kristin Lacey, MBA, PMP

**Office for Business, Finance and Operations, 701 Grove Road – HSA Building, Phone # 864-455-7981**

The **Executive Director of Finance and Operations** is responsible for finance, human
resources, IT, facilities, communication, and other functions related to the ongoing business operations of the School of Medicine. She serves as a liaison for financial and administrative matters for the health system, practice plan and the University and collaborates with leaders to implement and measure financial success and outcomes of the School. This position provides overall leadership and serves as the steward for the School advising the Dean and other School leaders on finance related to any policy and program issues.

Senior Associate Dean for Academic Affairs
Angela Sharkey, MD
Office for Academic Affairs, 701 Grove Road - HSA Building, Phone #864-455-9882

The **Senior Associate Dean for Academic Affairs** serves as a key member of the Dean's Cabinet team functioning under the principles of servant leadership, responsible for overall leadership of the medical education program of UofSC School of Medicine Greenville and Prisma Health, leads the charge for a coherent and coordinated continuum from premedical, undergraduate medical education, graduate medical education through to lifelong learning through continuing medical education and continuous professional development, supervises ongoing enhancement of UofSC School of Medicine Greenville integrated learner-centered curriculum and oversees evaluation/assessment to achieve institutional objectives, optimize student learning, operating within the bounds of the most current LCME accreditation standards.

Associate Dean for Curriculum
April Buchanan, M.D.
Office for Academic Affairs, 701 Grove Road - HSA Building, Phone #864-455-4145

The **Associate Dean for Curriculum** serves as a key member of the Dean’s Cabinet team functioning under the principles of servant leadership, responsible for leading the charge for coherent and coordinated development and implementation of the UME curriculum across the UofSC School of Medicine Greenville, including ongoing enhancement of the integrated-learner centered curriculum and assessment related to the curriculum and assurance of quality clinical experiences, operating within the bounds of the most current LCME accreditation standards.

Associate Dean for Student Affairs and Admission
Paul Catalana, MD
Office for Student Services, 607 Grove Road, Phone # 864-455-8203

The **Associate Dean for Student Affairs and Admissions** develops and oversees programs, policies and structures that support and respond to student needs. S/he is the key Dean’s Office liaison with the student body and is responsible for admissions, all programs related to student life, orientation, counseling, career advisement, professional development, student professional assessment, student promotions and
additional support for underperforming students, and the development of a strategic plan for the recruitment of qualified applicants. Oversees the efforts of the Assistant Dean for Admissions, serves as co-chair of the admissions committee.

**Assistant Dean for Admissions – Julie Linton, MD**  
**Office for Student Services, 607 Grove Road – HSE Building, Phone # 864-455-8203**

The **Assistant Dean for Admissions** is engaged in all aspects of the admissions process for the undergraduate medical education program, serving as the Co-chair of the Admissions Subcommittee to provide oversight in the selection, recruitment and retention of candidates to maintain a diverse body of students.

**Associate Dean for Research (School of Medicine) and Chief Medical Research Officer (Prisma Health)**  
**Desmond Kelly, MD**  
**Health Sciences Research Division, 605 Grove Road, Suite 301, Phone # 864-455-1161**

The **Associate Dean for Research** is the chief administrative voice for oversight and development of research activities involving members of the medical school faculty, and is a key liaison between the medical school and the member institutions of the Health Sciences Center (Prisma Health System, University of South Carolina, Clemson University and Furman University) and other stakeholders in the research and innovation arena.

**Associate Dean for Graduate Medical Education**  
**David M Cull, MD**  
**Office for Graduate Medical Education, 701 Grove Road – HSA Building, Phone # 864-455-3510**

The **Associate Dean for GME** works collaboratively with the Senior Associate Dean for Academic Affairs and the Associate Dean for Faculty Affairs to assure a seamless interaction with the campus residency and fellowship programs. This position reports directly to the Dean and this individual holds a similar position within the administration of Prisma Health, in which s/he is responsible for oversight of the residency and fellowship programs, including institutional accreditation, internal reviews and other operational and strategic matters.

**Associate Dean for Faculty Affairs and Professional Development**  
**Robert G Best, PhD**  
**Office for Administrative & Faculty Affairs, 701 Grove Road, HSA Building, Phone # 964-455-9812**

The **Associate Dean for Faculty Affairs and Professional Development** provides leadership for the faculty affairs functions of the School. S/he leads the development and
implementation of programs that support faculty in their various academic roles and serves as a resource and administrative liaison to the UofSC Office for the Provost and other central administrative offices of the University, and as the Executive Director of Faculty Affairs & Professional Development for the health system. This position disseminates faculty-related information, sponsors faculty coaching and mentoring programs in conjunction with existing programs at the health system, facilitates and supports the recruitment, appointment, retention, development, promotion and overall wellbeing of faculty, and oversees the annual faculty evaluation process. S/he supervises the Director of Faculty Development, staff within the Office for Faculty Affairs, Continuing Medical Education Team, and liaises with University leadership in the interpretation and development of policies related to faculty and Human Resource issues.

Department Chairs

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<th>Department</th>
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<td>Biomedical Sciences</td>
<td>Dr. Richard Hodinka</td>
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<td>Anesthesiology</td>
<td>Dr. Vito Cancellaro</td>
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<td>Emergency Medicine</td>
<td>Dr. Matthew Bitner</td>
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<td>Family Medicine</td>
<td>Dr. Saria Saccocio</td>
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<td>Medicine</td>
<td>Dr. Peter Tilkemeier</td>
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<td>Neurosurgery/Ortho Surgery</td>
<td>Dr. Kyle Jeray</td>
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<td>Obstetrics &amp; Gynecology</td>
<td>Dr. Kacey Eichelberger</td>
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<td>Pathology</td>
<td>Dr. David Schammel</td>
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<td>Pediatrics</td>
<td>Dr. Robin LaCroix</td>
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<td>Radiology</td>
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<td>Surgery</td>
<td>Dr. Wil Cobb</td>
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Diversity and Inclusion

The UofSC School of Medicine Greenville is deeply committed to fostering a culture of fairness, equity and inclusion among its diverse students, faculty, staff and other key stakeholders. Therefore, we do not deny educational opportunities to qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status. Please review the Equal Educational Opportunity and Anti-Discrimination Policy for more information.

- Diversity Education

   Health care is changing, and the patient populations of tomorrow will be the most diverse in United States history. At the UofSC School of Medicine Greenville, we want to ensure that our students have the skills and confidence to provide compassionate, high-quality care to meet each patient’s unique needs while also recognizing the broader
societal and healthcare system patterns that can impact the health of various people differently. For more information on how Diversity has been integrated into the curriculum, please view our website.

- Student Advocates for Diversity & Inclusion
  The Student Advocates for Diversity and Inclusion (SADI) committee 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 student organizations with an emphasis on diversity; and fostering an environment for meaningful discussions centered on diversity and inclusion at the UofSC School of Medicine Greenville. The students serving on this committee will be utilized as a conduit for medical students of any race, creed, ethnic background, ability, sexual orientation or gender identity to express themselves in a safe and supportive setting. To learn more about our diversity & inclusion initiatives, please visit our website.

Standing Committees

**Authority:** Except as otherwise required by UofSC regulations and policies (e.g., the Student Academic Responsibility Committee), all School of Medicine Greenville committees and subcommittees are advisory to the Dean except where otherwise noted and operate in accordance with the policies and procedures contained in *The Faculty Manual*. All committee Chairs must be faculty of UofSC SOMG.

**Voting Privileges:** Consistent with the policies and procedures of *The Faculty Manual* for operation of UofSC colleges, schools, and departments, all faculty, students, administrators, community non-faculty, and staff members who are members of established committees and subcommittees, whether elected, appointed, or ex-officio, are eligible to vote unless otherwise specified.

Consultants and other individuals specifically identified as staff to committees and subcommittees are not eligible to vote on established committees and subcommittees. In matters related to tenure or promotion on the tenure track, only tenured faculty may vote. Votes related to promotion to the rank of Professor are limited to faculty holding the rank of Professor. Votes related to promotion to the rank of Associate Professor are limited to faculty holding the rank of Associate Professor or Professor.

**Minutes of Committee and Subcommittee Meetings:** The chair of each committee and subcommittee will ensure that agendas for upcoming meetings are posted at least 24 hours ahead of each meeting, and that minutes of each meeting are kept and promptly distributed to committee and subcommittee members and made available to the entire faculty through the Office for Faculty Affairs & Professional Development. This is intended to empower faculty of the medical school to engage in governance through elected representatives with respect to the specific power delegated to the faculty by the Board of Trustees.
Descriptions of Standing Committees:

- **Admissions Committee:**
  
  **Charge:**
  In making admissions decisions, members of the Admissions Committee are charged to admit students deemed highly capable of practicing medicine in a compassionate, team-based, patient-centered, cost-effective manner. Both individual and multiple mini interviews (see III E; III F) are designed to assist the Committee in selecting applicants who possess the individual characteristics required for both the study and the practice of medicine and whose demonstrated communication skills suggest the ability to succeed as a member of an interdisciplinary health care team. UofSC School of Medicine Greenville seeks applicants whose experiences, as described in the AAMC publication *Roadmap to Excellence: Key Concepts for Evaluating the Impact of Medical School Holistic Admissions*, will bring added value to the learning environment. Admissions criteria also consider the applicant’s credentials from the perspective of UofSC School of Medicine Greenville’s Guiding Principles. The School seeks to enroll students with varied backgrounds who have achieved academic excellence, bring diversity to the academic environment commensurate with the population they serve, and who 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. The Committee also seeks to identify motivated students whose life experiences demonstrate the ability to overcome adversity.

  **Membership:**
  
  The 2019-2020 Admissions Committee consists of 53 total voting members, including two (2) voting representatives from the Dean’s Office - the Assistant Dean for Admissions and the Associate Dean for Student Affairs and Admissions, who chairs the Committee. All faculty members are nominated by the Faculty Representation Committee, approved by the Department Chair and elected by the appropriate academic unit. Approximately a third of all members rotate off the committee each year; incoming members receive an initial renewable three (3) year term. Additionally, 21 fourth year medical students share four (4) voting positions on the admissions committee. Student representatives are selected by a subcommittee of the admissions committee after a review of statements submitted by interested students outlining their reasons for wishing to serve. A quorum of 20 members is required for selection of candidates offered admission to the University of South Carolina School of Medicine (UofSC) Greenville. All members of the Admissions Committee are voting members. A quorum of 20 members is required.

  This committee meets weekly from mid-September through March.

- **Appointments and Promotion Committees:**
  
  **Charge:** The Appointment and Promotion Committee implements appointment and
promotion procedures and criteria for non-tenure-track clinical faculty, reviews candidates as appropriate for appointment to new faculty positions and reviews current faculty for consideration of promotion in rank.

Membership:
- For clinical non-tenure track faculty: consists of one senior faculty member from each clinical department recommended for appointment by the departmental chair, and one member of the Biomedical Sciences Department faculty appointed by the Dean. Reviews candidates for appointment to new faculty positions and reviews current faculty for consideration of promotion in rank.
- For biomedical sciences non-tenure track faculty: consists of all full-time clinical associate professor and clinical professor level faculty serve as members of the committee; tenured faculty are appointed by the Dean in consultations with the Associate Dean for Faculty Affairs and Professional Development consistent with requirements of the University of South Carolina Columbia policy
- For tenure-track faculty: consists of all tenured faculty within the unit. If there are fewer than five tenured full Professors, the Dean appoints additional members in consultation with the Associate Dean for Faculty Affairs and Professional Development to meet the minimum requirement for five members consistent with prevailing University requirements. This committee reports on tenure and promotion matters to the UofSC Provost and University Committee on Tenure and Promotion as specified in University policy and procedures.

- Curriculum Committee:
  Charge: The Curriculum Committee of the University of South Carolina School of Medicine Greenville is a deliberative body charged by the Dean and given institutional authority to review, advise and make policy recommendations to the Dean for the successful design, implementation, and assessment of the curriculum for the undergraduate medical education program leading to the M.D. degree. Additionally, the Committee ensures that students develop the leadership, clinical and interpersonal skills essential to delivering the next generation of patient-centered health care with confidence and compassion. The Committee is guided by its commitment to compassionate patient care, innovative teaching and continuous improvement for the benefit of our students, faculty, administration and community we serve.

  Membership: The Curriculum Committee is composed of 15 voting members. This includes four at-large Biomedical Science faculty, two at-large Clinical faculty, two Clerkship Directors, M1 Academic Year director/Chair of M1 subcommittee, M2 Academic Year director/Chair of M2 subcommittee, Chair of Program Evaluation and Assessment Committee (PEAS), Director of IPM, Associate Dean for Curriculum/Chair of M3/M4 and two elected student representatives. Non-voting membership includes the Senior Associate Dean for Academic Affairs, Chair of Biomedical Sciences, Associate Dean for Student Affairs and Admission, Director of Assessment, Directory of Library, and two elected student representatives.

  Faculty members serve a term of three (3) years. All appointments to the Curriculum
Committee, as well as the Chair of the Committee will have renewable appointments, with a limit of two (2) consecutive terms of service. To assure continuity of membership and mission, new members are appointed on a staggered basis. The committee meets for 1.5 hours every month.

- **Student Evaluation and Promotion Committee:**
  **Charge:** The Student Evaluation and Promotion Committee represents the faculty in making recommendations to the Dean regarding each student's continued enrollment and/or academic progress in the School of Medicine, including continuation, promotion to the next academic year, additional educational activities and support, suspension, dismissal, or any variation thereof that in the opinion of the committee is appropriate.

  **Membership:** This committee consists of seven voting members: four elected (nominations coming from the Faculty Representation Committee) and three ex officio, M1 (appointed by BMS Chair), M2 (appointed by BMS Chair) and M3/M4 (appointed by Associate Dean for Curriculum) representatives. All members (elected and appointed) serve for a term of three years. There are three additional ex officio members who are non-voting members: the Associate Dean for Curriculum, the Associate Dean for Student Affairs, and the Manager of Student Affairs.

- **Faculty Development Committee:**
  **Charge:** The Faculty Development Committee is a faculty committee charged with advising the Dean and Associate Dean for Faculty Affairs on faculty development offerings and strategic direction across the full range of faculty development activities related to teaching, research, scholarship, and service.

  **Membership:** The Committee is composed of 8 elected voting members of the faculty, equally represented by biomedical sciences and clinical sciences. Non-voting membership includes the Associate Dean for Faculty Affairs and Professional Development, and the Director of Faculty Development.

  Faculty members serve a term of three (3) years. All appointments to the Committee, as well as the Chair of the Committee will have renewable appointments. To assure continuity of membership and mission, new members are appointed on a staggered basis. The committee meets bimonthly for 1 hour.

- **Faculty Representation Committee:**
  **Charge:** The Faculty Representation Committee oversees the standing committees of the medical school to ensure the proper channeling of the faculty voice in a mixed governance model. FRC is responsible for developing and administering the procedures of nomination and election of faculty members to UofSC School of Medicine Greenville committees designated for elected members of the faculty, for changes to the committee descriptions or composition, and addition of new standing committees. This committee is supported by the Office for Faculty Affairs and Professional Development.
Membership: Vice Chairs for Academics from each Department (ex officio, voting), the Biomedical Sciences Chair (ex officio, voting), one member of the biomedical sciences faculty (elected, voting) and one clinical sciences faculty member (elected, voting).

Elected members from the faculty serve 3-year renewable terms (staggered terms). The committee meets bimonthly for one hour.

Graduate Medical Education Committee for Prisma Health Upstate
Charge: The Graduate Medical Education Committee has oversight authority and responsibility for all aspects of medical residency education. GMEC ensures that each graduate medical education program provides effective educational experiences for residents and fellows that lead to measurable achievement of educational outcomes using the ACGME competencies.

The GMEC oversees all GME activity, including communication between programs and ACGME residency review committees. GMEC also reviews reports from site visits and subsequent progress reports in order to ensure that problems are addressed and additional resources made available to respond to deficiencies.

Membership: Voting membership includes the DIO, Associate Dean for Graduate Medical Education (Chair), Program Directors (Associate Program Directors are non-voting members except by Program Director proxy), the three House Senate Officers elected by the House Staff (President, Vice President, Secretary), Vice President of Quality and Patient Safety or designee, the Executive Director of Business Operations and Finance, and others as deemed by GMEC appointment. Meets the 4th Thursday of every month.

Program Evaluation and Assessment Subcommittee (PEAS):
Charge: The Program Evaluation and Assessment Subcommittee (PEAS) is charged with compiling and monitoring data from a variety of outcomes measures, analyzing the information, and providing recommendations to the Curriculum Committee for improved methods of teaching and/or assessment. It coordinates the collection of assessment information from individual modules/clerkships, as well as other longitudinal data to create meaningful performance reports for module, subcommittee, and Curriculum Committee review.

Membership: The Program Evaluation and Assessment Subcommittee (PEAS) is composed of six elected faculty members (four Biomedical Science and two Clinical) and two elected student representatives. The Faculty Representation Committee (FRC) has oversight of the faculty election process. These eight members constitute the voting members of the committee.

Members from the faculty serve a term of 3 years, with two members rotating off the committee each year. The student representatives on the PEAS will serve a 2 year term. At the end of the M1 year, the M1 class will elect a student representative that will serve on the PEAS
during their M2 and M3 years. The term will start on July 1 between the student’s M1 and M2 year. This committee typically meets once per month. Chair of this committee serves ex-officio (voting) on the Curriculum Committee, which meets monthly.

- **Deans’ Cabinet:**
  **Charge:** The Dean’s Cabinet, chaired by the Dean of the School of Medicine, is responsible for deploying the strategic plan and the integrated programs and operations of the medical school. Members are all appointed by the Dean. The Dean’s Cabinet is comprised of the Associate Deans and selected individuals as ad hoc attendees who meet on a regular basis with the Dean to discuss issues concerning the School of Medicine.

  **Membership:** The cabinet consists of all associate deans, the Chair of Biomedical sciences, Executive Director for Finance and Operations, and others as appointed by the Dean.

- **Senior Leadership Operations Council:**
  **Charge:** The SLOC oversees and coordinates daily operations and procedures for the medical school and ensures the integration of the functions of the primary administrative offices of the school.

  **Membership:** This council is composed of the associate deans, chair of Biomedical Sciences, Executive Director for Finance and Operations, Director of Human Resources, Project Manager for Academic Affairs, and is chaired by the Senior Associate Dean for Academic Affairs.

- **Policies & Procedures Committee:**
  **Charge:** The Policies and Procedures Committee is charged with ensuring the format and content of policies meet university and external regulatory agency requirements. The purpose of UofSC School of Medicine Greenville policies is to ensure that all students, faculty, and staff are treated equitably, and expectations of behavior are clear. A policy should be used to establish and properly communicate a procedure and may be used to satisfy an LCME requirement. For policies focused on curriculum, the responsibility for authoring is delegated to the appropriate faculty committee and will be reviewed and approved through the proper curriculum committee structure.

  **Membership:** The committee is composed of administrators, faculty, and staff. Faculty members are nominated by the Faculty Representation Committee and elected by the appropriate academic unit. The committee meets monthly.

- **Executive Committee:**
  **Charge:** The Executive Committee of the School of Medicine is charged with advising the dean and the dean’s leadership team regarding high-level administrative matters, strategy, institutional health, relationship to the community and other issues of long-term significance to the operations and priorities of the medical school.
Membership: Dean (Chair of Committee), Department Chairs (12; all ex officio voting), Associate Deans (5; all ex officio non-voting), Executive Director for Finance, Chair of Faculty Representation Committee (if a biomedical sciences faculty member) or at-large biomedical sciences faculty member (1; elected voting), Chair of Faculty Representation Committee (if a clinical sciences faculty member) or at-large clinical sciences faculty member (1; elected voting). Faculty elections through FRC for renewable 3-year terms as with all of the standing committees.

Elected members from the faculty serve 3-year renewable terms (staggered terms). The committee meets bimonthly for 90 minutes.

• Learning Health System Research & Education Committee (LHSREC):
  Charge: The LHSREC is the primary coordinating body for academic resource allocation and the clinical learning environment. This Committee is advisory to the health system’s Resource Council and serves all academic programs/governing bodies of the Prisma Health Upstate campuses. Department Vice Chairs provide a report regarding their departmental faculty activities and chairs of standing committees will regularly report their activities to the LHSREC to promote awareness of the work of the committees.

  The LHSREC also provides strategic direction for the UofSC School of Medicine Greenville, including the promotion of interdisciplinary educational and research activity.

  The LHSREC is responsible for the clinical learning environment, which includes six domains (patient safety, duty hour of faculty and trainees, hand-offs, quality improvement, supervision of trainees and professionalism). The following 4 subcommittees have been established to ensure a vibrant learning environment for the medical school:
  1. Patient Safety/Quality
  2. Professionalism/Supervision
  3. Transition of care/Work hours
  4. Resource Budget

Membership: The LHSREC, appointed and co-chaired by the Dean and co-chaired by the Associate Dean for Graduate Medical Education, meets monthly and is composed of all Academic Vice Chairs (ex officio, voting), Biomedical Sciences Chair (ex officio, voting), Senior Associate Dean for Academic Affairs (ex officio, non-voting), Associate Dean for Faculty Affairs and Professional Development (ex officio, non-voting), and Prisma Upstate Affiliate senior clinical and administrative leadership. Members serve on this council because of their roles in the health system and the medical school. The House Staff President serves a one-year role and is appointed to this committee by the Dean.

Members of this committee are appointed for 3-year terms and meet every 3rd Thursday of the month.
The educational program at the University of South Carolina School of Medicine Greenville integrates the basic and clinical sciences with a graduated increase in clinical skills and responsibilities across the four years of the curriculum. For a schematic of our 4-year curriculum, please visit our website.

<table>
<thead>
<tr>
<th>M-1</th>
<th>Module name</th>
<th>Credit Hours</th>
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<td>Emergency Medical Technician</td>
<td>5</td>
<td>GMED G605</td>
<td>Thomas Blackwell, MD</td>
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<td></td>
<td>Molecular and Cellular Foundations of Medicine</td>
<td>3</td>
<td>GMED G620</td>
<td>Renee Chosed, PhD/Anna Blenda, PhD</td>
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<td>Structure and Function of the Human Body I</td>
<td>7</td>
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<td>Shanna Williams, PhD</td>
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<td>Structure and Function of the Human Body II</td>
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<td>Neuroscience</td>
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<td>Defenses and Responses</td>
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<td>GMED G650</td>
<td>Jennifer Grier, PhD</td>
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<td></td>
<td>Integrated Practice of Medicine Ia</td>
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<td>Biomedical Principles of Disease and Therapy</td>
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<td>GMED G660</td>
<td>Richard Hodinka, PhD</td>
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<td>Musculoskeletal/Dermatology/Rheumatology Systems</td>
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<td>Hematology/Oncology Systems</td>
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<td>Jenny Knight, MD</td>
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<td>William Roudebush, PhD</td>
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<td>Gastrointestinal/Hepatic Systems</td>
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<td>Mind, Brain, and Behavior</td>
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<td>Joy Shen-Wagner, MD</td>
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<td></td>
<td>Emergency Medicine Clerkship</td>
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Subtotal Credit Hours: 75
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<td>Aniel Rao, MD</td>
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<tr>
<td>Obstetrics and Gynecology Clerkship</td>
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<td>OBGY G700</td>
<td>Christy Lee, MD</td>
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<td>Pediatrics Clerkship</td>
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<td>PEDI G700</td>
<td>Joshua Brownlee, MD</td>
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<td>Surgery Clerkship</td>
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<td>SURG G700</td>
<td>Joseph Camunas, MD</td>
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<td>Psychiatry/Neurology Clerkship</td>
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<td>NPSY G700</td>
<td>Benjamin Griffeth, MD/Sandip Jain, MD</td>
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<td>Electives</td>
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Subtotal Credit Hours: 49

For a complete list of clerkships, electives and directors for the m4 year, please refer to this listing.

**Academic Affairs and Student Affairs Policies.** Policies regarding the administration of the UofSC School of Medicine Greenville academic program can be found on the website.

**STUDENT AFFAIRS POLICIES**

**Guidelines for Conduct in Medical Educator/Learner Relationships**

The UofSC School of Medicine Greenville is committed to fostering an environment that promotes academic and professional success in learners and medical educators at all levels. An atmosphere of mutual respect, collegiality, fairness, and trust is essential to achieve this success. Both medical educators and learners bear responsibility in creating and maintaining this atmosphere. Please see Guidelines for Conduct in Medical Educator/Learner Relationship Policy

**Student Mistreatment**

The educational program at the UofSC School of Medicine Greenville is dedicated to supporting and encouraging collegiality and professionalism essential to an effective learning environment.

Students who believe that they have been punitively assessed or mistreated because of religion, race, ethnicity, gender, sexual orientation, age or for any other matters of importance to them have access to the UofSC School of Medicine Greenville ombudsman. To report mistreatment, please call the ombudsman’s office at (864) 455-3754 and leave a confidential message for follow-up; email is not recommended for sharing confidential information. In addition, students may complete the Online Mistreatment Report Form. Please review the Student Mistreatment Policy for procedures and additional resources.

**Expectations for Student Conduct**

Students enrolled in the School of Medicine should conduct themselves in an appropriately professional manner as defined by the UofSC School of Medicine Policy on Expectation of Personal and Professional Conduct. Conduct should be in conformity with the high moral and ethical
standards of the medical profession as well as within the legal constraints of any law-abiding community.

**Honor Code**
The Honor Code is a set of principles established by the university to promote honesty and integrity in all aspects of a student’s academic career. It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty in connection with any academic program. A student who violates, or assists another in violating the Honor Code, will be subject to university sanctions.

Please review the [Academic Responsibility Policy](#) for a list of Honor Code violations and sanctions.

**Statement of Professionalism**
The UofSC School of Medicine Greenville vision of professionalism has the primacy of patient welfare as its central tenet. The Guiding Principles upon which the UofSC School of Medicine is founded express core values of altruism, integrity, a commitment to excellence, and high moral and ethical standards as the necessary foundations for the development of medical professionals. Students will be evaluated on professionalism as a component of their overall assessment. The Honor & Professionalism Council (HPC) will be charged with the responsibility of making recommendations for students who have exhibited unprofessional behavior.

**Expectations of Personal and Professional Conduct**
Students at the UofSC School of Medicine Greenville have the responsibility to maintain the highest levels of personal and professional integrity and to show compassion and respect for themselves, colleagues, faculty, staff, and, most important, the patients who participate in their education. Expectations of the personal and professional conduct of medical students will include the following general and specific considerations:

- Demonstrating concern for the welfare of patients
- Demonstrating concern for the rights of others
- Demonstrating evidence of responsibility to duty
- Trustworthiness
- Maintaining a professional demeanor
- Possessing those individual characteristics required for the practice of medicine.

Please review the [Expectation of Personal and Professional Conduct Policy](#) for a detailed description of the expectations for professional conduct.

**Social Media & Social Networking**
*Guidelines on the Use of Social Media for Faculty and Students*

Social media has been a powerful force for communication and is widely used by students, faculty, staff, patients and the public. Thoughtfully done, it can enhance relationships and communications among all of these constituencies. It is not without the potential for complications, however, particularly when the individuals involved play multiple roles, or their roles change over time. The following general considerations may be of help in determining where to place boundaries or whom to include as “friends”:
• Physicians, faculty, staff and students must be cognizant of prevailing laws, standards and institutional policies regarding privacy of patient and student information
• Privacy settings can be used to help limit access to your information and confine messaging to your intended audiences;
• Be thoughtful about what you post, and always show respect, avoid vulgarity, intimidations and threats
• It is important to accurately represent yourself, your professional roles, titles and accomplishments, and to keep your profile up to date; you are personally responsible for all content that you post
• It is common for faculty to receive requests from students; consider how you intend to respond to maintain consistency; recognize that there is the potential for misinterpretation of relationships such as faculty-student, supervisor-subordinate and staff-student in social interactions
• There is significant potential for interactions with students to include social overlap
• Social interactions, both positive and negative, have the potential for introducing unconscious biases that could affect grading; faculty should be attentive to the potential for such inequities to arise, and vigilant to ensure that students are neither advantaged nor disadvantaged by the way that they engage through social media

In addition, Students should exercise appropriate caution with social media and social networking. Social media include but are not limited to:
• Multi-media and social networking websites (such as Twitter, Instagram, Snapchat, Facebook, Foursquare, Pinterest, Yahoo! Groups, YouTube, Skype or other instant messaging and other similar sites)
• Blogs (both external and internal to UofSC School of Medicine Greenville)
• Wikis such as Wikipedia and any other site where text can be posted

Misuse of social media can lead to professional behavior and/or confidentiality violations up to and including expulsion. Please review the Social Media & Social Networking Policy.

Expectations of Professional Demeanor & Attire
Students are expected to dress in an appropriate manner while at UofSC School of Medicine Greenville and affiliated learning sites. Medical students should present a professional appearance to their University community of faculty, staff and colleagues, as well as to those whom they encounter in a clinical setting – including but not limited to physicians, patients, and all hospital employees. In addition, UofSC School of Medicine Greenville students are expected to maintain a professional attitude towards patients, colleagues, and faculty. Please review the Demeanor and Attire Policy for more detailed guidance on appropriate dress for students.

Honor & Professionalism System
The purpose of the Honor and Professionalism System of UofSC School of Medicine Greenville is to promote and maintain the basic ethical and professional principles paramount to the success of a student preparing for the profession of Medicine. The Honor and Professionalism System obligates medical students, as future physicians and representatives of the UofSC School of Medicine Greenville, to conduct themselves with honor and integrity in all aspects of their lives. There are three aspects of the Honor & Professionalism System: 1) UofSC Honor Code 2) UofSC School of
The Honor & Professionalism System at the UofSC School of Medicine Greenville has been developed by an Honor & Professionalism Council (HPC), which is a committee of medical students elected from the second, third, and fourth year classes with endorsement by the Dean. First year students are included as non-voting members. The HPC functions to ensure the upholding of the Honor and Professionalism System by students during their interactions with colleagues, faculty, patients, and in the community.

The Honor & Professionalism System is introduced to new medical classes each year at M1 Orientation, and each student is asked to sign a statement acknowledging that they have been informed of the Policies and Procedures of the Honor & Professionalism System. The acceptance of the Honor Code assures that the integrity of students is unquestioned and accepted by all in the academic, clinical and research communities.

Please review all three policies for more detailed information about the Honor and Professionalism System:

- Honor & Professionalism System
- Academic Responsibility - The Honor Code
- Student Code of Conduct

Any unethical conduct within the UofSC School of Medicine Greenville community that undermines the spirit of the Honor and Professionalism System is a violation. Specific incidents will be considered with regard to the context in which they occur, the alleged infraction, and the magnitude of the alleged offense.

Violations of the Honor Code, Professionalism or Student Code of Conduct standards include, but are not limited to:

Lying - including any form of dishonesty or misrepresentation, omission, fabrication or falsification or documents or clinical reports

Cheating - using or attempting to use any unauthorized materials, devices or study aids in or prior to an examination, OSCE or any other academic work. Giving or receiving any unauthorized assistance in the completion of any examination, OSCE or other academic work as well as preventing or attempting to prevent others from using authorized materials

- Plagiarism or copyright violation
- Stealing
- Substance abuse
- Unprofessional behavior, including but not limited to, any breach of patient confidentiality
- Inappropriate conduct on campus, in the community or via social media
- Repeated lack of accountability
Chemical Dependency
The UofSC School of Medicine Greenville recognizes that chemical dependency represents a problem of national proportions and that medical students may be at increased risk. The UofSC School of Medicine Greenville is therefore committed to:

• Providing an integrated substance abuse curriculum to medical students as a component of their medical education
• Promoting student wellness by identifying and assisting students who may be chemically dependent
• Providing medical students with information regarding confidential chemical dependency treatment programs that will not jeopardize their professional career goals.

Please review the Chemical Dependency Policy for more information.

Immunization Requirements
The UofSC School of Medicine Greenville requires that all matriculating students have certain immunizations as recommended by the Centers for Disease Control and Prevention (CDC) and the Association of American Medical Colleges (AAMC). Prior to matriculation, students will be required to submit a form completed by their health care provider summarizing their medical history and immunization status. For a complete list of immunization requirements for matriculating and continuing students, please review the Required Immunization Policy.

Exposure to Infectious and Environmental Hazards
It is the policy of UofSC School of Medicine Greenville to maintain a safe healthcare environment for patients, students and staff. Students caring for patients experience an increased risk of exposure to several infectious diseases, including Hepatitis-B (Hep B), Hepatitis-C (Hep C) and Human Immunodeficiency Virus (HIV). UofSC School of Medicine Greenville and the partner health system, Prisma Health–Upstate, shall implement measures to prevent transmission of infectious diseases, which may at times warrant exclusion of students from certain patient care settings or types of patient contact.

UofSC School of Medicine Greenville and the partner health system do not discriminate against otherwise qualified students based upon disabilities, including students infected with HIV, Hepatitis C or Hepatitis B virus, as long as the individual is able to perform the essential functions of the job safely and effectively with reasonable accommodations. Additional information regarding established procedures following potential exposure to an infectious disease are available at Exposure to Blood Borne Pathogens Policy.

Radiation Safety
It is the policy of the UofSC School of Medicine Greenville to ensure the safety of students, patients, faculty and other parties with respect to exposure to radiation. As such, we observe the rules and regulations promulgated by federal and state agencies overseeing radioactive sources and follow policies concerning radiation safety and exposure prevention set forth by our partner health system. Additional information regarding procedures to monitor radiation exposure are available in the Radiation Safety Policy.
Curriculum
The current Academic Calendars are located on our website
For Course Objectives and Descriptions, please visit the Oasis Course Catalog
A list of required Clinical Experiences within the required Clerkships are listed on our website

Academic Affairs Policies

Curriculum Accommodations
UofSC School of Medicine Greenville has an ethical and legal responsibility to provide equal opportunities for medical students with disabilities. This policy exists to provide medical students who have a documented disability with equal opportunity to participate in all aspects of each module/clerkship. Please review the Curriculum Accommodation Policy for more detailed information.

Class Attendance
Please review the following policies for more detailed information:
M1 and M2 Student Attendance Policy
M3 and M4 Student Attendance Policy
Integrated Practice of Medicine Attendance Policy
Inclement Weather Policy
Exam Tardiness and Unscheduled Absence Policy

Academic Workload and Duty Hours
Providing medical students with a sound didactic and clinical education must be carefully planned and balanced with concerns for patient safety and medical student well-being. While didactic and clinical education should have priority when it comes to the medical students’ time and energy, this should not be at the expense of their physical/mental health or their ability to learn. Please review the Academic Workload and Duty Hour Policy for detailed information.

Alternative Clinical Site or Assignment
Medical students are informed at M3 and M4 orientations of the opportunity to request an alternative clinical site or assignment. Please review the policies Request an Alternative Clinical Site and Alternative Assignment policies for more detailed information.

Medical Student Supervision
All clinical activities must be supervised by a UofSC School of Medicine Greenville clinical faculty member. It is recognized that non-faculty physicians may occasionally be utilized in community practice electives or the faculty member may send the student to a colleague who has interesting case(s) on a particular day. However, in order for a student to be supervised or taught by the non-faculty preceptors, a faculty member who is credentialed with the School of Medicine must oversee the clinical experience. Patient management, inclusive of medical student participation, is governed by the Prisma Health – Upstate Medical Staff Policy on Patient Management when working in the Prisma Health System or when in other clinical settings, the practices and policies of that location.
Chaperones
At all affiliated hospitals, when a medical student examines a patient of the opposite sex, or when requested by a patient, preferably another person of that sex and preferably a nurse or other professional must be present at the time of the examination. Each student is expected to maintain a purely professional relationship with his/her patients and to refrain from outside personal contact with any patient.

Grading System
Please review the following policies for more detailed information about the grading system at UofSC School of Medicine Greenville
Grading System Policy
Timeliness of Grade Reporting Policy

Technical Standards
The UofSC School of Medicine Greenville has adopted the following technical standards: Technical Standards for Admission, Retention and Graduation.

Promotion and Remediation of Incomplete or Failed Coursework
The Student Evaluation, Remediation, Requirements for Promotion and Appeals Policy outlines those academic and professional standards and the role of the Student Evaluation and Promotion Committee (SEPC) in reviewing progress, and the conditions that constitute promotion, remediation of unsatisfactory academic progress and professional conduct, and dismissal. The policy also outlines the Student Appeal Process and elements of due process. Students must meet academic and professional standards defined by the faculty to qualify for promotion.

Students with one or more Incomplete (I), Unsatisfactory (U), or Failing (F) grades and/or with reports of unprofessional or unacceptable behavior will be reviewed by SEPC to determine their suitability for continuing in the medical school. SEPC may recommend additional educational activities and support requiring the student to attend programs for modification of behavior, retake of a module, repeat of a year, or may recommend dismissal from the medical school.
If a student receives an I in a Biomedical Science module in M1 or M2 year, they must take a similar summative exam (and/or practical exam) covering the content of the failed module during the remediation date as stated in the Student Handbook.

Grade Appeal
Students have the right to be graded in an equitable manner, free from arbitrary bias or capriciousness on the part of faculty members. This policy is in place to permit a medical student to review and to challenge his or her educational records, if he or she considers the information contained therein to be inaccurate, misleading, or inappropriate. Please see the Grade Appeal Policy for more details.

Formative Faculty Feedback on Student Performance
To ensure the success of our medical students in the learning process, UofSC School of Medicine Greenville faculty will deliver formal Formative Feedback early enough during each required course
or clerkship to allow sufficient time for remediation. Please see the Formative Feedback Policy for details.

**Student Feedback on Course Faculty/Resident Performance**
Student feedback is essential for the continuous quality improvement of the medical education experience. Students are required to provide feedback in the form of faculty, resident, and course evaluations at the conclusion of each clerkship and elective. Please review the Course and Faculty/Resident Evaluation Completion Policy for details.

**Leave of Absence (LOA) and Withdrawal**
For a variety of reasons, it may become necessary for a student to take a leave of absence from his/her medical education. Occasionally a student may decide to withdraw from the School of Medicine without an approved leave of absence. Please see Leave of Absence and Withdrawal Policy for details.

**Requirements for Graduation**
The degree of Doctor of Medicine will be conferred by the University of South Carolina upon persons who have complied with the degree requirements as recommended by the faculty. For full details, please review the Requirements for Graduation Policy.

**United States Medical Licensing Examination**
Students in the School of Medicine Greenville are required to pass the United States Medical Licensing Examination (USMLE) Steps 1 and 2 prior to graduation. Students are required to pass Step 1 in order to officially be promoted to the third year, although they may begin clerkships while awaiting a score. Students are permitted a maximum of three attempts at Step 1 and at Step 2. Failure on the third attempt at Step 1 or Step 2 will render students subject to dismissal from the School of Medicine Greenville. For full details, please review the United States Medical Licensing Examination Policy.
Technical Assistance with Teaching Activities. Assistance with teaching activities on the School of Medicine campus is readily available from the Office for Academic Affairs and the Office for Faculty Affairs.

Research

Research and scholarly activity constitute a significant responsibility of faculty members in an academic community. Faculty members’ accomplishments in basic science, clinical, and/or educational research and scholarly activity are assessed regularly in the annual faculty review process, in the promotion and tenure processes, and in the post-tenure review processes.
Research Administration:
The research focus of UofSC School of Medicine Greenville will be principally in the fields of biomedical sciences education, translational research, clinical research, and implementation science/population health.

All faculty and students involved in research are expected to complete and maintain up-to-date human subjects research training through the Collaborative Institutional Training Initiative (CITI) program (www.citiprogram.org). Compliance is monitored by ORCA. This web-based curriculum includes pre-and post-module testing and covers all aspects of research including ethics, research finance, patient safety, investigator safety, informed consent, conflict of interest, as well as experimental design. The course has a "living curriculum" that prompts participants to complete new modules as they are developed. Faculty must also comply with University and School of Medicine requirements for the reporting of Outside activities, and management of conflicts of interest (COI). See: http://www.sc.edu/policies/acaf150.html and http://greenvillemed.sc.edu/doc/UofSC_School_of_MedicineG_outside_activities.pdf.

The faculty at the UofSC School of Medicine Greenville will be encouraged to identify and develop collaborative translational and implementation science research opportunities centered on clinical strengths at GHS. To these ends, administrative support and regulatory oversight for sponsored research conducted at the UofSC School of Medicine Greenville will be provided by the UofSC Vice President for Research through the Offices of Sponsored Awards Management, Research Compliance, and Research Development with support as appropriate through the Prisma Health Upstate affiliate’s Office for Research Compliance and Administration. Proposals seeking external funds submitted through UofSC School of Medicine Greenville will be processed and managed according to current UofSC policies and procedures.

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

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

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

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

**Institutional Policies Related to Sponsored Research:**

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

- Reviewing and approving proposals to assure that they comply with both sponsor and University guidelines; that budgets are accurate and consistent, with clear and concise justifications; and that both direct and indirect costs are appropriately recovered.
- Negotiating and accepting grants and contracts on behalf of the University.
- Issuing subcontracts.
- Serving as the principal liaison between the University and its sponsors.
The UofSC Office for Research Compliance (ORC) coordinates the development and implementation of University policies and facilitates research integrity in the following areas: use of humans in research; laboratory animal welfare; use of biohazardous materials, including DNA; and conflict of interest. ORC, working closely with Animal Resource Facilities (ARF) and Environmental Health and Safety (EHS), provides support to the Institutional Review Board, the Institutional Animal Care and Use Committee, and the Institutional Biosafety Committee. ORC also is responsible for maintaining the institution’s federal assurance related to research misconduct and has responsibilities relating to export control policy, compliance, and education. http://www.orc.research.sc.edu/.

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

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

Outside Professional Activities (Consulting/Conflict of Interest/Conflict of Commitment). The University of South Carolina is committed to ensuring that the research, consultation, and other activities of faculty and non-faculty employees are conducted properly and consistently with the principles of openness, trust, and free inquiry that are fundamental to the autonomy and well-being of a university and with the responsible management of the University's business. Toward that end, and consistent with federal regulations, UofSC has formulated policies and procedures to identify and address potential, actual, and apparent conflicts of commitment and conflicts of interest. “Conflict of Interest” is defined as any situation in which an individual is in a position to
exploit a professional or official office or other capacity in some way for their personal benefit. “Conflict of commitment” is defined as a situation in which an employee engages in an outside professional activity, paid or unpaid, that involves a commitment of time that may interfere, or appear to interfere, with fulfillment of the employee's obligations to the University, even if the outside activity is valuable to the University or contributes to the employee's professional development and competence.

The policies and procedures can be viewed at http://www.sc.edu/policies/rsch106.pdf; and http://www.sc.edu/policies/acaf150.html. The fundamental premise of these policies (ACAF 1.50 – Outside Professional Activities; RSCH 1.06) is that each member of the UofSC community has an obligation to act in the best interests of the University, and must not let outside activities or outside financial interests interfere with that obligation. More on conflicts of interest in research can be found at: https://www.sc.edu/provost/forms/ProvostFall2012_Coggins.pdf

UofSC School of MedicineG’s and GHS policy regarding Outside Professional Activities can be found at http://greenvillemed.sc.edu/Faculty_Resources.shtml

Prisma Health-employed faculty are subject to policies S-010-20 (Improper Conduct and Disruptive Behavior), S-104-1 (Business Ethics and Conduct), S-15-3 (Conflict of Interest), S-10-17 (GHS Intellectual Property Policy) and S-10-16 (Policy for Dealing with Faculty Conflicts of Commitment and Conflicts of Interest and Research). All faculty are expected to disclose potential conflicts of interest annually in accordance with the policies of their respective organizations.

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

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

http://ip.research.sc.edu/.

**Institutional Policies Related to Sponsored Research - UofSC:**
Data Access and Retention RSCH 1.05
Debarment/Suspension Federally Sponsored Projects RSCH 1.01
Disclosure of Financial Interests and Management of Conflicts of Interest Related to Sponsored Projects (Research) RSCH 1.06
Human Subjects and Research RSCH 1.03
Faculty Research Resources.

Faculty at UofSC School of Medicine Greenville have access to programs that provide training, mentoring, and intramural funds to support research and scholarly activities. Faculty should discuss their research aspirations and achievements with their Chair regularly, and requests for support may be made through the departmental Chair at the time of Annual Reviews or throughout the year as mutually agreeable between the faculty member and the Chair. The Learning Health System Research & Education Committee, chaired by the Dean, coordinates all academic resources currently for the Prisma Health Upstate campuses and promotes a unified academic vision within the School of Medicine Greenville. LHSREC has systematically inventoried the scholarly activity of the 12 departments, as well as nursing, pharmacy, and other allied health education, and has assessed the potential for enhanced scholarly activity. A plan for scholarly development are in development and progress will be monitored by LHSREC and the Dean’s Cabinet. The research program of the combined UofSC School of Medicine Greenville and the Health Sciences Center Programs and support for faculty scholarship are outlined below:

### Institution-Wide Activities

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

Administrative support and regulatory oversight for sponsored research conducted at the UofSC School of Medicine Greenville will be provided by the UofSC Vice President for Research and Graduate Education through the Offices of Sponsored Awards Management, Research Compliance, and Research Development. Proposals seeking external funds submitted through UofSC UofSC School of Medicine Greenville will be processed according to UofSC policies and procedures.

UofSC and School of Medicine Publications

Various UofSC and UofSC School of Medicine Greenville publications can be valuable to faculty members in the course of their academic, research, and clinical activities.

Student Handbooks can be accessed through the School of Medicine website at https://www.sc.edu/study/colleges_schools/medicine_greenville/docs/studenthandbook.pdf

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


Electronic Resources:

AAMC MedEdPortal Video: 
https://www.mededportal.org/about

Academic Grievance Policy (Students):
- http://www.sc.edu/policies/staf630.pdf (Academic Grievances for Students)
- http://www.sc.edu/policies/staf627.pdf (Non-Academic for Students)

Academic Regulations (Student Handbook for UofSC SOMG):
http://sc.edu/study/colleges_schools/medicine_greenville/docs/studenthand book.pdf

Canvas:
https://greenvillehealthsystem.instructure.com/login/canvas

Conflict of Interest and UofSC /School of Medicine Policies on Outside Activity for Faculty
- http://sam.research.sc.edu/pdf/COI.pdf
- http://www.sc.edu/policies/acaf150.html
- http://www.sc.edu/study/colleges_schools/medicine_greenville/internal/documents/uscso mg_outside_activities.pdf
- Form to report Outside Activities:
  http://www.sc.edu/study/colleges_schools/medicine_greenville/internal/documents/op a_faculty_annual_report_062707.pdf

Emergency Preparedness Plan
https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/documents/uscsomg_emer gency_plan.pdf

GHS Office for Research Compliance and Administration:
http://www.ghs.org/researchcompliance

Guidelines for conduct in Medical Educator/Learner Relationship:
https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/_policydocuments /uscsomg_staf602.pdf

Guidelines on Fair Use of Copyrighted Materials
• Columbia University Libraries’ Copyright, Fair Use and Education website: http://copyright.columbia.edu/copyright/

Faculty and Faculty Development Resources
http://greenvillemed.sc.edu/Faculty_Resources.shtm

Family Educational Rights and Privacy Act (FERPA):
  ➔ https://sc.edu/about/offices_and_divisions/registrar/transcripts_and_records/privacy/ferpa

Health Insurance Portability and Accountability Act (HIPAA):
  http://orc.research.sc.edu/hipaa.shtml

Human Resources :
  http://hr.sc.edu/

IACUC: Institutional Animal Care and Use Committee, Animal Research policies:
  http://uscm.med.sc.edu/ARF/iacuc.html
  http://sam.research.sc.edu/animalcare/index.html
  http://www.sc.edu/policies/acaf503.html
  http://www.sc.edu/policies/acaf504.html.

Thomas Cooper Library:
  http://library.sc.edu/p/TCL

Online Human Subject Training (required of all School of Medicine faculty):
  www.citiprogram.org: human subject’s research training through the Collaborative Institutional Training Initiative (CITI) program

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

School of Medicine Academic Calendar:
  http://sc.edu/study/colleges_schools/medicine_greenville/studentaffairs/index.php

Student Handbook (School of Medicine):
  http://sc.edu/study/colleges_schools/medicine_greenville/docs/studenthandbook.pdf

UofSC Policies and Procedures:
UofSC Employee Benefits:
http://hr.sc.edu/benefits.html

UofSC Family Friendly Policies:
http://www.sc.edu/provost/policiesfamilyfriendly.shtml

UofSC Columbia Faculty Manual:
http://www.sc.edu/policies/facman/Faculty_Manual_Columbia.pdf

UofSC School of Medicine Greenville Faculty Handbook:
http://sc.edu/study/colleges_schools/medicine_greenville/docs/facultyhandbook.pdf

UofSC IRB (Institutional Review Board):
http://orc.research.sc.edu/irb.shtml

UofSC Research Resources:
- Office for Research http://www.sc.edu/research/
- UofSC ERA (http://sam.research.sc.edu/) - web based system for university approval of all proposals for funding
- e-IRB: web based method to submit, track, and review human subjects research applications www.sc.edu/researchdev

UofSC Center for Teaching Excellence:
http://www.sc.edu/cte

UofSC Columbia Teaching Policies:
http://www.sc.edu/cte/guide/policies/

UofSC Policies and Procedures Manual:
http://www.sc.edu/policies/policyindex.shtml

UofSC Columbia Provost Website:
http://www.sc.edu/provost/index.shtml

University/State Holiday Calendar:
http://www.sc.edu/about/offices_and_divisions/human_resources/benefits/time_away/holidays/index.php

UofSC Unit Criteria:
- University of South Carolina Tenure & Promotion Criteria (all Units):
  http://www.sc.edu/about/offices_and_divisions/provost/faculty/index.php
  Appointment and Promotion Procedures and Criteria for Non-Tenure-
Track Faculty in the Clinical Departments (28Jul11):
http://www.sc.edu/study/colleges_schools/medicine_greenville/internal/documents/uscsomg_ntt_criteria_july2011.pdf

• Tenure and Promotion Procedures and Criteria for Tenure-Track Faculty (11Jul14):

• Appointment and Promotion Procedures and Criteria for Non-Tenure-Track Faculty in the Biomedical Science Department (16Mar15):

Virtual Information Processing (VIP):
  vip.sc.edu

Guidelines for conduct in Medical Educator/Learner Relationship:
https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/documents/uscsomg_staff_teacher_learner_contract.pdf