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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 infrastructure.

University of South Carolina History

Located in the capital city of Columbia, UofSC has a long and colorful history. Chartered in 1801, UofSC was the first public college in the United States to be fully funded with public dollars. Starting from an initial enrollment in 1805 of just nine (9) students, 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 52,000. The University now 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 bachelor’s degrees in 85 disciplines, master’s degrees in 84 disciplines, professional degrees in law, medicine, and pharmacy and a growing array of accelerated, specialist and combination degrees and certificates. In addition to the main campus at Columbia, there are three (3) senior campuses (Aiken, Beaufort, and Upstate) and four (4) regional campuses (Lancaster, Salkehatchie, Sumter, and Union). Enrollment on all campus’s totals over 52,000. Of these, 35,364 students are on the Columbia Campus, some 23% of whom are enrolled in graduate and professional programs.

In 2019, outside support of research, outreach, and training topped $267 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 (1) of only 32 public universities in the top tier of both research activity and community engagement. The University’s endowment exceeded $810 million in 2017-18.

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.”

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; to maintaining the confidentiality of sensitive personal or institutional information; to being good stewards of University resources; and to being active agents for promoting the values inherent in the Carolinian Creed.

**School of Medicine Greenville History**

The UofSC School of Medicine Greenville is a four (4)-year medical program developed as a partnership between the University of South Carolina (UofSC) and the former Greenville Health System, now Prisma Health 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, now known as Prisma Health Upstate 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 former Greenville Health System (now Prisma Health) 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, 15 to 30 students relocated each year from Columbia to Greenville to complete their fourth-year clinical clerkships.

Realizing that fulfillment of the mission and vision of educating the future physician workforce for South Carolina 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 Greenville 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 focusing primarily on health-related research and education initiatives. Acknowledging that South Carolina faces chronic shortages and maldistribution of healthcare professionals (ranking 37th nationally in physicians per capita), discussions quickly gravitated towards expansion of the undergraduate medical education program in Greenville. 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 (4)-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 between the University and the health system, 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 of the 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. The School received full accreditation from the LCME in February 2016. In 2019, the school reached its full capacity with 400+ students enrolled at a time.

The Upstate health system was founded as a city hospital in 1912, 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 2/3 of households in the state of South Carolina. With seven (7) 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 Upstate is the predominant healthcare resource in the region. Currently, Prisma Health Upstate 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, 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.

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; and
- 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.

Strategic Plan

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 lifelong 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
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 (UofSCSOMG-STA6.02) policy.

Conflict of Interest in Student Assessment

The School of Medicine Greenville 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 (UofSCSOMG_ACAF_3.04) policy.

Faculty

Responsibilities and Privileges of 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 UofSC School of Medicine Greenville 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 policies and norms of the medical school and University for faculty practice and behavior.

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 confirms 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.

UofSC 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 Categories and Appointments

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 UofSC (biomedical sciences 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 UofSC; non-tenure track faculty may be employed by either institution. Academic titles for faculty are governed by University policy as detailed in Academic Titles for Faculty and Unclassified Academic Staff Positions (UofSC-ACAF-1.06).

Appointment, promotion and tenure criteria (as appropriate) for medical school faculty are established based on the faculty member’s home academic unit under the procedures and policies of the office of the provost at UofSC Columbia. All faculty appointments must be initiated by a current and active departmental chair and must be structured in accordance with the prevailing faculty and administrative policies of UofSC.
A formal faculty appointment is required for faculty to supervise students and other learners. The supervising faculty member has the responsibility to oversee all activities within the classroom (e.g., guest faculty presentations, feedback into assessments, etc.). 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:

- Teaching & Research Faculty,
  - UofSC employed,
  - Prisma Health employed faculty,
- Adjunct Faculty

In addition, volunteer physicians within the community hold non-academic appointments as Health Services Affiliates (often retired physicians) and function in the role of guest faculty under supervision of a duly-appointed faculty member. 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.

Distinguishing characteristics of each category are described below:

**Teaching and Research Faculty**

The teaching and research faculty of the UofSC School of Medicine Greenville are the clinical and basic science faculty of the medical school who play substantive roles in the teaching of medical students and residents and/or research and scholarship. All such faculty who supervise medical students or other learners are expected to complete required faculty trainings and complete annual reviews within their primary department.

**UofSC Employed Faculty**

The basic science faculty will hold their primary faculty appointments in the department of biomedical sciences of the UofSC 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 basic science faculty are largely responsible for teaching the foundational sciences throughout the medical school curriculum.

Basic science faculty share responsibilities with our clinical faculty for the implementation of the integrated curriculum across all four (4) years, with primary focus on the delivery of the M1 and M2 years, foundational sciences where ever they appear throughout the full curriculum and also participate in research, administration, and service activities consistent with UofSC School of Medicine Greenville’s mission and the UofSC Faculty Manual. Full time UofSC employed basic 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. Rarely, physician faculty may be hired into a tenured or tenure-track appointments within the medical school’s single tenuring unit or may be University employed with a non-tenure track appointment in any of the twelve departments of the medical school. 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. Qualified librarians, clinical pharmacists (Pharm D) and public health faculty from the Arnold School of Public Health and other partner institutions are appointed as adjunct faculty within this department.

**Prisma Health Employed Faculty**

Prisma Health employed physician faculty hold their primary faculty appointments in one (1) of the eleven (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 and are granted an affiliate appointment within UofSC. Clinical faculty will teach medical students in clinical settings and may also be integrated into the preclinical curriculum. These faculty members provide clinical services at the Prisma Health Upstate campuses, which is comprised of the School’s affiliated hospitals, and provide training and supervision for students, residents and fellows. These faculty members may also participate in health services research activities, function as research mentors throughout the educational continuum, and provide administrative and service activities to the School. Other clinical health professionals and doctoral level professionals may qualify for appointments within the clinical departments.

**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 is a clinician within the Prisma Health Upstate clinical departments who has minor or incidental contact with medical students or holds a primary faculty appointment through another unit within the UofSC, 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 in accordance with University policy. If salaried, the faculty hiring rules under Recruitment and Appointment of Tenured, Tenure-Track, and Non-Tenure-Track Faculty (UofSC-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 dean’s designee may terminate an adjunct appointment with or without cause prior to the stated end date of the appointment.

UofSC 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.

**Health Services Affiliate Faculty**

A health services affiliate faculty member is a retired professional person, usually a physician 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 UofSC School of Medicine Greenville. The term faculty is used broadly here and may include individuals of specified academic rank as well as general academic affiliates. Health services affiliate faculty are not assigned
supervisory responsibility over students or other learners. 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 however anyone who is directly supervising medical students must receive an academic faculty appointment as described above. The definition and extent of service rendered on behalf of the School 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.

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 UofSC Columbia academic affairs policies and procedures and all requirements contained in the Faculty Manual.

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 all units in the University are accessible through the Provost’s webpage and for the UofSC School of Medicine Greenville tenuring unit on the school’s own webpage. Separate appointment and promotion criteria have been established for the professional (non-tenure) track faculty in the biomedical sciences department and the clinical departments.

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 Recruitment and Appointment of Tenured, Tenure-Track, and Non-Tenure-Track Faculty (UofSC-ACAF-1.00). Faculty members must sign the offer letter to indicate acceptance of their appointment.

Newly hired basic science and clinical faculty will receive an offer letter or a contract 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, unit criteria and Faculty Handbook (https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/documents/faculty_handbook.pdf) online, which detail the expectations and standards for School of Medicine Greenville faculty, available resources, and the requirements for promotion and, when appropriate, tenure. Additionally, full
time UofSC employed faculty participate in a new faculty orientation process, where resources and responsibilities are also reviewed.

UofSC employed faculty members in the School of Medicine Greenville 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 and annual influenza vaccinations.

Benefits

Benefits for School of Medicine tenured, tenure-track, and non-tenure-track faculty employed by UofSC are provided through the UofSC and are outlined in the online Carolina Benefits Summary. The UofSC Human Resources (HR) 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 (login credentials required).

Once a new hire offer is accepted and the signed offer letter is received by the UofSC School of Medicine Greenville 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. 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. This document describes the range and eligibility and any costs associated with benefits for physician faculty and other employees. These benefits are available to all eligible Prisma Health 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 for Prisma employed faculty and staff that is coordinated by the HR department. Material is available in real time on the Prisma Health website.

Parking is assigned by the medical school administration in cooperation with the health system.

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 apart from 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 progress toward promotion, and to ensure that each faculty member’s contribution to the School, University, and health system through teaching, research, patient care, and service is at a satisfactory level of performance. 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 (6) years unless, during the previous six (6)-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 or dean’s designee on faculty development offerings and strategic direction. The program coordinator of professional development activities works with various local, regional and national resources to ensure the prioritized professional development needs of the faculty and academic support team are met. The director of instructional design, Integrated Technology support team and librarians offer individual consultation as well as ongoing programming.

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

- The UofSC Center for Teaching Excellence (CTE) 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. Requests for CTE expert consultation can be made via this request form online. A variety of training classes are regularly offered through CTE, faculty are informed of such offerings by email through CTE and through the School’s Faculty and Staff newsletter. 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;

- The **Office of Research and Grant Development** provides programs and training in research development, grants administration, compliance, and intellectual property management; and
- 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 UofSC employed full time 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 three offices that function as an integrated and collaborative environment to support academic initiatives on the Greenville campus. The offices are:

- Office for Academic Affairs;
- Office for Student Affairs and Admissions; and
- Office for Curriculum.

The Center for Teaching and Learning, and the program coordinator for Professional Development will provide support for approaches to faculty development with respect to educational development and work collaboratively with the associate dean for research and the chair of biomedical sciences for development in the domains of research and scholarship.

Faculty at the UofSC School of Medicine Greenville will have access to programs offered by the Research Development Division of the Prisma Health Upstate Health Sciences Center that provide training, mentoring, and intramural funds to support research and scholarly activities.

**Research Education Series and Research Grand Rounds**

Events are hosted by the Research Division. These educational and training opportunities are presented monthly in real-time interactive live sessions and are also accessible via live streaming and they are web-archived for asynchronous learning.

There are three (3) components:

- The Research Methods series focuses on research design and methodology as well grant procurement and publication development;
- The Research Compliance series focuses on regulations governing research that include protection of subjects and health information, billing compliance and related topics; and
- The Research Grand Rounds series and features leading scientific investigators from the School
of Medicine and the Prisma Health academic partners (UofSC, Clemson University and Furman University). Each session is an opportunity to share some of our newest research and to enable faculty networking and the establishment of potential collaborations.

Graduate Certificate in Translational and Clinical Research

In an effort to increase the clinical research capacity for Prisma Health Upstate Health Sciences Center (HSC) partners including the UofSC School of Medicine Greenville, Prisma Health and the Department of Public Health Sciences of Clemson University have partnered to create a graduate certificate in Translational and Clinical Research program. The program was developed specifically for clinical faculty but is also available to students and provides practical training in research methodology aligned with the research goals of the health system. The curriculum includes graduate-level courses in comparative effectiveness research, clinical and translational research, health system quality improvement, and population & health research. Those who complete the 12-credit hour program earn a certificate in Translational and Clinical Research.

Prisma Health Upstate HSC Research Consultation Group

Research Consultation Group is a research resource designed to optimize scholarly activity by providing guidance and expertise for both beginner and advanced researchers engaged in all phases of the research process. This consultative group, composed of researchers experienced in study design, biostatistics, human research subject’s protection and clinical trials management is a resource to assist medical students and faculty with questions in these areas, including clinical question development and study feasibility as they develop their research methodology.

Prisma Health Upstate Data Support Core

Data Support Core (DSC) of the Prisma Health Upstate Health Sciences Center is available to assist faculty who might have questions about selecting the most appropriate sample sizes, populations, and methods to enable successful data analysis. The DSC staff include a senior full professor from Clemson who is highly experienced in data methods and a senior biostatistician who provides consultation to faculty and who oversees graduate assistants who are available to perform data analyses.

Other programs and support for faculty scholarship include:

- The UofSC 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.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 School of Medicine Greenville 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 of 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. Prisma Health IRB Cooperative Review Agreement).

Administrative Offices and Senior Leadership

Responsibilities and Privileges of the Dean and other Administrative Officers

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

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 of the dean also has responsibility for development and public affairs activities.

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

The associate dean for culture & inclusivity (ACDI) is responsible for the leadership and strategic direction of all education and workforce development initiatives at Prisma Health Upstate through the Prisma Health Upstate Health Sciences Center (HSC). 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 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.

Assistant Dean for Finance and Operations

The assistant dean for finance and operations is responsible for finance, human resources, IT, facilities, communication, and other functions related to the ongoing business operations of the UofSC School of Medicine Greenville. S/he 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

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 Upstate, 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**

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 Admissions**

The associate dean for student affairs and admissions (ADSA) develops and oversees programs, policies and structures that support and respond to student needs. The ADSA 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 to support the admissions committee.

**Assistant Dean for Admissions**

The assistant dean for admissions is engaged in all aspects of the admissions process for the undergraduate medical education program, serving as the chair of the Admissions Committee 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)**

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 School and the member institutions of the Prisma Health Upstate HSC (Prisma Health System, UofSC, Clemson University and Furman University) and other stakeholders in the research and innovation arena.

**Associate Dean for Graduate Medical Education**

The associate dean for Graduate Medical Education (GME) works collaboratively with the senior associate dean for academic 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 he is responsible for oversight of the residency and fellowship programs, including institutional accreditation, internal reviews and other operational and strategic matters.
Department Chairs

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair</th>
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<tbody>
<tr>
<td>Biomedical Sciences</td>
<td>Dr. William Roudebush (Interim Chair)</td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>Dr. Vito Cancellaro</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>Dr. Matthew Bitner</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>Dr. Phyllis MacGilvray</td>
</tr>
<tr>
<td>Medicine</td>
<td>Dr. Peter Tilkemeier</td>
</tr>
<tr>
<td>Neurosurgery/Ortho Surgery</td>
<td>Dr. Kyle Jeray</td>
</tr>
<tr>
<td>Obstetrics &amp; Gynecology</td>
<td>Dr. Kacey Eichelberger</td>
</tr>
<tr>
<td>Pathology</td>
<td>Dr. David Schammel</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>Dr. Robin LaCroix</td>
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<tr>
<td>Psychiatry</td>
<td>Dr. Karen Lommel</td>
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<tr>
<td>Radiology</td>
<td>Dr. Lee Madeline</td>
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<tr>
<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 based on race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status. Please review the Equal Educational Opportunity and Anti-Discrimination (UofSCSOMG-STAF-2.00) policy for more information. We are particularly committed to recruitment and retention of medical students from school-defined diversity categories, specifically students who identify as Black/African American; Hispanic/Latinx, or financially disadvantaged, and/or who come from rural communities. More on diversity may be seen on our diversity webpage.

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 visit our website.

Student Advocates for Diversity and Inclusion

The Student Advocates for Diversity and Inclusion and Equity (SADIE) 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
Committees

Authority

All School of Medicine Greenville committees and subcommittees are advisory to the Dean except as otherwise noted and/or required by UofSC regulations and policies (e.g., Admissions Committee; Student Academic Responsibility Committee), and operate in accordance with the policies and procedures contained in The Faculty Manual. All committee chairs for the standing committees must hold a faculty appointment within the UofSC School of Medicine Greenville. Faculty are asked to declare their interest in serving on any of the standing committees in spring of each year with formal nominations to the ballot by the Faculty Representation Committee in late spring.

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. As outlined in the Faculty Manual (?), 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 sent to committee members at least 24 hours in advance, and that minutes of each meeting are kept and promptly distributed to committee and subcommittee members. This is intended to empower faculty of the School to engage in governance through elected representatives with respect to the specific power delegated to the faculty by the Board of Trustees.

Charge and Descriptions of Standing Committees

Admissions Committee

Charge

The Dean has delegated the final authority for making all admissions decisions to the Admissions Committee. The charges of the Admissions Committee are as follows:

1. To provide continuity and utilize information submitted by the Admissions Evaluation Committee to offer consistent, holistic review and consideration of all interviewed candidates;
2. To make offers of admissions to selected candidates on a rolling basis after monthly meetings; and
3. To develop a tiered waiting list from which additional candidates are chosen to receive an offer of admission as positions become available.

Membership Description
There are 20 members on the Admissions Committee. All members of the Admission Committee are current or former members of the Admissions Evaluation Committee who are elected by members of the Admissions Evaluation Committee. The Chair of the Admissions Committee is the Assistant Dean for Admissions by virtue of his/her position. There is no limit to the number of terms the chair may serve.

Quorum
Decisions regarding offers of admission are made by consensus. If consensus cannot be reached, a vote is taken. A quorum of 13 committee members, at least 50% of whom must be faculty members, is required for voting.

Admissions Evaluation Committee

Charge
The charges of the Admissions Evaluation Committee are as follows:
1. To elect an Admissions Committee from current and previous members of the Admissions Evaluation Committee;
2. To evaluate applicants who are invited for an interview, to include a comprehensive review of applications prior to conducting an interview;
3. To present a summary of interviewed candidates to the full Admissions Evaluation Committee during meetings immediately following interviews; and
4. To score candidates and provide a non-binding recommendation of 1) admit, high priority; 2) consider for admission at a later time; or 3) decline to the Admissions Committee.

Membership Description
The Admissions Evaluation Committee is comprised of 55 voting members. Committee members include elected faculty (38 faculty members, including eight (8) basic science and 30 clinical faculty members), three (3) ex officio medical school administrators, four (4) appointed staff, six (6) appointed community members and selected M4 medical students (four (4) positions shared). Elected faculty come through nominations by the Faculty Representation Committee (FRC) and a vote by the overall faculty to affirm the ballot. Ex officio medical school administrators include the associate dean for student affairs and admissions and the assistant dean for admissions. Staff and community members are appointed by the associate dean for student affairs and admissions and the assistant dean for admissions. Medical students apply for positions and are selected by the Office of Student Affairs and Admissions.

Quorum
A quorum of 20 members, at least 50% of whom must be faculty members, is required for meetings.

Appointment and Promotion: Basic Science Non-Tenure

Charge
The Appointment and Promotion Committee implements appointment and promotion procedures and criteria for non-tenure-track faculty, reviews candidates as appropriate for appointment to new faculty positions and reviews current faculty for consideration of promotion in rank.
**Membership Description**
All full-time clinical associate profession and clinical professor level faculty serve as members of the committee; tenured faculty are appointed by the dean consistent with requirements of the UofSC Columbia policy.

**Quorum**
All members of the committee are expected to vote in every case of promotion.

**Appointment and Promotion: Clinical Non-Tenure**

**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 Description**
One (1) 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.

**Quorum**
All members of the committee are expected to vote in every case of promotion.

**Curriculum Committee**

**Charge**
The Curriculum Committee of the UofSC School of Medicine Greenville is a deliberative body charged and empowered by the dean and given institutional authority to review, advise, and make policy for the successful design, implementation and assessment of the curriculum for the undergraduate medical education program leading to the MD 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 Description**
The Curriculum Committee is composed of fourteen (14) voting members. This includes four (4) elected basic science faculty, two (2) elected clinical faculty, two (2) elected clerkship directors, the director of pre-clerkship curriculum, the chair of Program Evaluation and Assessment Subcommittee (PEAS), the director of IPM, the director of clerkship and post-clerkship curriculum, and two (2) elected student representatives (during their M2 and M3 years). Non-voting membership includes the associate dean for curriculum, senior associate dean for academic affairs, chair of biomedical sciences, associate dean for student affairs & admission, immediate past chair of curriculum committee, director of assessment, simulation director for IPM 3 & 4, director of library services, and two (2) elected student representatives (during their M1 and M4 years).

Elected faculty members serve a term of three (3) years. Elected terms to the Curriculum Committee, as well as Chair of the Committee, are renewable with a limit of two (2) consecutive terms of service. To assure continuity of membership and mission, members are appointed on a staggered basis. One (1) student is elected each year by their peers with assistance from the Office of Student Affairs and will
serve as voting members only during their M2 and M3 years (and non-voting during their M1 and M4 years).

**Quorum**
Quorum is defined to be eight (8) voting members (simple majority) with tie votes to be decided by the immediate past chair of the Curriculum Committee.

**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 Description**
Dean (chair of Committee), department chairs (12; all ex officio voting), associate deans (all ex officio non-voting), assistant dean for finance and operations, chair of Faculty Representation Committee (if a basic science faculty member) or an elected basic science faculty member (one (1); elected voting), chair of Faculty Representation Committee (if a clinical faculty member) or an elected clinical faculty member (one (1); elected voting). Faculty elections through FRC for renewable three (3)-year terms as with all of the standing committees.

**Quorum**
Simply majority

**Faculty Representation Committee**

**Charge**
The Faculty Representation Committee oversees nominations and elections to and charges of 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 Academic Affairs.

**Membership Description**
Vice chairs for academics from each department (ex officio, voting), the biomedical sciences chair (ex officio, voting), one member of the basic science faculty member (elected, voting) and one clinical faculty member (elected, voting) and senior associate dean for academic affairs (ex officio, non-voting). Elected members from the faculty serve three (3)-year renewable terms (staggered terms).

**Quorum**
Simple majority

**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 Description**
The Program Evaluation and Assessment Subcommittee (PEAS) is composed of six (6) elected faculty members (four (4) basic science and two (2) clinical) and two (2) elected student representatives.

Members from the faculty serve a term of three (3) years, with two (2) members rotating off the committee each year. The student representatives on the PEAS will serve a two (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.

**Quorum**
Simple majority

**Student Evaluation and Promotion Committee (SEPC)**

**Charge**
The Student Evaluation and Promotion Committee, acting for the faculty, makes decisions for each student’s continued enrollment and/or academic progress in the School, 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 Description**
The committee consists of nine (9) voting members: seven (7) elected and two (2) ex officio, including the director of pre-clerkship curriculum and the director for clerkship and post clerkship curriculum. All elected serve for a term of three (3) years and are renewable.

There are three (3) 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.

**Quorum**
Seven (7) or more voting members are required to participate in any decision to dismiss a medical student or to require repeat of an academic year. Five (5) or more voting members must vote in favor to dismiss a student. Likewise, five (5) or more voting members must vote in favor to have a student repeat an academic year. Voting members who are recused from participating in any specific case presented to SEPC must be absent from any discussion or voting on that case.

**Tenure and Promotion: Basic and Clinical**

**Charge**
The primary responsibility for the operation of all tenure and promotion procedures shall rest with the tenured members of the faculty of each academic unit. Final authority for recommending tenure or promotion to the University Board of Trustees shall reside with the president, and final authority for approving recommendations of tenure and promotion rests with the Board of Trustees.
Membership Description
All tenured faculty within the unit. If there are fewer than five tenured full professors, the dean appoints additional members 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 (see Faculty Manual Columbia Campus page 26).

Quorum
All members of the committee are expected to vote in every case of promotion or tenure.

Charge and Descriptions of Other Committees

Dean’s Cabinet

Charge
The Dean’s Cabinet, chaired by the dean of the School of Medicine, is responsible for deploying the strategic plan, ensuring accreditation readiness and continuous quality improvement 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.

Membership Description
The cabinet consists of all associate deans, the chair of biomedical sciences, assistant dean for finance and operations, and others as appointed by the dean.

Quorum
Simple majority

Faculty Development Committee

Charge
The Faculty Development Committee is a faculty committee charged with advising the dean or dean’s designee on faculty development offerings and strategic direction across the full range of faculty development activities related to teaching, research, scholarship, and service.

Membership Description
The Committee is composed of eight (8) elected voting members of the faculty, equally represented by basic science and clinical. Non-voting membership includes the senior associate dean for academic affairs.

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.

Quorum
Simple majority
Graduate Medical Education Committee (GMEC)

**Charge**
The Graduate Medical Education Committee has oversight authority and responsibility for all aspects of graduate medical 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 related to student supervision and the integrity of the clinical learning environment, 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 effectively to identified issues.

**Membership Description**
Voting membership includes the Designated Institutional Officer for the Upstate (DIO), associate dean for graduate medical education (chair), program directors (associate program directors are non-voting members except by program director proxy), the three (3) 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 other appointed members as deemed necessary by the DIO.

**Quorum**
Simple majority

Policies and Procedures Committee

**Charge**
The Policies and Procedures Committee, a subcommittee of the Senior Leadership Operations Council, is charged with ensuring that the content of policies meet university guidelines, LCME expectations, and are aligned with the School’s strategic plan. The purpose of School’s policies is to ensure that all students, faculty, and staff are treated equitably, and expectations of behavior are clear. The committee also ensures that faculty input has been appropriately considered for policies related to the curriculum and other policies that involve the powers of the faculty. The policy committee ensures that policies are updated on the website and communicated out to the organization for awareness.

**Membership Description**
Led by the Director of Accreditation and Continuous Quality Improvement (CQI), the Policy and Procedure committee is comprised of two (2) elected faculty, four (4) staff, and two (2) associate deans and the senior associate dean for academic affairs.

**Quorum**
Simple majority

Senior Leadership Operations Council (SLOC)

**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 in achieving its mission and strategic plan goals with power as delegated by the dean.
Membership Description
This council is composed of the associate deans, assistant dean for finance and operations, director of human resources, director of accreditation and CQI, and is chaired by the senior associate dean for academic affairs.

Quorum
Simple majority

Curriculum
The educational program at the UofSC School of Medicine Greenville integrates the basic and clinical with a graduated increase in clinical skills and responsibilities across the four (4) years of the curriculum. For a schematic of our four (4)-year curriculum, please visit our website.

For a complete list of clerkships, electives and directors for the M4 year, please refer to this listing.

Credit Hours at UofSC School of Medicine Greenville

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Credit Hours</th>
<th>Module Number</th>
<th>Module Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medical Technician</td>
<td>5</td>
<td>GMED G605</td>
<td>Thomas Blackwell, MD</td>
</tr>
<tr>
<td>Molecular and Cellular Foundations of Medicine</td>
<td>3</td>
<td>GMED G620</td>
<td>Renee Chosed, PhD/ Anna Blenda, PhD</td>
</tr>
<tr>
<td>Structure and Function of the Human Body I</td>
<td>7</td>
<td>GMED G630</td>
<td>Shanna Williams, PhD</td>
</tr>
<tr>
<td>Structure and Function of the Human Body II</td>
<td>7</td>
<td>GMED G635</td>
<td>Mohammed Khalil, PhD</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>3</td>
<td>GMED G640</td>
<td>Thomas Nathaniel, PhD</td>
</tr>
<tr>
<td>Defenses and Responses</td>
<td>3</td>
<td>GMED G650</td>
<td>Jennifer Grier, PhD</td>
</tr>
<tr>
<td>Integrated Practice of Medicine IA</td>
<td>6</td>
<td>GMED G601</td>
<td>Tom Pace, MD</td>
</tr>
<tr>
<td>Integrated Practice of Medicine IB</td>
<td>6</td>
<td>GMED G602</td>
<td>Tom Pace, MD</td>
</tr>
<tr>
<td><strong>Subtotal Credit Hours: 40</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Credit Hours</th>
<th>Module Number</th>
<th>Module Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Principles of Disease and Therapy</td>
<td>3</td>
<td>GMED G660</td>
<td>Richard Hodinka, PhD</td>
</tr>
<tr>
<td>Musculoskeletal/Dermatology/ Rheumatology Systems</td>
<td>2</td>
<td>GMED G680</td>
<td>Sergio Arce, MD, PhD</td>
</tr>
<tr>
<td>Hematology/Oncology Systems</td>
<td>3</td>
<td>GMED G675</td>
<td>Jenny Knight, MD</td>
</tr>
<tr>
<td>Endocrine/Reproductive Systems</td>
<td>3</td>
<td>GMED G695</td>
<td>William Roudebush, PhD</td>
</tr>
<tr>
<td>Cardiovascular/Pulmonary/Renal Systems</td>
<td>7</td>
<td>GMED G671</td>
<td>Alison Huppman, PhD</td>
</tr>
<tr>
<td>Gastrointestinal/Hepatic Systems</td>
<td>3</td>
<td>GMED G685</td>
<td>Brooks McPhail, PhD</td>
</tr>
<tr>
<td>Mind, Brain, and Behavior</td>
<td>3</td>
<td>GMED G665</td>
<td>Matthew Tucker, PhD/ Lauren Fowler, PhD</td>
</tr>
<tr>
<td>Integrated Practice of Medicine IIA</td>
<td>7</td>
<td>GMED G610</td>
<td>Tom Pace, MD</td>
</tr>
<tr>
<td>Integrated Practice of Medicine IIB</td>
<td>4</td>
<td>GMED G611</td>
<td>Tom Pace, MD</td>
</tr>
<tr>
<td><strong>Subtotal Credit Hours: 35</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## M3

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Credit Hours</th>
<th>Module Number</th>
<th>Module Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Practice of Medicine III</td>
<td>1</td>
<td>GMED G703</td>
<td>Tom Pace, MD</td>
</tr>
<tr>
<td>Family Medicine Clerkship</td>
<td>6</td>
<td>FPMD G700</td>
<td>Joy Shen-Wagner, MD</td>
</tr>
<tr>
<td>Emergency Medicine Clerkship</td>
<td>2</td>
<td>EMED G700</td>
<td>Melissa Janse, MD/Page Bridges, MD</td>
</tr>
<tr>
<td>Internal Medicine Clerkship</td>
<td>8</td>
<td>MEDI G700</td>
<td>Aniel Rao, MD</td>
</tr>
<tr>
<td>Obstetrics and Gynecology Clerkship</td>
<td>6</td>
<td>OBGY G700</td>
<td>Christy Lee, MD</td>
</tr>
<tr>
<td>Pediatrics Clerkship</td>
<td>6</td>
<td>PEDI G700</td>
<td>Joshua Brownlee, MD</td>
</tr>
<tr>
<td>Surgery Clerkship</td>
<td>8</td>
<td>SURG G700</td>
<td>Joseph Camunas, MD</td>
</tr>
<tr>
<td>Psychiatry/Neurology Clerkship</td>
<td>8</td>
<td>NPSY G700</td>
<td>Benjamin Griffeth, MD/Sandip Jain, MD</td>
</tr>
<tr>
<td>Selective Coursework</td>
<td>4</td>
<td>Any 2-700 level courses</td>
<td>Varies</td>
</tr>
</tbody>
</table>

**Subtotal Credit Hours: 49**

## M4

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Credit Hours</th>
<th>Module Number</th>
<th>Module Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensification</td>
<td>4</td>
<td>GMED G801</td>
<td>Tom Pace, MD</td>
</tr>
<tr>
<td>Acting Internship</td>
<td>4</td>
<td>G801-G804 in any specialty</td>
<td>Varies</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td>Any 800 level courses totaling a minimum 12 weeks</td>
<td>Varies</td>
</tr>
</tbody>
</table>

**Subtotal Credit Hours: 20**

**Total Credit Hours for Graduation: 144**

UofSC School of Medicine Greenville is the credit granting institution for all credits leading up to the MD degree.

## Curriculum Resources

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](#). Policies regarding the administration of the UofSC School of Medicine Greenville academic program can be found on the [website](#).

## Educational Program Objectives

The UofSC School of Medicine educational program objectives are categorized into eight core competency domains, based on the ACGME six (6) 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.
<table>
<thead>
<tr>
<th>PC 3</th>
<th>Organize and prioritize responsibilities to provide care that is safe, effective and efficient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC 4</td>
<td>Interpret laboratory data, imaging studies, and other tests required for the area of practice</td>
</tr>
<tr>
<td>PC 5</td>
<td>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</td>
</tr>
<tr>
<td>PC 6</td>
<td>Develop and carry out patient management plans</td>
</tr>
<tr>
<td>PC 7</td>
<td>Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</td>
</tr>
<tr>
<td>PC 8</td>
<td>Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes</td>
</tr>
<tr>
<td>PC 9</td>
<td>Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>KP 1</th>
<th>Demonstrate knowledge of the normal structure and function of the body and of each of its major organ systems across the life span.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KP 2</td>
<td>Demonstrate knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body’s homeostasis.</td>
</tr>
<tr>
<td>KP 3</td>
<td>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).</td>
</tr>
<tr>
<td>KP 4</td>
<td>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.</td>
</tr>
<tr>
<td>KP 5</td>
<td>Demonstrate an investigatory and analytic approach to clinical situations</td>
</tr>
<tr>
<td>KP 6</td>
<td>Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations</td>
</tr>
<tr>
<td>KP 7</td>
<td>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</td>
</tr>
<tr>
<td>KP 8</td>
<td>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</td>
</tr>
<tr>
<td>KP 9</td>
<td>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</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>PBLI</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBLI 1</td>
<td>Identify strengths, deficiencies, and limits in one’s knowledge and expertise</td>
</tr>
<tr>
<td>PBLI 2</td>
<td>Set learning and improvement goals</td>
</tr>
<tr>
<td>PBLI 3</td>
<td>Identify and perform learning activities that address one’s gaps in knowledge, skills, or attitudes</td>
</tr>
<tr>
<td>PBLI 4</td>
<td>Incorporate feedback into daily practice</td>
</tr>
<tr>
<td>PBLI 5</td>
<td>Locate, appraise, and assimilate evidence from scientific studies related to patients’ health problems</td>
</tr>
<tr>
<td>PBLI 6</td>
<td>Use information technology to optimize learning</td>
</tr>
<tr>
<td>PBLI 7</td>
<td>Participate in the education of patients, families, students, trainees, peers, and other health professionals</td>
</tr>
<tr>
<td>PBLI 8</td>
<td>Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care</td>
</tr>
<tr>
<td>PBLI 9</td>
<td>Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes</td>
</tr>
</tbody>
</table>

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</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 1</td>
<td>Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</td>
</tr>
<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>
</table>

5. **PROFESSIONALISM:** Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

<table>
<thead>
<tr>
<th>P</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P 1</td>
<td>Demonstrate honesty, integrity, compassion and respect in all interactions with others</td>
</tr>
<tr>
<td>P 2</td>
<td>Demonstrate responsiveness to patient needs that supersedes self-interest</td>
</tr>
<tr>
<td>P 3</td>
<td>Demonstrate respect for patient privacy and autonomy</td>
</tr>
<tr>
<td>P 4</td>
<td>Demonstrate accountability to patients, society, and the profession</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>P 5</td>
<td>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</td>
</tr>
<tr>
<td>P 6</td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBP 1</td>
</tr>
<tr>
<td>SBP 2</td>
</tr>
<tr>
<td>SBP 3</td>
</tr>
<tr>
<td>SBP 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. INTERPROFESSIONAL COLLABORATION: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPC 1</td>
</tr>
<tr>
<td>IPC 2</td>
</tr>
<tr>
<td>IPC 3</td>
</tr>
<tr>
<td>IPC 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. PERSONAL AND PROFESSIONAL DEVELOPMENT: Demonstrate the qualities required to sustain lifelong personal and professional growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD 1</td>
</tr>
<tr>
<td>PPD 2</td>
</tr>
<tr>
<td>PPD 3</td>
</tr>
<tr>
<td>PPD 4</td>
</tr>
</tbody>
</table>
### 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

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**Student Affairs Policies**

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 (UofSCSOMG-STAF-6.02)* policy.

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**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.

The educational program at UofSC School of Medicine Greenville has been developed to support and encourage the collegiality and professionalism essential to an effective learning environment. The primary objective of the mistreatment policy is to ensure that students who believe that they have been punitively assessed, harassed or mistreated because of race, ethnicity, religion, creed, sex, gender identity, national origin, age, disability, sexual orientation or veteran status have their concerns promptly addressed in a fair and just manner. Students 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 (UofSCSOMG-STAF-6.01)* policy for procedures and additional resources.

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**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 (UofSCSOMG_STAF_5.01)*. 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 and Expectations of Personal and Professional Conduct

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.

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; and
- Possessing those individual characteristics required for the practice of medicine.

Please review the Expectation of Personal and Professional Conduct (UofSCSOMG-STAF-5.01) policy for a detailed description of the expectations for professional conduct.

Social Media and 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; and
• 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); and
• 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 and Social Networking (UofSCSOMG-STAF-5.04).

Expectations of Professional Demeanor and 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 (https://www.sc.edu/study/colleges_schools/medicine_greenville/internal/_policydocuments/uscsomg_staf502.pdf).

Honor and 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 (3) aspects of the Honor & Professionalism System: 1) UofSC Honor Code; 2) UofSC School of Medicine Greenville
Statement of Professionalism; 3) UofSC School of Medicine Greenville Policy on Personal and Professional Conduct.

The Honor and Professionalism System at the UofSC School of Medicine Greenville has been developed by an Honor and 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 and 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 (3) policies for more detailed information about the Honor and Professionalism System:

- Honor and Professionalism System (UofSCSOMG-STAF-5.03)
- Academic Responsibility-The Honor Code (UofSC-STAF-6.25)
- 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; and
- Providing medical students with information regarding confidential chemical dependency.
treatment programs that will not jeopardize their professional career goals.

Please review the Chemical Dependency (UofSCSOMG-STAF-8.02) policy for more information.

Student Safety

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 Immunizations (UofSCSOMG-STAF-7.02) 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 (UofSCSOMG-STAF-7.03) 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 (UofSCSOMG-STAF-7.04) policy.
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 (UofSCSOMG-ACAF-1.00)**
- **M3 and M4 Student Attendance (UofSCSOMG-ACAF-1.01)**
- **Integrated Practice of Medicine Attendance (UofSCSOMG-ACAF-1.03)**
- **Inclement Weather (UofSCSOMG-ACAF-1.02)**
- **Exam Tardiness and Unscheduled Absence (UofSCSOMG-STAF-5.05)**

Academic Workload and Duty Hours

The faculty of a medical school ensure that the medical curriculum includes unscheduled time to allow medical students to develop the skills of lifelong learning. This policy describes the amount of time medical students spend in required activities, including the total number of hours medical students are required to spend in clinical and educational activities during clerkships. See: *Academic Workload and Duty Hours (UofSCSOMG-ACAF-3.00)* 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 *Request an Alternative Clinical Site (UofSCSOMG-ACAF-3.06)* policy for more detailed information.

Preparation of Resident and non-Faculty Instructors

Residents, graduate students, postdoctoral fellows, and other non-faculty instructors in the medical education program must participate in described trainings prior to supervising or teaching medical students. Course and Clerkship Directors are responsible for ensuring that all residents and non-faculty instructors meet the requirements of this policy prior to supervising, teaching, and assessing medical students. See: *Preparation of Resident and Non-Faculty Instructors (UofSCSOMG-ACAF-3.09)* policy for more detailed information.

Medical Student Supervision

A supervising health professional is required to supervise medical students in clinical learning environments at a supervision level of “indirect supervision with direct supervision immediately
available” or higher under this policy. See: Medical Student Supervision (UofSCSOMG-ACAF-3.08) policy for more detailed information.

Grading System

Please review the following policies for more detailed information about the grading system at UofSC School of Medicine Greenville.

- Grading System (UofSCSOMG-ACAF-2.00)
- Timeliness of Grade Reporting (UofSCSOMG-ACAF-2.05)

Technical Standards

The UofSC School of Medicine Greenville has adopted technical standards.

Promotion and Remediation of Incomplete or Failed Coursework

The Student Evaluation, Remediation, Requirements for Promotion and Appeal (UofSCSOMG-ACAF-4.00) 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 Student Evaluation and Promotion Committee (SEPC) will regularly review the academic, professional and clinical performance of each medical student and make decisions regarding graduation, advancement, probation, dismissal, additional educational activities and support. The SEPC will review the performance of students in academic difficulty and those students who have exhibited unprofessional behavior or non-compliance with other standards of performance.

Students with one (1) 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/support or require the student to attend programs for modification of behavior, retake of a module, repeat of a year, or dismissal from the medical school.

If a student receives an I in a Biomedical Sciences module in M1 or M2 year, they must take a similar summative exam (and/or practical exam) covering the content of the failed component. An “I_PF” for Incomplete will be recorded until the remediation exam is completed and the final grade resolved. Please see the Student Handbook for remediation dates. If the student passes the remediation exam, a passing grade of “S” will be recorded for that module at the end of the academic year, unless there are failures of other modules. If there are failures of other modules and the Student Evaluations and Promotions Committee (SEPC) may require the repeat of a year or dismissal from school, the Module Director may elect to assign a Grade of “U” for the module.

Grade Appeal

Students have the right to be graded in an equitable manner, free from arbitrary bias or capriciousness on the part of a faculty member. The Grade Appeal 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 (UofSCSOMG-ACAF-2.07) 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 (UofSCSOMG-ACAF-2.04) policy for details.

In all modules/clerkships where teacher-learner interaction provides such opportunities, narrative assessment will be provided to students as outlined in the Narrative Assessment policy (UofSCSOMG ACAF 2.01).

Student Feedback on Course Faculty/Resident Performance

Timely 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 module, clerkship and elective. Please review the Course and Faculty/Resident Evaluation Completion (UofSCSOMG-ACAF-3.01) 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 the Leave of Absence and Withdrawal (UofSCSOMG-ACAF-4.02) 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 (UofSCSOMG-ACAF-4.03) 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 (UofSCSOMG-ACAF-3.05) 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 UofSC Center for Teaching Excellence.

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 basic science 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 Institute (CITI) program. Compliance is monitored by the Prisma Office of Research Compliance & Administration (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 requirements for the reporting of outside activities, and management of conflicts of interest (COI).

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.

The faculty at the UofSC School of Medicine Greenville will be encouraged to identify and develop collaborative translational and implementation science research opportunities aligned with the purpose and goals of Prisma Health. 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 Health Sciences Center at Prisma Health (as described below). UofSC employed faculty seeking external funds submit proposals for processing and management by these offices according to current UofSC policies and procedures.

For research that is conducted under the auspices of Prisma Health, the Prisma Health Office for Human
Research Protection (OHRP) 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 (1) of only three (3) such designations in the state of South Carolina. OHRP has converted all IRB activity to electronic submission and review and is a statewide Health Sciences South Carolina (HSSC) resource for IRB implementation; a major initiative of the 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, 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 of Sponsored Awards Management (SAM) serves as the research administration offices for the University and 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; and
- Approving programmatic and budgetary changes to sponsored projects (including the establishment of new fund codes).

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.

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.

**Use of Animals in Research and Teaching**
UofSC 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.

**Outside Professional Activities (Consulting/Conflict of Interest/Conflict of Commitment)**
The UofSC 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 fundamental premise of the Disclosure of Financial Interests and Management of Conflicts of Interest Related to Sponsored Projects (UofSC-RSCH-1.06) and Outside Professional Activities for Faculty (UofSC-ACAF-1.50) policies are 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 on our website and the UofSC School of Medicine Greenville and Prisma Health policies regarding Outside Professional Activities.

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 (Prisma 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**
UofSC utilizes various recombinant DNA (rDNA) molecules 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.

UofSC Institutional Policies and Links Related to Sponsored Research

The following policies may be found on the Provost’s webpage:

- Data Access and Retention RSCH 1.05
- Debarment/Suspension Federally Sponsored Projects RSCH 1.01
- Disclosure of Financial Interests and Management of Conflicts of Interest Related to Sponsored Projects (Research) RSCH 1.06
- Human Subjects and Research RSCH 1.03
- Intellectual Property Policy ACAF 1.33
- Laboratory Animals, Care and Use ACAF 5.03
- Laboratory Animals, Misuse ACAF 5.04
- Misconduct in Research RSCH 1.00
- Outside Professional Activities for Faculty ACAF 1.50
- Patents and Copyrights ACAF 1.33
- Salary Grant Relief Incentive Plan ACAF 1.36
- Sponsored Programs Through UofSC Foundations RSCH 1.02
- Temporary Grant Employees HR 1.85

Faculty Research Resources

Faculty at UofSC School of Medicine Greenville have access to programs through the UofSC, the School and the Health Sciences Center 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. Other sources of support for research projects include the ASPIRE program through the UofSC (see below for details) and the Transformative Seed Grant Program that is coordinated by the Health Sciences center at Prisma Health with matching funding from the dean for projects led by faculty members from the biomedical sciences department. The associate dean for research oversees the development of research resources, collaborative opportunities across the partner institutions of the Health Sciences Center, and training and development opportunities for the medical school faculty and campus. At the University level, the UofSC vice president for research offers training and specific programming to advance research and develop infrastructure. The research program of the combined UofSC School of Medicine Greenville and the Prisma Health Sciences Center (HSC) programs and support for faculty scholarship are outlined below:
Basic science faculty (UofSC employed) and clinical faculty (Prisma Health employed) are supported in their scholarship by UofSC resources and by the research and scholarship infrastructure of the HSC of Prisma Health. HSC is a partnership of institutions including Prisma Health, the UofSC, Clemson University, and Furman University and therefore allows UofSC School of Medicine Greenville basic science and clinical sciences faculty to leverage the resources of each academic partner. The Research Division of HSC, headed by the associate dean for research/Prisma Health Upstate chief medical research officer and the HSC chief scientific officer supports clinical/translational research and scholarship by coordinating professional development and mentorship for researchers, connecting them with researchers from the partnering academic institutions and providing support for grant development, seed funding, research compliance, awards management and data acquisition and analytic services. Basic science faculty have the additional advantage of leveraging the talents of faculty/student research coordinator for the UofSC SOMG and the Office of Sponsored Programs at UofSC.

Mentorship

Basic Science Faculty

Mentoring and coaching are addressed on an individual basis through the biomedical sciences chair during the time of annual review as well as throughout the year as needed. Facilitated group-mentoring has been utilized to engage the broader network of faculty in the member institutions of the academic health system to connect more junior members of the faculty with experienced researcher mentors.

Clinical Faculty

Mentoring and coaching of clinical sciences faculty is tailored to their needs and their level of research experience. Educational offerings range from regularly scheduled research education presentations (with topics including research design and methodology; data analysis and research administration and compliance) to a university led clinical and translational research certificate course.

Consultation in research design and analysis is available on an individualized basis through the members of the Data Support Core (DSC) of the Prisma Health HSC Research Division. Researchers can present their research plans to the Research Consultation Group (RCG) for mentoring and consultation support to enhance the potential for a successful research award submission. The RCG members include representatives from medicine and nursing, the Office of Human Research Protection, data support core, academic research partners and clinical sciences department research administration support.

Basic Science Faculty and Clinical Faculty

Faculty can also engage in facilitated group-mentoring where more junior faculty can connect with experienced researcher mentors as they develop applications for NIH and other funded award opportunities. This mentoring and networking group, the Early Career Research Accelerator Group is led by a senior clinical sciences faculty member and meets every two weeks with an average of 10 to 20 attendees including investigators and team members from HSC partners including UofSC School of Medicine Greenville, Prisma Health, UofSC Arnold School of Public Health, and Clemson University. Members are asked to send in their grant application (overview and specific aims; manuscript; protocol) for review prior to the weekly meeting, and the group members review for facilitated discussion.
Shared Infrastructure and Resources

Each of the Prisma Health HSC partner institutions brings resources for the fulfillment of their individual research missions, and a commitment to collaboration that allows the medical school and its partners to leverage their respective strengths. Consequently, there are institution-specific policies and priorities that correlate with the individual hiring authorities.

University of South Carolina Office of the Vice President for Research

The UofSC Office of the Vice President for Research is comprised of several units each serving a different set of specific research-related functions for full-time tenure and non-tenure track faculty employed by UofSC, UofSC employed staff, and student researchers. From animal resources support to information technology and data management, they provide the tools and assistance researchers need to be successful. The Office of the vice president of research supports human subject research, locating collaborators at other universities, grant application submissions through USCeRA, and much more. All full-time faculty of the UofSC School of Medicine Greenville and their research collaborators have access to these resources that have been described earlier.

Internal Funding Opportunities

Through the Advanced Support for Innovative Research Excellence (ASPIRE) Program, UofSC basic science faculty have the opportunity to compete for funding to begin a promising new research endeavor for later external funding, build up a collaborative, interdisciplinary research project and/or apply for funds to invest in the university's research infrastructure. The goal of these investments is to enhance the University of South Carolina's research capabilities. The ASPIRE program offers UofSC faculty an opportunity to compete for funding in three (3) primary tracks, each designed to bolster research excellence at the university. ASPIRE-I track funding is designed to support faculty seeking to develop a new research project for which they ultimately plan to seek external funding. ASPIRE-II is intended to encourage interdisciplinary, collaborative research among at least three (3) faculty representing a minimum of two (2) UofSC colleges or schools. ASPIRE-III track funding supports the procurement of multi-user research equipment and/or facilities to enhance UofSC's research infrastructure. In 2019, three (3) basic science faculty received ASPIRE I grant funding and two (2) faculty shared an ASPIRE III award.

Prisma Health Upstate Health Sciences Center (HSC) Resources

The Prisma Health Upstate Health Sciences Center (HSC) provides key local infrastructure and support for research and other scholarly activities for clinical and basic science faculty and medical students that compliments the support provided by the UofSC system. HSC is an academic health center model with an inter-institutional governance and leadership structure positioned to address health services research. In support of the UofSC School of Medicine research infrastructure, HSC embodies the largest health system in the state of South Carolina and partners with the two public universities and a private liberal arts university. The UofSC School of Medicine Greenville benefits from collective leadership, talents, and resources of the four partners. Through collaborative research initiatives, expansion of the clinical learning environment, and increasing targeted grant funding. The collective opportunity to leverage resources to improve the health status of the populations serves a goal of robust research and scholarly activities.
HSC is a collaboration of Prisma Health Upstate and its three (3) regional academic partners, UofSC, Clemson University, and Furman University. The Research Division of HSC is comprised of a central research office with multiple research support components, an Office of Sponsored Programs, an Office of Human Research Protection and a Clinical Trials Management Office (CTMO). These offices are available to all partnering schools’ programs, researchers, students and clinical sciences faculty departments on the Prisma Health campuses, including UofSC School of Medicine Greenville. Available services include research education and professional development opportunities, pre-and post-award grant support, research methodology and biostatistical analysis consultation, grant writing support, and seed grant funding.

As an academic health center, Prisma Health Upstate supports the Research Division of the HSC to assist clinical sciences faculty and medical students' mentees in enhancing their skills in research methodology, publication development and grant procurement. Overseeing research administration of the Health Sciences Center is the Prisma Health Chief Medical Research Officer (CMRO) and Associate Dean for Research for the school of medicine and the HSC Chief Science Officer (CSO)/Clemson University Associate Vice President for Health Research. The CMRO is a shared position between UofSC School of Medicine Greenville and Prisma Health reporting to the UofSC School of Medicine Greenville dean and to the Prisma Health academics executive. The CSO is a shared FTE between Prisma Health and Clemson University and reports jointly to the Prisma Health Academics Executive and to the Clemson University vice president for research. In our shared academic model for the HSC, the CMRO/Associate Dean for Research and the CSO are committed to the research needs and success of UofSC School of Medicine Greenville faculty and students.

Patient Engagement Studio

The Patient Engagement Studio (PES) is a resource for all faculty at UofSC School of Medicine Greenville. The mission of the PES is to bring patients and the public stakeholders into health research and innovation as research partners. They provide a structured opportunity for patients, community stakeholders, physicians, and academic researchers to collaborate in planning, conducting and disseminating research results and health system innovations. Working with patients as researcher partners provides different involvement, resources, roles, and outputs than focus groups or patient advisory panels. The PES is led by a Studio Director, a faculty member from the UofSC School of Medicine Greenville and also includes three (3) scientists, experienced in health service research, comparative effectiveness research, and social health research; four (4) physician representatives; a representative from the Prisma Patient Experience team; and eight (8) to 12 patient partners. These people come from diverse backgrounds and have participated in training on team building, research methods, and communication. There are also several “condition-specific” PES pertaining to rheumatoid arthritis, breast cancer, and diabetes (representing both rural and urban communities).

Research Seed Grants

The partners of the Health Sciences Center at Prisma Health Upstate offer Research Seed Grants through the Prisma Health Office of Sponsored Programs. Four (4) separate funding opportunities are available, reflecting the research priorities of the HSC. All applications must include an investigator from Prisma Health Upstate and an investigator from an HSC partner (Clemson University, University of South Carolina and/or Furman University). Transformative Research Seed Grants support research projects that focus on improvement of health system performance, population health, or basic science that translates to clinical practice and improves patient outcomes. Cancer Care-Delivery Research Seed Grants support research that improves clinical outcomes and patient well-being by intervening in patient, clinician, and
organizational factors that influence care delivery, particularly diagnosis, treatment, survivorship, and end-of-life care issues.

Embedded Scholars

Embedding faculty from academic partners as scholars within the health system to advance the transformation of health care delivery has been a philosophical approach of our partner health care system, Prisma Health Upstate. Collaborative research occurs when clinicians and researchers have opportunities to work together, and their research is informed by the needs of the delivery system. Health researchers from these university partners, including the UofSC School of Medicine Greenville faculty, are integrating – or embedding – themselves in Prisma Health in order to study and better understand opportunities for future health care delivery and to develop new models to achieve the quadruple aim. These scholars work in partnership with clinical sciences faculty and health care leaders to develop, create and analyze transformative solutions to the problems.

A description of the relevant research-related offices is included below:

**Office of Human Research Protection**
The AAHRPP-accredited Office of Human Research Protection is the support structure for the Institutional Review Board (IRB). The office works with investigators to protect the rights and welfare of research participants. Staff pre-review submissions to the IRB, providing feedback, consultation, and interpretation of applicable regulations.

**Prisma Health Upstate HSC Office of Sponsored Programs**
The Office of Sponsored Programs (OSP) was created in 2013 and is supported by the Clemson University Office of Sponsored Programs. The Office of Sponsored Programs has grant development staff members who assist research teams in proposal preparations as well as pre- and post-award personnel who provide logistical support for budget development and submission to research sponsors. Clinical sciences faculty who are employed by Prisma Health submit their grant applications through the Prisma Health Upstate OSP.

Since the inaugural medical student class matriculated in 2012, efforts to secure sponsored research support have continued to grow. HSC researchers have successfully submitted extramural proposals to a variety of research sponsors including NIH, HRSA, SAMSHA PCORI, the Department of Justice, National Science Foundation, The Duke Endowment and the Community Foundation. These efforts that are supported by the HSC OSP significantly impact our researchers’ ability to conduct, publish and ultimately improve health outcomes for our patients and communities.

**Clinical Trials Management Office**
The HSC Clinical Trials Management Office (CTMO) supports clinical trials at Prisma Health Upstate in multiple clinical areas including oncology, pediatric oncology, women’s health, cardiology, internal medicine, orthopedics, and vascular disease.

The Prisma Health Upstate Health Sciences Library serves the medical students and clinical sciences faculty by providing information to support patient care, education, and research. Staff includes three (3) master’s level librarians who assist faculty in accessing relevant and current medical information. The Prisma Health Upstate HSC Research Division supports several programs and activities that are accessible to medical students. An example of such a program is in the domain of research training for which the Prisma Health Upstate HSC is committed to providing a broad range of training opportunities to researchers at various levels in their professional career and developmental arc.
Online Resources (with links)

- AAMC MedEdPortal Video
- Academic Grievance Policy (Students)
- Non-Academic Grievance Policy (Students)
- Academic Regulations (Student Handbook for UofSC School of Medicine Greenville)
- Canvas
- Conflict of Interest in Research
- Conflict of Interest in Faculty Affairs
- UofSC School of Medicine Policies on Outside Activity for Faculty
- Form to Report Outside Activities
- Emergency Preparedness Plan
- Prisma Health Office for Research Compliance and Administration
- Guidelines for Conduct in Medical Educator/Learner Relationship
- Guidelines on Fair Use of Copyrighted Materials
- Columbia University Libraries’ Copyright, Fair Use and Education
- Faculty and Faculty Development Resources UofSC School of Medicine Greenville
- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)
- University of South Carolina Human Resources
- UofSC Institutional Animal Care and Use Committee (IACUC)
- UofSC Animal Research Policies
- UofSC Libraries
- Online Human Subject Training (required for all SOM faculty)
- UofSC Safety Resources
- Prisma Safety Resources
- SOM Academic Calendar
- UofSC SOMG Student Handbook
- UofSC Employee Benefits
- UofSC Family Friendly Policies
- UofSC Columbia Faculty Manual
- UofSC Institutional Review Board (IRB)
- University Research Resources
- UofSC Center for Teaching Excellence
- UofSC Columbia Teaching Policies
- UofSC Columbia Provost Website
- UofSC/State Holiday Calendar
- UofSC SOMG Unit Promotion Criteria – Basic Science Faculty
- UofSC SOMG Unit Promotion Criteria – Clinical Faculty
- UofSC SOMG Tenure & Promotion Criteria (2014)
- UofSC Faculty Advancement Resources
- UofSC Tenure & Promotion Resources
- University Central Authentication Service