Executive Summary

Blueprint for Academic Excellence
College of Pharmacy
AY2018-2019

Introduction

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

Highlights

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

Dr. Stephen J. CutlerDean and Professor

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Foundation for Academic Excellence

Mission Statement

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

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

Updated: 03/12/2018

Vision Statement

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

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

Updated: 03/12/2018

Values

Updated: 03/12/2018

Goals - Looking Back

Goals for the College of Pharmacy for the previous Academic Year.

Goal 1 - Educating Pharmacists

Goal Statement	Improve the health and wellness of South Carolina Citizens by training the best pharmacists
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	The education of students as pharmacists is one of the fundamental goals for our college's mission, vision, and values.
Status	Progressing as expected (single year goal)
Action Plan	Hire new clinical faculty members
Achievements	?
Resources Utilized	?
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	Hire additional faculty with areas of expertise that are currently lacking

Goal 2 - National Prominence

Goal Statement	Provide education, research and service comparable in quality to the nation's best colleges of pharmacy
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	In order to ensure the College provides a high quality education to students it is important to measure the quality of our program. One standard of measure is comparing our program to others around the U.S.
Status	Progressing as expected (single year goal)
Action Plan	Secure new faculty lines from university and recruit top-tier faculty in area of community pharmacy, pediatrics, and ambulatory care.
Achievements	?
Resources Utilized	?
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	Approximately 50% of graduates enter the area of community practice; currently we lack faculty members that teach/research in this area.

Goals - Real Time

Goals for the College of Pharmacy that are in progress for AY2018-2019.

Goal 1 - Legacy Program

Goal Statement	Secure full-accreditation from the Accreditation Council for Pharmacy Education for our legacy program.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	In order for our graduates to be licensed as pharmacists, our legacy program must be accredited by the ACPE.
Status	Completed with mixed results
Action Plan	Self-study has been written and submitted to ACPE. Comprehensive site-visit occured in early April 2017. This October, the College is required to submit an interim report to ACPE describing how it is monitoring certain Standards of Accreditation.
Achievements	?
Resources Utilized	?
Goal Continuation	?
Goal Upcoming Plans	?
Resources Needed	?
Goal Notes	Secure full-accreditation from ACPE and maintain it through the required Interim Reports.

Goal 2 - Gamecock Pharmacy Assurance (Early Entry) Program - GPA

Goal Statement	Create and develop an initiative for Early Admission Program to recruit students high school students directly to the University of South Carolina.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The development of an Early Admission Program will ensure we recruit a high quality student in our program. This, in turn, will ensure we are better able to produce practitioners who are at a more advanced level in delivering healthcare to their patients. Furthermore, this program will help offset the national decline in students seeking admission into pharmacy schools.
Status	Completed with mixed results
Action Plan	The College of Pharmacy is developing the brand of the GPA as we launch this program. The first class will enter in the Fall 2018. Our goal was to have 20-25 students apply for the GPA. This year there were 73 applications.
Achievements	?
Resources Utilized	?
Goal Continuation	?
Goal Upcoming Plans	?
Resources Needed	?
Goal Notes	Faculty approved this program during the 2017-18 academic year and this program is being implemented for the fall 2018 admission class. The College of Pharmacy needs a stronger partnership with University Admissions to help streamline the application process for the GPA.

Goal 3 - Branding the University of South Carolina College of Pharmacy

Goal Statement	Become a national leader in pharmacy education, research and service
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	As the College separates from the SCCP and returns to its legacy program, it is vital that our College strive to be a national leader in pharmacy education, research, and service.
Status	Progressing as expected (single year goal)
Action Plan	Focus resources on the branding of our College by highlighting the differential advantages offered by the University of South Carolina College of Pharmacy
Achievements	?
Resources Utilized	?
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	This initiative is the number 1 priority in the college's recently adopted 5-year strategic plan of the College of Pharmacy

Goal 4 - Outcomes Sciences

Goal Statement	Reestablish the Pharmacy Administration (Outcomes Sciences) to its national level of prominence.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Reestablishing the Pharmacy Administration program will ensure we are able to develop and apply expertise in economics, epidemiology, and health outcomes assessment to guide population-level drug policy at local, state, and federal levels to make the best decisions regarding medications. This is at the core of our Mission.
Status	
Action Plan	Recruit a senior level faculty member with national recognition for leading research in outcomes sciences. Explore mechanisms to increase the number of graduate student stipends, which in turn will allow for an increase in the number of graduate students. Partnerships with health care providers. A tuition wavier for these students (this will allow money to be returned and used to create additional stipends). Recruit 2 to 3 new graduate students.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Looking Ahead

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

Goal 1 - Faculty-Quantitative Factors

Goal Statement	Provide education, research and service comparable in quality to the nation's best colleges of pharmacy
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	In order to meet our Mission, Vision, and Values of our College, we must ensure that the ACPE requirements are met. Currently, we have several areas of expertise in which we don't have faculty to teach.
Status	
Action Plan	
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	Secure new faculty lines from university and recruit top-tier faculty in area of community pharmacy, pediatrics, and ambulatory care. This is an item in the ACPE accreditation report that is noted as needing monitoring.

Goal 2 - Outcomes Sciences

Goal Statement	Reestablish the Pharmacy Administration (Outcomes Sciences) to it national level of prominence.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners •Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Reestablishing the Pharmacy Administration program will ensure we are able to develop and apply expertise in economics, epidemiology, and health outcomes assessment to guide population-level drug policy at local, state, and federal levels to make the best decisions regarding medications. This is at the core of our Mission.
Status	
Action Plan	Recruit a senior level faculty member with national recognition for leading research in outcomes sciences.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	Hire a senior level faculty member and recruit 2 new graduate students. A national search is underway to recruit and hire a senior level faculty member.

Goal 3 - Gamecock Pharmacy Assurance Program (GPA)

Goal Statement	Cultivate and develop the GPA program.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Building Inclusive and Inspiring Communities •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Currently, the national trend shows that fewer students are interested in a pharmacy career. It is anticipated that the Gamecock Pharmacy Assurance program will facilitate the recruitment of new students. This Program will ensure we recruit high quality students in our program while allowing them a deeper dive into pharmacy and leadership deveopment during their freshman and sophmore years at the University of South Carolina. This, in turn, will ensure we are better able to produce practitioners who are at a more advanced level in delivering healthcare to their patients. A bonus of this program is that it is anticipated that students who otherwise would transfer into the pharmacy program from other colleges/universities will now enroll at the University of South Carolina for their pre-pharmacy education.
Status	
Action Plan	Continue monitoring this program and make the necessary adjustments for the recruitment of students as well as the development of the program and the impact it has on the professional cultivation of our GPA students.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	In 2016-17, the Curriculum Committee approved this initiative. Following this approval, the Curriculum Committee, in conjunction with the College's Director of Admissions, have worked diligently on the development of this program. This program will be monitored closely and assessed so that meaningful changes can be implemented as it is strengthened.

Goal 4 - Faculty Awards

Goal Statement	Develop a research award and service award for the College of Pharmacy.
Linkage to University Goal	•Educating the Thinkers and Leaders of Tomorrow •Spurring Knowledge and Creation •Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Awards that recognize our faculty dovetail in our Mission Statement by ensuring we are recognizing those individuals who are leading experts in their respective fields.
Status	
Action Plan	Develop a nominating process for faculty members to be considered for these awards. Offer these awards during the summer retreat. Have these awards in place by the summer of 2019.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	Assembly a pool of reviewers for the dossier of nominees.

Academic Programs

Program Rankings

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

•The College underwent an 18-month self-study in preparation of the accreditation site visit in the spring of 2017.
 • In March of 2017, the College underwent a site visit by the Accreditation Council for Pharmacy Education (ACPE) in to accredit the legacy program of the USC COP. In May of 2017, the College received a full 8-year accreditation from ACPE.
•Residency Match Rate: The College has a significantly higher match for post graduate pharmacy training compared to the National average. This has been a trend for the past several years.
•The South Carolina College of Pharmacy ranks in the top 20 of pharmacy colleges in the U.S. according to the American Association of Colleges of Pharmacy (AACP).

Instructional Modalities

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

We are engaged in the 'teach-out' phase of the SCCP, which will last until at least 2019. The 'teach-in' phase is underway with our PY2 class; this phase will facilitate the transition of the the University of South Carolina College of Pharmacy to our legacy program. This year, as we "demerge" and move from the SCCP to USC College of Pharmacy (COP) all P1 and P2 classes were taught "live" at the USC-COP and next year all pharmacy classes (P1, P2, and P3) will be taught live at the USC-COP. In the SCCP about half of the P3 lectures were taught from the MUSC campus and sent to the USC classroom via a video/audio connection.

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

Our top priority is to offer all students the highest quality education and ensure no students will be disadvantaged during this transition. Therefore, students in the SCCP who experience academic issues or non-academic leaves of absence can transition into either the MUSC or USC Pharm.D. programs if needed. The students in the SCCP Class of 2019 are the most likely to fall back into the MUSC or USC programs. By leaving the MUSC and USC curriculum's very similar to the SCCP curriculum, students experiencing academic issues will have opportunities to remediate these academic issues.

Program Launches

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

As we move from the South Carolina College of Pharmacy (SCCP) Pharm.D. program to the University of South Carolina College of Pharmacy (USC-COP) Pharm.D. program we received approval by the Accreditation Council for Pharmacy Education (ACPE) with a full 8-years of accreditation.

Supplemental Info - Academic Programs

Any additional information on Academic Programs appears as Appendix 1. (bottom).

Academic Initiatives

Experiential Learning for Undergraduates

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

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

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

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

Experiential Learning For Graduate & Professional Students

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

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

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

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

Affordability

Assessment of affordability and efforts to address affordability.

The affordability of the College of Pharmacy professional program is measured against peer-institutions in the Southeastern Conference (SEC) and other regional institutions (within a 150-mile radius). The SEC peers include Auburn University, the University of Georgia the University of Florida, the University of Kentucky, University of Mississippi, and the Texas A&M, while the regional institutions include Campbell University, Mercer University, Presbyterian College, South University, and Wingate The tuition for the professional program of the SEC schools of pharmacy is $25,460 and the regional schools is $34,400. The tuition costs for the University of South Carolina College of Pharmacy is at the average of the peer SEC schools and well below the average of the other regional programs.

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

Reputation Enhancement

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

•The USC COP has an 89% four-year graduation rate of PharmD students
•The number of PharmD graduates from our program secure residency matches that are well above the national average (77% USC versus national average of 68%)
•Our PharmD graduates had a First Time Pass Rate of 91% on the National American Pharmacist Licensure Exam (NAPLEX). This is well above the national average, which was 88%.
•Our PharmD graduates had a 99% job placement at graduation, many in local community pharmacies (chain and
independent); we are unable to account for 1 student and it is possible that student is employed.
•The Department of Clinical Practice and Outcomes Sciences had a productive year with regard to teaching, service and research. Departmental faculty coordinated and/or taught in 27 required courses in the professional pharmacy curriculum. Specifically, 1000+ classroom and laboratory hours of instruction were provided related to didactic material. As in the past, select faculty members also participated in courses outside of the College of Pharmacy. In conjunction with volunteer or adjunct faculty, experiential experiences were provided for all students. Our full-time, practice-based faculty provided many months of service/patient care at the Palmetto Richland, Medicine Mart, and Greenville Hospital University Medical System (Greenville). The faculty published several publications in peer-reviewed journals as well as numerous textbook chapters. In addition, faculty efforts accounted for many contributed and invited presentations, research grants and contracts, and service to the University, College, and Profession. Finally, department faculty also served as principal or co-investigators on
numerous grants and contracts during the academic year.

Challenges

Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted

elsewhere in this report and/or those which merit additional attention.

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

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

There is a national decline among high school students interested in pursuing pharmacy as a career. Recent numbers show there are only 1.02 students applying for every seat in a school/college of pharmacy. The American Association of Colleges of Pharmacy (AACP) at its recent interim meeting urgently requested that all schools/colleges of pharmacy in the U.S. dial back expansion.

Supplemental Info - Academic Initiatives

Any additional information on Academic Initiatives appears as Appendix 2. (bottom)

Faculty Population

Faculty Employment Summary

Table 1. Faculty Employment by Track and Title.

	Fall 2017	**Fall 2016**	**Fall 2015**
Tenure-track Faculty	21	25	21
Professor, with tenure	6	8	7
Associate Professor, with tenure	10	10	9
Assistant Professor	5	7	5
Librarian, with tenure	0	0	0
Research Faculty	5	7	6
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	5	7	6
Clinical/instructional Faculty	21	21	23
Clinical Professor	3	1	3
Clinical Associate Professor	7	6	4
Clinical Assistant Professor	9	10	14
Instructor	2	2	2
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	4	2	0

Faculty Diversity by Gender and Race/Ethnicity

Note: USC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See https://nces.ed.gov/ipeds/Section/collecting_re
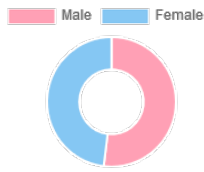
Table 2. Faculty Diversity by Gender and Race/Ethnicity, Fall 2016, Fall 2015, and Fall 2014.

|	Fall 2017	Fall 2016	Fall 2015
Gender	52	54	53
Female	25	24	22
Male	27	30	31
Race/Ethnicity	52	54	53
American Indian/Alaska Native	0	0	0
Asian	7	8	5
Black or African American	2	0	1
Hispanic or Latino	2	2	1
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	1	2	2
Two or More Races	0	0	0
Unknown Race/Ethnicity	3	1	1
White	37	41	43

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

Illustration 1. Faculty Diversity by Gender

2017 Faculty Gender

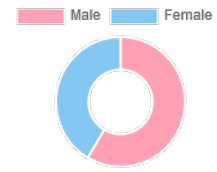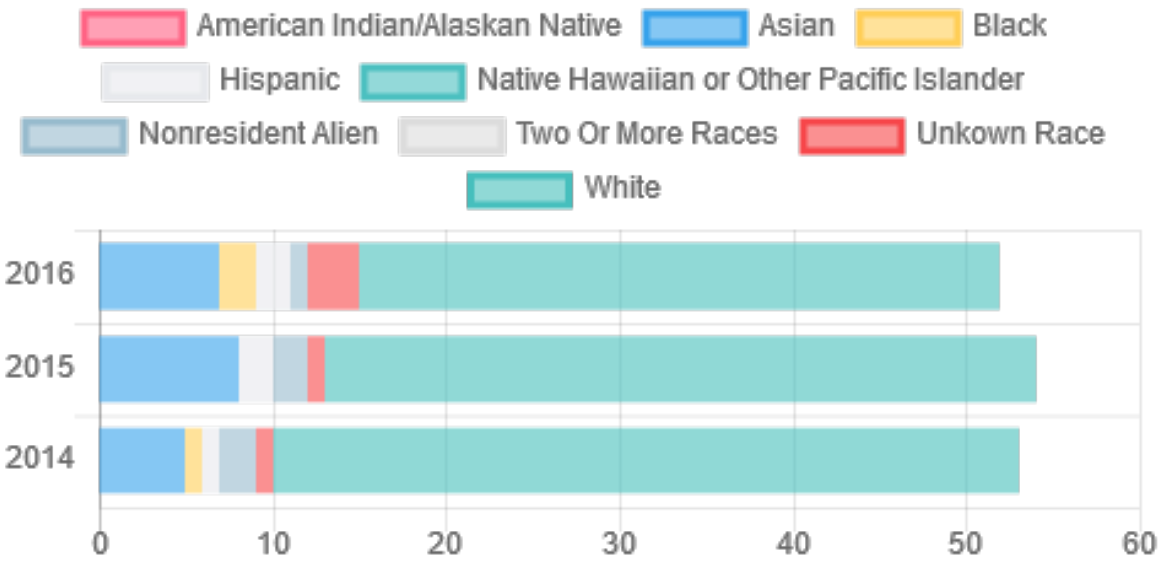2016 Faculty Gender
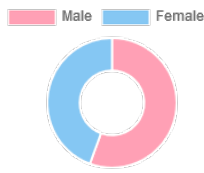
2015 Faculty Gender

Illustration 2. Faculty Diversity by Race & Ethnicity

Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:
1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).
3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

Having adequate (quantity and quality) research space for our faculty to conduct their research and scholarly activity is a major problem for the College, especially for the Department of Drug Discovery and Biomedical Sciences (DDBS). Currently two tenure and tenure track faculty are housed in offices and laboratories that the College is currently borrowing from the Department of Biology. This arrangement is slated to end in February 2020. Added to this issue is the recent success of 2 of our faculty members who recently received R01 funding from NIH and a third faculty member who is on track to receive NIH funding. The space allocated for pharmacy in Coker Life Sciences is not adequate to meet this growth and additional space in other areas of Coker are being explored.

Total tenure and tenure track faculty numbers in DDBS have grown from 12 to 17 from 2011 to 2018. Faculty growth is partly attributed to the hiring of new junior faculty under Dr. Roninson's COBRE Center for Targeted Therapeutics (CTT), a $11.3 M - 5-year Phase I award from NIH/NIGMS. Two additional tenure-track faculty hires under the CTT are being recruited and it is anticiapted that these hires will be complete by the summer of 2018.

Identifying office and research space for these new hires is challenging. It is important that these faculty members are productive as soon as possible since Dr. Roninson has the opportunity to compete for a Phase II COBRE award for another ~$11 M. This Phase II renewal application will be submitted in September 2018. Success of this Phase II application is extremely important for the College so that it can maintain its current research momentum (two faculty members just received their first NIH R01 awards and another has just received a renewal on his NIH R01 grant). Our plan is to work with the higher administration to identify appropriate office and laboratory space within the Coker/EWS/PSB complex for the College. We see this as a high priority.

In addition, as noted above, we need to recruit a medicinal chemist as part of our accreditation requirements. We have research space that this hire could share with our only other faculty member that is a chemist. However, this space is currently of extremely poor quality, completely outdated, and is of questionable safety for chemical synthesis. We need to identify renovation funds for this laboratory and plan a timeline for renovation and modernization of this chemical synthesis laboratory.

With respect to the Department of Clinical Pharmacy and Outcomes Sciences (CPOS), which includes 25 faculty members, workload is a critical challenge for these faculty members (this is a continued issue from last year). Currently, our clinical partners (local and regional hospitals and retail stores) require faculty to be at the practice site for 6 months per year (in essence, this department is operating with ~13 FTE). Our clinical partners are critical in terms of meeting the accreditation standards set by the Accreditation Council for Pharmacy Education (ACPE). Participating in a 6-month commitment makes developing class time by our clinical faculty members very difficult and challenging. The 6-month commitment is also difficult for clinical faculty members to develop a consistent research focus to achieve department and College goals. Therefore,

the total number of clinical faculty in quantitative numbers is much higher than actual hours the department can utilize their skill and ability. For example, 10 clinical faculty have a practice site at Palmetto Health Richland (PHR). Because PHR has a 6-month practice requirement, the College / Department only has 6 months of their time for teaching and service. This issue is coupled to the attrition of the 6-facutly lines described elsewhere in this Blueprint. Fortunately, Provost Gabel and Dean Cutler have created a strategic plan for replacing these positions, which was favorably received by the ACPE.

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

Optional

Faculty development in the Department of Clinical and Outcome Sciences (CPOS) and in the Department of Drug Discovery and Biomedical Sciences (DDBS) is highly encouraged and supported. Faculty development is one of the initiatives in the College's 5-year Strategic Plan, which was recently adopted. Specific examples are that all faculty are actively engaged in attending and presenting their pedagogical and scientific research at national and international scientific meetings both as oral and poster presentations. Faculty are also involved in the planning of scientific conferences and serve as chairs of scientific sessions within conferences. Faculty are also encouraged to join and actively participate in professional societies that align with their research and scholarly activities. Most faculty members are actively engaged in manuscript reviewing and many sit on editorial boards. In addition, several faculty members are actively involved in grant reviewing at the NIH level and two faculty members are standing members of NIH study sections. DDBS runs and funds an active external seminar program where faculty are encouraged to invite leaders in their field to our College. These guests spend a full day meeting with College faculty, giving a seminar, and attending an evening dinner with their host. Also, support is provided for faculty to attend the annual conference of the American Association of Colleges of Pharmacy (AACP).

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

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

Optional

This year, the College engaged in the development of a 5-year Strategic Plan. The process included a broad group of stakeholders, including faculty, staff, students, alumni, preceptors, and friends of the College. Through the help of Bernard Consulting, who specializes in working with pharmacy programs, including schools/colleges and major organizations, we sought input from stakeholders on key priorities such as the strengths and weaknesses of the College, critical issues and opportunities to be addressed in the plan, and our relationship with each of those individuals. In late 2017, the plan was adopted and implemented in 2018. This plan will serve as a road map as we launch our legacy program, the University of South Carolina College of Pharmacy.

Supplemental Info - Faculty

Any additional content on Faculty Information appears as Appendix 4. (bottom)

Supplemental Academic Analytics Report

Content from Academic Analytics appears as Appendix 5. (bottom)

Teaching

Faculty to Student Ratio

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

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

Table 4. Faculty-to-Student Ratio, Fall 2017, Fall 2016, and Fall 2015

Fall 2017	Fall 2016	Fall 2015
1:14.22	1: 17.6	1:18.3

Analysis of Ratio

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

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

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

Over the past 5-year period, there have been 6 FTE faculty positions eliminated from the College; these positions have mostly been in the area of clinical practice. This loss has resulted in our College having gaps in areas of expertise, which include community pharmacy, regulatory pharmacy, and ambulatory care. Additionally, the attrition in faculty lines over the past 5-years has caused the faculty student ratio to increase. The accreditation body, (Accreditation Council for Pharmacy Education - ACPE) under Standard 18 (Faculty and Staff - Quantitative Factors) states "Overall student-to-faculty ratios should be close to 10:1 or lower to provide students with the individualized attention needed to advance deep learning and foster professional development. (Standard #18.1)." Currently, the College of Pharmacy's ratio is 14:1, which is higher than the accreditation body prefers. Fortunately, Provost Gabel and Dean Cutler have developed a 3-year strategic hiring plan that will help meet the ACPE requirements.

Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other, during AY2017-2018.

Research Award Nominations

Recipient(s)	Award	Organization
Pittman, Douglas	Distinguished Research Service Award	Office of Research
Turner, Jill	Breakthrough Stars	Office of Research
Justo, Julie	New Investigator Award	American College of Clinical Pharmacy

Service Award Nominations

Recipient(s)	Award	Organization
Blake, Betsy	Ken Couch Distinguished Mentor Award	South Carolina Pharmacy Association
Buff, Wayne	Bowl of Hygeia	South Carolina Pharmacy Association

Teaching Award Nominations

Recipient(s)	Award	Organization
Cox, Christina	USC Clinical Practice Teaching Award	University of South Carolina, Columbia

Faculty Awards Received

During AY2017-2018 faculty of PHAR were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

Recipient(s)	Award	Organization
Bookstaver, Brandon	Fellow	Infectious Diseases Society of America
Pittman, Douglas	2018 Distinguished Research Service Award	Office of Reseach
Roninson, Igor	Molecular Biology and Genetics Award	Institute for Gene Biology (Moscow Russia)

Service Awards

Recipient(s)	Award	Organization
Lu, Kevin	Board of Directors - Chair	East Point Academy
Norris, Leann	Board of Directors	Hematology Oncology Pharmacy Association
Bookstaver, Brandon	Midlands Mentor of the Year	South Carolina College of Pharmacy
Blake, Betsy	Ken Couch Distinguished Mentor Award	South Carolina College of Pharmacy

Teaching Awards

Recipient(s)	Award	Organization
Chapman, James	P1 Professor of the Year	P1 Class USC College of Pharmacy
Justo, Julie	Clinical Practice Teaching Award	University of South Carolina College of Pharmacy
Dunn, Brianne	P3 Professor of the Year	P3 Class USC College of Pharmacy
Dunn, Brianne	P2 Class Professor of the Year	P2 Pharmacy Class USC College of Pharmacy

Student Recruiting and Retention

Student Recruitment

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

The USC College of Pharmacy is involved in the following recruitment efforts:
- Open Houses (high school & transfer students) coordinated by the University
- Open Houses (current college students) coordinated by the College of Pharmacy
- Participation in Admitted Students Day & Scholar Socials for admitted pre-pharmacy majors

- Participation in Gamecock Gateway and Galen Health Fellows recruitment/retainment events
- Individual & group tours (i.e. AHEC and high school group requests)
- Participation in Carolina Masters Camp that exposes high school students to the profession of pharmacy
- Scholarships are granted to underrepresented students to participate in the College's summer camp
- Summer internships for underrepresented college students
- Internal recruitment with USC life sciences majors (i.e. biology and public health)
- Internal recruitment with professional and academic honors programs & organizations, such as the SC Honors College, Capstone Scholars, Opportunity Scholars, the American Society for Biochemistry and Molecular Biology, and the Association of Minority Pre-Health Students
- Visitations to state-wide health organizations such as the South Carolina Health Occupations Students of America
- Visitations to high schools and colleges throughout the state and Southeast•Participation at regional and national recruitment events such as the SC and International HOSA Conferences
- Priority interviews for USC pre-pharmacy students who are applying through the national Early Decision process
- Development and implementation of the Gamecock Pharmacy Assurance program which allows the College to recruit students directly from high school into the University of South Carolina College of Pharmacy

Student Retention

Efforts at retaining current students in College/School programs.

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

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

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

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

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate Enrollment			
Freshman	132	123	127
Sophomore	128	141	154
Junior	49	54	55
Senior	12	11	21
Sub Total	321	329	357
Graduate Enrollment			
Masters	0	2	0
Doctoral	27	20	18
Graduate Certificate	0	0	3
Sub Total	27	22	21
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	439	431	425
Sub Total	439	431	425
Total Enrollment (All Levels)	**787**	**782**	**803**

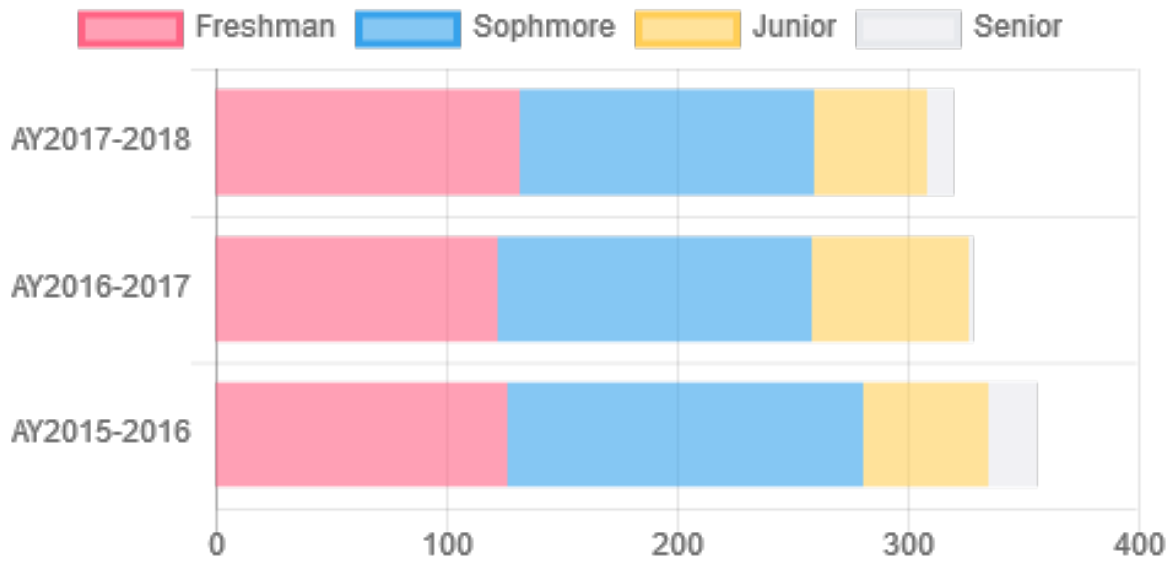**Illustration 3. Undergraduate Student Enrollment by Classification**

Illustration 4. Graduate/Professional Student Enrollment by Classification
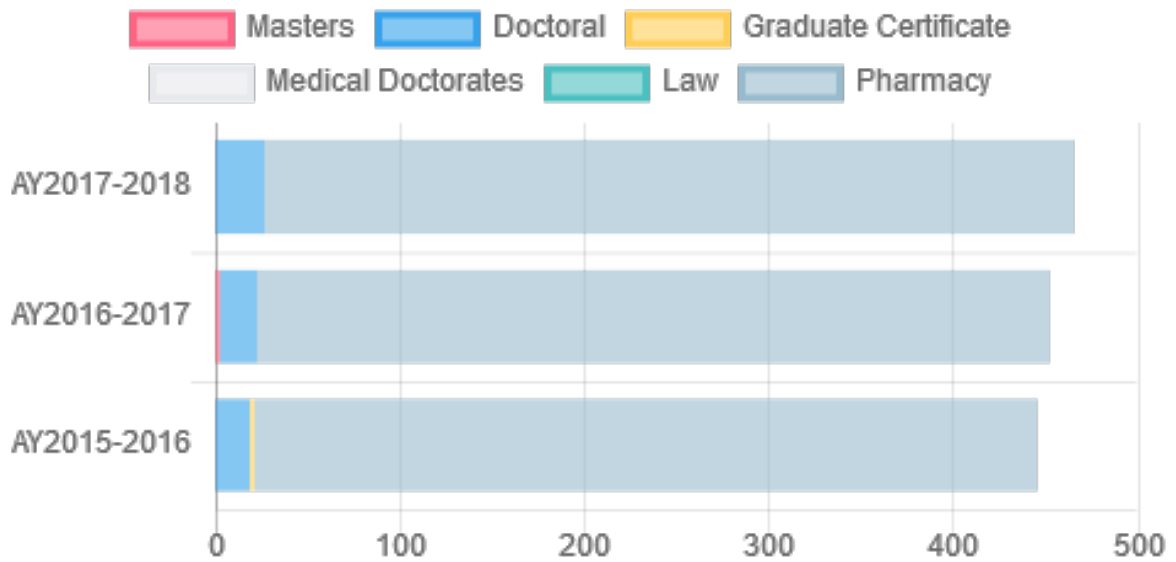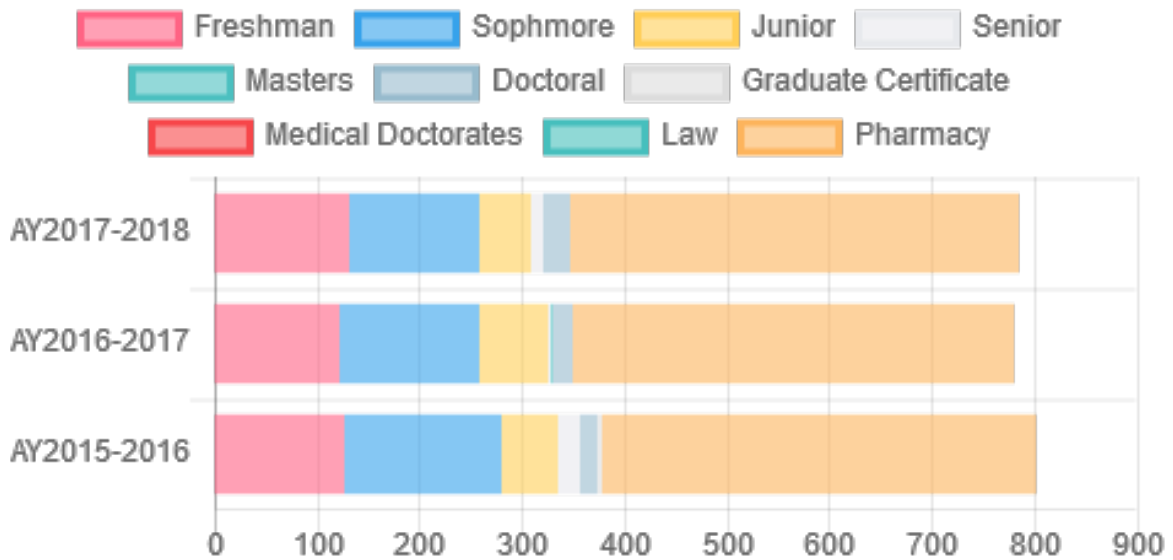
Illustration 5. Total Student Enrollment by Classification (All Levels)

Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	**321**	**329**	**357**
Full-Time	306	325	348
Part-Time	15	4	9
Graduate/Professional	**466**	**453**	**446**
Full-Time	440	443	431
Part-Time	26	10	15
Total - All Levels	**787**	**782**	**803**
Full-Time	746	768	779
Part-Time	41	41	41

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2017	Fall 2016	Fall 2015
Undergraduate	**321**	**329**	**357**
Female	207	224	248
Male	114	105	109
Graduate/Professional	**466**	**453**	**446**
Female	329	324	313
Male	137	129	133

Illustration 6. Undergraduate Student Diversity by Gender

2018 Undergraduate Gender
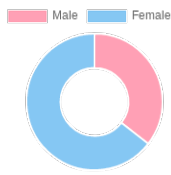
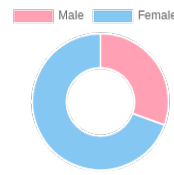2017 Undergraduate Gender
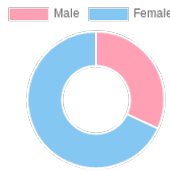
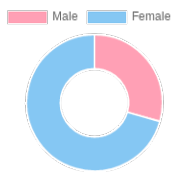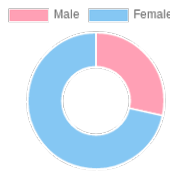2016 Undergraduate Gender
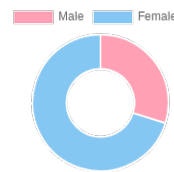
Illustration 7. Graduate/Professional Student Diversity by Gender

2018 Graduate Gender

2017 Graduate Gender

2016 Graduate Gender

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2017	**Fall 2016**	**Fall 2015**
Undergraduate	**321**	**329**	**357**
American Indian/Alaska Native	0	0	0
Asian	26	22	32
Black or African	47	42	38
Hispanic or Latino	10	10	15
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	1	1	0
Two or More Races	15	14	22
Unknown Race/Ethnicity	0	0	3
White	222	240	247
Graduate/Professional	**466**	**453**	**446**
American Indian/Alaska Native	1	1	2
Asian	42	44	42
Black or African	28	32	32
Hispanic or Latino	15	12	14
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	18	18	14
Two or More Races	20	16	9
Unknown Race/Ethnicity	3	3	3
White	339	327	330

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity
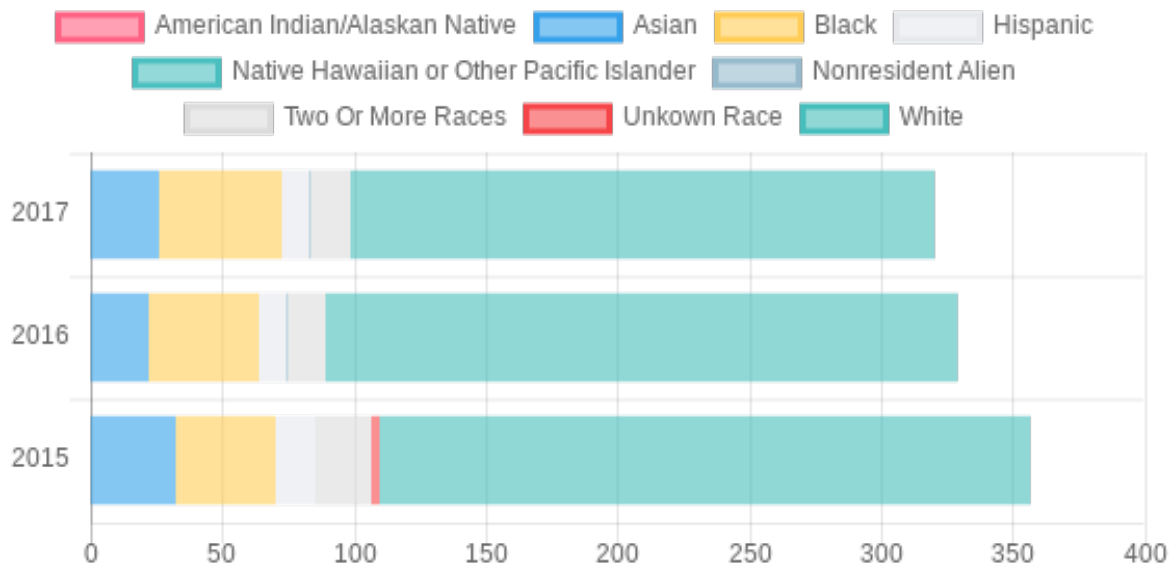
Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
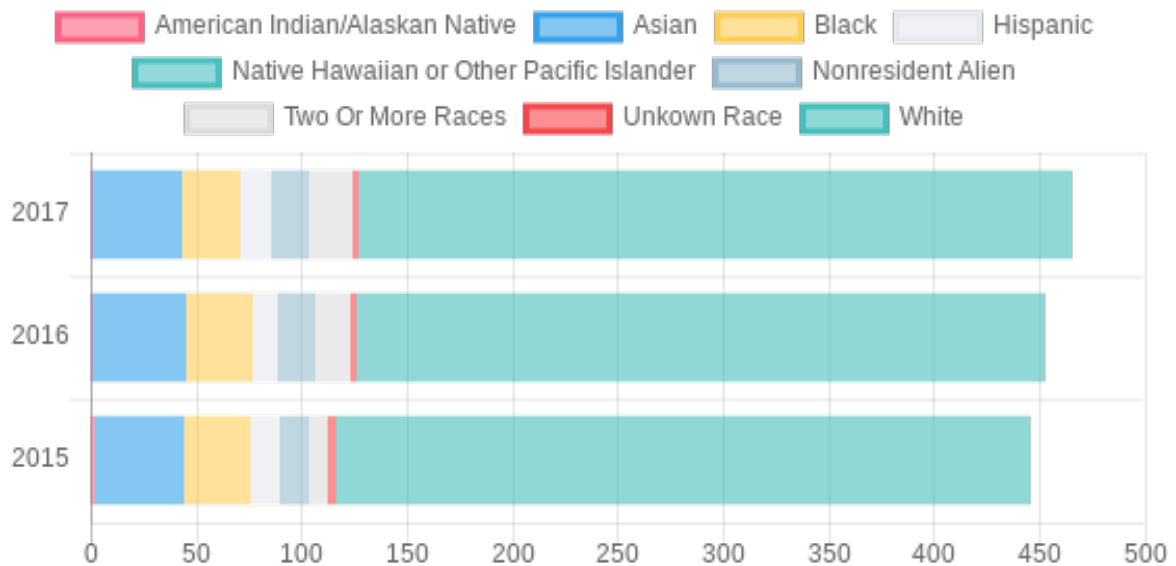
Undergraduate Retention
Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

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

Illustration 10. Undergraduate Retention, First- and Second Year
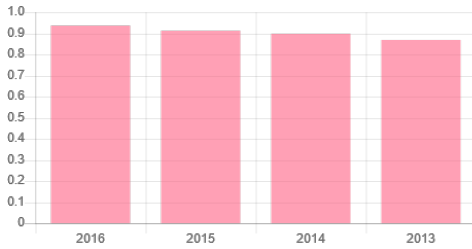
First Year   Second Year
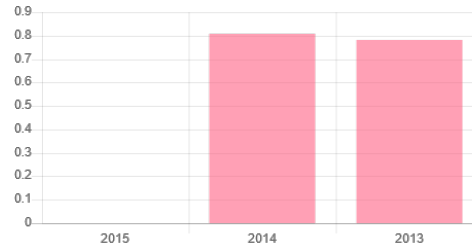
Student Completions

Graduation Rate - Undergraduate

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

	4-Year	5-Year	6-Year
Fall 2011 Cohort	33.2%	41.1%	65.3%
Fall 2010 Cohort	0%	0%	0%
Fall 2009 Cohort	0%	0%	0%

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2016-2017	AY2015-2016	AY2014-2015
Associates Degree	0	0	0
Bachelors	59	0	0
Masters	1	0	0
Doctoral	3	5	0
Medical	0	0	0
Law	0	0	0
Pharmacy Doctorate	101	102	106
Graduate Certificate	0	0	2

Illustration 11. Degrees Awarded by Level
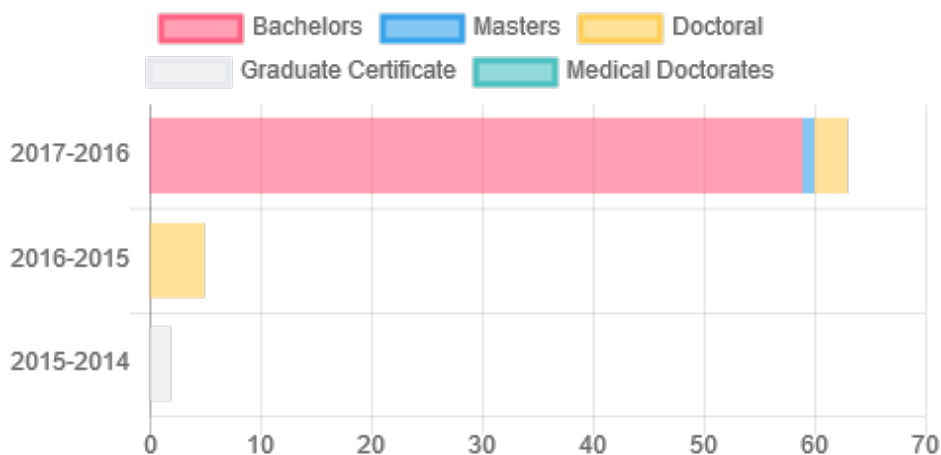
Alumni Engagement & Fundraising

Alumni

Substantial activities, engagements, and initiatives with alumni during AY2017-2018, focusing on relationships and activities with alumni.

Annual Progress

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

Goals

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

Development, Fundraising and Gifts

Substantial development initiatives and outcomes during AY2017-2018, including Fundraising and Gifts.

Annual Progress

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

Goals

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

Supplemental Info - Alumni Engagement & Fundraising

Any additional information on Alumni Engagement and Fundraising appears as Appendix 6. (bottom)

Community Engagement

Description

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted during AY2017-2018, including activities at the local, state, regional national and international levels.

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

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

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

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

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

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

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

We also attend two meetings of the Healthcare Health Occupations Students of America (HOSA) for the state of South Carolina. The College provides a formal presentation to college students who are unaware or misinformed about the pharmacy profession. Furthermore, we educate the guidance counselors and HOSA advisors about the profession and the Pre-Pharmacy and PharmD programs available at USC. Using the list

of students we interact with during this event, we send follow-up information a few days after the conference is finished.

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

Incentivizing Faculty Engagement

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

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

Supplemental Info - Community Engagement

Any additional information on Community Engagement appears as Appendix 7. (bottom)

Collaborations

Internal Collaborations

Kennedy Pharmacy Innovation Center (KPIC)
•KPIC Pharmacy Ownership Business Plan
•Sterile Compound Training

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

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

External Collaborations

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

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

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

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

The College of Pharmacy is involved in various collaborations with the Medical University of South Carolina. These include:
•Introductory Pharmacy Practice Experiences (IPPE)
•Advanced Pharmacy Practice Experiences (APPE)

•Training of Preceptors
•Drug discovery research program
•Massachusetts Board of Higher Education - Special exemption for USC pharmacy and medical students to engage in rotations in the state of Massachusetts

Other Collaborations
Our most significant academic collaborations and multidisciplinary efforts that are not otherwise accounted for as Internal or External Collaborations.
The College of Pharmacy remains heavily engaged in international collaborations. These include:

•International exchange programs:
•Misr International University --; Cairo, Egypt
•Zhejiang University --; Hangzhou, China
•Qatar University --; Doha, Qatar
•Saudia Arabia National Guard Health Affairs - King Abdulaziz --; Riyadh, Saudi Arabia
•Kuwait University --; Safat, Kuwait
•King Fisail University --; Al-Ahsa, Saudi Arabia
•The Palmetto Experiential Educational Program (PEEP) has international collaborations for teaching and learning of our pharmacy students. These are:

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

Supplemental Info - Collaborations
Any additional information about Collaborations appears as Appendix 8. (bottom)

Campus Climate & Inclusion
Activities unit conducted within AY2017-2018 that were designed to improve campus climate and inclusion.

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

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

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

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

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

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

Supplemental Info - Campus Climate & Inclusion
Any additional information about Campus Climate and Inclusion appears as Appendix 9. (bottom)

Concluding Remarks

Quantitative Outcomes

Explanation of any surprises with regard to data provided in the quantitative outcomes throughout this report.

No surprises were noted.

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

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

Appendix 3. Research & Scholarly Activity

Office of Research Information Technology & Data Management

College of Pharmacy

Fiscal Year 2017

UNIVERSITY OF
SOUTH CAROLINA

Faculty Information

RESEARCH AND SCHOLARLY ACTIVITY

The following refers to Appendix 1, 2 & 3 , which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.

2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member in FY YYYY (by rank, type of funding; e.g., federal, state, etc., and by department, if applicable).

3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

Identified areas of challenge and opportunities with faculty research and scholarly activity, referencing Academic Analytics data (through 2015) and the report provided by the Office of Research's Information Technology and Data Management, including specific plans to meet these challenges or take advantage of the opportunities.

Summary of Extramural Proposal Submissions by Source

Appendix 1

PI Home Department	Amount First Year	Commercial	Federal	Other	Private, Non-Profit	State
Drug Discovery and Biomedical Sciences	13,547,446		43		18	1
Palmetto Poison Center	268,128		2			
Pharmacy - (Dean)	6,000		1			
Pharmacy - Clinical Pharmacy and Outcomes Sciences	941,186	1	2		5	
Pharmacy Graduate Program	32,000		1			
Total Count		*1*	*49*	*0*	*23*	*1*
Total Amount First Year	*14,794,760*	*3,000*	*12,180,866*	*0*	*2,606,144*	*4,750*

Extramural Funding by Source, Department, Faculty & Rank - FY2017
Appendix 2

PI Home Department	Total Department	PI Name	Primary Job/Rank	Tenure Status	Total Funding	Federal	Other	Private, Non-Profit	State
Drug Discovery & Biomedical Sciences		Banister, Carolyn	RESEARCH ASST PROF		22,000			22,000	
Drug Discovery & Biomedical Sciences		Broude, Eugenia	ASST PROFESSOR		200,705	200,705			
Drug Discovery & Biomedical Sciences		Creek, Kim	PROFESSOR	TENURED	165,077	165,077			
Drug Discovery & Biomedical Sciences		Fang, Jing	ASST PROFESSOR		290,705	260,705		30,000	
Drug Discovery & Biomedical Sciences		Hofseth, Lorne	PROFESSOR	TENURED	219,049	219,049			
Drug Discovery & Biomedical Sciences		Kiaris, Hippokratis	ASSOC. PROFESSOR	TENURED	147,328	146,500			828
Drug Discovery & Biomedical Sciences		Mathew, Sajish	ASST PROFESSOR		200,705	200,705			
Drug Discovery & Biomedical Sciences		McInnes, Campbell	PROFESSOR	TENURED	205,280	274,454		-69,174	
Drug Discovery & Biomedical Sciences		Petkov, Georgi			332,810	332,810			
Drug Discovery & Biomedical Sciences		Roninson, Igor	PROFESSOR	TENURED	799,979	774,979		25,000	
Drug Discovery & Biomedical Sciences		Shtutman, Michael	ASST PROFESSOR		146,500	146,500			
Drug Discovery & Biomedical Sciences		Turner (Ortinski), Jill	ASST PROFESSOR		100,000			100,000	
Drug Discovery & Biomedical Sciences		Xu, Peisheng	ASSOC. PROFESSOR	TENURED	366,250	366,250			
Drug Discovery & Biomedical Sciences		Zhu, Jun	ASSOC. PROFESSOR	TENURED	565,157	565,157			
Total DDBS	**3,761,545**								
Palmetto Poison Center		Michels, Jill	CLINICAL ASSISTANT PROF		413,474	384,074	29,400		0
Total PPC	**413,474**								
Pharmacy - Dean's Office		Lim, Chang-uk	RESEARCH ASST PROF		213,757	213,757			
Total Dean	**213,757**								
Pharmacy - Clinical Pharmacy & Outcomes Sciences		Bennett, Charles	PROFESSOR	TENURED	444,243	444,243			
Pharmacy - Clinical Pharmacy & Outcomes Sciences		Bian, John			-104,079	-104,079			
Pharmacy - Clinical Pharmacy & Outcomes Sciences		Bookstaver, Brandon	ASSOC. PROFESSOR		162,659	162,659			
Pharmacy - Clinical Pharmacy & Outcomes Sciences		Fabel, Patricia	CLINICAL ASSOCIATE PROF		27,000			27,000	
Pharmacy - Clinical Pharmacy & Outcomes Sciences		Lu, Kevin	ASSOC. PROFESSOR	TENURED	0			0	
Total CPOS	**529,823**								
Pharmacy Graduate Program		Provence, Aaron			41,684	31,684		10,000	
Total PGP	**41,684**								
Total College of Pharmacy - FY2017	**4,960,283**				**4,960,283**	**4,785,229**	**29,400**	**144,826**	**828**

Patents, Disclosures, and Licensing Agreements
Fiscal Year 2017
Appendix 3

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

Note: These numbers include US, PCT, and foreign applications/patents
Source: Office of Economic Engagement