Executive Summary

Blueprint for Academic Excellence
College of Pharmacy
AY2021-2022

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 to College educational outcomes. The College has successfully completed its major transition from the South Carolina College of Pharmacy (SCCP) to the University of South Carolina College of Pharmacy (USC COP) and graduated its first class of pharmacy students in May 2020.

Highlights

- Full 8-year accreditation - Accreditation Council for Pharmacy Education
- Implementation of an early entry program (Gamecock Pharmacy Assurance) - the first cohort entered the pharmacy program in the fall of 2020.
- The College of Pharmacy established the saliva-based (SAFE) test for COVID-19.
- Tessa Hastings - 2020 NIH Disparities Research Institute Scholar
- Julie Justo - 2020 Department of Health and Human Services Remdesivir Consultative Committee
- Jun Zhu - awarded a NIH R01 (2nd, concurrent R01)
- Jll Michels - Poison Center awarded a full 7-year accreditation from the American Association of Poison Control Centers
- Erin Warren - 2021 South Carolina Society of Health-System Pharmacists Outstanding Student Award

Dr. Stephen J. Cutler Dean and Professor
University of South Carolina College of Pharmacy

UNIVERSITY OF
SOUTH CAROLINA
College of Pharmacy

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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: 05/11/2017

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: 05/11/2017

Values Statement

- Collaborative
- Empathetic
- Excellence
- Inclusive
- Innovative
- Strategic

Updated: 05/11/2017

Goals - Looking Back

Goals for the previous Academic Year.

Goal 1 - Gamecock Pharmacy Assurance (GPA) Program

Goal Statement	The GPA program was an initiative created by Dean Cutler in 2017 with the first group of high school students enrolling at the University of South Carolina in 2018. Currently, this program has provided 40 students in our fall 2020 P1 pharmacy class, which represents 36% of our class. This initiative is helping the College of Pharmacy to create a pipeline of qualified students to be admitted into our program. This is especially important today as the national trend among high school students to pursue a career in pharmacy is very low (some schools/college in the U.S. are closing as a result of this decline in applicants).
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	
Status	Completed successfully
Action Plan	
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Robot Sterile Compounding

Goal Statement	In partnership with Nephron Pharmaceuticals, the College of Pharmacy and the College of Engineering and Computing have developed an initiative that allows pharmacy students and engineering students to be educated side-by-side. The use of robots to produce sterile compounded pharmaceuticals is driven by the new federal requirements, which have become very stringent and complex. Today, many hospitals in the U.S. and South Carolina are not able to meet these requirements. The use of robots to compound prescriptions exceeds those new federal guidelines and provides a more sterile environment with better accuracy and precision than traditional methods of compounding. This initiative, which began in 2018, will continue for several years.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This initiative will allows us to meet our mission by allowing the College of Pharmacy to prepare the next generation of innovative and collaborative pharmacists and health scientists.
Status	Progressing as expected (multi-year goal)
Action Plan	
Achievements	The sterile robotic facility has been built by Nephron at the SCRA Innovation Center. This partnership with the College of Pharmacy and the College of Engineering and Computing has resulted in a stronger educational program for our university. This initiative will continue for many years as we optimize the use of the robots for this very important healthcare need.

Goals - Real Time

Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	Nephron Pharmaceuticals is paying for the build-out of a sterile facility on campus (McNair/SCRA) and the robots. In addition, they are providing support with the hiring of an engineer to help oversee the project.
Goal Notes	

Goals - Real Time

Goal Statement	The College of Pharmacy has been engaged in developing contingency plans in an effort to continue the educational and research mission of the University of South Carolina College of Pharmacy in the event of natural disaster or emergencies that disrupt the college.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	This initiative will help ensure that we meet the teaching and research mission of the College of Pharmacy.
Status	Progressing as expected (multi-year goal)
Action Plan	The senior administrators, which include the dean, associate deans, assistant deans, and departmental chairs are developing a strategy for managing the college in the event of a natural disaster or emergency that disrupts the day-to-day operations of the college.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Real Time

Goal 3 - Space - Laboratories and Office Needs

Goal Statement	The College of Pharmacy continues to struggle with securing appropriate space to support its teaching and research mission. Currently, there are several faculty lines that are open due to no space to accommodate a newly recruited faculty member.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	The mission of the College of Pharmacy includes providing a comprehensive pharmacy education, conducting and disseminating state of the art research, establishing optimal students experiences, and other activities that prepare our next generation of pharmacists and health scientists. Adequate and appropriate space is of paramount importance to the college reaching its mission.
Status	Extended to following Academic Year
Action Plan	Working with the Provost Office and the University Architecture, the college has been trying to identify space for 5 years.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	Adequate and appropriate space for research laboratories and offices are needed.
Goal Notes	

Goals - Real Time

Goal 4 - Saliva-Based (SAFE) Testing for COVID-19

Goal Statement	In February 2020, before the pandemic hit the U.S., the College of Pharmacy recognized that the traditional testing methods would be cost prohibitive and take too long to receive the results. Furthermore, we recognized that the coronavirus was transmitted primarily through breathing, speaking, laughing, coughing, and sneezing. As such, we began the development a simple test for COVID using saliva as the media. There are many benefits to the saliva-based test versus the nasal or nasopharyngeal swab tests. Our saliva test provides faster results, is free of the supply chain bottlenecks, and is much more cost effective. In side-by-side studies, our saliva sample clinical trials have shown a 100 percent match with results of the nasal swab tests, indicating that the saliva tests are highly accurate. Results from our saliva test are generally available within 12 hours. Our ability to provide results in such a timely manner increases the ability to help mitigate the spread of the virus. The College of Pharmacy was successful in securing a Clinical Laboratory Improvement Amendments (CLIA) Certificate (42D2189496) for high complexity testing of COVID-19.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	One of the college's statements is to pioneer clinical, entrepreneurial, and research endeavors to improve health outcomes from residents of South Carolina and beyond. Establishing the SAFE Testing at the university is exactly our college's mission.
Status	Newly Established Goal
Action Plan	Using college and university resources, we established a new method for testing of COVID-19 using saliva as a medium. The plan was to create a faster, more affordable, and as reliable of a test as the traditional tests for respiratory tract infections. The college conducted 2 clinical trials to demonstrate the accuracy of the saliva based test.

Goals - Real Time

Achievements	In August 2020, the College of Pharmacy began offering COVID-19 testing for all students, staff, and faculty members of the university.
Resources Utilized	Initially, the resources used were already in place at the university. Once the test garnered attention by the General Assembly, funds from the U.S. CARES Act and the COVID Relief Fund were made available from the state.
Goal Continuation	The SAFE Testing will continue to remain available as long as the university needs this type of testing.
Goal Upcoming Plans	The South Carolina General Assembly has awarded the university $16.7M to expand the saliva-based test to the community.
Resources Needed	
Goal Notes	

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Faculty Salaries

Goal Statement	Each year, the American Association of Colleges of Pharmacy publish the average salaries for all ranks, disciplines, public/private, etc of all faculty members in pharmacy education. For the past 30 years, the average annual salary increase in the U.S. schools/colleges of pharmacy has been ~4-5%. Unfortunately, there hasn't been a strategy for pay increases at the University of South Carolina. The faculty members in the UofSC College of Pharmacy are mostly at the 25 percentile for faculty in the SEC and nationally. Over the past several years, our faculty, especially those with NIH funding, have been targeted for recruitment by other universities. With limited abilities to increase salaries, the college needs help from central administration to help offset the differential in salaries as well as support retention packages. The College of Pharmacy formally requests assistance through the Strategic Initiative Funding (SIF) to help increase the competitiveness of salaries of faculty members in the UofSC College of Pharmacy.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	
Status	Progressing as expected (multi-year goal)
Action Plan	The College of Pharmacy needs support from the university through the Strategic Initiative Funding (SIF) to help raise faculty salaries. This should be done strategically over the next 3 years and fully implemented before the next site visit by the Accreditation Council for Pharmacy Education, which is scheduled for 2025. The estimated cost to get faculty salary lines to the 50% is $634,260 in today's dollars. According to the American Association of Colleges of

Goals - Looking Ahead

	Pharmacy Profile of Pharmacy Faculty, the average raise each year for the past 5 years has been 4%. This average salary increase has not been factored into the $634,260 amount. Over the next 3 years, the College of Pharmacy respectfully requests $211,420/year in recurring funds so that the college can have its faculty salaries closer to the 50% prior to the site visit by the accreditor.
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Looking Ahead

Goal 2 - P4 Tuition

Goal Statement	For years, the fourth year pharmacy class has had a reduced tuition compared to the P1, P2, and P3 classes. Historically, this was because during the last year of pharmacy school, the student wasn't on campus unless they performed an administrative rotation and it was believed that the tuition cost should be less than students in didactic courses. Over the past 10+ years, the cost for contracts with hospitals to accept our P4 students have gone up to a point where the fourth year is arguably more expensive than any other year of their education. The purpose of this goal is to bring the P4 tuition in line with the actual costs to educate that body of students.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	
Status	Newly Established Goal
Action Plan	
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Looking Ahead

Goal 3 - Education Fees

Goal Statement	Approximately 15 years ago, the education of pharmacy students began shifting from textbooks to online libraries. In addition, the reporting requirements for the Accreditation Council for Pharmacy Education has also resulted in the need for various software packages for the tracking of our students. During the merger with the Medical University of South Carolina, the college was unable to increase the fees associated with the education of our pharmacy students due to one or the other college not being allowed to make the adjustment; if an adjustment was made, both colleges had to agree to the change. Over time, the amount of fees subsidized by the college for all its students has grown to $350,000 per year. This goal is designed to place that financial responsibility on students.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Create new pathways to research excellence to become AAU eligible. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	
Status	Newly Established Goal
Action Plan	
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Academic Programs

Program Rankings

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

The American Association of Colleges of Pharmacy (AACP) annual provides updates on extramural support received by U.S. schools/colleges of pharmacy. In addition, the National Association of Boards of Pharmacy provides annual updates on how U.S. schools/colleges perform on the national licensure board exams while the American Society of Health-System Pharmacists provides annual updates on residency match rates for students seeking to match in a residency program. Data from these 3, independent entities show that the UofSC College of Pharmacy:

- Is #5 in the SEC for federal funding
- UofSC pharmacy graduates average pass rates higher than the national average (low 90s compared to national average of mid 80s)
- UofSC pharmacy graduates match 80% of the time with a residency compared to the national average of ~65%

Instructional Modalities

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

With the separation from the merged program with the Medical University of South Carolina (MUSC), the current academic year (2020-2021) is the first year the UofSC College of Pharmacy is a stand alone College of Pharmacy. The merged program with MUSC was in place since 2006.

Program Launches

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

The UofSC College of Pharmacy has launched a regulatory affairs training program for students. The Regulatory Affairs Academic Program is a University of South Carolina College of Pharmacy initiative designed to offer regulatory education to pharmacy students, provide postgraduate education for residents and fellows, and serve as another educational track in our graduate program. The college's partnership with Nephron Pharmaceuticals affords us a working laboratory for the development of future pharmacists and scientists serving in regulatory affairs.

The Kennedy Pharmacy Innovation Center (KPIC) launched the Kennedy Career Enhancement Series (KCES), a program designed to assist pharmacy students and professionals discover and enhance their career and interpersonal skills to further their professional development. The series consists of videos, access to webinars, infographics, and worksheets to help students continue to develop and grow in their pharmacy career. Current topics include

Academic Programs

Networking, Professional Meeting Catalog, Job Search, and Discovery Your Passion. Overall, the program is designed to provide the tools for students to enhance their marketability when they graduate.

Program Terminations

Academic Programs that were newly terminated or discontinued during the Academic Year.
This past year, the Accreditation Council for Pharmacy Education (ACPE) Board of Directors to approve our request to dissolve the accreditation of the South Carolina College of Pharmacy (SCCP), which was a merged program with MUSC College of Pharmacy. We graduated its last student on October 31, 2019.

Academic Initiatives

Experiential Learning For Undergraduates

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

Professional pharmacy students complete 3-years of didactic coursework and a minimum of 11 pharmacy practice experiences. As such, the experiential learning of our PharmD students represent approximately 1/3 of the total pharmacy curriculum. This experiential learning is mandated by the accreditation standards set forth by the Accreditation Council for Pharmacy Education (ACPE). 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 occurs following the P1 and P2 curriculum years, respectively. During the P4 year of the PharmD program, pharmacy students complete a minimum of 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 due to their limited availability in South Carolina. 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.

This past year the College of Pharmacy had great challenges engaging with experiential learning due to COVID-19 and so many sites restricting students access to their learning environment. Our Experiential Team did a herculean effort in managing the loss of sites and placement of our students. Their hard work and leadership allowed us to graduated the Class of 2020 on time. In addition, it appears that our Class of 2021 will also graduate on time.

Experiential Learning For Graduate 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 UofSC 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.

Affordability

Assessment of affordability and efforts to address affordability.
The affordability of the UofSC 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 Florida, the University of Georgia, the University of Kentucky, University of Mississippi, and the Texas A&M, while the regional institutions include Campbell University, Mercer University, Presbyterian College, South University, and Wingate. The tuition for the professional program of the SEC schools of pharmacy is $25,500 and the regional schools is $34,400. The tuition costs for the University of South Carolina College of Pharmacy is near 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 UofSC Columbia regionally and nationally.
The UofSC College of Pharmacy contributes to the overall reputation of the university through its consistently successful track-record of developing skilled licensed pharmacists who are placed in competitive residency programs, being one of only 5 universities to develop a saliva-based testing for COVID-19 in 2020, developing entrepreneurial products, advanced interprofessioanl education of students, nationally competitive research funding, high-quality journal publications, and successful placement of graduates in jobs. The college's dedication to diversity, equity, inclusion, collaboration, and community service, a further enhance the broader reputation of the UofSC

- 80% of our PharmD students match with a residency program compared to the national average of ~65%
- The USC COP has an 90% four-year graduation rate of PharmD students
- PharmD graduates had a 96% job placement at graduation, many in local community pharmacies (chain and independent); we are unable to account for 3 students and it is

Academic Initiatives

possible that they are employed
- KPIC has expanded its entrepreneurial education of our PharmD students to include high-capacity students being co-educated with engineering students on the development of robots to perform 503B sterile compounding of aseptic pharmaceuticals
- Our partnership with Nephron continues to grow as we develop a number of initiatives for our students, including internships, research scholarships, and development for careers as an industrial pharmacy
- The College of Pharmacy serves as a provider of Continuing Pharmacy Education and was recently accredited for another 6-years by the Accreditation Council for Pharmacy Education (ACPE). This affords the college a tremendous advantage over other regional schools/college of pharmacy who don't offer this service to pharmacists
- The College of Pharmacy is engaged in rural health and several faculty members were awarded a Rural Healthcare Innovation grant from the South Carolina Center for Rural and Primary Healthcare. This initiative allows the college to place greater emphasis on meeting the rural healthcare needs of South Carolina as we support pharmacists and pharmacy students working in these geographical regions
- The University of South Carolina Interprofessional Education (IPE) for the Health Services, affords the College of Pharmacy a wonderful opportunity for our pharmacy students to interact and engage with students from other health science disciplines at UofSC. Although this is an accreditation requirement from the Accreditation Council for Pharmacy Education (ACPE), this education results in the development of better members of the healthcare team.

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 pointed out in the previous 4 Blueprints for the UofSC College of Pharmacy, as the college demerges from the South Carolina College of Pharmacy, it was anticipated that some costs in operating our college would increase. There were several items that are split with the Medical University of South Carolina College of Pharmacy including professional memberships, electronic subscriptions, Continuing Education programs, etc. As we exit out of that merged program, the UofSC College of Pharmacy is discovering that we are now responsible for covering approximately $300,000/year for students to matriculate through our program. Moving forward, it will be necessary for the college to make adjustments in the fees charged to students; fortunately, the college has one of the lowest fees among the UofSC schools/colleges as well as among the other SEC pharmacy programs.

A challenge for the college is in balancing the teaching loads without the unintended consequences of an impact on other areas. From 2011-2017, there were loss of faculty lines in the college; this was, in part, due to the merged program with MUSC. One of the hardest hit areas is in the Department of Clinical Pharmacy and Outcomes Sciences, which had an attrition of 6 faculty lines during that timeframe in the clinical practice area. This resulted in increased teaching loads and loss of areas of expertise; even so, they have continued to advance the department in other key areas such as service, clinical practice, and research. Fortunately, the hiring plan Provost Gabel proposed to the Accreditation Council for Pharmacy Education has been implemented and we have filled these vacant positions. develop a hiring

Academic Initiatives

plan to replace these faculty lines, which was accepted by the Accreditation Council for Pharmacy Education (ACPE).

There is a national decline among high school students interested in pursuing pharmacy as a career. Recent numbers show there are ~1 students applying for every seat in a school/college of pharmacy. The American Association of Colleges of Pharmacy (AACP) urgently requested that all schools/colleges of pharmacy in the U.S. dial back expansion. The UofSC College of Pharmacy has created and launched several initiatives that should help protect our program from this national trend.

Faculty Population

Faculty Employment by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2020	**Fall 2019**	**Fall 2018**
Tenure-track Faculty			
Professor, with tenure			
Associate Professor, with tenure			
Assistant Professor			
Librarian, with tenure			
Research Faculty			
Research Professor			
Research Associate Professor			
Research Assistant Professor			
Clinical/instructional Faculty			
Clinical Professor			
Clinical Associate Professor			
Clinical Assistant Professor			
Instructor			
Lecturer			
Visiting			
Adjunct Faculty			

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

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

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

	Fall 2020	**Fall 2019**	**Fall 2018**
Gender	64	62	55
Male	32	29	26
Female	32	33	29
Race/Ethnicity	64	62	55
American Indian/Alaska Native	0	0	0
Asian	9	11	8
Black or African American	3	1	3
Hispanic or Latino	4	2	1
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	6	5	1
Two or More Races	0	0	0
Unknown Race/Ethnicity	0	0	4
White	42	43	38

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

2020 Faculty Gender	2019 Faculty Gender	2018 Faculty Gender

Male   Female   Male   Female   Male   Female
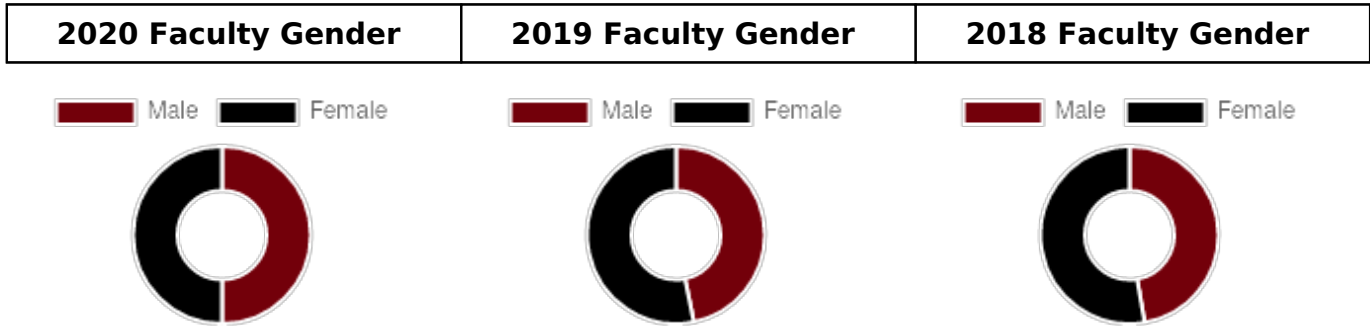
Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaskan Native   Asian   Black   Hispanic   Native Hawaiian or Other Pacific Islander
Nonresident Alien   Two Or More Races   Unknown Race   White
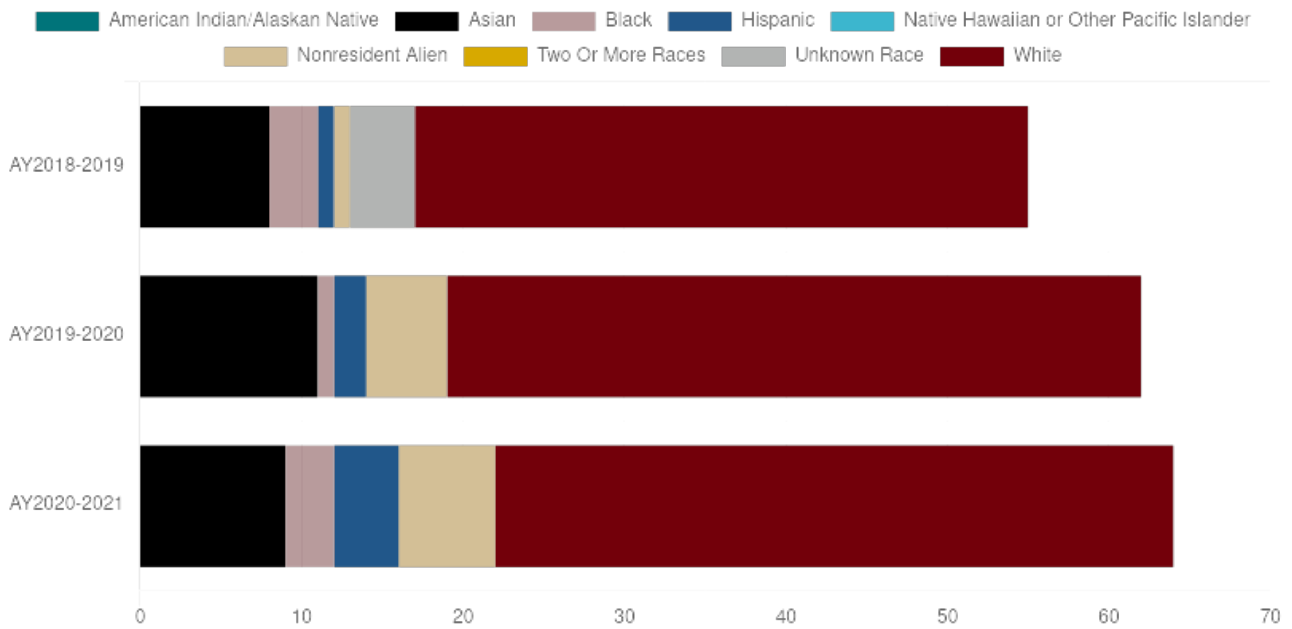
Faculty Information

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 for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).
3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

The College of Pharmacy was highly-productive in terms of research and scholarship, despite a challenging federal funding climate and lack of adequate research space on campus. Several major highlights for the past year include grants and contracts of $5.7M, which places the college #5 among other schools/colleges of pharmacy in the SEC.

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 faculty members in the Department of Drug Discovery and Biomedical Sciences (DDBS). Currently three tenure and tenure track faculty are housed in offices and laboratories that the college is borrowing from the Department of Biology. This arrangement was slated to end in February 2020; however, the College of Arts and Sciences allowed our faculty to remain for the time being due to the work on COVID-19 testing. Added to this issue is the recent success of several of our faculty members who recently received, or who are on track to receive, R01 funding from NIH. The space allocated for pharmacy in Coker Life Sciences is not adequate to meet this growth and additional space in other areas of Coker/Jones are being explored. The lack of adequate research space is having a negative impact on the college's growth as well as its ability to recruit faculty members; we have faculty lines that are not being filled due to this constraint. Lastly, as part of the accreditation report from the Accreditation Council for Pharmacy Education (APCE) in 2017, it was noted that there were plans to acquire space from the Department of Biology; at this point, we are not in compliance with that report, which could become a major accreditation issue if not addressed soon. The next scheduled site visit by the ACPE is 2025.

From 2011 to 2018, the total tenure and tenure track faculty numbers in DDBS have grown from 12 to 17. 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, which has now transition into the Phase II award from NIH/NIGMS. This COBRE will further the development of the college's research initiatives.

With respect to the Department of Clinical Pharmacy and Outcomes Sciences (CPOS), which includes 25 faculty members, workload is a critical challenge for these faculty members. Currently, our clinical partners (local and regional hospitals and retail stores) require faculty to be at the practice site for 6 months per year (in essence, this department is operating with ~13 FTE). Our clinical partners are vital for us to meet the accreditation standards set by the

Faculty Information

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 Prisma Midlands (Richland). Because Prisma Midlands has a 6-month practice requirement, the College / Department only has 6 months of their time for teaching and service. This issue was compounded with to the attrition of the 6-facutly lines, as described elsewhere in this Blueprint, until this academic year, which is when we finalized the hiring plan agreed to by Provost Gabel and ACPE. During or last ACPE site visit in 2017, Provost Gabel and Dean Cutler created a strategic plan for replacing positions lost between 2012-17. In late 2020, the College of Pharmacy completed this hiring plan of clinical faculty and will report this, as required, in its interim report to ACPE in October 2021.

Faculty Development

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

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

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

Faculty Information

Other Activity

This year, the college explored additional international opportunities for the faculty and students. This includes strengthening the relationship with the College of Pharmacy at Zhejiang University, China (for faculty and graduate students) and exploring a new partnership with the University of Gothenburg for our pharmacy and graduate students as well as our faculty members. Unfortunately, due to the international political climate, this was not as robust as previous years.

Teaching

Faculty to Student Ratio

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

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

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

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.
Currently, the college has 54 faculty member (with two tenure track lines open) consisting of tenured/tenure track, and non-tenure clinical, and research faculty. Included in this total are 4 part-time faculty that help fill the educational gaps of the college. The college also has 27 support staff. There are 436 students enrolled in the Pharm.D. program and the ratio of students-to-faculty is 13:1. The ratio was calculated using faculty that are teaching within the professional program. The college has faculty members are research professors paid via National Institutes of Health (NIH) grants who are unable to teach. Additionally, select faculty have administrative responsibilities with minimal teaching in the program. It should be noted that the Accreditation Council for Pharmacy Education (ACPE) recommends a faculty to student ratio of 10:1. The hiring plan that the Provost Gabel and Dean Cutler shared with the ACPE in 2017 and completed in 2020 has helped the college get closer to the ACPE recommended ratio.

Table 4. Faculty-to-Student Ratio.

	Fall 2020	Fall 2019	Fall 2018
Analysis of Ratio	01:10.9	01:14.5	01:13.4

Student Recruiting and Retention

Student Recruitment
Efforts, including specific actions, to recruit students into College/School programs.
The College of Pharmacy recruits students from 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. Under normal circumstances, tours are given to the groups and hand-on activities are arranged in our labs. During the pandemic, these have been done virtually using Zoom. 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 virtual 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. These events were help virtually this year due to COVID-19.

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

- Virtual Open Houses (high school & transfer students)
- Virtual Open Houses (current college students)
- Virtual Gamecock Pharmacy Expo (high school and college students, instructors, counselors, advisors, etc.)
- Virtual Participation in Admitted Students Day, Scholar Socials, and Meet the South Carolina Honors College events for admitted pre-pharmacy majors
- Individual & virtual group tours (i.e. AHEC and high school group requests)
- Virtual Participation in Carolina Masters Camp (exposes high school students to the profession of pharmacy)
- Scholarships for underrepresented students to participate in the college's summer camp (postponed in 2020 due to COVID-19 and to resume in 2021)
- Virtual Mentoring of underrepresented students in regional middle and high schools

Student Recruiting and Retention

- Summer internships for underrepresented college students (suspended in 2020 with plans to resume in 2021)
- Internal recruitment with UofSC life sciences majors (i.e. biology and public health)
- Internal recruitment with professional and academic honors programs & organizations, such as the SC Honors College, Capstone Scholars, Opportunity Scholars, the American Society for Biochemistry and Molecular Biology, and the Association of Minority Pre-Health Students
- Virtual visitations to state-wide health organizations such as the South Carolina Health Occupations Students of America
- Virtual visitations to high schools and colleges throughout the state and Southeast
- Virtual participation at regional and national recruitment events such as the SC and International HOSA Conferences
- Continued development 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
- Participation in virtual fairs through organizations such as American Association of Colleges of Pharmacy

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

Graduate recruitment takes place on international, national, regional, and state levels through a variety of activities, including recruitment booths at scientific and professional meetings, college graduate school/career fairs, email, virtual information sessions and chat-rooms, and school webpages and social media outlets. This past year, these activities were done using virtual means including Zoom.

In addition to school-level efforts, academic department faculty and staff members also represent their programs at discipline-specific recruiting events and professional meetings. All program directors and support staff have direct interaction with potential students through emails, phone calls, campus visits and tours, Microsoft Teams and Zoom.

Student Retention

Efforts at retaining current students in College/School programs.

From the standpoint of the pre-pharmacy, pharmacy program and graduate 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 success:

- 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 College of Pharmacy faculty members
- 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

Student Recruiting and Retention

assessment labs that expose pre-pharmacy majors to professional labs and careers in this area

- Faculty-led tours of research labs within the College of Pharmacy
- Network consisting of pre-pharmacy majors, pharmacy students, faculty, and practitioners
- 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
- Strategic use of Rho Chi members (pharmacy's academic honor society) to tutor first year pharmacy students
- Most full-time PhD students receive a commitment of financial support after they are accepted
- When there is research grant support for a student, part of the tuition is usually covered
- Incoming students are eligible for scholarships and fellowships offered by The Graduate School and College of Pharmacy

Student Enrollment & Outcomes

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

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

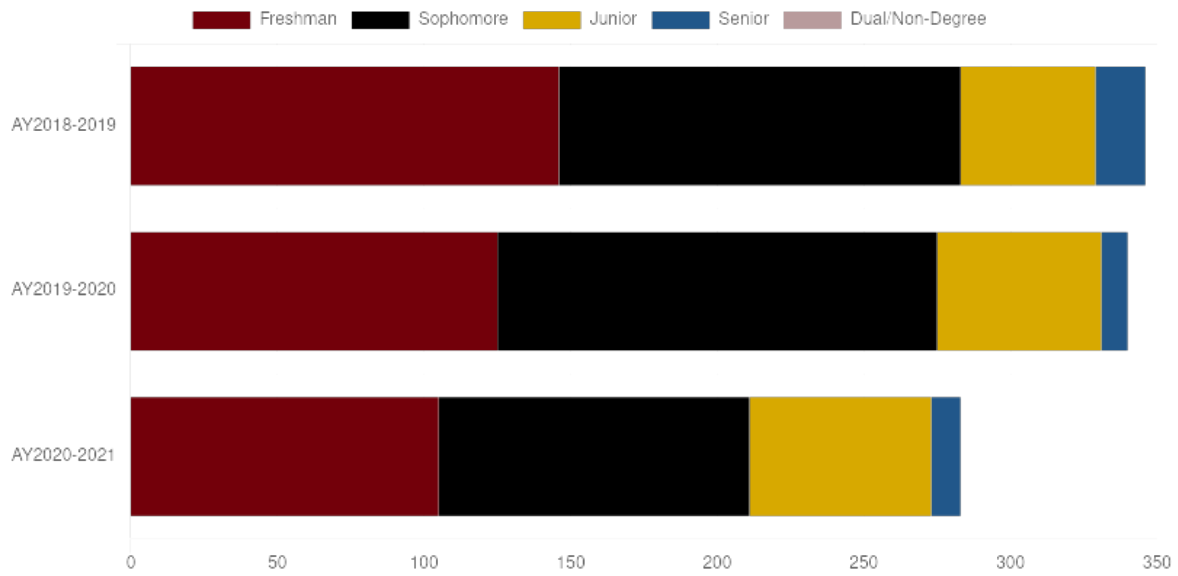## Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

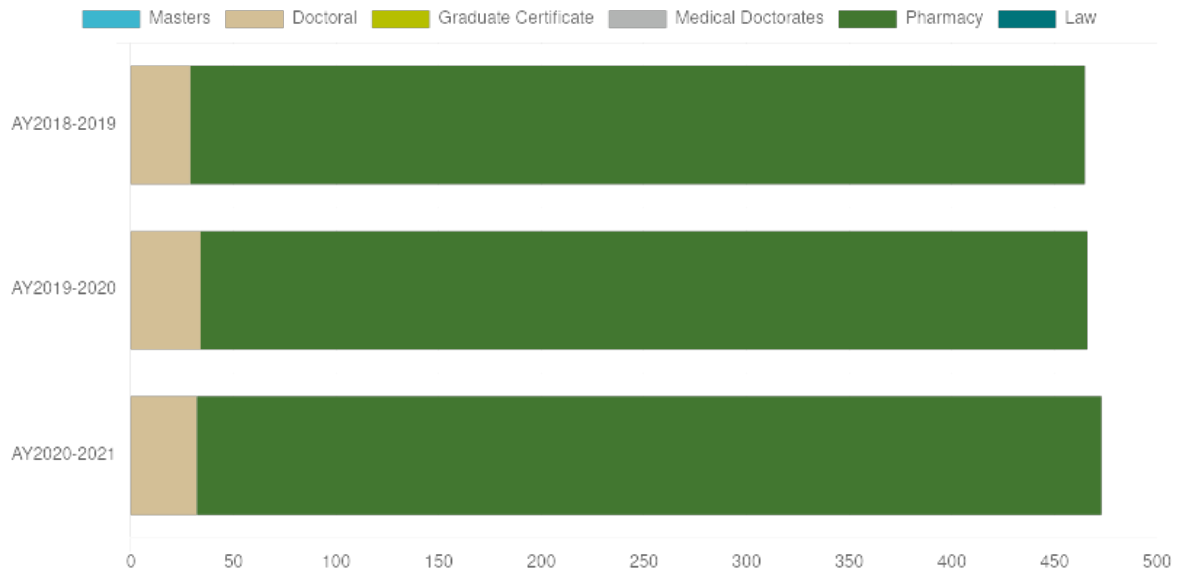|	Fall 2020	Fall 2019	Fall 2018
Undergraduate Enrollment			
Freshman	105	125	146
Sophomore	106	150	137
Junior	62	56	46
Senior	10	9	17
Dual/Non-Degree	0	0	0
Sub Total	283	340	346
Graduate Enrollment			
Masters	0	0	0
Doctoral	32	34	29
Graduate Certificate	0	0	0
Sub Total	32	34	29
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	441	432	436
Sub Total	441	432	436
Total Enrollment (All Levels)	756	806	811

Student Enrollment & Outcomes

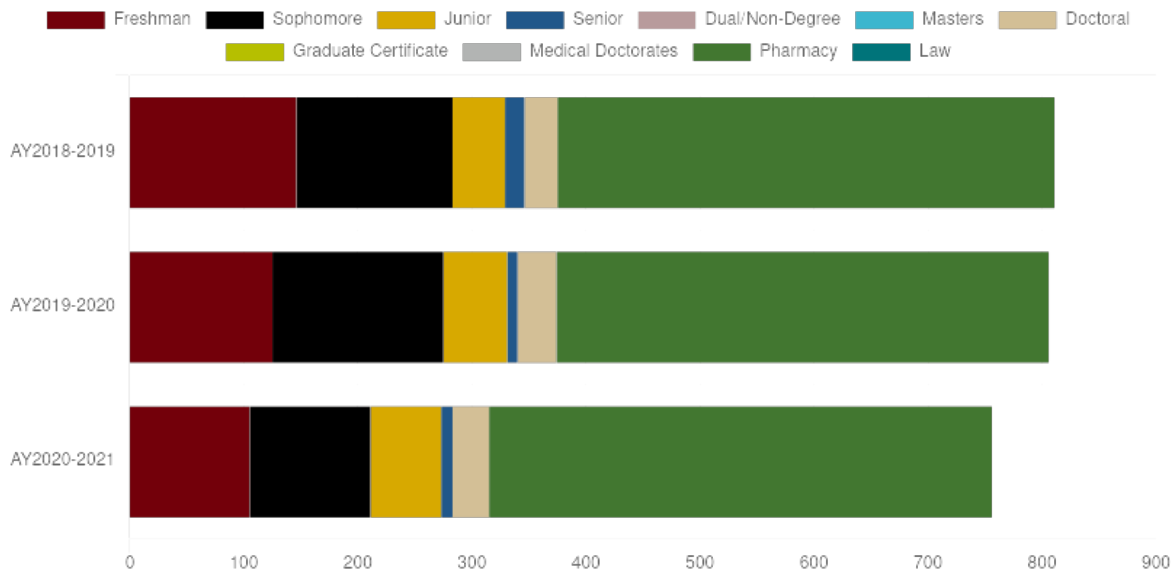## Illustration 3. Undergraduate Student Enrollment by Classification

Illustration 4. Graduate/Professional Student Enrollment by Classification

Student Enrollment & Outcomes

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

Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	283	340	346
Full-Time	275	336	340
Part-Time	8	4	6
Graduate/Professional	473	466	465
Full-Time	467	456	459
Part-Time	6	10	6
Total - All Levels	756	806	811
Full-Time	742	792	799
Part-Time	14	14	12

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	283	340	346
Female	192	218	223
Male	91	122	123
Graduate/Professional	473	466	465
Female	331	328	323
Male	142	138	142

Illustration 6. Undergraduate Student Diversity by Gender

AY2020-2021 Undergrad Gender	AY2019-2020 Undergrad Gender	AY2018-2019 Undergrad Gender
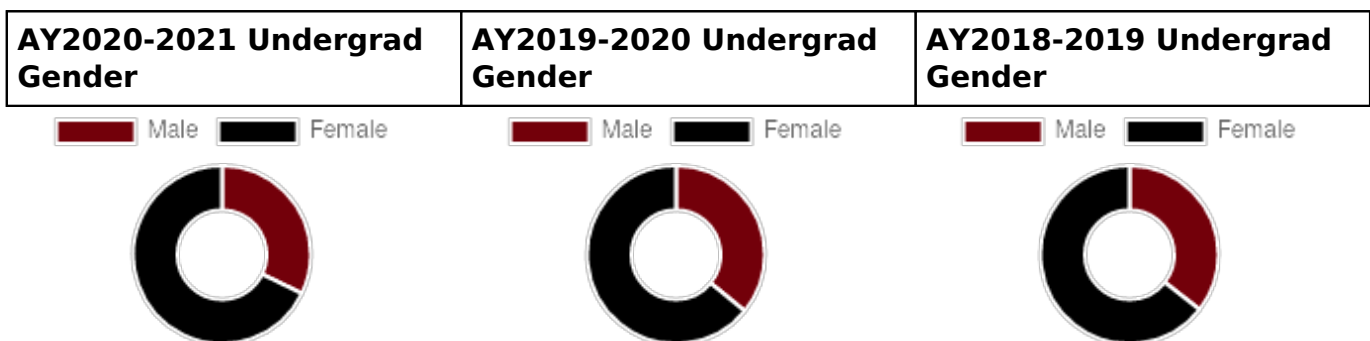
Illustration 7. Graduate/Professional Student Diversity by Gender

AY2020-2021 Graduate Gender	AY2019-2020 Graduate Gender	AY2018-2019 Graduate Gender
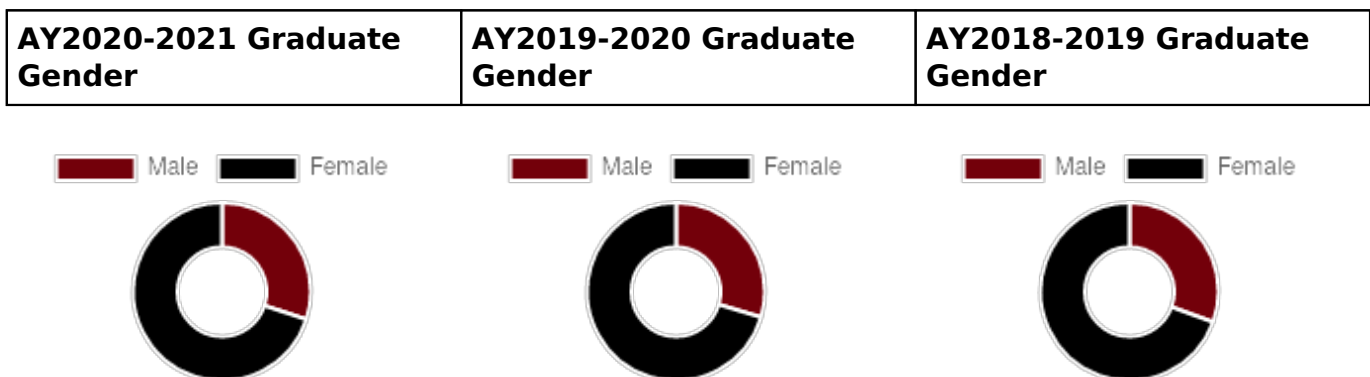
Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	283	340	346
American Indian/Alaska Native	1	0	1
Asian	34	32	29
Black or African	46	47	60
Hispanic or Latino	12	10	15
Native Hawaiian or Other Pacific Islander	1	0	0
Nonresident Alien	2	4	1
Two or More Races	22	24	17
Unknown Race/Ethnicity	2	1	0
White	163	222	223
Graduate/Professional	473	466	465
American Indian/Alaska Native	0	0	1
Asian	41	42	40
Black or African	43	36	28
Hispanic or Latino	18	12	13
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	19	20	21
Two or More Races	24	24	17
Unknown Race/Ethnicity	0	0	2
White	328	332	343

Student Enrollment & Outcomes

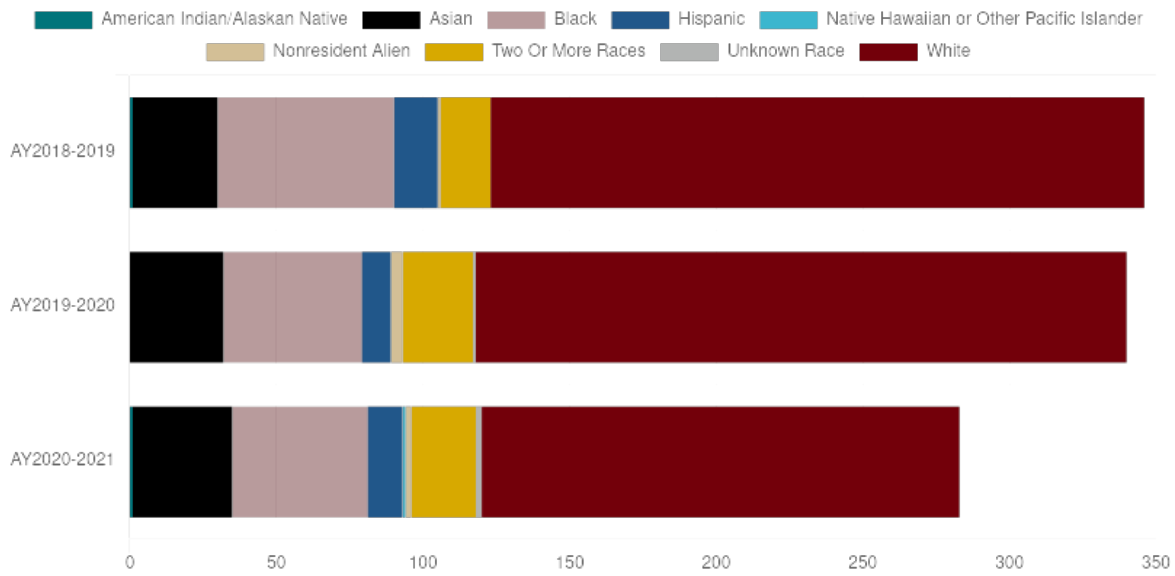## Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
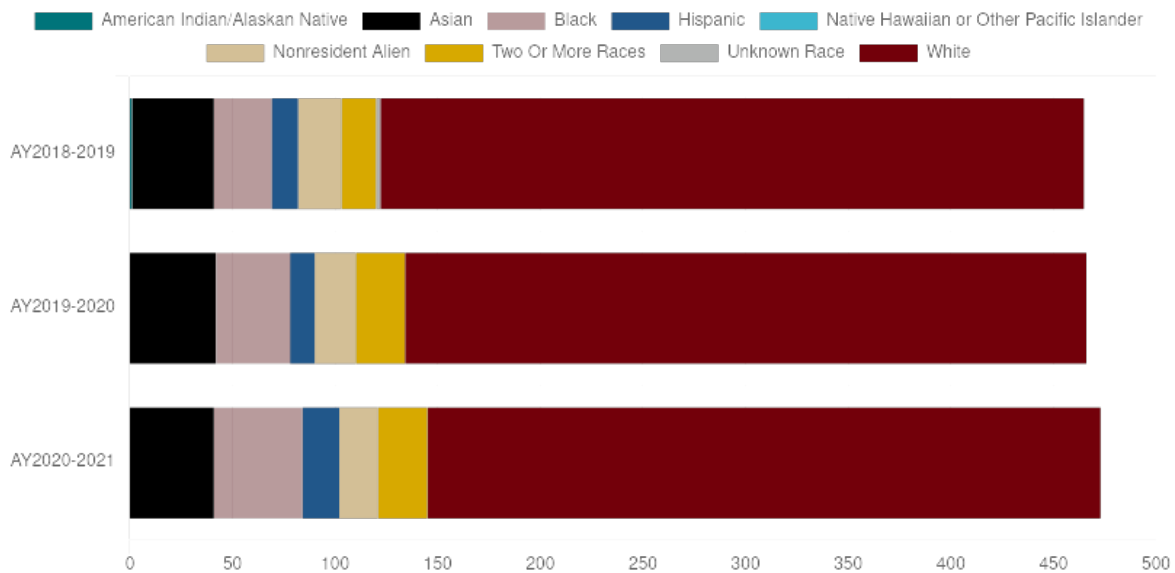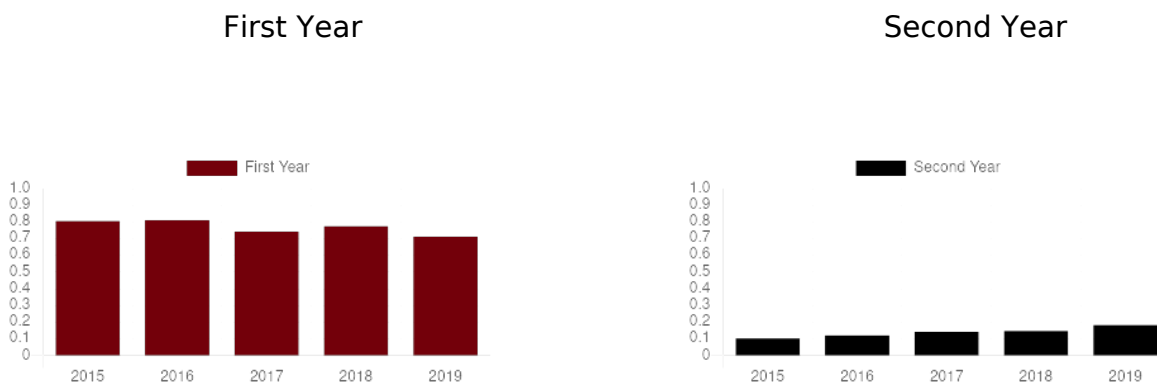
Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	Second Year
Fall 2019 Cohort	71.3%	18.5%
Fall 2018 Cohort	77.6%	14.9%
Fall 2017 Cohort	74.3%	14.3%

Illustration 10. Undergraduate Retention, First and Second Year

First Year

Second Year

Student Completions

Graduation Rate - Undergraduate

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

	Fall 2020	Fall 2019	Fall 2018
4-Year Same Cohort	0%	0%	22.9%
4-Year Diff Cohort	28.9%	29.1%	26.3%
4-Year Total Cohort	28.9%	29.1%	49.2%
5-Year Same Cohort	0%	2%	27.4%
5-Year Diff Cohort	40%	34.7%	33%
5-Year Total Cohort	40%	36.7%	60.4%
6-Year Same Cohort	22.6%	27.1%	33%

Student Enrollment & Outcomes

6-Year Diff Cohort	42.6%	37.7%	35.2%
6-Year Total Cohort	65.2%	64.8%	68.2%

Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	**Fall 2019**	**Fall 2018**
Associates Degree		0	0
Bachelors		87	58
Masters		0	0
Doctoral		4	4
Medical		0	0
Law		103	106
Pharmacy Doctorate		0	0
Graduate Certificate			

Illustration 11. Degrees Awarded by Level
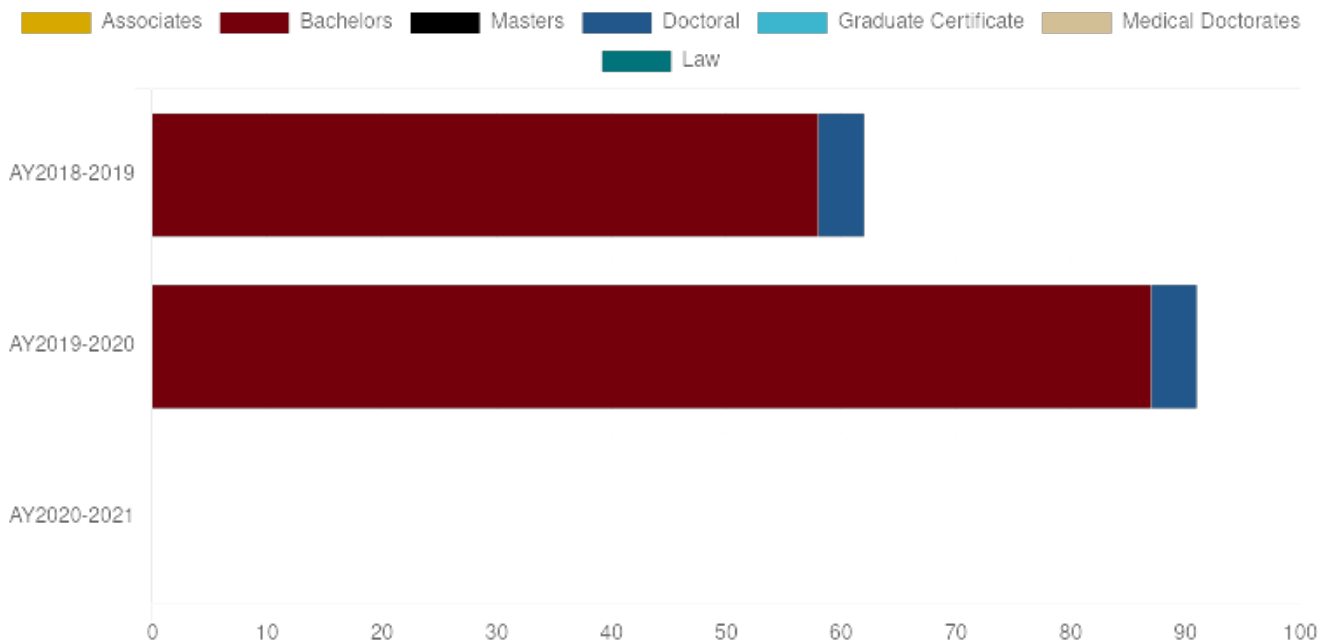
Faculty Awards Nominations

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

Research Award Nominations

Recipient(s)	Award	Organization
Roninson, Igor	Governor's Award for Excellence in Science	South Carolina Academy of Sciences
Cutler, Stephen	Governor's Award for Excellence in Science	South Carolina Academy of Sciences
Cutler, Stephen	AACP Volwiler Research Award	American Association of Colleges of Pharmacy

Faculty Awards Nominations

Service Award Nominations

Recipient(s)	Award	Organization
Dunn, Brianne	Outstanding Chapter Advisor Award	Phi Lambda Sigma
College of Pharmacy, Team Award	AACP Weaver Award for Community Service	American Association of Colleges of Pharmacy

Faculty Awards Nominations

Faculty Teaching Awards Nominations
No Award Nominations have been entered for this section.

Faculty Awards Nominations

Other Award Nominations

Recipient(s)	Award	Organization
Justo, Julie	SC Society of Health-System Pharmacists - Pharmacist of the Year	SC Society of Health-System Pharmacists

Faculty Awards Received

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

Faculty Research Awards Nominations
No Awards have been entered for this section.

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Dunn, Brianne	Outstanding Chapter Advisor Award	Phi Lambda Sigma

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Pitman, Douglas	P1 Teacher of the Year	First Year Pharmacy Class - UofSC
Dunn, Brianne	P2 Teacher of the Year	Second Year Pharmacy Class - UofSC
Mardis, Caitlin	P3 Teacher of the Year	Third Year Pharmacy Class - UofSC

Faculty Awards Received

Other Awards

Recipient(s)	Award	Organization
Justo, Julie	SC Society of Health-System Pharmacists - Pharmacist of the Year	SC Society of Health-System Pharmacists

Alumni Engagement & Fundraising

Alumni

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

Annual Progress

Alumni activities, engagements and initiatives have seen progress this past year. This includes: 1) expanding the relationships of Dean Cutler with alumni and friends of the college; 2) strengthening our alumni communications strategy; 3) Enhancing our "Reconnection Events" for alumni; 4) partnering with Central Development to enhance our development activities; 5) conferring the annual Outstanding alumna/nus award each year at the annual PharmD hooding ceremony; and 6) frequent updates on college activities using social media.

Goals

We have opportunities to expand our alumni activities, engagements and initiatives largely because of the continued expansion of an alumni communications strategy. We will continue the successful initiatives from the past 4 years while incorporating new goals focused on growth and expansion. We continue strengthening our initiatives of 1) development of a new alumni engagement strategies focusing on lifelong engagement initiatives and related special events; 2) creation of additional social media platforms for alumni engagement; 3) strategy development for obtaining updated contact and biographical information for our alumni; and 4) improvement to the function and utilization of our alumni page on the College's website.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

Annual Progress

This past year has been very good for the college as our dean continues meeting and engaging with the top tier donors and prospects. 1) A strong effort is being made to personally connect the dean with key donors and prospects; 2) returning to our legacy program as the UofSC College of Pharmacy alleviates one of our obstacles for optimum fundraising performance (In January 2020, the Accreditation Council for Pharmacy Education accepted our recommendation to close the accreditation of the South Carolina College of Pharmacy, which was the merged program with MUSC); 3) we have successfully strengthened our relationship with the Office of Foundations and Corporations in Central Development; 4) work closely with faculty and student researchers to discover and apply for competitive grants; and 5) we have secured scholarships, created new endowments, and funded school programs.

Goals

Our fundraising success will be largely connected to 1) the senior 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 and Give 4 Garnet.

Community Engagement

Community Engagements and Community - Based Activities

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

Community engagement often reflects a collaborative response to changing community needs and this participation represents a major activity of members from the College of Pharmacy. The activities of the college's engagement include participation by students, faculty, and staff involvement with almost all of our activities done either virtually or with appropriate social distancing while wearing masks. 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.

Current pharmacy students complete multiple events within the community throughout the semester. These events include health fairs, sponsored walks, support of single mothers and their children, collection of goods for less fortunate individuals, etc. The student organizations receive feedback from each of the groups they interact with to determine if their efforts were useful and if it should be continued. In addition, some students volunteer on an individual basis in pharmacy and non-pharmacy settings.

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. This type of engagement is very helpful in our recruitment strategies.

The College of Pharmacy Poison Center is the only facility of its type in South Carolina. This Center offers support of the state's health care needs. The State shows that for every $1 invested in the Center, $13 is saved by the state. This Center is an excellent example of community engagement by our faculty, staff, and students who work in the Center.

Lastly, the biggest community engagement of the College of Pharmacy is through the General Assembly's $16M initiative to expand the saliva-based testing of COVID in to the community. Although early at the time of the writing of this Blueprint, the college has administered

Community Engagement

thousands of tests to the community since January 1, 2021.

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 engagements help build a strong relationship between the university and our community. Further, this helps strengthen the quality of healthcare for people in our state. We also use some of these activities to help recruit students into our professional program as well as to the university. We often hear from people in the community about our interactions with them and their comments about the college, faculty, staff and students are always positive.

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 is one of the metrics that is evaluated. The evaluation of service is divided into 3 broad areas, which include: 1) service to the department, college, university; 2) service to one's discipline; and 3) service to the community. In addition to the annual review, these activities are also evaluated as part of the promotion and tenure process of faculty members in the College of Pharmacy.

Collaborations

Internal Collaborations

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

The UofSC College of Pharmacy embraces diversity, equity, and inclusion as a strategic imperative in strengthening our college. Diversity of thought and perspectives is critical to the vitality of our organization. Diversity in our college and university can only be achieved by having people who bring different viewpoints afforded by their gender, gender identity, sexual orientation, race/ethnicity, physical abilities, religion, and many other attributes. The College of Pharmacy is committed to creating a culture of inclusion that welcomes all who support our mission to improve healthcare and eliminate health disparities.

Internally, the College of Pharmacy has strengthen the charges for the Diversity & Inclusion Committee of the college. These include:

1. Develop a College level Diversity & Inclusion plan and recommend changes in diversity goals for the College (for endorsement by Faculty, staff, and students), if needed. Include actions in the plan to encourage faculty, staff, and student development.
2. Work with the Curriculum Committee to evaluate the current status of training relative to diversity, inclusion, and health disparities within the Doctor of Pharmacy curriculum. Make recommendations for changes as needed to ensure adequate training and development of every student.
3. Collect, review and assess diversity data regarding recruitment and retention of faculty, staff, and students.
4. Recommend actions to recruit and retain under-represented minorities as students, faculty, and staff of the College.
5. Identify "best practices" and create recommendations to recruit under- represented minorities for faculty positions and provide these to the Recruitment Committee.
6. Identify "best practices" associated with increasing under-represented minority student enrollment.
7. Develop a plan and make recommendations on how to increase the number and quantity of diversity scholarships in collaboration with the Development Department.
8. Coordinate with and support the UofSC Office of Diversity and Inclusion.

External Collaborations

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

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

When Dean Cutler arrived in 2016, the number of underrepresented students enrolled in the College of Pharmacy was approximately 8%. Through initiatives developed and implemented, the currently number of underrepresented students enrolled in the college is ~14%.

The initiatives developed include:

- Week-long college orientation for 1st year students prior to the start of classes, which orients student's towards success
- Monitoring and intervention of students performing poorly
- Scholarships for underrepresented students to participate in the college's summer camp (this was postponed in 2020 during COVID-19)
- Mentoring of underrepresented students in regional middle and high schools; funds were raised to create an endowment to support this recruitment strategy (this was done virtually in 2020)
- Summer internships for underrepresented college students (this was modified to include virtual activities in 2020)
- Internal recruitment with UofSC life sciences majors (i.e. biology and public health)
- Internal recruitment with professional and academic honors programs & organizations, such as the SC Honors College, Capstone Scholars, Opportunity Scholars, the American Society for Biochemistry and Molecular Biology, and the Association of Minority Pre-Health Students
- Visitations to state-wide health organizations such as the South Carolina Health Occupations Students of America
- Visitations to high schools and colleges throughout the state and Southeast, particularly those that have a high number of underrepresented students
- Developed a preparatory program for the North American Pharmacist Licensure Exam

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

Every faculty and staff search committee in the College of Pharmacy is charged with identifying a diverse pool of candidates. They are encouraged to conduct an active search, which includes reaching out to potential candidates and personally making them aware of the job opportunity, the culture of the college, and an invitation to apply for the position.

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

Although we don't have an undergraduate program, we do engage in enhancing the outcomes of our professional and graduate students. Within the college, we train our Rho Chi members to serve as tutors. The Rho Chi is a national pharmacy honor society that represents the top 20% of students in a pharmacy class. These bright students work with the faculty members to develop tutorial plans that are used to help students succeed in pharmacy school. This tutorial plan was revamped by the dean in 2018 and today, we see high success in students

matriculating through our program.

Faculty in the college have strengthened the post-graduate education of our students. Currently, the college has ~82% success rate in placing students in residency/post-graduate training compared to a ~65% national rate. This initiative includes the cultivation of our students beginning in their first year of school. This developmental program gradually increases in intensity and rigor as the student matriculates through our program.

The Kennedy Pharmacy Innovation Center (KPIC) affords our student the opportunity to hone business and entrepreneurial acumen that will make them competitive for novel areas of pharmacy practice.

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

The tutorial program offered by the Rho Chi Honor Society members, which represent the brightest students in a pharmacy class, has afforded us the opportunity to strengthen the quality of students enrolled in our program. This program was revamped by the dean shortly after his arrival and the overall impact on post-graduate outcomes is just beginning to be measurable. As the college annual monitors this program we are now starting to see improvements in our retention numbers.

Faculty in the college have focused on the development of our students so that they are competitive for post-graduate education opportunities. This initiative includes the cultivation of our students beginning in their first year of school. This developmental program gradually increases in intensity and rigor as the student matriculates through our program. The college has an ~85% success rate in placing students in residency/post-graduate training compared to an approximately ~65% national rate.

The Kennedy Pharmacy Innovation Center (KPIC) affords our student the opportunity to hone business and entrepreneurial acumen that will make them competitive for novel areas of pharmacy practice.

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

The College of Pharmacy Diversity Committee has been very busy with engaging students, faculty, and staff with increasing awareness of diversity. They regularly host events to enhance this engagement. One such event includes "Safe Zone" training, which was hosted by our professional organization, Student National Pharmaceutical Association (SNPhA), and co-sponsored by the Dean's Office of the College of Pharmacy. The college's just hosted its second event. This program aims to build safe space across campus by visibly identifying students, staff, and faculty who support a diverse population.

Another event that the college recently held is the Alumni Perspectives: The Pharmacist's Role in Health Equity. The panel of speakers included black alumni of the college with conversations centered around their personal experiences with unconscious bias, microaggressions in health care, health disparities in the black community, and strategies that pharmacists can implement to improve health equity in the black community. This event

hosted ~100 participants. The college plans to host this event each year.

Improve The Sense Of Inclusion Amongst All University Community Members

The College of Pharmacy is committed to improving a sense of inclusion among its students, staff, faculty, and the community. This is evident by the number of events hosted by the college that train and educate its members on diversity, inclusion, and equity.

Dashboard Metrics and Narrative

Metrics

Student Information Narrative

The population of our students is neither increasing or decreasing. Even so, the national trend among students pursuing pharmacy as a career has been in a tailspin for the past 10+ years. This, coupled with the fact that the number of pharmacy schools in the United States has doubled in the past 20 years from 72 to 144 makes the recruitment of a full class very challenging. The current number of applications for each seat in a U.S. school/college of pharmacy is about 1:1. With many in the pool being underqualified for admission into this type of professional program, most schools/colleges have adjusted their enrollment goal to a lower number than their seating capacity. In South Carolina, one pharmacy school has closed and another is teetering on closing while a 3rd has less than a full class enrolled for each of the past 4 years. Should this trend continue, it is possible that the USC College of Pharmacy will not enroll a full class of 110 PharmD students. This, in turn, would negatively impact the financial health of the college.

Contribution (Per Student) Narrative

Per contribution figures, the College of Pharmacy has mainly been a producer. In 2020, we experienced a time where there were large financial needs for our college; some of these were deferred costs from when the college was merged in the South Carolina College of Pharmacy. Due to these requirements, it placed us in a consumer role, where our contributions did not result in positive revenues. Currently, in 2021, that has changed, and we are on a positive trajectory. Even so, over time, the college has assumed a lot of education costs for the educational requirements of our students, which have not yet been passed on to students in the form of fees.

Approximately 15 years ago, the education of pharmacy students began shifting from textbooks to online libraries. In addition, the reporting requirements for the Accreditation Council for Pharmacy Education also resulted in the need for various software packages for the tracking and assessment of our students. During the merger with the Medical University of South Carolina, the college was unable to increase the fees associated with the education of our pharmacy students due to one or the other college not being allowed to make the adjustment; if an adjustment was made, both colleges had to agree to the change. Over time, the amount of fees subsidized by the college for all its students has grown to ~$350,000 per year. As outlined under the goals of the college within this Blueprint is the need to place that financial responsibility on students.

Model Allocations (Per Student) Narrative

As it relates to the College of Pharmacy's status as a producer, our model allocations reflect that we financially contribute to the university. At times, these contributions are relatively large sums and illustrate our role as a producer. These contributors allow the university to help support other initiatives of the college and university.

Faculty Information Narrative

Dashboard Metrics and Narrative

Over the past 4 years, the number of faculty members have increased. These new hires were part of a hiring plan Provost Gabel agreed to with the Accreditation Council for Pharmacy Education (ACPE) during our 2017 site visit by the ACPE. During the site visit, ACPE noted that the College of Pharmacy had not replaced 6 positions that were vacated the previous 5 years. We were fortunate that their audit was only for the recent 5 years and didn't include the full 10 years we were merged with the Medical University of South Carolina College of Pharmacy as the South Carolina College of Pharmacy (ACCP) since much more than 6 positions had been vacated by our college during that merger. This has resulted in what appears to be an increase in the number of faculty and salary costs. However, when looking at the vacated positions for the 5 year period prior to the recent ACPE self-study site visit, the current number of faculty members salary costs is actually a zero balance.

Credit Hours Taught Narrative

The number of credit hours taught by our faculty members has been high due to the loss of faculty members during the merger with MUSC. With our recent hires, which were planned under a hiring plan submitted to our accreditor, ACPE, in 2017, we are seeing a temporary reduction in the number of credit hours taught per faculty member. This trend will level out during the 2021-22 academic year and beyond. Further, due to the accreditation standards, the ratio of faculty:students is regulated to a 1:10 ratio and the diversity of subject matter required to be taught contributes to the credit hours taught by the faculty members. Our current ratio of facutly:students is 1:13.

College/School Financial Information Narrative

This past fiscal year, the College of Pharmacy used the majority of its revenue for implementing our strategic plan and growth. The largest financial category to help complete this task was with personnel. This endeavor, was not only needed of our college for meeting its teaching needs, it was required by our accreditation agency. During our last Accreditation Council for Pharmacy Education (ACPE) site visit for accreditation, it was noted that during the previous 5-years, we had attrition of 6 faculty lines. This occurred due to our merger with MUSC, which had been for 10 years; (fortunately, ACPE didn't review the past 10 years of our merger or the number of lost faculty lines would have been higher). During that most recent 5-year period, whenever a faculty member left, if the other campus had that subject matter expertise, a new faculty member was not hired as a replacement. So, we had deficiencies with our faculty lines and ACPE noted this to our administration. The Provost (Gabel) agreed to a hiring plan, which ACPE approved. This lead to hires that were structured over the past 4 years. In addition, we have had attrition of faculty (outside of the hiring plan) and haven't been able to replace those positions yet due to limited laboratory space to recruit these faculty members. We should anticipate that under our next ACPE review, which will be in 4 years, that this will be noted by them to our administration and we will be asked by ACPE for a plan to overcome these vacated lines.

Student Outcomes Narrative

The College of Pharmacy is a professional degree program that awards the PharmD degree to students who successfully complete the degree requirement. Therefore, we do not have any undergraduate students. Due to this type of program, this area is not applicable to our college.

Dashboard Metrics and Narrative

HERD Research Expenditures Narrative

The College of Pharmacy maintained its level of research expenditures for the majority of the year. There was a slight increase of approximately 10% in extramural funding from the previous year. This was due to the college receiving a large portion of external funds in prior years, thus placing the college in good standing through out the duration of the awarded terms. The slight increase was due to several small awards being granted. In the future, faculty will be encouraged to continue to seek after large grants, and several short term smaller awards, throughout their tenure.

Other Information Narrative

The College of Pharmacy has seen an increase in personnel expenditures, over the past two years. This area of expense will continue to grow, as we continue to meet our accreditation requirements. In addition, due to the low salaries of faculty members, which are at the 25% of the national and regional averages, is of great concern. This is an area that is monitored by the Accreditation Council for Pharmacy Education. Over the past 4 years of Blueprints, this has been highlighted as a need and concern for the college. In this Blueprint, a more strategic approach is outlined under the college's goals.

Concluding Remarks

Quantitative Outcomes
Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.
No surprises were noted.

Cool Stuff
Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.
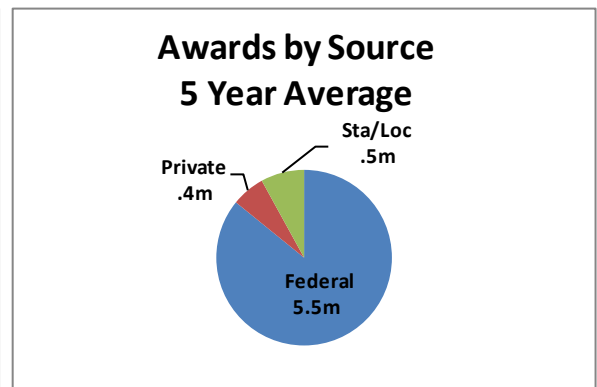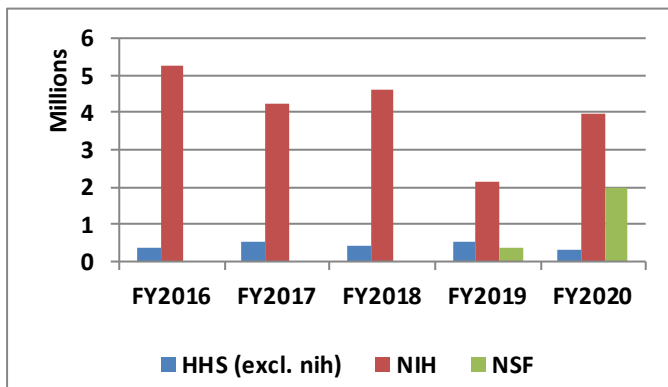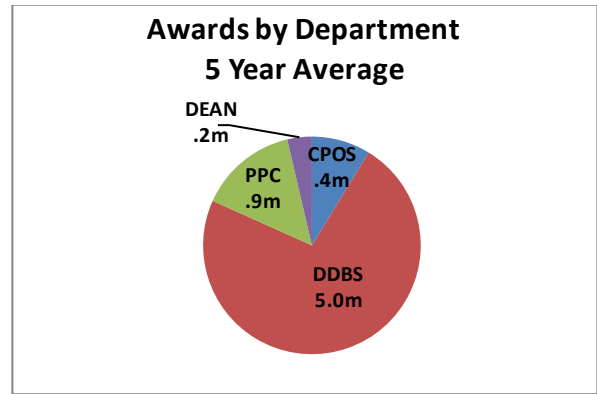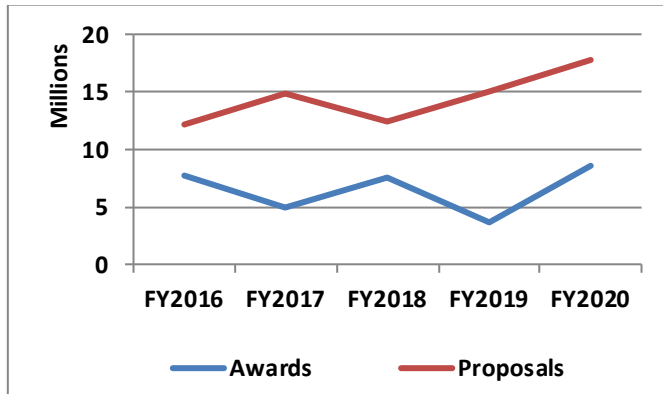The College of Pharmacy received the highest scores among the university's schools/college during the most recent ModernThink survey of job satisfaction of staff and faculty members.

Appendix A. Research & Scholarly Activity

SC College of Pharmacy
Summary of Awards

SAM ACTIVITY	FY2016	FY2017	FY2018	FY2019	FY2020	% Change (Avg. 16-19) & 2020
Division Award Totals	**7,658,617**	**4,960,283**	**7,580,340**	**3,644,847**	**8,567,305**	**43.7**
Unit Totals						
Clinical Pharmacy and Outcomes Sciences	743,518	529,823	450,392	78,267	29,999	(93.3)
Drug Discovery and Biomedical Sciences	4,808,473	3,761,545	6,643,128	2,686,415	7,177,882	60.4
Palmetto Poison Center	1,832,392	413,474	279,385	830,747	1,135,215	35.3
Dean & Graduate Program	274,234	255,441	207,435	49,418	224,211	14.0
Source						
Federal	5,827,314	4,785,229	7,136,057	3,055,706	6,849,481	31.7
Private	421,303	174,226	429,633	179,141	897,826	198.2
State/Local	1,410,000	828	0	410,000	820,000	80.1
Proposals						
Submissions	65	75	53	65	64	(0.8)
Dollars Requested	12,154,127	14,914,760	12,429,034	15,031,367	17,769,479	30.2

Awards by Department
5 Year Average

Awards by Source
5 Year Average

COLLEGE OF PHARMACY				
	Invention Disclosures	**Provisional Patent Applications**	**Non-Provisional Patent Applications**	**Issued Patents**
TOTALS:	**4**	**7**	**9**	**1**
Department Breakdown				
Drug Discovery & Biomedical Sciences	**4** (ID nos. 1428, 1472, 1479, 1465 *(shared w/ Pharmacy)*)	**7** (ID nos. 1405, 1409, 1472, 1428, 1479, 1296 *(shared w/ Public Health)*, 1465 *(shared w/ Pharmacy)*)	**9** (ID nos. 1150 *(shared w/ School of Medicine)*, 1211 *(shared w/ School of Medicine)*, 1256, 1390 (PCT), 1390 (Utility), 1352, 1386, 1404, 1405)	**1** (ID no. 1154 *(shared w/ School of Medicine)*)