

# Executive Summary

## Blueprint for Academic Excellence College of Pharmacy AY2022-2023

### Introduction

The College of Pharmacy has educated pharmacists for over 150 years providing for the healthcare needs of South Carolina. Today, we continue the mission, preparing the next generation of innovative and collaborative pharmacists and health scientists. Our faculty, staff, and students strive daily to pioneer clinical, entrepreneurial, and research advancements to improve health outcomes for the residents of South Carolina and beyond. Our vision is to be the destination to empower pharmacy students, researchers, educators, and practitioners to transform health care globally. We work to make this vision reality by providing rigorous education for students and practitioners; striving towards diversity, equity, and inclusion in all aspects of our programs; professional placement of our graduates in postgraduate training programs; success in research and scholarship; supporting entrepreneurship; and engaging with our alumni and friends of the college. Building on our strong past, we stand ready to create an even brighter future.

### Highlights

- Patti Fabel named American Pharmacists Association Academy of Pharmacy Practice and Management Fellow
- Tessa Hastings named HIV, Infectious Diseases, and Global Health Implementation Research Institute Scholar
- Julie Justo named Pharmacist of the Year by the South Carolina Society of Health-System Pharmacists and Infectious Diseases Society of America Fellow
- Supported the university's COVID-19 mitigation strategy through the Diagnostic Genomics Laboratory's saliva-based test
- Thirteen of sixteen tenured/tenure-track faculty in Drug Discovery & Biomedical Sciences currently federally funded
- Successfully recruited and hired two new faculty in Drug Discovery & Biomedical Sciences who will bring with them National Institutes of Health R00 awards

Julie M. Sease, PharmD, FCCP, BCPS, CDCES, BCACP  
Interim Dean and Clinical Professor  
University of South Carolina College of Pharmacy



A handwritten signature in blue ink that reads 'Julie M. Sease'.



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# Foundation for Academic Excellence

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## 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 - Robot Sterile Compounding

<p><b>Goal Statement</b></p>	<p>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.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• 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.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>This unit goal aligns with the following college-level strategic initiatives: Strategic Initiative 2: Establish partnerships, collaborations and strategic alliances to advance the college’s teaching, service and research mission.</p>
<p><b>Status</b></p>	<p>Completed successfully</p>
<p><b>Action Plan</b></p>	
<p><b>Achievements</b></p>	<p>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</p>

# Goals - Looking Back

	this very important healthcare need.
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	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.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 2 - Saliva-Based (SAFE) Testing for COVID-19

<p><b>Goal Statement</b></p>	<p>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.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• 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.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>This unit goal aligns with the following college-level strategic initiatives:</p> <ul style="list-style-type: none"> <li>• Strategic 1: Re-establish and advance the college’s brand, increase awareness and promote the college’s differential advantage.</li> <li>• Strategic Initiative 2: Establish partnerships, collaborations and strategic alliances to advance the college’s teaching, service and research mission.</li> <li>• Strategic Initiative 3: Drive the acquisition of self-generated revenue.</li> </ul>
<p><b>Status</b></p>	<p>Completed successfully</p>

# Goals - Looking Back

<b>Action Plan</b>	<p>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. Saliva-based COVID-19 testing continues to be offered in the Diagnostic Genomics Laboratory for university stakeholders as well as contracted outside entities.</p>
<b>Achievements</b>	<p>In August 2020, the College of Pharmacy began offering COVID-19 testing for all students, staff, and faculty members of the university. This effort has continued through present day.</p> <p>Specific goal objectives achieved during academic year 2021-2022 include:</p> <ul style="list-style-type: none"> <li>• Creation of a cost model for billing for saliva-based COVID-19 testing in collaboration with the Chief Financial Officer's Office.</li> <li>• Development of a contract for use with outside entities requesting saliva-based COVID-19 testing in collaboration with General Counsel.</li> <li>• Execution of contracts with outside entities for provision of saliva-based COVID-19 testing for a fee.</li> </ul>
<b>Resources Utilized</b>	<p>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.</p>
<b>Goal Continuation</b>	<p>The SAFE Testing will continue to remain available as long as the university needs this type of testing. The Diagnostic Genomics Laboratory will continue work towards executing contracts with outside entities for provision of saliva-based COVID-19 testing for a fee.</p>
<b>Goal Upcoming Plans</b>	<p>Ongoing goal objectives for the Diagnostic Genomics Laboratory include:</p> <ul style="list-style-type: none"> <li>• Execution of contracts with outside entities for provision of saliva-based COVID-19 testing for a fee.</li> <li>• Creation of a communication and advertising plan in collaboration with students from the Darla Moore School of Business to make the community aware of saliva-based COVID-19 testing for a fee.</li> <li>• Development of a business plan to support the continuation of the Diagnostic Genomics Laboratory once saliva-based COVID-19 testing is no longer required by the university (plan may include expansion of tests available through the lab as well as grant writing).</li> </ul>
<b>Resources Needed</b>	



# Goals - Looking Back

Goal Notes	
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# Goals - Real Time

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Goals for the current Academic Year.

## Goal 1 - Faculty Incentivization

Goal Statement	
	<p>Each year, the American Association of Colleges of Pharmacy publishes the average salaries for all ranks and disciplines of all faculty members in pharmacy education. For the past 30 years, the average annual salary increase in United States schools/colleges of pharmacy has been approximately 4 to 5%. Historically, there has not been a strategy for pay increases at the University of South Carolina resulting in many faculty members in the UofSC College of Pharmacy being compensated at salaries in the 25th percentile nationally. Over the past several years, our faculty, especially those with NIH funding, have been targeted for recruitment by other universities.</p> <p>As part of the 2021 Blueprint, the college requested allocation of an additional \$211,420/year in recurring funds in order to increase faculty salaries. A total of \$59,027 was received and allocated as part of the merit-based salary increase funding for the university by the Provost's Office in July, 2021. This increase, in addition to the general 2% increase allocated for all state employees last year, helped bring faculty salaries closer to that of our peers, a considerable pay gap remains. As example, the average salary for an assistant professor in the University of South Carolina College of Pharmacy is \$101,489. The 25th percentile for salary for faculty at this rank nationally is \$106,087. Relatedly, this year, we will lose a faculty member with multiple grant awards to a SmartState endowed chair position at the Medical University of South Carolina.</p> <p>If the college fills each of its open faculty lines, a deficit is projected in fiscal year 2024. Thus, without increased recurrent central funding allocation for faculty salaries, the college has limited to no ability to increase salaries on its own. The college needs help from central administration to help offset the differential in salaries as well as support retention packages.</p> <p>In addition to salaries, the college is working toward other methods for rewarding faculty achievement. In 2021-2022, with Board of Trustees approval, the Dean's Awards for Excellence in Research, Teaching, and Service awards were initiated. One time cash awards are now provided to qualifying faculty. Funds for these awards are dependent upon generation of sufficient indirects.</p> <p>An incentive plan for faculty who obtain more than one concurrent multi-year extramural grant and expend 30% and greater time and effort (and salary recovery) on their research has been developed</p>

# Goals - Real Time

	and is currently in the process of an initial application.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>This unit goal aligns with the following college-level strategic initiatives:</p> <p>Strategic Initiative 3: Drive the acquisition of self-generated revenue.</p>
<b>Status</b>	Extended to following Academic Year
<b>Action Plan</b>	<p>At the present time, the college is working to:</p> <ul style="list-style-type: none"> <li>• Identify additional recurrent funds to support increasing faculty salaries to the 50th percentile as per the American Association of Colleges of Pharmacy Profile of Pharmacy Faculty.</li> <li>• Provide annual cash awards, as approved by the Board of Trustees, to deserving faculty who meet the defined criteria for the Dean's Excellence Award in Teaching, Research, and/or Service.</li> <li>• Establish an incentive plan for faculty who obtain more than one concurrent multi-year extramural grant and expend 30% and greater time and effort (and salary recovery) on their research.</li> </ul>
<b>Achievements</b>	<p>In regard to "Identify additional recurrent funds to support increasing faculty salaries to the 50th percentile as per the American Association of Colleges of Pharmacy Profile of Pharmacy Faculty."</p> <ul style="list-style-type: none"> <li>• Communicated need to central administration.</li> <li>• Established a budget breakdown showing allocation of recurrent funds currently used to support faculty lines and sequestered funds which will be needed in the event that currently open faculty lines were to be filled.</li> <li>• Created merit criteria to guide distribution of funds allocated as part of the merit-based salary increase funding for the university by the Provost's Office in July, 2021.</li> </ul> <p>In regard to "Provide annual cash awards, as approved by the Board of Trustees, to deserving faculty who meet the defined criteria for the Dean's Excellence Awards in Teaching, Research, and/or Service."</p>

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• Provided \$29,800 from the dean's incentive account to support allocation of the first Dean's Excellence Awards to college faculty.</li> </ul> <p>In regard to "Establish an incentive plan for faculty who obtain more than one concurrent multi-year extramural grant and expend 30% and greater time and effort (and salary recovery) on their research."</p> <ul style="list-style-type: none"> <li>• Plan has been created and the first faculty awardee is being put through process to provide incentive in a pay for performance model with use of department's salary offset funding.</li> </ul>
<p><b>Resources Utilized</b></p>	<p>In regard to "Identify additional recurrent funds to support increasing faculty salaries to the 50th percentile as per the American Association of Colleges of Pharmacy Profile of Pharmacy Faculty."</p> <ul style="list-style-type: none"> <li>• Allocated \$59,027 as part of the merit-based salary increase funding for the university by the Provost's Office in July, 2021.</li> </ul> <p>In regard to "Provide annual cash awards, as approved by the Board of Trustees, to deserving faculty who meet the defined criteria for the Dean's Excellence Awards in Teaching, Research, and/or Service."</p> <ul style="list-style-type: none"> <li>• Provided \$29,800 from the dean's incentive account to support allocation of the first Dean's Excellence Awards to college faculty.</li> </ul> <p>In regard to "Establish an incentive plan for faculty who obtain more than one concurrent multi-year extramural grant and expend 30% and greater time and effort (and salary recovery) on their research."</p> <ul style="list-style-type: none"> <li>• Time and effort expended on plan creation.</li> </ul>
<p><b>Goal Continuation</b></p>	<p>In regard to "Identify additional recurrent funds to support increasing faculty salaries to the 50th percentile as per the American Association of Colleges of Pharmacy Profile of Pharmacy Faculty."</p> <ul style="list-style-type: none"> <li>• Goal continuation will be dependent upon identification of additional recurrent dollars for faculty salary funding.</li> </ul> <p>In regard to "Provide annual cash awards, as approved by the Board of Trustees, to deserving faculty who meet the defined criteria for the Dean's Excellence Awards in Teaching, Research, and/or Service."</p> <ul style="list-style-type: none"> <li>• Will continue to provide annual cash awards as established in 2021-2022 assuming sufficient funding available in dean's incentive account.</li> </ul>

# Goals - Real Time

	<p>In regard to "Establish an incentive plan for faculty who obtain more than one concurrent multi-year extramural grant and expend 30% and greater time and effort (and salary recovery) on their research."</p> <ul style="list-style-type: none"> <li>• Will complete trial role out of plan to first eligible faculty member and provide award to each subsequent qualifying faculty member assuming faculty meet qualifying criteria which ensures adequate funding available within department salary offset accounts.</li> </ul>
<p><b>Goal Upcoming Plans</b></p>	<p>In regard to "Identify additional recurrent funds to support increasing faculty salaries to the 50th percentile as per the American Association of Colleges of Pharmacy Profile of Pharmacy Faculty."</p> <ul style="list-style-type: none"> <li>• Will work with Provost's Office to appropriately allocate any additional recurrent funding available to move faculty salaries closer to 50th percentile as per American Association of Colleges of Pharmacy reporting.</li> </ul> <p>In regard to "Provide annual cash awards, as approved by the Board of Trustees, to deserving faculty who meet the defined criteria for the Dean's Excellence Awards in Teaching, Research, and/or Service."</p> <ul style="list-style-type: none"> <li>• Will continue to provide annual cash awards as established in 2021-2022 assuming sufficient funding available in dean's incentive account.</li> </ul> <p>In regard to "Establish an incentive plan for faculty who obtain more than one concurrent multi-year extramural grant and expend 30% and greater time and effort (and salary recovery) on their research."</p> <ul style="list-style-type: none"> <li>• Complete trial role out of plan to first eligible faculty member.</li> <li>• Provide award to each subsequent qualifying faculty member.</li> </ul>
<p><b>Resources Needed</b></p>	<p>In regard to "Identify additional recurrent funds to support increasing faculty salaries to the 50th percentile as per the American Association of Colleges of Pharmacy Profile of Pharmacy Faculty."</p> <ul style="list-style-type: none"> <li>• The College of Pharmacy needs support from the university to help raise faculty salaries. Assistance was first requested for fiscal year 2022 in the amount of \$211,420/year for three years in order for the plan to be fully implemented before the next site visit by the Accreditation Council for Pharmacy Education scheduled for 2025. The estimated cost to get faculty salary lines to the 50% is/was estimated in today's dollars and did not take into account average raises occurring nationally.</li> <li>• Over the next two years, the College of Pharmacy respectfully</li> </ul>

# Goals - Real Time

	requests the addition of \$287,616.50/year in recurring funds to fund increases in faculty salaries moving them closer to the 50th percentile.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 2 - Ensuring Success of the Professional Degree Program

<b>Goal Statement</b>	
	<p>The College of Pharmacy's Doctor of Pharmacy program is currently experiencing a dual threat; those being a decreased applicant pool and a two year decline in first time pass rate for graduates on the North American Pharmacist Licensure Examination (NAPLEX).</p> <p>The number of applications to the program has declined from a recent high of 336 in 2016-2017 to 195 in 2020-2021. The college has been able to maintain a consistent average key GPA of 3.63 for its admitted class; however, the lowest admitted GPA has decreased from a high of 3.23 in the Class of 2019 to 2.62 in the Class of 2025. College faculty and staff continue to work hard to recruit and retain a qualified and diverse student body for the Doctor of Pharmacy program, despite the challenging admissions environment presently facing colleges/schools of pharmacy across the nation. While these efforts will continue in earnest, additional faculty/staff allocation toward recruitment and retention efforts could be required in the near future or, alternatively, the college could be required to prepare for restricted budgetary allocations resulting from a lower initial enrollment into the first professional year class.</p> <p>The college has experienced a decline in first time NAPLEX pass rate over the past three years. The pass rate for UofSC students was 97.1% (national 88.3%) for the Class of 2019, 88.1% (national 88.4%) for the Class of 2020, and 79.4% (national 83.7%) for the Class of 2021. This decline in first time pass rate is concerning as it represents a key educational outcome for the Doctor of Pharmacy program. The Accreditation Council for Pharmacy Education tracks this data annually and requires that each college/school of pharmacy provide their first time pass rate on their website.</p> <p>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 the course of the past academic year, the college has initiated a contract with ExamSoft which provides robust assessment data as required by our accreditor. Additionally, it provides our faculty with a platform on which they may design assessments more similar to the licensure examinations our students must take upon graduation. ExamSoft costs the college \$79.20 per student per year. This cost has been covered by the college without any assistance from increased student fees during the first year of implementation.</p>

# Goals - Real Time

	<p>A drug screening process, as required for entry into the clinical learning environment, is required of our students annually at a cost to them which falls between \$40 and \$60 dependent upon screening provider chosen by the student. Students have requested that this cost be added to their fees rather than their having to pay this annual cost out of pocket.</p> <p>Finally, in an effort to increase first time NAPLEX pass rate, a more robust NAPLEX preparation program will be required for the future. Initial quotes received from commercially available programs cost between \$385 and \$499/per student. This fee, if spread over the four year curriculum would amount to \$125 in additional fees to each student each year. In addition to a more test preparation experience for students, faculty development opportunities are beginning, and will be continued (via individual opportunities as well as retreats), to ensure faculty are prepared to provide a quality learning experience for students preparing them for their future careers as well as the examinations they must take to become licensed.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• 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.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>This unit goal aligns with all college-level strategic initiatives because it is fundamental to the college's ability to continue its mission and vision in the face of disruption:</p> <ul style="list-style-type: none"> <li>• Strategic 1: Re-establish and advance the college’s brand, increase awareness and promote the college’s differential advantage.</li> <li>• Strategic Initiative 2: Establish partnerships, collaborations and strategic alliances to advance the college’s teaching, service and research mission.</li> <li>• Strategic Initiative 6: Maximize professional development opportunities and operational efficiencies for faculty and staff.</li> </ul>
<p><b>Status</b></p>	<p>Newly Established Goal</p>



# Goals - Real Time

<p><b>Action Plan</b></p>	<p>In the year to come, the college will:</p> <ul style="list-style-type: none"> <li>• Identify budget cuts which will be made in the event that admissions to the first professional year class were to decrease by a threshold of 10% in order to ensure that the college does not begin running a deficit.</li> <li>• Propose an increase in student fees to the Board of Trustees in the amount of \$500 per year per student to defray the costs for the online examination system ExamSoft, annual drug testing as required by experiential training sites, licensure examination preparation, and other expenses which must be covered to provide a quality Doctor of Pharmacy program.</li> <li>• Provide both external and internal faculty development opportunities to aid faculty in providing an excellent education experience for our students in the didactic, laboratory, and experiential education areas.</li> </ul>
<p><b>Achievements</b></p>	<p>This is a new goal; thus, no achievement to report</p>
<p><b>Resources Utilized</b></p>	<p>This is a new goal; thus, limited resources have been utilized as of yet.</p>
<p><b>Goal Continuation</b></p>	<p>This is a new goal for the unit.</p>
<p><b>Goal Upcoming Plans</b></p>	<p>In regard to "Identify budget cuts which will be made in the event that admissions to the first professional year class were to decrease by a threshold of 10% in order to ensure that the college does not begin running a deficit."</p> <ul style="list-style-type: none"> <li>• The Assistant Dean of Finance will work with the interim dean to propose cost avoidance measures which may be employed to avoid deficit in the event of limited enrollment.</li> </ul> <p>In regard to "Propose an increase in student fees to the Board of Trustees in the amount of \$500 per year per student to defray the costs for the online examination system ExamSoft, annual drug testing as required by experiential training sites, licensure examination preparation, and other expenses which must be covered to provide a quality Doctor of Pharmacy program."</p> <ul style="list-style-type: none"> <li>• A proposal for this fee increase for the professional Doctor of Pharmacy degree program has been created and submitted to the Chief Financial Officer for consideration of provision to the Board of Trustees upon their request for fee changes for academic year 2022-2023.</li> </ul>

# Goals - Real Time

	<p>In regard to "Provide both external and internal faculty development opportunities to aid faculty in providing an excellent education experience for our students in the didactic, laboratory, and experiential education areas."</p> <ul style="list-style-type: none"> <li>• Faculty development will be provided focused on creating quality assessments and interpreting student assessment results in Spring 2022.</li> <li>• A retreat featuring an outside facilitator on pedagogy and curricular design will be held in Summer 2022.</li> <li>• A task force will be created to work through proposed curricular and programmatic changes needed to ensure a quality learning experience and a coordinated curriculum for the professional degree program.</li> </ul>
<p><b>Resources Needed</b></p>	<p>In regard to "Identify budget cuts which will be made in the event that admissions to the first professional year class were to decrease by a threshold of 10% in order to ensure that the college does not begin running a deficit."</p> <ul style="list-style-type: none"> <li>• Time and effort on the part of the Assistant Dean of Finance and interim dean to create the needed plan.</li> </ul> <p>In regard to "Propose an increase in student fees to the Board of Trustees in the amount of \$500 per year per student to defray the costs for the online examination system ExamSoft, annual drug testing as required by experiential training sites, licensure examination preparation, and other expenses which must be covered to provide a quality Doctor of Pharmacy program."</p> <ul style="list-style-type: none"> <li>• Time and effort on the part of the interim dean to create the Board of Trustees proposal for fee increase.</li> <li>• Approval of this increase would result in generation of an additional \$218,500 annually which will be used to fund needed student services.</li> </ul> <p>In regard to "Provide both external and internal faculty development opportunities to aid faculty in providing an excellent education experience for our students in the didactic, laboratory, and experiential education areas."</p> <ul style="list-style-type: none"> <li>• Time and effort of the administrative team, curriculum committee, and faculty in planning for, holding, and following up on faculty development and curricular design and assessment processes.</li> <li>• The college anticipates it will expend approximately \$10,000 to fund an external expert to guide and participate in a two-day faculty retreat this spring focused on improving the educational experience for our Doctor of Pharmacy students.</li> <li>• An additional \$10,000 is likely to be needed to fund ongoing</li> </ul>

# Goals - Real Time

	faculty development and follow-up.
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 3 - Develop Emergency Contingency Plans

<b>Goal Statement</b>	<p>The College of Pharmacy is developing preparedness plans to ensure the educational and research missions of the college are able to be continued in the event of disruptions including, but not limited to, natural disasters, electrical outages, weather-related emergencies, and public health emergencies.</p>
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>This unit goal aligns with all college-level strategic initiatives because it is fundamental to the college's ability to continue its mission and vision in the face of disruption:</p> <ul style="list-style-type: none"> <li>• Strategic 1: Re-establish and advance the college's brand, increase awareness and promote the college's differential advantage.</li> <li>• Strategic Initiative 2: Establish partnerships, collaborations and strategic alliances to advance the college's teaching, service and research mission.</li> <li>• Strategic Initiative 3: Drive the acquisition of self-generated revenue.</li> <li>• Strategic Initiative 4: Ensure the college has sufficient current and future research laboratory space and infrastructure* to support the long-term research agenda, mission and accreditation.</li> <li>• Strategic Initiative 5: Renew and invest-to-build the college's focus on pharmacy administration (e.g., outcome science, business administration, health policy, and pharmacoeconomics).</li> <li>• Strategic Initiative 6: Maximize professional development opportunities and operational efficiencies for faculty and staff.</li> </ul>
<b>Status</b>	<p>Progressing as expected (multi-year goal)</p>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• By August 2022, the Director of Instructional and Information Technology will present a draft plan to the College of Pharmacy administrative team.</li> <li>• By December 2022, the college's administrative team will review the emergency contingency plan identifying any changes and/or additional resources required.</li> <li>• By February 2023, the administrative team will communicate any resource allocations required to enact emergency contingency plan as part of blueprint planning process.</li> <li>• By August 2023, a fully-resourced and enacted disaster contingency plan will be published on the college intranet and available for review by stakeholders as needed.</li> </ul>
<b>Achievements</b>	<p>Successful goal achievement will be defined as:</p> <ul style="list-style-type: none"> <li>• Publication of a fully-resourced and enacted disaster contingency plan by August 2023.</li> </ul>

# Goals - Real Time

<b>Resources Utilized</b>	Time and effort of Director of Instructional and Information Technology, College of Pharmacy in consultation with the chair, Department of Drug Discovery and Biomedical Sciences.
<b>Goal Continuation</b>	The college experienced turnover in the Director of Instructional and Information Technology position during academic year 2021-2022 delaying the initiation of work on this goal. With the position again filled, work can begin in earnest.
<b>Goal Upcoming Plans</b>	<ul style="list-style-type: none"> <li>• By August 2022, the Director of Instructional and Information Technology will present a draft plan to the College of Pharmacy administrative team.</li> <li>• By December 2022, the college's administrative team will review the emergency contingency plan identifying any changes and/or additional resources required.</li> <li>• By February 2023, the administrative team will communicate any resource allocations required to enact emergency contingency plan as part of blueprint planning process.</li> <li>• By August 2023, a fully-resourced and enacted disaster contingency plan will be published on the college intranet and available for review by stakeholders as needed.</li> </ul>
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• Current resources needed for plan creation are time and effort of the Director of Instructional and Information Technology, College of Pharmacy in consultation with the chair, Department of Drug Discovery and Biomedical Sciences.</li> <li>• By December 2022, the college's administrative team will review the emergency contingency plan identifying any changes and/or additional resources required.</li> <li>• By February 2023, the administrative team will communicate any resource allocations required to enact emergency contingency plan as part of blueprint planning process.</li> </ul>
<b>Goal Notes</b>	

# Goals - Real Time

## Goal 4 - Physical Infrastructure Expansion to Support Research and Educational Mission

<p><b>Goal Statement</b></p>	<p>The College of Pharmacy requires sufficient and appropriately up-fitted space to meet its research and education missions. Currently, the Department of Drug Discovery and Biomedical Sciences occupies approximately 19,356 sq feet of research laboratory and office space on the fifth, sixth, and seventh floors of the north side of the Coker Life Sciences building. Additional space is also occupied on the south side of Coker and in adjoining Sumwalt and Jones buildings. Some of the space allocated to the department is not permanently assigned to the college. By summer 2022, the department will have 17 faculty, six of which are primary investigators on National Institutes of Health R01 grants and eight currently have active R01s and an R21, and two new assistant professors bringing NIH R00 awards. The department also hosts a National Institutes of Health/Center of Biomedical Research Excellence center grant the Center for Targeted Therapeutics (5P20 GM 109091-08, Igor Roninson, principal investigator). While the seventh floor has undergone considerable renovations since 2014, the sixth floor has not been renovated since 2002 and the fifth floor has had little update since the building was opened in the late 1970s. It is estimated that a total of \$2,000,000 would be needed to fund the needed upgrades to the fifth and sixth floors currently inhabited by our college in order to improve efficiency and update the space to contemporary research lab standards.</p> <p>Additionally, the college has been allocated additional space in Sumwalt (355-359). While this opportunity is positive to improve our current space limitations, the suite does need considerable upgrades to make it usable as a laboratory space. The estimated cost for the needed renovation is \$400,821.42.</p> <p>Space currently limits our ability to consider addition of faculty to the Clinical Pharmacy and Outcomes Sciences department despite open lines. Through innovative scheduling and space allocation, we work to meet the needs of our currently faculty and staff. We have reached a threshold, though, where lack of space limits the ability to expand education and collaboration. Upon invitation from the Provost's Office, we have submitted a proposal to be allocated additional space within an anticipated new location near campus.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• 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.</li> </ul>

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>This unit goal aligns with the following college-level strategic initiatives:</p> <ul style="list-style-type: none"> <li>• Strategic Initiative 2: Establish partnerships, collaborations and strategic alliances to advance the college's teaching, service and research mission.</li> <li>• Strategic Initiative 3: Drive the acquisition of self-generated revenue.</li> <li>• Strategic Initiative 4: Ensure the college has sufficient current and future research laboratory space and infrastructure* to support the long-term research agenda, mission and accreditation.</li> </ul>
<b>Status</b>	Extended to following Academic Year
<b>Action Plan</b>	<p>At the present time, the college continues its work with the Provost's Office and the Facilities Planning, Design, and Construction team to:</p> <ul style="list-style-type: none"> <li>• Identify funding to support renovation of existing space into contemporary research facilities.</li> <li>• Identify additional office and meeting space to support its education mission.</li> </ul>
<b>Achievements</b>	<p>In regard to "Identify funding to support renovation of existing space into contemporary research facilities."</p> <ul style="list-style-type: none"> <li>• Sumwalt 355-359 space was allocated to the College of Pharmacy from Arts &amp; Sciences in fall 2021.</li> <li>• The college worked with facilities during fall 2021 to determine needed renovations and a final estimate was created coming to approximately \$400,821.42 .</li> <li>• This quote was provided to the Provost's Office in January 2022 as part of a request for funding consideration.</li> </ul> <p>In regard to "Identify additional office and meeting space to support education mission."</p> <ul style="list-style-type: none"> <li>• Upon request of the Provost's Office, the college created and submitted a proposal supporting space allocation near campus to include 10 faculty offices (125 sq feet each), one large meeting room/conference room (1500 sq feet), two smaller meeting spaces (300 sq feet each) with use of a larger classroom space on an as needed basis in conjunction with our colleagues from the other health disciplines.</li> </ul>
<b>Resources Utilized</b>	In regard to "Identify funding to support renovation of existing space into contemporary research facilities."

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• Time and effort of college and facilities staff to create a proposal and estimate for needed renovations.</li> <li>• The cost of the required abatement survey was covered by the Department of Drug Discovery and Biomedical Sciences in preparation for Sumwalt 355-359 renovations.</li> </ul> <p>In regard to "Identify additional office and meeting space to support education mission."</p> <ul style="list-style-type: none"> <li>• Time and effort in the creation of the requested proposal in support of space allocation in anticipated new building.</li> </ul>
<p><b>Goal Continuation</b></p>	<p>In regard to "Identify funding to support renovation of existing space into contemporary research facilities."</p> <ul style="list-style-type: none"> <li>• Next steps require central funding allocation for needed renovations to make allocated space usable as contemporary laboratory space.</li> </ul> <p>In regard to "Identify additional office and meeting space to support education mission."</p> <ul style="list-style-type: none"> <li>• Next steps require allocation of space as proposed.</li> </ul>
<p><b>Goal Upcoming Plans</b></p>	<p>In regard to "Identify funding to support renovation of existing space into contemporary research facilities."</p> <ul style="list-style-type: none"> <li>• Once funding allocation is made to support renovations, will work with Facilities Planning, Design, and Construction team to identify timeline for construction in Sumwalt 355-359.</li> <li>• If funding allocation were made to support renovations to the fifth and sixth floors of Coker, would begin work with Facilities Planning, Design, and Construction to have estimate and timeline created to facilitate these renovations.</li> <li>• A plan for assessment of faculty productivity within this space will be created. Ongoing assessment will be conducted to determine return on investment of space provided.</li> </ul> <p>In regard to "Identify additional office and meeting space to support education mission."</p> <ul style="list-style-type: none"> <li>• Upon space allocation, faculty office space assignments will be made as well as a scheduling/reservation process for small meeting spaces.</li> <li>• Planning for interdisciplinary education events will also be able to be initiated within the larger classroom space if made available.</li> </ul>
<p><b>Resources Needed</b></p>	<p>In regard to "Identify funding to support renovation of existing space into contemporary research facilities."</p>



# Goals - Real Time

	<ul style="list-style-type: none"><li>• Approximately \$400,821.42 is needed for required renovations to Sumwalt 355-359.<ul style="list-style-type: none"><li>◦ This quote was provided to the Provost's Office in January 2022 as part of a request for funding consideration.</li></ul></li><li>• Approximately \$2,000,000 additional in funding will be needed to complete needed renovations to the fifth and sixth floors of Coker Life Sciences.</li></ul> <p>In regard to "Identify additional office and meeting space to support education mission."</p> <ul style="list-style-type: none"><li>• Space allocation near campus to include 10 faculty offices (125 sq feet each), one large meeting room/conference room (1500 sq feet), two smaller meeting spaces (300 sq feet each) and use of a larger classroom space on an as needed basis in conjunction with our colleagues from the other health disciplines.</li></ul>
<b>Goal Notes</b>	

# Goals - Looking Ahead

Goals for the next Academic Year.

## Goal 1 - Support for Graduate Education and Research Infrastructure

<p><b>Goal Statement</b></p>	<p>At present, the College of Pharmacy offers no pre-award staff support for faculty applying for grants. Despite this, our faculty generated over \$6,000,000 in National Institutes of Health grant funding during fiscal year 2021. The lack of pre-award support places a burden on faculty which could be hampering their potential and creates frustration which could place our most productive faculty at risk for recruitment to other programs who offer support of this type.</p> <p>The college recognizes its need to expand the graduate program in order to support research as well as its education mission. One key consideration at present is the need to correct a differential (~\$2,000) which exists between annual stipends for students in the Drug Discovery and Biomedical Sciences department versus those in the Clinical Pharmacy and Outcomes Sciences department. Another is a need for additional funding to support the tuition, fees, stipends, and insurance of additional graduate students.</p> <p>A strategic initiative of the college is to renew and invest-to-build the college's focus on pharmacy administration (e.g., outcome science, business administration, health policy, and pharmacoconomics). As a key part of this initiative, data bases as well as requisite support infrastructure are required. It is estimated that a first year start up would cost \$464,008 with subsequent annual funding of approximately \$328,408 required to support the research of the outcomes sciences faculty in the Clinical Pharmacy and Outcomes Sciences department.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• 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.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>This unit goal aligns with the following college-level strategic initiatives:</p>

# Goals - Looking Ahead

	<ul style="list-style-type: none"> <li>• Strategic Initiative 2: Establish partnerships, collaborations and strategic alliances to advance the college's teaching, service and research mission.</li> <li>• Strategic Initiative 3: Drive the acquisition of self-generated revenue.</li> <li>• Strategic Initiative 4: Ensure the college has sufficient current and future research laboratory space and infrastructure* to support the long-term research agenda, mission and accreditation.</li> <li>• Strategic Initiative 5: Renew and invest-to-build the college's focus on pharmacy administration (e.g., outcome science, business administration, health policy, and pharmacoeconomics).</li> </ul>
<b>Status</b>	Newly Established Goal
<b>Action Plan</b>	<p>In the year to come, the college will:</p> <ul style="list-style-type: none"> <li>• Create a plan for funding pre-award staff support through use of grant-generated indirect costs.</li> <li>• Generate a plan for increasing support to the graduate program to equalize stipends between students enrolled within the two college departments.</li> <li>• Submit a strategic fund initiative proposal to support acquisition of data to re-establish outcome research within our Department of Clinical Pharmacy and Outcomes Sciences.</li> </ul>
<b>Achievements</b>	No achievement to report thus far as goal is new.
<b>Resources Utilized</b>	No resource utilization to report as of yet as goal is new.
<b>Goal Continuation</b>	Not applicable as this represents a new unit goal.
<b>Goal Upcoming Plans</b>	<p>In regard to "Create a plan for funding pre-award staff support through use of grant-generated indirect costs."</p> <ul style="list-style-type: none"> <li>• The assistant dean of finance, interim dean, and department chairs will work together to create a plan for funding a research grant support-dependent staff position to serve the college.</li> <li>• The assistant dean of finance, interim dean, human resources manager, and department chairs will work together to create a position description for a research grant support-dependent staff position, post the ad, and eventually identify and onboard this person for service to the college.</li> </ul> <p>In regard to "Generate a plan for increasing support to the graduate program to equalize stipends between students enrolled within the two college departments."</p> <ul style="list-style-type: none"> <li>• The assistant dean of finance, in conjunction with the department chairs and interim dean, and as part of the upcoming 3 budget years, will be charged to reallocate funding from the college and department budgets to allow equalization of stipends provided to</li> </ul>

# Goals - Looking Ahead

	<p>graduate students within the college.</p> <p>In regard to "Submit a strategic fund initiative proposal to support acquisition of data to re-establish outcome research within our Department of Clinical Pharmacy and Outcomes Sciences."</p> <ul style="list-style-type: none"> <li>• A proposal for strategic initiative funding will be created to request start-up support for initial purchase of data to support the re-establishment of outcomes research within the college.</li> </ul>
<p><b>Resources Needed</b></p>	<p>In regard to "Create a plan for funding pre-award staff support through use of grant-generated indirect costs."</p> <ul style="list-style-type: none"> <li>• Plan at present is for unit-generated resources to be strategically identified to fund this effort.</li> </ul> <p>In regard to "Generate a plan for increasing support to the graduate program to equalize stipends between students enrolled within the two college departments."</p> <ul style="list-style-type: none"> <li>• Plan at present is for unit-generated resources to be strategically identified to fund this effort.</li> </ul> <p>In regard to "Submit a strategic fund initiative proposal to support acquisition of data to re-establish outcome research within our Department of Clinical Pharmacy and Outcomes Sciences."</p> <ul style="list-style-type: none"> <li>• Strategic initiative funding will be requested for a three year investment inclusive of the following amounts:             <ul style="list-style-type: none"> <li>◦ Year one: \$464,008</li> <li>◦ Year two: \$328,408</li> <li>◦ Year three: \$328,408</li> </ul> </li> <li>• Subsequent years' funding will be dependent upon department faculty grant support.</li> </ul>
<p><b>Goal Notes</b></p>	

# Academic Programs

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## Program Rankings

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

The American Association of Colleges of Pharmacy provides annual updates on extramural support received by schools/colleges of pharmacy around the nation. In addition, the American Society of Health-System Pharmacists (ASHP) provides annual updates on residency match rates for students seeking to match in a residency program.

Rankings for the University of South Carolina College of Pharmacy are as follows:

- #7 in the Southeastern Conference (SEC) for National Institutes of Health (NIH) grant funding and all federal grants for Fiscal Year 2020 (FY20) and #3 in the SEC for NIH funding per funded investigator for FY20.
- The University of South Carolina College of Pharmacy Doctor of Pharmacy Class of 2021 had a 70% match rate as published by ASHP 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.*

For academic year 2021-2022, there were no notable innovations or changes to instructional modalities. All first and second professional year Doctor of Pharmacy courses were taught as traditional face-to-face instruction. Third year courses, which incorporate a cohort of students at a satellite campus in the School of Medicine-Greenville building, were taught through use of two-way synchronous audio-visual delivery (as was done prior to the onset of the recent pandemic). In Fall 2021, the college implemented ExamSoft for all didactic assessments within the first, second, and third professional years of the curriculum. ExamSoft provides robust assessment data and more similarly mirrors assessment capabilities used as part of the licensure examinations graduates of the college will be required to take in order to become registered pharmacists.

## 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 University of South Carolina College of Pharmacy, in collaboration with Nephron Pharmaceuticals, is working towards creation of a regulatory affairs track for Doctor of Pharmacy students. This track will include an introductory course on the pharmaceutical industry which has recently been approved by the curriculum committee. Additional plans include a second course focusing on the Food and Drug Administration's regulatory processes and an experiential component with Nephron Pharmaceuticals as the practice site. Future program plans may include development of a nonthesis master's program in regulatory affairs 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 a working laboratory for the development of future pharmacists and scientists serving in regulatory affairs.

# Academic Programs

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The college is in the final steps of rebranding the master's and doctor of philosophy programs with a concentration in Pharmaceutical Outcomes Sciences. Program changes have been approved by the Board of Trustees and are pending the Commission on Higher Education's approval at this time. The new program name will better reflect the focus of the teaching, research and service activities of the programs. Program content and concentrations will align with the new brand to meet contemporary market needs. Additionally, the program seeks to identify internships and other experiential learning opportunities in the pharmaceutical industry to supplement the academic requirements with real world practical experiences.

The college partnered with Tandem Health to offer a new postgraduate year one outpatient pharmacy residency program which began in July 2021. Tandem Health is a Federally Qualified Health Center and accredited patient-centered medical home providing comprehensive, personalized healthcare services to residents in Sumter. This expanded the total residency positions available within the college for 2021-2022 to six.

## Program Terminations

*Academic Programs that were newly terminated or discontinued during the Academic Year.* The most recent significant program termination involving the college was that of the South Carolina College of Pharmacy (SCCP). The SCCP was a merged Doctor of Pharmacy program between the college and the Medical University of South Carolina College of Pharmacy. The merged program was dissolved following approval of the Accreditation Council for Pharmacy Education Board of Directors. The last SCCP student graduated on October 31, 2019 and the first student graduated from the re-established University of South Carolina College of Pharmacy on May 8, 2020.

The college was impacted by the recent termination of the Master's of Public Health (MPH) degree option as well, since prior to the recent past, a concurrent degree program existed for Doctor of Pharmacy students interested in also earning a MPH. The college continues to have interest in developing and delivering concurrent degree options with the Arnold School of Public Health. At the present time, Doctor of Pharmacy students are able to apply for and concurrently enroll in the Professional Master's of Business Administration degree with the Darla Moore School of Business and the Master's of Health Information Technology with the College of Engineering and Computing.

# Academic Initiatives

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## 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 Doctor of Pharmacy students represents 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 first and second professional curriculum years, respectively. During the fourth professional year of the Doctor of Pharmacy program, pharmacy students complete a minimum of nine Advanced Pharmacy Practice Experiences (APPEs) with five rotations in required experiential categories and four electives that include a variety of settings. Below is an overview of changes and challenges to our experiential learning program:

- Changes to accreditation standards from the ACPE forced changes to the experiential program for Doctor of Pharmacy students. Over the course of the last few years, the Office of Experiential Education has developed educational outcomes and mapped the experiential curriculum to those outcomes. Subsequently, all course syllabi were updated with the new outcomes and preceptors across the state were trained on the process. In addition, the evaluation rubrics were changed to assess students on Entrustable Professional Activities and the corresponding level of oversight needed by students while on experiential rotations.
- The number of high quality clinical sites providing IPPEs and APPEs, especially within hospital settings, continues to be an issue due to their limited availability in South Carolina. The accreditation-required IPPEs in 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.
- Since March 2020, the College of Pharmacy faced significant challenges engaging with experiential learning due to COVID-19 causing many sites to restrict student access to their learning environment. The Office of Experiential Education successfully managed the loss of sites and placement of our students allowing the classes of 2020 and 2021 to graduate on time.

## Experiential Learning For Graduate Students

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

The College of Pharmacy's graduate programs include master's and doctor of philosophy (PhD) degree programs in pharmaceutical sciences, with concentrations in Drug Discovery and Biomedical Sciences (DDBS) and Pharmaceutical Outcomes Sciences (POS). The current College of Pharmacy strategic plan lists strategic direction 1.6 as "Re-establish the college's emphasis on graduate education." Subsequently, growth in faculty numbers to serve the POS track has occurred and the program is actively recruiting with plans to increase student enrollment as well. Despite the pandemic, the master's and PhD programs recently underwent



# Academic Initiatives

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a complete internal and external evaluation. The external evaluation team provided their report to the college in September 2020, and in the intervening time, the college has begun enacting the recommendations proposed by the report. For the POS concentration, the curriculum was overhauled (including changing the name from the legacy “Pharmacy Administration” title). Additionally, the program seeks to identify internships and other experiential learning opportunities in the pharmaceutical industry to supplement the academic requirements with real world practical experiences. Although our PhD program in both concentrations has grown substantially over the past five years, challenges remain and are discussed below.

## Affordability

*Assessment of affordability and efforts to address affordability.*

The affordability of the College of Pharmacy's professional program is measured against peer-institutions in the Southeastern Conference (SEC) and other regional institutions (within a 150-mile radius). For academic year 2021-2022, tuition costs for the University of South Carolina were above the SEC peer average at \$28,675 (in-state tuition with fees) compared to \$24,073 (in-state average with fees). Due to financial challenges during COVID, most of the college's peer comparisons were able to fix tuition resulting in an annual increase of only 0.63%. There is concern that the tuition and fees reported by some of the college's SEC peers may not offer a true reflection of the total cost of attendance at those programs. The University of South Carolina College of Pharmacy is dedicated to providing a true reflection of its total cost of attendance for its programs, including the Doctor of Pharmacy degree program. Nevertheless, the college will continue to monitor the peer SEC and other regional programs in order to ensure it remains competitive in terms of tuition and fees while still providing a quality educational experience for its students.

A proposal has been submitted to increase student fees in the amount of \$500 per year per student to defray the costs of a variety of expenses currently incurred by the college which are necessary to provide a quality Doctor of Pharmacy program. The recurring income generated by a professional program fee would directly improve the learning experience of students enrolled in the Doctor of Pharmacy degree program. The college will continue to raise scholarship money for its students in order to off-set the cost of attendance.

## Reputation Enhancement

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

The 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 five universities to develop a saliva-based test for COVID-19 in 2020, developing entrepreneurial products, providing advanced interprofessional education of its students, success in being awarded nationally competitive research funding, publication in high-quality journals, and successful placement of graduates in jobs. The college's dedication to diversity, equity, inclusion, collaboration, and community service further enhance the broader reputation of the University of South Carolina community.

- On average, approximately 75% of the college's Doctor of Pharmacy graduates who pursue



# Academic Initiatives

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residency match with a program as compared to the national average of approximately 65%.

- The college has a 90% four-year graduation rate for Doctor of Pharmacy students.
- For 2020, the college's Doctor of Pharmacy graduates had a 93% job placement rate at graduation, many in local community pharmacies (chain and independent).
- The college, in partnership with Nephron Pharmaceuticals, has expanded entrepreneurial education to include high-capacity students being co-educated with engineering students on the development of robots to perform 503B sterile compounding of aseptic pharmaceuticals.
- The college's partnership with Nephron continues to grow through a number of initiatives for students, including internships, APPEs, research scholarships, and development for careers in industry.
- The College of Pharmacy serves as a provider of continuing education, an advantage over other regional schools/college of pharmacy who do not offer this service to pharmacists. For fiscal year 2020-2021, a total of 274 continuing education activities were accredited by the college, providing over 390 continuing education hours to pharmacists and technicians, reaching over 1600 unique participants.
- The College of Pharmacy is engaged in rural health and funded by a Rural Health Pharmacy Initiative which encourages placement of students into rural rotation sites. The goal is to equip students to approach rural health career paths from an innovative and entrepreneurial mindset as healthcare leaders who will ensure better health outcomes in rural communities. Forty-nine rotations were scheduled for the 2021-2022 rotation year in rural areas across the state. Additionally, researchers in the college are engaged with the South Carolina Center for Rural and Primary Healthcare to examine vaccination efforts in rural South Carolina with a goal to identify where there are gaps in immunization availability, delivery, and pharmacy capacity to immunize.
- The University of South Carolina Interprofessional Education (IPE) program allows future social workers, pharmacists, nurses, doctors and others to step outside their educational siloes and engage their future colleagues in meaningful conversation. A pharmacy faculty member serves as co-director of IPE at the university and has helped spearhead IPE efforts over the past 12 years. The program has grown to include 11 different health professional programs and continues to update and improve each year, most recently incorporating telehealth into the curriculum.
- Experiential rotation offerings continue to expand, offering students unique opportunities in non-traditional pharmacy roles such as regulatory affairs and 503B. Clinical partnerships and faculty practice sites have expanded to now include Nephron Pharmaceuticals, Prisma Health-Greenville, Prisma Health-Richland, the South Carolina Center for Rural and Primary Healthcare, University Health Services, and Tandem Health.
- Using college and university resources, a new method of testing of COVID-19 was established within the College of Pharmacy. In August 2020, the college began offering COVID-19 testing for all students, staff and faculty members of the university which continues today. The Diagnostic Genomics Lab continues work towards executing contracts with outside entities for provision of saliva-based COVID-19 testing for a fee.
- The Palmetto Poison Center provides free poison and toxicology advice to South Carolina residents and health professionals 24 hours a day, 365 days a year. The center is accredited by the American Association of Poison Control Centers. In 2020, 33,876 calls were received including hospitals and healthcare related sites seeking medical information for human exposure cases.
- The Walker Leadership Scholars Program helps develop and inspire pharmacy leaders within

# Academic Initiatives

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the college.

- The Gamecock Pharmacy Assurance Program is a unique initiative designed for exceptional high school students who are committed to pursuing a career in pharmacy. Begun in fall 2018, the program is an early assurance program intended to encourage students who have achieved academic distinction by issuing a provisional early acceptance to the College of Pharmacy. During the 2020-2021 admissions cycle, the college targeted approximately 600 potential applicants through this mechanism.

## 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.*

College of Pharmacy faculty, especially those with National Institutes of Health funding, have been targeted for recruitment by other universities over the past several years. Historically, there has not been a strategy for pay increases at the university resulting in many faculty members in the college being compensated at salaries in the 25th percentile nationally. The college is working towards 1) identifying additional recurrent funds to support increasing faculty salaries to the 50th percentile as per the American Association of Colleges of Pharmacy Profile of Pharmacy Faculty, 2) providing annual cash awards, as approved by the Board of Trustees, to deserving faculty who meet the defined criteria for the Dean's Excellence Award in Teaching, Research and/or Service and 3) establishing an incentive plan for faculty who obtain more than one concurrent multi-year extramural grant and expend 30% and greater time and effort (and salary recovery) on their research.

The college is currently experiencing a dual threat which includes a decreased applicant pool and a two year decline in first time pass rate for graduates on the North American Pharmacist Licensure Examination. The college is working towards 1) identifying budget cuts which will be made in the event that admissions to the first professional year class were to decrease by a threshold of 10% in order to ensure that the college does not begin running a deficit, 2) proposing an increase in student fees to the Board of Trustees in the amount of \$500 per year per student to defray the costs for the online examination system ExamSoft, annual drug testing as required by experiential training sites, licensure examination preparation, and other expenses which must be covered to provide a quality Doctor of Pharmacy program and 3) providing both external and internal faculty development opportunities to aid faculty in providing an excellent education experience for our students in the didactic, laboratory, and experiential education areas.

# Faculty Population

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## 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 2021	Fall 2020	Fall 2019
<b>Tenure-track Faculty</b>		23	
Professor, with tenure		9	
Associate Professor, with tenure		7	
Assistant Professor		7	
Librarian, with tenure		0	
<b>Research Faculty</b>		4	
Research Professor		0	
Research Associate Professor		1	
Research Assistant Professor		3	
<b>Clinical/instructional Faculty</b>		25	
Clinical Professor		2	
Clinical Associate Professor		10	
Clinical Assistant Professor		13	
Instructor		0	
Lecturer		0	
Visiting		0	
<b>Adjunct Faculty</b>		9	

# 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](https://nces.ed.gov/ipeds/Section/collecting_re)

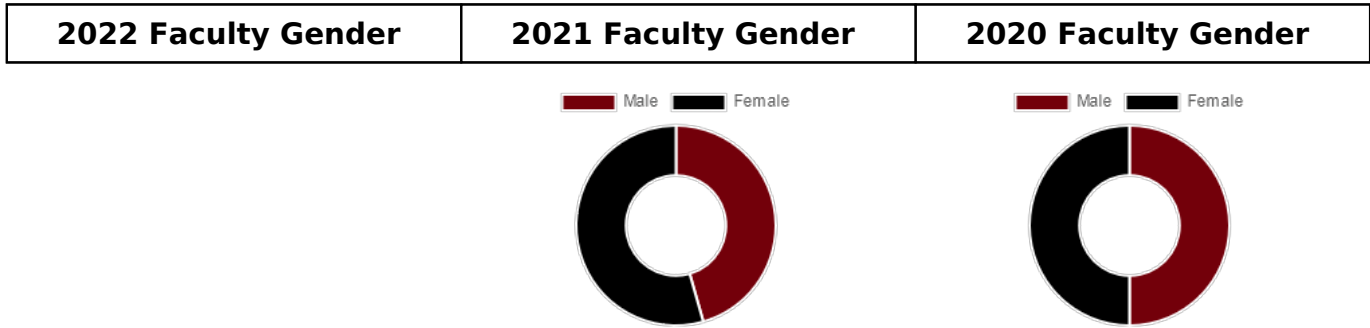
**Table 2. Faculty Diversity by Gender and Race/Ethnicity.**

	Fall 2021	Fall 2020	Fall 2019
<b>Gender</b>		68	64
Male		31	32
Female		37	32
<b>Race/Ethnicity</b>		68	64
American Indian/Alaska Native		0	0
Asian		8	9
Black or African American		4	3
Hispanic or Latino		4	4
Native Hawaiian or Other Pacific Islander		0	0
Nonresident Alien		6	6
Two or More Races		0	0
Unknown Race/Ethnicity		0	0
White		46	42

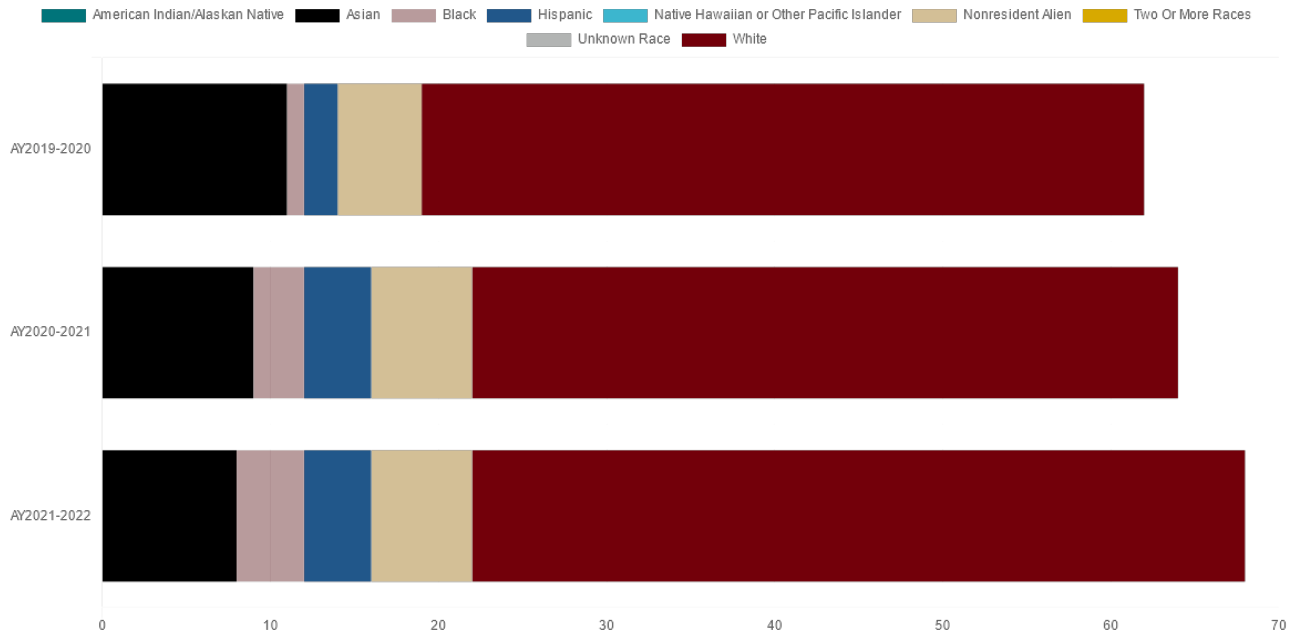
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

**Illustration 1. Faculty Diversity by Gender**



**Illustration 2. Faculty Diversity by Race & Ethnicity**



# Faculty Information

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## 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 is highly-productive in terms of research and scholarship, despite a challenging federal funding climate and lack of adequate research space within the college. Several major highlights for the Federal Fiscal Year 2021 include National Institutes of Health (NIH) funding of over \$6,000,000, which was an improvement of nearly \$2,000,000 above Fiscal Year 2020 data. The latest rankings have not yet been released by the American Association of Colleges of Pharmacy, but we anticipate this will place the college #4 or #5 among other schools/colleges of pharmacy in the Southeastern Conference and well above the other South Carolina colleges/schools of pharmacy. We are also proud that, among 17 tenured/tenure track faculty, there are eight NIH R01s and an R21, along with National Science Foundation funding for the Peromyscus Genetic Stock Center and the NIH/Centers for Biomedical Research Excellence-funded Center for Targeted Therapeutics.

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 tenured 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 have allowed our faculty to remain in place for the time-being. Added to this issue, is the recent success of several of our faculty members, and three new NIH R01s that started in 2021. The space allocated for pharmacy in Coker Life Sciences is not adequate to support continued growth of the current research programs of the college nor is it adequate to support additional faculty recruitment despite open faculty lines.

As part of the accreditation report from the Accreditation Council for Pharmacy Education (ACPE) in 2017, it was noted that there were plans to provide additional space to the college. In November of 2020, approximately 3,000 square feet of laboratory and office space was provided to the college by university leadership for a clinical laboratory improvement amendments laboratory, the Diagnostic Genomics Lab. This lab has performed over 280,000 saliva-based COVID-19 tests as part of the University's mitigation strategies allowing the campus to remain safely open during the recent pandemic. Although this has increased the total space for the college, it has not increased research space because this space is solely dedicated for clinical testing purposes. In the spring of 2021, discussions began to transfer an additional estimated 1,700 square feet of office and laboratory space on the third floor of

# Faculty Information

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Sumwalt. This space has been provided to the college; however, the current configuration of the space is insufficient for biomedical research. This space must be modernized to current occupational safety and health administration safety standards for research laboratories. A renovation plan to upgrade this outdated space into a modern biomedical research lab was created and has been approved by the university architect's office. This plan, including costs, were submitted to the Provost's Office for consideration in January of 2022.

Recently, DDBS conducted a search for a neuroscience/neuropharmacology faculty position. This search was highly successful with the hiring of two new faculty, both of whom will bring NIH R00 awards with them upon their arrival on June 1, 2021. Because of the uncertainty of the timeframe and budget for the space under discussion as noted above, these two hires are initially being accommodated in existing space, with additional renovation costs being incurred by the college to modernize an outdated lab that has not been renovated since 2001. In the event that funding from federal or state sources for deferred maintenance becomes available, the college would benefit greatly from allocation of these resources. The college's next ACPE self-study report will be due in early 2025 and the college will be expected to address the long-standing space inadequacies for the college within that report and the subsequent accreditation site team visit.

The college has benefited from an increase in total faculty with the establishment of new faculty lines following our 2017 ACPE accreditation visit. Workload remains a challenge for faculty within the Department of Clinical Pharmacy and Outcomes Sciences (CPOS) due to clinical service and administrative responsibilities. Currently, our clinical partners (local and regional hospitals and retail stores) require faculty to be at the practice site for ~6 months per year. While our clinical partners are vital to meeting accreditation standards set by ACPE, participating in a 6-month clinical service commitment can make adequate preparation for and participation in teaching activities by our clinical faculty members challenging. The 6-month service commitment can also make it difficult for clinical faculty members to develop a consistent research focus. 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 department/college maintains only 6 months of those faculty members' time and effort for teaching and service to the department/college. Lastly, approximately 30% of the department has administrative, director and/or non-departmental responsibilities thus impacting time available for active contributions to teaching and research. Although improved, the college continues to have a need for additional faculty in order to more effectively deliver the professional degree program and to continue growth of the graduate program.

## 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 as funds are available. Faculty development is one of the initiatives in the college's 5-year strategic plan. The pandemic negatively impacted travel, but faculty continue to be



# Faculty Information

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actively engaged in virtual oral and poster presentations at scientific meetings. Travel for the purpose of development will resume for future meetings as those opportunities return. Faculty are also involved in the planning of scientific conferences and serve as chairs of scientific sessions within conferences. Faculty are 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 National Institutes of Health (NIH) level.

Initiatives for faculty development utilized this past year included:

1. **Faculty Retreats:** A December faculty retreat was held during which updates from the college's business and assessment offices were shared. Staff from the Office of the Dean of Students provided a training relative to recognizing and supporting students in crisis. A two-day retreat is planned for May 2022 with a focus on strategies for improving student learning and strategizing methods to achieve curricular synergy and improvements. The college plans to bring in an external facilitator with expertise in these areas to help conduct the May retreat.
2. **On-Site Faculty Development:** The ad hoc Professional Development Committee is working towards offering three sessions this spring for faculty. The focus of these sessions will be quality assessment item writing and item analysis/continuous quality improvement.
3. **R21 Boot Camp:** The interim associate dean for research established a R21 Boot Camp for faculty within the college. The goal of this program is to remove barriers and foster submission of NIH grants. The boot camp is offered to all faculty, and begins in February each year with a 4 hour retreat; followed by monthly team meetings with the goal of submitting an R21 grant in June of each year. While 2021-2022 is the first year for this program, we anticipate five to ten NIH R21 grants to be generated during the process each year.
4. **R.I.P. (Research Integration Program):** This is a new program in the College of Pharmacy initiated by the interim associate dean for research to take advantage of NIH R01s awarded to the faculty. This mechanism allows two types of supplements to be attached to each R01, a diversity supplement and a research re-entry supplement. Each R01 can support two diversity and one re-entry supplement. Faculty are being identified by the chairs and interim associate dean for research. Faculty members will be paired as eligibility is identified.
5. **Office of the Vice President for Research Propel Research Mentorship Program:** The college actively recruits eligible faculty and submits their names for nomination to this program. During the most recent cycle, four faculty were admitted into this program aimed at submitting an R01 in June of each year.
6. **Office of the Vice President for Research Series on Training for Advanced Research program:** The college actively recruits eligible faculty and submits their names for nomination to this program. During the most recent cycle, one faculty was admitted into this program aimed at developing a program project grant.
7. **The Grant and Research Incubation Forum (GRIF):** This program was designed to facilitate the development of college faculty members into independent scientists.
8. **The continuing education program within the college offers registration and continuing education credit for free to our faculty and active preceptors.**



# 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:

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

## Analysis of Ratio

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

As of February 2022, the college has the equivalent of 50 full-time faculty in addition to a number of clinical instructors as well as adjunct and affiliate faculty. Of these 50 full-time equivalent positions, 47 are actively engaged in delivery of the Doctor of Pharmacy curriculum teaching at least three hours of content. Seven faculty lines are open at this time and one faculty departure is imminent in May 2022. Two new faculty have signed offer letters and will join the college on June 1, 2022. As of that time, for the professional program, the student (n=437) to teaching faculty (n=48) ratio will be 9.1:1, just below the target 10:1 ratio set by our accrediting body, the Accreditation Council for Pharmacy Education. Workload remains a critical challenge particularly for faculty, particularly for those with clinical service and administrative responsibilities.

**Table 4. Faculty-to-Student Ratio.**

	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>Analysis of Ratio</b>		01:12.3	01:10.9

# Student Recruiting and Retention

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## Student Recruitment

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

### **Recruitment: Pre-Pharmacy and Doctor of Pharmacy Programs**

The College of Pharmacy recruits pre-pharmacy students from all over South Carolina, the Southeast, and country. Outside of our college recruiting team, University of South Carolina admissions counselors are educated annually by College of Pharmacy staff on the pharmacy profession, admissions processes, and pre-pharmacy programs to prepare them as they recruit across the country. In addition, our college works with the University of South Carolina Admissions Office to target specific admitted student populations who may have pharmacy interests. This collaboration results in the annual distribution of Gamecock Pharmacy Assurance (GPA) program applications to highly qualified admitted freshmen students and, most recently, a list of targeted students that the College of Pharmacy notifies of GPA program information sessions and the contact information for our director of admissions. During the 2020-2021 admissions cycle, the College of Pharmacy targeted approximately 600 potential applicants through this mechanism.

### **External Recruitment for the Pre-Pharmacy and Doctor of Pharmacy Programs**

Externally, the College of Pharmacy travels to and recruits at the elementary (minimal), middle and high school levels. When available from sites, student rosters are obtained and a quick response attendance code was developed to collect contact information that enables more accurate tracking of student interactions. Events are hosted at the College of Pharmacy for middle school, high school, and collegiate students during which information sessions, tours, interaction with Doctor of Pharmacy students and faculty, and hands-on components are offered. College faculty and staff attend state and national meetings to recruit students through invited presentations and competition judging opportunities, exhibit booths, and virtual chat rooms. Additionally, one of our college faculty or staff members serves on the national pharmacy application and national recruitment advisory committees. The College of Pharmacy educates guidance and career counselors; high school and collegiate advisors and instructors; and student pre-health organization advisors about the profession, the pre-pharmacy program, and the Doctor of Pharmacy program available at the University of South Carolina. Contact information collected during these recruitment interactions is added to our college listserv through which information is disseminated monthly in electronic newsletters. Newsletters include information about pre-pharmacy and Doctor of Pharmacy programs (including admissions information), the pharmacy profession, and student and faculty achievements.

External recruiting events and activities include:

- Individual prospective pre-pharmacy and Doctor of Pharmacy student college visits and tours
- Invited speaking engagements
  - grade-specific assemblies
  - science-based classes including advanced placement classes
  - healthcare career classes
  - career fairs
  - career days
  - after-school clubs and organizations

# Student Recruiting and Retention

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- College of Pharmacy-hosted events to showcase our facilities, curriculum, and other programs
  - South Carolina Area Health Education Center organized groups of middle and high school students
  - Open House for prospective students
  - Discover Pharmacy at the University of South Carolina for counselors, advisors, and instructors
- University-wide Carolina Masters Scholars camp for the pharmacy profession
- Attendance at state, national, and international meetings
  - Health Occupations Students of America
    - South Carolina State Conference where faculty and staff exhibit, present on the profession of pharmacy, and judge competitions
    - International Leadership Conference where faculty and staff exhibit and judge competitions
  - American Association of Colleges of Pharmacy
    - Participate in virtual pharmacy school fair
- University organized recruiting events
  - Open houses
  - Admitted students days
  - Scholar socials
  - Meet the South Carolina Honors College
  - Graduate school fair
- Introduction to Pharmacy in the United States (PHAR 401), which is a summer course to expose students to the pharmacy profession, available career fields, and pharmacy faculty

## **Internal Recruitment for the Pre-Pharmacy and Doctor of Pharmacy Programs**

Internally, the College of Pharmacy recruits University of South Carolina students from majors other than pre-pharmacy to both our pre-pharmacy and Doctor of Pharmacy programs. Events are hosted at the College of Pharmacy during which information sessions, tours, interactions with Doctor of Pharmacy students and faculty, and hands-on components are offered. The College of Pharmacy educates advisors, instructors, and student pre-health organization advisors about the profession as well as the pre-pharmacy and PharmD programs available at the College of Pharmacy. Contact information collected during these recruitment interactions is added to our college listserv through which information is disseminated monthly in electronic newsletters. Newsletters include information about pre-pharmacy and Doctor of Pharmacy programs (including admissions information), the pharmacy profession, and student and faculty achievements.

Internal recruiting includes:

- Collaborations with University of South Carolina professional and academic honors programs and University of South Carolina organizations including speaking engagements, participation in career fairs, and email communications;
- Change of major information sessions for University of South Carolina students in other majors considering switching to pre-pharmacy; and
- Introduction to Pharmacy in the United States (PHAR 401) which is a summer course to expose students to the pharmacy profession, available career fields, and pharmacy faculty.

The College of Pharmacy utilizes a Pharmacy Student Ambassador Program through which

# Student Recruiting and Retention

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current Doctor of Pharmacy students assist staff with both external and internal recruitment efforts. In addition to those listed above, student ambassadors help with the GPA and Doctor of Pharmacy admissions interview days.

With the increase in demands and needs to recruit the most high quality and diverse students, we have recently realigned a College of Pharmacy staff member's position duties to include recruitment. Challenges for the new recruiting landscape include the need for concentrated social media efforts and utilization of other additional communication platforms, as well as innovative marketing materials. Consistent monthly newsletters with up-to-date stories and deadlines were developed and are sent to all potential students, advisors, and other individuals who have contact with potential students. There is also an increased need to attract and provide financial incentives to underrepresented student populations. A more robust assessment plan regarding recruiting efforts and respective outcomes has been developed. We are in the process of developing a micro-level assessment plan that will help us focus recruitment efforts in the most beneficial areas.

## **Recruitment for College of Pharmacy Graduate Programs**

The University of South Carolina College of Pharmacy recruits for graduate students for its Doctor of Philosophy and Masters programs in Pharmaceutical Science on international, national, regional, and state levels. We participate in a variety of activities, including recruitment booths at scientific and professional meetings; college graduate school/career fairs; email correspondence; virtual information sessions and chatrooms; and school webpages and social media outlets.

The Drug Discovery and Biomedical Sciences department also recruits graduate students by participating in the Integrated Biomedical Sciences (IBS) Graduate Program. The college's graduate program director serves on the IBS admissions committee and provides a formal program overview during the interview process and when students are considering faculty for laboratory rotations. Faculty are involved in interviewing applicants and host IBS students in their labs for approximately 10 weeks. Faculty efforts are underway to present seminars at colleges around the state. For example, Dr. Michael Wyatt is traveling to Furman University to present his research as part of the efforts to recruit graduate students. Faculty actively recruit internationally using social media outlets. These applicants are invited for virtual half-day long interviews with faculty and graduate students. Domestic applicants are invited for in-person interviews with transportation and accommodations provided.

## **Student Retention**

*Efforts at retaining current students in College/School programs.*

### **Retention Efforts: Pre-Professional and Professional Program Students**

The College of Pharmacy is dedicated in its efforts to retain students through providing services which enhance their chances of success and expose them to the professional opportunities available upon completion of our professional degree program. For traditional pre-pharmacy students housed within the College of Pharmacy, efforts aimed at supporting student retention include:

- Pre-pharmacy advisement that emphasizes admissions preparation and career exploration in addition to course selection;
- Resume, mock interview, professional etiquette in pharmacy, and admissions workshops;

# Student Recruiting and Retention

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- 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 pharmacy organizations (Student National Pharmacy Association & American Pharmacists Association);
- Presentations in our non-sterile compounding, community, sterile compounding, and clinical assessment labs that expose pre-pharmacy majors to professional labs and careers in these areas;
- Networking with other pre-pharmacy majors, pharmacy students, faculty, and practitioners;
- Introduction to Pharmacy in the United States (PHAR 401), a summer course which exposes students to the pharmacy profession, available career fields, and pharmacy faculty;
- Multiple pre-pharmacy sections of University 101 offered by College of Pharmacy staff; and
- For students who struggle (i.e.; academically, socially, emotionally, mentally or in terms of career selection), referrals to the Student Success Center, University Advising Center, Career Center, Leadership & Service Center, Student Disability Resource Center, and Counseling & Psychiatry.

In addition to access to all of the above, students in the Gamecock Pharmacy Assurance (GPA) Program are also provided the following:

- Professional development sessions each semester;
- Faculty-led tours of research labs within the College of Pharmacy;
- Organized social activities;
- Professional, pharmacy, and community service experiences through completion of the PreParE Certificate; and
- Leadership skill-building sessions each semester.

For Doctor of Pharmacy students, efforts aimed at supporting student retention include:

- Provision of student scholarships by the College of Pharmacy;
- One-on-one counseling and support with the Associate Dean for Student Affairs and Diversity;
- Development of small groups within the Personal and Professional Development for Student Pharmacists course series that places students with two faculty mentors who follow this group of students throughout the curriculum;
- Week-long orientation prior to beginning the professional program;
- Provision of a second professional year mentor to every first professional year student who matriculates into the Doctor of Pharmacy program;
- A focus on wellness during Personal and Professional Development for Student Pharmacists I (PHMY 600) which is taken during the first semester of the first year of the professional program;
- Providing opportunities for students to voice concerns or provide input on college decisions through college committee involvement and the Student Government Association;
- Referrals to university-level services like University Health Services, counseling, and Student Disability Support Services;
- Strategic use of Rho Chi members (pharmacy's academic honor society) to tutor first year pharmacy students;
- Faculty outreach to students whom a concern exists for academic performance within a course;

# Student Recruiting and Retention

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- Career mentoring program that provides access to the multitude of fields within the profession that students may choose to obtain employment post-graduation; and
- Mid-term course deficiency monitoring by the Senior Associate Dean:
  - Course coordinators provide a list of students at risk for unsuccessful course completion to the Senior Associate Dean at the mid-term of each semester for each required course. The Senior Associate Dean communicates the concern to each student along with tips for academic improvement. Students with more than one mid-term deficiency, or who request it, meet individually with the Senior Associate Dean to determine an individualized plan for their academic success.

## **Retention Efforts: Graduate Students**

Retention efforts aimed at helping graduate students in the College of Pharmacy succeed include the following:

- Individual Development Plans are now required for students in the Department of Drug Discovery and Biomedical Sciences (DDBS) starting Fall 2020 and are required to be reviewed annually with the student's faculty mentor.
- In DDBS, student files are reviewed annually, typically during the summer, to identify students who have fallen behind on requirements. For graduate students in the Department of Clinical Pharmacy and Outcomes Sciences (CPOS), student academic progress is evaluated at the end of each semester and the student meets with the program coordinator for advisement and to discuss their progress.
- Annual stipend amounts are evaluated in comparison with the current National Institutes of Health stipend levels. Students in the DDBS department are provided one-half tuition and some fees coverage as well as health insurance. For CPOS, student stipends and all fees are covered for teaching and research assistants.
- Students are encouraged to participate in social support opportunities including the college's graduate student organization, the university's graduate student organization and college-sponsored graduate program orientations and retreats.

# 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.

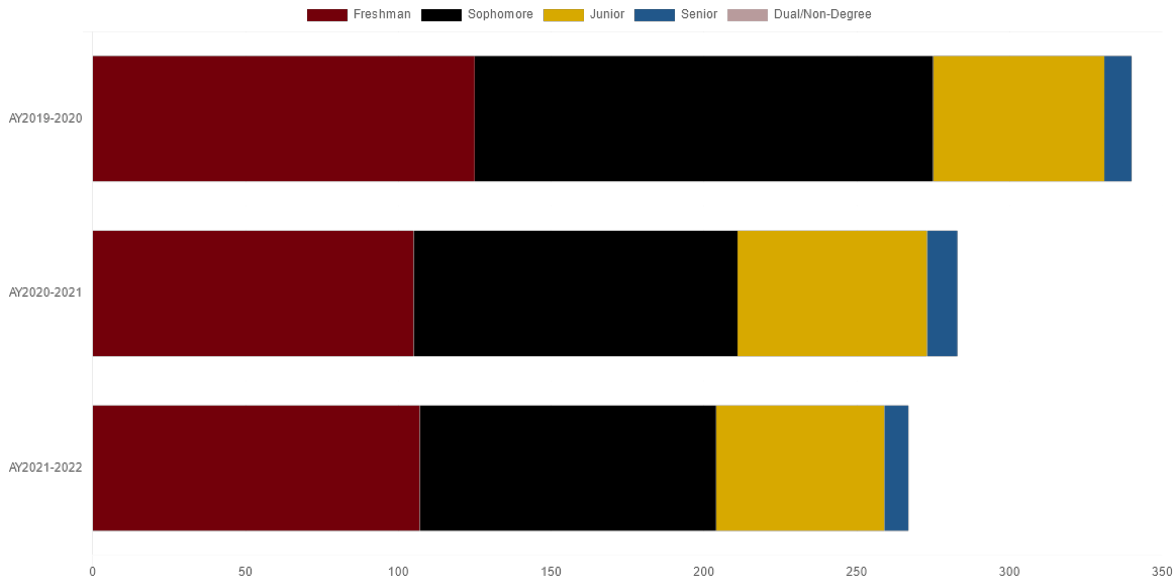
## Student Enrollment by Level & Classification

**Table 5. Student Enrollment by Level & Classification.**

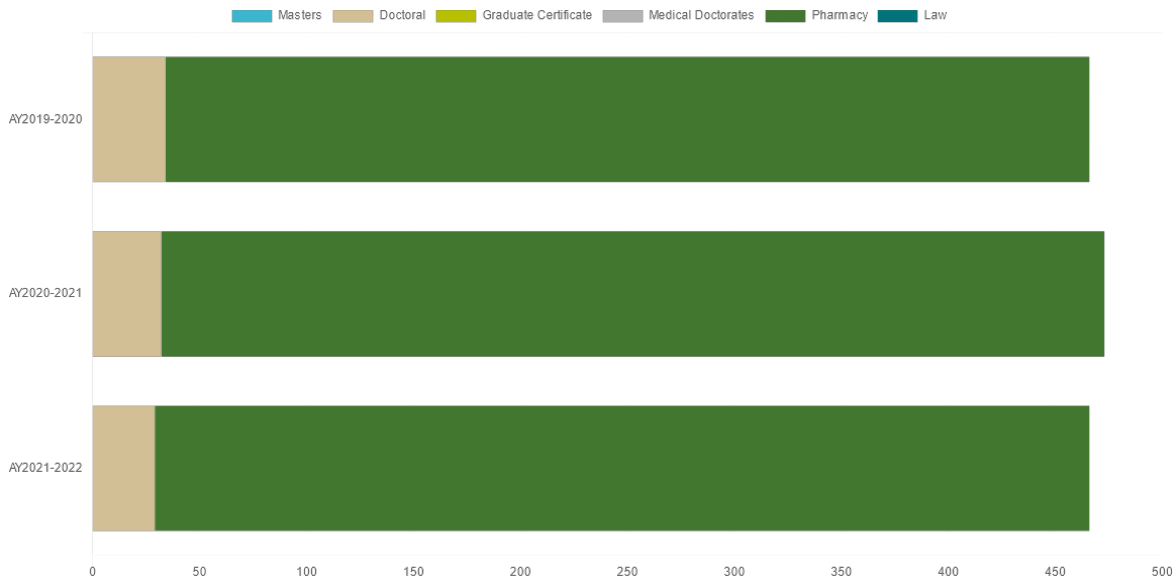
	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate Enrollment</b>			
Freshman	107	105	125
Sophomore	97	106	150
Junior	55	62	56
Senior	8	10	9
Dual/Non-Degree	0	0	0
<b>Sub Total</b>	267	283	340
<b>Graduate Enrollment</b>			
Masters	0	0	0
Doctoral	29	32	34
Graduate Certificate	0	0	0
<b>Sub Total</b>	29	32	34
<b>Professional Enrollment</b>			
Medicine	0	0	0
Law	0	0	0
PharmD	437	441	432
<b>Sub Total</b>	437	441	432
<b>Total Enrollment (All Levels)</b>	733	756	806

# Student Enrollment & Outcomes

### Illustration 3. Undergraduate Student Enrollment by Classification



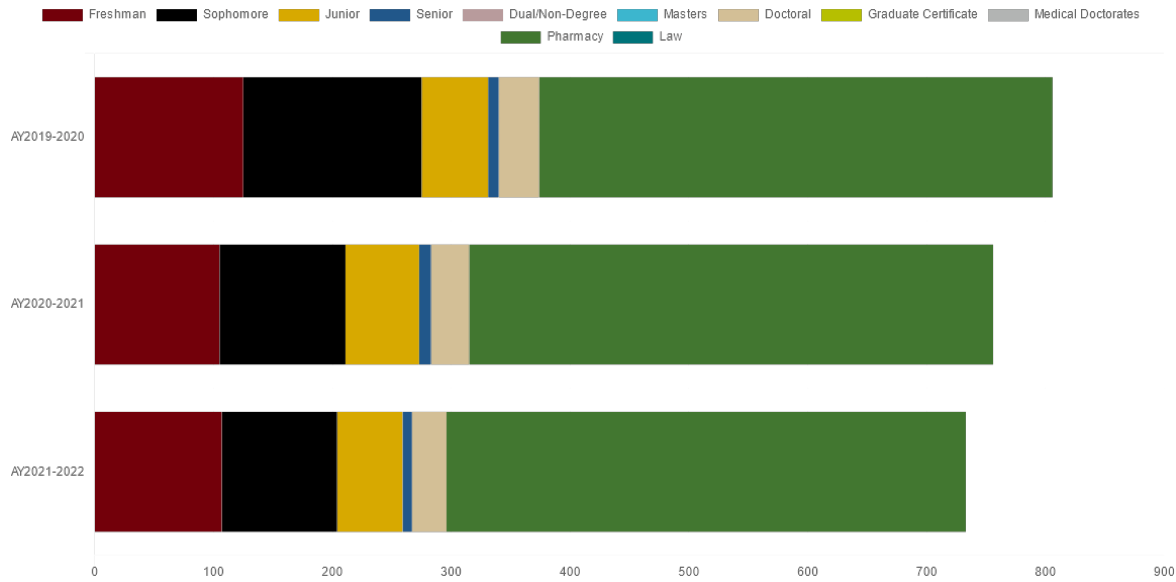
### Illustration 4. Graduate/Professional Student Enrollment by Classification





# 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 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	267	283	340
Full-Time	261	275	336
Part-Time	6	8	4
<b>Graduate/Professional</b>	466	473	466
Full-Time	451	467	456
Part-Time	15	6	10
<b>Total - All Levels</b>	733	756	806
Full-Time	712	742	792
Part-Time	21	14	14

# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	267	283	340
Female	194	192	218
Male	73	91	122
<b>Graduate/Professional</b>	466	473	466
Female	322	331	328
Male	144	142	138

Illustration 6. Undergraduate Student Diversity by Gender

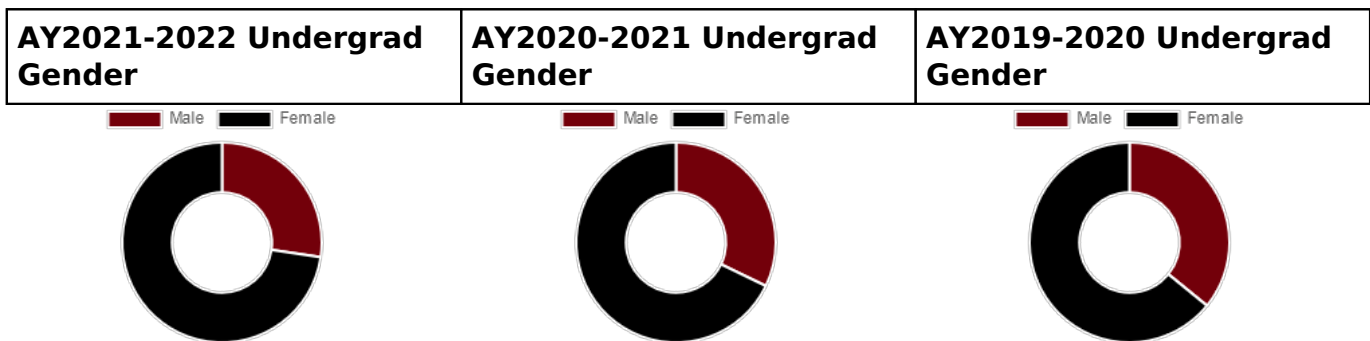
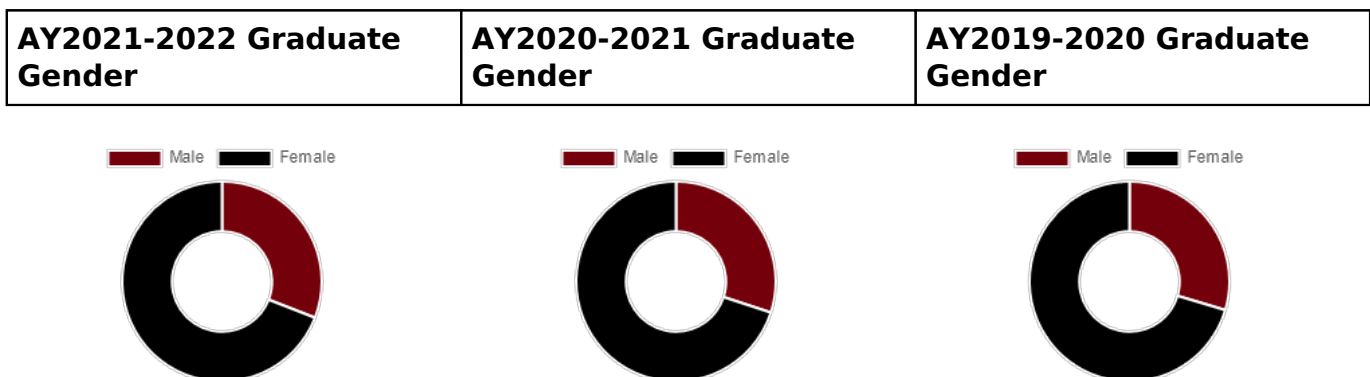


Illustration 7. Graduate/Professional Student Diversity by Gender



# Student Enrollment & Outcomes

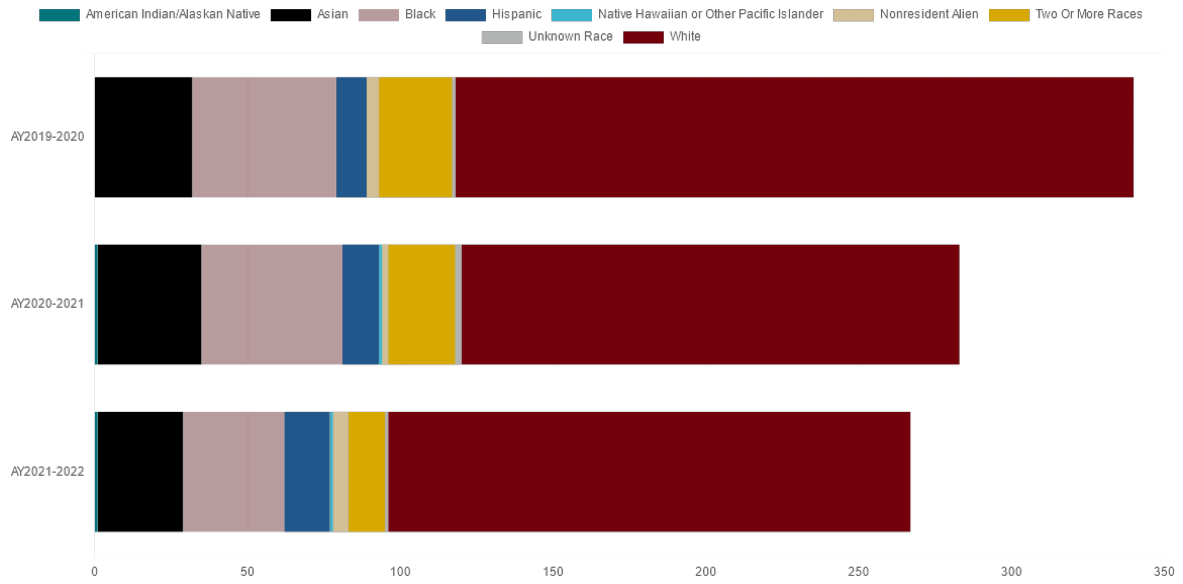
## Student Diversity by Race/Ethnicity

**Table 8. Student Enrollment by Race/Ethnicity**

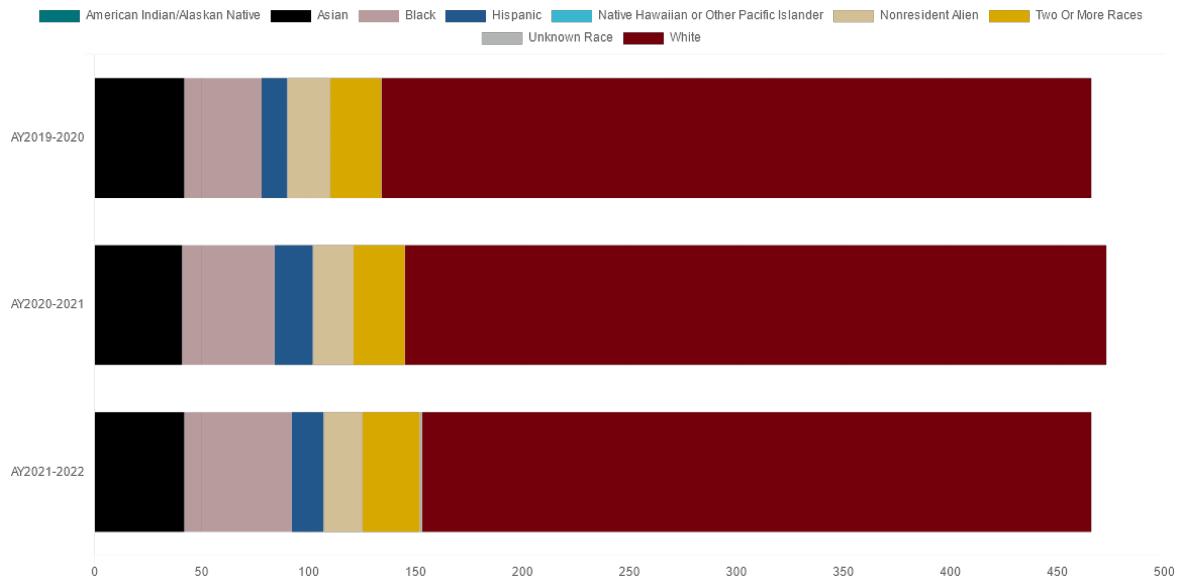
	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>Undergraduate</b>	267	283	340
American Indian/Alaska Native	1	1	0
Asian	28	34	32
Black or African	33	46	47
Hispanic or Latino	15	12	10
Native Hawaiian or Other Pacific Islander	1	1	0
Nonresident Alien	5	2	4
Two or More Races	12	22	24
Unknown Race/Ethnicity	1	2	1
White	171	163	222
<b>Graduate/Professional</b>	466	473	466
American Indian/Alaska Native	0	0	0
Asian	42	41	42
Black or African	50	43	36
Hispanic or Latino	15	18	12
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	18	19	20
Two or More Races	27	24	24
Unknown Race/Ethnicity	1	0	0
White	313	328	332

# Student Enrollment & Outcomes

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



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



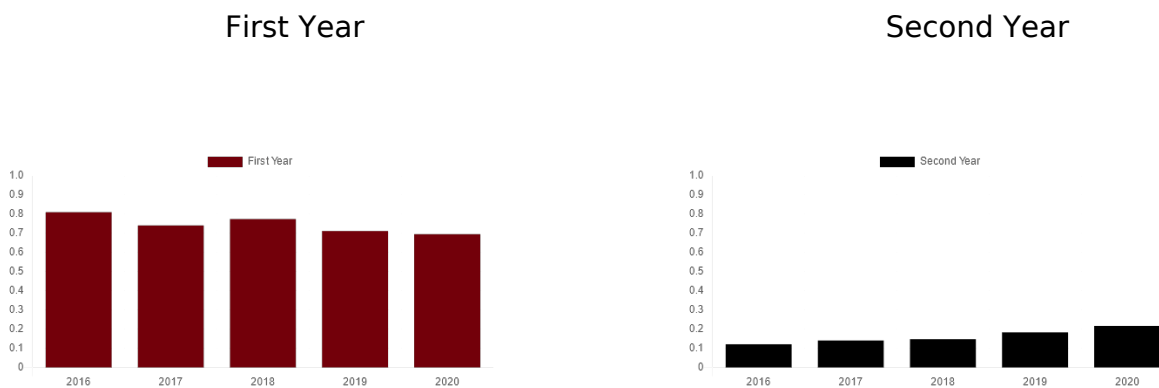
# Student Enrollment & Outcomes

## Undergraduate Retention

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

	<b>First Year</b>	<b>Second Year</b>
<b>Fall 2021 Cohort</b>	0%	N/A
<b>Fall 2020 Cohort</b>	69.75%	21.85%
<b>Fall 2019 Cohort</b>	71.3%	18.5%

Illustration 10. Undergraduate Retention, First and 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.**

	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>4-Year Same Cohort</b>	22.9%	0%	26.67%
<b>4-Year Diff Cohort</b>	26.3%	0%	22.96%
<b>4-Year Total Cohort</b>	49.2%	0%	49.63%
<b>5-Year Same Cohort</b>	27.4%	0%	28.89%
<b>5-Year Diff Cohort</b>	33%	0%	34.07%
<b>5-Year Total Cohort</b>	60.4%	0%	62.96%
<b>6-Year Same Cohort</b>	33%	0%	40%

# Student Enrollment & Outcomes

<b>6-Year Diff Cohort</b>	35.2%	0%	34.07%
<b>6-Year Total Cohort</b>	68.2%	0%	74.07%

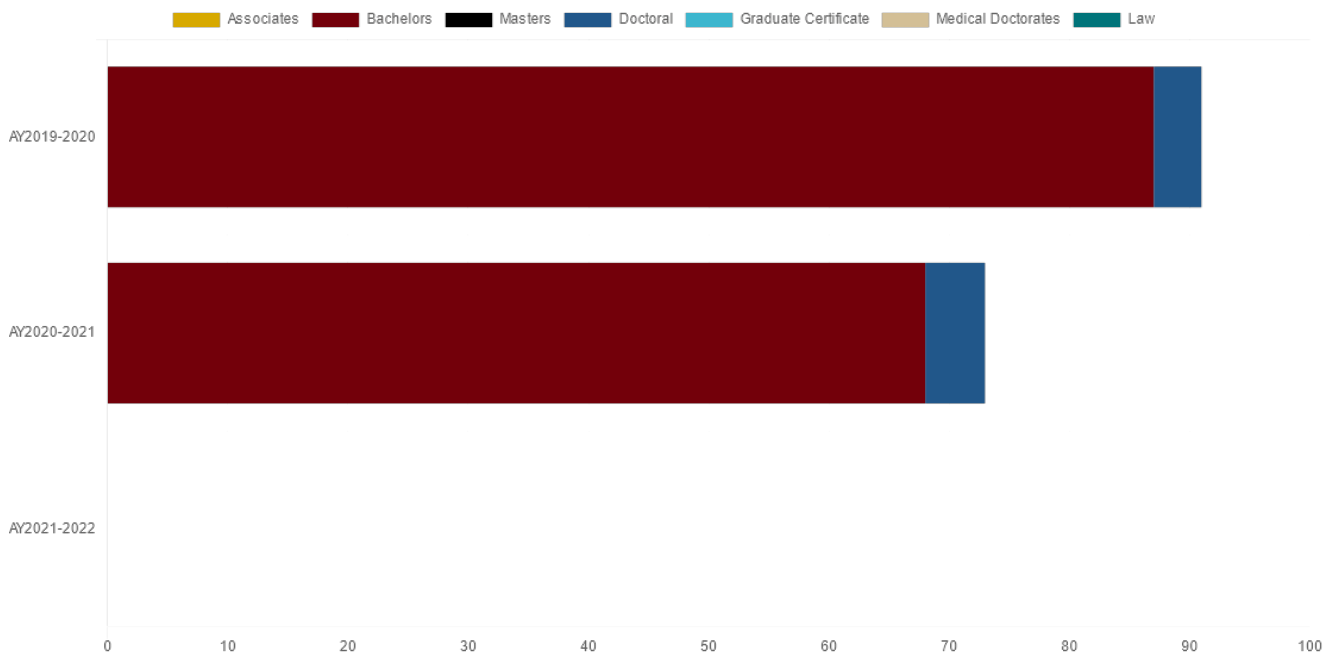
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	Fall 2020	Fall 2019
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		68	87
<b>Masters</b>		0	0
<b>Doctoral</b>		5	4
<b>Medical</b>		0	0
<b>Law</b>		105	103
<b>Pharmacy Doctorate</b>		0	0
<b>Graduate Certificate</b>			

Illustration 11. Degrees Awarded by Level



# Faculty Awards Nominations

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

## Research Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Zhu, Jun	Breakthrough Leadership in Research Award	University of South Carolina Office of the Vice President of Research



# Faculty Awards Nominations

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## Service Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Baker, Jennifer	Ada Thomas Award	University of South Carolina
Banister, Carolyn	Educational Foundation Outstanding Service Award	University of South Carolina

# Faculty Awards Nominations

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## Teaching Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Dunn, Brie	Michael J. Mungo Distinguished Professor of the Year	University of South Carolina
Maxwell, Whitney	Pharmacogenomics Innovation Teaching Award	American Association of Colleges of Pharmacy Pharmacogenomics Special Interest Group
Wyatt, Michael	Mungo Teaching Award	University of South Carolina
Pittman, Doug	Mungo Teaching Award	University of South Carolina

## **Faculty Other Awards Nominations**

**No Award Nominations have been entered for this section.**

# Faculty Awards Received

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

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Hastings, Tessa	Scholar	HIV, Infectious Diseases, and Global Health Implementation Research Institute (HIGH IRI)
Justo, Julie	Paper of the Year	Palmetto Health Antimicrobial Stewardship and Support Team
Lu, Kevin	Award for Excellence	Academy of Managed Care Pharmacy; The Journal of Managed Care & Specialty Pharmacy
Hofseth, Lorne	Breakthrough Leadership in Research Award	University of South Carolina

# Faculty Awards Received

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## Service Awards

Recipient(s)	Award	Organization
Michels, Jill	Excellence in Service	UofSC College of Pharmacy Department of Clinical Pharmacy and Outcomes Sciences

# Faculty Awards Received

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## Teaching Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Baker, Jennifer	Excellence in Experiential Education	American Association of Colleges and Pharmacy
Bookstaver, Brandon	PGY1/PGY2 Pharmacy Residency Preceptor of the Year	Prisma Health Richland
Fabel, Patricia	Garnet Apple Award for Innovative Teaching	University of South Carolina
Mardis, Caitlin	Teacher of the Year P3 Class	University of South Carolina College of Pharmacy
Maxwell, Whitney	Excellence in Experiential Education	American Association of Colleges and Pharmacy
Moore, Kathy	Clinical Practicing Teacher Award	University of South Carolina
Moore, Kathy	Teacher of the Year P1 Class	University of South Carolina College of Pharmacy

# Faculty Awards Received

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## Other Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Fabel, Patricia	Fellow	American Pharmacists Association Academy of Pharmacy Practice and Management
Justo, Julie	Fellow	Infectious Disease Society of America
Moore, Kathy	Outstanding Student Supervisor	University of South Carolina College of Pharmacy
Norris, Leanne	Fellow	Hematology Oncology Pharmacy Association

# Alumni Engagement & Fundraising

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## Alumni

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

### Annual Progress

The College of Pharmacy was among the first to embrace the university's new alumni engagement dashboard, documenting engagement efforts which can be tracked and evaluated in the future. As a result, we consistently rank in the top three on the dashboard. These efforts are aligned with the Alumni Engagement Metrics introduced by the Council for Advancement and Support of Education.

Our alumni engagement initiatives now aim, not only to engage alumni in general, but also to create opportunities that become integrated with the college's development strategies and are designed to support cultivation and stewardship strategies managed by the senior director of development. The latter represents a new, holistic model of working together that is specific to our College of Pharmacy advancement team. In addition, our communications team works within the same model. As a result, our advancement team continues to develop powerful synergy of a collective and highly focused effort.

Alumni engagement efforts have largely been done virtually throughout 2021 and will resume in-person engagement options in March 2022. We will maintain virtual options to reach alumni residing beyond the local area, an effort which has seen much success. Concurrently, we will program in-person opportunities in and beyond the Columbia area. This will have even greater significance if and when a new dean is named for the college.

### Goals: Key Performance Indicators

1. Plan and manage our signature annual Cocktails on the Congaree special event and a follow-up engagement strategy for all alumni who attend.
2. Run point for virtual career fair alumni participation and follow-up engagement strategy for participating alumni.
3. Run point for College of Pharmacy in Give4Garnet efforts including follow-up stewardship for all donors.
4. Prepare and submit a thoughtful annual plan for Fiscal Year 2023.
5. In collaboration with the senior director of development, develop an engagement portfolio to work in Fiscal Year 2023.
6. Create and manage new and innovative alumni engagement programming for Fiscal Year 2023.
7. Plan and manage the annual Donor Appreciation Low-Country Boil and/or a Scholarship Donor Dinner in Fall 2022.

## Development, Fundraising and Gifts

*Substantial development initiatives and outcomes, including Fundraising and Gifts.*

### Annual Progress

Fiscal Year 2021 closed with production of almost \$3,000,000 and 209 donors, up from 139 donors in Fiscal Year 2020. Production included the second largest planned gift in the college's history. The College of Pharmacy placed 5th of all units and colleges in the annual Give4Garnet event for overall dollars raised. Fiscal Year 2022 is on track to exceed the



# Alumni Engagement & Fundraising

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college's fundraising production goal.

We are in the process of visioning out prospect development and volunteer leadership in anticipation of a pending campaign. The senior director of development is seeking opportunities to support research faculty, sharing grant opportunities and supporting submission efforts to private foundation funders. This is a collaborative process with the Office of Foundations and Corporate Philanthropy in Central Development. The senior director of development and interim dean are partnering to visit high-capacity alumni throughout 2022 to advance both cultivation and solicitation efforts.

## **Top 5 Funding Priorities for the College of Pharmacy**

1. Student Scholarships (Full-Ride, \$1 million; Endowment and Spendable)
2. Endowed Faculty Chair (\$1.5 million)
3. Student Support for Professional Development and Related Travel (Spendable)
4. Program Funds Supporting College of Pharmacy Differentiators (Innovation; Leadership)
5. Unrestricted Funds

## **Goals: Key Performance Indicators**

1. Exceed annual fundraising production goals for Fiscal Year 2022.
2. Exceed assigned goals for proposal submissions and visits.
3. Secure a major gift(s) and/or challenge gifts supporting College of Pharmacy's Give4Garnet dollar goal.
4. Identify, qualify, and add high-capacity alumni to the senior director of development's fundraising portfolio.
5. Develop a strategy for building a culture of philanthropy within the College of Pharmacy for implementation in Fiscal Year 2023.
6. Continue to help support and facilitate development onboarding for the interim dean.
7. Prepare and submit a thoughtful annual plan for Fiscal Year 2023.

# Community Engagement

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## 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.*

The tenets of the Oath of a Pharmacist include devoting oneself to a lifetime of service to others. It is in this spirit that the foundation of community engagement is developed in students and faculty of the College of Pharmacy. Community initiatives often reflect 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. It is recognized that these types of engagement are healthy and help facilitate the development of an individual and our program, while establishing and developing professional relationships between students and faculty/staff as well as peers. During the pandemic, the College of Pharmacy continued community service activities, adapting to appropriate safety protocols. At the beginning of the year, many events were held virtually, but as time progressed, the College of Pharmacy community lead by example by physically participating in events while modeling safety protocols of mask wearing and distancing.

### Faculty Engagement

During the past academic year, faculty served as leaders and committee members on various state and national organizations and taskforces for specific causes, such as the Department of Health and Environmental Control (DHEC) COVID-19 Vaccine Advisory Committee, the Prisma Health COVID-19 Therapeutics Committee, and the DHEC COVID-19 Clinical Advisory Counsel. Faculty also held, and continue to hold, leadership positions in state and national organizations, such as the South Carolina Pharmacy Association, South Carolina Society of Health-System Pharmacists, American College of Clinical Pharmacy, American Association of Colleges of Pharmacy, American Pharmacists Association, and American Society of Health-System Pharmacists.

The College of Pharmacy has a number of initiatives which directly impact our community through direct patient care, direct learner training, and research. Examples of these initiatives follow.

#### **1. The University of South Carolina College of Pharmacy & Tandem Health Rural Health Pharmacy Training Model**

Proposed Purpose: Support and develop rural pharmacy education and delivery infrastructure in South Carolina through clinical practice training and research. Demand for innovative pharmacists in rural communities continues to increase and depends on several factors including characteristics of the rural population, economic factors, and employment. Maintaining an adequate number of innovative and interdisciplinary trained pharmacy professionals in rural health communities is a critical need. There is limited data to indicate the factors that influence a student to select a rural community in which to practice pharmacy. Of the available limited data, graduates choosing rural practice either grew up in a rural community or had intentional practice experience in a rural community during their pharmacy education. To address rural health interest among pharmacy graduates, we propose an interdisciplinary, rural education program that merges pharmacy students and

# Community Engagement

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pharmacy residents into a family medicine rural health program. The goal of this program will be to identify strategies to improve health-care access and reduce health inequities in rural counties in South Carolina. Specifically, this will be through focused intentional training and exposure of pharmacy students and pharmacy residents in a rural health model.

## **2. Improving Access to Vaccinations in Underserved Rural South Carolina Communities**

Proposed Purpose: To identify where there are gaps in immunization availability, delivery, and pharmacy capacity to implement additional immunizations. The goal is to work towards this context, with a future agreement working towards improving access and delivery of immunizations.

## **3. Pharmacy Advancement in Rural Experiential Development to Expand, Collaboration, Entrepreneurship and Leadership in Rural Communities (PAIRED to ExCEL in Rural Communities)**

Proposed Purpose: To advance healthcare and pharmacist career opportunities in rural areas, it is essential for students to enhance core skills to include leadership development, creativity, entrepreneurship, and collaboration. The “PAIRED to ExCEL” program will provide interactive didactic and experiential opportunities across the third (P3) and fourth (P4) year of the pharmacy curriculum. The program will begin engaging P3 students through modules devoted to these core skills – the Rural Health Academy. The Rural Health Academy will consist of a variety of Area Health Education Centers Rural Interprofessional Collaboration Modules as well as additional required and elective modules that will be developed under the supervision of the PAIRED to ExCEL team.

## **4. University of South Carolina College of Pharmacy/Prisma Health Midlands Infectious Disease Post Graduate Year 2 with Focus in Rural Health**

Proposed Purpose: The establishment of the Antimicrobial Stewardship Collaborative of South Carolina (ASC-SC), a statewide collaborative focused on improving antibiotic use across the continuum of care, began to expand stewardship into infrequently penetrated areas of the state. Through educational efforts, site consultations, communication of best practices, and research endeavors, numerous inpatient and outpatient facilities have begun to engage in higher level stewardship activities and improve care of their patients. These activities are conducted by a multidisciplinary team led by an infectious diseases pharmacist and physician. Led by members of the University of South Carolina School of Medicine, College of Pharmacy, and Prisma Health Richland, these efforts have supported patients from across several counties and extended into rural areas commonly referring patients to Midlands facilities. Both ASC-SC and the Midlands stewardship consortium offer exciting opportunities for trainees with access to policy development, scholarly pursuits and patient care directives that will impact patient lives throughout South Carolina.

## **5. The Palmetto Poison Center**

The College of Pharmacy houses the state of South Carolina’s only Poison Center. The Palmetto Poison Center provides 24/7 phone service for callers with poison emergencies and questions. Calls are answered by nurses and pharmacists trained in toxicology. From July 2020 to June 2021, the center received over 33,000 incoming calls. Healthcare professionals calling for treatment advice accounted for 24% of the incoming calls regarding human poisoning. The center provided poison and home safety education to the public throughout the state, as well as didactic toxicology lectures for health professionals and students.

## **6. COVID-19 Testing**

Another major initiative of the College of Pharmacy has been provision of saliva-based COVID-19 testing for the university via the college's Diagnostic Genomics Laboratory (DGL). The DGL has provided a consistent on-campus source for convenient, timely and reliable

# Community Engagement

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COVID-19 testing since August 2020, providing an important component to the university's overall COVID-19 mitigation strategy. As of February 2022, the DGL had performed more than 288,000 COVID-19 tests for the university, partnering educational institutions, and the surrounding community.

## **Student Engagement**

Students within the College of Pharmacy are consistently involved in a broad array of community activities. Activities include collaboration with a local or national organization/cause or are individually developed by student organizations. Collaborations occur with outside entities such as the American Heart Association, St. Jude Children's Research Hospital, Relay for Life, the Diabetes Research Institute, and Super Eliza 5K. The university community is targeted for several initiatives to allow engagement of more students who can affect the community at large. Examples of this include Voter Registration Drives surrounding elections, supportive messages on sidewalks around campus, and tabling events to bring attention to mental well-being surrounding National Suicide Prevention Day and Mental Health Awareness week. The surrounding community is assisted through multiple events held throughout the semester including health fairs, sponsored walks, and collections for the homeless population and shelters.

Directly related to the information covered in the curriculum, pharmacy students and faculty organize and participate in flu clinics held through University Health Services and Prisma Health. Participation in and advertising for National Drug Take Back Day is held at multiple sites. At the onset of available COVID-19 vaccines, our students and faculty were instrumental in providing manpower to run the COVID-19 vaccination clinics organized by Prisma Health. Prisma Health requested ongoing assistance for several months from the college and students were encouraged to participate in the opportunity to help end a pandemic through excused absences from class and recognition as an ambassador by the college. Students also complete pharmacy practice experiences throughout the curriculum at sites throughout the state, nation, and world. Over 740 preceptors across more than 510 practice sites provide availability for introductory and advanced pharmacy practices each year. During these rotations, students provide patient care, but also provide presentations and volunteer events for the public. Students are evaluated by the practice site regarding their work and accomplishments. During this past academic year, students have been heavily engaged in the COVID-19 vaccine efforts at their rotation sites.

In addition to group-organized events, some students volunteer on an individual basis in pharmacy and non-pharmacy settings. Beginning with the 2021-2022 academic year, pharmacy students matriculating into the program are required to complete volunteer activities as part of their coursework, enhancing the Doctor of Pharmacy program's beyond the classroom learning component. Students are also encouraged to engage within the professional community by applying to become a junior board member of the South Carolina Pharmacy Association (SCPhA) or South Carolina Society of Health-System Pharmacists. Four pharmacy students were selected to be SCPhA junior board members this year. Students are encouraged to run or apply for elected and appointed leadership and committee positions in state and national professional organizations.

Pharmacy students also have the opportunity to participate in research efforts with faculty. Research is often conducted at faculty practice sites which further engages the College of Pharmacy with community health care partners. These efforts usually lead to poster or

# Community Engagement

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platform presentations at state and national meetings, as well as publication in respected journals, potentially impacting patient care and improving outcomes.

As available, students receive funding from the college to attend state and national professional conferences. Involvement in these state and national groups often leads to scholarships given to individual students by the organization. Students attending regional and national professional pharmacy conferences compete in competitions, present posters, and network.

Many students volunteer to participate in university and college recruiting events on campus and throughout the Southeast so that prospective students and their families gain the perspective of a current student on the profession of pharmacy and Doctor of Pharmacy program. This usually entails after-hour events, of which the majority require travel by our students. This type of engagement is very helpful in our recruitment strategies. Students are recognized for their efforts through a college ambassador program.

## **Faculty Involvement in Student Efforts**

In addition to student participation in college, local, state, and national events and activities, faculty are involved in many of these activities. Faculty members serving as student organization advisors often attend, assist with organization of, and serve as licensed individuals at events and activities. Faculty provide ideas and connections for many of these initiatives. One example is a COVID-19 vaccination education event at the 2021 South Carolina Juneteenth Freedom Fest where faculty members and students held a COVID-19 vaccine education booth to assist with breaking down vaccination barriers in underrepresented populations individuals.

## **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.

Alumni, prospective students, current students and their families, as well as the surrounding community receive information through web articles, newsletters, and social media engagement. From July 2020 – June 2021, the college was represented within the following:

- 9 media articles
- 187 alumni updates
- 90 web articles
- 12 email newsletters
- 9 UofSC Today stories
- 8,090 total webpage views
- 695 social media posts
- 746,400 social media impressions
- 37,800 social media engagements

# Community Engagement

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The College of Pharmacy experienced a 16.25% Facebook follower growth, a 66.09% LinkedIn follower growth, and a 24.17% Twitter follower growth last year. Also, a Tedx UofSC Facebook Live event drew more than 600 registrants, 24,582 people, 3,980 engagements, and 211 peak live video viewers.

The College of Pharmacy is in the process of developing a tracking mechanism to evaluate community engagement and its impact. The parameters tracked will include sponsoring student organization; planning time committed; description and purpose of the event/activity; target population; number of participating students, faculty and staff; number of affected individuals; and total hours volunteered.

## Incentivizing Faculty Engagement

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

As part of the College of Pharmacy's annual review of faculty, professional service activities are evaluated. Professional service is divided into two broad areas: 1) service to the department, college, and/or university; and 2) service to one's discipline. Excellence in professional service is incentivized through the Dean's Excellence Award for Service.

# Collaborations

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## Internal Collaborations

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

- University Health Services (clinical pharmacy services and experiential education for student pharmacists)
- University of South Carolina School of Medicine Physician Assistant Program (student physician assistant education)
- University of South Carolina School of Medicine Division of Infectious Disease (clinical pharmacy services and clinical research)
- National Institutes of Health Centers of Biomedical Research Excellence Center for Targeted Therapeutics (multidisciplinary grant including approximately one-third of the faculty in the Drug Discovery and Biomedical Sciences department)
- Center for Colon Cancer Research (multidisciplinary research in colon cancer)
- Diagnostic Genomics Laboratory (saliva-based COVID-19 testing for university in collaboration with University Health Services)
- Interprofessional Education Collaboration (11 different health professional programs across the university)
- Kennedy Center for Pharmacy Innovation (collaborations with Faber and McNair Centers)
- Senex Biotechnology; Oncocube Therapeutics, LLC; PPI Pharmaceuticals, LLC (partnerships with faculty-controlled companies)

## External Collaborations

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

- Nephron Pharmaceuticals Corporation (clinical pharmacy services, experiential education for student pharmacists)
- Kennedy Pharmacy Innovation Center (providing sterile compounding training to pharmacists)
- Prisma Health Midlands (clinical pharmacy services, experiential education for student pharmacists, pharmacy resident training)
- Prisma Health Upstate (didactic, laboratory, and experiential education for student pharmacists)
- Tandem Health (clinical pharmacy services, experiential education for student pharmacists, pharmacy resident training)
- Premise Health-Associate Family Health Center (BMW), Medicine Mart, Premise Health-Wiggins Family Medical Center and Pharmacy, Hawthorne Pharmacy (pharmacy residency programs)
- University of Virginia (Clinical Pharmacy and Outcomes Sciences research collaboration)
- Dorn Research Institute, Columbia Veterans Affairs HealthCare System (Clinical Pharmacy and Outcomes Sciences research collaboration)
- Palmetto Experiential Education Partnership with Medical University of South Carolina (development and management of experiential education opportunities for student pharmacists and preceptor development and support; over 740 preceptors across more than 510 sites and clinical practices providing introductory and advanced pharmacy practice experiences for student pharmacists)



# Collaborations

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- Palmetto Poison Center (located within the college, provides poison management and toxicology services for the state of South Carolina)
- RAPID Alliance Medications 360 Study (multi-university research consortium)
- South Carolina Center for Rural and Primary Health care (multidisciplinary teaching, research, and service expanding training in rural health care settings)
- Peromyscus Genetic Stock Center (largest supplier of deer mice for medical research in the nation)
- Office of Continuing Education (provider of continuing education for health care providers around the state and beyond)

## Other Collaborations

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

- Palmetto Experiential Educational Program international collaborations include One World Health (sites in Uganda and Cost Rica for education of student pharmacists)
- Saudi Arabia National Embassy (partner supporting education of Clinical Pharmacy and Outcomes Sciences graduate student(s))



# Equity and Diversity Plan

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## Improve Under-Represented Minority (URM) Student Enrollment

The College of Pharmacy has been making concerted efforts to increase the number of underrepresented students within both our pre-pharmacy and Doctor of Pharmacy programs. These efforts have included:

- recruiting presentations by the College of Pharmacy at high schools in underserved areas;
- participation in career fairs around the state for school and districts where underrepresented students comprise a majority of the student body;
- utilizing South Carolina Area Health Education Centers as both a conduit for allowing College of Pharmacy representatives to speak to student influencers at events and for coordinating small group campus visits for students from underserved areas;
- exhibiting, judging, and providing presentations at the state and national Healthy Occupations Students of America meetings, where many underrepresented students who are interested in healthcare participate;
- intentional interviewing of both underrepresented individuals for our early assurance and Doctor of Pharmacy programs; and
- providing scholarships to the College of Pharmacy Carolina Masters Summer Camp.

Additionally, the college has begun to improve its website and social media in regards to Diversity, Equity, and Inclusion (DEI). The college's DEI Committee has developed framework for a DEI page on the website. Additional data is being gathered through research from other sites around the country. The committee aims to have this page active by the end of Summer 2022 in order to increase transparency and welcome underrepresented students. The committee has also been developing mechanisms to celebrate our underrepresented students' successes as well as specific populations during celebratory months of the year (i.e. Black History Month).

The college is having success regarding increasing underrepresented students within our Doctor of Pharmacy program. The percentage of underrepresented students that have enrolled in our College of Pharmacy has grown from 9.1% in 2017 to 17.42% in 2021. In order to continue this momentum, we plan to increase communication to high schools and colleges regarding the potential for visits from the college to encourage students to apply to the College of Pharmacy. We plan to pursue collaborations with historically black colleges and universities and other colleges across the state developing 2+2 or 3+2 degree programs and memorandums of understanding for guaranteed interviews. College faculty are presently pursuing funding from outside sources such as the National Association of Chain Drug Stores for DEI causes. If funded, this support will be utilized to help recruit underrepresented students. By showcasing our successes, we hope to raise additional funds through development which will be utilized to provide a greater number and larger amount of scholarships that can be provided to underrepresented students, in addition to our currently conducted initiatives.

## 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

# Equity and Diversity Plan

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identifying a diverse pool of candidates. Search committees 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. Many individuals, including department chairs and other administrators have attended the university's search committee training which focuses on practices that encourage underrepresented individuals to apply to faculty positions. The college's DEI committee is working on development of search committee best practices that can be followed by all search committees within the College of Pharmacy.

## Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

The College of Pharmacy engages in enhancing the outcomes of our pre-professional, professional and graduate students.

### Pre-Pharmacy Program

The college has an active pre-pharmacy program in which every pre-pharmacy student is assigned an advisor within the our Dean's Office Student Services staff. Students must meet individually with their advisor each semester, but an open door policy exists throughout the year. Advisors provide academic, admissions, and personal well-being advising to every pre-pharmacy student individually. Additionally, our college now provides resume and admissions workshops for these students to increase their competitiveness for the Doctor of Pharmacy application process. Many pharmacy exposure opportunities are offered free of cost to students where interaction and encouragement occurs between pre-pharmacy students and our faculty, advisors, and Doctor of Pharmacy students.

### Professional Program

Within the college, we train our Rho Chi members to serve as tutors. The Rho Chi organization 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 a tutoring program for the most challenging courses within the first professional year. Each Monday during the lunch hour, Rho Chi students offer free peer tutoring to individuals within the first year professional program. Students do not have to commit to attend in advance, which increases the ease by which students may participate. Tutorial plans are used which help students who participate succeed in pharmacy school.

Additionally, faculty reach out to students performing poorly on major exams throughout their courses during the semester with requests to meet and/or study tips. Each semester during midpoint, our senior associate dean meets with students who are not achieving passing grades at that time for advising on academic methods and resources. Our associate dean for student services reaches out to students who are referred that may be struggling personally in order to assure that they receive the appropriate resources from the college and university.

### Graduate Program

Retention efforts aimed at helping ensure success of graduate students in the College of Pharmacy include creation and review of Individual Development Plans. In the Department of Drug Discovery and Biomedical Sciences (DDBS), IDPs are required to be created and reviewed annually with the student's faculty mentor. Each student's academic record is reviewed by the graduate program director annually so that any issues can be identified and

# Equity and Diversity Plan

potentially rectified. In the Department of Clinical Pharmacy and Outcomes Sciences, the graduate program coordinator reviews each student's file each semester. Student academic progress is evaluated and the student meets with the program coordinator for advisement and to discuss their progress. All graduate students are encouraged to participate in social support opportunities including the college's graduate student organization, the university's graduate student organization and college-sponsored graduate program orientations and retreats. Retention and progression efforts have resulted in an average time to graduation of 4.3 years for graduate students within the College of Pharmacy. No premature departure of any graduate student was reported in the three years prior to the program's most recent formal review which was completed in 2020-2021.

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

Faculty in the college have strengthened the post-graduate education placement of our students. Currently, the college has a five-year match rate of approximately 79% for placing students in residency/post-graduate training compared to an approximately 65% national match rate. Students receive career mentoring, advising regarding curriculum vitae development, letter of intent composition, mock interview practice and coaching from residents and residency advisors.

The college continues to have a high employment rate with over 90% of students being employed within 6 months of graduation. The college cultivates this through our required career mentoring program where individuals representing all types of diversity speak to our students about potential career paths. We now hold a virtual career expo where individuals meet with many students to discuss their career paths, network, and form continued relationships that lead to students receiving internship and pharmacist job opportunities. The Kennedy Pharmacy Innovation Center offers programs to increase our students' business and entrepreneurial acumen. These include a formal business & entrepreneurial track, a career summit, and individual and small group projects where students make connections with individuals throughout the state.

### Graduate Program

Students earning graduate degrees from the college have a 100% post-graduation employment rate. The following table displays job placements following graduation for the program's most recent graduates:

<i>Career / Position Following Graduation</i>
Director of Bioinformatics, Hospital for Special Surgery Research Institute New York, New York
Postdoctoral Fellow, Northwestern University
Scientific Consultant at SciTek Lab LLC Columbia, South Carolina

# Equity and Diversity Plan

AIRC Postdoctoral Research Fellow, Candiolo Cancer Institute, IRCCS Candiolo Piedmont, Italy
Postdoctoral Fellow, Dana-Farber Cancer Institute and Harvard Medical School
Postdoctoral Research Fellow, Harvard Medical School / Brigham and Women's Hospital
Postdoctoral Fellow, University of Kentucky
Research Scientist, Integrated Micro-Chromatography Systems Columbia, South Carolina
Research Scientist, Integrated Micro-Chromatography Systems Columbia, South Carolina
Research Specialist II, Medical University of South Carolina
IBM Watson Health/Lead Research Analyst
Assistant Professor, University of Tennessee College of Pharmacy Memphis TN
Senior Associate at Health Industry, Advanced Analytics at PwC Washington, DC
Assistant Research Professor, Rutgers, The State University of New Jersey
Clinical Epidemiologist, CSL Behring King of Prussia, PA

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

The College of Pharmacy DEI Committee has become organized and intentional with specific objectives and goals. Individual efforts have been combined into group efforts through addition of individuals who work with alumni and communications onto the committee. The committee has been focused on developing a year-round plan to celebrate and recognize diversity amongst our students, faculty, and staff. This includes at least one major panel discussion during the academic year focusing on the pharmacist's role regarding a specific population. Last year, the focus was on Black History Month while this year it is Women in Pharmacy Month. Targeted social media efforts are being developed with this same concept of celebrating and educating specific populations during months of recognitions. The committee is working towards creation of a DEI site on our webpage as well as several surveys for the college of pharmacy as a whole to evaluate the climate and perception of DEI training in the curriculum.

Diversity, Equity, and Inclusion training has been incorporated into the Doctor of Pharmacy students' co-curriculum. All students are required to participate in specific DEI training offerings during each academic year. Student organizations have become very creative in development of these programs which are aimed at increasing the knowledge of students regarding specific populations with which they will work as pharmacists. Offerings organized by students have included a program focused on treatment and communication for the

# Equity and Diversity Plan

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hearing impaired community and a program focused on treatment and communication for the trans community. Another event, hosted by the Student National Pharmaceutical Association and co-sponsored by the Dean's Office, is "Safe Zone" training. This program aims to build safe space across campus by visibly identifying students, staff, and faculty who support a diverse population. Faculty have begun to incorporate these types of activities in the classroom as well, especially through interprofessional education efforts.

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 previously hosted approximately 100 participants. The college plans to hold this event each year.

With implementation of a Personal and Professional Development course series into the Doctor of Pharmacy curriculum, focused DEI training is being incorporated into each academic year. All Doctor of Pharmacy students begin their DEI education during a weeklong orientation prior to the start of the pharmacy program. A session focusing on individual perceptions and biases is held with discussion of the knowledge they obtain in this area prior to graduation will affect their future careers. The intentional focused education held annually in the Personal and Professional Development course builds on the foundation laid during orientation. Skills learned are applied during pharmacy practice experiences outside of the college. Our college's curriculum committee has been charged with determining the extent to which DEI education is included within our curriculum and is collaborating with the DEI committee on methods to increase this incorporation into the general curriculum. Our unit's diversity officer is part of a national committee charged with obtaining a landscape and best practices across the pharmacy academy that will be shared with colleges of pharmacy across the country. Our college plans to utilize this information to increase our DEI engagement throughout our students, faculty, and staff.

## **Improve The Sense Of Inclusion Amongst All University Community Members**

In addition to the events and activities described above, the DEI Committee is developing a reporting system where students, faculty, and staff may anonymously report any incidences of bias, mistreatment, or inappropriateness. This report will be sent to the college's diversity officer who will then work with administrators and others to fully investigate the issue and provide solutions. The college also has a robust number of screens placed around the college. These screens are now being used to advertise DEI events and social media efforts. The DEI committee is working toward identification of additional celebratory and educational items regarding DEI topics to be placed on these screens.

# Dashboard Metrics and Narrative

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## Metrics

### Student Information Narrative

While the Doctor of Pharmacy program enrollment for the college has been consistent in the 430s-440s reflective of the target class enrollment of 110 students within each of the four years of the program, the national trend among students pursuing pharmacy as a career has been in decline over the past decade. 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 class of 110 quality students each year very challenging. The college received 195 applications in 2020-2021 to fill 110 seats in Fall 2021 putting the application to seat ratio at only 1.7:1. With many students in the pool being underqualified for admission into this type of professional program, many schools/colleges have adjusted their enrollment goal to a lower number than their original seating capacity. Total enrollment of undergraduate, graduate, and professional students within the college has declined over the past three years (from 806 in 2019-2020, to 756 in 2020-2021, and to 733 in 2021-2022). It is possible that the College of Pharmacy will continue to see declining undergraduate enrollments. Further, the college may not be able to recruit and enroll a full class of 110 qualified Doctor of Pharmacy students. Should these trends continue, a negative impact to the financial health of the college is possible.

### Contribution (Per Student) Narrative

The contribution per student for the College of Pharmacy has increased over the course of the past three years from \$4,077.63 in 2019-2020 to \$4,233.53 in 2020-2021 and to \$4,814.16 (projected) in 2021-2022. The total participation fee that the college is paying to the university has not declined even though total enrollment of undergraduate, graduate, and professional students within the college has declined over this same time period (from 806 in 2019-2020, to 756 in 2020-2021, and to 733 in 2021-2022). In an effort to help improve the contribution per student, the college is expending considerable efforts in recruitment of qualified students for the undergraduate, graduate, and professional degree programs. An increase in total enrollment would allow the contribution required of the college to be offset by income generated from tuition and fees. Further, in an effort to assist the college with maintenance of a quality educational program for Doctor of Pharmacy students, a professional program fee has been proposed for consideration by the Board of Trustees. This fee would generate an additional \$218,500 for the college for necessities such as an electronic testing platform, a licensure examination preparation program, annual drug screening, and others.

### Model Allocations (Per Student) Narrative

It is projected that the college will receive \$216,961 in net funding by the end of Fiscal Year 2022. This represents a per student allocation of \$295.99. This is an increase for the college as, from Fiscal Year 2018 to Fiscal Year 2021, the college had been a contributor to, rather than a recipient of, net funding from other academic units. The college will continue efforts to recruit a diverse and qualified undergraduate and professional student body while also continuing efforts toward academic program innovation, growth of the graduate program, and research/grant-funding.



# Dashboard Metrics and Narrative

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## Faculty Information Narrative

Over the past 4 years, the number of faculty members within the college have increased. Many of these new hires were part of a hiring plan approved by the Provost's Office following the college's Accreditation Council for Pharmacy Education (ACPE) 2017 site visit. During the site visit, ACPE noted that the college had not replaced six positions that were vacated within the previous five years. 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 five year period prior to the recent ACPE site visit, the number of faculty and corresponding salary costs are closer to zero balance.

As of present day, the college has the equivalent of 50 full-time faculty in addition to a number of clinical instructors as well as adjunct and affiliate faculty. Of these 50 full-time equivalent positions, 47 are actively engaged in delivery of the Doctor of Pharmacy curriculum teaching at least three hours of content. Seven faculty lines are open at this time and one faculty departure is imminent in May 2022. Two new faculty have signed offer letters and will join the college on June 1, 2022. As of that time, for the professional program, the student (n=437) to teaching faculty (n=48) ratio will be 9.1:1, just below the target 10:1 ratio set by our accrediting body. Workload remains a critical challenge particularly for faculty, particularly for those with clinical service and administrative responsibilities. Thus, the college will continue its efforts toward recruitment of quality faculty to fulfill its remaining six open lines.

## Credit Hours Taught Narrative

Given the team taught nature of the majority of our Doctor of Pharmacy coursework, it is difficult to determine the true credit hours taught for a given faculty member via centralized means. Annual reports, which are required of faculty, allow the department chairs to gather meaningful data about the amount of time faculty spend engaged in teaching. Within the Clinical Pharmacy and Outcomes Sciences (CPOS) Department, in 2020-2021, faculty reported teaching over 4,000 didactic hours and precepting 161 pharmacy students and 32 pharmacy residents. The average hours taught per CPOS faculty member in the classroom during 2020-2021 was 118 and the average number of clinical hours taught per CPOS faculty member was 17.9 hours per week. During 2020-2021, faculty within the Drug Discovery and Biomedical Sciences (DDBS) department reported teaching a total of 539 lecture hours. The DDBS faculty also enrolled and oversaw the education of 29 graduate students during 2020-2021 while also mentoring a number of undergraduate, Doctor of Pharmacy, masters program, and post-doctoral researchers within their laboratories.

## College/School Financial Information Narrative

The College of Pharmacy has continued to utilize most of its revenue for growth, specifically in personnel. This endeavor was not only needed of our college to meet its teaching needs, but it was also required by our accreditation agency. For several years, we have been understaffed with open vacant lines. Over the past two year, the college has been successful in hiring a number of necessary individuals to help achieve its teaching and research goals. The college has been successful in limiting its expenses outside of personnel to help focus on filling these positions. Examples of cost savings include more judicious spending on supplies and equipment, appropriation of research expenditures to faculty grants, and a pandemic-related decrease in faculty travel. Faculty have also been successful in terms of extramural funding, bringing in over \$6,000,000 to the college and university in Federal Fiscal Year 2021. The

# Dashboard Metrics and Narrative

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recurring costs of funding and retaining quality personnel causes concern. At the rate we are spending for full-time employee positions, the college is at risk for a net revenue decline in the future. While the college has accomplished savings in key areas, additional assistance from central administration could be key to helping the unit retain its high-performing faculty and maintain a positive trajectory.

## Student Outcomes Narrative

The College of Pharmacy is a professional degree program that awards the Doctor of Pharmacy degree to students who successfully complete the degree requirement. The undergraduate degree awarded by our college, the Bachelor of Science in Pharmaceutical Sciences (BSPS), can only be completed by students enrolled in the Doctor of Pharmacy degree program following the completion of the second professional year. Thus, our employment and student debt information are both a reflection of graduates of the Doctor of Pharmacy degree, rather than an undergraduate degree, since the number of students who do not finish the Doctor of Pharmacy degree following the BSPS is trivial. Over 90% of the college's Doctor of Pharmacy graduates report being employed within 6 months of graduation. Of those who report student debt information to the college, 72% of the college's graduates report finishing with debt of \$125,000 less and 30% report student debt of \$50,000 or less.

The college strives to enhance the success of our students through our required career mentoring program where individuals representing all types of diversity speak to our students about potential career paths. We now hold a virtual career expo where individuals meet with many students to discuss their career paths, network, and form continued relationships that lead to students receiving internship and pharmacist job opportunities. The Kennedy Pharmacy Innovation Center offers programs to increase our students' business and entrepreneurial acumen. These include a formal business & entrepreneurial track, a career summit, and individual and small group projects where students make connections with individuals throughout the state.

## HERD Research Expenditures Narrative

The College of Pharmacy continues to “punch above its weight class” with research funding in excess of \$6,000,000 for Federal Fiscal Year 2021 despite the unit's relatively small faculty size. This represents an increase of more than \$500,000 in grant funding from the year prior. Current research funding places the college substantially ahead of our South Carolina peers, and it is anticipated that the college will rank either fourth or fifth in the Southeastern Conference among colleges of pharmacy in terms of research funding. Research expenditures contribute to the revenue of the college in the form of indirect costs from federal funds and in salary offset for those faculty who expend substantial time and effort on extramural awards. The college continues to aggressively promote the pursuit of extramural funding to further its research mission. Yearly metrics of all extramural funding are tracked and reported each January to the American Association of Colleges of Pharmacy for collation and comparison with the college's peer and peer aspirant programs.

## Other Information Narrative



# Concluding Remarks

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## Quantitative Outcomes

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

It should be noted that particular metrics generated as quantitative data can be difficult to interpret for the College of Pharmacy given the unique nature of our program, a professional degree program that does not require a prior degree for entry. The college has an undergraduate component to our program, but the bachelor's degree the college awards requires entry to the professional program for completion and the bachelor's degree is not required, nor is it sufficient, for a graduate to become a licensed pharmacist. Also, the American Association of Colleges of Pharmacy cannot be expected to interpret program faculty to include those not teaching and mentoring students within the professional program. Thus, the student to faculty ratio for the Doctor of Pharmacy program should be interpreted carefully and with this important consideration in mind.

## Cool Stuff

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

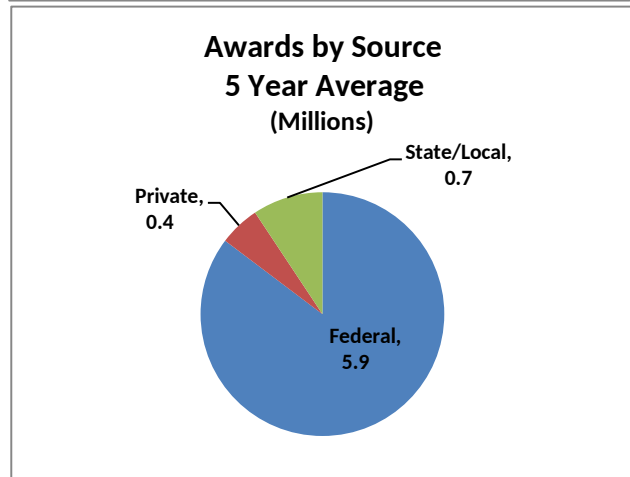
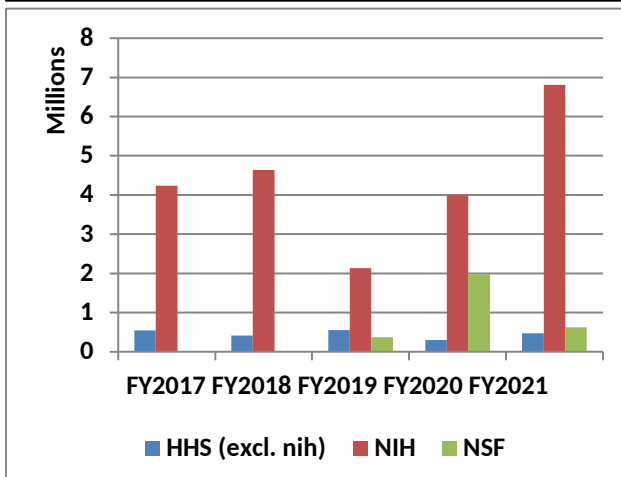
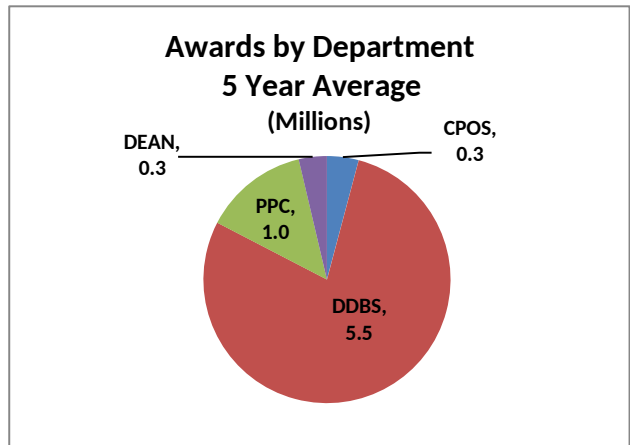
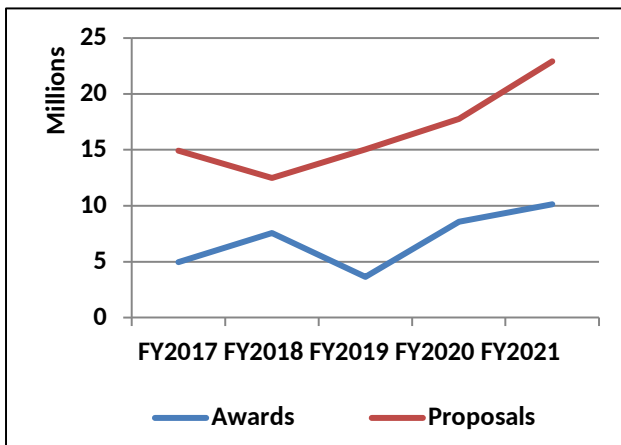
This year, and for the first time ever, a team of faculty representing each of the two departments within the college collaborated and were awarded a 5-year grant from the National Institutes of Health totaling \$2.1 million to study HIV and substance use disorder. College of Pharmacy faculty work incredibly well together for the overall benefit of the college and this is just one example of the excellent outcomes which result from the wonderful team of scientists and clinicians we have working and collaborating together here.

## Appendix A. Research & Scholarly Activity

# Office of Research IT and Data Management Office

## SC College of Pharmacy Summary of Awards

SAM ACTIVITY	FY2017	FY2018	FY2019	FY2020	FY2021	% Change (Avg. 17-20) & 2021
<b>Division Award Totals</b>	<b>4,960,283</b>	<b>7565,690</b>	<b>3,644,847</b>	<b>8,567,305</b>	<b>10,129,825</b>	<b>63.8</b>
<b>Unit Totals</b>						
Clinical Pharmacy and Outcomes Sciences	529,823	450,392	78,267	29,999	355,361	30.6
Drug Discovery and Biomedical Sciences	3,761,545	6,628,478	2,686,415	7,177,882	7,106,847	40.4
Palmetto Poison Center	413,474	279,385	830,747	1,135,215	2,126,020	219.8
Dean & Graduate Program	255,441	207,435	49,418	224,211	541,597	194.1
<b>Source</b>						
Federal	4,785,229	7,136,057	3,055,706	6,849,481	7,910,597	45.0
Private	174,226	429,633	179,141	897,826	199,488	(52.5)
State/Local	828	0	410,000	820,000	2,019,740	556.4
<b>Proposals</b>						
Submissions	75	53	65	64	87	35.4
Dollars Requested	14,914,760	12,429,034	15,031,367	17,769,479	22,913,938	52.2



## COLLEGE OF PHARMACY

	<b>Invention Disclosures</b>	<b>Provision al Patent Applications</b>	<b>Non- Provision al Patent Applications</b>	<b>Issued Patents</b>
<b>TOTALS:</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>6</b>
Department Breakdown				
Drug Discovery & Biomedical Sciences	(ID no. 1487, 1513, 1514, 1516, 1517, 1521, 1524, 1531)	(ID no. 1338, 1428, 1487, 1517, 1524, 1531)	(ID no. 881, 1317, 1352, 1409, 1465 <i>(shared with SOM/Pathology, Microbiology &amp; Immunology)</i> , 1472, 1479 (PCT), 1479 (Utility))	(ID no. 1130, 1150 <i>(shared with SOM/Pathology, Microbiology &amp; Immunology)</i> ), 1169, 1211 <i>(shared with SOM/Pathology, Microbiology &amp; Immunology)</i> , 1315, 1352)