



Faculty Handbook

2008-2009

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Figure 1: Functional Organizational Chart - SOM

Figure 2: Functional Organizational Chart – Medical Education

INTRODUCTION

Welcome to the University of South Carolina (USC) School of Medicine (SOM). As a SOM faculty member, your role in assuring that the SOM fulfills its three-fold mission of “improving the health of the people of the state of South Carolina through the development and implementation of programs for medical education, research, and the delivery of health care” is crucial. This handbook was written to orient you to the SOM’s organization, policies, and functioning; to answer questions that may arise during the course of your daily educational, clinical, and research activities, and to serve as a reference guide to other sources of useful information for SOM faculty members.

UNIVERSITY OF SOUTH CAROLINA

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

Its renaissance began in earnest at the end of World War II. Since 1951 its student population has increased from 3,000 to its current size of more than 27,000. The University attracts students from throughout the state and nation, as well as from over 100 countries.

The historic Horseshoe, the original campus of the University, is surrounded by restored 19th-century buildings listed on the National Register of Historic Places. By contrast, the remainder of the campus is composed of contemporary facilities.

Today, the University of South Carolina is one of the most progressive and intellectually exciting institutions in the Southeast. The University offers 67 programs of study leading to the bachelor’s degree. Master’s degrees are offered in 31 disciplinary areas and the Ph.D. degree in 6, as well as professional doctorates in medicine, law, and pharmacy.

In recent years, outside support of research and sponsored programs topped \$185 million. The University’s endowment exceeds \$ 438 million.

USC Motto. The USC motto is “Emollit mores nec sinit esse feros.” The motto is translated as follows, “learning humanizes character and does not permit it to be cruel.”

The Carolinian Creed. The community of scholars at USC is dedicated to personal and academic excellence. Choosing to join the community obligates each member to a code of civilized behavior.

As a Carolinian...

*I will practice personal and academic integrity; I will respect the dignity of all persons;
I will respect the rights and property of others; I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development.*

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

Rule of Academic Responsibility. Students enrolled in the SOM adhere to the USC Rule of Academic responsibility, as follows:

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

SCHOOL OF MEDICINE

USC SOM Mission. The mission of the USC SOM is to improve the health of the people of the state of South Carolina through the development and implementation of programs for medical education, research, and the delivery of health care

USC SOM History. To improve health care for the citizens of the state, planning for the establishment of the SOM began in the late 1960s. In 1973, the South Carolina Commission on Higher Education (CHE) and the State Legislature authorized USC to apply for a grant from the Veterans Administration (VA) to assist in the development of the medical school; the grant was approved in 1974.

Faculty recruitment and curriculum planning began in 1975; in 1976, the SOM received provisional accreditation from the Liaison Committee on Medical Education (LCME) of the American Medical Association and the Association of American Medical Colleges. In February 1977, the SOM was granted approval for the fall 1977 admission of the first class of 24 medical students.

The Charter Class graduated in May 1981, at which time the SOM was fully accredited by the LCME. Medical student class size has tripled since the entrance of the first class, and approximately 300 medical students are enrolled in the four-year program.

The SOM's educational programs were further augmented by the establishment of the Ph.D. program in Biomedical Science in 1981, the M.S. program in Genetic Counseling in 1985, the Master's of Nurse Anesthesia program in 1994, and the M.S. program in Biomedical Science in 1998. USC's Master's of Rehabilitation Counseling program was transferred to the SOM in 1994. Residency programs in emergency medicine, dental medicine, family practice, internal medicine, obstetrics and gynecology, ophthalmology, orthopaedic surgery, pediatrics, psychiatry, and surgery are co-sponsored with the Palmetto Health and the Dorn Veterans Administration Medical Center. A residency program in preventive medicine and fellowships in medical and psychiatric specialties are offered by individual SOM departments.

The SOM's basic science campus, consisting of fully renovated historic buildings, is located four miles from the USC-Columbia campus. The complex provides teaching and research facilities that are unexcelled nationally. Most clinical departments are located on the rapidly expanding campus at Richland Medical Park in central Columbia. Affiliated hospitals include the Dorn Veterans Administration Medical Center (DVAMC), the Palmetto Health (PH) including the Palmetto Health Richland and Palmetto Health Baptist, the South Carolina Department of Mental Health (SCDMH), the Greenville Hospital System (GHS), and the eight teaching hospitals affiliated with the South Carolina Area Health Education Consortium (AHEC). USC Model Rural Medical Education Centers are located in Winnsboro, Kershaw, and Bennettsville, South Carolina.

In 1991, the SOM's affiliation with the Greenville Hospital System (GHS) was enhanced to provide the opportunity for completion of core third- and fourth-year clerkships and rotations at that facility for students interested in completing their medical educations in upstate South Carolina.

The SOM has become a national leader in primary care medical education. The SOM also collaborates closely with state agencies involved in health service delivery, sponsors research focused primarily on South Carolina health care needs, and provides a wide range of clinical care services to South Carolinians.

The SOM is reaccredited every seven years by the LCME following a week-long site visit and extensive programmatic review. The LCME also monitors progress at the SOM by means of annual questionnaires. The full text of the LCME accreditation standards can be found at the LCME website: <http://www.lcme.org>.

Guiding Principles. The medical education program in the SOM is conducted in accordance with a set of guiding principles. These principles, as follows, are based upon a commitment to meeting societal expectations regarding the attributes of practicing physicians and can be used as a screen for periodic review and renewal of the medical education program. The educational program in the SOM shall:

- Be centrally coordinated by the Curriculum Committee.
- Foster interdisciplinary and interdepartmental collaboration.
- Promote curricular flexibility.
- Respond to changing societal needs and conditions.
- Recognize students' individual talents, interests, and needs.
- Foster students' abilities to be independent and life-long learners.
- Promote a cooperative, collegial, and mutually respectful environment.
- Prepare students for the ethical challenges of medical practice.

Program Objectives. A set of coherent and comprehensive objectives has been established for the medical education program in the SOM. The educational program in the SOM shall:

- Ensure the horizontal and vertical integration of basic and clinical sciences.
- Promote students' mastery of both scientific and clinical knowledge.
- Provide an understanding of the biopsychosocial model of health care.
- Ensure the modeling of cost-effective, evidence-based medicine to students.
- Encourage students' personal and professional development.
- Foster team-building through student self and peer evaluation.
- Foster students' acquisition of necessary clinical, communication, and problem-solving skills.
- Utilize a variety of learning formats.
- Provide a variety of clinical settings with diverse patient populations.
- Nurture students' collaboration with other health care team members.
- Set appropriate and realistic performance standards for students.
- Utilize both formative and summative evaluation methods for students.
- Increase the use of competency-based student assessments.
- Promote students' interest in scientific exploration.
- Provide a range of elective opportunities for students.
- Educate generalist physicians who are potentially eligible for practice in South Carolina.
- Prepare altruistic, knowledgeable, skillful, and dutiful physicians.
- Graduate physicians who attend equally well to all aspects of health care.

Guidelines for Conduct in Teacher/Learner Relationships.

I. Statement of Philosophy

The University of South Carolina School of Medicine is committed to fostering an environment that promotes academic and professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviors which can undermine the important mission of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and learners bear significant

responsibility in creating and maintaining this atmosphere, teachers also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. Teachers must be ever mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.

II. Responsibilities in the Teacher/Learner Relationship

A. Responsibilities of Teachers

1. Treat all learners with respect and fairness
2. Treat all learners equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
3. Provide current material in an effective format for learning.
4. Be on time for didactic, investigational, and clinical encounters.
5. Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.

B. Responsibilities of learners

1. Treat all fellow learners and teachers with respect and fairness.
2. Treat all fellow learners and teachers equally regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
3. Commit the time and energy to your studies necessary to achieve the goals and objectives of each course.
4. Be on time for didactic, investigational, and clinical encounters.
5. Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner.

III. Behaviors Inappropriate to the Teacher-Learner Relationship

These behaviors are those which demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of such behaviors, certain actions are clearly inappropriate and will not be tolerated by the institution. These include, but are not limited to, the following:

- unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same;
- sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner's academic progress) or harassment based on age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- loss of personal civility including shouting, personal attacks or insults, displays of temper (such as throwing objects), use of culturally insensitive language;
- discrimination of any form including in teaching and assessment based upon age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation;
- requests for another to perform inappropriate personal errands unrelated to the didactic, investigational, or clinical situation at hand;
- grading/evaluation on factors unrelated to performance, effort, or level of achievement.

IV. Avenues for Addressing Inappropriate Behavior in the Teacher/Learner Context

A. Learners' Concerns

Learners may address situations in which they feel that they have been the object of inappropriate behavior at various levels. At the most basic level, the most effective way to handle a situation may be to address it immediately and non-confrontationally. Oftentimes, a person is simply unaware that his/her behavior has offended someone, or even if aware, will correct the behavior appropriately if given the opportunity to do so in a way that is not threatening. The way to raise such an issue is to describe the behavior factually ("When you said...") describe how the behavior made you feel ("I felt..."), and state that the behavior needs to stop or not be repeated ("Please, don't do that again.")

Sometimes, such a request is not successful, or the person repeats the behavior, or the learner does not feel comfortable speaking directly to the teacher about his/her behavior. In those cases, it may be helpful to discuss the behavior with course/clerkship directors, laboratory mentors, program directors or department chairs. Students may also elect to speak to any one of the Assistant Deans or the Associate Dean in the Office of Medical Education and Academic Affairs, the Assistant Dean for Minority Affairs, the Director of Student Services, or one of the School of Medicine's three Ombudspersons for informal advice and counsel about these issues. These individuals may offer additional suggestions for resolving the matter informally, such as, for example, speaking to the individual on the learner's behalf or on behalf of an entire class, raising the general issue in a faculty meeting, assisting the learner with writing to the individual teacher or even direct intervention to get the behavior to stop.

If no satisfactory resolution is reached after these discussions or the learner does not feel comfortable speaking to these individuals, he/she may bring the matter formally to the attention of the School of Medicine administration. The avenues for this more formal reporting vary depending upon the status of the reporting individual. In either case the learner always has the option of submitting a formal complaint to the University's Student Grievance Committee through the procedure outlined in the *Carolina Community*. (Website link below)

<http://www.sa.sc.edu/carolinacommunity/housing.htm#Grievance%20Policy%20-%20Non-Academic>

1. If the person reporting the behavior is a medical student:

The student should speak with the Director of Student Services, the Associate Dean for Medical Education and Academic Affairs, or one of the school's Ombudspersons.

2. If the person reporting the behavior is a graduate student or MD/PhD student pursuing their graduate studies:

The student should speak with the Director of Student Services or the Director of the Graduate Studies Program.

B. Teachers' Concerns

If a teacher feels that a learner has engaged in inappropriate behavior, it is likewise most effective to address the situation immediately and non-confrontationally. If the matter is not resolved satisfactorily, the teacher should contact the course/clerkship director, program director, or laboratory mentor to discuss the matter. If the teacher wishes to

make a formal allegation of misconduct, they should contact the following members of the administration:

1. If the matter involves a medical student, contact one of the Assistant or Associate Deans in the Office of Medical Education and Academic Affairs;
2. If the matter involves a graduate student, contact the Director of the Graduate Studies Program.

These allegations will be handled on an individual basis by the appropriate School of Medicine official in consultation with the Dean and where applicable according to established School of Medicine and University policies.

V. Procedures for Handling Allegations of Inappropriate Behavior in the Teacher/Learner Context

- A. Upon being notified of alleged inappropriate behavior, the Associate/Assistant Dean or Program Director will notify the Dean and other appropriate senior administration officials in a written report within 5 business days of the allegation.

If the complaint is lodged against a faculty member, other than those matters referred to the Office of Equal Opportunity Programs, the matter will be handled by the Dean in consultation with the appropriate Associate Dean and Department chair and, where established, the appropriate School of Medicine and University policies. The Dean may also choose to appoint an ad hoc committee to investigate the complaint.

- B. If the behavior involves unlawful discrimination or sexual or other forms of unlawful harassment, the matter will be referred to the Office of Equal Opportunity Programs and be handled through University policies established for that office. The student may also directly contact that office.
- C. If the behavior involves unwanted physical contact or other forms of violent or threatening acts, the matter may be referred to the University's campus police or appropriate hospital security.
- D. The School of Medicine is committed to the fair treatment of all individuals involved in this process. All efforts will be made to maintain the confidentiality of the resolution process to the extent possible and subject to the overriding concern of a prompt fair investigation and/or resolution of the complaint.
- E. The School of Medicine will not tolerate any form of retaliatory behavior toward learners who make allegations in good faith. Individuals who believe that action has been taken against them in retaliation for raising concerns under this policy, may address those concerns through the procedures described in this policy or through the Student Grievance Committee.
- F. Records of all communications as well as written reports of the Associate/Assistant Deans, Program Directors, and any ad hoc committee (if formed) will be kept in the Dean's Office.

- G. If it is determined that the allegations from the complainant were not made in good faith, the student will be referred for disciplinary action to the Student Academic Responsibility Committee.

FACULTY

All individuals who participate in the education of SOM medical and graduate students are considered SOM faculty. As of October 2008, there is a total of 1194 SOM faculty members. Several designations are commonly used to describe SOM faculty.

Basic Science and Clinical Science Faculty. One common differentiation among SOM faculty members is between “basic science” and “clinical” faculty members. The majority of basic science faculty members hold their primary faculty appointments in one of the four SOM basic science departments: Cell Biology and Anatomy; Pathology, Microbiology, and Immunology; Pharmacology, Physiology, and Neuroscience; and the Biochemistry Section of the USC Department of Chemistry and Biochemistry. These basic science faculty members teach primarily in the first two years of the medical school curriculum and in SOM graduate programs. In addition, however, some SOM clinical departments also employ faculty members who are actively involved in SOM clinical, research, and educational programs.

The majority of “clinical” faculty members hold their primary faculty appointments in one of the nine SOM clinical departments: Family and Preventive Medicine, Internal Medicine, Neuropsychiatry and Behavioral Science, Pediatrics, Obstetrics and Gynecology, Ophthalmology, Orthopaedic Surgery, Radiology, and Surgery. These clinical science faculty members provide clinical services at SOM-affiliated hospitals and agencies in Columbia, Greenville, and other sites in South Carolina, while simultaneously providing clinical instruction to SOM medical students and to residents in SOM-affiliated residency training programs. Many clinical science faculty members also participate in clinical research activities and provide instruction in the first- and second-year SOM Introduction to Clinical Medicine (ICM) course continuum and in clinical correlations to SOM basic science courses.

USC-Salaried, Hospital-Salaried, and Private Practice Faculty Members. SOM faculty members also fall into three categories: those salaried by USC, those salaried by SOM-affiliated hospitals, and those whose income derives from private clinical practice and other sources. The contributions of all three types of faculty members are essential to the SOM educational program. Another common differentiation among USC-salaried faculty members is between “tenure-track” and “non-tenure-track” faculty.

USC-Salaried Faculty Members. USC-salaried faculty members can be either tenure-track or non-tenure-track faculty. Tenure-track faculty members must meet SOM-determined criteria in the areas of teaching, research/scholarly activity, and service/patient care prior to making application for tenured status and/or for promotion to Associate Professor or Professor status at USC. Once tenured, these faculty members become permanent USC employees, although they are subject to post-tenure review policies. Non-tenure-track, USC-paid faculty members are salaried, on a full-time or part-time basis, on an annual contractual basis; they participate in a SOM-determined promotion process, but not in the USC promotion and tenure application process.

USC-salaried faculty members are subject to the USC policies and procedures contained in *The Faculty Manual*; the full text of *The Faculty Manual* can be found at: <http://www.sc.edu/policies/facman/fmhome.html>,

Hospital-Salaried Faculty Members. Faculty members can also be paid by SOM-affiliated hospitals (e.g., PH, SCDMH, DVAMC, and GHS,). These faculty members are subject to the policies and procedures of the hospital by which they are salaried, and they participate in the same SOM-determined appointment and promotion process applicable to USC-salaried, non-tenure-track faculty.

Volunteer Faculty Members. “Volunteer” faculty members are those in private practice or employed by agencies or institutions not formally affiliated with the SOM and who participate in SOM educational programs as guest lecturers, community preceptors, and fourth-year elective directors without financial recompense from the SOM. Appointment and promotion of “volunteer” faculty are determined by department-specific procedures.

APPOINTMENT, PROMOTION, AND/OR TENURE PROCEDURES AND CRITERIA

Tenure and Promotion Procedures and Criteria for Tenure-Track Basic Science and Clinical Faculty. Consistent with the policies and procedures of *The Faculty Manual*, the SOM revised its Tenure and Promotion Procedures and Criteria for Tenure-Track Clinical Faculty (19 March 1999) and its Tenure and Promotion Procedures and Criteria for Tenure-Track Basic Science Faculty (2 May 2000). These documents received approval from the USC Committee on Tenure and Promotion. The Tenure and Promotion Procedures and Criteria for Tenure-Track Basic Science Faculty are currently under review. These documents outline annual procedures related to applications by faculty in SOM basic science or clinical departments for promotion and/or tenure, as well as criteria in the areas of teaching, research/scholarly activity, and service/patient care for promotion to the rank of Associate Professor or Professor and/or tenure at the rank of Associate Professor or Professor. Copies of these documents can be obtained from the appropriate department chair or from personnel in the Office of the Dean.

Criteria for Tenure of Librarians in the SOM. The SOM has adopted criteria in the areas of excellence of performance, scholarly ability, effectiveness of service to the institution and community, and professional growth for tenure as a medical librarian in the SOM; these criteria were rewritten on 21 May 2001 and received approval from the USC Committee on Tenure and Promotion. A copy of these materials can be obtained from the Director of Library Services or from personnel in the Office of the Dean.

Appointment and Promotion Procedures and Criteria for Non-Tenure Track Clinical Faculty. The SOM adopted, on 1 July 1999, revised Appointment and Promotion Procedures and Criteria for Non-Tenure-Track Clinical Faculty. This document outlines procedures for initial appointment of non-tenure-track faculty to clinical SOM departments and procedures and criteria in the areas of teaching, research/scholarly activity, and service/patient care for promotion of non-tenure-track faculty in SOM clinical departments to the rank of Associate Professor or Professor. A copy of this document can be obtained from the appropriate department chair or from personnel in the Office of the Dean.

Appointment and Promotion Procedures and Criteria for Non-Tenure Track Clinical Faculty Greenville Hospital System University Medical Center Campus. The SOM adopted in January 2005, Appointment and Promotion Procedures and Criteria for Non-Tenure-Track Clinical Faculty Greenville Hospital System Campus. This document outlines procedures for initial appointment of non-tenure-track faculty to clinical GHS departments and procedures and criteria in the areas of teaching, research/scholarly activity, and service/patient care for promotion of non-tenure-track faculty in GHS clinical departments to the rank of Associate Professor or Professor. A copy of this document can be obtained from the appropriate department chair or from personnel in the Office of the Dean.

Appointment, Reappointment, and Promotion Procedures for Volunteer Faculty. The SOM adopted, on 11 January 2000, revised Appointment, Reappointment, and Promotion Procedures for Volunteer Faculty. This document outlines procedures for initial appointment, reappointment, and promotion of volunteer SOM faculty members who are not salaried by the SOM or its affiliated institutions. A copy of this document can be obtained from the appropriate department chair or from personnel in the Office of the Dean.

ADMINISTRATIVE STRUCTURE

The administrative organization of the school is illustrated in Figure 1. The Dean is the medical school's chief academic and administrative officer; the Dean serves concurrently as the Vice President for Medical Affairs at USC. The responsibilities of USC deans are outlined in *The Faculty Manual*. The Dean is assisted by associate deans in each of the following areas: Basic Science, Clinical Affairs, Clinical Research and Special Projects, and Medical Education and Academic Affairs. The duties formerly performed by the Associate Dean for Administration and Finance are currently performed by the Director of Budgets, Finances, Facilities Services, and Research Administration and the Chief Operating Officer for University Specialty Clinics and Clinical Affairs. In addition, there are seven assistant deans: Preclinical Curriculum, Clinical Affairs, Clinical Curriculum, Clinical Assessment, Continuing Medical Education, Medical Humanities, and Minority Affairs. Department chairs are responsible to the Dean for the educational, clinical, and scholarly activities of faculty members in their department. The responsibilities of USC department chairs are outlined in *The Faculty Manual*. The functioning of the medical school is also assisted by 43 faculty, administrative, and advisory committees and subcommittees (see SOM Committees, below) that oversee the necessary functions of the institution; in general, these committees are advisory to the Dean.

Administrative Goals. The SOM has adopted the following broad administrative goals for 2008-2009

1. Upgrade computer and communications resources in the USCSOM.
2. Upgrade USC SOM Clinical Facilities.
3. Expand fundraising activities in the SOM.
4. Increase foundations/corporations giving to the SOM.
5. Increase planned giving to the SOM.

Administration

Vice President for Medical Affairs and Dean

Donald J. DiPette, M.D.

Office of the Dean, Building 3, DVAMC Campus, 733-3188

The SOM **Dean** also serves as USC **Vice President for Medical Affairs**. The Vice President for Medical Affairs and the Dean is responsible for the coordination of medical affairs for the University of South Carolina and for the organization and administration of all SOM programs and policies. The Office of the Dean also has responsibility for development and public affairs activities, as well as for Medical Humanities.

Associate Dean for Basic Science

Prakash Nagarkatti, Ph.D.

Office of the Dean, Building 3, DVAMC Campus, 733-3180

The **Associate Dean for Basic Science** is responsible for coordinating the multiple functions of the basic science departments and the Graduate Studies Program in the SOM.

Director, Graduate Studies Program
Richard C. Hunt, Ph.D.
Building 1, DVAMC Campus, 733-3218

Associate Dean for Clinical Affairs

O. Marion Burton, M.D.
Office of Clinical Affairs, 15 Medical Park, Suite 300, 255-3404

The **Associate Dean for Clinical Affairs** is responsible for developing clinical faculty practice activities in alignment with changing health care delivery systems.

Assistant Dean for Clinical Affairs
Lisa H. Bryant, M.D.
Office of Clinical Affairs, 15 Medical Park, Suite 300, 255-3443

The **Assistant Dean for Clinical Affairs** assists the Associate Dean for Clinical Affairs in developing clinical faculty practice activities and in the operation of the University Specialty Clinics.

Associate Dean for Clinical Research and Special Projects

Stanley D. Fowler, Ph.D.
Office of the Dean, Building 3, DVAMC Campus, 733-3331

The **Associate Dean for Clinical Research and Special Projects** is responsible for planning and coordination of clinical research programs and planning and development of special projects for the SOM.

Associate Dean for Medical Education and Academic Affairs

Richard A. Hoppmann, M.D.
Office of Medical Education and Academic Affairs, Building 3, DVAMC Campus, 733-1531

The **Associate Dean for Medical Education and Academic Affairs** is responsible for the SOM's education programs, including the operation of the Offices of Admissions and Enrollment Services, Curricular Affairs and Faculty Support, and Student Services.

Assistant Dean for Clinical Assessment
Nancy A. Richeson, M.D.
Building 3, DVAMC Campus 733-3367

The **Assistant Dean for Clinical Assessment** is responsible, in collaboration with the Assistant Dean for Clinical Curriculum, for coordination of SOM educational activities related to the development and mastery of clinical knowledge and skills by medical students and for multiple objective and subjective assessment activities to ensure that students have achieved the learning objectives established for them by SOM faculty members, including course and clerkship directors.

Assistant Dean for Clinical Curriculum
Joshua T. Thornhill, IV, M.D.
Building 3, DVAMC Campus, 733-3367

The **Assistant Dean for Clinical Curriculum** is responsible, in collaboration with the Assistant Dean for Clinical Assessment, for coordination of SOM educational activities related to the development and mastery of clinical knowledge and skills by medical students and for coordination of the SOM's clinical education program across SOM departments and campuses.

Assistant Dean for Preclinical Curriculum
Lynn K. Thomas, Dr.P.H.
Building 3, DVAMC Campus, 733-3367

The **Assistant Dean for Preclinical Curriculum** is responsible for coordination of SOM educational activities related to the development and mastery of basic science knowledge by medical students and for coordination of the SOM's preclinical education program across SOM departments.

Assistant Dean for Medical Education-GHS
Paul V. Catalana, M.D., M.P.H.
Office of Medical Student Services, GHS University Medical Center,
864-455-3510

The **Assistant Dean for Medical Education-GHS** is responsible for multiple educational components of the program as well as various aspects of student life in the SOM program at GHS.

Director of Student Services
Donald J. Kenney, Ph.D.
Building 3, DVAMC Campus, 733-3135

The **Director of Student Services** is responsible for multiple aspects of student life in the SOM, including advisement of student organizations, financial aid, counseling and referral of students with academic and non-academic problems, career counseling, residency application, and insurance issues.

Assistant Director of Student Services
Jerel Arceneaux
Building 3, DVAMC Campus, 733-3135

The **Assistant Director of Student Services** assists the Director of Student Services with various aspects of student life for students enrolled in SOM graduate programs and with financial aid.

Director of Enrollment Services/Registrar

Jeanette H. Ford, Ed.D.

Office of Admissions and Enrollment Services, Building 3, DVAMC Campus,
733-3325

The **Director of Enrollment Services/Registrar** assists the Associate Dean for Medical Education and Academic Affairs with the SOM application and admissions process and is responsible for certification of enrollment and graduation for current students and alumni, for student records, and for clerkship and elective scheduling.

Director of Medical Student Recruitment

James R. Stallworth, M.D.

Department of Pediatrics, 14 Medical Park, Suite 400, 434-7945

The **Director of Medical Student Recruitment** assists the Associate Dean for Medical Education and Academic Affairs with recruitment efforts for applicants to each year's entering class and with relationships with health professions advisors on undergraduate campuses in the state and region.

Director of Medical Student Health Service

Joshua Mann, M.D.

Department of Family and Preventive Medicine

Family Practice Center, 3209 Colonial Drive, 434-6116

The **Director of the Medical Student Health Service** is responsible for the development and implementation of health policies for medical students and for assisting students who have been injured or exposed during the course of their medical educations.

Director of Budgets, Finances, Facilities Services, and Research Administration

Jeffrey L. Perkins, C.P.A., C.I.A., C.H.F.P., M.B.A.

Office of the Dean, Building 3, DVAMC Campus, 733-3213

The **Director of Budgets, Finances, Facilities Services, and Research Administration** is the chief financial officer of the SOM and is responsible for planning and management of financial and business affairs and physical facilities.

Director of Library Services

Ruth A. Riley, M.S.

Medical Library Building, DVAMC Campus, 733-3353

Director of Information Technology

Lindsie Cone, M.D.

Office of Information Technology, Medical Library Building, B-103, DVAMC
Campus, 733-3341

Chief Operating Officer for University Specialty Clinics and Clinical Affairs

Alfred A. Dunn, M.B.A., M.P.A., C.P.M.E.

15 Medical Park, Suite 300, 255-3415

Associate Dean for the Greenville Hospital System University Medical Center

Jerry R. Youkey, M.D.

Greenville Hospital System University Medical Center, Greenville, South Carolina

The **Associate Dean for the Greenville Hospital System** is responsible for coordinating relevant medical education programs located at the Greenville Hospital System campus with the SOM.

Associate Dean for the Palmetto Health Alliance

James I. Raymond, M.D.

Palmetto Health Corporate Office, 1301 Taylor Street, 296-2152

The **Associate Dean for Palmetto Health** is responsible for coordinating relevant medical education programs located at the Palmetto Health Richland and Palmetto Health Baptist-Columbia campuses with the SOM.

Associate Dean for the Dorn Veterans Administration Medical Center

Alfred B. Boykin, M.D.

Dorn Veterans Administration Medical Center, 695-7982

The **Associate Dean for the Dorn Veterans Administration Medical Center** is responsible for coordinating relevant medical education programs located at the Dorn Veterans Administration Medical Center campus with the SOM.

Assistant Dean for Continuing Medical Education

Morris J. Blachman, Ph.D.

Office of Continuing Medical Education and Faculty Development, 15 Medical Park, Suite 100, 434-4211

The **Assistant Dean for Continuing Medical Education** is responsible for coordinating continuing medical education activities between the SOM and its affiliated hospitals and for aspects of the SOM faculty development program.

Assistant Dean for Minority Affairs

Carol L. McMahon, M.D.

Building 3, DVAMC Campus, 733-3319

The **Assistant Dean for Minority Affairs** is responsible for planning and implementation of programs to increase the proportion of under-represented minority students, residents, and faculty members in the SOM and for community relations.

Senior Director of Development

Mechelle English

Office of the Dean, Building 3 DVAMC Campus, 733-1567

The **Senior Director of Development** is responsible for planning and implementing overall fundraising, alumni relations, and public recognition of the SOM.

Director of Legal Affairs

Linda T. Moore, J.D.

Office of Legal Affairs, 15 Medical Park, Suite 300, 255-3432

The **Director of Legal Affairs** is responsible for providing legal advice and counsel to the Dean and the clinical faculty and staff regarding activities of the SOM clinical departments and University Specialty Clinics.

Director of Medical Humanities**George Khushf, Ph.D.**

USC Institute for Public Service and Policy Research, 1600 Hampton Street, Suite 407, 777-7371

The **Director of Medical Humanities** is responsible for developing and implementing the SOM Vertical Curriculum in Bioethics and Professionalism and for supervising the activities of the USC Center for Bioethics.

SOM Ombudsperson – M-I and M-II Students**Richard L. Goodwin, Ph.D.**Department of Cell Biology and Anatomy
Building 1, DVAMC Campus, 733-3313**SOM Ombudsperson – M-II and M-III Students****Robin B. Welsh, M.D.**Department of Pediatrics
14 Medical Park, Suite 400, 434-7945**SOM Ombudsperson – GHS Students****Julius E. Roberson, Jr., M.D.**GHS University Medical Center
864-455-7884

The **SOM Ombudspersons** are empowered to receive and investigate reports of mistreatment in a completely confidential manner, to mediate between the parties involved, and, in the event mediation is not successful, to make recommendations directly to the Dean regarding appropriate resolution of any complaint.

Department Chairs

Chair, Department of Cell Biology and Anatomy

Joseph Janicki, Ph.D.

Chair, Department of Family and Preventive Medicine

Elizabeth G. Baxley, M.D.

Chair, Department of Internal Medicine

Shawn A. Chillag, M.D.

Chair, Department of Neuropsychiatry and Behavioral Science

Richard K. Harding, M.D.

Chair, Department of Obstetrics and Gynecology

Janice L. Bacon, M.D.

Chair, Department of Ophthalmology

Richard M. Davis, M.D.

Interim Chair, Department of Orthopaedic Surgery

John J. Walsh, M.D.

Chair, Department of Pathology and Microbiology

Mitzi Nagarkatti, Ph.D.

Chair, Department of Pediatrics

C. Caughman Taylor, M.D.

Chair, Department of Pharmacology, Physiology, and Neuroscience
Marlene A. Wilson, Ph.D.

Chair, Department of Radiology
Francis H. Neuffer, M.D.

Chair, Department of Surgery
Richard M. Bell, M.D.

Director, Medical Biochemistry
James M. Sodetz, Ph.D.

COMMITTEES

Authority. Except as otherwise required by USC regulations and policies (e.g., the Student Academic Responsibility Committee), all SOM committees and subcommittees are advisory to the Dean and operate in accord with the policies and procedures contained in *The Faculty Manual*.

Nomination/election process. The Faculty Representation Committee is responsible for developing and administering the procedures for nomination and election of faculty members to SOM committee and subcommittee places designated for elected members. The Faculty Representation Committee also advises the Dean on the selection of faculty members for committee and subcommittee places designated for appointees. It is expected that each faculty member under consideration for nomination for an elected committee and subcommittee position will, prior to the election, discuss his/her nomination with the chair of his/her department.

Voting privileges. Consistent with the policies and procedures of *The Faculty Manual* for operation of USC colleges, schools, and departments, all faculty, students, administrators, and non-faculty SOM staff members who are members of SOM committees and subcommittees, whether elected, appointed, or ex-officio, are eligible to vote unless otherwise specified. Consultants and other individuals specifically identified as staff to committees and subcommittees are not eligible to vote on SOM committees and subcommittees.

Selection of student members. At the mid-point of the spring semester, the Director of Student Services sends each enrolled medical student a memorandum in which student self-nominations for service on SOM committees and subcommittees for the next academic year are sought. The Director of Student Services, in consultation with other personnel in the Office of Medical Education and Academic Affairs, assesses each interested student's eligibility for service, as well as his/her area of personal interest and ability and his/her willingness to serve prior to informing the Dean of eligible nominees. The Dean then selects student members of committees and subcommittees from the list of eligible nominees. To be eligible to serve on SOM committees and subcommittees, a student must be currently enrolled and in good academic standing; no student repeating an academic semester or year is eligible for service on SOM committees or subcommittees until the repeat semester/year has been completed successfully.

Other USC and SOM committees. The SOM committee structure does not relate to membership on other committees of USC, the SOM Educational Trust, the SOM-affiliated hospitals, or the SOM strategic planning process. The process of selection for membership on these committees is distinct from the selection process for faculty, administrative, and joint faculty/administrative committees.

Minutes of committee and subcommittee meetings. The chair of each committee and subcommittee will ensure that minutes of each meeting are kept and distributed to committee and subcommittee members.

Committee designations. SOM committees are designated as being one of three types, based upon their functioning, representation, and purpose. Faculty committees, designated with one asterisk (*), advise the Dean on those academic matters that are in the purview of the faculty (e.g., Curriculum Committee); members of these committees are elected by members of the SOM faculty. Administrative committees, designated with two asterisks (**), advise the Dean and other SOM administrative personnel about administrative matters at SOM; membership on these committees is both elected and ex-officio (e.g., Executive Committee). Joint faculty/administrative committees, designated with three asterisks (***), advise the Dean on a variety of matters, including those that are in the purview of the faculty, but which also have a significant ongoing administrative component; membership on these committees is elected, ex-officio, and appointed (e.g., Scholarship and Loan Committee).

Service on SOM Committees and Subcommittees. In the spring of each academic year, the Faculty Representation Committee distributes a memorandum to all SOM faculty in which participation on SOM committees and subcommittees for the next academic year (July 1-June 30) is solicited. After faculty members have expressed interest in elected and appointment positions on SOM committees and subcommittees, the Faculty Representation Committee supervises the nomination and election processes for vacancies in elected positions on SOM committee and subcommittees and advises the Dean on selection of interested faculty members for vacancies in appointed positions on SOM committees and subcommittees. Prior to the beginning of the academic year, personnel in the Office of the Dean will publish a listing of membership on SOM committees and subcommittees, distribute this listing to department chairs, and post this listing on the SOM website at <http://www.med.sc.edu/bulletin/committees.htm>.

Descriptions of Committees and Subcommittees:

Committees related to the University of South Carolina

Committee mandated by the University of South Carolina *Carolina Community*

Student Academic Responsibility Committee

The **Student Academic Responsibility Committee*** hears, investigates, and decides upon all alleged violations of the USC Rule of Academic Responsibility.

Committees mandated by the University of South Carolina *Faculty Manual*

Basic Science Unit Promotion and Tenure Committee

Clinical Unit Promotion and Tenure Committee

Library Unit Promotion and Tenure Committee

The **Basic Science Unit Promotion and Tenure Committee** formulates specific criteria for tenure and promotion of SOM tenure-track faculty members in SOM basic science departments, assesses candidates for tenure and/or promotion, and makes recommendations to the Dean.

The **Clinical Unit Promotion and Tenure Committee** formulates specific criteria for tenure and promotion of SOM tenure-track faculty members in SOM clinical departments, assesses candidates for tenure and/or promotion, and makes recommendations to the Dean.

The **Medical Library Unit Promotion and Tenure Committee** formulates specific criteria for tenure of SOM medical librarians, assesses candidates for tenure, and makes recommendations to the Dean.

Committees related directly to the Office of the Dean

Faculty Representation Committee
Executive Committee
Basic Science Advisory Committee
Biomedical Engineering Committee
Clinical Advisory Committee
Student Promotions Committee
 Academic Review Subcommittee
Academic Standards Committee
 Grade Change Subcommittee
Committee on Women
Appointment and Promotion Committee for Non-Tenure-Track Clinical Faculty
Appointment and Promotion Committee for Non-Tenure-Track Clinical Faculty
Greenville Hospital System University Medical Center

The **Faculty Representation Committee**** coordinates the process of nomination and election of faculty members to SOM committees; advises the Dean on the appointment of faculty members to SOM and USC committees; advises the Dean on the number and purpose of SOM committees and subcommittees; clarifies, with elected and appointed committee chairs, the charges for each SOM committee and subcommittee; addresses with the Dean all faculty members' input into decision-making.

The **Executive Committee**** advises the Dean about administration of the SOM.

The **Basic Science Advisory Committee**** advises the Dean about issues related to the basic sciences in the SOM.

The **Biomedical Engineering Committee**** advises the Dean about issues related to biomedical engineering in the SOM.

The **Clinical Advisory Committee**** advises the Dean on issues related to the clinical sciences in the SOM.

The **Student Promotions Committee**** advises the Dean about the academic standing of medical students enrolled in the SOM.

The **Academic Review Subcommittee*** makes recommendations for consideration by the Student Promotions Committee regarding the academic standing of medical students enrolled in the SOM.

The **Academic Standards Committee***** is responsible for the maintenance of academic excellence in the SOM; establishes criteria for determination of satisfactory performance for promotion and graduation of medical students; establishes consistent standards for methods of assessing quality, assigning grades, and correcting academic deficiencies of medical students.

The **Grade Change Subcommittee*** hears, assesses, and decides upon requests from faculty members for grade changes for medical students in courses, clerkships, and electives.

The **Committee on Women***** advises the Dean on issues regarding women students, faculty members, and staff members of the SOM.

The **Appointment and Promotion Committee for Non-Tenure-Track Clinical Faculty** implements appointment and promotion procedures and criteria for non-tenure-track clinical faculty in Columbia.

The **Appointment and Promotion Committee for Non-Tenure-Track Clinical Faculty Greenville Hospital System University Medical Center** implements appointment and promotion procedures and criteria for non-tenure-track clinical faculty in Greenville.

Committees related to the Office of the Dean through the Office of Medical Education and Academic Affairs (Offices of Admissions and Enrollment Services, Curricular Affairs and Faculty Support, Associate Dean for Basic Science, and Student Services)

Through Office of Admissions and Enrollment Services

Admissions Committee

The **Admissions Committee***** establishes application and admissions policies and procedures of the SOM and evaluates and recommends to the Dean applicants for admission.

Through Office of Curricular Affairs and Faculty Support

Curriculum Committee

Standing Subcommittees

M-I/M-II Subcommittee

M-III/M-IV Subcommittee

**Interdepartmental/Interdisciplinary Integration Subcommittee
Independent Learning Development and Implementation
Subcommittee**

Ad hoc Subcommittees

Extended Curriculum Subcommittee

Curriculum Accommodations Subcommittee

The **Curriculum Committee*** is responsible for the development of and oversight over the content, structure, and pedagogy of the curriculum leading to the M.D. degree and for ensuring that students learn the knowledge, skills, attitudes, and behaviors necessary for the successful practice of medicine. Minutes of the SOM Curriculum Committee can be accessed on the SOM website:

<http://www.med.sc.edu:81/cafs/default.htm>.

The **M-I/M-II Subcommittee*** is responsible for annual review and update of all required M-I and M-II courses.

The **M-III/M-IV Subcommittee*** is responsible for the annual review and update of all required M-III and M-IV courses.

The ***Interdepartmental/Interdisciplinary Integration Subcommittee**** is responsible for the periodic review and update of vertical curricula, for the integration of interdepartmental and interdisciplinary educational efforts, and the initiation and maintenance of a curricular tracking system.

The ***Independent Learning Development and Implementation Subcommittee**** is responsible for developing and implementing Curriculum Committee recommendations in the area of independent learning and selects the medical student recipient of the annual Student Independent Learning Project Award.

The ***Extended Curriculum Subcommittee**** reviews applications for the Extended Curriculum Program and selects participants.

The ***Curriculum Accommodations Subcommittee****** establishes and reviews periodically policies and procedures for providing reasonable accommodations in didactic coursework, reviews applications from medical students for didactic curriculum accommodations, and approves applications from students that meet established criteria for reasonable accommodations.

Through Office of Associate Dean for Basic Science

Biomedical Science Graduate Committee
Biomedical Science Graduate Nurse Anesthesia Subcommittee
Rehabilitation Counseling Graduate Subcommittee
Genetic Counseling Graduate Subcommittee

The ***Biomedical Science Graduate Committee***** establishes policies and procedures for the Biomedical Science Graduate Program consistent with USC and SOM guidelines and ensures that program requirements are met by departments and students.

The ***Biomedical Science Graduate Nurse Anesthesia Subcommittee***** establishes policies and procedures for the Biomedical Science Graduate Nurse Anesthesia Program consistent with USC, SOM, and Palmetto Richland Memorial Hospital guidelines and ensures that program requirements are met.

The ***Genetic Counseling Graduate Subcommittee***** establishes policies and procedures for the Genetic Counseling Graduate Program consistent with USC and SOM guidelines and ensures that program requirements are met.

The ***Rehabilitation Counseling Graduate Subcommittee***** establishes policies and procedures for the Rehabilitation Counseling Graduate Program consistent with USC and SOM guidelines and ensures that program requirements are met.

Through Office of Student Services

Leave of Absence Committee
Scholarship and Loan Committee
Student Services and Publications Committee

The **Leave Of Absence Committee*** makes recommendations to the Dean regarding leaves of absence from the SOM for medical students.

The **Scholarship and Loan Committee***** awards all SOM scholarships and awards all long-term loans administered by SOM.

The **Student Services and Publications Committee***** makes recommendations to the Director of Student Services on ways to improve or implement services to students; selects recipients of annual SOM student awards; makes recommendations to the Director of Student Services and the Associate Dean for Medical Education and Academic Affairs regarding SOM student publications and the *School of Medicine Bulletin*.

Committees related to the Office of the Dean through the Office of Clinical Research and Special Projects

Committees mandated by federal regulations for research

USC Institutional Animal Care and Use Committee
Research Advisory Committee

The **University of South Carolina Institutional Animal Care and Use Committee*** provides oversight for the care and use of animals in research and training, regardless of funding source, for the entire USC-Columbia campus, with responsibilities specified in the PHS Policy on Humane Care and Use of Laboratory Animals and the 1987 amendments to the Animal Welfare Act.

The **Research Advisory Committee**** promotes and enhances research activities in the SOM; assists the Associate Dean for Basic Science and the Associate Dean for Clinical Research and Special Projects in the distribution of SOM funds for research; nominates faculty for review of internal grant proposals; reviews various agency calls for proposals; and serves as a resource for advice to associate deans and the Dean on various research-related issues.

Committees related to the Office of the Dean through the Office of Administration and Finance

Committees related to the health and safety of SOM faculty members, students, and staff members

Student/Employee Health Committee
Faculty/Staff Peer Advocacy Committee
Wellness Promotion Committee

The **Student/Employee Health Committee**** develops policies and monitors activities regarding health and safety issues for SOM faculty and staff members and students, including its positions on infectious disease and employee health issues.

The **Faculty/Staff Peer Advocacy Committee***** provides, upon referral, employee assistance information to SOM faculty and staff members.

The **Wellness Promotion Committee**** coordinates and promotes wellness activities for SOM faculty and staff members and students.

Committee related to environmental safety and hazardous waste storage and disposal in the SOM

Environmental/Hazardous Waste Committee

The **Environmental/Hazardous Waste Committee**** develops policies and monitors activities regarding environmental and waste management issues for SOM.

Committees related to the Office of the Dean through the Office of Continuing Medical Education and Faculty Development

Faculty Awards Committee

USCSOM-PRMH Continuing Medical Education Organization Steering Committee

The **Faculty Awards Committee***** recommends to the Dean faculty member recipients of the Teaching Advancement Award and the Research Advancement Award based upon a faculty member-initiated application including a portfolio of information about teaching or research activities. Representation from both basic science and clinical science departments is essential.

The **University of South Carolina School of Medicine/Palmetto Health Richland Continuing Medical Education Organization Steering Committee***** establishes policies and procedures for the joint SOM and Palmetto Health Richland continuing medical education organization.

Committee related to the Office of the Dean through the Office of Minority Affairs

Minority Affairs Committee

The **Minority Affairs Committee***** plans and implements means of increasing the number of students from groups under-represented in the medical profession who are prepared for, recruited to, matriculate at, and graduate from the SOM and who continue their training in residency programs throughout the state of South Carolina, the region, and the nation, and plans and implements means of increasing the number of under-represented minority faculty in the SOM.

Committee related to the Office of the Dean through the Medical Library

Library Committee

The **Library Committee*** advises the director of library services on policy matters, especially relating to the collection and staffing of the Medical Library.

Committee related to the Office of the Dean through the Office of Information Technology

Information Technology Committee

The **Information Technology Committee***** advises the Director of Computer and Communications Resources on policy matters, especially relating to computer needs of students and faculty members as they relate to SOM educational programs and research activities and to the structure and function of the SOM computer network and communication systems.

Committee related to the Office of the Dean through the Office of Development

Development Advisory Committee

The **Development Advisory Committee**** establishes priorities for, promotes, and enhances development activities of the SOM and coordinates these activities with USC initiatives.

Members of the **Faculty Senate**

Ten tenure-track members of the SOM faculty represent SOM in the **USC Faculty Senate***.

CAMPUSES

The Basic Science Campus. The SOM basic science campus is located four miles from the main USC campus and adjacent to the DVAMC. On this campus are located three of the four basic science departments and component offices of some clinical departments (e.g., of the Department of Internal Medicine). The Division of Medical Biochemistry in the USC Department of Chemistry and Biochemistry is located on the main USC-Columbia campus.

The Clinical Campuses.

Palmetto Health Richland is a regional community teaching hospital with 649 inpatient beds devoted to medical, surgical, pediatric, psychiatric, and obstetric and gynecologic care. The hospital also supports the Level One trauma center for the region, a neonatal intensive care unit, and special care and newborn nursery units. Outpatient services total more than 628,175 visits annually (33,758 of these are family practice visits); and approximately 149,912 patients are treated annually in the Emergency Department. Palmetto Health Richland's affiliations with the DVAMC and the South Carolina Department of Mental Health support diversified residency training programs in dentistry, emergency medicine, family practice, internal medicine, general surgery, obstetrics and gynecology, ophthalmology, orthopaedic surgery, pediatrics, and psychiatry and fellowship programs in endocrinology, forensic psychiatry, gastroenterology, geriatrics, hyperbaric medicine, medical oncology, and sports medicine.

The WJB Dorn Veterans Administration Medical Center is a 172-bed medical complex that includes a medical/surgical facility, a psychiatric unit, and a nursing home care facility. There is an ambulatory care program with clinics in medicine, ophthalmology, surgery, and other specialties. Annual ambulatory care visits total approximately 528,000 (or 650,372 including visits to the community-based outpatient clinics). The DVAMC is one of the most active Department of Veterans Affairs hospitals in the South Carolina-Georgia region.

Various clinical facilities of the **South Carolina Department of Mental Health** provide a diversity of clinical experiences for medical students: G. Werber Bryan Psychiatric Hospital, a 266-bed facility that specializes in the treatment of adults with acute psychiatric illnesses; Morris Village, a 100-bed facility for the addicted and dually diagnosed patients; Just Care, a psychiatric facility for evaluation and treatment of forensic psychiatric patients; C. M. Tucker Nursing Care Center, a 400-bed nursing home for geriatric patients with psychiatric and neurologic disorders; William S. Hall Psychiatric Institute, a 60-bed child and adolescent facility; and the Columbia and Lexington Area Mental Health Centers, where thousands of outpatient visits annually enable students to gain exposure to the treatment of patients with a variety of psychiatric conditions on an emergent basis.

The Greenville Hospital System University Medical Center is a multi-hospital system located in Greenville, approximately 100 miles from Columbia. The Greenville Hospital System is a not-for-profit academic health organization located in Greenville, approximately 100 miles from Columbia. Its five campuses provide integrated healthcare to communities across Greenville County and beyond through a tertiary referral and education center, community hospitals, a long term acute care hospital, nursing home, outpatient facilities and wellness centers. The Greenville Hospital System has residency training programs in family practice, internal medicine, obstetrics and gynecology, general surgery, orthopaedic surgery, pediatrics, medicine-pediatrics, general surgery as well as four fellowship programs. <http://www.ghs.org>.

The **John A. Martin Primary Health Care Center**, located adjacent to the Fairfield Memorial Hospital in Winnsboro, South Carolina, 35 miles from Columbia, the **Sentinel HealthPartners Kershaw**, located in Kershaw, South Carolina, 50 miles from Columbia, and the **CareSouth Carolina Bennettsville Center**, located in Bennettsville, South Carolina, 100 miles from Columbia, provide medical care to residents of primarily rural Fairfield, Kershaw, and Marlboro Counties, respectively, and serve as teaching facilities for medical students during the third-year family medicine clerkship.

EDUCATIONAL PROGRAMS

Educational Goals. The SOM has adopted the following broad educational goals for 2008-2009:

1. Prepare for LCME reaccreditation
2. Explore the use of innovative technology in the undergraduate curriculum.
3. Expand the use of information technology in the curriculum to better manage and track course content.
4. Increase underrepresented minority recruitment and matriculation.
5. Develop plans to include elective time in the M-III year.

6. Develop a plan to incorporate ultrasound technology into the medical student curriculum.
7. Expand collaborations between educational programs of the USC SOM, the main campus, MUSC, and GHS.
8. Improve USC SOM graduate education programs.
9. Expand student scholarships.
10. Expand educational and administrative facilities in the USC SOM.
11. Expand faculty development programs.
12. Update the PH-USC Strategic Plan for Optimizing the Size and Configuration of GME Programs.
13. Create Clinical Simulation Assessment Centers on the DVAMC and PHR campuses.
14. Establish a state-of-the-art assessment center.
15. Members of the Class of 2008 will achieve acceptance into competitive residency training programs of their choice in the annual National Resident Matching Program (NRMP).
16. On average, graduates in the Class of 2007 will perform in the “average” to “outstanding” range during their first year of residency.
17. On average, USC SOM graduates in the Class of 2007 will express satisfaction with the quality of their medical education in the range of “average” to “outstanding” on the PGY-1 surveys distributed to them by the Office of Curricular Affairs and Faculty Support in their residency programs one year after their graduation from the USC SOM.
18. Members of the Classes of 2008 and 2010 will perform well on Steps 2 and 1 of the USMLE, respectively.
19. On average, medical students will express satisfaction with instruction in first- and second-year courses and third- and fourth-year clinical clerkships.
20. Members of the Class of 2008 will choose to enter residency training programs in specialties and subspecialties in greatest need in South Carolina.
21. The USC SOM will continue its excellent record of tracking graduates through the completion of their residency training programs into clinical practice.
22. The Office of Medical Education and Academic Affairs will be productive in the areas of research and other scholarly activity in medical education.
23. Prepare for reaccreditation of the Office of CME.
24. The Ph.D. Program in Biomedical Science will review its program size and continue to adjust student enrollment to match number of mentors, job market, applicant quality, and research resources.
25. The Ph.D. Program in Biomedical Science will review and modify, as needed, the core interdisciplinary biomedical science curriculum.

26. The Ph.D. Program in Biomedical Science will enhance its student recruitment process, by completing written recruitment materials (brochure and CD) and more numerous visits to targeted undergraduate colleges.
27. First- and second-year doctoral students in the Ph.D. Program in Biomedical Science will express satisfaction with program course work.
28. The Ph.D. Program in Biomedical Science, in collaboration with the Office of the Associate Dean for Basic Science, will continue long-range plans to ensure stable funding of stipends for doctoral students enrolled in years three to five of the program.
29. The Ph.D. Program in Biomedical Science, in cooperation with the Associate Dean for Basic Science will work to develop a cooperative graduate program in Biomedical Science with other units of the University. The Vice President for Research and Health Sciences will be involved.
30. The Biomedical Science Graduate Committee will review and adjust as appropriate the number of students enrolled in the Master's Program in Biomedical Science in accord with the number and nature of positions available nationally for master's degree-prepared science graduates and the availability of research mentors.
31. The Biomedical Science Graduate Program will update its student recruitment process, including revision of written recruitment materials and computer website information and visits to targeted undergraduate colleges.
32. The SOM Office of Graduate Studies will continue implementation of a current applicant/student/graduate database for the Master's Program in Biomedical Science similar to that of the Ph.D. Program, including information regarding student satisfaction with the program, time to employment following degree receipt, and employer satisfaction.
33. Students enrolled in the Master's Program in Biomedical Science will express satisfaction with program course work.
34. Graduates will demonstrate clinical competency in communications skills, critical thinking skills, counseling and psychosocial assessment skills, and professional ethics and values as defined by the American Board of Genetic Counseling.
35. Graduates will possess the ability to apply, conduct, and/or synthesize research in clinical genetics and genetic counseling within their professional practices.
36. Course work and clinical rotation experiences will continually strive to maintain focus on the most important aspects of training genetic counselors and incorporating advances in clinical genetics, as needed.
37. At the time of their graduation, students will express satisfaction with the Master's Program in Genetic Counseling and the level of preparation provided for genetic counseling practice.
38. Graduates and their employers will express satisfaction with graduates' preparation in the program for eventual clinical practice.
39. Graduates will achieve certification by the American Board of Genetic Counseling within two examination cycles of graduation.
40. Graduates will provide a significant proportion of the genetic counseling services in South Carolina and the southeastern United States.

41. On average, students of the Master's Program in Nurse Anesthesia will express satisfaction with didactic instruction in their program.
42. On average, graduates from the Master's Program in Nurse Anesthesia will pass the National Certification Examination in Nurse Anesthesia on their first attempt at a rate at or above that for all nurse anesthesia students nationally.
43. In collaboration with the American Association of Nurse Anesthesia (AANA) and the South Carolina Association of Nurse Anesthetists (S.C.A.N.A.), the Master's Program in Nurse Anesthesia will enhance its recruitment process in order to increase the overall number of applicants to the program and to improve the quality of the applicant pool.
44. The Master's Program in Nurse Anesthesia will continue investigating the feasibility of expanding the program to additional training sites.
45. The Master's Program in Nurse Anesthesia will collaborate with personnel in the SOM Office of Medical Education and Academic Affairs and the SOM Alumni Office to continue to collect data about alumni satisfaction with the program, alumni employment, and employer satisfaction with program graduates.
46. Graduates of the 2006-2007 Master's Program in Rehabilitation Counseling will assess positively the quality of their professional preparation in the program.
47. Program faculty and staff will continue to develop an effective alumni tracking system in collaboration with personnel in the USC SOM Alumni Office and the Office of Medical Education and Academic Affairs.
48. Program graduates will continue to achieve success on national Rehabilitation Counseling certification examinations and state Licensed Professional Counselor licensing examinations at or above national and state pass rates, respectively.
49. The Master's Program in Rehabilitation Counseling and the Certificate of Graduate Study in Psychiatric Rehabilitation will continue to recruit and admit five distance education students in the 2005-2006 academic year.
50. The Master's Program in Rehabilitation Counseling will continue to enhance its student recruitment activities.
51. Faculty will actively work with agencies employing Program graduates to explore potential places for rehabilitation counseling and graduates within their agencies. This exploration will include pay rates and career ladders.
52. Continue to participate in the training of professionals in South Carolina agencies through the development of training contracts, offering of continuing education training options, and professional development contracts.

Curriculum. The SOM curriculum is organized in a traditional "2+2" model. The first two years of the medical education program emphasize basic science content and the correlation of basic science and clinical science materials; the second two years (M-III and M-IV) emphasize clinical content and experiences and the development and mastery of clinical skills.

Course/Clerkship Titles, (Credit Hours), Numbers, and Course Directors.

M-I, Fall Semester

Medical Embryology and Gross Anatomy (8)	DBAT D601	Paulman
Medical Microscopic Anatomy (5)	CBNS D602	Blake
Medical Biochemistry I (4)	CHEM D650	Sodetz
Introduction to Clinical Medicine I (2)	DMED D601	Richeson/ Thornhill

M-I, Spring Semester

Medical Neuroscience (4)	CBNS D603	Augustine
Medical Biochemistry II (4)	CHEM D651	Sodetz
Medical Physiology (7)	PHYL D621	B. Wilson
Introduction to Clinical Medicine I (5)	DMED D602	Richeson/ Thornhill

Subtotal Credit Hours (39)

M-II, Fall Semester

Medical Microbiology (7)	MBIM D650	M. Hunt
Medical Pathology (5)	PATH D641	Carnevale
Introduction to Clinical Medicine II (7)	DMED D603	Richeson/ Thornhill

M-II, Spring Semester

Medical Pharmacology (7)	PCOL D631	Pedigo
Medical Pathology (5)	PATH D642	Carnevale
Introduction to Clinical Medicine II (8)	DMED D604	Richeson/ Thornhill

Subtotal Credit Hours (40)

M-III

Family Medicine Clerkship (6)	FPMD D605	Brown
Internal Medicine Clerkship (8)	MEDI D605	Powell
Obstetrics/Gynecology Clerkship (6)	OBGY D605	Menon
Pediatrics Clerkship (8)	PEDI D605	Stallworth
Psychiatry/Neurology Clerkship (8)	NPSY D605	Heath/Hwang
Surgery Clerkship (8)	SURG D605	Morrison
Electives (4)		Various

Subtotal Credit Hours (48)

M-IV

Internal Medicine Clerkship (4)	MEDI D607	Lally
Neurology Clerkship (4)	NPSY D651	Hwang
Surgery Clerkship (4)	SURG D607	Friedman
Capstone (2)	DMED D607	Richeson
4 or 5 Electives (16 or 20)		Various
Active Internship (4)		Various

Subtotal Credit Hours (34 or 38)

Total Credit Hours (161 or 165)

Note: In 2009, in M-IV, the Neurology Clerkship (4) will be dropped and Selectives (4) will be added.

Academic Policies. Policies regarding the administration of the SOM academic program can be found in the *School of Medicine Bulletin*. More specific information about the day-to-day implications of these policies can be found in the Academic Administration, a document available from personnel in the Office of Curricular Affairs and Faculty Support.

Academic Assessment and Assessment of Personal and Professional Conduct. Academic assessment of medical students includes an evaluation of their knowledge and skills that results in a letter grade in the course or clerkship and an evaluation of their attitudes and behavior, by means of the SOM Policy on Evaluation of Personal and Professional Conduct. Any student receiving an Unsatisfactory assessment in Personal and Professional Conduct in a M-III or M-IV clerkship will receive an Incomplete grade for that clerkship until the Unsatisfactory grade has been remediated. A student receiving a second unsatisfactory assessment in Personal and Professional Conduct in the M-III or M-IV year is subject to dismissal from the SOM and comes to the attention of the Student Promotions Committee. Information about the SOM Policy on Evaluation of Personal and Professional Conduct is available in the *School of Medicine Bulletin*; information about related policies is available in the *Student Handbook to Clinical Rotations*.

Grading Policies. The School utilizes A, B+, B, C+, C, D and F grades for all M-I, M-II, and M-III courses and clerkships. Pass/Fail grading is permitted for the M-IV Surgery clerkship, M-IV Medicine Clerkship, and for M-IV Capstone Month. Information about specific SOM grading policies, including policies regarding grade changes, is available from the Director of Enrollment Services/Registrar.

In M-III clerkships, students are assessed by means of department-specific criteria, but all M-III clerkships must include National Board of Medical Examiner (NBME) subject examinations and Objective Structured Clinical Evaluations (OSCEs) as components of the final clerkship grade.

Evaluation of Courses and Clerkships. At the conclusion of each M-I and M-II course and every M-III and M-IV required clerkship, medical students complete anonymously a course or clerkship evaluation form developed by personnel in the Office of Curricular Affairs and Faculty Support. These forms are returned to the Office of Curricular Affairs and Faculty Support where data are collated and reported annually to the department chair, the course director, and the members of the Curriculum Committee.

Evaluation of Faculty Members. During or at the conclusion of each M-I and M-II course and M-III or M-IV clerkship, medical students completed an evaluation form developed by personnel in the Office of Continuing Medical Education and Faculty Development for each faculty member who taught in that course or clerkship. Data from these forms are collated by personnel in the Office of Continuing Medical Education and Faculty Development and reported to the department chair, the course or clerkship director, and the faculty member.

Technical Assistance with Teaching Activities. Assistance with teaching activities in the M-I and M-II classrooms and other classrooms on the SOM basic science campus is readily available from the two Faculty Support Technicians in the Office of Curricular Affairs and Faculty Support (733-3367). They provide instruction on, and support for the use of, the computer and audiovisual equipment in these classrooms and in the production of PowerPoint and 35mm slides for instructional purposes.

RESEARCH

Research and scholarly activity constitute a significant responsibility of faculty members in an academic community. Faculty members' accomplishments in basic science, clinical, and/or

educational research and scholarly activity are assessed regularly in the annual faculty review process, in the promotion and tenure processes, and in the post-tenure review processes.

Research Goals. The SOM has adopted the following broad research goals for 2008-2009:

1. Develop a progressive research agenda as part of USC SOM Strategic Plan.
2. Recruit teams of senior investigators to the SOM with research interests consistent with the USC SOM Focus Areas of Research.
3. Continue the USC SOM Research Development Fund.
4. Initiate planning for Program Project Grant applications.
5. Increase extramural funding by 10% over 2006-2007 levels.
6. Increase the number of proposals or the amount of funding requests of proposals for extramural funding by 10% over 2006-2007 levels.
7. Increase the number of proposals submitted for internal start-up grants for preliminary studies by 10% over 2006-2007 levels.
8. Increase the number of scholarly publications by 10% from previous calendar year.
9. Participate in major USC grant initiatives.
10. Expand research space on the DVAMC campus.
11. Increase USC SOM Faculty FTE dedicated to research.
12. Promote translational research to foster basic science – clinical science collaborations.
13. Expand clinical research base through development of clinical programs.

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

- Reviewing and approving proposals to assure that they comply with both sponsor and University guidelines; that budgets are accurate and consistent, with clear and concise justifications; and that both direct and indirect costs are appropriately recovered.
- Negotiating and accepting grants and contracts on behalf of the University.
- Issuing subcontracts.
- Serving as the principal liaison between the University and its sponsors.
- Approving programmatic and budgetary changes to sponsored projects (including the establishment of new fund codes). <http://sam.research.sc.edu/>

The Office of Research Compliance (ORC) coordinates the development and implementation of university policies and facilitates research integrity in the following areas: use of humans in research; laboratory animal welfare; use of biohazardous materials, including rDNA; and conflict of interest. ORC, working closely with Animal Resource Facilities (ARF) and Environmental Health and Safety (EHS), provides support to the Institutional Review Board, the Institutional Animal Care and Use Committee, and the Institutional Biosafety Committee. ORC also is responsible for maintaining the institution's federal assurance related to research misconduct and has responsibilities relating to export control policy, compliance, and education. <http://www.orc.research.sc.edu/>

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

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

Outside Professional Activities (Consulting/Conflict of Interest). The University of South Carolina is committed to ensuring that the research, consultation, and other activities of faculty and non-faculty employees are conducted properly and consistently with the principles of openness, trust, and free inquiry that are fundamental to the autonomy and well-being of a university and with the responsible management of the University's business. Toward that end and consistent with federal regulations, USC has formulated a policy and procedures to identify and address potential, actual, and apparent conflicts of commitment and conflicts of interest. The policy and procedures can be viewed at <http://www.sc.edu/policies/acaf150.html> The fundamental premise of this policy (ACAF 1.50 – Outside Professional Activities) is that each member of the USC community has an obligation to act in the best interests of the University, and must not let outside activities or outside financial interests interfere with that obligation.

Use of Recombinant DNA and Biohazardous Materials. The University of South Carolina (USC) utilizes various recombinant DNA molecules (rDNA) in scientific research. All projects involving recombinant DNA techniques must comply with the *NIH Guidelines*. The *NIH Guidelines* require the university to establish an Institutional Biosafety Committee (IBC) whose responsibilities need not be restricted to recombinant DNA. The scope of USC's Institutional Biosafety Committee has been expanded to review all research and educational activities involving the use of potentially infectious materials. Each Principal Investigator will be notified of the results of the IBC review and approval. IBC policies and procedures can be viewed at: <http://ehs.sc.edu/IBC-1.htm>

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

Institutional Policies Related to Sponsored Research:

Data Access and Retention	RSCH 1.05
Debarment/Suspension Federally Sponsored Projects	RSCH 1.01
Human Subjects and Research	RSCH 1.03
Intellectual Property Policy	ACAF 1.33
Laboratory Animals, Care and Use	ACAF 5.03
Laboratory Animals, Misuse	ACAF 5.04
Misconduct in Research	RSCH 1.00
Outside Professional Activities for Faculty	ACAF 1.50
Patents and Copyrights	ACAF 1.33
Salary Grant Relief Incentive Plan	ACAF 1.36
Sponsored Programs Through USC Foundations	RSCH 1.02
Temporary Grant Employees	HR 1.85

CLINICAL SERVICES

The organization of clinical services in the SOM is illustrated in Figure 1. Clinical services are managed through the USC SOM Educational Trust, a 501-C-3 non-profit organization developed to operate exclusively for the benefit of the USC SOM in order to augment and aid education, service, research, and development in the health sciences. The Board of Directors of the Educational Trust includes the Dean, an individual appointed by the Dean, the Chair of each Trust department, and an elected faculty member from each Trust department. All actions of the Board of Directors of the Trust are subject to the approval by the Dean and, therefore, by the USC Administration and the USC Board of Trustees. The USC Board of Trustees has contracted with the Trust to administer the USC Clinical Faculty Practice Plan, known as University Specialty Clinics. All full-time faculty in the departments of the Trust whose base salaries are paid by the USC SOM must participate in the Practice Plan, and part-time clinical faculty may participate with the approval of the Dean. Faculty members of the Practice Plan must process all professional income and all fees from professional services through their respective department of the Practice Plan. The amount of allowable professional income for faculty members of the Practice Plan is determined annually by the Chair of the department and subject to the approval of the Dean and the USC President.

As noted above, University Specialty Clinics is the multi-specialty clinical faculty practice of the USC SOM. Patient care that supports the academic missions of teaching and research is the predominant activity of these practices. The Departments of Family and Preventive Medicine, Internal Medicine, Neuropsychiatry and Behavioral Science, Obstetrics and Gynecology, Ophthalmology, Orthopaedic Surgery, Pediatrics, Radiology, and Surgery and Nursing provide medical care to patients in the Midlands and all of South Carolina. In conjunction with University Primary Care (a model primary care practice in the SOM), these clinical faculty are responsible for over 300,000 patient encounters each year. The activities of University Specialty Clinics help assure that students in the SOM have adequate exposure to a broad patient base for their training and education.

There are over 33,000 families in the Midlands who utilize University Specialty Clinics as their medical home for wellness/prevention/health promotion, routine illness/injury care, specialty consultations, and surgical procedures. In addition, 110,000 South Carolinians are referred each year by their personal physicians to SOM specialists for complex medical and surgical needs. The practices are participating providers with most major commercial health insurance plans, Medicare, Medicaid, and other government sponsored programs. The physicians in University Specialty Clinics have active medical staff

assignments at Palmetto Health Richland, the Dorn Veterans Administration Medical Center, and other institutions that are affiliated with the SOM. In addition to their practices at University Specialty Clinics, these 229 medical and surgical faculty members actively teach and participate in a broad variety of research activities.

The University of South Carolina (USC) College of Nursing also conducts its clinical faculty practice within University Specialty Clinics. Faculty in this college provides patient care and individual client-based nursing services in support of its academic missions.

For more information about University Specialty Clinics, or to obtain the services of faculty clinicians, please call (803) 255-3400 or visit its website at <http://www.med.sc.edu/specialtyclinics/>.

Billing Compliance Office. The USC SOM, in conjunction with Palmetto Health (PH), has implemented a faculty billing compliance plan. The compliance plan provides oversight of the patient care services billed by the SOM faculty in the Departments of Family and Preventive Medicine, Internal Medicine, Neuropsychiatry and Behavioral Science, Obstetrics and Gynecology, Ophthalmology, Orthopaedic Surgery, Pediatrics, Surgery, and the College of Nursing.

Both institutions are fully committed to complying with federal, state, and local regulations relating to professional billing requirements. The joint compliance program includes the appointment of a Compliance Officer who reports directly to the Dean of the SOM and the Senior Vice President of Medical Education and Research for PH. All new PH residents, University Specialty Clinics staff, and SOM faculty participating in the faculty practice plan attend compliance orientation. In addition, annual training is also required of all faculty and staff. The Compliance Office continuously monitors billing activities of the faculty practice plan in an effort to prevent and detect billing errors. Faculty and staff are provided avenues to report suspected billing compliance problems and the Compliance Office investigates each report. Non-compliant billing activities are not allowed and, when discovered, are handled expeditiously through corrective action.

The USC SOM/PHA Billing Compliance Office is comprised of a Compliance Officer, Compliance Analyst, and an administrative assistant. The Compliance Office welcomes questions concerning documentation, coding, and billing requirements, especially when new programs or services are being planned. The Compliance Officer and Analyst can be reached at 255-3410 or 255-3409, respectively.

Clinical Service Goals. The SOM has adopted the following broad goals for clinical services for 2008-2009:

1. Improve the structure and function of University Specialty Clinics.
2. Implement the USC SOM-PHA Billing Compliance Plan.
3. Continue to develop primary care services within the USC SOM.
4. Expand specialty services in University Specialty Clinics.
5. Upgrade USC SOM clinical facilities.
6. Expand relationships between University Specialty Clinics and PHA.

USC AND SOM PUBLICATIONS

Various USC and SOM publications can be valuable to faculty members in the course of their academic, research, and clinical activities. Student Handbooks can be accessed through the SOM website at: <http://www.med.sc.edu>.

The Faculty Manual, published by the USC Office of the Vice President for Academic Affairs and Provost, is available at: <http://www.sc.edu/policies/facman/fmhome.html>.

The Carolina Community: USC Student Handbook and Policy Guide, published by the USC Division of Student and Alumni Services and Student Government, contains information about student-related policies, procedures, activities, and opportunities: University Safety, Guide to University Life, Alcohol and Other Drugs, Housing and Judicial Programs, Student Government, Student Organizations, Student Life, Student development, Administrative and Other University Policies, and Vehicle Management and Parking Services. University policies contained in *The Carolina Community* can also be accessed at: <http://www.sa.sc.edu/carolinacommunity>.

The SOM *Student Handbook to Clinical Rotations*, published by the SOM Office of Curricular Affairs and Faculty Support, contains information for students in clinical rotations at SOM-affiliated hospitals in Columbia and Greenville.

The SOM *Handbook for Curriculum Committee Members*, published by the SOM Office of Curricular Affairs and Faculty Support, contains information for members of the SOM Curriculum Committee.

The SOM *Handbook for Clerkship Directors*, published by the SOM Office of Curricular Affairs and Faculty Support, contains information for M-III and M-IV clinical clerkship directors in Columbia and Greenville.

The SOM *Fourth-Year Electives* catalog, published by the Office of Admissions and Enrollment Services, contains a listing of all M-IV electives available to enrolled students in the SOM. The *Financial Opportunities for Medical School* brochure, published by the Office of Student Services, contains information about financial planning and a listing of available loan and scholarship opportunities.

The *School of Medicine Bulletin*, published biennially by the Office of Medical Education and Academic Affairs, contains both general and detailed information about the SOM, including a copy of the academic calendar, information about admission policies and procedures, academic regulations, grading policies, a listing of required and elective courses and clerkships, a faculty listing, information about residency appointment of alumni, and information about scholarship and loan opportunities and student organizations.

STUDENTS

Enrollment. The SOM enrolls 82 new medical students each August; approximately 300 medical students are enrolled annually in the four-year medical education program. In addition, there are approximately 229 graduate students enrolled annually in the SOM: 14 students in the two-year Master's program in Genetic Counseling, 45 students in the two-year Master's of Rehabilitation Counseling program, 86 students in the 30-month Master's of Nurse Anesthesia program, 10 students in the two-year Master's of Biomedical Science program, and 65 students in the Doctor of Philosophy program in Biomedical Science.

Courses and Clerkships. Basic science courses are taught in the first two years of the medical education program primarily on the SOM basic science campus. Clinical clerkships in the third and fourth years can be completed by 21 M-III and 30 M-IV students at the Greenville Hospital System and by the other M-III and M-IV students on the SOM's Columbia campus.

Admission. As a state-supported institution, preference for admission to the M.D. program is given to residents of the state of South Carolina. Approximately 90 percent of enrolled medical

students are residents of South Carolina; the remaining students generally have close ties to the state of South Carolina through family, marriage, employment, and/or education. Each year, admitted students represent approximately 25 undergraduate institutions in South Carolina, the Southeast, and the nation. Since its Charter Class in 1977, the SOM has admitted students from each of its 46 counties. Information about the members of each year's entering class is presented by the Associate Dean for Medical Education and Academic Affairs at the SOM fall quarterly general faculty meeting.

Student Health. Students are required to document annually coverage by a medical insurance policy. Students are also required to purchase an approved disability insurance policy at the beginning of each academic year. The SOM purchases Workers Compensation Insurance annually for all enrolled medical students. Information about other student health policies (i.e., Policy on Contagious Infections and/or Diseases, Policy on Chemical Dependency) is contained in the *School of Medicine Bulletin*.

The SOM has written policies and procedures regarding injuries and exposures sustained by students during the course of their medical education. Personnel in the Medical Student Health Service (Dr. Joshua Mann, Department of Family and Preventive Medicine, PHR, 434-6116) are available to answer questions from faculty members and students about these policies and procedures.

Student Advisory Systems. Faculty members from all SOM departments volunteer as advisors to medical students through faculty-student advisory teams arranged by the Office of Student Services. These teams consist of two faculty members (usually one basic science and one clinical faculty member) and students from all four SOM classes. Advisors counsel students regarding academic issues and other areas pertinent to students' satisfactory progress through the medical curriculum. They also assist M-III and M-IV students with fourth-year elective selection, medical specialty selection, and residency application. Faculty advisors and medical students are encouraged to meet at least once per semester. Advisors assist the Office of Student Services in following the academic progress of their advisees. Student-student advisory systems are at the discretion of the respective classes of the SOM. Incoming first-year students are assigned rising M-II student advisers in late spring so that advisers and advisees may meet during the summer preceding matriculation.