

# Executive Summary

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

### Introduction

UofSC College of Nursing is a nationally ranked, premiere college with a multi-pronged mission of teaching, research, practice/service, and policy. The college offers two undergraduate programs across two campuses (Columbia and Lancaster), nine master's programs, eight post-master's certificates, and two doctoral programs. We currently have approximately 1870 students, 160 full and part time faculty, and over 10,000 alumni. We anticipate expanding to a third campus in January 2024.

### Highlights

- BSN is the largest in SC with NCLEX pass rates in the top 1% in the country
- Online graduate programs ranked #1 by US News & World Report for 3rd time in 2022 in 5 years, #1 overall ranking for graduate programs for veterans, and #10 ranking for Nursing Administration program
- All academic programs received full accreditation in 2021 by the Commission on Collegiate Nursing Education
- Record single year of grant funding (25 grants funded at approx. \$4.2m)
- Our simulation center is now nationally accredited by the Society for Simulation in Healthcare
- CON received a national designation as a "Center for Nursing Excellence" from the National League for Nursing
- Multiple innovative partnership pipeline programs in progress to expand nursing workforce in SC

Jeannette Andrews Dean and Helen Gurley Wolford Professor of  
College of Nursing



A handwritten signature in black ink that reads "Jeannette O. Andrews".



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# Foundation for Academic Excellence

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## **Mission Statement**

UofSC Nursing provides nationally recognized educational programs and advances science, practice, and policy to optimize health for all.

Updated: 03/14/2018

## **Vision Statement**

To be a preeminent College of Nursing of distinction that pioneers innovation, leadership, and excellence.

Updated: 03/14/2018

## **Values Statement**

Diversity, Inclusivity, Commitment, Caring, Integrity, Respect, Professionalism

Updated: 03/14/2018

# Goals - Looking Back

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Goals for the previous Academic Year.

## **Goals - Looking Back**

**No goals have been entered for this section.**

# Goals - Real Time

Goals for the current Academic Year.

## Goal 1 - People and Environment

<p><b>Goal Statement</b></p>	<p>Promote a vibrant, respectful, and caring environment that recruits, retains, and fosters development of an inclusive and talented community of students, faculty and staff.</p> <p><b>Objective 1:</b> Cultivate a community of development and mentorship.</p> <p><b>Objective 2:</b> Foster a collaborative, diverse, and equitable climate with respect for individual contributions.</p> <p><b>Objective 3:</b> Align faculty, staff, students and organizational resources to meet our strategic goals.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>Cultivating our community with diverse, collaborative faculty, staff and students while enhancing the resources for our community enables our college to provide nationally recognized educational programs to advance science, practice and policy. Our goal is to continually focus on our objectives so that we can strive to be a preeminent college of nursing. We pay particular attention to our values, incorporating diversity, inclusivity, commitment, caring, integrity, respect and professionalism in our efforts to develop our environment, people and resources while respecting individualism.</p>
<p><b>Status</b></p>	<p>Progressing as expected (multi-year goal)</p>
<p><b>Action Plan</b></p>	<p><b>Objective 1:</b> Cultivate a community of development and mentorship.</p> <ul style="list-style-type: none"> <li>• Develop faculty mentor/mentee guidelines for teaching and scholarship</li> </ul>

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• Provide formal mentor training workshops for faculty and staff</li> <li>• Assign mentors for new CON staff hired, modeled after faculty mentorship and incorporate HR best practices for mentoring and employee development</li> <li>• Conduct a series of panel discussions focused on the challenges and opportunities in the academy for underrepresented faculty</li> </ul> <p><b>Objective 2:</b> Foster a collaborative, diverse, and equitable climate with respect for individual contributions.</p> <ul style="list-style-type: none"> <li>• Develop DEI-focused simulation exercises for faculty and staff</li> <li>• Recognize outstanding employees for their contributions to core values, including fostering diversity, equity and inclusivity</li> <li>• Retain and recruit diverse students, faculty and staff. Research best practices and develop career path progression training and guidance in order to open the dialogue between employee/supervisor, create individualized customized development plans to support increased retention and employee progression.</li> </ul> <p><b>Objective 3:</b> Align faculty, staff, students and organizational resources to meet our strategic goals.</p> <ul style="list-style-type: none"> <li>• Create opportunities for faculty and staff to recommend resources that are needed and a platform to learn about existing resources available</li> <li>• Launch a fundraising campaign for a state of the art Nursing building and refine architectural plans</li> <li>• Promote employee wellness and work-life integration</li> <li>• Increase supports for underrepresented and disadvantaged students via Carolina Cares Cupboard</li> </ul>
<p><b>Achievements</b></p>	<p><b>Objective 1:</b> Cultivate a community of development and mentorship.</p> <ul style="list-style-type: none"> <li>• Faculty Teaching Mentor guidelines were developed and instituted in Spring 2022</li> <li>• Academic Brown Bags are offered monthly and a new Faculty Residency Program offers mentor sessions weekly</li> <li>• A staff mentorship program was instituted in August 2021, over 20 staff are involved in the program</li> <li>• Supported BIPOC check-ins with Dean Andrews and Senior Leadership</li> </ul> <p><b>Objective 2:</b> Foster a collaborative, diverse, and equitable climate with respect for individual contributions.</p> <ul style="list-style-type: none"> <li>• The college continues to recognize faculty and staff with a Gamecock Greatness Recognition program to recognize team</li> </ul>



# Goals - Real Time

	<p>members for displaying core values</p> <ul style="list-style-type: none"> <li>• Dr. Jenerette is the site-PI to lead the development of a DEI Academy and conference for underrepresented pre-licensure, UG and nursing students. In collaboration with the Arnold School of Public Health, we have an NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) grant under review.</li> </ul> <p><b>Objective 3:</b> Align faculty, staff, students and organizational resources to meet our strategic goals.</p> <ul style="list-style-type: none"> <li>• A CON Resources page was established in Fall 2021 to provide a list accessible resources available - a one stop shop of information. A comments and kudos section is available on the web for students and employees to anonymously suggest improvements.</li> <li>• Dean Andrews and Ashley Maciaszek conducted multiple meetings with hospital partners to address the nursing shortage and request funding for additional physical space, faculty, and provide clinical sites. We are finalizing a contract with one of our clinical partners to address our needs.</li> <li>• The college is utilizing flexible and remote work opportunities for our staff to encourage employee wellness and work-life integration</li> <li>• Development sponsored two fundraisers in Fall 2021 and is hosting a Celebrate Nursing Gala in Spring 2022 to address underrepresented and disadvantaged students' needs for scholarships, textbooks, and the Carolina Cares Cupboard</li> </ul>
<p><b>Resources Utilized</b></p>	<p><b>Objective 1:</b> Cultivate a community of development and mentorship.</p> <ul style="list-style-type: none"> <li>• Health professions fee expanded to include freshman and sophomore students consistent with Public Health and Social Work. Projected to produce \$600k in new revenue to fund faculty hires, bringing faculty:student ratios closer in line with AAU peer aspirants as well as development and student services.</li> <li>• MEPN program launch drove an overall increase in graduate tuition and credit hours of 32% from FY20 to FY22</li> <li>• Nurse Anesthesia program partnership with SOM generated \$350k in new revenue to fund faculty hires</li> </ul> <p><b>Objective 2:</b> Foster a collaborative, diverse, and equitable climate with respect for individual contributions.</p> <ul style="list-style-type: none"> <li>• Awarded \$323k in bonuses, merit, compression and retention raises to staff and faculty</li> <li>• Foundation accounts have almost tripled since 2011 (\$3.3m to \$9.7m) through donor development and strategic investments, allowing nursing to create 3 new endowed professorships, bringing the total to 7</li> </ul>

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• \$1m CDC/DHEC grant to offer DEI Academy and conference for underrepresented pre-licensure, UG</li> </ul> <p><b>Objective 3:</b> Align faculty, staff, students and organizational resources to meet our strategic goals.</p> <ul style="list-style-type: none"> <li>• UofSC budget request includes \$23m in CARES and HERF to address nursing infrastructure needs</li> <li>• Internal funds for renovations (\$450k), architectural drawings (\$150k), and student scholarships (\$346k)</li> <li>• Dean Andrews lobbied for nursing inclusion in the governor's budget for student scholarships and faculty funds</li> </ul>
<p><b>Goal Continuation</b></p>	<p>Our People and Environment goal is a priority for our college. We continue to refine and progress as we develop and mature as a college.</p>
<p><b>Goal Upcoming Plans</b></p>	<p><b>Objective 1:</b> Cultivate a community of development and mentorship.</p> <ul style="list-style-type: none"> <li>• Continue to enhance faculty and staff development</li> <li>• Enhance resources for our thriving college</li> <li>• Refine our employee mentorship and onboarding processes</li> <li>• Encourage our clinical track faculty to progress in their careers through promotion (especially to associate and full professor)</li> <li>• Hire 10+ new faculty including newly funded BCBS faculty pipeline program</li> </ul> <p><b>Objective 2:</b> Foster a collaborative, diverse, and equitable climate with respect for individual contributions.</p> <ul style="list-style-type: none"> <li>• Invest in faculty and staff hires to meet program growth needs</li> <li>• Invest in employee merit and equity raises and professional development funding</li> <li>• Implement the CDC-funded DEI Academy and Conference</li> <li>• Support use of experiential learning across all programs to enhance social justice advocacy and social determinants of health, use movies and other content to promote DEI</li> </ul> <p><b>Objective 3:</b> Align faculty, staff, students and organizational resources to meet our strategic goals.</p> <ul style="list-style-type: none"> <li>• Begin construction on existing building renovations to meet teaching and learning needs</li> <li>• Finalized funding, approvals, and timeline for public/private partnership</li> </ul>

# Goals - Real Time

<b>Resources Needed</b>	<ul style="list-style-type: none"><li>• New faculty lines and start-up package support to accommodate new academic programs (midwifery and nursing education) and growth in existing programs to address the nursing shortage</li><li>• Continued advocacy for funding to support student and employee development and infrastructure needs through philanthropy, university, legislative, and public/private partnerships</li></ul>
<b>Goal Notes</b>	<p>From Assistant Dean of Finance &amp; Operations: The College of Nursing continued to be agile and responsive as covid presented operational challenges for space, supplies and workforce shortages. Our most notable progress this year has been new revenue generation and multi-layer progress to meeting infrastructure needs for the future of the nursing workforce development.</p> <p>From Associate Dean of Faculty: Faculty scholarly productivity has increased through participation in writing clubs and collaboration with colleagues. One on one mentoring has increased grant submissions and successful publications.</p> <p>From Associate Dean for Diversity, Equity, and Inclusivity (DEI): We continue to seek and cultivate opportunities to move the CON toward inclusive excellence. All community members need equitable exposure to resources, people, and opportunities to be successful.</p>

# Goals - Real Time

## Goal 2 - Education

<p><b>Goal Statement</b></p>	<p>Incorporate innovative best practices in student-centered learning and achieve excellence in educational programs to prepare transformative and culturally competent nurses. This goal will be met by incorporating the following four objectives:</p> <p><b>Objective 1:</b> Utilize emerging technology to deliver progressive program offerings to enhance workforce readiness.</p> <p><b>Objective 2:</b> Integrate concepts of population health, health promotion and social determinants of health using interprofessional learning experiences.</p> <p><b>Objective 3:</b> Prepare nurses to conduct scientific research and lead healthcare improvement through evidence-based scholarship.</p> <p><b>Objective 4:</b> Recruit and graduate highly qualified students from diverse backgrounds.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>The College of Nursing education goal aligns with the mission and vision to support expanded student centered environments within the unit while also preparing through educational program excellence the next generation of transformative nursing workforce. This preparation includes using emerging technology while integrating social determinants, interprofessional learning experiences, telehealth interfaces and adaptive learning platforms that actively engage the learner. Our values of diversity, inclusivity, commitment, caring, integrity, respect and professionalism are embedded within every educational offering.</p>
<p><b>Status</b></p>	<p>Progressing as expected (multi-year goal)</p>
<p><b>Action Plan</b></p>	<p><b>Objective 1:</b> Utilize emerging technology to deliver progressive program offerings to enhance workforce readiness.</p> <ul style="list-style-type: none"> <li>• Identify a measurement tool to assess the workforce readiness of graduates in collaboration with regional clinical partners</li> <li>• Implement a simulated telehealth experience across the BSN, MSN, and DNP programs</li> </ul>

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• Define and identify virtual simulation</li> <li>• Identify and seek approval of experiential learning opportunities across the BSN, MSN, and DNP programs</li> </ul> <p><b>Objective 2:</b> Integrate concepts of population health, health promotion and social determinants of health using interprofessional learning experiences.</p> <ul style="list-style-type: none"> <li>• Develop experiences across all academic programs to apply data and develop a nursing intervention and evaluation measurement tool(s) at the population level</li> <li>• Develop an evaluation tool of student awareness/perspectives on social determinants of health to be administered upon entrance in the academic program and at completion</li> </ul> <p><b>Objective 3:</b> Prepare nurses to conduct scientific research and lead healthcare improvement through evidence-based scholarship.</p> <ul style="list-style-type: none"> <li>• Develop scholarly writing modules for beginning and advanced students in the undergraduate and graduate programs</li> <li>• Identify a course(s) in each academic program (BSN, MSN, DNP, PhD) that concentrates on writing-intensive assignments to provide opportunities for students to improve their writing</li> <li>• Integrate and monitor Grammarly usage and assess faculty and students for writing readiness. Collect the current data for baseline numbers</li> </ul> <p><b>Objective 4:</b> Recruit and graduate highly qualified students from diverse backgrounds.</p> <ul style="list-style-type: none"> <li>• Determine support measures to attract and retain diverse students in the college</li> <li>• Develop holistic admission rubrics for use across each academic program</li> </ul>
<p><b>Achievements</b></p>	<p><b>Objective 1:</b> Utilize emerging technology to deliver progressive program offerings to enhance workforce readiness.</p> <ul style="list-style-type: none"> <li>• Expanded simulated telehealth experience across the BSN, MSN, and DNP programs</li> <li>• Collaborated with Prisma Health partnership to define the Nursing Informatics program, and evaluate collaboration with the Health System Information department (ITEC courses)</li> <li>• Telehealth project year 2 completed in the NI, FNP, AGACNP, NA students. Added DNP and PMHNP students. Focus groups utilized to college program feedback</li> <li>• Received a Duke Endowment grant to train simulation leaders in nursing programs across the state</li> </ul>

# Goals - Real Time

	<p><b>Objective 2:</b> Integrate concepts of population health, health promotion and social determinants of health using interprofessional learning experiences.</p> <ul style="list-style-type: none"> <li>• A faculty group published a manuscript on social determinants of health integration across the curriculum</li> <li>• ANEW grant graduated 17 fellows. Specialized training in rural and underserved population health delivery</li> </ul> <p><b>Objective 3:</b> Prepare nurses to conduct scientific research and lead healthcare improvement through evidence-based scholarship.</p> <ul style="list-style-type: none"> <li>• Provided a DNP mini-retreat focused on professional development for faculty to serve effectively as project mentors (August 2021)</li> <li>• Provided a PhD program retreat to address new NINR and AACN research doctorate guidelines (November 2021)</li> <li>• Held a college-wide CCNE New Essentials retreat to map curriculum to AACN newly adopted Essentials (October 2021)</li> </ul> <p><b>Objective 4:</b> Recruit and graduate highly qualified students from diverse backgrounds.</p> <ul style="list-style-type: none"> <li>• Created an academic coordinator position to develop CON specific student support services</li> <li>• Admitted first upper-division cohort utilizing the holistic admissions process in fall 2021 (80% GPA/20% holistic review)</li> <li>• Developing holistic admissions rubrics for use across all graduate programs</li> </ul>
<p><b>Resources Utilized</b></p>	<ul style="list-style-type: none"> <li>• Collaborations with the Provost Office for new programs and distributed learning.</li> <li>• Simulation equipment, staff, live actors/standardized patients</li> <li>• Duke grant to train simulation leaders in nursing programs across the state (Murillo, PI)</li> <li>• ANEW grant to train in rural and underserved population health delivery (Ribar, PI)</li> <li>• NFLP for student stipend support (Jones, PI)</li> <li>• BC/BS telehealth integration across the curriculum (Baliko, PI/Ribar, co-PI)</li> <li>• Grant submitted to support nurse midwifery program development (Ribar, PI/Johnson, co-PI)</li> </ul>
<p><b>Goal Continuation</b></p>	<p>Continue to expand with measured graduate enrollment in both existing programs and new program offerings, as space allows.</p> <p>Admit first cohort into approved MSN/CGS in Nursing Education program.</p> <p>Seek accreditation and CHE approval for CGS/MSN/DN Nurse Midwife programs</p>

# Goals - Real Time

<p><b>Goal Upcoming Plans</b></p>	<p>Continue with plan to implement holistic admissions in the BSN upper division process and further define graduate holistic admission process.</p> <p>Revise CON Master Evaluation Plan</p> <p>Complete a successful NLN Center for Nursing Excellence submission</p> <p>Revise and expanded the use of high-quality simulation where appropriate</p> <p>Continue to develop new faculty teaching and mentoring orientations</p> <p>Continue to lobby state entities for nonpayment of clinical sites</p> <p>Continue to support faculty for CNE certification</p> <p>Identify academic wins to report and support team in win identifications</p>
<p><b>Resources Needed</b></p>	<p>Space</p> <p>Target key hiring faculty and staff</p> <p>Additional faculty to meet expansion of graduate programs</p> <p>Funds for support of academic program director's engagement in professional meetings</p> <p>Funds for support of academic staff development</p> <p>Funds and staffing to support academic success planning</p>
<p><b>Goal Notes</b></p>	<p>We successfully completed our 10-year CCNE accreditation site visit for all programs in 2021.</p> <p>Covid continues to stress faculty, staff, and particular graduate and potential graduate student recruitment. As a CON, the challenges of the pandemic provide an opportunity for innovation with course delivery, student engagement and simulation. The faculty and staff have risen to the challenge and continue with the high standards the CON is known.</p> <p>Additionally, we have seen our MSN clinical track enrollment decrease this past year due to: a) state regulations across the US for distant education of APRNS - now enrolling in 18 approved states, an increase of one from 2020 (vs. 26 in past), b) workforce saturation in</p>

# Goals - Real Time

	<p>the midlands, c) increased competition of state and distance accessible programs.</p> <p>With our revised curricula, MSN and doctoral time to graduation continues to improve and attrition in the programs are at an all-time low.</p> <p>We continue to be in the top 1% in NCLEX pass rates in the US. Our first attempt NCLEX pass rate for spring 2021 was 99%. Our first attempt 2021 MSN FNP was 93% on AANP BC and 2020 first time pass rate from AANC for the 100% FNP, 90% PMHNP, and 97% AGACNP. The 2021 College of Nursing's ANCC school past rate for first time candidates (2020, 2021 graduates) is: AGACNP - 95%, PMHNP - 92.31%, FNP - 100%.</p> <p>We had 11 GLD graduates and 7 Smart Start honors students graduate in the last year. This is our 5th year of the Smart Start Honors program and we have up to 24 students per academic year. This honors program allows direct admission into upper division.</p>
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# Goals - Real Time

## Goal 3 - Research and Scholarship

<p><b>Goal Statement</b></p>	<p>Lead and accelerate high impact, innovative, nationally recognized research and scholarship, consistent with UofSC Nursing’s values.</p> <p><b>Objective 1:</b> Grow and optimize infrastructure to support research excellence.</p> <p><b>Objective 2:</b> Cultivate and enrich collaborative research and scholarship to advance scientific knowledge.</p> <p><b>Objective 3:</b> Develop and expand research centers to improve health equity and outcomes.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Create new pathways to research excellence to become AAU eligible.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>The CON's research goals fit with the overall mission to provide nationally recognized educational programs and advances science, practice, and policy to optimize health for all. The goals fit with the vision to be a preeminent CON of distinction that pioneers innovation, leadership and excellence. Our research efforts will be guided by the values of diversity, inclusivity, commitment, caring, integrity, respect and professionalism.</p>
<p><b>Status</b></p>	<p>Progressing as expected (multi-year goal)</p>
<p><b>Action Plan</b></p>	<p><b>Objective 1:</b> Grow and optimize infrastructure to support research excellence.</p> <ul style="list-style-type: none"> <li>• UofSC services/units/resources relevant to research will be shared during Resilience in Research meetings</li> <li>• Opportunities to explore new funding opportunities, research ideas and obtain guidance on student implementation during Resilience in Research meetings</li> <li>• Offer post-award budget management and tools</li> <li>• Back-up coverage for pre-award program coordinator</li> </ul> <p><b>Objective 2:</b> Cultivate and enrich collaborative research and scholarship to advance scientific knowledge.</p> <ul style="list-style-type: none"> <li>• Explore facilitators of research at clinical partner sites.</li> <li>• Call for collaborative research proposals: CON and College of Information Science</li> <li>• Promote research and experiential opportunities for students (Research and Scholarship Council)</li> <li>• Increase post-doctoral fellows</li> <li>• Increase citations</li> </ul> <p><b>Objective 3:</b> Develop and expand research centers to improve</p>

# Goals - Real Time

	<p>health equity and outcomes.</p> <ul style="list-style-type: none"> <li>• ACORN Center: Develop "Safe and Effective Communication" project, award pilot grant, institute a Community Advisory Board</li> <li>• Cancer Survivorship Research Center: Increase externally funded projects using small team approach with intensive consultancy, improve integration of CSC with clinical partners</li> </ul>
<p><b>Achievements</b></p>	<p><b>Objective 1:</b> Grow &amp; optimize infrastructure to support research excellence.</p> <ul style="list-style-type: none"> <li>• Resilience in Research: The first monthly meeting - research resources on campus &amp; build collaborations. The ADR invites speakers from UofSC Centers/Institutes, VA &amp; Medical Schools to present on research resources &amp; services. The 2nd monthly meeting is an open forum for faculty to discuss grant ideas &amp; challenges in implementing current funded projects. This meeting allows for problem-solving, support &amp; guidance to faculty engaged in research.</li> <li>• Updated Faculty Research Development Coordinator position to provide pre-award program coordinator support</li> </ul> <p><b>Objective 2:</b> Cultivate &amp; enrich collaborative research &amp; scholarship to advance scientific knowledge.</p> <ul style="list-style-type: none"> <li>• Research Exchange - promote collaborations between DNP&amp;PhD faculty</li> <li>• Magellan Scholars Funded: 2 (Stringfellow - Magellan, Schoff - mini-Magellan)</li> <li>• 51 total publications - only counted once if co-authored by multiple faculty, i.e. not duplicative. 68 TT publication/ 22 TT Faculty = 3.09 TT/faculty (18 1st authored, 50 other; counted more than once if co-authored by multiple TT faculty)</li> </ul> <p><b>Objective 3:</b> Develop &amp; expand research centers to improve health equity &amp; outcomes.</p> <ul style="list-style-type: none"> <li>• ACORN Center added 3 new core faculty members &amp; 1 new associate faculty member in 2021. Core faculty received funding as PI from NIH (1 K23) &amp; one is a Co-I on a large CDC-funded grant. Two core faculty members received project grant funding to improve diversity in nursing. ACORN faculty published 30 unduplicated peer-reviewed articles in 2021 (15 first author). One core faculty member inducted in FAAN in 10/2021. The ACORN Center Graduate Nurse Scholar received a Breakthrough Graduate Scholar Award.</li> <li>• CSRC: Drs. McDonnell and Pinto appointed co-directors (summer 2021). 4 core faculty selected to participate in the Propel program offered by the VPR's office. Current external funding - R01</li> </ul>

# Goals - Real Time

	<p>(National Cancer Institute) awarded to Dr. Pinto, &amp; a grant from the Oncology Nursing Foundation to Dr. Wickersham. Dr. McDonnell, PI of an American Cancer Society Mentored Research Scholar Grant. Dr. Wickersham accepted to participate in Harvard Research Methods in Supportive Oncology (training program). Dr. Pinto received a Health Sciences Endowed Professorship and Dr. Wirth inducted as a Fellow in the American College of Epidemiology.</p>
<b>Resources Utilized</b>	<p>Office of Research (Associate Dean, pre-award and post-award staff). Additional biostatistical support is funded by the college, and editorial services for manuscripts and grants are also provided.</p> <p>CON funds are being used to incentivize faculty for excellence in research in the form of salary supplements and bonuses.</p>
<b>Goal Continuation</b>	<p>Hiring was placed on hold for during the pandemic. We have resumed recruitment of tenure-track/tenured faculty, an Endowed Chair, and faculty for the SmartState Center. Current faculty are strongly encouraged and supported in submitting competitive grant applications and publishing in strong peer-reviewed journals.</p>
<b>Goal Upcoming Plans</b>	<p>We plan to continue many of the initiatives described earlier: individual mentoring of faculty, workshops by national experts, faculty support for advanced training to enhance their research skills and expertise, incentivizing PIs and providing competitive start-up packages for new hires. Writing clubs are on-going to facilitate publications.</p> <p>Funds for cross-track collaborations (pilot proposals) has been shifted towards funding external consultants to work more intensively with faculty to submit competitive, fundable national grant applications.</p> <p>The incentive plan (salary supplements and bonuses) for securing new, external grants and higher levels of scholarship that was piloted in AY2020-21 has been offered again for AY 2021-22.</p> <p>We plan to recruit additional tenure-track/tenured faculty, an Endowed Chair (Dunn-Shealy Professorship in oncology nursing science) and one faculty and one post-doctoral fellow for the ACORN Center (led by a Smart State Chair).</p>
<b>Resources Needed</b>	<p>Start-up funding for new faculty hires.</p> <p>Data management services for funded grants.</p> <p>Funding for publishing in open access to imp</p>

# Goals - Real Time

<p><b>Goal Notes</b></p>	<p>Other Achievements:</p> <ul style="list-style-type: none"> <li>• Per Blue Ridge Institute for Medical Research, UofSC Columbia's ranking in 2021 was #35 (was #44 in 2020).</li> <li>• NIH Submissions: 22; an increase of 6 (16 were submitted in FY2020)</li> <li>• Total Grant Submissions: 50 (previous year = 36, reflecting an increase of 14 from FY2020)</li> <li>• Total Grant Submission Dollars: \$54,347,274 (previous year = \$8,994,210, an increase of \$45,353,064 from FY2020)</li> <li>• Research Awards: 42 (previous year =35; increase of 7 from FY2020)</li> <li>• Research Awards: Extramural = \$2,613,917; Intramural = \$95,896; Total = \$2,709,813/ Education and Practice Total Awards: \$1,508,179</li> <li>• Total Funding: \$4,217,992</li> <li>• Grant Total Expenditures (Research, Education and Practice) for TT/tenured faculty only: Research = \$1,488,106.80; Education and Practice = \$527,629.99; Total: \$2,015,736.79</li> <li>• Grant Total Expenditures (Research, Education and Practice) for all faculty tracks: Research: \$1,754,443.80; Education and Practice = \$1,170,532.20; Total = \$2,924,976.00</li> </ul> <p>ADR organized and offered mock grant reviews of grants submitted by junior faculty.</p> <p>Visiting scholar - we were not able to secure a methodology expert during the past year to visit with us due to the COVID-19 travel restrictions.</p> <p>Two faculty writing clubs per month (led by AD for Faculty Affairs)</p> <p>Two Endowed Chairs will be joining the CON faculty in Fall2022. An additional professor was hired in January 2022.</p> <p>The CON aims at improving our NIH ranking and is committed to this goal. 2021 was a challenging year but the effects of the pandemic: we secured a R01 grant (B.Pinto, PI and ADR), a K23 grant (PRaynor, PI) and a R21 (CJaja, PI-grant transferred since PI moved to another University).</p> <p>In Jan. 2022, Assistant Professor, ASweeney secured a R01 grant as PI. We currently have 3 R01 grants, and 4 K-level mentored grants in our grant portfolio. Faculty have secured funding from HRSA,</p>
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## Goals - Real Time

	<p>CDC/DHEC and BCBS. Faculty have contributed to larger grant applications (e.g., U54) submitted by other Colleges. Several grant applications have focused on health equity.</p> <p>TT/tenured faculty receive strong and consistent messages to submit quality applications as PIs, for national-level funding. In addition to individual mentoring, junior faculty receive mock reviews of grant applications prior to submission and senior faculty obtain external written reviews of their applications. The College has arranged for biostatistical support from the SPH. Faculty have access to a grant editor and to a manuscript editor: these resources and infrastructure support are provided by the College.</p>
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# Goals - Real Time

## Goal 4 - Practice

<p><b>Goal Statement</b></p>	<p>Advance pioneering clinical practice innovations and faculty practice expertise.</p> <p><b>Objective 1:</b> Enhance infrastructure to expand faculty practice sites, interdisciplinary student learning, and professional service opportunities.</p> <p><b>Objective 2:</b> Innovate health care delivery models to increase access to care for underserved populations across the lifespan.</p> <p><b>Objective 3:</b> Optimize the long-term sustainability of the CON Faculty Practice Plan.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Assemble and cultivate a world-class faculty and staff.</li> <li>• Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.</li> <li>• Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>The mission of the Office of Practice Innovation, Partnerships and Policy (OP) seeks to advance pioneering clinical practice innovations and optimize faculty practice expertise and dovetails nicely with the mission of The University of South Carolina College of Nursing which states “we provide nationally recognized educational programs and advance science, practice, and policy to optimize health for all”.</p> <p>To facilitate faculty practice, opportunities are identified with community agencies for which faculty members’ expertise align. Once an agreement is established between an agency and an APRN, a contract is established. Policy that guides the CON Faculty Practice Plan (FPP) was developed and approved by the Faculty Practice Council (FPC) in association with the guidance of the Associate Dean for the OP and with final approval of the Dean.</p> <p>The OP in partnership with the FPC is charged with optimizing the long-term sustainability of CON FPP. Faculty in practice have an opportunity to combine their love of patient care with their passion for educating the next generation of outstanding nurses who become expert clinicians trained to advance science and policy that will optimize health outcomes for all populations.</p>

# Goals - Real Time

	<p>Faculty in contract through the the FPP engage in clinical practice with an agency in the community to provide care for patients one day a week. These contracts augment the agency's provider productivity and assist during provider shortages and vacations. In this arrangement, faculty are provided with release time for the time they are in practice. Faculty practice promotes faculty members' ability to remain proficient in their knowledge and in their clinical skills needed for certification for their chosen specialty. Faculty practice benefits the CON as we are annually ranked and nationally recognized as a superior educational program for advanced practice nursing programs (In 2022 we rank #1 for online graduate programs) and with rare exceptions, the CON has 100% pass rate for NCLEX.</p> <p>Utilizing the support of the agencies and other partners in South Carolina our students have opportunities for learning activities, preceptor training for graduate students, and clinical rotations for undergraduate students.</p> <p>The OP seeks to expand interprofessional and collaborative opportunities for faculty and students and utilize faculty practice as a model for change in health care policy for federal, state, and local regulatory bodies, statutes, and agencies.</p> <p>The OP supports the vision to be a preeminent CON of distinction that pioneers innovation, leadership, and excellence. The efforts to support faculty and students for practice opportunities are guided by the values of diversity, inclusivity, commitment, caring, integrity, respect, and professionalism.</p>
<p><b>Status</b></p>	<p>Progressing as expected (multi-year goal)</p>
<p><b>Action Plan</b></p>	<p><b>Objective 1:</b> Enhance infrastructure to expand faculty practice sites, interdisciplinary student learning, and professional service opportunities.</p> <ul style="list-style-type: none"> <li>• Refine operations for the Faculty Practice Plan to ensure fiscal management and transparency for all faculty in practice</li> <li>• Develop partnerships with professional organizations and/or other nursing schools to promote legislation that supports nursing and health care</li> <li>• Continue collaborations with AARP and RWFJ Campaign for Action to support efforts for removal of barriers to advance practice</li> <li>• Develop a strategic plan for a Telehealth task force in CON</li> </ul> <p><b>Objective 2:</b> Innovate health care delivery models to increase access to care for underserved populations across the lifespan.</p> <ul style="list-style-type: none"> <li>• Develop innovative telehealth faculty practices through additional training and resources</li> </ul>

# Goals - Real Time

	<ul style="list-style-type: none"> <li>• Continue to explore new practice opportunities with major partners for NP practice and other types of professional development</li> </ul> <p><b>Objective 3:</b> Optimize the long-term sustainability of the CON Faculty Practice Plan.</p> <ul style="list-style-type: none"> <li>• Establish a professional development plan to ensure all faculty who are in a clinical practice contract are annually trained for CPR and Basic Life Saving</li> <li>• Demonstrate competency for HIPPA and OSHA standards</li> <li>• Explore fair market value for all NPs in faculty practice</li> <li>• Continue to seek contracts for business relationships with the CON and outside agencies who need CEU credits</li> <li>• Increase practice related manuscripts</li> <li>• Grow the practice conference to increase outreach and impact in the nursing community</li> </ul>
<p><b>Achievements</b></p>	<p><b>Objective 1:</b> Enhance infrastructure to expand faculty practice sites, interdisciplinary student learning, and professional service opportunities.</p> <ul style="list-style-type: none"> <li>• Increased in faculty practice clinical agency contracts (n-13), negotiated multi-year contracts and an average increase in reimbursement of approximately 15-20%</li> <li>• Partnered with MUSC and Clemson University to advocate for legislative change</li> <li>• Developed onboarding credentialing requirements packet that requires all faculty interested in faculty practice to establish and provide all items on the checklist to avoid delays when practice opportunities in the community are identified</li> <li>• Ongoing revisions, additions &amp; features of web content to highlight faculty expertise</li> <li>• Continued support for the Annual Carolina Clinical Practice Conference sponsored by CON Practice Council</li> </ul> <p><b>Objective 2:</b> Innovate health care delivery models to increase access to care for underserved populations across the lifespan.</p> <ul style="list-style-type: none"> <li>• Negotiated a contract for a psychiatric NP to include telehealth services in faculty practice for pediatric patients</li> </ul> <p><b>Objective 3:</b> Optimize the long-term sustainability of the CON Faculty Practice Plan.</p> <ul style="list-style-type: none"> <li>• Ongoing efforts to market and promote events hosted and supported by the Office of Practice.</li> <li>• Working with the ACORN center to identify practice partnership grant opportunities focused on primary rural and underserved</li> </ul>



# Goals - Real Time

	<p>patient populations.</p> <ul style="list-style-type: none"> <li>• Individual mentoring fo faculty for professional development opportunities; i.e., encourage practicing faculty to submit abstracts at conferences (N. Barnes), supported D. Alleyne for selection into the Amy V. Cockcroft Leadership program, and mentored L. Pate to submit her DNP project for manuscript publication.</li> </ul>
<p><b>Resources Utilized</b></p>	<p>AD for OP, AD for OAA, Asst Dean Operations, Director, Center for Nursing Leadership, faculty, staff, CON Practice Council.</p> <p>Grant funding (HRSA and foundations).</p> <p>Community partnerships to improve population health objectives.</p> <p>Community opportunities for networking with interdisciplinary/interprofessional agencies.</p> <p>Manuscript development for a completed research project to document outcomes that can be used for additional grant proposals.</p>
<p><b>Goal Continuation</b></p>	<p>The Office of Practice will continue to seek innovative clinical practice opportunities and support the development of faculty practice expertise. All aspects of this goal are applicable to nurture faculty to achieve their learning objectives and reach the highest level of expertise in their designated specialties. It is imperative to continually seek new practice partnerships to create a pipeline for faculty practice that complements faculty teaching assignments. In order to achieve these efforts will continue to:</p> <p>Seek HRSA and other grants to support APRN programs and faculty initiatives.</p> <p>Continue building community partnerships with agencies to expand telehealth services.</p> <p>Support the Annual Practice Conference sponsored by CON Practice Council with office support and resources for a successful conference.</p> <p>Seek opportunities to expand clinical site availability for MSN and DNP clinical tracks.</p> <p>Support legislation and other initiatives for removal of barriers for advanced practice.</p> <p>Develop community offerings using faculty expertise to improve population health.</p> <p>Maintain a systematic credentialing process for those in Faculty</p>

# Goals - Real Time

	<p>Practice.</p> <p>Ongoing identification of topics of interest for professional development offerings and brown bag sessions using faculty expertise aimed at improving population health.</p> <p>Individual mentoring of faculty for professional development opportunities.</p> <p>Conduct brown-bag presentations for clinical faculty to update them on policy changes and or opportunities for fellowships and other identified opportunities for awards and recognition.</p> <p>Support faculty in practice with the technology needed to work more efficiently in their practice locations (i.e. UpToDate).</p> <p>Identify and support faculty for leadership opportunities and professional growth at the national level.</p>
<p><b>Goal Upcoming Plans</b></p>	<p>Continue to explore agencies for student experiences, volunteer opportunities and faculty practice.</p> <p>Continued support to ensure the ongoing practice meets all collaboration, prescribing, certification, and licensure compliance standards.</p> <p>Continue to pursue grant funding to support practice initiatives and innovative practice models.</p> <p>Develop a timeline for new faculty who wish to establish a faculty practice so they are fully integrated into their teaching role before beginning a faculty practice.</p> <p>Continued support to those in the FPP to ensure ongoing practice meets all compliance standards for collaboration, prescribing, certification and licensure.</p> <p>Continue building community partnerships with agencies to expand telehealth services.</p> <p>Support the Annual Practice Conference sponsored by CON Practice Council with office support and resources as requested.</p> <p>Seek out opportunities to expand clinical site availability for MSN and DNP clinical tracks.</p> <p>Support legislation and other initiatives for the removal of barriers for advanced practice.</p>

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	<p>Develop community offerings using faculty expertise to improve population health.</p>
<p><b>Resources Needed</b></p>	<p>Now that pandemic restrictions are beginning to ease, additional opportunities are emerging to accelerate networking and partnership exploration. To ensure full compliance of all faculty practice contracts an Administrative Assistant is required to track necessary documents for state licensure, DEA licensing, collaborative agreements, contracts, malpractice contracts, credentialing for all practice sites, HIPAA and OSHA training records, and arrange and promote brown bag presentations on practice specialty topics.</p> <p>Efforts to establish additional and non-traditional innovative practice opportunities will need grant funding for establishment and sustainability.</p> <p>Resources needed to advance this goal and seek sustainability will require:</p> <ol style="list-style-type: none"> <li>1. A strong partnership with at least one major medical center is needed to establish faculty practices proposed for grant and research opportunities that demonstrate a robust ROI and the value of NP practices for the underinsured and uninsured populations with chronic conditions such as diabetes, heart disease and COPD.</li> <li>2. Dedicated time to submit an identified AHRQ grant in partnership with colleagues at the ACORN Center to decrease the disparities associated with diabetic indigent patients that utilize the ER for primary care.</li> </ol> <p>To promote &amp; develop faculty for fellowships/service for national leadership opportunities, funding &amp; dedicated time are needed for mentorship &amp; professional growth. We plan to target 1-2 emerging leaders each year that are willing to participate in 1on1 sessions with the AD for Practice &amp; identify gaps in their accomplishments so deficits may be addressed and training scheduled for specific types of needs. Most often, other faculty can be identified to mentor emerging faculty but on occasion, additional funds may be needed for certain types of professional development as well as services for proofreading applications and nomination packets to ensure the most professional and competitive application is submitted.</p>
<p><b>Goal Notes</b></p>	<p>The COVID-19 pandemic has caused significant challenges in the development of new community partnerships to enhance the practice for NPs in need of FP contracts during the past two years but with cases declining and restrictions easing more opportunities are emerging that allow for in person meetings and partnership networking that best facilitates relationship development.</p>

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	<p>CMS funding for expanded NP practice reimbursement may continue in the future and if so will provide greater opportunity for the expansion of telehealth services offered by NP faculty.</p> <p>Recent discussions and research on opportunities available through the Office of Rural Health provided an insight into how to identify rural primary care practices that may be willing to support clinical experiences and preceptor opportunities for students as well as faculty practice sites for contracts and collaboration.</p>
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# Goals - Real Time

## Goal 5 - Leadership and Partnerships

<p><b>Goal Statement</b></p>	<p>Cultivate and expand regional, national, and global initiatives to leverage nursing to meet diverse needs throughout healthcare.</p> <p><b>Objective 1:</b> Increase leadership capacity and effectiveness to address individual and organizational goals.</p> <p><b>Objective 2:</b> Expand and develop strategic partnerships with external providers, organizations, the academic community, domestically and globally.</p> <p><b>Objective 3:</b> Transform healthcare through innovation, collaborations, and policy.</p>
<p><b>Linkage to University Goal</b></p>	<ul style="list-style-type: none"> <li>• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders.</li> <li>• Spur innovation and economic development through impactful community partnerships.</li> <li>• Build teams that win with excellence and character.</li> </ul>
<p><b>Alignment with Mission, Vision, and Values</b></p>	<p>The CNL facilitates the mission, vision, and values of the CON through the support of numerous leadership educational opportunities that align with the mission, vision and values of the CON.</p> <p>The most notable of the ongoing programs is the Amy V. Cockcroft Leadership Fellowship Program that annually admits and graduates up to 20 nurse leaders that go on to hold prestigious key leadership positions in healthcare agencies including appointments to state and national boards, service in public office, and the development of entrepreneurial practices. Graduates embrace and lead advocacy efforts for advancements in public policy to improve health care in SC and beyond.</p> <p>Another program of the CNL is the bi-annual Chief Nursing Officer (CNO) Forums that increase leadership capacity and effectiveness by addressing individual CNO and organizational goals, in the previous year, one Forum was held virtually and one in person. In preparation for future Forums, the CNL reaches out to the CNOs to identify challenges within their perspective healthcare systems that may be of interest to the entire group. Nationally recognized experts are invited to speak at the Forum followed by CNOs in discussion and Q &amp; A sessions to explore collaborative quality improvement opportunities. The Forums advance practice and often lead CNOs to explore the need for policy change within their own systems.</p> <p>A third program/initiative of the CNL began in 2010, following the</p>

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	<p>release of the Institute of Medicine report “The Future of Nursing: Leading Change, Advancing Health.” SC nurse leaders championed a decade-long project known as “One Voice One Plan” (OVOP) Future of Nursing Action Coalition. Building upon the progress from 2010-2020 and in the review of the 2021 Consensus Study from the National Academy of Medicine entitled “The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity” in 2021, the CNL rebranded and renamed the OVOP to the “South Carolina Health Action Coalition” (SC-HAC).</p> <p>The CNL continues to support continuing education needs within the CON. Attendees that take part in programs offered by the CNL have an opportunity to take advantage of CEs awarded to meet the requirements for renewal of licensure as well as certifications and advance their knowledge of innovative practice and grow their leadership potential.</p> <p>Other leadership and partnership opportunities of the CNL that embrace the mission, vision and values of the school include: support for the Global Nursing Education Program led by Dr. Joan Creed; CNL bi-annual newsletters (paused for 2022) are mass distributed to the nursing community and alumni nationwide; and ongoing efforts to expand the CNL footprint by developing a social media presence using intentional efforts and platforms to disseminate opportunities supported by the CNL.</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p><b>Objective 1:</b> Increase leadership capacity and effectiveness to address individual and organizational goals.</p> <ul style="list-style-type: none"> <li>• Amy V. Cockcroft Leadership Fellowship: Expand recruitment and enrollment in southeastern states representing our partnerships in academics, health systems, and policy/public health</li> <li>• Continue to mentor, prepare, and facilitate faculty readiness for Fellow status at AAN, AANP, NLN, others.</li> <li>• Participate with SC Hospital Partners on journeys to Magnet Designation.</li> </ul> <p><b>Objective 2:</b> Expand and develop strategic partnerships with external providers, organizations, the academic community, domestically and globally.</p> <ul style="list-style-type: none"> <li>• Engage the college's external executive advisory committee to assist with fundraising for college resources</li> <li>• Host 2-3 Chief Nursing Officer Forums with practice leaders across the state</li> <li>• Rebrand statewide coalition to replace One Voice One Plan. New identity: SC Health Action Coalition (SC-HAC) based on current priorities. Housed in the CNL</li> </ul>

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	<ul style="list-style-type: none"> <li>• Continue facilitating the SEC Dean of Nursing Network and SC Research 1 Nursing Deans network.</li> </ul> <p><b>Objective 3:</b> Transform healthcare through innovation, collaborations, and policy.</p> <ul style="list-style-type: none"> <li>• Continue partnership with Prisma Health to implement "Readi to Work Program" with senior nursing students as approved by the Board of Nursing</li> <li>• Partner with HBCU, Claflin University, to increase the pipeline for students in the MEPN program and doctoral programs.</li> <li>• Enhance state, regional, national leadership opportunities for the CON team to influence policy</li> </ul>
<p><b>Achievements</b></p>	<p><b>Objective 1:</b> Increase leadership capacity and effectiveness to address individual and organizational goals.</p> <ul style="list-style-type: none"> <li>• The Amy V. Cockcroft Leadership program graduated 14 nurse leaders who will develop innovative programs to improve health care &amp; patient outcomes through applied translational research</li> <li>• 7 faculty submitted applications for Fellow status at AAN, AANP, NLN, others during the last academic year. See faculty awards section for nominations and received fellowships</li> <li>• We continue to work with health systems and agencies in SC to improve health care outcomes &amp; meet the diverse needs of SC. Efforts focus on expanding &amp; cultivating partnerships, developing/refining programs to transform nursing practice &amp; leadership, as well as assisting systems to achieve Magnet designation.</li> </ul> <p><b>Objective 2:</b> Expand and develop strategic partnerships with external providers, organizations, the academic community, domestically and globally.</p> <ul style="list-style-type: none"> <li>• Hosted 2 CNO Forums this academic year</li> <li>• The CNL began re-establishing the infrastructure of the AARP/RWJF Campaign for the SC Health Action Coalition through the establishment of an advisory board.</li> <li>• Met monthly with SEC Dean of Nursing Network and SC Research 1 Nursing Deans network. Hosted quarterly SEC Professional Development sessions.</li> </ul> <p><b>Objective 3:</b> Transform healthcare through innovation, collaborations, and policy.</p> <ul style="list-style-type: none"> <li>• Prisma Health welcomed 29 students in "Readi to Work Program" this academic year</li> <li>• Began implementing the MOU with Claflin University to admit</li> </ul>

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	<p>MEPN students</p> <ul style="list-style-type: none"> <li>• The governor has included student scholarship and faculty funding in the legislative budget. We've also worked closely with the university's legislative liaison advocating for nursing.</li> </ul>
<p><b>Resources Utilized</b></p>	<p>During 2021, resources for implementation of ongoing projects were supported by the Dean who allocated a budget for the CNL to support each program. Additionally, registration fees paid by attendees for events and programs augment the budget.</p> <p>The Amy V. Cockcroft (AVC) Fellowship Program has dedicated funding from an endowment. The annual Leadership Summit held in spring of 2021 honors graduates of the Fellowship and in March of 2021 was held as a hybrid event requiring additional resources (funding and staff).</p> <p>Technology needs for all events of the CNL: Resources (equipment and staff) from the CON IT Office made it possible for the CNL programs/events to continue as planned in a hybrid format. Pivoting to a hybrid format defrayed costs by eliminating the need for a venue and required fewer travel expenses since most presented virtually. Expenses associated with venue required a minimum food and beverage order which negatively impacted the event budget as it was hard to get enough in-person registrations to cover the costs to pay for the venue.</p> <p>Staff Volunteers: During 2021, the CON was short staffed due to a hiring freeze and unanticipated staff resignations. On occasion the CON staff were asked to realign their regularly assigned activities to assist with activities for events planned and offered by the CNL.</p> <p>Design of Materials and Printing: When planning CNL events, coordination well in advance of the event is required with the Office of Communication to ensure ample time for the design and print of materials for events.</p> <p>Marketing: A variety of resources were used to market the offerings for the CNL including the Office of Communication, the Print Shop at UofSC, word of mouth, social media channels associated with the CON and personal communication by the Co-Directors and the Dean.</p>
<p><b>Goal Continuation</b></p>	<p>The current goal of the CNL is to continue to cultivate and expand regional, national, and global initiatives to leverage nursing to meet diverse needs throughout health care. Health care in the U.S. post-pandemic is an ever-increasing complex industry that requires leadership expertise over and above what is provided in the curriculum at most nursing schools/colleges of nursing. As additional government regulations and policy changes are enacted to ensure quality and safety within healthcare systems, the complexity of the system continues to grow. The need for nurse</p>



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	<p>leaders that are fully equipped, trained and skilled to develop programs and solve problems that ensure equity while meeting the demands for quality and safety is ever increasing. This goal is highly applicable and will continue to be relevant in the foreseeable future as few emerging nurse leaders and mid-level nurse managers are prepared to resolve problems they will encounter as health care administrators.</p> <p>As in 2020, conditions in 2021 continued to be compromised due to the pandemic, causing some delays of the goals and objectives planned for the CNL. These challenges were primarily due to need for additional support staff and restrictions associated with events and in person gatherings related to the pandemic.</p> <p>With the release of the National Academy of Medicine’s updated report for the Future of Nursing 2020-2030, the CON and CNL state leadership of the Campaign for Action is establishing a revised interprofessional and interdisciplinary Advisory Board. This group will guide the development of a strategic plan and identify benchmarks for continued efforts to support the mission of the CON in an effort to improve health care and health rankings in SC while reducing the cost of health care for all SC residents.</p>
<b>Goal Upcoming Plans</b>	<p>The CNL will continue the development of offerings that enhance leadership skills and competencies among mid-level and executive nurse leaders and expand efforts to market the Amy V. Cockcroft Leadership Fellowship Program beyond the current market.</p> <p>The leadership team of the CNL will establish a timeline and calendar of events for 2022-2023 to produce all planned deliverables and outcomes for each program offered and sustained by the CNL so that ample time is provided to successfully implement the goals of the Center and provide time for continued exploration of additional programs.</p> <p>Efforts will continue to cultivate and develop new partnerships while sustaining ongoing efforts to strengthen existing partnerships to address the goals of the Center.</p> <p>Through CNO Forums, discussion is expected to explore opportunities to retain nurses in the SC workforce and create policy changes that allow nurses of all levels to practice to the full extent of their training and education.</p> <p>Advocacy efforts will continue to educate state and nationally elected officials on the benefits of enacting policy change to reduce barriers for APRN practice, especially as it relates to health care in rural areas with primary care provider shortages. To maximize efforts for APRN policy change and advocacy for removal of barriers</p>

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	<p>to practice, the cultivation of partnerships with influential stakeholders will be essential to provide an additional layer of influence as we seek to educate policy makers and other stakeholders regarding the benefits of improved health outcomes and cost savings realized by states that have removed barriers to APRN practice.</p> <p>All programs will be continue to be evaluated annually to determine if equity for all populations is addressed in the offerings and to ensure equity for health care is included as an objective when planning new and upcoming CNL events.</p>
<p><b>Resources Needed</b></p>	<p>Budgetary needs for the CNL are addressed annually and co-directors meet with the finance office to review allocations recommended and supported by the Dean for each program and line item that supports programs of the CNL. Careful comparison of the previous year's program outcomes is necessary to determine if self-sustainability is possible for each program and event. With the continuation of inflation and hybrid formats for program delivery, it is difficult to know if established budgets meet the needs of the programs.</p> <p>Alternative opportunities to seek funding should be explored by the Dean and CNL leadership in association with the AA staff to identify potential funding opportunities such as national grants, fees for service contracts, and increased student involvement. This type of additional funding/support can extend budgeted resources.</p> <p>Needs for additional personnel have been an ongoing challenge since the leadership structure was realigned in March of 2021. A highly qualified Administrative Assistant dedicated solely to the CNL is needed to facilitate all planned programs and events.</p> <p>When fully operational with all programs and deliverables on track for timely production, the utilization of student volunteers/assistants could support and extend the capacity of Co-Directors and the AA staff. Student support is cost effective and can ease the workload of the CNL Co-Directors and AA Staff during planning, implementation and execution of all programs thereby ensuring a successful outcome for the program agendas. Students are often highly effective in understanding how to manage social media and can facilitate marketing efforts that will increase recruitment for attendees to any event or program offered by the CNL.</p>
<p><b>Goal Notes</b></p>	<p><b>Notable findings:</b></p> <p>The CNL continues to enjoy a collaborative agreement with the largest health system in SC.</p> <p>Through cultivation of a newly engaged substantial partnership, the</p>

# Goals - Real Time

Dean has secured additional support for continued growth of prelicensure educational programs and potential research partnership opportunities, which can support the development of innovative practice models offered by the CON with the potential to include additional leadership programs. Through the use of social media and continued support for ongoing efforts to strengthen the CON alumni network and the Amy V. Cockcroft Fellowship alumni network, the Co-Directors feel the CON has yet to tap into the full potential for national expansion of the Amy V. Cockcroft Fellowship program.

A Johnson and Johnson media campaign in association with the AARP and RWJF Campaign for Action (CFA), led to national recognition of two nurse leaders at the Columbia VA Health Care System for their outstanding contributions to improve health outcomes during the COVID pandemic. These nurses were but two of eight selected out of hundreds of nominations nationwide. Each nurse developed and led innovative projects resulting in protocol development for improved patient outcomes especially for diverse populations facing the greatest death rates and disparities due to the pandemic. One project improved efficiency of testing resulting in better health outcomes for infected patients while minimizing poor health outcomes for all infected patients. The other nurse developed an innovative approach for new models of nurse staffing that minimizes the emotional, physical, and mental health disparities caused by the pandemic that is impacting nurses within the VA Health Care System across the state. The National CFA website through the SC-HAC disseminated the projects of these two nurses from SC which is expected to have lasting results and provide other nurse leaders and healthcare systems with the tools to duplicate the work of these nurses leading to enhanced quality and safety as well as improved patient outcomes and reduced nursing workforce burn-out.

A positive and notable outcome came from the overwhelming positive feedback received after each event and program deliverable as evidenced by the evaluations completed by event attendees. For each event, the vast majority of responders provided highly complementary statements and ranked the content and presenters for the events/programs as excellent.

## **Challenges:**

The benefit of having a fully staffed CNL team cannot be underestimated. Stress and burnout occur when continually adding responsibilities and deliverables to those assigned to the CNL which is detrimental to the emotional, physical, and mental well-being of individuals assigned to the CNL affecting the success for CNL programs.

# Goals - Real Time

A notable unexpected challenge discovered by the Co-Directors was related to the different offices required for engagement to plan and operationalize the CNL programs. For example, marketing efforts were the responsibility of the Co-Directors which was unanticipated. The Communication Office staff were very understanding of the learning curve the CNL leadership team experienced during the transition and did their best to help. However, without a centralized office with access to donor and alumni contact lists, marketing software, registration platforms, and ongoing marketing efforts it may be important to explore outsourcing some of this work to agencies that specialize in event planning. This work takes up an exorbitant amount of time and requires special software and a skill set for which few individuals in the CON have the experience to facilitate.

The original job description used to recruit the previous Director for the CNL, notes the Director is responsible for oversight of 4 program directors and administrative staff to facilitate the operations of the CNL. As the infrastructure of the CNL is in transition, a re-evaluation of the desired operational outcomes and the Dean's vision for the future of the CNL should be defined.

# Goals - Looking Ahead

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Goals for the next Academic Year.

## **Goals - Looking Ahead**

**No goals have been entered for this section.**

# Academic Programs

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## Program Rankings

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

US News and World Report

- 2022 Best Online Graduate Nursing Program - #1 overall
- 2022 Best Online Nursing Programs for Veterans - #1 overall
- 2022 Best Online Master's of Nursing Administration Program - #9 overall, improved from #14 in 2021
- 2021 Best BSN Programs (1st Historical Ranking) - Top 6th percentile (#30 overall)

The 2021 College of Nursing's ANCC school pass rate for first time candidates (2020, 2021 graduates)

- AGACNP - 95%
- PMHNP - 92.31%
- FNP - 100%

MCSBN NCLEX Program Reports: Top 1% in nation

## Instructional Modalities

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

BSN program is 25% online; 75% face to face didactic courses; Approximately 750 hours of clinical site training. In 2021 all experiential learning remained F2F in spite of the Covid pandemic.

RN-BSN is online, with a clinical component in clinical settings.

MSN Clinical Tracks, Post Masters Clinical Track, and DNP Clinical Track provide online didactic instruction, with face to face simulation and other clinical learning immersions on campus, and required direct and indirect clinical hours dependent on track/certification requirements.

MEPN MSN program is 25% on-line and 75% face to face didactic courses; Approximately 825 hours clinical site training. In 2021 all experiential learning remained F2F in spite of the Covid pandemic.

MSN Nursing Administration and Nursing Informatics provide online didactic instruction.

DNP (non-clinical track) didactic is online and indirect clinical component dependent on GAP Analysis. All DNP tracks meet the minimum 1000 clinical hours as outlined by AACN.

PhD is an executive face to face instruction (Friday/Saturday monthly) model. During COVID pandemic, on-campus face to face sessions were replaced with synchronous online sessions in Zoom and Blackboard Collaborate.

# Academic Programs

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Online exams proctored via Respondus lockdown technology in all graduate courses to authenticate exam takers and ensure academic integrity of online assessments, while still offering flexible options for testing to working and geographically dispersed student population.

Continued using Examssoft secure online testing to provide the opportunity for online testing similar to NCLEX. Additional benefits include increased testing security, exam review tools and non-WIFI-dependent testing. During COVID, proctoring was conducted remotely through Zoom. Detailed protocols for remotely proctored testing through ExamSoft and Zoom were developed for faculty, proctors, and students.

Continued a two-tier simulation in specialty courses for all APRN students to enable students to practice interviewing patients with psychiatric disorders, arriving at probable diagnoses and decisions about treatment. The first tier consisted of several online text-based simulation-type exercises allowing students to practice the steps in diagnostic interviewing and clinical decision-making. The second tier was a more complex simulation with a standardized patient conducted through telehealth technology. The Telehealth simulation was recorded, and the recordings were made available to students and clinical faculty for review and evaluation of professional competencies.

## Program Launches

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

1. Entry into Practice (MEPN) MSN -first cohort started in Spring 2021.
2. Preparing to launch MSN Nursing Education in 2022.

## Program Terminations

*Academic Programs that were newly terminated or discontinued during the Academic Year.*  
None

# Academic Initiatives

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## Experiential Learning For Undergraduates

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

1. Nursing has high proportions of experiential learning, due to the nature of the training in both undergraduate and graduate programs. (See community engagement for volunteer and partnering clinical agencies that provide experiential learning for students).
2. Even considering the covid pandemic, both undergraduate and graduate direct care educational experiences continued in 2021 without interruption.
3. Clinical simulations experiences returned to the traditional F2F delivery but continued to engage students in a scaffolding methodology. This scaffold method design was based on the educational level to encourage student engagement for the purposes of discourse and learning in a different nursing context.
4. Continuation of the simulated electronic health record (EHR) provides the learner with a simulated patient to practice using EHR data to impact patient care and outcomes.
5. Continuation of GoReact software in NURS 704 to provide video recording and simultaneous feedback for student performance (adaptive learning technology).
6. Expansion of TeleHealth simulation experiences occurred and is currently embedded in all graduate programs and in the upper decision undergraduate program.
7. The MEPN program adopted the Medcalc platform that provides medication calculation and admiration simulation training.

## Experiential Learning For Graduate Students

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

1. Implementation of delivering care using interpretive services for the APRN graduate students in NURS 704 allowed students to explore best practices in care delivery with non-English speaking patients.
2. Simulated patient experiences using Telehealth technologies were integrated into each terminal course in each APRN program. THE expansion of simulated OSCEs into these courses allows a layered competency evaluation of graduates prior to entering the workforce.

## Affordability

*Assessment of affordability and efforts to address affordability.*

- Graduate nursing programs are expensive, and the CON realizes this cost. As a result, the Dean provides tuition support to 1st and 2nd year PhD students.
- In addition, as a recruitment incentive, \$100,000 in Dean's scholarships were awarded to new students in the MSN and DNP programs.
- In AY 2020-2021, \$630,228.76 total was awarded in departmental and donated scholarships and GA tuition supplements to 305 recipients.
- The HRSA Nurse Faculty Loan Prepayment Program (NFLP) awarded \$195,994 for 16 graduate CON students.
- Advanced Nursing Education Workforce (ANEW) grants awarded \$172,000 which provided students financial support via tuition, books and stipend.

## Reputation Enhancement



# Academic Initiatives

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

1. The CON earned 10-year reaccreditation for the BSN, MSN and DNP program from commission on Collegiate Nursing Education (CCNE)
2. The CON began the first New Faculty Academy, a semester long intensive orientation program for all new CON faculty. The program meets F2F weekly providing education and support for new faculty transition to the academic setting and profession.
3. Magazine sent to national audiences at least once per year (past 4 years) to members of the Academy of Nursing, Nursing Deans across US. Also sent to alumni, university and regional stakeholders, clinical partners.
4. Monthly e-newsletter to alumni, stakeholders
5. Faculty presented podiums at virtual national and international conferences.
6. Faculty awards (national/international), with special emphasis on American Academy of Nursing, National League for Nursing.
7. Continued improving rankings US News; strong NCLEX pass rate even with Covid crisis.
8. Dean and faculty serve on national organizations (American Association Colleges of Nursing, Academy of Nursing, Society Behavioral Medicine, NIH study sections, NONPF, Council for the Advancement of Nursing Science, FNINR)
9. Showcased teaching innovations (social determinants of health, online caring behaviors and DNP process improvement, metacognition and professional thinking strategies) at local, state and national virtual conferences.
10. Dean and faculty serving on local, state, regional boards and task forces.
11. Increasing attempts to engage alumni (see alumni section).
12. Several faculty provided interviews around the CoVid pandemic and the national nursing shortage to local and state new outlets, NPR, the State Newspaper.
13. Advertising increased in local, regional, and national markets
14. Refinement of marketing materials: website, brochures, flyers, email communications, videos, etc.
15. Increased presence Social media channels- Twitter, Instagram, Facebook | @uofscnusing

## Challenges

*Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.*

1. A significant challenge to experiential learning for the graduate program is complying with each state board of nursing rules for all states that we currently admit students. The Dean continues to lead in the state to limit fees for service clinical requirements.
2. Due to state BON restrictions in other states, the CON no longer accepts students from every state because of the multitude of compliance standards. From last year the number of states the CON accepts from increased from 17 states to 18 states.
3. The increasing pressure for fee payment by the CON for clinical preceptors access imposed by clinical entities is limiting the variety of settings as well as the number of students we can accept per cohort. We have improved clinical placements because of the support of the Director of Clinical Partnerships and active engagement of the Program Directors. However, these factors in concert with the workforce strains due to Covid have limited the expansion of new clinical sites.
4. Undergraduate nursing continues to struggle securing enough masters prepared clinical faculty to conduct clinical rotations due to faculty shortage; however, have used keen networking in order to continue to provide for students educational needs. In response the

# Academic Initiatives

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CON has proposed both a MSN in Nursing Education and Certificate of Graduate Studies in Nursing Education.

5. The RN-BSN program will graduate the final enrolled cohort. New cohorts will begin the program as needs arise with partners to provide accessible, flexible paths for practicing RNs to obtain a BSN.
6. Faculty shortage, with approximately one third to half of applicants having substandard education, consistent with R1 university. Innovative marketing and incentives plans, as well as mentoring TFAC and other adjunct faculty will be employed to meet workforce demands.

# Faculty Population

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## Faculty Employment by Track and Title

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

**Table 1. Faculty Employment by Track and Title.**

	Fall 2021	Fall 2020	Fall 2019
<b>Tenure-track Faculty</b>		20	21
Professor, with tenure		6	6
Associate Professor, with tenure		7	7
Assistant Professor		7	8
Librarian, with tenure		0	0
<b>Research Faculty</b>		1	1
Research Professor		0	1
Research Associate Professor		0	0
Research Assistant Professor		1	0
<b>Clinical/instructional Faculty</b>		37	34
Clinical Professor		3	3
Clinical Associate Professor		18	13
Clinical Assistant Professor		15	18
Instructor		0	0
Lecturer		0	0
Visiting		1	0
<b>Adjunct Faculty</b>		92	90

# Faculty Population

## Faculty Diversity by Gender and Race/Ethnicity

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

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

	Fall 2021	Fall 2020	Fall 2019
<b>Gender</b>		56	55
Male		6	6
Female		50	49
<b>Race/Ethnicity</b>		56	55
American Indian/Alaska Native		0	0
Asian		1	1
Black or African American		10	9
Hispanic or Latino		2	2
Native Hawaiian or Other Pacific Islander		1	1
Nonresident Alien		0	0
Two or More Races		1	1
Unknown Race/Ethnicity		0	0
White		41	41

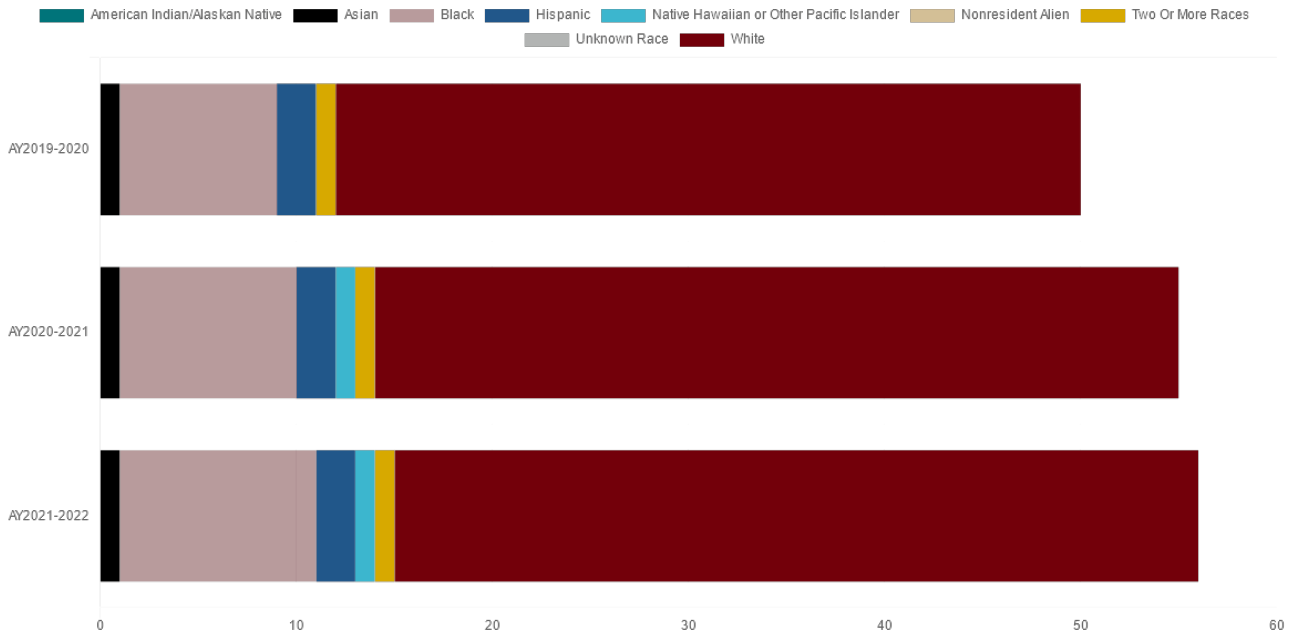
Illustrations 1 and 2 (below) portray this data visually.

# Faculty Population

**Illustration 1. Faculty Diversity by Gender**



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



# Faculty Information

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## Research and Scholarly Activity

*Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:*

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

Highlights:

- Funding \$4,217,992 in FY2021 (FY2020 - \$2,875,176 - a difference of \$1,342,816) research/education/practice grants

Please see Goal 3: Research and Scholarship for details. We have begun planning for efforts to further increase our funding portfolio and improve scholarship, in conjunction with faculty and Senior Leadership.

Research productivity and scholarly activity is increasing. In 2021-22, the Associate Dean for Faculty Affairs will work with the Associate Dean for Research to increase resources available to faculty to support even more scholarly activity. These efforts include:

1. Continue editing services from external editors for faculty grants and manuscripts, on a service requested basis.
2. Continue faculty writing clubs meeting once monthly to support faculty submissions of manuscripts and grants.
3. In evaluation meetings between supervising associate deans (ADFA, Associate Dean of Academics, ADR, and Associate Dean for Practice) and their faculty, ADs will ask faculty for needed resources to increase their scholarly productivity and these data will be discussed in senior leadership meetings.
4. ADs will seek external senior mentors for faculty that need additional expertise outside the college.

## Faculty Development

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

Fall 2020, a new plan was offered to incentivize faculty to become Principal Investigators (PI) on federal-level grants. In the pilot incentive program (AY 2000-2021: faculty are offered salary supplements for national grants they have secured as PI. In addition, they can obtain

# Faculty Information

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cash awards for securing 2 Federal grants, for being the senior author on publications in strong journals (Impact Factor >4.0) and in recognition for >50 citations on a first- or senior-authored peer-reviewed publication. These salary supplements and Excellence awards for Research and Scholarship are geared towards rewarding faculty for a higher level of achievement. Faculty who received mentored grants awards or are PIs of sub-awards receive IDC cost sharing into an incentive account: these incentives will continue. The financial incentive plan has been offered again in AY 2021-2022. As in prior years, faculty will continue to receive financial incentives for Charming Dissertation/DNP projects. As seen in our report, total grant submissions increased from 36 in FY2020 to 50 in FY2021. Three faculty received cash awards for publications as first or senior author in journals with an Impact Factor >4.0.

Faculty collaborate with other departments/units such as the Arnold School of Public Health (SPH), School of Social Work, Pharmacy and Arts and Sciences. Apart from these traditional partners, research collaboration with the College of Engineering and Computing has been growing steadily. In addition, following a Meet and Greet organized by the ADR with faculty from the College of Information Sciences to learn about mutual interests (Fall 2020), we offered a collaborative seed fund initiative to support joint pilot proposals from both colleges. Dr. Wickersham and her team from the College of Information Science and SPH received funding in Summer 2021. We continue to support and foster collaboration across the tenured/tenure track, research faculty and professional tracks through research exchange events, and writing workshops.

Faculty are encouraged to apply for advanced research training and attend grant writing workshops. Attendance at these trainings and workshops is funded by start-up packages, incentive funds and/or the Office of Research. Faculty and students are invited to attend a monthly Research Forum series, organized by the Office of Research wherein junior and senior faculty and other stakeholders in research present on topics relevant to nursing science. During monthly Resilience in Research meetings, the ADR invites speakers from Centers and Institutes on campus, the VA and the Medical School to present on resources and programs that can foster collaborative research with our faculty. Another monthly Resilience in Research meeting, hosted by the ADR allows faculty to discuss research ideas, challenges and concerns in implementing funded studies and ways to overcome barriers.

The Office of Research distributes a weekly e-newsletter to all faculty listing funding announcements and training opportunities. The Office has developed an on-line presentation of its resources, grant application processes and timelines, and support that is available to all faculty. New faculty are sent the link to access the presentation so that they are apprised of the resources and requirements for grant submissions. OR also participates in the new Residency program that has been launched to orient new faculty to their roles and resources at the CON.

All faculty submitting grant applications are provided support in preparing their budgets, assembling the grant package and submission through USCeRA by the Program Coordinator at the Office of Research. To strengthen the competitiveness of grant submissions, the ADR provides junior faculty a mock review of their applications to federal agencies (e.g., NIH,

# Faculty Information

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AHRQ) and provides funding for written reviews of grant applications submitted by senior faculty. Finally, along with the AD Academics and AD Faculty, the ADR funded the purchase of Grammarly software to assist faculty and students to improve their writing.

The Dean has also set up financial incentives to recognize excellence in teaching (national teaching awards) and for service (e.g., appointment as Board member to national organizations, induction as Fellow to national academies/organizations/societies). Hence, the College has offered an attractive and strong incentive program to support the tripartite mission of UofSC.

## Other Activity

A New Faculty Residency was established in Fall 2021 to help acclimate new faculty hires to the culture, climate, and faculty expectations at the College of Nursing. The Spring 2022 schedule is attached.

## Supplemental Info - Faculty Information

*Any additional information on Faculty Information appears as 'Appendix 1. Faculty Information' (bottom).*



# Teaching

## Faculty to Student Ratio

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

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

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

## Analysis of Ratio

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

Due to the national nursing faculty shortage, we are struggling to keep our faculty to student ratio at a nationally competitive level. Because of accreditation requirements, we must hire adjunct faculty to keep our preceptor to student ratio at an acceptable level.

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

	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>Analysis of Ratio</b>		01:18.5	01:17.3

# Student Recruiting and Retention

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## Student Recruitment

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

1. Recruitment was significantly impacted by the covid pandemic and the inability to travel. However, the CON is slowly returning to F2F recruiting events while maintaining and expanding the innovative recruiting approaches developed last year. The CON hosted 16 virtual recruiting events and attended 11 events hosted by outside agencies.
2. Advertisements in-state nursing publications (Palmetto Nurse, SCNA) for graduate students. Advertisements in national conferences' program guides for doctoral graduate students (NP organizations, doctoral conferences, and research conferences).
3. The CON admitted the first Maters Entry to Practice (MEPN) program in South Carolina. The program prepares students holding a bachelor's degree in another field for entry into nursing via a master's curriculum. The second cohort admitted 46 students an increase from the first cohort of 32 admitted students
4. Dean's Scholarship opportunities for new MEPN students and NI students.
5. Promoted the ANEW Grant funding aiming to increase diversity in the profession and increase providers in rural underserved settings.
6. Our focus has primarily been on recruiting graduate students, we continue to promote our "Smart Start" Nursing Honors program to recruit top honors first-year candidates into nursing.
7. UofSC Lancaster nursing faculty provide recruitment for local high school students in their communities to recruit BSN students into their respective sites.
8. Continued usage of social media such as Facebook, Instagram, and twitter to attract students to our programs.
9. Continued refinement of website to ensure accurate program information.

## Student Retention

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

1. The Town Halls introduced in response to covid were revised and continued. The student was provided the option of F2F meetings and virtual options which were also recorded, and parents were encouraged to attend if desired, undergraduate lower and upper-division as well as each track in the graduate program.
2. Communication plans were developed beginning at admission through the first week of classes for all graduate students. Plans were refined across all programs so each student had a similar yet tailored experience addressing needs for the major.
3. The new curriculum for undergraduate students began in Fall 2021. This revised curriculum offers NURS coursework for students beginning in the first term of the first year and offers a F2F course in the second term of the first year.
4. The BSN continued to expand the number of students admitted into upper-division

### **TOTAL: 260 Students for SU-FA2022**

- 229 new COLA students admitted
- 31 new LANC student admitted

(data based on Dec. 2021 application notice)

# Student Recruiting and Retention

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## **TOTAL: 254 Students for SU-FA2021**

- 231 new COLA students admitted
- 23 new LANC student admitted

(data based on Dec. 2020 application notice)

## **TOTAL: 243 Students for SU-FA2020**

- 220 new COLA students admitted
- 23 new LANC students admitted

(data based on Dec. 2019 application notice)

# Student Enrollment & Outcomes

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

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

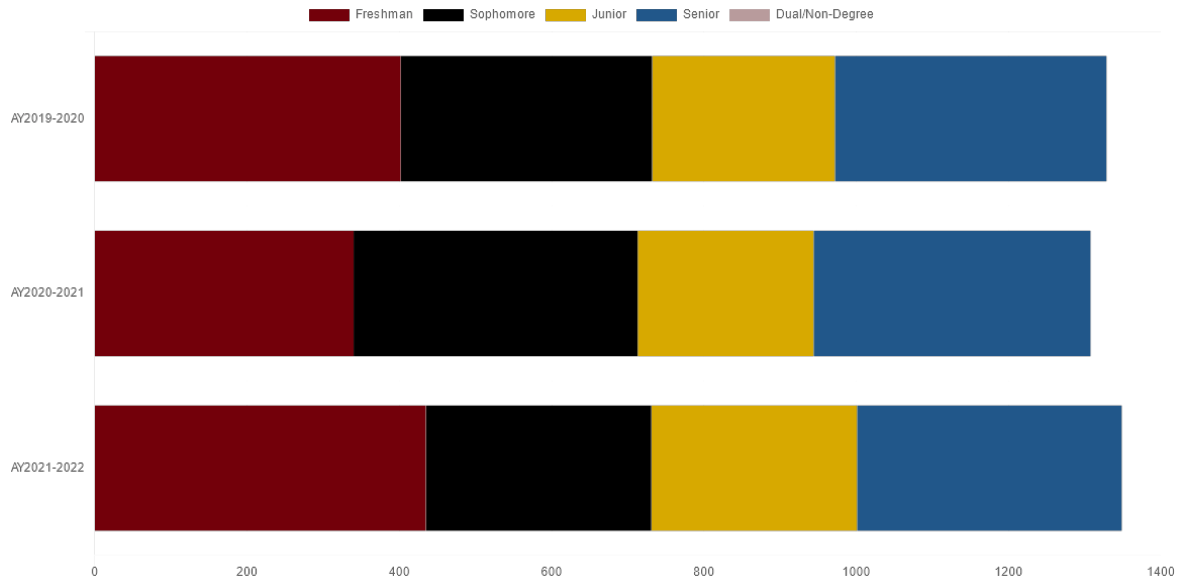
## Student Enrollment by Level & Classification

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

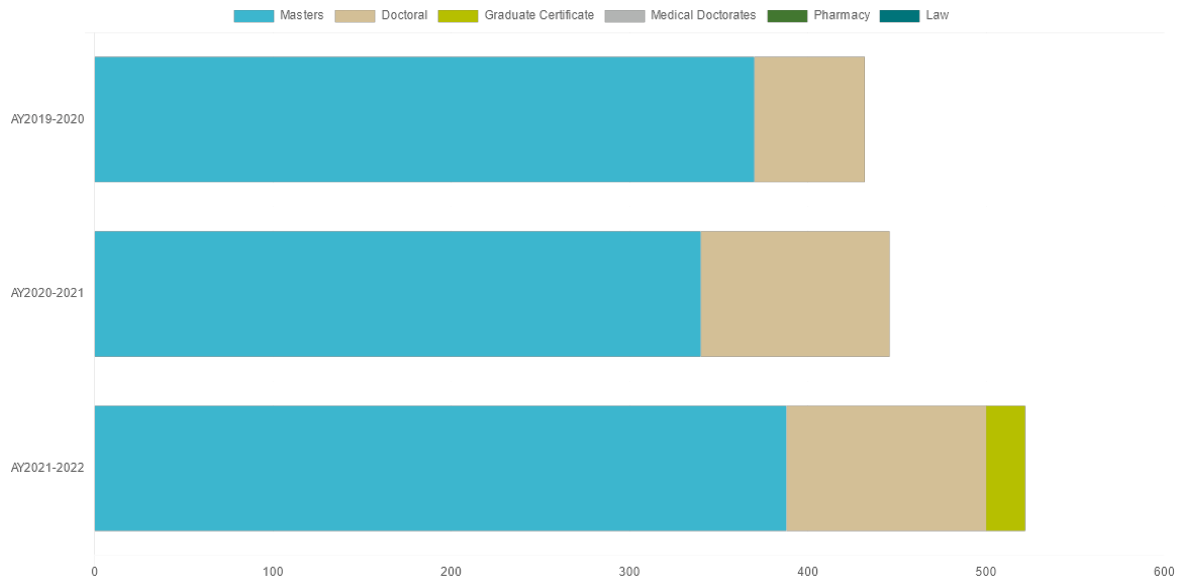
	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate Enrollment</b>			
Freshman	435	340	402
Sophomore	296	373	330
Junior	270	231	240
Senior	348	364	357
Dual/Non-Degree	0	0	0
<b>Sub Total</b>	1349	1308	1329
<b>Graduate Enrollment</b>			
Masters	388	340	370
Doctoral	112	106	62
Graduate Certificate	22	0	0
<b>Sub Total</b>	522	446	432
<b>Professional Enrollment</b>			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
<b>Sub Total</b>	0	0	0
<b>Total Enrollment (All Levels)</b>	1871	1754	1761

# Student Enrollment & Outcomes

### Illustration 3. Undergraduate Student Enrollment by Classification

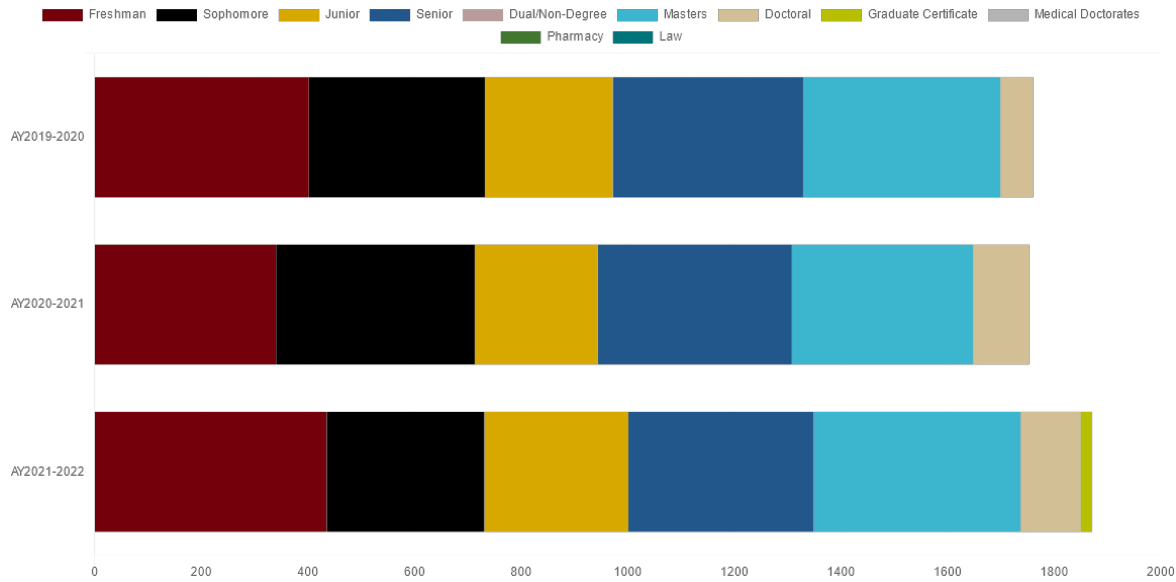


### Illustration 4. Graduate/Professional Student Enrollment by Classification



# Student Enrollment & Outcomes

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



## Enrollment by Time Status

**Table 6. Student Enrollment by Level and Time Status**

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	1349	1308	1329
Full-Time	1324	1270	1276
Part-Time	25	38	53
<b>Graduate/Professional</b>	500	446	432
Full-Time	132	78	45
Part-Time	368	368	387
<b>Total - All Levels</b>	1849	1754	1761
Full-Time	1456	1348	1321
Part-Time	393	406	440

# Student Enrollment & Outcomes

## Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	1349	1308	1329
Female	1250	1204	1230
Male	99	104	99
<b>Graduate/Professional</b>	500	446	432
Female	444	398	379
Male	56	48	53

Illustration 6. Undergraduate Student Diversity by Gender

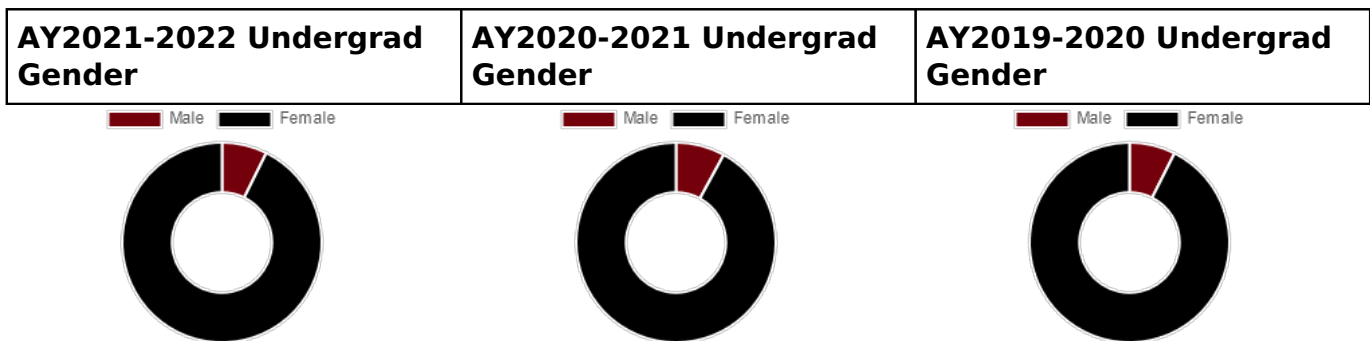


Illustration 7. Graduate/Professional Student Diversity by Gender



# Student Enrollment & Outcomes

## Student Diversity by Race/Ethnicity

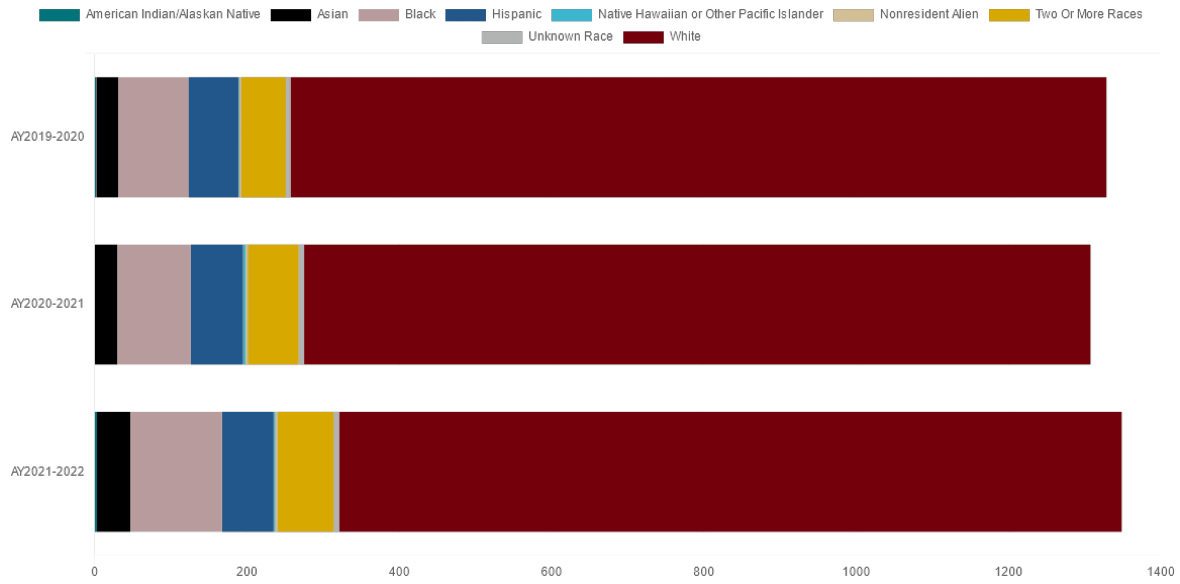
Table 8. Student Enrollment by Race/Ethnicity

	Fall 2021	Fall 2020	Fall 2019
<b>Undergraduate</b>	1349	1308	1329
American Indian/Alaska Native	3	0	2
Asian	44	30	29
Black or African	120	96	92
Hispanic or Latino	68	69	66
Native Hawaiian or Other Pacific Islander	2	3	1
Nonresident Alien	3	3	2
Two or More Races	74	67	59
Unknown Race/Ethnicity	7	7	6
White	1028	1033	1072
<b>Graduate/Professional</b>	500	446	432
American Indian/Alaska Native	2	1	1
Asian	14	7	7
Black or African	82	63	62
Hispanic or Latino	18	12	9
Native Hawaiian or Other Pacific Islander	2	1	1
Nonresident Alien	3	3	3
Two or More Races	20	18	11
Unknown Race/Ethnicity	5	9	11
White	354	332	327

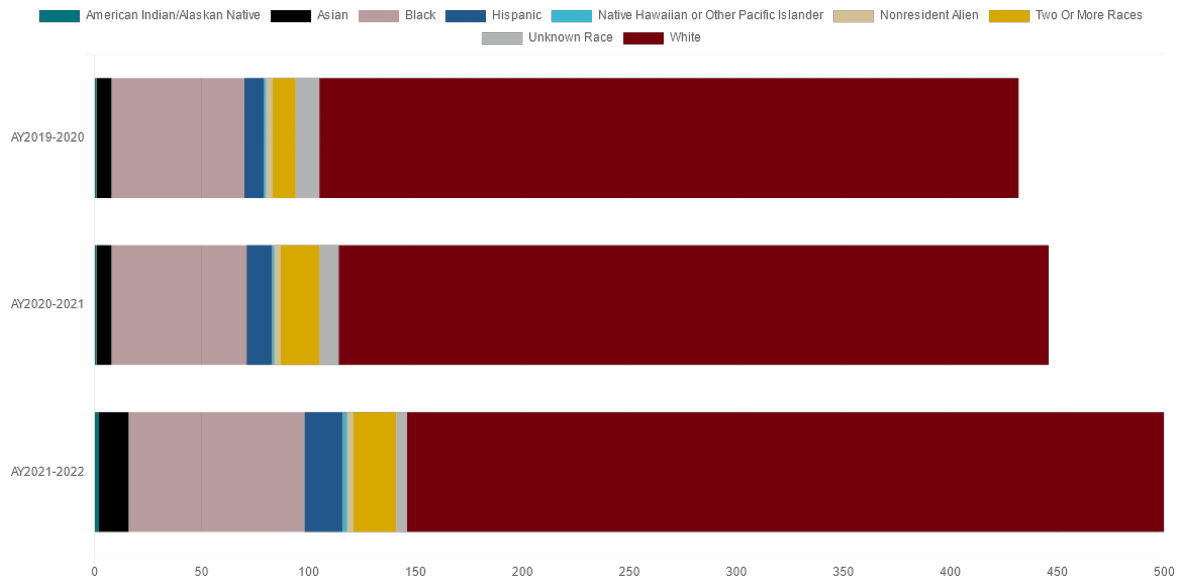


# Student Enrollment & Outcomes

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



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



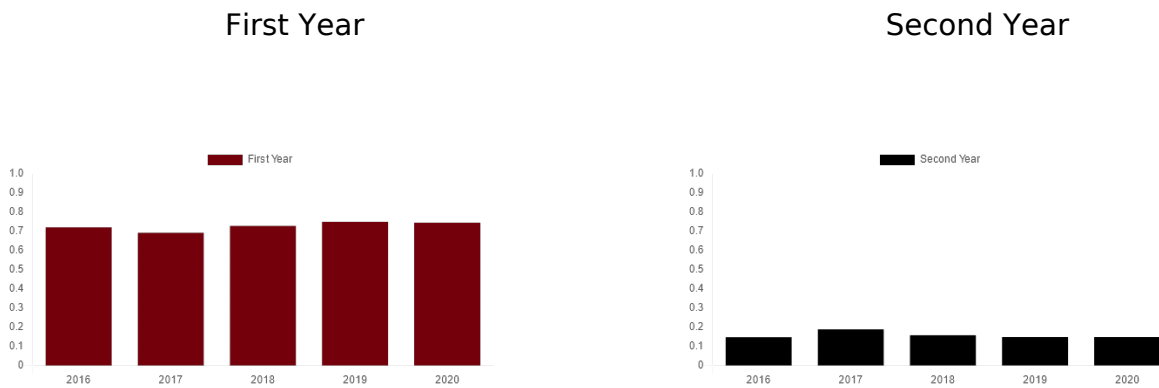
# Student Enrollment & Outcomes

## Undergraduate Retention

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

	<b>First Year</b>	<b>Second Year</b>
<b>Fall 2021 Cohort</b>	0%	N/A
<b>Fall 2020 Cohort</b>	74.66%	14.99%
<b>Fall 2019 Cohort</b>	75.1%	15%

Illustration 10. Undergraduate Retention, First and Second Year



## Student Completions

### Graduation Rate - Undergraduate

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

	<b>Fall 2021</b>	<b>Fall 2020</b>	<b>Fall 2019</b>
<b>4-Year Same Cohort</b>	37.2%	0%	35.71%
<b>4-Year Diff Cohort</b>	25.3%	0%	30.75%
<b>4-Year Total Cohort</b>	62.5%	0%	66.46%
<b>5-Year Same Cohort</b>	41%	0%	38.2%
<b>5-Year Diff Cohort</b>	33.4%	0%	35.09%
<b>5-Year Total Cohort</b>	74.4%	0%	73.29%
<b>6-Year Same Cohort</b>	41%	0%	38.2%

# Student Enrollment & Outcomes

<b>6-Year Diff Cohort</b>	34.5%	0%	35.71%
<b>6-Year Total Cohort</b>	75.5%	0%	73.91%

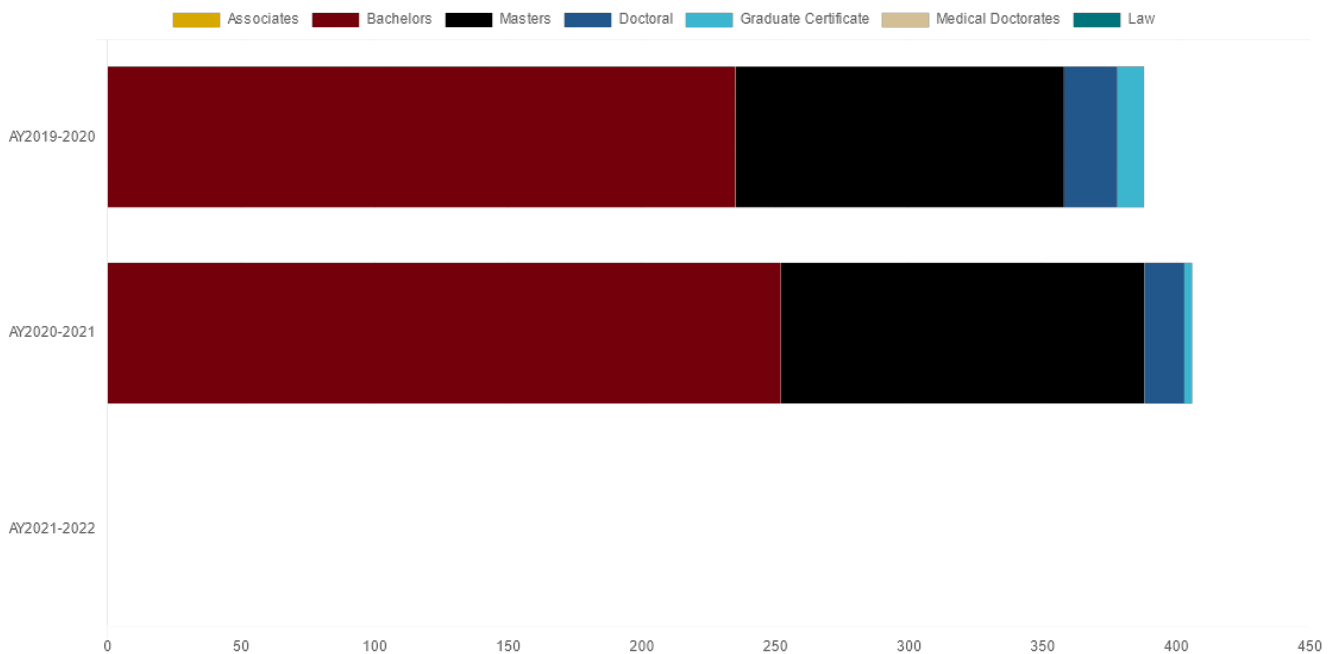
# Student Enrollment & Outcomes

## Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2021	Fall 2020	Fall 2019
<b>Associates Degree</b>		0	0
<b>Bachelors</b>		252	235
<b>Masters</b>		136	123
<b>Doctoral</b>		15	20
<b>Medical</b>		0	0
<b>Law</b>		0	0
<b>Pharmacy Doctorate</b>		3	10
<b>Graduate Certificate</b>			

Illustration 11. Degrees Awarded by Level



# Faculty Awards Nominations

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

## Research Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Wickersham, Karen	University of Virginia Distinguished Alumni Award (Research)	University of Virginia
Abshire, Demetrius	Research in Minority Health	SNRS
Abshire, Demetrius	Outstanding Researcher Award	NRHA

## **Faculty Service Awards Nominations**

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

# Faculty Awards Nominations

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## Teaching Award Nominations

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Onello, Rachel	Mary Adelaid Nurttig Award for Outstanding Teaching	National League for Nursing
Onello, Rachel	Michael J. Mungo Graduate Teaching Award	UofSC
Jenerette, Coretta	Andrew Billingsley Faculty Award	UofSC
Jenerette, Coretta	Garnet Apple Award for Teaching Innovation	UofSC

# Faculty Awards Nominations

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## Other Award Nominations

Recipient(s)	Award	Organization
Bell, Nathaniel	National Adacemy of Medicine Fellowship	National Academy of Medicine



# Faculty Awards Received

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

## Research Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Wirth, Michael	Fellow of the American College of Epidemiology	American College of Epidemiology
Dail, Robin	Sigma International Nurse Researcher Hall of Fame	Sigma Theta Tau International

# Faculty Awards Received

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## **Faculty Service Awards Nominations**

**No Awards have been entered for this section.**

# Faculty Awards Received

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## Teaching Awards

Recipient(s)	Award	Organization
Bradshaw, Kathleen	NLN Academy of Nursing Excellence Fellow	National League of Nursing

# Faculty Awards Received

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## Other Awards

<b>Recipient(s)</b>	<b>Award</b>	<b>Organization</b>
Jenerette, Coretta	Southeastern Conference Academic Leadership Development Fellow	Southeastern Conference
Hein, Liam	Elected to Board of Directors of OutCare health (national non-profit)	OutCare health
Deupree, Joy	Inducted into the American Academy of Nursing	American Academy of Nursing
Deupree, Joy	UAB School of Nursing Visionary Leader Award	University of Alabama Birmingham
Slone, Sarah	Society to Improve Diagnosis in Medicine Fellowship in Diagnostic Excellence	Society to Improve Diagnosis in Medicine
Johnson, Rhonda	Fellow of the American College of Nurse Midwives	American College of Nurse Midwives

# Alumni Engagement & Fundraising

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## Alumni

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

We delayed the hiring of the Director of Alumni Engagement. The former alumni director resigned in August 2020 and the position has been vacant since. We are posting the replacement for this position as the Associate Director of Development and Alumni Relations in March 2022.

During FY22, events hosted by the Office of Alumni Relations in an effort to engage and cultivate our alumni include:

- Viana McCown Lectureship
- May 2021 and December 2021 Graduate Destressing Yoga Virtual Sessions
- Young Alumni Reception in Charlotte
- Interview & Career Tips - hosted by Alumni and SNA
- Celebrate Nursing Gala & Silent Auction
- Hosted events during athletic games - Cockaboose, basketball games, and baseball games

The College of Nursing awards two alumni awards, the Outstanding Nurse Alumna award for alumni graduating with their first degree from the college more than 10 years prior and/or practicing in the nursing field for more than 10 years; and Outstanding Young Nurse Alumna award for alumni graduating with their first degree from the college in the past 10 years and working 10 years or less in the nursing field. The recipients are selected by the Alumni Council through a blind review process. These awards are given by Dean Jeannette Andrews with students introducing each recipient. The awards were announced during the 2021 Viana McCown Lectureship.

The College of Nursing's Alumni Council consists of 22 members. This council serves as advocates who encourage and maintain a relationship between alumni and the college, advises the college on alumni programming, promotes and cultivates leadership, and supports and advocates the needs and concerns of College of Nursing alumni. However, we struggle to keep this committee engaged and active. This council will have several initiatives, including an alumni mentoring program and workplace alumni groups. Alumni Council members each have a \$100 per year financial commitment to the college for the length of their membership. In addition to this, the Alumni Council annually selects and sponsors a fundraising initiative that will be used in annual giving solicitations. The alumni council was encouraged to participate in the Tools for Schools and Stethoscope Fundraisers this year. We are also hosting the Celebrate Nursing Gala and Silent Auction on April 1, 2022.

In conjunction with the Alumni Council's mentoring task force, the college is launching an alumna-to-alumna mentoring program in April 2022 for December 2021 graduates being paired with experienced alumni (5-10+ years out) for a mentoring relationship focusing on career development, emotional skills, and any other areas of need for mentees. Matches will be announced in May 2022 and conclude in December 2022.

We encourage alumni to remain in touch with the college via a monthly email newsletter, annual magazine and social media outlets such as Facebook, Twitter and Instagram. Alumni

# Alumni Engagement & Fundraising

news is shared regularly across all platforms. Permanent contact information is gathered from graduating undergraduate and graduate students across all programs, with a graduation gift made available from the Office of Alumni Engagement.

We plan to begin integrating BBIS into our alumni communications in April 2022. This tool will allow us to integrate our communications and connections with Blackbaud.

## Development, Fundraising and Gifts

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

### **Top 5 Overall Priorities for the Dean and the College/School/Unit (not necessarily fundraising):**

- Procure Adequate Space for expanding clinical and classroom learning needs, faculty, students, and programmatic needs.
- Promote a vibrant, respectful, and caring environment that recruits, retains, and fosters development of an inclusive and talented community of students, faculty and staff.
- Incorporate innovative best practices in student-centered learning and achieve excellence in educational programs to prepare transformative and culturally competent nurses.
- Lead and accelerate high impact, innovative, nationally recognized research and scholarship, consistent with UofSC Nursing's values.
- Cultivate and expand regional, national, and global initiatives to leverage nursing to meet diverse needs throughout healthcare.

### **Top 5 Fundraising Priorities (include dollar amounts needed and whether spendable, endowed, or a combination of dollars):**

- Building Expansion Project - \$25 Million
- Student Scholarships - \$250K - \$500K
- Endowed Professorships - \$1 Million
- Clinical Simulation Lab - \$500K
- Carolina Cares Cupboard - \$25K - \$50K

### **College/School/Unit tentative total production goal for FY21:**

1. Strategies to achieve the production goal:
  - Collaborate and identify prospects for Foundations & Corporate Relations:
    - (Chris Segars assigned to College of Nursing)
    - Oncology Nursing Foundation
    - Mungo Family Foundation
    - Walmart
    - American Cancer Society
    - BCBSSC
    - Lettie Pate Whitehead Foundation
    - Bristol Myers Squibb
    - Duke Endowment
    - Pfizer
    - PCORI
    - The ASCO Foundation

# Alumni Engagement & Fundraising

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- Conquer Cancer
- Cancer Concern
- Gerber
  
- Collaborate with Annual Giving on Direct Mail, Email, Family Fund, Giving Day, Evertrue, Call Center, College of Nursing Carolina Fund (1A3169)
  - CON Carolina Fund Supports:
    - Carolina Cupboard
    - Building Expansion Project
    - Faculty support
    - Research
    - Scholarships and fellowships
    - Student experiences
    - Technology, equipment and facilities

## Reasons to Give

- Gifts to endowments help fund additional faculty, research, faculty travel and professional development.
- Scholarships and fellowships and funding for doctoral students help ensure every student can afford to pursue their ambitions, regardless of finances. The greatest need is support for D.N.P. and Ph.D. students.
- Gifts have helped ensure more than 200 students receive scholarships and fellowships.
- Simulation technology at Columbia needs funding. Gifts go toward simulation, A/V and medical equipment and space renovation, which creates a simulated medical environment like a hospital room. Students use these rooms to practice skills and procedures before they interact with real patients in the clinical environment.
- Gifts have helped send students on study abroad for experience with other cultures and medical systems.
- 51% of undergraduate and 54% of graduate students rely on financial aid.

## Donor Relations and Stewardship

Collaborate with Central Development team to include invite/attendance of athletic events, mail out of scholarship endowment report, donor wall recognition and simulation recognition wall. Give for Garnet, virtual Zoom meetings with donors and Executive Advisory Council, Cockaboose, football, basketball, and baseball games.

## Strategies to strengthen and streamline the prospect portfolio(s):

Collaborate with Health Sciences team, direct report to VP of Development, Alumni Association and Central Development team to identify correct nursing donor prospects. Utilize Blackbaud CRM. Connect with all Primary Manager prospects (below) and continue to evaluate giving/engagement potential. Continue to update and keep donor list current to include primary, secondary and assistant manager assignments.

## Strengths and Challenges for each of the following activities in your college/school/unit:

1. Donor Relations/Stewardship/Events:

# Alumni Engagement & Fundraising

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2. Updated CON scholar/donor recognition wall weekly
3. Continue to host Scholar Donor luncheon and CON Gala. Increase attendance to these events.
4. Feature in newsletter and CON Magazine
5. Invite to Presidential Receptions/Events/Athletic Events
6. Recognize Dean's Circle Society Members annually

Dean's Priorities, including boards, councils, strategic plans, overall college initiatives, etc.:

1. Building Expansion Project
2. Dean's Circle
3. Dean's student advisory boards (graduate and undergraduate)
4. Initiating new graduate programs (Nurse Midwife, Nursing Education)
5. Diversity/Equity/Inclusivity
6. Expanding Telehealth, m-Health, and Data Science
7. Continuing to grow research – Cancer Survivorship, Chronic Health, Rural Health
8. Carolina Cares Cupboard

## **Collaboration with Communications and Marketing:**

- Continue to create graphics for the College's Donor Recognition Wall.
- Continue to promote and aid with graphics for fundraising and alumni events such as New Building Launch Party and Hosting Basketball Suite.
- Refresh of college's Strategic Communications Plan with UofSC Central Communications, incorporating alumni and donor audiences and initiatives.
- Create new electronic materials (web/email/social media graphics, videos) to aid in fundraising efforts for example Tools for School and Stethoscope Fundraiser.
- Continue to disseminate newsworthy events, announcements, accomplishments, and highlights through the appropriate channels.
- Newsletters and publications to include updates from alumni relations and development with recipients consisting of donors, alumni, and community partners:
- Gamecock CONnection (monthly e-newsletter) emailed to 11,187 recipients.
- Annual printed magazine – mailed to 2,500 recipients (including all donors) and emailed to 11,299 recipients.
- Features in the Carolinian.
- Social media to include paid social media campaigns highlighting events such as Giving Tuesday, Grateful Giving Day, and Give 4 Garnet.
- Website feature/news stories on alumni and donors.
- Direct the writing and editing of alumni communications to include social media posts, alumni webpage, and the bi-monthly alumni e-newsletter.
- Responsible for building relationships with student organizations to facilitate future alumni relationships.
- Foster relationships through social events to encourage continued relationships with the college.
- Organize alumni clubs and social events to enhance the frequency and quality engagement with college.
- Train in Blackbaud CRM.



# Alumni Engagement & Fundraising

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## **Supplemental Info - Alumni Engagement & Fundraising**

*Any additional information on Alumni Engagement & Fundraising appears as 'Appendix 2. Alumni Engagement & Fundraising' (bottom).*

# Community Engagement

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## Community Engagements and Community - Based Activities

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

During the Covid pandemic, our students and faculty have volunteered with covid testing sites on campus, and vaccine sites at Student Health Center, Prisma, VA, Lexington Medical Center, Providence and others. Our faculty and students volunteered over 6,000 hours.

Many of our faculty are highly involved in their local communities and also volunteer with national organizations (American Heart Association, Relay for Life, etc).

We have several faculty who incorporate community-based participatory research/community engaged research with vulnerable populations - whether in public housing neighborhoods, rural hospitals, rural federally qualified clinics, and other community locations.

There are community engagement activities for education/recruitment purposes, mostly for high school students (visiting the simulation lab), community events at high schools at Lancaster and Columbia campuses.

In regards to practice, we work with rural health clinics to provide mental health services via telehealth delivery in our psychiatric mental health nurse practitioner program.

We also have several faculty who practice in rural health clinics (I.e., Kershaw Community Medical Clinic) and child advocacy center in Aiken, SC (serving Barnwell, Saluda, Edgefield counties).

National/International:

Faculty provide consultation on community engagement/community-engaged research.

Our undergraduate students provided volunteer and/or clinical service throughout the state in all the major hospital systems. Our students also serve the state in hospice centers, the Department of Mental Health, and behavioral health centers.

Approximately 70% of our NP students rotate through a rural health clinic, with at least 50% choosing employment in rural health settings in South Carolina after graduation. Our graduate students provided volunteer and/or clinical service typically in their home region; which is throughout South Carolina and across the US.

## Community Perceptions

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

Evaluations are conducted when a student has a community service site (part of course evaluations). We send evaluations to our clinical partners and alumni every 3 years as part of

# Community Engagement

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our accreditation process.

## **Incentivizing Faculty Engagement**

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

We provide 10% time allotment to FT faculty for service.

# Collaborations

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## Internal Collaborations

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

The College of Nursing works closely with several colleges and offices across campus:

- Arnold School of Public Health
- College of Engineering and Computing
- School of Medicine
- College of Social Work
- Psychology Department
- Library Science
- Center for Teaching Excellence
- Honors College
- McNair Center
- Artificial Intelligence Institute
- SC Cancer Prevention and Control Research
- Colorectal Cancer Prevention Network

## External Collaborations

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

\*\*This list is not exhaustive, yet represents data compiled for other recent inventories in past few months.

South Carolina:

- Claflin University
- Medical University of South Carolina
- SC Cancer Alliance
- SC Oncology Associates
- Coalition for Access to Health Care
- USC Beaufort, Aiken, Upstate nursing programs
- Clemson University
- SC AHEC
- SC DHEC
- Prisma Health - executive nursing, Children's Cancer Center, and various other offices
- Cooperative Health, formerly known as Eau Claire Cooperative Health
- SC Office of Rural Health
- SC Diabetes
- SC Nurses Association
- Coalition for Access to Health Care
- SC Board of Nursing Advanced Practice Committee

USA:

- National League for Nursing
- American Association of Colleges of Nursing
- American Association of Nurse Practitioners

# Collaborations

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- Augusta University
- Health Equity Leadership Institute, University of Wisconsin-Madison
- Johns Hopkins University
- Marquette University
- Wake Forest University
- University of Georgia
- University of Kentucky
- Duke Foundation
- University of Iowa
- UNC-Chapel Hill
- East Carolina University
- GE Healthcare
- James R. Clark Memoria Sickle Cell Foundation
- Community Health Accreditation Partner
- National Organization of Nurse Practitioners
- Education for Hope
- George Washing University

International:

- Evangelische Hochschule University Nuremberg
- InHolland University
- Atlantic Insitute/Rhodes Trust

## Other Collaborations

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

MOU signed with USC Beaufort for their BSN students to enter our new MSN Nursing Education (4+1).

MOU signed with Claflin University for their bachelor students (non nursing) to enter our new Master's Entry into Practice Nursing (4+1).

SEC Nursing Dean Coalition founded by Dean Jeannette Andrews

# Equity and Diversity Plan

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

- Collaborate with Office of Undergraduate Admissions to identify and participate in pipeline programs to help underrepresented minorities discover nursing
- Implement and improve holistic admissions across all programs
- Explore and develop partnerships with Historically Black Colleges and Universities
- Initiate and support activities to retain URM and enhance a sense of belonging.

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

1. Review membership of search committees to ensure compliance with University requirements
2. Monitor search committee training required by the University
3. Implement practices for URM recruitment
  1. Maximize advertisement, social media, and personal recruitment
    1. Use feedback from the DEI committee
    2. Support cohort hires
    3. Apply for available funding to support underrepresented faculty hires
4. Implement practices for URM retention
  1. Provide opportunities for open dialogue to discuss challenges
  2. Provide resources to enhance community (e.g., implicit bias, microaggression, racism)
  3. Use surveys to monitor progress
    1. Climate
    2. Inclusion
5. Review policies and procedures for promotion (professional track) and promotion & tenure (tenure track)
6. Participate in all aspects of the recruitment, onboarding, and retention of URM faculty

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

1. Provide resources to decrease the potential of food insecurity, personal care items, and emergency funds inhibiting education (Carolina Cares Cupboard)
2. Enhance the sense of community to decrease isolation
  1. Holistic admission
  2. Holistic progression
3. “You can be what you can see”: Provide opportunities for URM students to see people who look like them
  1. Recruit and retain URM faculty & staff
  2. Programming and events (e.g., Black Angels)
  3. Communication to include social media posts are representative
  4. Displays in the building (static and permanent)
4. Identify and apply for funding to support URM students

## Improve Post-Graduate Outcomes For URM

# Equity and Diversity Plan

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## **Undergraduate and Graduate/Professional Students**

Post-graduation outcomes are not a significant challenge for CON graduates. URM undergraduate and graduate students successfully pass national licensure exams and certifications at greater than 95%. Additionally, securing employment is not a significant challenge for CON URM graduates. However, the number of disadvantaged UG students who can enter the UG program needs to improve. We have implemented the first phase of holistic admission (to upper-division) and seek funding to support these students as they matriculate.

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

Engagement in diversity, equity, and inclusivity requires accountability, infrastructure, incentives, and resources. Accountability begins with leadership and includes policies and practices. The leadership is being asked to role model the engagement desired among all faculty and staff. In addition to books, we use other materials, including movies and Netflix programming to enhance DEI engagement. Accountability was increased by adding engagement to annual faculty and staff evaluations. However, there needs to be some weight attached to the meaning of engagement being part of the evaluation. We continue to grow the infrastructure to support DEI engagement opportunities for faculty, students, and staff. These opportunities include the Walking Circle, Small CONversations, and Dean's Dialogue. We have added BIPOC check-ins.

Additionally, called gatherings take place as needed. Students are given a voice on committees and have direct access to leadership (e.g., Dean's Advisory Council). The major incentive for DEI engagement for faculty, students, and staff is building community in the CON and be better prepared to embrace diversity. However, another potential incentive is fulfilling an annual requirement with the potential of merit raise. The CON continues to acquire resources to support DEI that can be used for faculty, staff, and students.

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

The most important way sense of inclusion is enhanced in the CON and among all university community members is through consistent, intentional communication, responsive feedback, and continual efforts towards inclusive excellence. In the CON, there are numerous opportunities for dialogue, feedback, and responsiveness. The CON is making efforts to transition to being more proactive and less reactive. This happens when there is DEI activity outside of crises, but instead an expectation. The CON uses resources within the college, the larger university, and beyond in the continual journey toward diversity, equity, and inclusion. This can only be done with leadership's attention to accountability, infrastructure, incentives, and resources to engage the CON community. Additionally, there must be a thoughtful effort to provide equitable exposure to resources, people, and opportunities

# Dashboard Metrics and Narrative

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## Metrics

### Student Information Narrative

#### Contribution (Per Student) Narrative

Due to uncertainty surrounding COVID 19 enrollment, the budgeted tuition revenue was adjusted down by 30% for 2021. Fortunately, while the CON experienced some impact it was not as significant as the planning scenarios. We project the actual contribution per student for 2021 to be positive and consistent with prior year trends. The college continues to grow revenue through program creation, growth in existing programs and refining processes to be more efficient with our resources.

#### Model Allocations (Per Student) Narrative

The College of Nursing was pleased to not require a recurring legacy model adjustment in order to sustain the new budget model. The old budget model was financially more advantageous for the college thus the subvention model allocation as a result of the hold harmless principle. In some areas the subvention level is a proxy for permanent funding transfers the college receives such as salary support for the smart state chair program and support for the Lancaster nursing partnership.

In other ways, the new model focuses on some indicators that did not negatively impact the college financially in the past such as the headcount tax rate. The college had several agreements such as one of our FTE faculty serving in a full time capacity as the Capstone Director, but included in Nursing's FTE count. Another example were some employees who worked full time at a SOM clinic through a partnership with Nursing. Adjustments to these agreements can be made, but due to the timing of the model running a 2 year lag it will take time to realize the financial improvements from those changes.

#### Faculty Information Narrative

Despite the national shortage of nurses and nursing faculty the College of Nursing has doubled our tenure track faculty from 11 to 22 and increased our full time faculty from 33 to 62 (2013 to 2020). Most of these gains have been offset by program growth creating a faculty to student ratio that is an area of opportunity as we move toward benchmarks of our peer and AAU aspirant institutions.

#### Credit Hours Taught Narrative

Our credit hours were down slightly from 2018, largely due to slightly lower graduate admissions and retention during the COVID crises. The majority of graduate students are front line working nurses and have been extremely challenged during the COVID pandemic as front line workers, and several have had to delay graduate school because of work demands, as well as caregiver/family demands during the pandemic.



# Dashboard Metrics and Narrative

## College/School Financial Information Narrative

The College of Nursing is projecting FY21 revenue to be higher than budgeted and expenses to be consistent with the budget projections. This change will result in direct costs as a percent of revenue coming in around 57%. The indirect costs are the support unit allocations at 41% which are fixed for the college this year. This will produce an overall sum of direct and indirect costs of 98%.

The direct cost per student calculation includes restricted grant expenses which the college would not normally allocate as a cost per student as the two factors do not necessarily correlate. Removing the grant expenditures from the calculation would result in a direct cost per student of \$8,165.

## Student Outcomes Narrative

We continue to procure scholarships for students to decrease overall debt, and the average debt in the past year, was lower than previous two years. Nurses are highly employable in almost any region, and do not have challenges in finding employment. To increase our retention of underserved students during progression from lower division to upper division, we are implementing holistic admissions in Fall 2021. A holistic review of lower division students providing a broader opportunity for underserved applicants to be admitted to upper division. Further, we are concomitantly planning “holistic retention” strategies, and seeking resources from a HRSA grant to cover some of these costs.

## HERD Research Expenditures Narrative

COVID 19 has impacted the submissions in 2020, in which 90% of our faculty are female and caregiving along with usual work expectations; however, increased in 2021. In 2021, we have the largest annual grant funding received (\$4.2 million). Hired tenured professor in January 2022, with two additional tenured professors in Fall 2022, along with several tenure track assistant professors, which will continue to increase our capacity for increased research funding.

To facilitate increases in funding, we have put forth research funding financial incentives as of September 2020, which has already increased submissions, especially for federal grants. Finally, we are trying to increase our overall tenure track faculty lines and have kept the momentum to recruit and hire outstanding nurse scientists in the field with strong funding portfolios who can be successful in obtaining federal grants.

## Other Information Narrative

As a reminder, here is our progress since 2013.

	2013	2021
NIH Ranking	Not Ranked	35

# Dashboard Metrics and Narrative

US News/Grad Programs	79	30 (2020 last ranking)
US News/Online Masters	Not Ranked	#1 (3x in past 5 years)
Doctoral prepared faculty	60%	98.5%
Full time faculty	33	67
TT/Tenured faculty	11	22
Avg/Annual research funding/yr	\$687,000	\$4.2 million (increase ~ 510%)
# Total students	1358	1843 (increase 36%)
Faculty with Honors/Academies	4	17

An analyses of AAU comparators reveals we surpass SEC competitors such as Texas A&M and Missouri in most indicators (research, rankings, reputation). We also exceed Vanderbilt in research funding. Those most similar to us and likely closest to our rankings are Ohio State and University of Florida. Others are Univ of Virginia and Chapel Hill. From our analyses of data, the following are noted with Colleges of Nursing who hold AAU rankings:

- Higher numbers of full time faculty, and tenure track faculty (and resultant faculty student ratio) in colleges of nursing
- Higher instruction and research costs/student (at university level)
- Higher 6 year graduation rates (at university level)
- Univ Florida and Ohio state have more research funding in Nursing, likely more citations, and doctoral graduates.

Strategies to take CON to the next level/AAU "ready":

1. Increase TT and total faculty. With the current faculty to student ratio, our faculty capacity is limited due to high teaching needs and service commitments and not comparable to these AAU comparator schools, nor are they comparable to our counterparts in Health Sciences at USC.

# Dashboard Metrics and Narrative

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We need additional faculty to move from R level grants to P-Center and T-training level grants, and need more capacity to meet research mission as well as teaching mission. This increase will facilitate additional post doc opportunities as well.

2. Increase doctoral enrollment with tuition support. In 2013, the Dean received \$300k in start up to provide tuition support for PhD students, and this money has now been exhausted. Our PhD program is excitingly turning the curve with highly qualified applicants. For example, in 2020 alone, a doctoral student received an NIH F31 pre-doctoral fellowship and another received SAMSHA pre-doctoral fellowship. We also need post-doctoral students to increase faculty productivity and build their careers.

3. Space/facilities to accommodate this growth. We have maxed out our office capacity and training capacity and have plans in place for potential off-site campus expansion, and will allow additional research space and programmatic space in building on campus.

4. We now have approved (from the BOT) incentives (research salary supplements and dean's cash awards). The Dean's goal is to have faculty submit at each cycle, or minimally twice per year if not funded and increase our larger federal grant revenues, as well as our portfolio of funding from multiple sources. Faculty who receive larger NIH awards with indirects will receive supplements per our new policy. We are also awarding other AAU metrics, such as fellowship in Academy of Nursing, citations, etc.

6. We have in progress plans to increase readiness for faculty into the American Academy of Nursing. We are behind in this area largely because of the few TT faculty and historical faculty in the college, and have retired 5 in the past few years. It is also hoped that we can hire faculty who are already in the academy. (For example, we have hired 5 faculty in the academy in the past 4 years).

Summary of Preliminary requests/ideas to boost our capacity for AAU:

1. Continue to grow TT/Tenured faculty lines, as well as overall faculty to student ratio.
2. Continue to support PhD tuition and new funding to sponsor post-doctoral program (2 post docs per year for next 3-5 years)
3. Support for space and new facilities.

# Concluding Remarks

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## Quantitative Outcomes

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

The CON is one of 1725 accredited nursing programs in the US and 32 programs in South Carolina. n.

Record year for:

1. Top 1% in the US for NCLEX pass rates.
2. Rankings -#1 Best Master's Online Program and #1 Best Online program for Veterans  
-USC News: #30 Graduate Nursing Program US News & World Report (Moving 49 slots in 5 years); In top 30's NIH ranking for CON (not ranked 5 years ago)
3. Faculty scholarly productivity
4. Philanthropy gifts

Other:

New national awards received by faculty (American Academy of Nursing, Sigma Theta Tau International, American College of Epidemiology, American College of Nurse Midwives, Society to Improve Diagnosis in Medicine, National League for Nursing, pending - National Academy of Medicine Fellowship)

## Cool Stuff

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

BSN Program in top 1% in the US for NCLEX 1st time pass rates

- 4 Cohorts consecutively scored 100% (2018-May 2020); 99.2% pass rate 2021
- National Average (2021) - 82%
- Top 6th percentile (#30) - 1st ranking by US News 2021

Graduate Programs

- 95-100% pass rates on NP exams (AGACNP, FNP)
- National Average (2019) - 82.77% to 85.89%

100% of BSN graduates are employable - average starting salary \$65k/yr

Flagship Partnerships

### **Prisma - READI to Work Pipeline Program**

- Students work as “nurse technician” to scope of training/SC Board of Nursing Approved
- Employed while in Upper Division (selection process)
- One shift every 6 weeks minimum
- After 2 years RN - receive \$24,000 LRP or one time \$10,000 bonus
- Pilot with 29 students in 2021

### **Psychiatric-Mental Health Nurse Practitioner Workforce**

# Concluding Remarks

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- Funding BCBS (2015-2020)- scholarships to SC students in rural underserved communities across South Carolina
- Partnerships for preceptors and future employment opportunities across the state
- Increased PMHNPs licensed in SC from 33 (2015) to 117 (2020) UofSC CON produced 82 PMHNP grads during this time; 78 currently enrolled

## **Clafin University**

- MOU established 2021 to grow pipeline for Master's Entry into Practice Nursing (Clafin graduates with non-nursing bachelor's degree)
- Curriculum and advising partnership
- Scholarships by UofSC graduate school

## **Faculty Pipeline Initiative (Faculty Fellows Program)**

- Received \$1.5 million from BCBS Foundation
- 8 current doctoral students who aspire faculty position at UofSC Nursing
- Last 1-2 years of doctoral student
- Faculty Fellowship/training - employ full time
- Hire as assistant professor once complete graduation with expected 4-year commitment

## **Federally Qualified Health Center- Eau Claire Cooperative Health Center**

- Funded by HRSA grant (2019-present)
- 37 Family Nurse Practitioner students in South Carolina
- Student rotations and additional didactic with goal of employment in underserved community clinic

## **South Carolina School Health Nurse Collaboration**

- Leadership Development Program for school lead nurses
- Increase BSN student rotations through K-12 to enhance pipeline
- Negotiating contract with DHEC

## **Increasing Long Term Care Workforce across state - Certified Nursing Asst**

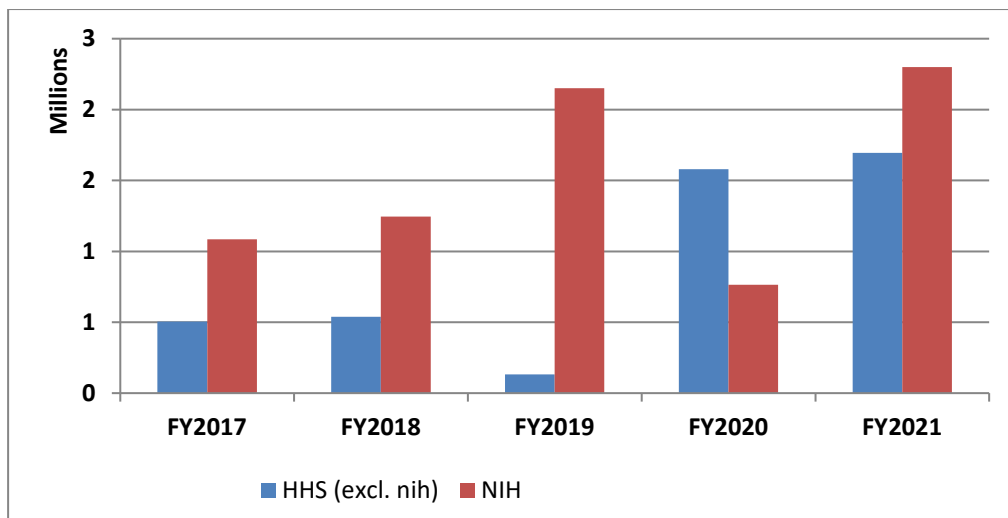
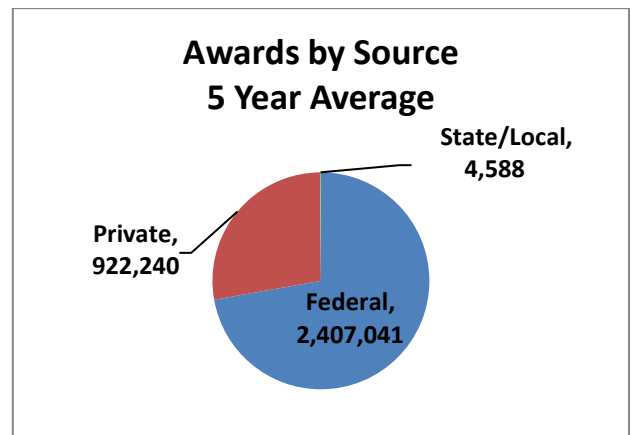
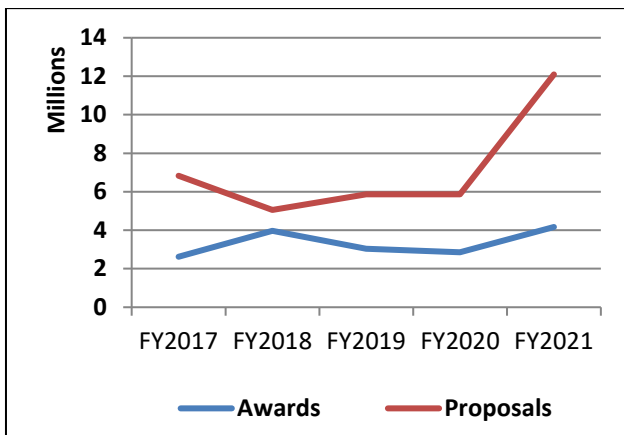
- Goal to train 3000 Certified Nursing Assistants (Wisconsin model)
- Negotiating contract with DHEC

## Appendix A. Research & Scholarly Activity

# Office of Research IT and Data Management Office

## College of Nursing Summary of Awards

SAM ACTIVITY	FY2017	FY2018	FY2019	FY2020	FY2021	% Change (Avg.17-20) & FY2021
<b>Division Award Totals</b>	<b>2,623,326</b>	<b>3,977,524</b>	<b>3,042,943</b>	<b>2,856,586</b>	<b>4,168,969</b>	<b>33.4</b>
<b>Source</b>						
Federal	1,591,538	1,784,119	2,283,096	2,361,944	4,014,509	100.2
Private	1,008,846	2,193,405	759,847	494,642	154,460	(86.1)
State/Local	22,942	0	0	0	0	(100.0)
<b>Proposals</b>						
Submissions	32	31	36	43	47	32.4
Dollars Requested	6,830,306	5,055,149	5,865,640	5,858,110	12,095,243	104.9



# **Appendix 1. Faculty Information**



## Blueprint 2022 for FY2021

### Appendix E: Unit Statistical Profile

#### Statistical Research Data for the College of Nursing:

1. The total number and amount of externally sponsored research proposal submissions by funding source for FY 2021.

#### SUBMITTED FY 2021 (July 1, 2020 – June 30, 2021):

#### **RESEARCH: (41)**

#### **External: (34)**

#### **Agency for Healthcare Research and Quality (AHRQ):**

**Hughes, R.** *Modification of readmission risk score with composite medication risk and community factor components.* \$100,000 (Submitted: 06/11/2021).

#### **AHRQ Subaward:**

#### **AHRQ/ Regents of the University of Michigan**

**Hughes, R.** *The impact of specialty certification on patient outcomes and costs in acute care nursing: An individual value-added performance analysis.* \$459,719. (Submitted: 05/27/2021).

#### **American Nurses Foundation:**

#### **ANF Subaward:**

#### **ANF/University of Michigan**

**Hughes, R.** *The impact of specialty certification on patient outcomes and costs in acute care: a feasibility assessment and individual value - added performance analysis.* \$55,845. (Submitted: 02/09/2021).

#### **Betty Irene Moore School of Nursing at UC Davis Health:**

**Wickersham, K.** *Intervention development for managing side effects of oral cancer therapy.* \$443,376. (Submitted: 11/30/2020).

#### **DHEC/Centers for Disease Control & Prevention (CDC):**

**Jenerette, C.** *SC Nursing Initiative to address COVID-19 health disparities & inequities.* \$1,000,000. (Submitted: 04/30/2021).

#### **The Duke Endowment:**

**Felder, T.** *Mocha Mamas Milk® Peer and TeleSupport Program.* \$380,820. (Submitted: 12/15/2020).

#### **Emergency Nurses Association (ANA)/Sigma:**

**Harmon, C.** *Unintended consequences of the EHR and cognitive load in ED Nurses.* \$6,000. (Submitted: 04/01/2021).

#### **The Josiah Macy Jr. Foundation:**

**Hughes, R.** *Improving interprofessional communication and complex decision-making to improve hospital discharge care and outcomes.* \$200,000 (Submitted: 05/28/2021).

**National Institutes of Health (NIH):**

**Abshire, D.** *Developing a lifestyle intervention to reduce body weight for obese African American men Living in the rural south (Year 3).* \$148,729. (Submitted: 12/14/2020).

**Adams, S.** *A two-stage randomized trial of a pragmatic, personalized medicine approach to a lifestyle intervention among African American mammography patients.* \$3,663,589. (Submitted: 06/28/2021).

**Adams, S.** *Use of novel cancer registry data Linkages to understand cancer racial and geographic disparities.* \$1,845,388. (Submitted: 03/05/2021).

**Dail, R.** *Central & peripheral body temperature in VLBW preterm infants during the neonatal period: Relationship to neonatal infection and necrotizing enterocolitis (Year 4).* \$2,893,400. (Submitted: 05/11/2021).

**Dail, R.** *Examining the association between Delivery Room Environmental Temperatures and preterm infant in-hospital morbidity and mortality: The DRET study.* \$3,432,837. (Submitted: 02/02/2021).

**Dawson, R.** *A patient-centered asthma management communication intervention for rural Latino children (Year 5).* \$144,745. (Submitted: 06/02/2021).

**Donevant, S.** *Using a hypertension mobile health application, artificial intelligence, and interactive chatbot to improve patient activation.* \$389,988. (Submitted: 06/11/2021).

**Donevant, S.** *Artificial intelligence-based technology to address dimensions of medication adherence among patients diagnosed with hypertension.* \$72,286. (Submitted: 04/02/2021).

**Heiney, S.** *STORY+ smartphone application of adherence to endocrine therapy in African American women with breast cancer proof-of-concept testing.* \$409,750. (Submitted: 02/15/2021).

**Jaja, C.** *Integrating Nurse Champion Model for group reproductive genetic counseling for sickle cell hemoglobinopathies into primary care: A pilot implementation science study.* \$538,749. (Submitted: 10/27/2020).

**Jaja, C.** *The Nurse Champion Model for Sickle Cell Disease early diagnosis and care access.* \$503,932. (Submitted: 07/16/2020).

**Jaja, C.** *Insights into microbiome and environmental contributions to sickle cell disease and leg ulcers study (INSIGHTS Study) – Supplement.* \$22,607. (Submitted: 07/15/2020).

**Pinto, B.** *An optimization approach to promoting physical activity among older cancer survivors.* \$3,405,858. (Submitted: 05/27/2021).

**Pinto, B.** *Promoting physical activity among older cancer survivors.* \$3,358,778. (Submitted: 09/28/2020).

**Raynor, P.** *P.A.R.E.N.T.S.S. Project - parents adopting recovery management through new technology for self-care and support (for Mothers).* \$881,355. (Submitted: 07/09/2020).

**Sweeney, A.** *The together everyone achieves more physical activity trial (TEAM-PA).* \$3,719,268. (Submitted: 01/29/2021).

**Vick, L.** *Implementation of medical homes for evidence based care of adolescents and adults with sickle cell disease - diversity supplement.* \$223,901. (Submitted: 04/12/2021).

**NIH Subaward:**

**NIH/Medical University of South Carolina (MUSC):**

**Adams, S.** *South Carolina Center to Reduce Health Disparities in Chronic Diseases (SC CRED) (Subcontract, Part 1).* \$698,117. (Submitted: 06/01/2021).

**Adams, S.** *South Carolina Center to Reduce Health Disparities in Chronic Diseases (SC CRED) (Subcontract, Part 2).* \$3,711,903. (Submitted: 06/02/2021).

**NIH/University of Washington:**

**Heiney, S.** *Enhancing connections-palliative care: A cancer parenting program for patients with advanced cancer and their children.* \$114,994. (Submitted: 06/09/2021).

**NIH/University of Washington:**

**Heiney, S.** *Enhancing connections palliative care: A cancer parenting program for patients with advanced cancer and their children.* \$148,089. (Submitted: 08/24/2020).

**NIH/Augusta University:**

**Vick, L.** *Phase I study of panobinostat in adults with sickle cell disease: Novel approach to recruitment and retention.* \$105,289. (Submitted: 05/17/2021).

**Oncology Nursing Foundation:**

**Wickersham, K.** *Disparities in utilization of oral targeted therapies for treatment of lung, colorectal, and breast cancer among adults living in South Carolina.* \$98,378. (Submitted: 09/11/2020).

**PCORI:**

**Jenerette, C.** *Letter of intent: Comparing palliative care pain strategies for adults with sickle cell disease.* \$15,971,349. (Submitted: 09/29/2020).

**Robert Wood Johnson Foundation/Community Initiatives:**

**Jenerette, C.** *Using Photovoice to highlight COVID-19 experiences in the African American community in South Carolina.* \$10,000. (Submitted: 07/06/2020).

**Sigma:**

**Wright, P.** *Advancing knowledge about exercise as a therapeutic management strategy for women with polycystic ovary syndrome.* \$4,590. (Submitted: 11/17/2020).

**Internal Awards: (7)**

**South Carolina Center for Rural and Primary Healthcare, UofSC School of Medicine/DHEC:**

**Heiney, S.** *Development and testing of intervention to improve adherence to tyrosine kinase inhibitors in rural patients with chronic myeloid leukemia.* \$200,000. (Submitted: 11/23/2020).

**UofSC Office of the Vice President for Research, ASPIRE II:**

**Corbett, C.** *Integrating artificial intelligence with commercially-available technology to advance medication adherence.* \$99,443. (Submitted: 02/24/2021).

**McDonnell, K.** *Enabling remote access to breathe easier: A novel approach to improve symptom self-management and wellness for survivors of lung cancer and their family members.* \$100,000. (Submitted: 02/25/2021).

**University of South Carolina Office of Undergraduate Research, Magellan Scholars:**

**Corbett, C.** *Magellan-Stringfellow-Patient perspectives on post-hospitalization medication adherence: A meta-synthesis.* \$2,528. (Submitted: 10/16/2020).

**Davis, V.** *Magellan - McCurley - First aid and emergency preparedness among church volunteers with the pediatric population.* \$3,000. (Submitted: 02/11/2021).

**University of South Carolina Office of the Vice President for Research, SPARC:**

**Dawson, R.** *SPARC: Fattona Umari: Exploring the acceptability of HPV self-collection testing in South Carolina.* \$2,963. (Submitted: 10/14/2020).

**Heiney, S.** *SPARC: Jingxi Sheng: Knowledge, attitudes, and beliefs of physical activity and breast cancer prevention among East Asian American women.* \$4,982. (Submitted: 10/09/2020).

**EDUCATION & PRACTICE: (9)**

**External: (9)**

**Health Resources & Services Administration (HRSA):**

**Chappell, K.** *A Statewide SANE nursing collaborative to build access and capacity.* \$1,340,364. (Submitted: 02/18/2021).

**Jenerette, C.** *Strengthening achievement and nursing diversity with URM/DB program South Carolina (StAND-UP:SC).* \$2,218,388. (Submitted: 01/20/2021).

**Murillo, C.** *Project Experiential SHiNE: Simulation and social determinants of health in nursing education (Year 2).* \$499,953. (Submitted: 04/22/2021).

**Ribar, A.** *Developing a APRN/FQHC practice training partnership (Year 3) - HRSA ANEW.* \$589,895. (Submitted: 04/05/2021).

**Ribar, A.** *Nurse Faculty Loan Program FY2021.* \$0 Formula-based Budget. (Submitted: 07/29/2020).

**HRSA Subaward:**

**Inman, D.** *Nurse, education, practice, quality and retention - registered nurses in primary care – Subaward.* \$77,129. (Submitted: 07/16/2020).

**Jonas Nursing and Veterans Healthcare/AACN:**

**Andrews, J.** *Jonas Scholars 2021-2023 – Wandji.* \$15,000. (Submitted: 01/21/2021).

**Andrews, J.** *Jonas Scholars 2021-2023 – Nelson.* \$15,000. (Submitted: 01/21/2021).

**Andrews, J.** *Jonas Scholars 2021-2023 – McCullough.* \$15,000. (Submitted: 01/21/2021).

**Internal: (0)**

	Number of Applications	Total Potential Research Dollars	Total Potential Education & Practice Dollars	Grand Total
Submitted FY21 External	43	\$49,163,629	\$4,770,729	\$53,934,358
Submitted FY21 Internal	7	\$412,916	\$0	\$412,916
<b>Total</b>	<b>50</b>	<b>\$49,576,545</b>	<b>\$4,770,729</b>	<b>\$54,347,274</b>

2. Summary of externally sponsored research awards by funding source for FY 2021. Total extramural funding processed through Sponsored Awards Management (SAM) in FY 2021, and federal extramural funding processed through SAM in FY 2020. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member in FY 2021 (by rank, type of funding, e.g., federal, state, etc., and by department if applicable).

a. Summary of externally sponsored research awards by funding source for FY 2021.

AWARDED FY 2021 (July 1, 2020 – June 30, 2021):

**RESEARCH: (42)**

**External: (30)**

**Agency for Healthcare Research and Quality (AHRQ):**

**Bell, N.** *Effect of the patient-centered medical home on geographic and racial disparities in health care access.* (09/01/2020 – 08/31/2021). \$41,214. 10009491.

**American Cancer Society (ACS):**

**McDonnell, K., PI.** *Dyad-based multiple behavior interventions for reducing lung cancer symptoms.* (01/01/2018 – 12/31/2022). \$0 Counted FY2018. 11200-KA26.

**Bristol-Myers Squibb Foundation:**

**McDonnell, K.** *Advancing quality lung cancer survivorship in South Carolina 2.0. COVID19 Supplement* (07/01/2020 – 06/30/2021). \$20,125. 10008937.

**Subaccount:**

**Centers for Disease Control & Prevention:**

**Adams, S.** *SIP 19-005 South Carolina cancer prevention and control research network: Partner-engaged and evidence-based multilevel implementation (Year 2).* \$19,267. 10010623.

**Emergency Nurses Association (ENA) Foundation/Sigma:**

**Davis, J., Sponsor & Harmon, C., Student PI.** *Unintended consequences of the EHR and cognitive load in ED nurses.* (07/31/2021 – 07/31/2022). \$6,000. 10011084.

**Subaccounts:**

**Health Resources and Services Administration (HRSA):**

**Adams, S.** *Rural Health Research Center Program 2020.* (09/01/2020 - 03/15/2021). \$0. Counted FY20. 10010005.

**Adams, S.** *Rural Health Research Center Program 2020 (Award Transfer from SCRF to USC).* (03/16/2021 - 08/31/2021). \$16,797. 10010794.

**Adams, S.** *Rural Health Research Center Cooperative Agreement 2019-2020 - NCI Project.* (09/01/2019 - 08/31/2020). \$49,004. 10010358.

**Bell, N.** *Rural Health Research Center Cooperative Agreement 2019-2020 - FORHP Project.* (09/01/2019 - 08/31/2020). -\$990. 10009504.

**National Institutes of Health (NIH):**

**Abshire, D.** *Developing a lifestyle Intervention to reduce body weight for obese African American men living in the rural south (Year 3).* (02/01/2021 – 01/31/2022). \$148,729. 10009173.

**Corbett, C., Sponsor; Wright, P., Student PI.** *Advancing knowledge about exercise as a therapeutic management strategy for women with polycystic ovary syndrome.* (11/16/2020 – 11/15/2021). \$34,688. 10010523.

**Dail, R.** *Central & peripheral body temperature in VLBW preterm infants during the neonatal period: Relationship to neonatal infection & necrotizing enterocolitis (Year 4).* (09/26/2018 – 06/30/2022). \$1,076,649. 10008785.

**Dawson, R.** *A patient-centered asthma management communication intervention for rural Latino children (Year 4).* (08/01/2021 – 07/31/2022). \$142,954. 11200-FA29/10007840.

**Felder, T.** *Improving adherence to adjuvant hormonal therapy among disadvantaged breast cancer survivors (Year 6-NCE).* (09/01/2020 – 08/31/2021). \$0. 11200-FA26/10006227.

**Subaccount:**

**Heiney, S.** *Role of circadian factors in inflammation and colorectal adenoma risk.* (09/01/2020 – 01/31/2021). \$20,091. 10010288.

**Jaja, C.** *Insights into microbiome and environmental contributions to sickle cell disease and leg ulcers study (INSIGHTS Study).* (09/01/2020 – 09/30/2021). \$22,607. 10009632.

**Jaja, C.** *The nurse champion model for sickle cell disease early diagnosis and care access.* (04/15/2021 – 01/31/2022). \$176,144. 10010873.

**Pinto, B.** *Peers promoting exercise adoption and maintenance among cancer survivors (Year 7 - NCE).* (04/01/2021 – 03/31/2022). \$0. 11200-FA24/10004487.

**Pinto, B.** *Peer coaching for physical activity promotion among breast cancer survivors : Adapting an Efficacious Intervention to Prepare for Implementation.* (02/01/2021 – 01/31/2022). \$360,463. 10010743.

**Pinto, B., Zarrett, PI.** *Connect through PLAY: A staff-based physical activity intervention for middle school youth (Year 3).* (06/01/2021 – 05/31/2022). \$15,336. 10009997.

**Raynor, P.** *P.A.R.E.N.T.S.S. Project (Parents Adopting Recovery Management through New Technology for Self-Care and Support (for Mothers)).* (06/01/2021 – 04/30/2022). \$176,271. 10011072.

**Wirth, M.** *Promoting Hhealthy weight in pregnancy and postpartum among overweight/obese women.* (05/01/2020 – 04/03/2022). \$9,087. 10010396.

**NIH Subawards:**

**NIH/University of Alabama Birmingham (UAB):**

**Deupree, J.** *Comprehensive cancer center core support grant.* (01/01/2021 - 02/28/2022). \$0 Counted FY2020. 10010119

**NIH/University of North Carolina at Chapel Hill:**

**Pinto, B.** *Subaward: Promoting physical activity in young adult cancer survivors using mHealth and adaptive tailored feedback strategies (Year 5 - NCE).* (02/01/2021 – 01/31/2022). \$0 Counted FY2020. 10007696.

**NIH/Augusta University:**

**Vick, L.** *Implementation of medical homes for evidence-based care of adolescents and adults with sickle cell disease [Supplement: Vick/USC -Hydroxyurea Adherence Project (HAP)].* (05/01/2020 – 06/30/2020). \$11,307. 10010049.

**Vick, L.** *Implementation of medical homes for evidence-based care of adolescents and adults with sickle cell disease [Supplement: Vick/USC -Hydroxyurea Adherence Project (HAP)].* (07/01/2020 – 06/30/2021). \$105,729. 10010533.

**Oncology Nursing Foundation (ONF):**

**Wickersham, K.** *Disparities in utilization of oral targeted therapies for treatment of lung, colorectal, and breast cancer among adults living in South Carolina.* (01/15/2021 – 01/15/2023). \$98,378. 10010571.

**South Carolina Cancer Alliance (SCCA):**

**Wickersham, K.** *Addressing disparities in cancer for African American men in South Carolina: A train-the-trainer program.* (08/01/2020 – 12/31/2021). \$4,957. 10010162.

**Subaccount:**

**South Carolina Department of Health and Human Services/HHS:**

**Bell, N.** *Technical assistance and support for policy research and evaluation for the South Carolina Medicaid program.* (07/01/2020 - 06/30/2022). \$38,643. 10010077.

**Subaccount:**

**US Army Medical Research Acquisition Activity (USAMRRA)/DOD:**

**Tavakoli, A., Jackson, B., PI.** *Teriparatide: Stress fracture recovery for returning to duty (Teriparatide: STRONG).* (10/01/2019 – 09/29/2021). \$20,467. 10010506.

**Internal: (12)**

**UofSC Big Data Health Science Center:**

**Adams, S., Felder, T., Wickersham, K.** *An investigation of racial and geospatial disparities in the utilization, adherence, and economic cost to targeted therapies for breast cancer.* (08/16/2020 – 08/15/2021). \$47,500. 80003116.

**Hughes, R., Bell, N., Corbett, C.** *Using EHR and community data to predict medication-related post-discharge acute care utilization.* (08/16/2020 – 08/15/2021). \$30,000. 80003116.

**University of South Carolina, Undergraduate Research:**

**Magellan:**

**Abshire, D. & Washington, Q.** *Racial differences in intrapersonal, social, and environmental support for healthy behaviors.* (01/01/2020 – 12/31/2020). \$0 Counted FY2020.

**Chappell, K. & Fernandez, C.** *Exploring risk perception for childhood sexual abuse in religious settings.* (05/01/2020 – 08/15/2021). \$0 Counted FY2020. 80003819.

**Corbett, C. & Stringfellow, I.** *Patient perspectives on post-hospital medication adherence challenges: A qualitative meta-synthesis.* \$2,500. (01/01/2021 – 12/31/2021). 80004089.

**Corbett, C., Combs, E., Wright, P., Nguyen, T.** *Older adults' use and perceptions of smart lighting.* (05/01/2020 – 05/31/2021). \$0 Counted FY2020. 80003852.

**Corbett, C. & Nguyen, T.** *Virtual home assistant voice-activated light bulbs: Older adults' perceptions and use.* (05/01/2020 – 08/15/2021). \$0 Counted FY2020. 80003819.

**Dail, R. & Laurendeau, M.** *Research apprenticeship on the PATH study: Predicting infection with temperature and heart rate in premature infants.* (01/01/2020 – 12/15/2020). \$0 Counted FY2020.

**Heiney, S. & Schoff, K.** *Understanding the experiences and perceptions of twins attending different colleges.* (01/01/2021 – 08/31/2021). \$896.

**Hughes, R. & Fanta, R.** *Implications of discharge communication in health-care.* (05/01/2020 – 08/15/2021). \$0 Counted FY2020. 80003725.

#### **University of South Carolina Office of the Vice President for Research:**

##### **ASPIRE I:**

**Donevant, S. & Dawson, R.** *Exploring patients' use of mobile health applications to manage multiple chronic conditions: A qualitative study.* (07/01/2020 – 06/30/2022). \$15,000.

##### **SPARC:**

**Dail, R. & Everhart, K.** *A national survey to examine blood transfusion practices in early preterm infants.* (05/01/2020 – 07/31/2021). \$0 Counted FY2020. 80003638.

#### **EDUCATION & PRACTICE: (12)**

##### **External: (12)**

##### **Blue Cross Blue Shield:**

**Baliko, B., Ribar, A. (formerly McKinney, T.).** *TeleMentalScale.* (04/10/2019 – 03/31/2022). \$0 Counted FY2020. 11200-KJ10/10009062.

##### **Health Resources & Services Administration (HRSA):**

**Murillo, C.** *Project Experiential SHiNE: Simulation and social determinants of health in nursing education.* (09/01/2020 – 08/31/2022). \$481,671. 10010482.

**Jones, K.** *Nurse Faculty Loan Program FY2021.* (07/01/2021 – 06/30/2022). \$155,916. 10011122.

**Ribar, A.** *Developing a APRN/FQHC practice partnership (Year 3) – HRSA ANEW.* (07/01/2021 – 06/30/2022). \$587,009. 10011066.

##### **HRSA Subawards:**

##### **HRSA/Vanderbilt University:**



**Custer, S.** *South Carolina HIV/AIDS clinical training center/Vanderbilt – AETC.* (07/01/2020 – 06/30/2021). \$4,307. 10010714.

**Custer, S.** *South Carolina HIV/AIDS clinical training center/Vanderbilt – AETC.* (07/01/2021 – 06/30/2022). \$4,217. 10011119.

**HRSA/University of Kentucky:**

**Inman, D.** *Nurse, education, practice, quality and retention – Registered nurses in primary care.* (02/01/2021 – 06/23/2021). \$40,021. 10010535.

**HRSA/University of North Carolina at Chapel Hill:**

**Jenerette, C.** *Nursing workforce diversity - University of North Carolina at Chapel Hill.* (07/01/2020 – 06/30/2021). \$18,338. 10010183.

**Jonas Nursing and Veterans Healthcare/AACN:**

**Andrews, J., Sponsor & Wandji, S., Student PI.** *Jonas Scholars 2021 - 2023.* (08/01/2021 – 07/31/2023). \$15,000. 10011039.

**The Robert Wood Johnson Foundation:**

**Jenerette, C.** *Using photovoice to highlight COVID-19 experiences in the African American community in South Carolina.* (07/01/2020 – 05/31/2021). \$10,000. 10010209.

**Subaccounts:**

**South Carolina Department of Social Services/HHS:**

**Chappell, K. & Davis, V.** *Preschool development grant: MIX EC: Multi-systems inclusion expansion for early childhood.* (10/01/2020 – 04/29/2021). \$73,207. 10010584.

**Chappell, K. & Davis, V.** *Preschool development grant: MIX EC: Multi-systems inclusion expansion for early childhood.* (04/01/2021 – 04/29/2022). \$118,493. 10010908.

**Internal: (0)**

	<b>Number of Applications</b>	<b>Total Research Dollars</b>	<b>Total Education &amp; Practice Dollars</b>	<b>Grand Total</b>
<b>Awarded FY21 External</b>	<b>42</b>	<b>\$2,613,917</b>	<b>\$1,508,179</b>	<b>\$4,122,096</b>
<b>Awarded FY21 Internal</b>	<b>12</b>	<b>\$95,896</b>	<b>\$0</b>	<b>\$95,896</b>
<b>Total</b>	<b>54</b>	<b>\$2,709,813</b>	<b>\$1,508,179</b>	<b>\$4,217,992</b>

**b. Total extramural funding processed through Sponsored Awards Management (SAM) in FY2021, and federal extramural funding processed through SAM in FY2021.**

**TOTAL EXTRAMURAL FUNDING PROCESSED THROUGH SAM FY 2021: \$4,168,969\***

**FEDERAL EXTRAMURAL FUNDING PROCESSED THROUGH SAM FY 2021: \$4,014,509**

\*Total amount of externally sponsored research awards and total extramural funding processed through SAM are slightly different because: SAM does not report internal grants such as Magellan, SPARC, and ASPIRE; Leigh Pate’s “The Hub” grant should not have been counted as a CON award (it is a UofSC Lancaster award, \$47,143).

**c. Amount of sponsored research funding per faculty member in FY 2021 (by rank, type of funding, e.g., federal, state, etc., and by department if applicable).**

## RESEARCH:

### **PROFESSOR:**

#### **Centers for Disease Control and Prevention**

Adams, S. 10010623/External/Federal/Subaccount \$19,267

#### **Emergency Nurses Association (ENA) Foundation/Sigma:**

\*Adams, S. 20011084/External/Private - Harmon \$6,000

Davis, J. 20011084/External/Private - Harmon

#### **Health Resources and Services Administration (HRSA):**

Adams, S. 10010005/External/Federal/Subaccount \$0 Counted FY2020

Adams, S. 10010794/External/Federal/Subaccount \$16,797

Adams, S. 10010358/External/Federal/Subaccount \$49,004

#### **National Institutes of Health (NIH):**

Corbett, C. 10010523/External/Federal/Wright F31 \$34,688

Dail, R. 10008785/External/Federal R01 \$1,076,649

Pinto, B. 10004487/External/Federal R01 \$0 Counted FY2020

Pinto, B. 10009997/External/R01 Subaccount (Zarrett, PI) \$15,336

Pinto, B. 10007696/External/NIH R01 (UNC-Chapel Hill) \$0 Counted FY2020

Pinto, B. 10010743/External NIH R01 \$360,463

#### **UofSC**

VAdams, S. 80003116/Internal/Big Data Health Science Center \$47,500

Corbett, C. 80003116/Internal/Big Data Health Sciences Center See Hughes†

Corbett, C. 80003852/Internal/Mini-Magellan – Nguyen, T. \$0 Counted FY2020

Corbett, C. 80003819/Internal/Magellan Scholars – Nguyen, T. \$0 Counted FY2020

Corbett, C. 80004089/Internal/Magellan Scholars – Stringfellow \$2,500

Dail, R./Everhart 80003638/Internal/SPARC - Everhart \$0 Counted FY2020

Dail, R./Laurendeau Internal/Magellan Apprentice – Laurendeau \$0 Counted FY2020

### **CLINICAL PROFESSOR:**

#### **National Institutes of Health:**

Deupree, J. 10010119/External/Federal/Subaward \$0 Counted FY2020

#### **US Army Medical Research Acquisition Activity (USAMRRA)/DOD:**

Tavakoli, A. 10010506/External/Federal/Subaccount \$20,467

### **RESEARCH PROFESSOR:**

#### **National Institutes of Health (NIH):**

Heiney, S. 10010288/External/Federal/Subaccount \$20,091

#### **University of South Carolina Office of Undergraduate Research:**

Heiney, S. Internal/Mini-Magellan – Schoff \$896

### **ASSOCIATE PROFESSOR:**

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**Agency for Healthcare Research and Quality (AHRQ):**

Bell, N.	10009491/External/Federal	\$41,214
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**American Cancer Society:**

McDonnell, K.	11200-KA26/External/MRSG	\$0 Counted FY2018
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**Bristol-Myers Squibb Foundation:**

McDonnell, K.	10008937/External/Philanthropic	\$20,125
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**Heath Resources and Services Administration (HRSA):**

Bell, N.	10009504/External/Federal/Subaccount	-\$990
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**National Institutes of Health (NIH):**

Dawson, R.	100007840/External/Federal	\$142,954
Felder, T.	10006227/External/Federal	\$0 Counted FY2020
Jaja, C.	10009632/External/Federal/Contract	\$22,607
Jaja, C.	10010873/External/Federal	\$176,144

**South Carolina Department of Health and Human Services/HHS:**

Bell, N.	10010077/External/Federal/Subaccount	\$38,643
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**University of South Carolina, Big Data Health Science Center:**

†Hughes/Corbett/Bell	80003116/Internal	\$30,000
Bell, N.	80003116/Internal	†See Hughes
Felder, T.	80003116/Internal/Big Data Health Science Center	√See Adams

**University of South Carolina, Undergraduate Research:**

Hughes, R.	80003725/Internal/Magellan Scholars-Fanta	\$0 Counted FY2020
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**University of South Carolina Office of the Vice President for Research**

Dawson/Donevant	80003790/Internal/ASPIRE I	\$15,000€
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**CLINICAL ASSOCIATE PROFESSOR:****National Institutes of Health:**

Vick, L.	10010049/External/Federal/Subaward/Diversity Supplement	\$11,307
Vick, L.	10010533/External/Federal/Supplement	\$105,729

**University of South Carolina Office of Undergraduate Research:**

Chappell, K.	80003819/Internal/Magellan Scholars – Fernandez	\$0 Counted FY2020
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**RESEARCH ASSOCIATE PROFESSOR:**

None

**ASSISTANT PROFESSOR:****National Institutes of Health:**

Abshire, D.	10009173/External/K23	\$148,729
Raynor, P.	10011072/External/Federal/K23	\$176,271

<b>National Institute of Justice (NIJ):</b>		
Wirth, M.	10010396/External/Federal/Subaward	\$9,087
<b>Oncology Nursing Foundation (ONF):</b>		
Wickersham, K.	10010571/External/Private	\$98,378
<b>South Carolina Cancer Alliance (SCCA):</b>		
Wickersham, K.	10010162/External/Private	\$4,957
<b>University of South Carolina, Big Data Health Science Center:</b>		
Wickersham, K.	80003116/Internal/Big Data Health Science Center	√See Adams
<b>University of South Carolina Office of Undergraduate Research:</b>		
Abshire, D.	No Account/Internal/Mini-Magellan – Washington, Q.	\$0 Counted FY2020
<b>University of South Carolina Office of the Vice President for Research:</b>		
Donevant, S.	80003790/Internal/ASPIRE I	See Dawson, R.
<b>RESEARCH ASSISTANT PROFESSOR:</b>		
None		
<b>CLINICAL ASSISTANT PROFESSOR:</b>		
None		
<b>POST DOCTORAL FELLOW</b>		
None		
<b>SUBTOTAL RESEARCH</b>		<b>\$2,709,813</b>
<b><u>EDUCATION &amp; PRACTICE:</u></b>		
<b>PROFESSOR:</b>		
<b>Health Resources and Services Administration (HRSA):</b>		
Jenerette, C.	10010183/Federal/External/Subaward	\$18,338
<b>Jonas Nursing and Veterans Healthcare/AACN:</b>		
Andrews, J.	100011039/External/Scholarship	\$15,000
<b>The Robert Wood Johnson Foundation:</b>		
Jenerette, C.	10010209/External	\$10,000
<b>ASSOCIATE PROFESSOR:</b>		
<b>BlueCross BlueShield of South Carolina (BCBS):</b>		
†Baliko, B., Ribar, A.	11200-KJ10/10009062/External/Service	\$0 Counted FY2020
<b>ASSISTANT PROFESSOR:</b>		
<b>Health Resources and Services Administration (HRSA):</b>		

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Murillo, C.	10010482/External/Training	\$481,671
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**CLINICAL PROFESSOR:**

**BlueCross BlueShield of South Carolina (BCBS):**

Ribar, A.	11200-KJ10/10009062/External/Service	†See Baliko B., Ribar A. above
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**Health Resources & Services Administration (HRSA):**

Ribar, A.	10011066/External/Federal/Training	\$587,009
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**South Carolina Department of Social Services/HHS:**

αChappell, K./Davis, V.	10010584/External/Federal/Subaccount	\$118,493
αChappell, K./Davis, V.	10010584/External/Federal/Subaccount	\$73,207

**CLINICAL ASSOCIATE PROFESSOR:**

**Health Resources and Services Administration (HRSA):**

Custer, S.	10010714/External/Training/Subaward-Vanderbilt	\$4,307
Custer, S.	10011119/External/Training/Subaward-Vanderbilt	\$4,217
Inman, D.	10010535/External/Training/Subaward-U of Kentucky	\$40,021
Jones, K.	10011122/External/Loan Program	\$155,916

**South Carolina Department of Social Services/HHS:**

Davis, V.	10010584/External/Federal/Subaccount	αSee Chappell
Davis, V.	10010584/External/Federal/Subaccount	αSee Chappell

**CLINICAL ASSISTANT PROFESSOR:**

None

**EDUCATION & PRACTICE: \$1,508,179**

**RESEARCH TOTAL: \$2,709,813**

**GRAND TOTAL: \$4,217,992**

\*Dr. Davis is mentor and Dr. Adams is mentor/custodian of funds on this award granted to Carolyn Harmon.

‡Hughes, Corbett, & Bell – Big Data

†Baliko & Ribar - BCBS

√Adams, Felder, Wickersham – Big Data

αChappell & Davis, Co-PIs on subaccount – Dr. Googe, PI, parent account.

**3. Total sponsored research expenditures per tenured/tenure-track faculty for FY 2021, by rank and by department, if applicable.**

**RESEARCH:**

**PROFESSOR:**

Adams	10010005	Rural Health Grant Project	\$7,067.85
Adams	10010358	Rural Health Policy	\$24,622.89
Adams	10010623	SIP/Friedman Subaccount	\$11,010.79
Adams	10010794	Rural Health – Eberth – Subaccount	\$13,221.17

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Corbett	10010523	Wright F31	\$19,574.07
Dail	10008785	NIH R01	\$474,236.74
Davis	10009824	NIH Subaward MSU	\$13,878.93
Pinto	10004487	NIH R01	\$143,204.65
Pinto	10009997	NIH R01 Zarrett Subaccount	\$16,416.80
Pinto	10007696	NIH Subaward (Valle)	\$14,907.10
Pinto	10010743	NIH R01	\$70,490.62

**CLINICAL PROFESSOR:**

Deupree	10010119	UAB Subaward	\$23,242.77
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**RESEARCH PROFESSOR:**

Heiney	10010288	Burch R01 Subaccount	\$10,583.86
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**ASSOCIATE PROFESSOR:**

Bell	10009491	AHRQ R03	\$28,588.84
Bell	10009504	HRSA Cooperative Agreement	\$12,993.52
Bell	10010077	SCDHEC/HHS	\$38,618.81
Jaja	10010873	NIH Contract	\$2,584.48
McDonnell	10008232	ACS MSRG	\$142,232.66
McDonnell	10008937	Bristol-Myers Squibb Foundation	\$64,197.98
McDonnell	11100228	Bristol-Myers Squibb Foundation	\$10,680.06

**CLINICAL ASSOCIATE PROFESSOR:**

Chappell	10010584	DHHS Admin Children & Families	\$66,322.38
Chappell	10010908	DHHS Admin Children & Families	\$18,081.74
Custer	10010714	Vanderbilt University/HRSA/HHS	\$4,253.63
Vick	10010049	NIH Diversity Supplement/Subaward Augusta University	\$18,950.61
Vick (Jaja)	10009632	NIH Contract	\$26,365.57
Vick	10010533	Augusta University/NIH	\$98,536.44

**RESEARCH ASSOCIATE PROFESSOR:**

None

**ASSISTANT PROFESSOR:**

Abshire	10009173	NIH K23	\$142,289.74
Dawson	10007840	NIH K23	\$136,253.60
Donevant	10009043	Sigma	\$1,995.51
Felder	10006227	NIH K01	\$57,560.81
Raynor	10011072	NIH K23	\$71.28
Wickersham	10010571	Oncology Nursing Foundation	\$21,856.34
Wirth	10010028	Subaward SUNY Buffalo	\$10,816.45
Wirth	10010396	NIH	\$8,735.11

**RESEARCH ASSISTANT PROFESSOR:**

None			\$0.00
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**CLINICAL ASSISTANT PROFESSOR**

None			\$0.00
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**SUBTOTAL RESEARCH** **\$1,754,443.80**

**EDUCATION & PRACTICE:**

**PROFESSOR:**

Davis, J. (Starnes-Ott)	10008275	Robert Wood Johnson	\$1,481.83
Jenerette	100100183	NIH Subaward UNC-CH	\$23,208.43
Jenerette	10008780	Macy Scholarship	\$29,722.58
Jenerette	10010209	Robert Wood Johnson Foundation	\$9,982.90

**ASSOCIATE PROFESSOR:**

Baliko (McKinney)	10009062	BCBSSC TelementalScale	\$187,021.56
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**ASSISTANT PROFESSOR:**

Murillo	10008516	The Duke Endowment	\$136,349.95
Murillo	10010482	HRSA	\$139,862.74

**CLINICAL PROFESSOR:**

Ribar	10009319	HRSA ANEW	\$51,941.60
Ribar	10010061	HRSA ANEW Y2	\$537,549.72
Tavakoli	10010506	DOD	\$15,317.16

**CLINICAL ASSOCIATE PROFESSOR**

Gibbs	10007443	Duke Endowment	\$3,675.57
Inman	10010535	HRSA Subaward	\$34,418.16

**EDUCATION & PRACTICE:** **\$1,170,532.20**

**GRAND TOTAL:** **\$2,924,976.00**

Information regarding research expenditures provided by Faith Young, 02/03/2022.

4. **Number of patents, disclosures, and licensing agreements in fiscal years 2019, 2020 and 2021.**  
**2019:** None  
**2020:** None  
**2021:** None

**COLLEGE OF NURSING  
SCHOLARSHIP  
JANUARY 1 – DECEMBER 31, 2021**

**REFEREED:**

**I. BOOKS AND BOOK CHAPTERS: (2)**

**Baliko, B.** (2021). Nursing care of survivors of violence and abuse. In M.A. Boyd (Ed.) *Psychiatric nursing: Contemporary practice*, 7e. Philadelphia: Lippincott, Williams, & Wilkins.

**Hughes, R. G.** (2021). Chapter 2 – Evaluation of patient care standards, guidelines, and protocols. In Hickey, J.V, Brosnan, C.A., (Eds.). *Evaluation of health care quality for DNPs* (3<sup>rd</sup> edition). New York: Springer Publishing Company.

**II. PEER-REVIEWED AND REFEREED SCHOLARSHIP**

**a. Publications: (51)**

**Abshire, D. A., Pinto, B. M., & Wilson, D. K.** (2021). Physical activity from transportation: New insights and lingering questions. *Journal of Adolescent Health*, 69(2), 187-188.

**Abshire, D. A., Wippold, G. M., Wilson, D. K., Pinto, B. M., Probst, J. C., & Hardin, J. W.** (2021). Rurality, gender, and obesity: An intersectionality perspective on rural men's health. *American Journal of Public Health*, 111(10), 1761-1763.

Al-Amin, S., Hassan, Z., Saif-Ur-Rahman, K., Chowdhury, M., Morrison, S., **Donevant, S.**, & Chowdhury, F. (2021). Pattern of antibiotic use for acute respiratory infections among out-patients in South Asian Region, *Medicine*, (100)4, E22398. <https://doi.org/10.1097/MD.00000000000022398>

Andreeva, V. A., Péneau, S., Julia, C., Shivappa, N., Hébert, J. R., **Wirth, M. D.**, Touvier, M., Hercberg, S., Galan, P., & Jesse-Guyot, E. (2021). The inflammatory potential of diet is prospectively associated with subjective hearing loss, *European Journal of Nutrition*, 60(7), 3669-3678.

Bobay, K., Conway-Phillips, R., **Hughes, R.**, Costa, L., Bahr, S. J., Siclovan, D., Nuccio, S., & Weiss, M. (2021). Clinical nurses' perspectives on discharge practice changes from participating in a translational research study, *Journal of Nursing Management*, 29(3), 553-561. <http://doi:10.1111/jonm.13171>.

Brown, A., Wilson, D. K., & **Sweeney, A. M.** (2021). The moderating effects of social support on physical activity in African American women. *Annals of Behavioral Medicine*, 55, 376-382.

Bryant, A., Foster, B., Giscombe, C., Santos, H., **Jenerette, C.**, Brooks, J., & Rodgers, S. (2021). Supporting racial, ethnic minority, and disadvantaged undergraduate nursing students with honors projects. *Journal of Professional Nursing*, <https://doi.org/10.1016/j.profnurs.2021.08.004> (online ahead of print).

**Chappell, K. K., Hein, L. C., & Andrews, J. O.** (2021). Can we ask everyone? Addressing sexual abuse in primary care. *JNP: The Journal for Nurse Practitioners*, 17(5), 594-599. doi: 10.1016/j.nurpra.2021.01.017

Clayton-Jones, D., Ong, L. Z., Garnier-Villarreal, M., **Vick, L.**, Sawdy, R., George, S. & Haglund, K. (2021). Complementary and alternative medicine mind-body approaches used among racially and ethnically diverse adolescents, *Journal of Pediatric Nursing*, 61, 254-259.

**Corbett, C. F.**, Combs E. M., Chandarana, P. S., Stringfellow, I., **Worthy, K.**, Nguyen, T., **Wright, P. J.**, & O'Kane, J. M. (2021). Medication adherence reminder software for virtual home assistants: Mixed methods evaluative study. *JMIR Formative Research*, 5(7). 327327. doi: 10.2196/27327



**Corbett, C. F., Wright P. J., Jones, K., Parmer, M.** (2021). Voice-activated virtual home assistant use and social isolation and loneliness among older adults: Mini review. *Frontiers in Public Health*, 9, 1-6. <https://doi.org/10.3389/fpubh.2021.742012>

**Dail, R. B., Tavakoli, A. S., Moseley, S. L., Bergstedt, V. B., Kuehn, D., & Chang, W.** (2021). Examining the use of dual point temperature display in servo-control with early preterm infants. *Advances in Neonatal Care*, 21 (6), E180-E190.

**Davis, V. H., Murillo, C., Chappell, K. K., Jenerette, C., Ribar, A. K., Worthy, K., & Andrews, J. O.** (2021). Tipping point: Integrating social determinants of health concepts in a college of nursing. *Journal of Nursing Education*, 60(12), 703-706.

**Dawson, R. M., Lawrence, M. K., Gibbs, S., Davis, V., Mele, C., & Murillo, C.** (2021). "I felt the connection": A qualitative exploration of standardized patients' experiences in a delivering bad news scenario. *Clinical Simulation in Nursing*, 55, 52-58.

Dickson, L., Bunting, S., Nanna, A., Taylor, M., Spencer, M., & **Hein, L. C.** (2021). Older lesbian, gay, bisexual, transgender, and queer (LGBTQ+) adults' experiences with discrimination and impacts on expectations for long-term care: Results of a survey in the southern United States. *Journal of Applied Gerontology*. doi:10.1177/07334648211048189 (Online ahead of print).

**Donevant, S., Heiney, S., Wineglass, C., Schooley, B., Singh, A., & Sheng, J.** (2021). Exploring the perceptions of African American breast cancer survivors on endocrine therapy: A mixed methods study. *Journal of Medical Internet Research Cancer*, 5(6), e23884. <http://doi.org/10.2196/preprints.23884>

Eustis, S. J., McCall, M. W., Murphy, E. A., **Wirth, M. D.** (2021). The association between gastrointestinal and depressive symptoms in a representative sample of Americans. *Journal of the Academy of Consultation-Liaison Psychiatry*, (online ahead of print).

**Everhart, K., Donevant, S. B., Wirth, M. D., Dail, R. B.** (2021). Examining etiological pathways to necrotizing enterocolitis in very preterm infants. *Journal of Neonatal Nursing*, 27(2), 77-81.

**Felder, T., Cayir, E., Nkwonta, C., Tucker, C. M., Harris, E., Jackson, J. R.** (2021). A mixed methods feasibility study of breastfeeding attitudes among southern African Americans. *Western Journal of Nursing Research*, 44(1), 50-65.

Graves, J. M., Mackelprang, J. L., & **Abshire, D. A.** (2021). Coronavirus disease 2019 and effects of school closure for children and their families. *JAMA Pediatrics*, 175(2), 210-211. doi:10.1001/jamapediatrics.2020.3589

Graves, J. M., Mackelprang, J. L., Amiri, S., & **Abshire, D. A.** (2021). Barriers to telemedicine implementation in southwest tribal communities during COVID-19. *Journal of Rural Health*, 37(1), 239-241. doi: 10.1111/jrh.12479.

**Herbert, L., Ribar, A., Mitchell, S., & Phillips, C.** (2021). Discovering metformin induced B12 deficiency in patients with type 2 diabetes in primary care. *Journal of the American Association of Nurse Practitioners*, 33(2), 174-180. <https://doi.org/10.1097/JXX.0000000000000312>

**Heiney, S. P., Sorrell, M., Sheng, J., Adams, S. A., Nelson, K., Nguyen, L. A., Edwards, A., & Wickersham, K. E.** (2021). Interventions to improve adherence to tyrosine kinase inhibitors in chronic myeloid leukemia: A systematic review. *The American Journal of Clinical Oncology*, 44(6), 291-298.

Holst, M. M., **Wirth, M. D.**, Allison, P., Burch, J. B., Andrew, M. E., Fekedulegn, D., Hussey, J., Charles, L. E., & Violanti, J. M. (2021). An analysis of shiftwork and self-reported depressive symptoms in a police cohort from Buffalo, New York. *Chronobiology International*, 38(6), 830-838.

Horton Dias, C., **Dawson, R. M., Abshire, D., Harris, D., & Wirth, M. D.** (2021). Free food at work: A concept analysis. *Workplace Health and Safety*, 69(6), 277-289. <https://doi.org/10.1177/2165079921997328>

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Jayanama, K., Theou, O., Godin, J., Cahill, L., Shivappa, N., Hébert, J. R., **Wirth, M. D.**, Park, Y. M., Fung, T. T., & Rockwood, K. (2021). Relationship between diet quality scores and the risk of frailty and mortality in adults across a wide age spectrum. *BMC Medicine*, 19(64), 1-13.

**Jenerette, C., Murillo, C.**, Chew, A. Y., & Barksdale, D. (2021). Simulation in PhD programs to prepare nurse scientists as social justice advocates. *Nursing Education Perspective*, 42(6), E60-E62. doi: 10.1097/01.NEP.0000000000000835.

**Jones, K., Hein, L. C.**, & James, L. (2021). A nursing leadership practicum in the time of COVID19: A southeastern university experience. *Nurse Leader*, 19(2), 145-149. <https://doi.org/10.1016/j.mnl.2020.06.010>

Kameg, B., **Raynor, P.**, Mitchell, A. (2021). Care of individuals who identify as lesbian, gay, bisexual, transgender, questioning and/or queer, intersex, or asexual (LGBTQQIA+): A position paper. *Journal of Addictions Nursing*, 32(4), 220-224.

Kipp, C., Wilson, D. K., **Sweeney, A. M.**, & Van Horn, M. L. (2021). The role of environmental, parental, and cognitive factors in predicting stress and obesity among African American youth. *Journal of Pediatric Psychology*, 46, 980-990. doi: 10.1093/jpepsy/jsab025

Loncar, H., Wilson, D. K., **Sweeney, A. M.**, Quattlebaum, M., & Zarrett, N. (2021). Associations of parenting factors and weight related outcomes in overweight African American adolescents. *Journal of Behavioral Medicine*, 44, 541-550. doi: 10.1007/s10865-021-00208-y

McDaniel, T., Wilson, D. K., Coulon, S., **Sweeney, A. M.**, & Van Horn, L. M. (2021). Interaction of neighborhood and genetic risk on waist circumference in African American adults: A longitudinal study. *Annals of Behavioral Medicine*, 55, 708-719. doi: 10.1093/abm/kaaa063

Nevels, T. L., Burch, J. B., **Wirth, M. D.**, Gingsberg, J. P., McLain, A., M. E., Allison, P., Fekedulegn, D., & Violanti, J. M. (2021). Shift work adaptation among police officers: The BCOPS study. *Chronobiology International*, 38(6), 907-923.

Nkwonta, C., Hilfinger Messias, D. K., **Felder, T.**, & Luchok, K. (2021). Intervention to reduce stigma and improve knowledge of HPV and cervical cancer in Nigeria: A community-based assessment, *Family & Community Health*, 44(4), 245-256. doi: 10.1097/FCH.0000000000000309

**Onello, R. L.**, & Moulton, M. C. (2021). From self-confidence to self-calibration: Using brain science to move the needle in nursing education research. *Nursing Education Perspectives*, 42(3), 134-135.

Ortaglia, A., McDonald, S. M., **Wirth, M. D.**, Sui, X., & Bottai, M. (2021). Differential age-related declines in cardiorespiratory fitness among people with and without Type 2 Diabetes Mellitus. *Mayo Clinic Proceedings: Innovations, Quality & Outcomes*, 5(4), 743-752.

Park, S. Y., Boushey, C. J., Shvetsov, Y. B., **Wirth, M. D.**, Shivappa, N., Hébert, J. R., Haiman, C. A., Wilkens, L. R., & Le Marchand, L. (2021). Diet quality and risk of lung cancer in the multiethnic cohort study, *Nutrients*, 3(5), 1-10.

**Pinto, B. M.** & Dunsiger, S. I. (2021). The many faces of recruitment in a randomized controlled trial. *Contemporary Clinical Trials*, 102, 106285. doi: 10.1016/j.cct.2021.106285 (online ahead of print).

**Pinto, B. M.**, Kindred, M., Dunsiger, S. I., & Williams, D. M. (2021). Sedentary behavior among breast cancer survivors: A longitudinal study using ecological momentary assessments. *Journal of Cancer Survivorship*, 15(4), 546-553.

**Pinto, B. M.**, Kindred, M. M., Franco, R., Simmons, V. & Hardin, J. (2021). A “novel” multi-component approach to promote physical activity among older cancer survivors: A pilot randomized controlled trial. *Acta Oncologica*, 60(8), 968-975.

**Pinto, B.,** Dunsiger, S., Kindred, M., & **Mitchell, S.** (2021). Physical activity adoption and maintenance among breast cancer survivors: A randomized trial of peer mentoring. *Annals of Behavioral Medicine*. <https://doi.org/10.1093/abm/kaab078> (Online ahead of print).

**Pinto, B.,** Dunsiger, S., Kindred, M., & **Mitchell, S.** (2021). Peer mentoring for physical activity adoption and maintenance among breast cancer survivors: Moderators of physical activity outcomes. *Journal of Cancers Survivorship*. doi: 10.1007/s11764-021-01162-z (Online ahead of print).

Prest, P. J., Reath, J. J., **Bell, N.,** Rabieh, M., Moore, A., Jones, M., Watson, C., Bynoe, R. (2021). Evaluating a symptom-triggered gastric residual volume policy in a surgical trauma intensive care unit: Simple and safe. *Nutrition in Clinical Practice*, 36(4), 899 – 906.

Quattlebaum, M., Kipp, C., Wilson, D. K., **Sweeney, A. M.,** Loncar, H., Levine, S., & Zarrett, N. (2021). A qualitative study of stress and coping to inform the LEADS health promotion trial for African American adolescents with overweight and obesity. *Nutrient*, 13(7), 2247. doi: 10.3390/nu13072247

Quattlebaum, M., Wilson, D. K., **Sweeney, A. M.,** & Zarrett, N. (2021). Moderating effects of parental feeding practices and emotional eating on dietary intake among overweight African American adolescents. *Nutrients*, 13(6), 1920. doi: 10.3390/nu13061920

**Raynor, P., Corbett, C.,** Prinz, R., West, D., & Litwin, A. (2021). Using community-based participatory methods to design a digital intervention for mothers with substance use disorders: Qualitative results from focus group discussions. *Perspectives in Psychiatric Care*. doi: 10.1111/ppc.12823 (Online ahead of print).

**Raynor, P.,** Eisbach, S., **Murillo, C., Baliko, B., Polykova-Norwood, V.** (2021). Building psychiatric advanced practice student nurse competency to conduct comprehensive diagnostic interviews utilizing two types of simulation methods. *Journal of Professional Nursing*, 37(5), 866 – 874.

Schultz, B. E., **Corbett, C. F., Hughes, R. G., & Bell, N.** (2021). Post-hospital availability of instrumental support may influence patients' readiness for discharge. *Professional Case Management*. <https://doi.org/10.1097/NCM.000000000000058>.

Schultz, B., **Corbett, C., Bell, N., & Hughes, R.G.** (2021). Scoping review: Social support impacts hospital readmission rates. *Journal of Clinical Nursing*. [https:// DOI:10.1111/jocn.16143](https://doi.org/10.1111/jocn.16143) (Online ahead of print).

**Scott, A., Cone, A., Creed, J., Custer, S., Davis, V. Gibbs, S., Harris, E. H., Jackson, J. R., Pate, L., & Vick, L.L.** (2021). Rapid transition to online learning for baccalaureate students: Teamwork during a pandemic. *The Journal for Nursing Education*, 60(7), 397-399.

Zahnd, W., **Bell, N.,** & Larson, A. (2021). Geographic, Racial/Ethnic, and Socioeconomic Inequities in Broadband Access. *Journal of Rural Health*. doi: 10.1111/jrh.12635 (Online ahead of print).

## **REFEREED PRESENTATIONS:**

### **Podium Presentations: (74)**

#### **State: (17)**

**Corbett, C. F.** (2021, October). *Alexa, can you assist people with chronic conditions or disabilities?* Presented at the 2021 Caring Connections Conference, Office of Research & Organizational Development (OROD) of the Clemson University Youth Learning Institute, Clemson University (Virtual).

**Cox, D., & Cox, M.F.** (2021, April). *Obesity*. Presented at the University of South Carolina College of Nursing Annual Clinical Practice Conference, Columbia, SC.

**Custer, S.** (2021, October). *PrEP for HIV prevention*. Presented at the 2021 Caring Connections Conference, Office of Research & Organizational Development (OROD) of the Clemson University Youth Learning Institute, Clemson University (Virtual).

**Herbert, L.** (2021, October). *Diabetes Medications: An Update*. Presented at the 2021 Caring Connections Conference, Office of Research & Organizational Development (OROD) of the Clemson University Youth Learning Institute, Clemson University (Virtual).

**Inman, D.** (2021, July). *Anxiety across the lifespan: What does one do?* Presented at the Carolina Clinical Practice Excellence Conference, University of South Carolina, Columbia, SC.

James, U., **Wirth, M. D.**, & Hébert, J. R. (2021, April). *Associations between consumer behavior habits and dietary inflammatory potential using data from the National Health and Nutrition Examination Survey (2005-2016)*. Presented at the University of South Carolina College of Nursing Research and Scholarship Day (Virtual).

**Jones, K., Polyakova-Norwood, V. & Raynor, P.** (2021). *Student and faculty perceptions of caring in the online learning environment*. Presented at the South Carolina Conference on Innovations in Teaching and Learning (SCCITL) Annual Conference (Virtual).

**Murillo, C., Worthy, K., Tavakoli, A., Bryan, M., & Jenerette, C.** (2021, October). *Teaching the social determinants of health: Ready or not?* Presented at the University of South Carolina 2021 Oktoberbest: A symposium on teaching, Columbia, SC.

**Murillo, C.** (2021, June). *Surviving the tough times: The self-care guide for the sickle cell disease community*. Keynote presented at the James R Clark Memorial Sickle Cell Foundation, World Sickle Cell Day.

**Murillo, C.** (2021, June). *Surviving the tough times: The self-care guide*. Keynote presented at the survivorship series of the South Carolina Cancer Alliance Survivorship Series, Columbia, SC.

Nguyen, T. **Corbett, C. F.**, Combs, E., & Wright, P. (2021, April). *Older adults' use and perceptions of smart lighting*. Presented at the University of South Carolina College of Nursing Research and Scholarship Day (Virtual).

Nguyen, T. **Corbett, C. F.**, Combs, E., & Wright, P. (2021, April). *Older adults' use and perceptions of smart lighting*. Presented at 2021 Discover UofSC (Virtual).

**Onello, R.** (2021, October). *Anchor and towline: A teaching philosophy's impact on inclusive learning*. Presented at the University of South Carolina 2021 Oktoberbest: A symposium on teaching, Columbia, SC.

Owens, O. L., **McDonnell, K. K.**, Newsome, B. R., Humphrey, M. (2021, October). *The development and testing of "Is Lung Cancer Screening for You" a computer-based decision aid*. Presented at the Prisma Health Research Showcase, Columbia, SC.

**Polyakova-Norwood, V., Jones, K., & Raynor, P.** (2021, July). *Student and faculty perceptions of faculty caring in the online environment*. Presented at the South Carolina Conference on Innovations in Teaching and Learning (Virtual).

Stringfellow, I., Wright, P. J., & **Corbett, C. F.** (2021, April). *Patient perceptions of post-hospital discharge medication adherence: A meta-synthesis*. Presented at 2021 Discover UofSC (Virtual).

Toussaint, E., Probst, J., **Wickersham, K. E.**, & Nelson, K (2021, October). *Job satisfaction among nurses and healthcare quality*. Presented at the Prisma Health Research Showcase, Columbia, SC.

### **Regional: (3)**

**Andrews J. O.**, Lanhan, J., & Gregg, B. (2021). *Addressing and dismantling structural racism in nursing education*. Presentation at the Joint series from Midlands Black Nurses Association, SC Nurses Association, Chi Eta Phi, SC Student Nurse Association (Virtual).

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**Townsend-Chambers, C.** (2021, April). *Social justice or social determinants? Advocating for affirming healthcare.* Presented at the Ignite the Spark in You: Catalysts of Nursing Practice, Philippines Nurse Association of North Carolina, Durham, NC (Virtual).

Wu, H-S. & **Davis, J. E.** (2021, March). *Post-treatment symptoms in breast cancer survivors.* Presented at the 2021 Midwest Nursing Research Society Meeting (Virtual).

### **National: (30)**

**Abshire, D. A., Pinto, B. M.,** Wilson, D. K., Probst, J. C., Wippold G. W., & Hardin, J.W. (2021, November). *Recruiting rural African American men: Lessons from the field on a promising online approach using machine-learning and data mining.* Presented at the 2021 American Public Health Association Conference (Virtual).

Brown, L., Chad, R., **Mitchell, S.,** & Ferrell, D. (2021, August). *Diversity, inclusivity, and equity in nursing.* Presented at the National Black Nurses Association Conference (Virtual).

**Chappell, K. K. & Davis, V. H.** (2021, March). *Effects of a poverty-focused experiential learning activity on BSN students' perceptions of social determinants of health and health equity.* Presented at the Association of Public Health Nurses 2021 Annual Conference (Virtual).

**Cox, M. F., & Herbert-Harris, E.** (2021, December). *Teaching cultural competence: Using simulation to address microaggressions in the clinical environment.* Presented at the American Association of Colleges of Nursing's Transform Conference, Dallas, TX.

Douglass, B., **Mitchell, S.,** Stager, S., & Wise, B. (2021, April). *Successfully navigating the NP rank promotion process.* Presented at the National Organization of Nurse Practitioner Faculties 47<sup>th</sup> Annual Conference (Virtual).

**Everhart, K. C., Donevant, S. D.,** Iskersky, V. N., **Wirth, M. D., & Dail, R. B.** (2021, September). *A national survey to examine blood transfusion practices in early preterm infants.* Presented at the Academy of Neonatal Nursing National Conference, Chicago, IL.

**Felder, T. M.** (2021, December). *Promising practices for campuses to support community engaged health equity research: A call to action.* Invited panelist at the Health Equity Leadership Institute, University of Wisconsin-Madison, Madison, WI (Virtual).

**Harris, E. & Cox, M. F.** (2021, December). *Teaching cultural competence: Using simulation to address microaggressions in the clinical environment.* Presented at the American Association of Colleges of Nursing's Transform Conference, Dallas, TX.

**Inman, D.** (2021, October). *Evidence based parenting strategies: What to do when time out doesn't work.* Presented at the American Psychiatric Nurses Association 35<sup>th</sup> Annual Conference (Virtual).

**Jenerette, C.** (2021, November). *Nurses' role in social justice advocacy-necessary trouble.* Presented at the 2021 American Nurses Credentialing Center National Magnet Conference, Atlanta, GA.

**Johnson, R.** (2021, May). *Midwifery paradox: Nurturing others, but not always each other.* Presented at the American College of Nurse Midwives, Midwifery Works, Memphis, TN.

**Jones, K., Polyakova-Norwood, V. & Raynor, P.** (2021). *Student and faculty perceptions of caring in the online learning environment.* Presented at Educause Learning Initiative (ELI) Annual Meeting (Virtual).

Moulton, M., & **Onello, R.** (2021, September). *NLN nursing EDge surface podcast LIVE: Maker space deconstructed.* Presented at the National League for Nursing Education Summit, Washington, D.C.

**Onello, R.** (2021, September). *Signal versus noise: A Theory for enhancing the design of active learning*. Presented at the National League for Nursing Education Summit, Washington, D.C.

**Onello, R.** (2021, September). *Beyond the CV: Living out a teaching philosophy for inclusive learning*. Presented at the National League for Nursing Education Summit, Washington, D.C.

**Onello, R.** (2021, September). *Using brain science approaches to set the table for deeper learning*. Presented at the National League for Nursing Education Summit, Washington, D.C.

Owens, O. L. & **McDonnell, K. K.** (2021, October). *Advancing quality lung cancer survivorship in South Carolina 2.0*. Panel presented at the Bristol-Myers Squibb Foundation Annual Summit (Virtual).

**Patterson, B., Dawson, R. M., & Johnson, E.** (2021, May). *Standardized bedside shift report and patient-nurse communication scores as measured by HCAHPs scores*. Presented at the 46<sup>th</sup> annual American Academy of Ambulatory Nursing Conference (Virtual).

**Polyakova-Norwood, V., Jones, K., & Raynor, P.** (2021, May). *Student perceptions of faculty caring in the online environment*. Presented at the ELI Annual Conference (Virtual).

**Ribar, A., Jones, K., Johnson, R., Herbert, L., Slone, S. & Andrews, J. O.** (2021, January). *Applying the knowledge to action model for DNP program improvement*. Presented at the American Association of Colleges of Nursing (AACN) Doctoral Conference (Virtual).

Stringfellow, I., Wright, P. J., & **Corbett, C. F.** (2021, April). *Patient perceptions of post-hospital discharge medication adherence: A meta-synthesis*. Presented at the National Conference on Undergraduate Research (Virtual).

**Sweeney, A.M,** Wilson, D.K., Brown, A., & Quattlebaum, M. (2021, April). *Evaluating approaches for building a supportive social climate and empowering African American women to be agents of change: Results from the DRIVE trial*. Presented at the symposium on ‘The Role of Behavioral Science in Public Health Policy: Examples of Trials for Improving Nurturance in Underserved Populations’ at the 42nd Annual Meeting of the Society of Behavioral Medicine (Virtual).

**Sweeney, A. M.,** Wilson, D. K., Van Horn, M. L., Zarrett, N., & Resnicow, K. (2021, April). *Comparing motivational approaches for enhancing physical activity outcomes among African American women*. Presented at the Active Living Conference (Virtual).

**Vick, L.** (2021, October). *Hydroxyurea adherence through motivational interviewing: Preliminary data*. Presented at the Foundation for Sickle Cell Disease Research Inaugural Nurses in Sickle Cell Disease Symposium: Advancing the Science of Sickle Cell Disease.

**Vick, L.** (2021, October). *Cumulative grief: Adults and caregivers*. Presented at the International Association of Sickle Cell Nurses and Professional Associates Live Presentation for the Sickle Cell Disease Association of America Annual National Convention.

**Vick, L.** (2021, March). *Overview of sickle cell nursing curriculum design*. Presented at the 4th Annual SWGA Sickle Cell Awareness: Come HUB with us (Virtual).

**Wickersham, K. E.** (2021, May). *Surviving with cancer: Adherence to and side effects of oral targeted therapy for treatment of advanced cancer*. Presented at the 2021 Emerging Oncology Nurse Scientist Monthly Webinar (Virtual).

**Wickersham, K. E.** (2021, January). *Challenges in cancer survivorship research during COVID-19*. Presented at the Cancer Prevention and Control Research Network Annual Meeting (Virtual).



**Wirth, M. D.,** Fekedulegn, D., Andrew, M. E., McLain, A.C., Burch, J. B., Davis, J. E., Hébert, J. R., & Violanti, J. M. (2021, June). *Longitudinal and cross-sectional associations between the dietary inflammatory index and objectively and subjectively measured sleep among police officers*. Presented at the Society for Epidemiologic Research Conference, San Diego (Virtual).

Wu, H-S. & **Davis, J. E.** (2021, March). *Post-treatment sleep disturbance and cognitive dysfunction in breast cancer survivors*. Presented at the 2021 American Psychosocial Oncology Conference (Virtual).

### **International: (24)**

**Andrews, J. O., McCormick, J. M., Nelson, C., Cromer, M., Hughes, R., & Ribar, A.** (2021, July). *Advisory boards to enhance engagement, strategy, and resources in a US college of nursing*. Presented at the 32<sup>nd</sup> Sigma Theta Tau International Nursing Research Congress, Singapore (Virtual).

Bidwell, J., Cronin, C., Hughes, K., Kaunonen, M., Marcussen, J., **Donevant, S.**, Carey, J., Wilson, R., (2021, September). *Menopause in the nursing workplace: An international collaborative project*. Presented at the Royal College of Nursing International Research Conference (Virtual).

Bulgin, D. & **Jenerette, C.** (2021, April). *Sickle cell health disparities and/or health equity: Words matter*. Presented at the International Association of Sickle Cell Nurses and Professional Associates Conference: Treating the Whole Person (Virtual).

**Chappell, K. K.** (2021, March). *Applying strategies across a child's social ecology to address child sexual abuse prevention, recognition, and response*. Presented at the International Society of Psychiatric-Mental Health Nurses 2021 Annual Conference (Virtual).

**Corbett, C. F.,** Chandarhana, P., Combs, E., Stringfellow I., Worthy, K., Wright, P., O'Kane, J. (2021, November). *Usability and usefulness of a virtual home assistant medication reminder skill*. Presented as part of symposium Advancing Innovative Technologies for Medication Adherence among Adults with Chronic Conditions, Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN.

**Cox, D., Baliko, B., & Raynor, P.** (2021, November). *A telehealth experience on depression for graduate nurse practitioner students*. Presented at the Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN.

**Creed, J., Scott, A., Pate, L., Cone, A., Davis, V., Gibbs, S., Vick, L., Harris, E., Custer, S., Miles, H., & Jackson, J.** (2021, February). *Leadership in academia during a pandemic*. Presented at the Sigma Theta Tau International Creating Healthy Work Environments, Austin, Texas (Virtual).

**Creed, J. M., Davis, V. H., Cone, A. R., & Chappell, K. K.** (2021, November). *Planned past to unpredictable present: The effects on student experience during a pandemic course transition*. Presented at the Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN.

**Dawson, R., Gibbs, S., Davis, V., Murillo, C.,** Lawrence, M.K., Mele, C., Kovach, B., & LaRosa, L. (2021, November). *A sociolinguistic, simulation-based approach to teaching culturally respectful communication*. Presented at the Transcultural Nursing Society 47th Annual Conference, Albuquerque, NM.

**Deupree, J.** (2021, November). *Policy, practice and armadillos: Nurses role in health literacy during a pandemic era*. Panel Presented at the 13<sup>th</sup> Annual Health Literacy Annual Research Conference (Virtual).

**Donevant, S., Corbett, C., & Wickersham, K.** (2021, November). *Challenges and discrepancies for evaluating mHealth apps designed to promote medication adherence*. Presented at the Sigma 46th Biennial Convention, Indianapolis, IN.

**Donevant, S., Heiney, S.,** Schooley, B., & Singh, A. (2021, July). *African American cancer survivors' perspectives on the use of technology for managing endocrine therapy adherence*. Presented at the 32<sup>nd</sup> Sigma Theta Tau International Nursing Research Congress, Singapore (Virtual).

Grimmett, C. Foster, C. L. Bradbury, K., Lally, P., Corbett, T., **Pinto, B. M.**, May, C. R., & Myall, M. (2021, January). *Understanding long-term physical activity behaviour change in people affected by cancer: a typology*. Presented at the Annual Meeting of the United Kingdom Society of Behavioral Medicine (Virtual).

**Jenerette, C.** (2021, May). *Sickle cell health disparities and health inequities in the United States: Recommendations for nurses*. Presented at the 2<sup>nd</sup> African Congress on Sickle Cell Disease, West Africa (Virtual).

George, S., **Creed, J.**, Carbo-Porter, L., & Fledderjohann, S. (2021, March). *How to propose resolutions for Sigma*. Panel presented at Sigma Theta Tau International Resolutions Advisory Council Webinar (Virtual).

**McDonnell, K. K.** (2021, March). *The INTENT study*. Presented at the International Conference on Cancer Nursing, London, UK (Virtual).

Odhiambo, C., Wright, P. J., **Corbett, C. F.**, Valafar, H. (2021, July). *MedSensor: Medication adherence monitoring using neural networks on smartwatch accelerometer sensor data*. Presented at the 19<sup>th</sup> International Conference on Scientific Computing, Las Vegas, NV (Hybrid live/virtual event).

**Pate, L., Creed, J., & Scott, A.** (2021, November). *Teen pregnancy in South Carolina: Changing the future now*. Presented at the Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN (Virtual).

**Patterson, B. & Sutton, S.** (2021, November). *Integrating team-based learning into small groups of an undergraduate health assessment course. The past, present, and future, University of South Carolina*. Presented at the Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN (Virtual).

**Vick, L.** (2021, April). *Cumulative grief: A panel presentation*. Presented at the International Association of Sickle Cell Nurses and Professional Associates: Treating the Whole Person.

Webb, L. A., **McDonnell, K. K., Adams S. A., Davis, R. E., & Felder, T. M.** (2021, March). *Evaluation of lung cancer stigma among survivors of lung cancer*. Presented at the International Conference on Cancer Nursing, London, UK (Virtual).

**Wickersham, K. E.,** Oza, M., White, M. C., & Heiney, S. P. (2021, November). *Feasibility of using medication event monitoring systems to measure adherence for older adults with cancer*. Presented at a symposium entitled “Advancing Innovative Technologies for Medication Adherence Among Adults with Chronic Conditions”, Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN.

Wilson, D.K., **Sweeney, A.M.**, Van Horn, M.L., Kitzman H. & Resnicow, K. (2021, April). *The effects of the Families Improving Together (FIT) for Weight Loss Trial on physical activity outcomes in African American families*. Presented at the Annual Meeting of the International Society of Behavioral Medicine (Virtual).

Wright, P. J., **Corbett, C. F.**, Odhiambo, C., Nguyen, T., Combs, E., Valafar, H. (2021, November). *Developing smart technology to detect medication-taking gestures*. Presented as a part of symposium, Advancing Innovative Technologies for Medication Adherence among Adults with Chronic Conditions, Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN.

## **b. Poster Presentations (43)**

### **State: (14)**

**Everhart, K., Donevant, S.,** Iskersky, V., **Wirth, M. & Dail, R. B.,** (2021, April). *A national survey to examine blood transfusion practices in early preterm infants*. Poster presented at Discover UofSC, Columbia, SC (Virtual).

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Kreag, B., **Everhart, K., & Dail, R. B.** (2021, April). *Examination of variations of body temperature around packed red blood cell transfusions in one preterm infant: A case study.* Poster Presented at UofSC College of Nursing Research Day, Columbia, SC (Virtual).

Laurendeau, M., **Everhart, K., & Dail, R. B.** (2021, April). *Research apprenticeship on the PATH study: Examining the relationship between body temperature and blood transfusions in preterm infants.* Poster presented at Discover UofSC, Columbia, SC (Virtual).

Miller, T., **Scott, A., Pate, L., & Davis, A.** (2021, April) *Simulated medication competency for pre-licensure nursing students.* Poster presented at Discover UofSC, Columbia, SC (Virtual).

Moy, V., **Heiney, S. P., & Dawson, R.M.** (2021). *Young adult electronic cigarette use: Misperceptions of addiction and disconnected behavior choices.* Poster Presented at UofSC College of Nursing Research Day, Columbia, SC (Virtual).

Moy, V., **Heiney, S. P., & Dawson, R. M.** (2021). *Young adult electronic cigarette use: Misperceptions of addiction and disconnected behavior choices.* Poster presented at Discover UofSC, Columbia, SC (Virtual).

Nelson, K. & **Wickersham, K. E.** (2021, April). *What is the effect of shiftwork on neurological health in women?* Poster Presented at UofSC College of Nursing Research Day, Columbia, SC (Virtual).

Patel, K. S., **Corbett, C. F., Combs, E., Donevant, S., Selph, M., Dawson, R., & Hughes, R.** (2021, October). *Perceptions of COVID-19 and the use of health information technology among people who are Uninsured.* Poster presented at the UofSC College of Nursing Research Day, Columbia, SC (Virtual).

Patel, K. S., **Corbett, C. F., Combs, E., Donevant, S., Selph, M., Dawson, R., & Hughes, R.** (2021, October). *Perceptions of COVID-19 and the use of health information technology among people who are Uninsured.* Poster presented at Discover UofSC, Columbia, SC (Virtual).

Pilotti, A. & **Donevant, S.** (2021, April). *Understanding the signs and symptoms of COVID-19: A systematic review.* Poster presented at Discover UofSC, Columbia, SC.

Pokora, R. P. & **Selph, M. J.** (2021, April). *Prevalence of Hepatitis C among uninsured patients in an urban population in the southeastern US in comparison to other populations.* Poster Presented at Discover UofSC, Columbia, SC.

Vidanapathirana, N. D., **Wirth, M. D.,** Turner-McGrievy, G. M., Shivappa, N., & Hébert, J. R. (2021, April). *The association between fasting times and metabolic and inflammatory biomarkers in the inflammation management intervention (IMAGINE).* Poster presented at the University of South Carolina 11th Annual Nutrition Research Symposium, Columbia, SC (Virtual).

**Wirth, M. D.,** Fekedulegn, D., Andrew, M. E., McLain, A. C., Burch, J. B., Davis, J.E., Hébert, J. R., & Violanti, J. M. (2021, April). *Longitudinal and cross-sectional associations between the dietary inflammatory index and objectively and subjectively measured sleep among police officers.* Poster presented at the University of South Carolina 11th Annual Nutrition Research Symposium, Columbia, SC (Virtual).

Wright, P., **Wirth, M. D., Adams, S. A., & Hébert, J. R.** (2021, April). *CRP as a predictor of depressive symptoms in African Americans.* Poster presented at Discover UofSC 2021, Columbia, SC (Virtual).

### **Regional: (1)**

**Tavakoli, A. S. & Tavakoli, N. S.** (2021, October). *Using QUANTREG to examine time and drug on histamine HA level in mice.* Poster presented at the Southeastern SAS User Group (SESUG) (Virtual).

## **National: (22)**

**Abshire, D. A.,** Pickett, A. C., & Bucklin, R. (2021, May). *Insights into rural physical activity programming*. Poster presented at the National Rural Health Association Annual Conference (Virtual).

Becker, K., **Dawson, R.,** Darcy-Mahoney, A., **Wirth, M. & Dail, R. B.** (2021, September). *Observational methods to evaluate stability and stress responses to nursing care in early premature infants*. Poster presented at the Academy of Neonatal Nursing, 8<sup>th</sup> Annual Symposium for Nurse Leaders, Chicago, IL.

Brown, A., Wilson, D. K., **Sweeney, A. M.,** Van Horn, M. L. & Zarrett, N. (2021, April). *Longitudinal effects of buffering resources on moderate to vigorous physical activity among African American women*. Poster presented at the 42<sup>nd</sup> Annual Meeting of the Society of Behavioral Medicine (Virtual).

**Corbett, C. F.,** Combs, E, **Jones, K.,** & Parmer, M. (2021, October). *Frail adults' virtual assistant use: A feasibility study*. Poster presented at the American Academy of Nursing 2021 Health Policy Conference, Washington, DC.

**Deupree, J.,** & Villaire, M., (2021, October). *A health literacy specialist certificate program*. Poster presented at the American Academy of Nursing 2021 Health Policy Conference, Washington, DC.

Gilbert, E., Stribing, A., Stodden, D., **Davis, V.,** Lieberman, L., Webster, C., & Brian, A. (2021, July). *Differences in motor competence, physical activity, perceived motor competence and HRQOL for youth with a visual impairment with and without cancer*. Poster presented at the National Consortium for Physical Education for Individuals with Disabilities (Virtual).

**Heiney, S., Donevant, S.,** Singh, A., Sheng, J., & Schooley, B. (2021, February). *STORY+ smartphone application for endocrine therapy treatment adherence for African American women with breast cancer – Design and usability testing*. Poster presented at the Virtual Symptom Science Advances in Oncology Nursing Research Colloquium.

**Herbert, L., Ribar, A.,** & Keane, P. (2021, March). *Hereditary hemochromatosis: new guidelines and implications for primary care*. Poster presented at the NPacers Virtual Conference.

**Jeffcoat, C.** (2021, June). *Implementation of a risk factor screening tool for early detection of postpartum depression in the prenatal setting*. Poster presented at the Association of Women's Health, Obstetrics, and Neonatal Nurses Annual Convention, Orlando, FL.

Kipp, C., **Sweeney, A. M.,** Wilson, D. K., Zarrett, N., & Van Horn, M. L. (2021, April). *A longitudinal study of the moderating effects of parenting and stress on African American adolescent weight-related outcomes*. Poster presented at the 42<sup>nd</sup> Annual Meeting of the Society of Behavioral Medicine (Virtual).

Loncar, H., Wilson, D. K., **Sweeney, A. M.,** Quattlebaum, M., & Kipp, C. (2021, April). *Associations among parenting factors and adolescent-perceived quality of family mealtime in African American Families*. Poster presented at the 42<sup>nd</sup> Annual Meeting of the Society of Behavioral Medicine (Virtual).

**McDonnell K. K.,** & Owens, O. L. (2021, October). *Advancing quality lung cancer survivorship in South Carolina 2.0*. Poster presented at the at the Bristol-Myers Squibb Foundation Annual Summit (Virtual).

**Pate, L., Creed, J. & Scott, A.** (2021, September). *Innovation in Education: Virtual Simulation to the Rescue!* Poster presented at the National League for Nursing, Nursing Education Summit: Leading and Teaching Beyond Resilience, Washington D.C.

Patel, K. S., **Corbett, C. F.,** Combs, E., **Donevant, S., Selph, M., Dawson, R., & Hughes, R.** (2021, October). *Perceptions of COVID-19 and the use of health information technology among people who are Uninsured*. Poster presented at the 2021 Advanced Methods Virtual Conference, Council for the Advancement of Nursing Science.

Quattlebaum, M., Wilson, D. K., & Sweeney, A. M. (2021, April). *Moderating effects of parental feeding practices on adolescents' emotional eating and fruit and vegetable and sweetened beverage intake*. Poster presented at the 42<sup>nd</sup> Annual Meeting of the Society of Behavioral Medicine (Virtual).

Stager, S., Mitchell, S., & Linton, D. (2021, April). *Seamless BSN-DNP program: Classification and breakdown of the 1000 hours*. Poster presented at National Organization of Nurse Practitioner Faculties 47<sup>th</sup> Annual Conference (Virtual).

Sutton, S. & Custer, S. (2021, December). *Development of a study and learning strategies intervention to support BSN student success*. Poster presented at the American Association of Colleges of Nursing Transform 2021, Dallas, TX.

Thompson, L., Inman, D., & Tavakoli, A. (2021, October). *The advantages and disadvantages of telepsychiatry as made evident by the COVID-19 pandemic*. Poster presented at the American Psychiatric Nurses Association 35<sup>th</sup> Annual Conference (Virtual).

Townsend-Chambers, C. (2021, June). *Looking forward to advance change and equity: FACE*. Poster presented at the American Association of Colleges of Nursing (AACN) Diversity, Equity, and Inclusion Leadership Institute Capstone, Washington, DC (Virtual).

Trimble, N., Wright, P., & Corbett, C. F. (2021, October). *The effects of continuity of care on health outcomes for people with type 2 diabetes mellitus: a scoping review*. Poster presented at the 2021 Advanced Methods Virtual Conference, Council for the Advancement of Nursing Science.

Tucker, C. M., Bell, N., Corbett, C. F., Lyndon, A., Felder, T. M. (2021, October). *Investigating the impact of patient-centered medical home on racial disparities in severe maternal morbidities using medical expenditure panel survey data*. Poster presented at the Stanford Maternal and Child Health Research Institute, 4<sup>th</sup> Annual Symposium.

Wirth, M. D., Liu, J., Wilcox, S., Wallace, M. K., McLain, A. C., Turner-McGrievy, G. M., Davis, J. E., Ryan, N., & Hébert, J. R. (2021, September). *Association between the dietary inflammatory index and sleep during pregnancy*. Poster presented at the American College of Epidemiology Annual Meeting (Virtual).

### **International: (6)**

Cox, D., Baliko, B., & Raynor, P. (2021, November). *A telehealth experience on depression for graduate nurse practitioner students*. Poster presented at the Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN.

Jeffcoat, C. (2021, May). *Implementation of a risk factor screening tool for early detection of postpartum depression in the prenatal setting*. Poster Presented at the Association of Maternal Child Health Programs Global Convention 2021.

Jenerette, C. (2021). *Simulation in Ph.D. programs (SiPP©) to cultivate social justice advocates in nursing*. Poster presented at the Harvard-Macy Institute.

Kell, A. & Dawson, R. M. (2021, October). *Promoting culturally sensitive care for limited English proficiency patients through interpreter use: A targeted literature review*. Poster presented at the Transcultural Nursing Society 47<sup>th</sup> Annual Conference, Albuquerque, N.M.

Sheng, J., Wirth, M. D., Abshire, D. A., Adams, S. A., & Heiney, S. P. (2021, November). *Acculturation, physical activity, and metabolic syndrome in Asian-American adults: Findings from NHANES 2011-2016*. Poster presented at the Sigma 46<sup>th</sup> Biennial Convention, Indianapolis, IN.

Strothers, L., Dawson, R. M. & Wirth, M. D. (2021, June). *A scoping review of the impact of hurricanes on disease in the US*. Poster presented at the Association of Community Health Nurse Educators 43<sup>rd</sup> Annual Institute (Virtual).

### III. NON-PEER REVIEWED SCHOLARSHIP

#### a. Publications: (3)

Harper, T., Dawson, R., & Jenerette, C. (2021, August). Mapping transition in sickle cell disease to Meleis' Transition Theory: A scoping review. *Journal of Sickle Cell Disease and Hemoglobinopathies*, 8(3). <https://www.fscdr.org/wp-content/uploads/2021/10/JSCDH-October-1-2021-Publication-Ready.pdf>

McDonnell, K. K. (2021, May). Do Adult Survivors of Cancer Benefit from Increasing Their Physical Activity? International Society of Nurses in Cancer Care (ISNCC). *BLOG*. Retrieved at <http://news.isncc.org/>

Osby, L. (2021, June 3). Worthy, K. Interview: Medical schools see 'unprecedented' increase in applicants. Greenville Business Magazine. Greenville, SC. <https://www.greenvillebusinessmag.com/2021/06/03/358503/medical-schools-see-unprecedented-increase-in-applica>

#### Podium Presentations (30)

##### State: (25)

Alleyne, D. (2021). *Tackling Dyslipidemia: Strategies in Stroke Prevention*. Presented at the 2021 Carolina Clinical Excellence Conference, University of South Carolina, Columbia, SC.

Corley, P. & Jenerette, C. (2021, January). *Communication is key*. The Sickle Cell Disease Emerging Adults Transition Program: I'M READY. Cayenne Wellness Center and Sickle Cell Disease Education and Awareness. (Virtual)

Cox, D., & Cox, M. F. (2021, July). *Beyond "Weight Watching": Pharmacological and Behavioral Strategies for Weight Management Across the Life Span*. CON Practice Conference, Columbia, SC.

Cox, D. (2021, March). *Exploration of graduate nurse practitioner students' experience with a summative simulation using manikins and standardized patients*. Nursing Diversity Conference (Virtual).

Cox, M. (2021, June). *Incarcerated juveniles in DSS custody*, Cass Elias Guardian ad Litem Program, Recorded for Web Presentation.

Creed, J. (2021). *Global Nursing Education at UofSC College of Nursing*. Presented at UofSC College of Nursing New Faculty Residency Program, Columbia, SC.

Custer, S. (2021). *Pregnant and Positive: Health Pregnancies with HIV*. Presented at Empower 2021: A Midlands Health Start Virtual Event.

Felder, T. M., & Tucker, C. M. (2021, April). *Maternal Health Disparities Webinar*. Presented to AHEC Institute for Primary Care.

Felder, T. M. (2021, April 14). *Combating Health Disparities: Narrowing the Gap in the Midlands with 18<sup>th</sup> U.S. Surgeon General Dr. Regina Benjamin*. Moderator at Engenuity SC Lunch and Learn, Columbia, SC.

Googe, H. S., Ascetta, K., Chappell, K. K., Davis, V. H., Kannengieser, K., Reaves, M., and Wikel, K. (2021, December). *Including children with disabilities from the start*. 2021 SC Summit on Early Childhood (Virtual).

Herbert-Harris, E., & Onello, R. (2021, January). *Student Success Seminar: Study Techniques and Resilience in Nursing*. Master's Entry to Practice Nursing (MEPN) Student Orientation, University of South Carolina, College of Nursing, Columbia, SC.

Jenerette, C. (2021, December). *A Servant-Leader in Sickle Cell Scholarship*. University of Connecticut School of Nursing, Keynote Speaker for Research & Scholarship Series (Virtual).

Updated: 02/23/2022

28

**Jenerette, C.** (2021, October). *Take a SiPP©: An Example of Integrating Teaching, Scholarship, and Service*. University of South Carolina, College of Nursing, Research Forum, Columbia, SC.

**Jenerette, C.** (2021, August). *Social Determinants of Health and the COVID-19 Pandemic*. Resilience, Resources, and Faith in the Midst of a Pandemic, South Carolina Faith Community Nurses Association 2021 Annual Conference, Lexington, SC

**Mitchell, S.** (2021, May 18). *Men's General Health*. Presented for the South Carolina Center for Fathers and Families (Virtual).

**Mitchell, S.** (2021, June 1). *Substance Abuse I*. Presented for the South Carolina Center for Fathers and Families (Virtual).

**Mitchell, S.** (2021, June 2). *Substance Abuse I*. Presented for the South Carolina Center for Fathers and Families (Virtual).

**Mitchell, S.** (2021, November 18). *Men's health: Understanding the Body*. Presented for the South Carolina Center for Fathers and Families (Virtual).

**Murillo, C.** (2021, September). *Self-care as a prevention intervention*. South Carolina Office of Rural Health.

**Murillo, C.** (2021, December 10). *Self-care as a mitigating factor to reduce debriefer cognitive load*. South Carolina Nursing Education Simulation Alliance (SCNESAs).

**Onello, R.** (2021, December). *Beyond the CV: Living out a teaching philosophy for inclusive learning*. Faculty development workshop at the University of South Carolina, Upstate, Spartanburg, SC.

**Onello, R.** (2021, October). *Facilitating Learner Development: Evidence-Based Teaching Strategies*. Workshop at the New Faculty Academy, University of South Carolina, College of Nursing, Columbia, SC.

**Onello, R.** (2021, September). *Level Up in Learning: Study Strategies for Success*. Statewide-workshop sponsored by the Midlands of South Carolina Black Nurses Association, Columbia, SC.

**Onello, R.** (2021, June). *Strategies for integrating brain science concepts into teaching and learning for metacognitive skill building*. UNIV 101 Orientation Workshop Series, University of South Carolina, Columbia, SC.

**Onello, R.** (2021, March). *Setting the Learning Table: Brain science approaches for deeper learning*. Center for Teaching Excellence Campus Workshop, University of South Carolina, Columbia, SC.

#### **Regional: (1)**

**Davis, V. H.** (2021, November). *Integration of SDOH in Nursing Education*. Panel speaker at SEC Nursing Panel, Columbia, SC.

#### **National: (2)**

**Jenerette, C.** (August, 2021). *Diversity, Equity, & Inclusion Officer's Role in Dismantling Educational Inequities*. Panelist, Virtual Intensive Summer Institute of the Minority Fellowship Program, Silver Spring, MD.

**Jenerette, C. & Walters, C.** (2021, June). *Addressing implicit bias in nursing: A solutions-based approach* (Webinar). Midlands of South Carolina Black Nurses Association Collaborative Series, Columbia, SC.

**International: (2)**

**Creed, J.** (2021). *University of South Carolina College of Nursing: Education and Research*. Virtual oral presentation at International Days, Evangelische Hochschule Nurnberg, Germany.

**Creed, J. & Haddock, S.** (2021). *US Health Care*. Virtual oral presentation at International Week, University of South Carolina, InHolland University, and Medical University of South Carolina.

**c. Poster Presentations (0)**

**State: (0)**

**Regional: (0)**

**National: (0)**

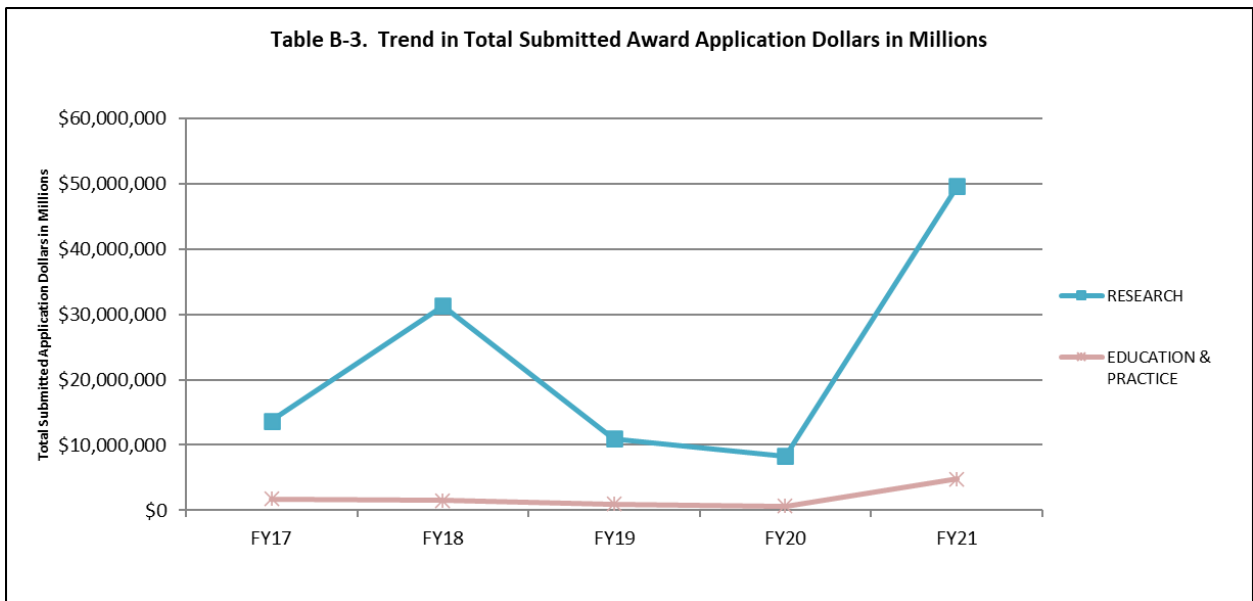
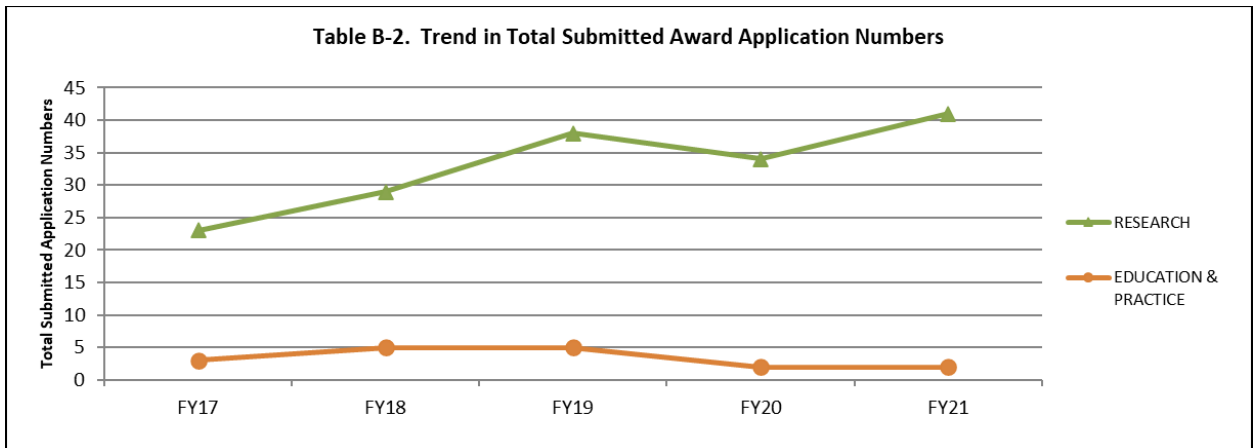
**International: (0)**



## FY2021 Tables & Graphs

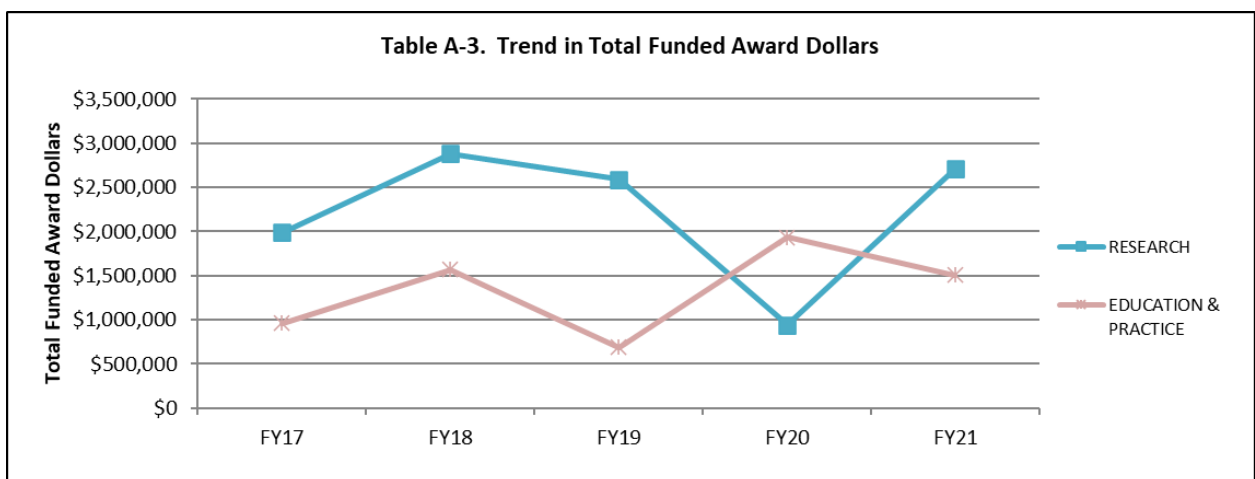
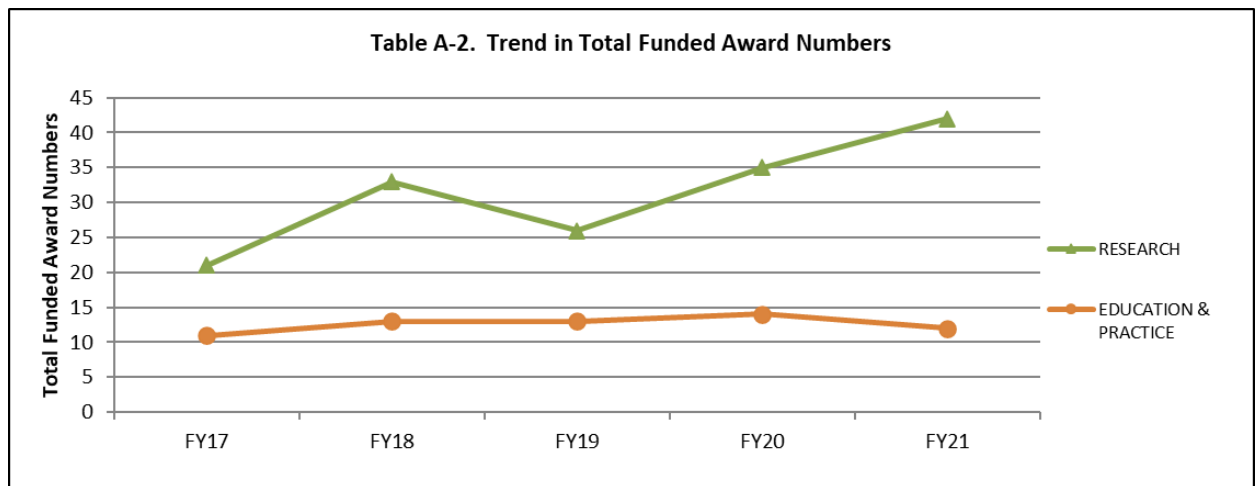
Submitted:

Table B-1. Data for All Submitted Sponsored Award Applications							
Categories		FY17	FY18	FY19	FY20	FY21	FY20 - 21 CHANGE
NUMBER	<b>RESEARCH</b>	23	29	38	34	41	7
	Intramural	2	16	9	7	7	0
	Federal	14	9	15	17	25	8
	Local, State, Private	7	4	14	10	9	-1
	<b>EDUCATION &amp; PRACTICE</b>	3	5	5	2	2	0
	<b>TOTAL NUMBER:</b>	26	34	43	36	43	7
FUNDING AMOUNTS	<b>RESEARCH</b>	\$13,702,571	\$31,281,881	\$10,935,910	\$8,345,884	\$49,576,545	\$41,230,661
	Intramural	\$8,000	\$17,722,785	\$94,980	\$194,061	\$412,916	\$218,855
	Federal	\$10,773,193	\$12,754,718	\$8,332,007	\$6,775,312	\$31,993,271	\$25,217,959
	Local, State, Private	\$2,921,378	\$804,378	\$2,508,923	\$1,376,511	\$17,170,358	\$15,793,847
	<b>EDUCATION &amp; PRACTICE</b>	\$1,743,382	\$1,492,857	\$939,256	\$648,326	\$4,770,729	\$4,122,403
	<b>TOTAL FUNDING:</b>	\$15,445,953	\$32,774,738	\$11,875,166	\$8,994,210	\$54,347,274	\$45,353,064



**Awarded:**

Categories		FY17	FY18	FY19	FY20	FY21	FY20-21 CHANGE
<b>NUMBER</b>	<b>RESEARCH</b>	21	33	26	35	42	7
	Intramural	8	13	9	13	12	-1
	Federal	8	11	9	18	25	7
	Local, State, Private	5	9	8	4	5	1
	<b>EDUCATION &amp; PRACTICE</b>	11	13	13	14	12	-2
	<b>TOTAL NUMBER:</b>	32	46	39	49	54	5
<b>FUNDING AMOUNTS</b>							
<b>FUNDING AMOUNTS</b>	<b>RESEARCH</b>	\$1,992,702	\$2,879,550	\$2,588,397	\$943,639	\$2,709,813	\$1,766,174
	Intramural	\$28,500	\$311,461	\$25,500	\$15,590	\$95,896	\$80,306
	Federal	\$1,193,059	\$1,462,660	\$2,190,198	\$923,507	\$2,484,457	\$1,560,950
	Local, State, Private	\$771,143	\$1,105,429	\$372,699	\$4,542	\$129,460	\$124,918
	<b>EDUCATION &amp; PRACTICE</b>	\$961,719	\$1,570,977	\$691,164	\$1,931,537	\$1,508,179	-\$423,358
	<b>TOTAL FUNDING:</b>	\$2,954,421	\$4,450,527	\$3,279,561	\$2,875,176	\$4,217,992	\$1,342,816

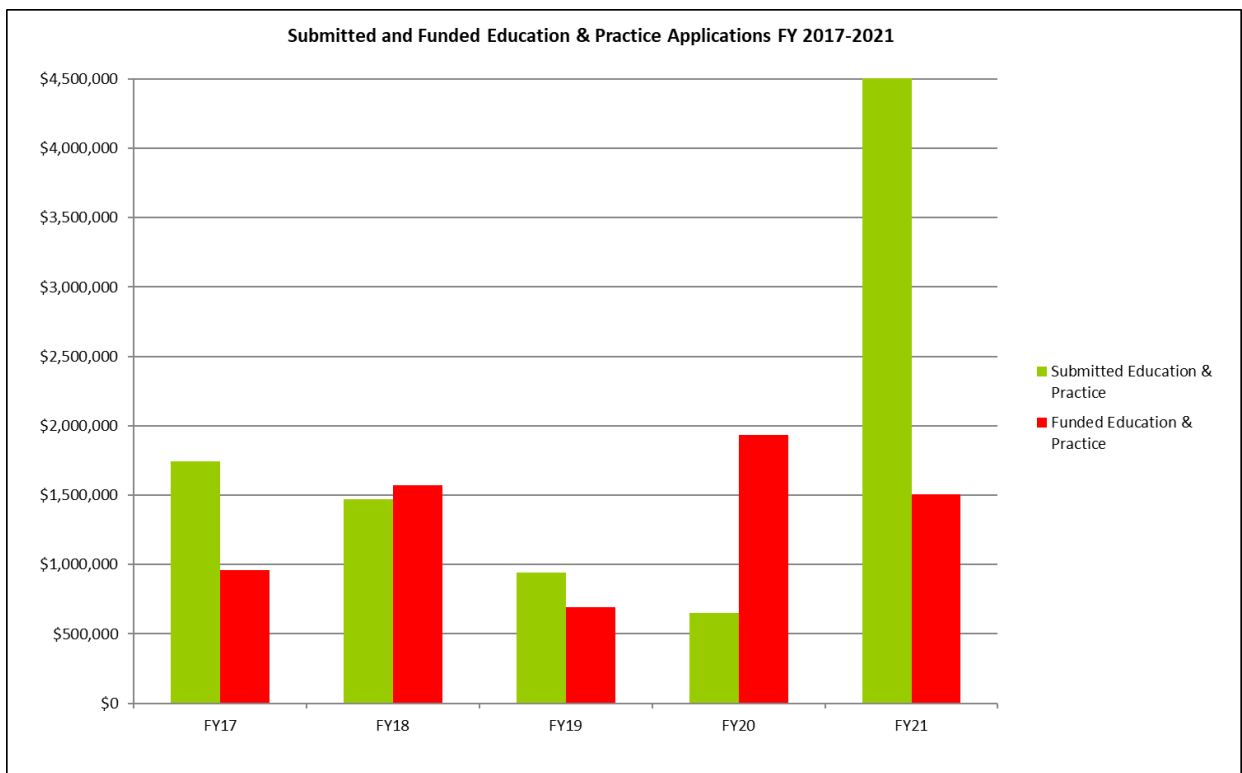
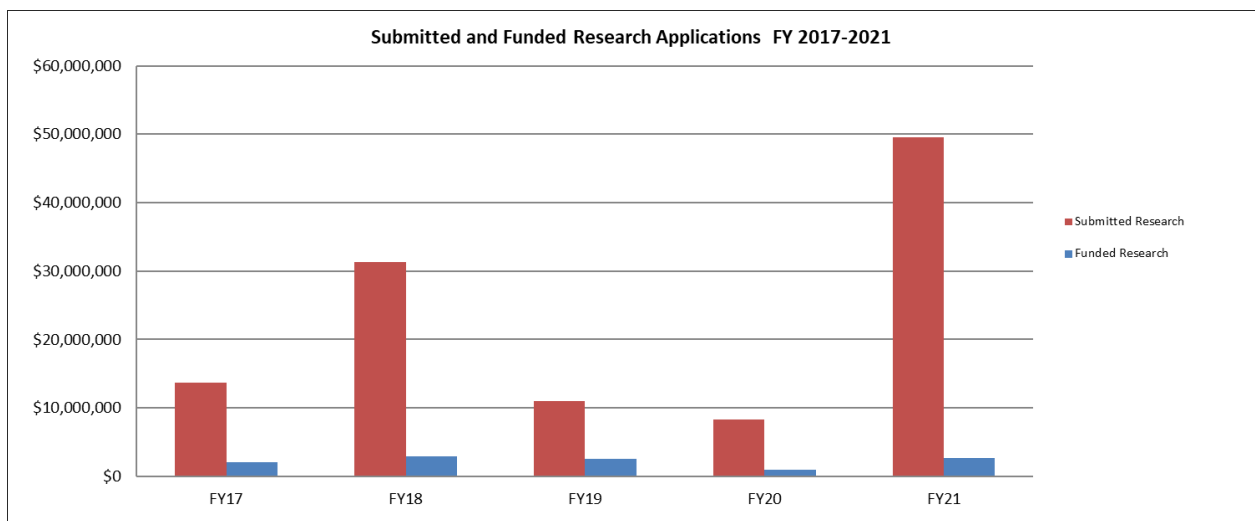




Comparison:

Table C-1. Funded & Submitted Sponsored Award Dollars

Categories		FY17	FY18	FY19	FY20	FY21	FY20-21 Change
<b>FUNDING AMOUNTS - FUNDED</b>	<b>RESEARCH</b>	\$1,992,702	\$2,879,550	\$2,588,397	\$943,639	\$2,709,813	\$1,766,174
	Intramural	\$28,500	\$311,461	\$25,500	\$15,590	\$95,896	\$80,306
	Federal	\$1,193,059	\$1,462,660	\$2,190,198	\$923,507	\$2,484,457	\$1,560,950
	Local, State, Private	\$771,143	\$1,105,429	\$372,699	\$4,542	\$129,460	\$124,918
	<b>EDUCATION &amp; PRACTICE</b>	\$961,719	\$1,570,977	\$691,164	\$1,931,537	\$1,508,179	-\$423,358
	<b>TOTAL FUNDING:</b>	<b>\$2,954,421</b>	<b>\$4,450,527</b>	<b>\$3,279,561</b>	<b>\$2,875,176</b>	<b>\$4,217,992</b>	<b>\$1,342,816</b>
<b>FUNDING AMOUNTS - SUBMITTED</b>	<b>RESEARCH</b>	\$13,702,571	\$31,301,881	\$10,935,910	\$8,345,884	\$49,576,545	\$41,230,661
	Intramural	\$8,000	\$17,722,785	\$94,980	\$194,061	\$412,916	\$218,855
	Federal	\$10,773,193	\$12,754,718	\$8,332,007	\$6,775,312	\$31,993,271	\$25,217,959
	Local, State, Private	\$2,921,378	\$824,378	\$2,508,923	\$1,376,511	\$17,170,358	\$15,793,847
	<b>EDUCATION &amp; PRACTICE</b>	\$1,743,382	\$1,472,857	\$939,256	\$648,326	\$4,770,729	\$4,122,403
	<b>TOTAL FUNDING:</b>	<b>\$15,445,953</b>	<b>\$32,774,738</b>	<b>\$11,875,166</b>	<b>\$8,994,210</b>	<b>\$54,347,274</b>	<b>\$45,353,064</b>



Scholarship:

Categories		FY17	FY18	FY19	FY20	FY21	FY20-21 CHANGE
<b>BOOKS AND BOOK CHAPTERS</b>	<b>TOTAL:</b>	7	2	2	6	2	-4
<b>PEER-REVIEWED AND REFEREED</b>	<u>Publications</u>	67	99	51	84	51	-33
	<u>Podium Presentations</u>	72	88	64	45	74	29
	State	28	29	18	8	17	9
	Regional	13	13	11	2	3	1
	National	16	30	22	29	30	1
	International	15	16	13	6	24	18
	<u>Poster Presentations:</u>	39	58	44	18	43	25
	State	17	16	20	1	14	13
	Regional	6	21	3	2	1	-1
	National	9	15	12	14	22	8
	International	7	6	9	1	6	5
		<b>TOTAL:</b>	<b>178</b>	<b>245</b>	<b>159</b>	<b>147</b>	<b>168</b>
<b>NON-PEER REVIEWED SCHOLARSHIP</b>	<u>Publications</u>	2	5	9	15	3	-12
	<u>Podium Presentations</u>	26	22	21	35	30	-5
	State	22	21	20	24	25	1
	Regional	1	0	1	2	1	-1
	National	3	1	0	8	2	-6
	International	0	0	0	1	2	1
	<u>Poster Presentations:</u>	0	3	0	0	0	0
	State	0	3	0	0	0	0
	Regional	0	0	0	0	0	0
	National	0	0	0	0	0	0
	International	0	0	0	0	0	0
		<b>TOTAL:</b>	<b>28</b>	<b>30</b>	<b>30</b>	<b>50</b>	<b>33</b>

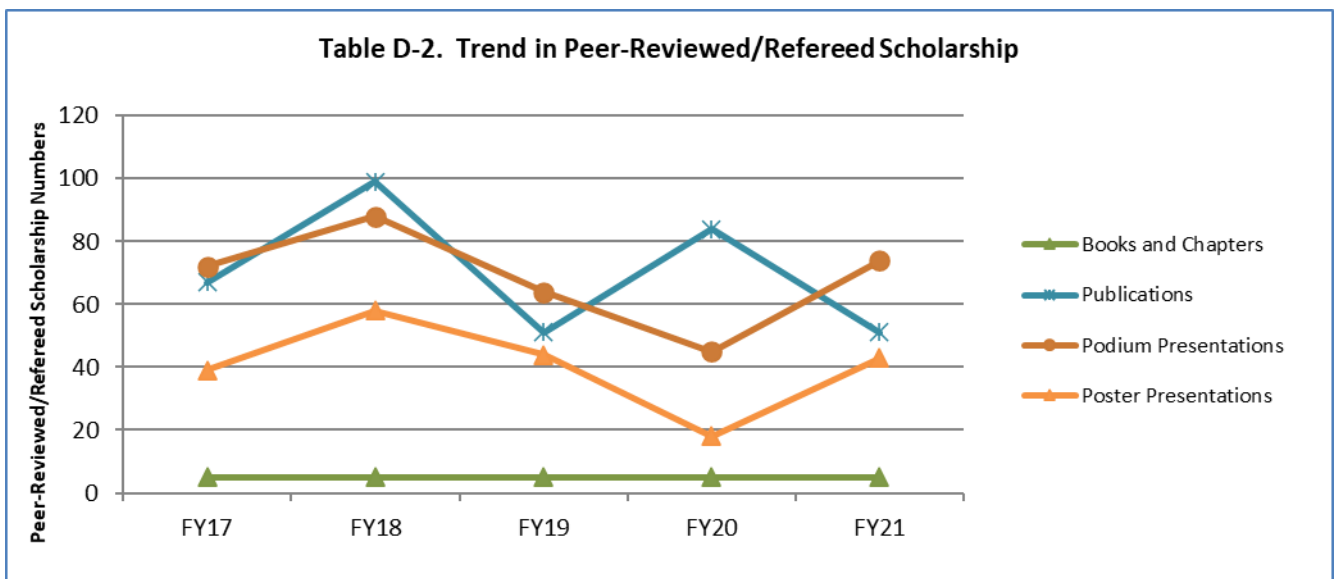
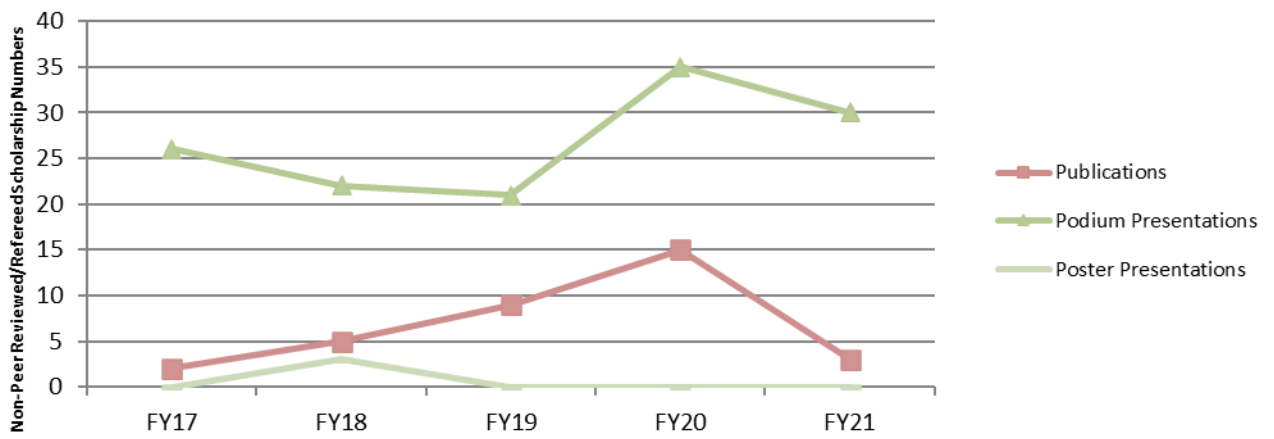


Table D-3. Trend in Non-Peer Reviewed/Refereed Scholarship







SPRING 2022

# New Faculty Residency Program

University of South Carolina  
College of Nursing



**Coordinator:**  
**Kathleen Bradshaw, Ph.D., RN, PNP, CNE, ANEF**  
PROFESSOR & EXECUTIVE ACADEMIC STRATEGIST

New faculty are to complete and review on their own:

[UofSC New Employee Guide to Success](#)

[UofSC New Employee Orientation](#)

[UofSC Websites You Can't Live Without](#)

[UofSC Holiday Schedule](#)

Contact Ms. Becki Dangerfield, Human Resources Director, for any questions/problems at 803.777.6198.

# Tuesday, January 4, 2022

## SUBJECT OVERVIEW

IT Equipment; Academic Affairs; Distributed Learning (Part I); HR

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 10:30 A.M. INDIVIDUAL OFFICES	IT Staff	<ul style="list-style-type: none"> <li>➤ Meeting with IT in individual offices to set up computer equipment and software</li> </ul>
10:30 A.M. – 12:30 P.M. ROOM 402	Dr. Alicia Ribar, <i>Associate Dean for Academic Affairs</i>	<ul style="list-style-type: none"> <li>➤ Student Handbooks (BSN, MSN/CGS/DNP, MEPN, Ph.D.)</li> <li>➤ Academic Integrity, Attendance, Grading Policy, Progression               <ul style="list-style-type: none"> <li>○ UofSC and CON teaching resources</li> <li>○ K-Drive: Syllabi, Courses, Handouts, Posting</li> <li>○ Professional Conferences and Resources: CTE, NLN, AACN, AANP, NONPF</li> </ul> </li> <li>➤ Undergraduate Nursing: BSN, RN-BSN               <ul style="list-style-type: none"> <li>○ BSN Essentials – Old &amp; New</li> <li>○ BSN Program Outcomes</li> <li>○ Undergraduate Bulletin</li> <li>○ Undergraduate Course Delivery</li> <li>○ Progression and Grading</li> <li>○ Safety Model</li> <li>○ ATI</li> <li>○ Proctored Testing</li> </ul> </li> <li>➤ Graduate Nursing: MEPN, MSN, CGS, DNP, Ph.D.               <ul style="list-style-type: none"> <li>○ Graduate Essentials – Old &amp; New</li> <li>○ MEPN, MSN, DNP, &amp; Ph.D. Program Outcomes</li> <li>○ Graduate Bulletin</li> <li>○ Course Delivery</li> <li>○ Video – MSN Policies</li> <li>○ Central – CON Student Tracking Software</li> </ul> </li> <li>➤ Introduction to Microsoft Teams &amp; Zoom Meetings</li> </ul>
12:30 P.M. – 1:30 P.M.		BREAK
1:30 P.M. – 3:30 P.M. ROOM 402	Ms. Vera Polyakova-Norwood, <i>Director of Distributed Learning</i>	<ul style="list-style-type: none"> <li>➤ Academic Orientation – Distributed Learning; K-Drive</li> <li>➤ Faculty Orientation – Teaching Site</li> <li>➤ Blackboard Access, Navigation, Syllabi &amp; Course Templates, Self-Service for Faculty               <ul style="list-style-type: none"> <li>○ What is a Distributed Learning Course?</li> <li>○ Online Learning Experience at the CON</li> <li>○ CON Online Teaching Skill Sets – Handout</li> <li>○ Introduction to Quality Matters/DL and Accessibility</li> </ul> </li> </ul>
3:30 P.M. – 4:30 P.M.	Ms. Becki Dangerfield, <i>Human Resources Director</i>	<ul style="list-style-type: none"> <li>➤ Check-in with Ms. Dangerfield regarding any questions about HR and scheduling UofSC HR appointments</li> </ul>

## NOTES

# Wednesday, January 5, 2022

## SUBJECT OVERVIEW

Courses; Responsibilities; Timelines; Distributed Learning (Part II); NFR Introduction

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS																									
<b>9:00 A.M. – 12:00 P.M.</b> <b>SEE CHART</b>	Course Coordinators	➤ Meeting with Course Coordinators to review courses, responsibilities, and timelines																									
		<table border="1"> <thead> <tr> <th>Time</th> <th>Location</th> <th>New Faculty</th> <th>Course Number</th> <th>Course Coordinator</th> </tr> </thead> <tbody> <tr> <td>9:00 – 10:00</td> <td>527</td> <td>Kate Bernheisel</td> <td>N758</td> <td>Laura Herbert</td> </tr> <tr> <td>9:00 – 10:00</td> <td>502H</td> <td>Lori Gregor</td> <td>N425</td> <td>Victoria Davis</td> </tr> <tr> <td>9:00 – 10:00</td> <td>522</td> <td>Seville Bronson</td> <td>N312</td> <td>Colette Townsend-Chambers</td> </tr> <tr> <td>11:00 – 12:00</td> <td>630B</td> <td>Seville Bronson</td> <td>N435</td> <td>Joy Jackson</td> </tr> </tbody> </table>	Time	Location	New Faculty	Course Number	Course Coordinator	9:00 – 10:00	527	Kate Bernheisel	N758	Laura Herbert	9:00 – 10:00	502H	Lori Gregor	N425	Victoria Davis	9:00 – 10:00	522	Seville Bronson	N312	Colette Townsend-Chambers	11:00 – 12:00	630B	Seville Bronson	N435	Joy Jackson
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9:00 – 10:00	522	Seville Bronson	N312	Colette Townsend-Chambers																							
11:00 – 12:00	630B	Seville Bronson	N435	Joy Jackson																							
<b>12:00 P.M. – 1:00 P.M.</b>		BREAK																									
<b>1:00 P.M. – 3:00 P.M.</b> <b>ROOM 402</b>	Ms. Vera Polyakova-Norwood, <i>Director of Distributed Learning</i>	➤ CON Template for Online Courses ➤ Guidelines for Communicating with Students ➤ Faculty Caring Behaviors – Online Toolkit ➤ Blackboard Collaborate Videos ➤ Best Practices & Guidelines for Developing Courses Online ➤ Test Proctoring Options  ❖ <i>See materials posed on: Blackboard – Organizations – CON-FAC-Orientation – Academic Orientation – Distributed Learning-All Programs</i>																									
<b>3:00 P.M. – 4:00 P.M.</b> <b>MICROSOFT TEAMS</b>	Dr. Kathy Bradshaw, <i>Executive Academic Strategist</i>	➤ Introduction to New Faculty Residency Program																									

## NOTES



# Friday, January 7, 2022

## SUBJECT OVERVIEW

Distributed Learning (Part III); Faculty Practice; Academic Affairs

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 10:30 A.M. <b>MICROSOFT TEAMS</b>	Ms. Vera Polyakova-Norwood, <i>Director of Distributed Learning</i>	<ul style="list-style-type: none"> <li>➤ Accessibility Requirements in Distributed Learning</li> </ul>
10:30 A.M. – 11:00 A.M.		BREAK
11:00 A.M. – 12:00 P.M. <b>ROOM 402</b>	Dr. Joy Deupree, <i>Associate Dean for Practice Innovation, Partnerships, &amp; Policy</i>	<ul style="list-style-type: none"> <li>➤ Faculty Practice Plan               <ul style="list-style-type: none"> <li>○ Policies &amp; Procedures</li> <li>○ Campus policies that impact NP practice</li> </ul> </li> <li>➤ Faculty Practice Forms               <ul style="list-style-type: none"> <li>○ Interest Form</li> <li>○ Clinical Practice Evaluation Form</li> <li>○ Monthly Faculty Practice Hours</li> </ul> </li> <li>➤ Academic Practice Partnerships</li> <li>➤ Faculty Practice Contract &amp; Requirements               <ul style="list-style-type: none"> <li>○ Credentialing &amp; the Contract</li> </ul> </li> <li>➤ Required Training               <ul style="list-style-type: none"> <li>○ CPR</li> <li>○ OSHA &amp; HIPAA</li> </ul> </li> </ul>
12:00 P.M. – 2:00 P.M.		BREAK
2:00 P.M. – 4:00 P.M. <b>ROOM 510</b>	Dr. Alicia Ribar, <i>Associate Dean for Academic Affairs</i>	<ul style="list-style-type: none"> <li>➤ Orientation to Academic Affairs               <ul style="list-style-type: none"> <li>○ Overall Academic Structure – Programs/Tracks/Concentrations</li> <li>○ K-Drive Overview</li> <li>○ Academic Councils &amp; Committee Roles (Blackboard)</li> <li>○ Blackboard Sites: Organizations</li> <li>○ General Academics: <i>Blackboard – Organizations – CON-FAC-Orientation – Academic Orientation – General Academic-All Programs</i></li> </ul> </li> </ul>

## NOTES

# Monday, January 10, 2022

## SUBJECT OVERVIEW

CON Introduction; Onboarding; Course Assessment & Evaluation; Faculty Affairs

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor, Kazemi, Wright

TIME / LOCATION	FACILITATOR(S)	TOPICS												
9:00 A.M. – 10:00 A.M. ROOM 409	Dr. Jeannette Andrews, <i>Dean</i>	<ul style="list-style-type: none"> <li>➤ Introduction to the College of Nursing               <ul style="list-style-type: none"> <li>○ CON Mission, Vision, &amp; Values</li> <li>○ Strategic Plan</li> <li>○ CON Organizational Structure &amp; Leadership</li> <li>○ Identifying Supervisors                   <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>New Faculty Member</th> <th>Supervisor</th> </tr> </thead> <tbody> <tr> <td>K. Bernheisel</td> <td>Joy Deupree</td> </tr> <tr> <td>S. Bronson</td> <td>Joy Deupree</td> </tr> <tr> <td>L. Gregor</td> <td>Joy Deupree</td> </tr> <tr> <td>D. Kazemi</td> <td>Robin Dail</td> </tr> <tr> <td>P. Wright</td> <td>Robin Dail</td> </tr> </tbody> </table> </li> </ul> </li> </ul>	New Faculty Member	Supervisor	K. Bernheisel	Joy Deupree	S. Bronson	Joy Deupree	L. Gregor	Joy Deupree	D. Kazemi	Robin Dail	P. Wright	Robin Dail
New Faculty Member	Supervisor													
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D. Kazemi	Robin Dail													
P. Wright	Robin Dail													
10:00 A.M. – 12:00 P.M. ROOM 409	Ms. Jessica McCormick, <i>Director of Strategic Initiatives</i>	<p style="text-align: center;"><i>See CON onboarding Sway presentation and checklist</i></p> <ul style="list-style-type: none"> <li>➤ CON Communication, CON Calendar, Faculty/Staff Handbook, Meeting Schedules</li> </ul>												
	Ms. Becki Dangerfield, <i>Human Resources Director</i>	<ul style="list-style-type: none"> <li>➤ Reminder: Complete Onboarding PeopleSoft Tasks, Time Reporting &amp; Leave Request System, CON Liaison for all HR Questions &amp; Needs</li> </ul>												
	Ms. Lys Wright, <i>Operations Coordinator</i>	<ul style="list-style-type: none"> <li>➤ Operations &amp; Finance Reporting Structure &amp; Support</li> <li>➤ Safety: Building Emergency Action Plan, Carolina Alert, RAVE Guardian Safety App, Law Enforcement</li> </ul>												
	Mr. Ryan Webber, <i>Director of Information Technology</i>	<ul style="list-style-type: none"> <li>➤ University IDs, DUO, Email, VPN, K-Drive, Off-Campus Access, Microsoft Teams, Zoom</li> </ul>												
	Administrative Coordinators	<ul style="list-style-type: none"> <li>➤ Faculty Affairs: Ms. JaQuanda Wright; DEI: Ms. Whitney Sudduth; Academic Affairs: Ms. Vanessa Stoquert               <ul style="list-style-type: none"> <li>○ Roles of Administrative Staff</li> <li>○ Travel: Pre-Authorizations, Process, Reimbursements</li> <li>○ Printing &amp; Copying</li> <li>○ Business Cards, Lab Coats</li> <li>○ Teaching Preferences</li> <li>○ Requesting Conference Rooms &amp; Classrooms</li> </ul> </li> </ul>												
12:00 P.M. – 1:00 P.M.		<p>Meet your Mentor/Lunch</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>New Faculty Member</th> <th>Mentor</th> </tr> </thead> <tbody> <tr> <td>K. Bernheisel</td> <td>Shelli Gibbs</td> </tr> <tr> <td>S. Bronson</td> <td>Rachel Onello</td> </tr> <tr> <td>L. Gregor</td> <td>Victoria Davis</td> </tr> <tr> <td>D. Kazemi</td> <td>TBD</td> </tr> <tr> <td>P. Wright</td> <td>Cynthia Corbett</td> </tr> </tbody> </table>	New Faculty Member	Mentor	K. Bernheisel	Shelli Gibbs	S. Bronson	Rachel Onello	L. Gregor	Victoria Davis	D. Kazemi	TBD	P. Wright	Cynthia Corbett
New Faculty Member	Mentor													
K. Bernheisel	Shelli Gibbs													
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L. Gregor	Victoria Davis													
D. Kazemi	TBD													
P. Wright	Cynthia Corbett													

TIME / LOCATION	FACILITATOR(S)	TOPICS
<b>1:00 P.M. – 2:30 P.M.</b> <b>MICROSOFT TEAMS</b>	Dr. Karen Worthy, <i>Assistant Dean for Undergraduate Studies</i>  Dr. Sheryl Mitchell, <i>Assistant Dean for Graduate Studies</i>	<ul style="list-style-type: none"> <li>➤ Course Objectives</li> <li>➤ Weekly Objectives</li> <li>➤ Measures for Assessment</li> <li>➤ Tests &amp; Test Analysis</li> <li>➤ Graduate Assessment Testing               <ul style="list-style-type: none"> <li>○ Case Studies, Quizzes, Papers, Prep-Cert Exams</li> </ul> </li> <li>➤ Course Assessments, ATI, Prep for NCLEX</li> </ul>
<b>2:30 P.M. – 3:00 P.M.</b>		BREAK
<b>3:00 P.M. – 4:00 P.M.</b> <b>ROOM 409</b>	Dr. Robin Dail, <i>Associate Dean for Faculty Affairs</i>	<ul style="list-style-type: none"> <li>➤ Orientation to Faculty Affairs               <ul style="list-style-type: none"> <li>○ Faculty Handbooks: UofSC &amp; CON</li> <li>○ Faculty Mentoring Program</li> <li>○ Faculty Evaluation: Current Version</li> <li>○ Faculty Development</li> <li>○ Faculty Leave/Time</li> <li>○ Travel</li> <li>○ Appointment, Promotion, Tenure</li> <li>○ Assignments &amp; Responsibilities/Workload</li> </ul> </li> </ul>

**NOTES**

# Tuesday, January 18, 2022

## SUBJECT OVERVIEW

Student Affairs; DEI

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor, Kazemi, Wright

TIME / LOCATION	FACILITATOR(S)	TOPICS
<b>9:00 A.M. – 10:00 A.M.</b> <b>ROOM 510</b>	Ms. Cheryl Nelson, <i>Assistant Dean for Student Affairs</i>	<ul style="list-style-type: none"> <li>➤ Student Registration</li> <li>➤ Student Records</li> <li>➤ Online Student &amp; Course Email Lists</li> <li>➤ Student Affairs</li> <li>➤ CON Student Government Association</li> <li>➤ CON Graduate Student Organization</li> <li>➤ Family Educational Rights &amp; Privacy Act (FERPA)</li> <li>➤ Americans with Disabilities Act (ADA)</li> <li>➤ Other University Resources: Magellan, Capstone, Student Services</li> <li>➤ Scholarships &amp; Students in Need Resources</li> </ul>
<b>10:00 A.M. – 11:00 A.M.</b> <b>ROOM 510</b>	Dr. Coretta Jenerette, <i>Associate Dean for Diversity, Equity, &amp; Inclusivity</i>	<ul style="list-style-type: none"> <li>➤ Staff, Faculty, &amp; Students</li> <li>➤ Barriers in Nursing Education and Ways to Support Students</li> <li>➤ Diversity in Education/Generational Perspectives/Bias</li> <li>➤ Carolina Cares Cupboard Support</li> </ul>

## NOTES

# Tuesday, January 25, 2022

## SUBJECT OVERVIEW

Clinical Education

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 11:00 A.M. <b>MICROSOFT TEAMS</b>	Dr. Kate Chappell, <i>Coordinator of Clinical Education</i>	<ul style="list-style-type: none"><li>➤ Facilitating Learning in the Clinical Setting/Service Learning and Precepted Experiences<ul style="list-style-type: none"><li>○ Course Coordinator Responsibilities</li><li>○ Contracts, Placements, Attendance</li><li>○ STAR Forms, Process</li><li>○ Requirements for Students &amp; Faculty<ul style="list-style-type: none"><li>▪ Immunizations, CPR, etc.</li></ul></li><li>○ Graduate Placement Contact: Ms. Jeanne Cavanaugh</li></ul></li></ul>

## NOTES

# Tuesday, February 1, 2022

## SUBJECT OVERVIEW

Curriculum Design & Evaluation

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS
<b>9:00 A.M. – 11:00 A.M.</b> <b>ROOM 515</b>	Dr. Alicia Ribar, <i>Associate Dean for Academic Affairs</i>	<ul style="list-style-type: none"> <li>➤ Curriculum Design &amp; Evaluation of Program Outcomes               <ul style="list-style-type: none"> <li>○ Course Outcomes/Objectives</li> <li>○ Program Goals, Outcomes/Objectives</li> <li>○ Leveling Outcomes/Objectives</li> <li>○ Competency-based Outcomes</li> <li>○ Evidence-based Practice in Teaching</li> <li>○ Guides                   <ul style="list-style-type: none"> <li>▪ SBON, AACN Essentials, NONPF NTF, ANA, QSEN, CON Core Values</li> </ul> </li> <li>○ CON Assessment, UofSC Assessment, SBON Regulations, CCNE Accreditation</li> <li>○ Curriculum Change Process</li> <li>○ Tips for Managing Large Classes – Onsite &amp; Online</li> </ul> </li> </ul>

## NOTES

# Tuesday, February 8, 2022

## SUBJECT OVERVIEW

Time Management; CON Faculty Governance; UofSC Faculty Senate

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor, Kazemi, Wright

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 10:00 A.M. <i>MICROSOFT TEAMS</i>	Dr. Kathy Bradshaw, <i>Executive Academic Strategist</i>	<ul style="list-style-type: none"> <li>➤ Time Management</li> <li>➤ Priorities</li> </ul>
10:00 A.M. – 10:30 A.M. <i>MICROSOFT TEAMS</i>	Dr. Robin Dawson, <i>Chair of CON Faculty Council</i>	<ul style="list-style-type: none"> <li>➤ CON Faculty Council and Faculty Governance               <ul style="list-style-type: none"> <li>○ Faculty Governance Model</li> <li>○ CON By-Laws</li> <li>○ Overview of Committees</li> </ul> </li> </ul>
10:30 A.M. – 11:00 A.M. <i>MICROSOFT TEAMS</i>	Dr. Demetrius Abshire, <i>CON Faculty Senate Representative</i>	<ul style="list-style-type: none"> <li>➤ UofSC Faculty Senate               <ul style="list-style-type: none"> <li>○ CON Representation/Representatives</li> <li>○ UofSC Governance Model</li> </ul> </li> </ul>

## NOTES

# Tuesday, February 15, 2022

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## SUBJECT OVERVIEW

SAEL

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

<b>TIME / LOCATION</b>	<b>FACILITATOR(S)</b>	<b>TOPICS</b>
9:00 A.M. – 12:00 P.M. WMBB 105	Dr. Crystal Murillo, <i>Director, Center for Simulation and Experiential Learning</i>	➤ Center for Simulation and Experiential Learning (SAEL)

## NOTES



# Tuesday, February 22, 2022

## SUBJECT OVERVIEW

Research

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor, Kazemi, Wright

TIME / LOCATION	FACILITATOR(S)	TOPICS
<p>9:00 A.M. – 10:00 A.M. <b>MICROSOFT TEAMS</b></p>	<p>Dr. Bernie Pinto, <i>Associate Dean for Research</i></p>	<ul style="list-style-type: none"> <li>➤ Research Resiliency               <ul style="list-style-type: none"> <li>○ CON Research Orientation</li> <li>○ CON Office of Research Homepage</li> <li>○ Orientation Video</li> <li>○ Human Subjects – CITI Training</li> <li>○ Getting Started – Grants – Intent to Submit</li> <li>○ CON Templates for Research Related Content</li> </ul> </li>   <li>❖ <i>Prior to meeting, please review: Blackboard – Organizations – CON-FAC-Orientation – Research Orientation</i></li> </ul>

## NOTES

# Tuesday, March 1, 2022

## SUBJECT OVERVIEW

Scholarship of Teaching; Learner Development

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS
<b>11:00 A.M. – 12:00 P.M.</b> <b>MICROSOFT TEAMS</b>	Dr. Alicia Ribar, <i>Associate Dean of Academic Affairs</i>	<ul style="list-style-type: none"> <li>➤ Scholarship of Teaching               <ul style="list-style-type: none"> <li>○ Boyer’s Model of Scholarship</li> <li>○ Evidence-based Practice in Teaching</li> <li>○ Developing the Science of Teaching</li> <li>○ Funding Opportunities for Nursing Education Scholarship                   <ul style="list-style-type: none"> <li>▪ Samples of Nursing Education Journals</li> </ul> </li> </ul> </li> </ul>
<b>2:00 P.M. – 4:00 P.M.</b> <b>ROOM 515</b>	Dr. Rachel Onello, <i>Associate Professor</i>	<ul style="list-style-type: none"> <li>➤ Facilitating Learning Development and Socialization/Teaching Strategies</li> <li>➤ Learning as Vulnerability—Establishing and Attending to Psychological Safety for Immersive Learning</li> <li>➤ Best Practices of Teaching Principles</li> <li>➤ Brain Science Concepts</li> <li>➤ Brain Science-Based Active Learning Strategies</li> <li>➤ Learning Styles</li> <li>➤ Teaching with Technology</li> </ul>

## NOTES

# Tuesday, March 8, 2022

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**SUBJECT OVERVIEW**

NO MEETINGS  
ENJOY SPRING BREAK!

**REQUIRED ATTENDEES**

# Tuesday, March 15, 2022

## SUBJECT OVERVIEW

Faculty Evaluation; Tenure & Promotion

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor, Kazemi, Wright

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 10:30 A.M. <b>MICROSOFT TEAMS</b>	Dr. Joy Deupree, <i>Associate Dean for Practice Innovation, Partnerships, &amp; Policy</i>	<ul style="list-style-type: none"> <li>➤ Preparing for Faculty Evaluation               <ul style="list-style-type: none"> <li>○ CON Curriculum Vitae Format</li> <li>○ Annual Evaluations                   <ul style="list-style-type: none"> <li>▪ Forms, Content, Timelines, Due Dates</li> </ul> </li> <li>○ Criteria, Forms, Peer Evaluation, CEQs/TEQs, Documents</li> </ul> </li> </ul>
10:30 A.M. – 11:00 A.M.		BREAK
11:00 A.M. – 12:00 P.M. <b>MICROSOFT TEAMS</b>	Dr. Sabra Custer, <i>Professional-Track Promotion Committee Chair</i>	<ul style="list-style-type: none"> <li>➤ Promotion Criteria</li> <li>◆ <i>For professional-track faculty only</i></li> </ul>
	Dr. Swann Adams, <i>Tenure &amp; Promotion Committee Chair</i>	<ul style="list-style-type: none"> <li>➤ Tenure &amp; Promotion Criteria</li> <li>◆ <i>For tenure-track faculty only</i></li> </ul>

## NOTES

# Tuesday, March 22, 2022

## SUBJECT OVERVIEW

Change Agent & Leader

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor, Kazemi, Wright

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 11:00 A.M. <i>MICROSOFT TEAMS</i>	Dr. Kathy Bradshaw, <i>Executive Academic Strategist</i>	➤ Functioning as a Change Agent and Leader in Nursing <ul style="list-style-type: none"><li>○ Culture of Change</li><li>○ Civility in Education</li><li>○ Process of Change</li><li>○ Cultural and Diversity Sensitivity when Advocating for Change</li><li>○ Political Action</li><li>○ Career Development and Leadership Opportunities</li></ul>

## NOTES

# Tuesday, March 29, 2022

## SUBJECT OVERVIEW

Distributed Learning (Part IV)

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 11:00 A.M. <b>MICROSOFT TEAMS</b>	Ms. Vera Polyakova- Norwood, <i>Director of Distributed Learning</i>	➤ Distributed Learning: Preparing for the Next Semester <ul style="list-style-type: none"><li>○ Access to Previous Courses in Blackboard</li><li>○ Copying Courses Over to New Blackboard</li><li>○ Necessary Steps and Changes to New Course<ul style="list-style-type: none"><li>▪ Announcements</li><li>▪ Syllabi, Weekly Outlines</li><li>▪ Assignment Dates/Links</li><li>▪ Grade Book</li><li>▪ Updates to Lectures/Videos/Readings</li><li>▪ Availability Dates</li></ul></li><li>○ Ordering Textbooks, Library Links</li></ul>

## NOTES

# Tuesday, April 5, 2022

## SUBJECT OVERVIEW

End of Semester Responsibilities

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 11:00 A.M. ROOM 508	Dr. Alicia Ribar, <i>Associate Dean of Academic Affairs</i>	<ul style="list-style-type: none"><li>➤ Blackboard Grading System</li><li>➤ Reporting and/or Changing Grades</li><li>➤ Incomplete Policies</li><li>➤ Students and Academic Integrity Hearings</li><li>➤ Progression Policies &amp; Procedures</li><li>➤ Student Petitions</li><li>➤ Student &amp; Course Evaluations</li><li>➤ Course Reports</li><li>➤ Final Exam Schedule</li></ul>

## NOTES

# Tuesday, April 12, 2022

## SUBJECT OVERVIEW

Quality Improvement

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor, Kazemi, Wright

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 11:00 A.M. <b>MICROSOFT TEAMS</b>	Dr. Kathy Bradshaw, <i>Executive Academic Strategist</i>	<ul style="list-style-type: none"><li>➤ Continuous Quality Improvement in the Nurse Educator Role<ul style="list-style-type: none"><li>○ Socialization to the Nurse Educator Role</li><li>○ Mentor &amp; Support for Faculty Colleagues</li><li>○ Building Teams &amp; Communication</li><li>○ Collaboration with Health Care Partners</li><li>○ Membership in Professional Organizations</li><li>○ Commitment to Life-Long Learning/Faculty Development</li><li>○ NLN CNE Certification</li><li>○ Developing One- and Five-Year Goals<ul style="list-style-type: none"><li>▪ Schedule individual meetings with your mentor to discuss your one- and five-year goals.</li></ul></li></ul></li></ul>

## NOTES



# Tuesday, April 19, 2022

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## SUBJECT OVERVIEW

Interprofessional Education; International Education

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor

TIME / LOCATION	FACILITATOR(S)	TOPICS
9:00 A.M. – 10:00 A.M. <i>MICROSOFT TEAMS</i>	Dr. Beverly Baliko, <i>Associate Professor</i>	➤ Interprofessional Education & Practice
10:00 A.M. – 11:00 A.M. <i>MICROSOFT TEAMS</i>	Dr. Joan Creed, <i>Assistant Professor</i>	➤ International/Study-Abroad ➤ Provost's Advisory Committee on Women's Initiatives

## NOTES

# Friday, May 6, 2022 & Saturday, May 7, 2022

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## SUBJECT OVERVIEW

Attend Convocation and Graduation with your Mentor

## REQUIRED ATTENDEES

Bernheisel, Bronson, Gregor, Kazemi, Wright

# **Appendix 2. Alumni Engagement & Fundraising**



# Nursing Performance FY22

## FYTD - Production

