Executive Summary

Blueprint for Academic Excellence
College of Nursing
AY2021-2022

Introduction

UofSC Nursing continues our momentum as a premiere nationally ranked program. We have a multi-pronged mission of teaching, research, practice/service, and policy. The college offers 2 undergraduate programs across 3 campuses, 6 master's programs, 5 post-master's certificate programs, and 2 doctoral programs. To enhance the nursing workforce, we have increased enrollment in the BSN upper division by 35% in the past 5 years. The College launched a new pre-licensure program in Spring 2021 (Master's Entry into Practice Nursing) to further enhance workforce needs. We are in the top 1% in the US for NCLEX pass rates, have two #1 rankings from US News (2021), and grown research productivity, now exceeding the lower third to mid quartile metrics of AAU public universities. We had an excellent 10 year accreditation visit (March 2021), and have consistently provided community service during the Covid-19 pandemic with testing and vaccinations. The College has outgrown our physical footprint which has impacted our capacity to expand.

Highlights

1. Our BSN program is in the top 1% in the US for NCLEX scores.
2. Our graduate programs have a 100% pass rate on NP exams for AGACNP and FNP programs.
3. Ranked #1 US News for Master's Online Nursing Programs and Nursing Programs for Veterans (2021).
4. Received recognition as a National League of Nursing School of Excellence in Nursing Education in 2020.
5. Received national accreditation for our simulation lab by the Society for Simulation in Healthcare in 2020.
6. Our average annual research expenditures per year have increased 467% since 2013.
7. Dr. Cheedy Jaja was inducted as a Fellow into the American Academy of Nursing in 2020 (one of 10 faculty).
8. Dr. Coretta Jenerette was inducted as a Fellow in the Nationa_____.

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

Table Of Content

Foundation for Academic Excellence

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 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

Goal Statement	Promote a vibrant, respectful, and caring environment that recruits, retains, and fosters development of an inclusive and talented community of students, faculty and staff. **Objective 1:** Cultivate a community of development and mentorship. **Objective 2:** Foster a collaborative, diverse, and equitable climate with respect for individual contributions. **Objective 3:** Align faculty, staff, students and organizational resources to meet our strategic goals.
Linkage to University Goal	• Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	1. Enhance internal and external faculty and staff development opportunities, including mentoring plan for new faculty and formal mentor guidelines 2. Revise onboarding process for new faculty and staff. 3. Revise tenure and promotion criteria to increase rigor, productivity and excellence 4. Increase nominations for awards, especially national/international awards 5. Increase diversity, equity, and inclusion (DEI) among faculty, staff, students

	6. Increase DEI engagement among faculty, staff, and students 7. Enhance resource provision (philanthropy, grants, partnerships) 8. Procure additional space; renovate current space to meet teaching/learning needs 9. Maintain competitive/equitable salaries for faculty and staff 10. UG and graduate programs are moving toward holistic progression and/or admission
Achievements	1. Nursing served as a pilot program for re-opening during the COVID pandemic, safely returning students and employees before the rest of the campus re-opened. A combination of innovation and partnerships with USC and external sources were utilized to upfit office space, signage, supplies, distance technology and navigate constantly changing recommendations. 2. Staff Council committee appointed to research, formulate and launch staff mentorship program. The program has been developed and will launch in 2021. 3. Cost savings from the pandemic were re-purposed to fund student scholarships ($200k) 4. Completed Innovation Room (423) to give students and employees the infrastructure space for collaboration and innovation. 5. Additional ADA and gender-neutral restroom construction completed on the 5th floor 6. Architectural renderings, concept video and feasibility study completed for building addition, hosted vision launch for donors and friends of the college. 7. Continued Gamecock Greatness Recognition program to recognize team members for displaying our core values. 8. Faculty staff and student highlights to social media 9. Internal faculty development offerings: 2 monthly writing clubs; 3 visiting scholars in past year; awarded two $10k internal small grant mechanisms for DNP/PhD Faculty; awarded three $5k internal grant mechanisms for teaching innovations; two $50k internal grant mechanisms for nursing/engineering research. External faculty development includes professional conference and mentor related travel; hosted NLN simulation workshop. External editorial service added for faculty grants and publications. 10. Two faculty sent to NLN writing workshop. 11. Engagement was added to faculty and staff annual evaluation 12. Tenure and Promotions criteria are being revised. 13. Dr. Dail chaired national conference for Council for the Advancement of Nursing Science, as Councilor of Programs (national office). 14. CON convened its 1st DEI-related book club

Goals - Real Time

Resources Utilized	1. Used internal $$ for classroom and office renovations; indirect dollars from FRIP for internal grant mechanisms and research related faculty development (visiting scholars). In collaboration with other Dean's at research colleges created criteria for a faculty research incentive program. Nursing will use internal revenue to fund the new initiative and move research funding toward AAU aspirants. 2. Foundation/endowment funds for internal teaching grants (i.e., Helen Gurley Wolford) and select faculty development (multiple accounts). Foundation accounts have doubled since 2011 ($3.3M to > 6.6 million). 3. University funds to enhance classroom technology, widespread adoption of Microsoft Teams and ADA compliant gender neutral restroom. 4. Internal funds from cost savings to create an additional $200k in student scholarships 5. Increased partner sponsorship of events (Providence Health, Palmetto Health, University Health System). 6. 300% increase in growth of graduate students (tuition) from 2013-2018, with tuition differential for advanced practice nurses.
Goal Continuation	We spent one academic year (2017-2018) revising our strategic plan (2018-2022). This goal has been our priority goal, established by our faculty and staff. We will continue this goal. Each year, during our faculty/staff retreat, we revisit strategies for the upcoming school year.
Goal Upcoming Plans	1. A priority is the need for expanded footprint to house our expanding students, faculty, and staff. 2. Adapt student learning and college community gatherings to virtual and hybrid environments during the pandemic of 2020-2021. 3. Continue to enhance faculty and staff development and continue to enhance resources. 4. Continue progression for Clinical Track Faculty for promotion (especially to Associate and Full Professor). 5. Hire 10+ new faculty hires to include underrepresented faculty (critical shortage of faculty in college, state, and nationally).
Resources Needed	1. Added new faculty lines to accommodate new programs being initiated (RN-MSN, MSN Nursing Education Consortium, DNP CRNA program in collaboration with SOM). 2. Seek funding for expansion of Williams Brice College of Nursing Building to meet mission (philanthropy, legislative, university). 3. Continued University offerings to enhance diversity, equity, inclusivity. 4. Continued University offerings of Center for Teaching Excellence,

Goals - Real Time

	HR/Provost programs for supervisors/leaders for faculty and staff development.
Goal Notes	From AD of Finance & Operations: We solicit feedback in various forms (meetings & surveys) to build on our strong culture & environment. We have made meaningful progress especially in the areas of building infrastructure/ space, employee recognition, staff council, and emergency preparedness. 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. Faculty are excited about progression and volunteer for projects. We find more opportunities than there are faculty to participate in these opportunities From Associate Dean for Diversity, Equity, and Inclusivity (DEI): We have increase opportunities and approaches for engagement in DEI activities. Increased numbers and more diverse faculty are participating in DEI activities and the DEI committee.

Goals - Real Time

Goal Statement	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 the incorporating the following four objectives: **Objective 1**: Utilize emerging technology to deliver progressive program offerings to enhance workforce readiness. **Objective 2**: Integrate concepts of population health, health promotion and social determinants of health using interprofessional learning experiences. **Objective 3**: Prepare nurses to conduct scientific research and lead healthcare improvement through evidence-based scholarship. **Objective 4**: Recruit and graduate highly qualified students from diverse backgrounds.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Spur innovation and economic development through impactful community partnerships. • Provide a sustainable campus infrastructure that supports academic excellence and preeminent student life.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	
	1. Have reciprocal dialogue and data exchange with clinical partners on new graduates readiness to work during the CoVid pandemic and altered educational deliveries. 2. Implement a simulated telehealth experience in all graduate and undergraduate programs.

Goals - Real Time

	3. Evaluate collaboration with the Health System Information department (ITEC courses). 4. Provided a DNP mini retreat focused on professional development for faculty to serve effectively as project mentors (August 2020). 5. HRSA grant written to provide support measures to retain diverse students in the CON students. 6. Develop holistic admission rubrics for use across all graduate programs. 7. Collaborated with one HBCU to outline a direct entry pathway for the MEPN program (MOU in development)

Achievements	1. MSN clinical track enrollment decreased this past yr due to:
	   1. state regulations across US for distant education of APRNS- now enrolling in 17 approved states (vs. 26 in past).
	   2. workforce saturation in the midlands
	   3. increased competition of out of state and distance accessible programs.
	2. With revised curricula, MSN and Doctoral time to graduation continues to improve and attrition in the programs is at an all time low.
	3. Associate Dean on Curricular Leadership Committee at NONPF
	4. One faculty member inducted as a Fellow in the American Academy of Nursing and one faculty member was inducted into the
	5. Increasing partnership with Walmart care clinics and the Cooperative FQHC providing 40 clinical placements for FNP experiential learning.
	6. Top 1% in NCLEX pass rates in US. First attempt NCLEX past rate Spring 2020 98% and December 2019 pass rate 100%. First attempt 2020 MSN FNP was 100% on AANP BC and 2020 first time pass rate from AANC for the FNP, PMHNP and AGACNP pending[RA1] .
	7. Master's Online programs rankings by US News & World Report was #1 (2021)/#1 public, #2 (2020), #6 (2019) and #5 (2018).
	8. Accreditation visit for all programs scheduled 2021.
	9. 10 graduates GLD.
	10. 4th yr of Smart Start Honors Program. 14 students per cohort.
	11. MSN Nursing Informatics Program approved. Recruiting Director. First cohort Fall 2020.
	12. MEPN program admitted the first cohort in the Spring 2021 with 32 students.
	13. Collaborating with SOM to offer 4 courses for DNP/CRNA starting in Summer 2021.
	14. BSN - DNP option opened again for enrollment in Summer 2020, currently 48 applicants and 34 matriculated students.
	15. Holistic admission for UG program will begin with the Fall 2021 upper division application cycle.

	16. Faculty group presented social determinants of health integration across the curriculum as a PACESETTER presentation via Web conference in February 2020. 17. DNP task force implemented process change for DNP projects and held DNP minicamp in August 2020. 18. All PhD students funded first two years - work with funded investigator as RA. 19. Funded 3 MSN and 15 DNP student scholarship in the Summer 2020 and Fall 2020. 20. First cohort of the READI2Work with Prisma Health with the NURS 435 students. 21. Telehealth project year 1 completed in the NI, FNP, AGACNP, and NA students. 22. Held CCNE kickoff for writing groups with external consultant for standard III and standard IV in February 2020. 23. Completed the CCNE self-study and submitted January 20, 2021 24. Finalizing an MOU with Claflin University
Resources Utilized	1. Internal CON communications working with central communications to redesign web with focus on graduate programs rolled out in Summer 2019. 2. AD Academics, Assistant Dean Undergraduate Program, Assistant Dean Graduate Programs, Program Directors, Director Student Affairs, Director OnLine Learning, faculty, staff. 3. External reviewers for PhD program. 4. External consultants for NTF and CCNE writing. 5. Collaboration with Provost office for new programs and distributed learning. 6. Student scholarships, endowments, scholarship funds 7. Simulation equipment, staff, live actors/standardized patients 8. Duke Grant to train Simulation leaders in nursing programs across state (Graham PI) 9. ANEW grant and NFLP for student stipend support (Ribar PI) 10. BC/BS telehealth integration across the curriculum (Baliko PI/Ribar Co-PI)
Goal Continuation	New academic programs that have been approved at the CON and are at various stages of university or CHE approval include an "Entry to Practice MSN" (anticipate Spring 2021), restarting the post-BSN to DNP in Summer 2020, and Post-Master's Certificate and MSN in Nursing Informatics (Fall 2020) MSN. Exploration of other program offerings such as an RN to MSN in response to local clinical partners need for "beside nursing leaders." Continue to expand with measured graduate enrollment in both existing programs and new program offerings highlighted above, as space allows.
Goal Upcoming Plans	1. Continue with plan to implement holistic admissions in the BSN upper division process and further define graduate holistic admission processes. 2. Implement a revised evaluation plan in preparation for

	accreditation site visit 2021. 3. Revise program outcomes for the MSN, CGS, DNP and PhD programs to incorporate the new mission and vision of the CON. 4. Continue to revise crosswalks for the all BSN, MSN and DNP courses to reflect curricular revisions. 5. Implement CCNE writing plan and submit self-study by 1/21/2021 for the BSN, MSN, APRN CGS and DNP programs. 6. Revise and expand the use of high-quality simulation where appropriate. 7. Continue to lobby state entities for nonpayment of clinical sites. 8. Continue to support faculty for CNE certification. 9. Identify academic wins to report and support team in win identification.
Resources Needed	1. Additional faculty to meet expansion of graduate programs 2. Space 3. CCNE consultant for self-study critique 4. Funds for support of academic program director's engagement in professional meetings 5. Funds for support of academic staff development
Goal Notes	Increasing pressure by clinical systems/providers for the CON to pay for APRN preceptor experiences.

Goals - Real Time

Goal Statement	Lead and accelerate high impact, innovative, nationally recognized research and scholarship, consistent with UofSC Nursing's values. **Objective 1:** Grow and optimize infrastructure to support research excellence. **Objective 2:** Cultivate and enrich collaborative research and scholarship to advance scientific knowledge. **Objective 3:** Develop and expand research centers to improve health equity and outcomes.
Linkage to University Goal	• Create new pathways to research excellence to become AAU eligible. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	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.
Status	Progressing as expected (multi-year goal)
Action Plan	1. Individual mentoring of faculty to develop grant applications 2. Weekly Office of Research (OR) newsletter listing funding and training opportunities 3. OR staff support for budget development and assembling of grant applications 4. Invited workshops by national experts 5. Faculty support for grant writing workshops and specialty training 6. Research exchange for all faculty 7. CON seed funds for pilot proposals

Achievements	1. Per Blue Ridge Institute for Medical Research, USC Columbia ranking in 2020 was #44 (#36 in 2019).
	2. Peer Reviewed Publications:
	  1. 84 Total Pubs (all faculty)
	  2. 96 by TT Faculty (19 1st authored, 77 other)
	  3. 96 TT pubs/22 TT faculty = 4.4/TT faculty
	3. NIH Submissions: 16; a decrease of 2 from FY2019.
	4. Total Grant Submissions: 36, reflecting a decrease of 7 from FY2019.
	5. Total Grant Submission Dollars: $8,994,210, a decrease of $2,880,956 from FY2019.

6. Research Awards: 35
7. Research Awards:
   1. Research, Extramural: $928,049 * **note we have 3 NIH awards pending Spring 2021**
   2. Research, Intramural: $15,590
   3. Research, Total: $943,639
   4. Education and Practice Awards Total: $1,931,537
8. Total Funding: $2,875,176
9. Grant Total Expenditures (Research, Education and Practice) for TT/tenured faculty only:
   1. Research: $1,858,285.04
   2. Education and Practice: $461,535.77
   3. Total: $2,319,820.81 (Excluding expenses from start-ups, faculty incentive accounts and internal grants such as ASPIREs, and Magellans).
10. Grant Total Expenditures (Research, Education and Practice) for all faculty tracks:
    1. Research: $1,890,226.15
    2. Education and Practice: $1,143,722.39
    3. Total: $3,033,948.54 (Excluding expenses from start-ups, faculty incentive accounts and internal grants such as ASPIREs and Magellans).
11. Magellan Scholars Funded: 6 (Washington, Q; Fernandez, C.; Nguyen, T. [Magellan & Mini-Magellan]; Laurendeau, M.; Fanta, R.)
12. Research Exchange offered to promote collaborations between DNP and PhD faculty (led by ADR).
13. ADR organized and offered mock grant reviews of grants submitted by junior faculty.
14. ADR hosted a virtual Meet and Greet with faculty in the College of Information Sciences to build research collaborations with non-traditional research partners and develop interdisciplinary science.
15. 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.
16. Two faculty writing clubs per months (led by AD Faculty)
17. Smart State Center, Advancing Chronic care Outcomes through Research & iNnovation (ACORN) recently hired three new research assistants and issued a call for small, interdisciplinary grant proposals. In addition, recent activities of the core Center faculty include: (1) a faculty member who received a very competitive (score in 1%) on a K23; (2) a faculty member who was competitively selected and completed the National Research Mentoring Network Grant—Writing Coaching Groups Study; (3) a faculty member who was competitively selected and is completing the Mentored Training for Dissemination and Implementation Research; and (4) a faculty member who recently completed the Macy Scholar Program. In addition, in

	2020, a graduate research assistant received an F31 pre-doctoral fellowship from NINR, and a graduate student mentored by a Core faculty member received a SAMSA predoctoral fellowship. 18. Total of 22 Tenure track faculty
Resources Utilized	
Goal Continuation	We plan to continue to hire tenure-track/tenured faculty 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.
Goal Upcoming Plans	We plan to continue many of the initiatives described earlier: individual mentoring of faculty, workshops by national experts, seed funds for pilot proposals, 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 will be on-going to facilitate publications. SmartState Chair plans to hire one faculty and one-post-doctoral fellow. We plan to recruit additional tenure-track/tenured faculty.
Resources Needed	Start-up funding for new faculty hires.
Goal Notes	The CON aims at improving our NIH ranking and is committed to this goal. 2020 was a challenging year: PWright, a Ph.D. student obtained a F31 award from NIH, and a faculty member secured a HRSA grant award. By year's end, we had 3 grant applications that scored within the funding pay line at NIH (R01-1, R21-1, and K23-1) and hence we anticipate an improvement in funding in 2021. A/O Feb. 2021, the Notice of Award for the R01 is in hand (BPinto, PI and ADR). Faculty have contributed to larger grant applications (e.g., U54) submitted by other Colleges. 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. Faculty have access to a grant editor and to a manuscript editor: these resources and infrastructure support are provided by the College.

Goals - Real Time

Goal Statement	Advance pioneering clinical practice innovations and faculty practice expertise. **Objective 1:** Enhance infrastructure to expand faculty practice sites, interdisciplinary student learning, and professional service opportunities. **Objective 2:** Innovate health care delivery models to increase access to care for underserved populations across the lifespan. **Objective 3:** Optimize the long-term sustainability of Carolina Family Practice.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student. • Spur innovation and economic development through impactful community partnerships. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	The Office of Practice Innovation, Partnerships and Policy goals align with the overall mission of College of Nursing to provide nationally recognized educational programs and advance science, practice and policy to optimize health for all. The goals support 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.
Status	Progressing as expected (multi-year goal)
Action Plan	1. Establish clinical sites for new advanced practice faculty participating in faculty practice. 2. Continued negotiation for existing contract for faculty in the faculty practice plan. 3. Continued support to ensure ongoing practice meets all compliance standards for collaboration, prescribing, certification and licensure. 4. Seek HRSA and other grants to support APRN programs and faculty initiatives. 5. Continue building community partnerships with agencies to expand telehealth services.

	6. Support the Annual Practice Conference sponsored by CON Practice Council with office support and resources for a successful conference. 7. Continue to expand clinical site availability for MSN and DNP clinical tracks. 8. Support legislation and other initiatives for removal of barriers for advanced practice. 9. Develop community offerings using faculty expertise to improve population health. 10. Develop a systematic credentialing process for those in the Faculty Practice Plan. 11. Individual mentoring of faculty for professional development opportunities. 12. 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.
Achievements	1. Renewal of ten existing clinical agency contracts, negotiated multiyear contracts. 2. Negotiated FP contract for psychiatric NP to expand telehealth services for sickle cell patients. 3. Negotiated contract for a psychiatric NP to expand telehealth services for pediatric patients. 4. Revised the Faculty Practice Plan, approved in October 2020. 5. Nurse Practitioner faculty continue to practice in specialty area, in concordance with our accreditation requirements for certified NPs. 6. Continued exploration of opportunities for faculty practice. 7. Developed content for the Office of Practice Innovation, Partnerships and Policy web page to the CON website, highlight expertise from those in the FPP. 8. Produced a 3-part interprofessional video series: Calming the Chaos Around Us: A Resource for Caregivers during COVID-19 pandemic, distributed statewide to schools and churches. Total unique viewings ~675. 9. Hired an Administrative Assistant for the Office of Practice Innovation, Partnerships & Policy. 10. Developed strategic partnership with Clemson and Medical University of South Carolina to re-establish South Carolina State Action Coalition. 11. In association with the Center for Leadership, identified partnerships for development of the COVID app.
Resources Utilized	1. AD Practice Innovation, Partnerships and Policy, Asst Dean Operations, Director, Center for Nursing Leadership, faculty, staff, CON Practice Council. 2. Grant funding (HRSA and foundations). 3. PH-USC Medical Group partnerships. 4. Community partnerships to improve population health objectives.

Goals - Real Time

Goal Continuation	1. Seek HRSA and other grants to support APRN programs and faculty initiatives. 2. Continue building community partnerships with agencies to expand telehealth services. 3. Support the Annual Practice Conference sponsored by CON Practice Council with office support and resources for a successful conference. 4. Continue to expand clinical site availability for MSN and DNP clinical tracks. 5. Support legislation and other initiatives for removal of barriers for advanced practice. 6. Develop community offerings using faculty expertise to improve population health. 7. Develop a systematic credentialing process for those in Faculty Practice. 8. Support legislation and other initiatives for removal of barriers for advanced practice. 9. Ongoing identification of topics of interest for community offerings using faculty expertise to improve population health. 10. Ongoing efforts to establish a systematic credentialing process for those in the Faculty Practice Plan. 11. Individual mentoring of faculty for professional development opportunities. 12. 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.
Goal Upcoming Plans	1. Continue to expand practice sites for students and faculty practice. 2. Continued support to ensure ongoing practice meets all compliance standards for collaboration, prescribing, certification and licensure. 3. Continue to pursue grant funding to support practice initiatives. 4. Continue reestablishment plans for the South Carolina Action Coalition. 5. Establish new clinical sites for new APRN faculty participating in faculty practice. 6. Continued support to those in the FPP to ensure ongoing practice meets all compliance standards for collaboration, prescribing, certification and licensure. 7. Continue building community partnerships with agencies to expand telehealth services. 8.
Resources Needed	Continued grant funded opportunities and faculty practice revenue. Addition of Administrative Assistant
Goal Notes	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. 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.

Goals - Real Time

Goal 5 - Leadership and Partnerships

Goal Statement	Cultivate and expand regional, national, and global initiatives to leverage nursing to meet diverse needs throughout healthcare. **Objective 1:** Increase leadership capacity and effectiveness to address individual and organizational goals. **Objective 2:** Expand and develop strategic partnerships with external providers, organizations, the academic community, domestically and globally. **Objective 3:** Transform healthcare through innovation, collaborations, and policy.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Build teams that win with excellence and character.
Alignment with Mission, Vision, and Values	The Center for Nursing Leadership is a state-wide organization, housed withing the UofSC College of Nursing that works with nursing leaders and healthcare organizations across SC and continues to develop and strengthen partnerships and collaborations across the state. Through the Cockcroft leadership program and Chief Nursing Officer (CNO) forum, we focus on developing leadership skills, addressing information needs, and developing strategic initiatives that can be shared across organizations. Through the Nursing Workforce Team, we target workforce information needs to facilitate decision-making among nurse leaders state-wide. By using strategic partnerships, we have aligned with nurse leaders and healthcare organizations to highlight accomplishments and to address the unmet practice needs of nurses and care needs of patients. By bringing partners and multiple sources of data together, we inform and facilitate practice changes, improve organizational and population outcomes.
Status	Progressing as expected (multi-year goal)
Action Plan	We are working with nursing and healthcare organizations (e.g., SC Hospital Association, Board of Nursing (BON), and DHEC) across the state to address common goals and needs of the state including addressing the state's nursing shortage and improving retention among nurses; expanding the scope of advanced nursing practice and pre-RN students; developing leadership skills and competencies among mid-level and executive nurse leaders; developing strategies to address the nursing faculty shortage; and improving health across populations. As part of this effort, and being that resources are limited, we have

	formed partnerships that are expanding our capacity, particularly in two areas. For nursing practice and workforce issues, we have formed a partnership with the SC BON to conduct data analysis and lead state-wide information collection in between the years when nurses renew their license (a process that occurs every two years). The BON has previously not had this type of partnership nor capacity. In this new partnership, the CNL can provide research and analytic expertise to assist the BON in their policy making processes and the CNL has gained access to data and information not previously available. We continue to lead statewide nursing workforce analyses with our partners using big databases to inform decision making for policy makers and improved health care delivery through white papers and infographic summaries using nurse licensure data (considered to be sensitive and confidential). In an effort to leverage available data and scare resources, we have formed a Nursing Workforce Data Team with the SCHA, BON, the SC Office for Healthcare Workforce, and the SC Revenue and Fiscal Affairs Office. Historically, these organizations have not worked together to strategically leverage each other's strengths to describe and understand the nursing workforce. Now with quarterly meetings, we share strategic agendas and goals with the limited available data sources and resources, and lend our expertise to each other and plan products. The CNL continues its partnerships with CNOs and academic institutions to identify key issues that challenge the practice of nursing and the nursing workforce. The primary concerns were: 1) the nursing shortage and related turnover rates; 2) inadequate numbers of nursing graduates; and 3) support for nursing practice. Relatedly, through a state-wide survey of nursing programs last summer, we found that deans and directors of nursing programs were concerned about three key issues: 1) the shortage of nursing faculty that presents a significant barrier to growing the needed demand for a larger nursing workforce; 2) the shortage of nurses available to work in the state; and 3) the shortage of clinical sites willing to provide a quality clinical training experience for students.
Achievements	In 2020, we published 2 summaries. The 1st, presents key data on the SC nurse supply where 32% of RNs in SC do not work in SC, and includes the results from a collaborative state-wide project that set forth a new methodology to determine the number of RN vacancies in SC. The 2nd describes where nurses work in SC and illustrates that the average salary for nurses is on average $5 less/hour than the national average. We also initiated a podcast series, "Provocative Leadership," where a growing nationwide audience can learn from nursing leaders about their leadership journey. The podcast series is available on iTunes and Spotify. Through the Excellence in Nursing Consortium, CNL staff continued

Goals - Real Time

	their work with the largest health system in the state to transform nursing care practice and patient outcomes through applied translational research. Last year, these research partnerships resulted in 1 hospital in the Columbia area to be the first Magnet designated (national recognition for nursing excellence) hospital in the midlands region. Through this partnership and mentorship, 3 staff nurse led research projects are in process to improve patient outcomes among diverse populations including women experiencing the sudden death of an infant, decreasing readmissions among heart failure patients, and understanding the association between informal leadership and patient outcomes. The Amy V. Cockcroft leadership development program continues to develop mid-level and executive nurse leaders throughout SC, NC and GA. We continue to have a steady rate of participation through the competitive application process and yields representatives from academia, hospitals, and state agencies. Many of the graduates of the fellowship subsequently pursue job change and advancement to better meet their career goals and growing skills. The program continues to adapt to learner needs and healthcare trends, and during the past year, to adapt to the challenges of ensuring health during a pandemic.
Resources Utilized	During the past year and given the impact of the COVID-19 pandemic, the CNL Cockcroft Leadership program from its CON budget. The planned annual Leadership Summit for the Spring was cancelled due to COVID-19. With the move to temporary remote working in April, the two temporary employees in the CNL were furloughed through the remainder of the year.
Goal Continuation	As life as we knew it changed, we experienced some delays in our goals and objectives due to the COVID-19 pandemic. Nurse leaders had to adapt to the rapidly evolving changes. However, now with the slowing of the spread of the virus and the introduction of an effective vaccine, as well as intentional informal growth in our team, we will be able to achieve our goals with a slight time gap.
Goal Upcoming Plans	We will continue to use the multiple big databases we have obtained to leverage additional databases in our work with strategic partners to pursue grant opportunities, white papers, additional collaborations, and peer-reviewed publications. We will continue to build and strengthen our partnerships to address the faculty and nursing shortage within the state, particularly with SCHA to ensure there are state-funded resources, including student scholarships and loan repayment programs as well as increasing nursing salaries to be more competitive nationally. We will continue our work with interdisciplinary teams to further build our big data infrastructure and capabilities. Will expand efforts to market the Crockcroft leadership program to the Southeastern region and identify strategies to expand beyond the current market. We will continue to expand the reach of the Excellence in Nursing Consortium.

Goals - Real Time

Resources Needed	Plan to increase CNL staff with funding from national grants, fees for service contracts, and increased student involvement continues. Utilization of undergraduate students, at a lower cost, has facilitated the work of the CNL and extended the capacity of the CNL Director. Additional funding to support the development of a leadership development initiative for front line clinicians can be disseminated nationally. The CNL needs to hire an additional person for 20 hours per week to facilitate survey development and partnerships. We continue to utilize opportunities for leveraging resources at no or low cost but would be extremely challenged to continue our success and achieve planned goals with any budget reductions.
Goal Notes	The CNL has a collaborative partnership agreement with the largest health system in the state and research partnerships with other health organizations for data sharing, data analyses, and interventional strategies to measurably improve patient and nursing outcomes over the next several years.

Goals for the next Academic Year.

Goals - Looking Ahead
No goals have been entered for this section.

Academic Programs

Program Rankings

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

US News & World Report:

2021 Best On-line Graduate Programs - #1 overall and #1 public university (improved from #2 overall in ranking 2020).

2021 Best On-line Nursing Programs for Veterans - #1 overall

2021 Best On-line Master's of Nursing Administration Program - #14

2021 Best On-line Family Nurse Practitioner Master's Program - #14

2019 ANCC Pass rates for NP Programs*: 2019 graduates - FNP 100%, PMHNP 100%, AGACNP 96% *(aggregate data reported in August 2020)

Undergraduate Nursing Programs are not ranked by US News & World Report.

1. NCSBN NCLEX Program Reports: Top 1% in Nation as evidenced by (Top 1% in all three categories a) all programs in the assigned jurisdiction; b) all similar programs across every jurisdiction; and c) all programs across every jurisdiction).
2. NCLEX First Time Pass Rates for 4 Consecutive Cohorts of 100%: Spring 2018, Fall 2018, Spring 2019& Fall 2019.
3. Spring 2020 NCLEX First Time Pass Rates: 98.5%
4. December 2019 NCLEX First Time Pass Rates: 100%

Instructional Modalities

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

1. BSN program is 25% online; 75% face to face didactic courses; Approximately 750 hoursclinical site training. In the Spring 2020 due to CoVid all experiential learning moved to Virtual from March 13 until June 15th, 2020.
2. RN-BSN is online, with clinical component in clinical settings.
3. 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.
4. MSN Nursing Administration and Nursing Informatics provide online didactic instruction.
5. 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.
6. 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.
7. Continued online exams through ProctorU 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.
8. Continued using Examsoft 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 remote proctored testing through ExamSoft and Zoom were developed for faculty, proctors, and students.

Academic Programs

9. Continued a two-tier simulation in specialty courses for PMHNP and FNP 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 student to practice the steps in diagnostic interviewing and clinical decision-making. in the second tier was a more complex simulation with a standardized patient conducted through telehealth technology in the PMHNP program and on site in the FNP program. The Telehealth simulation was recorded and the recordings were made available to students and clinical faculty for review and evaluation of professional competencies.
10. Rotational clinical instruction for the Psychiatric nursing course at the undergraduate level. This change allows students to experience clinical sites across the care continuum vs placed in a single organization.
11. During COVID, some clinical experiences and on-site simulations were replaced with virtual simulation and debriefing. Training on debriefing techniques and online conferencing technologies were provided to undergraduate clinical faculty.

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. Redesigned BSN DNP (AGACNP, FNP, NEL, PMHNP) tracks accepted students in Summer 2020.
2. MSN and CGS Nursing Informatics (NI) enrolled the first class in the Fall 2020.
3. Entry into Practice (MEPN) MSN -first cohort started in Spring 2021.
4. Preparing to launch MSN Nursing Education and PMC Nursing Education in 2022 (awaiting final approvals).

Program Terminations
Academic Programs that were newly terminated or discontinued during the Academic Year.
The RN-BSN track has suspended new admissions beginning in the Fall 2020.

Academic Initiatives

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. Implemented a series of online authentic learning activities (virtual medication administration rounds) in the undergraduate pharmacology course to provide students with opportunities to practice making clinical decisions related to medication administration. These exercises involve multiple patients and require students to assume the role of the nurse, analyze clinical situations and prioritize nursing care.
3. When the COVID pandemic forced university campuses and healthcare agencies to temporarily suspend both undergraduate and graduate direct care educational experiences, nursing programs had to formulate alternative plans to facilitate clinical learning. Undergraduate pre-licensure students were provided with opportunities to successfully complete all remaining required clinical hours through acute and community clinical experiences, virtual clinical simulation, written assignments, and case studies.
4. Due to the COVID pandemic and thus social restriction regulations, traditional simulations are one clinical group of 8 students were reduced to 4 groups of 2 students each using a scaffolding methodology. This scaffold method design was based on educational level to encourage student engagement for the purposes of discourse and learning in a different nursing context.
5. 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.
6. Introduction of GoReact software in NURS 704 to provide video recording and simultaneous feedback for student performance (adaptive learning technology).

Experiential Learning For Graduate Students

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

1. Implementation of TeleHealth Modules and Simulated Patient experiences across all program in the MSN, CGS and DNP programs. All graduate students have instruction in Telehealth principles as well as Experiential Learning activities with Simulated Patients experiences over two semesters.
2. Due to the CoVid pandemic traditional on-campus immersion experiences became a blend of F2F and virtual experiential learning experiences using interactive video connections, unfolding case studies and group simulated patient visits.

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 2019-2020, $356,638 total was awarded in departmental and donated

Academic Initiatives

scholarships to 200 recipients. The HRSA Nurse Faculty Loan Prepayment Program (NFLP) awarded $94,254 and Advanced Nursing Education Workforce (ANEW) grants awarded $165,000 which provided students financial support via tuition, books and stipend.

Reputation Enhancement

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

1. The CON was awarded the NLN Center of Excellence designation for Enhanced Student Learning and Professional Development Fall 2020.
2. 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.
3. Monthly e-newsletter to alumni, stakeholders.
4. Faculty presented podiums at virtual national and international conferences.
5. Faculty awards (national/international), with special emphasis on American Academy of Nursing, National League for Nursing, American   Academy of Nurse Practitioners, Society for Behavioral Medicine.
6. Continued improving rankings US News; NIH. Strong NCLEX pass rate even with Covid-19 pandemic.
7. Dean and faculty serve on national organizations (American Association Colleges of Nursing, Academy of Nursing, Society Behavioral   Medicine, NIH study sections, NONPF)
8. Showcased teaching innovations (social determinants of health, online caring behaviors and DNP process improvement, transitions in education methods due to Covid) at local, state and national virtual conferences.
9. Dean Andrews and the diversity committee hosted Diversity Round table discussion in collaboration with MUSC, Clemson.
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 to local and state new outlets NPR, the State Newspaper).
13. Digital Media Campaign with Flare Media.
14. Advertising increased in local, regional, and national markets
15. Redesign/update of marketing materials: website, brochures, flyers, email communications, videos, etc.
16. Increased presence Social media channels- Twitter, Instagram, Facebook | @uofscnursing (recognized as top 7 colleges of nursing   "most social friendly")

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. Our limited physical footprint, with lacking adequate flexible classroom spaces, as well as contiguous simulation/lab space is extremely limited, which is halting any further growth for clinically trained programs.
2. 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. In Spring 2020, the CON led by Dean Andrews has begun an initiative to address fee for service at clinical sites for both undergraduate and graduate course offerings.

Academic Initiatives

3. Due to state BON restrictions in other states, the CON no longer accepts students from every state because of the multitude of compliance standards. The NCSBN has recently developed a web link as well outlining APRN educational regulation found at https://www.ncsbn.org/13662.htm this will assist the CON in updating the map. From last year the number of states the CON accepts form decreased from 18 states to 17 states.

4. 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 one clinical site has imposed a fee in the upstate with another clinical site in low country has notified the CN of pending fees in Summer 2021 as a result student can no longer utilize these sites for experiential learning.

5. Undergraduate nursing continues to struggle securing enough masters prepared clinical faculty to conduct clinical rotations due to faculty shortage; however, have used enhanced networking in order to continue to provide for students educational needs. In response the CON has proposed both a MSN in Nursing Education and Certificate of Graduate Studies in Nursing Education.

6. The RN-BSN program continues to struggle with a timely admission process due to delays with the undergraduate admission office process and flexibility of Carolina Core courses. The program was suspended due to lack of enrollment in the Fall 2020.

7. 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

Faculty Employment by Track and Title

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

Table 1. Faculty Employment by Track and Title.

	Fall 2020	Fall 2019	Fall 2018
Tenure-track Faculty	21	18	20
Professor, with tenure	6	5	4
Associate Professor, with tenure	7	8	8
Assistant Professor	8	5	8
Librarian, with tenure	0	0	0
Research Faculty	1	1	2
Research Professor	1	1	1
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	1
Clinical/instructional Faculty	34	30	32
Clinical Professor	3	0	0
Clinical Associate Professor	13	7	10
Clinical Assistant Professor	18	23	21
Instructor	0	0	1
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	90	82	85

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

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

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

	Fall 2020	Fall 2019	Fall 2018
Gender	55	50	55
Male	6	5	8
Female	49	45	47
Race/Ethnicity	55	50	55
American Indian/Alaska Native	0	0	0
Asian	1	1	1
Black or African American	9	8	11
Hispanic or Latino	2	2	1
Native Hawaiian or Other Pacific Islander	1	0	0
Nonresident Alien	0	0	0
Two or More Races	1	1	1
Unknown Race/Ethnicity	0	0	0
White	41	38	41

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

Faculty Population

Illustration 1. Faculty Diversity by Gender

| 2020 Faculty Gender	2019 Faculty Gender	2018 Faculty Gender
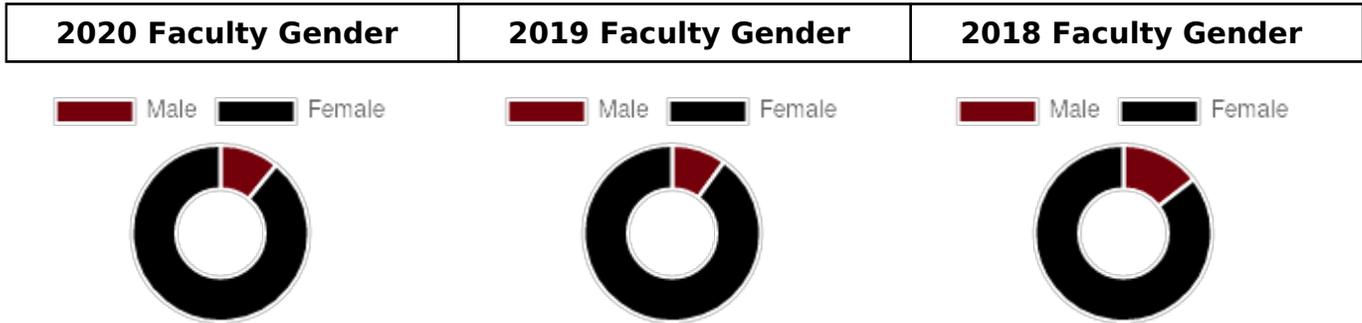
Illustration 2. Faculty Diversity by Race & Ethnicity
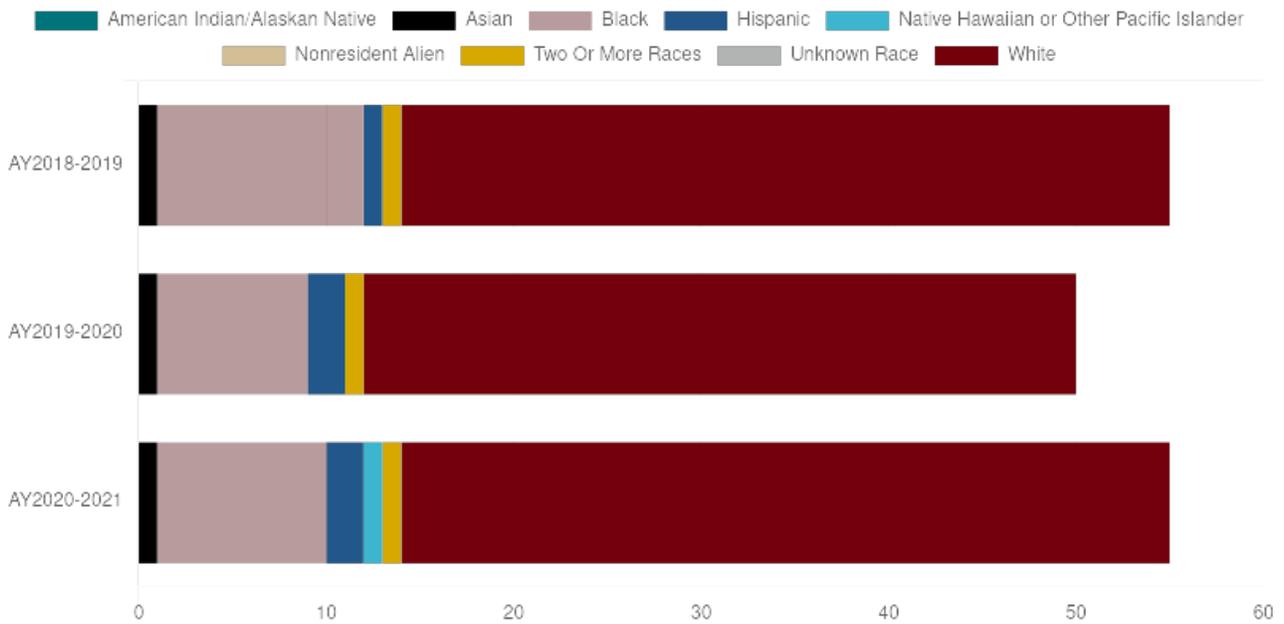
Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:
1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member 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:

- External Funding ($2,875,176; $3,279,561 in 2019) research/education/practice grants, with at least 3 new NIH grants pending awards in   Spring 2021.
- Significant increase in faculty peer reviewed publications (84 total, 51 in 2019)

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. However, in 2021, 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 effort 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. These are led by the ADFA.
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.
5. A research interest group for maternal/child researchers will be started to increase discussion around research in this population and increase faculty collaboration on new research projects in this area.

Faculty Development

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

Faculty Information

outcomes.

The Associate Deans will work together to increase faculty development offerings. Activities planned for 2021:

1. Improved new faculty onboarding experience covering academics, research, service and practice.
2. Development of mentor guidelines for faculty assigned scholarship and teaching mentors to develop faculty mentors.
3. In March, 2021, Dr. Sharron Docherty of Duke University will present a one day workshop virtually on using mixed methods with an emphasis on qualitative methods as well as writing training grants to interested faculty.

In Fall 2020, a new plan has been 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 cash awards for securing 2 Federal grants, for being the senior author on publications in strong journals (Impact Factor >4) 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. in addition, faculty will continue to receive financial incentives for Chairing Dissertation/DNP projects.

Faculty collaborate with other departments/units such as the Arnold School of Public Health, 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, the ADR organized a Meet and Greet with faculty from the College of Information Sciences to learn about mutual interests. We plan to offer a collaborative seed fund initiative to support joint pilot proposals from both colleges. 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. Each academic year, a national expert on new methodologies in behavioral science is invited to present a workshop and meet with individual faculty on consultation on their grant applications: due to the COVID-19 travel restrictions, Dr. Billie Nahun-Shani from the University of Michigan was not able to present (Fall 2020). 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.

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. In addition, the ADR initiated weekly "Resilience in Research" meetings during the pandemic (April 2020) to allow faculty to obtain guidance for research, manage budgets, develop alternative plans for recruitment and data

Faculty Information

collection, etc. The goal was to facilitate communication about research during a time when faculty were required to work from home. These "Resilience in Research" meetings have continued to be offered for faculty.

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, 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 Grammerly 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

Plans are in place to launch a new "Teaching Academy" in the College for faculty new to teaching, in congruence with the Center for Teaching Excellence New Faculty Academy.

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:

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

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.
Fall 2019 = 1:19
Fall 2018 = 1:17
Fall 2017 = 1:21
Fall 2016 = 1:23

Table 4. Faculty-to-Student Ratio.

	Fall 2020	**Fall 2019**	**Fall 2018**
Analysis of Ratio	01:17.3	01:19	01:17.0

Student Recruiting and Retention

Student Recruitment

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

1. Graduate recruitment was significantly impacted by the CoVid pandemic and inability to travel. However, the CON used this limitation to develop several innovative approaches to connecting with future students. The CON developed a series entitled "Ask the Expert" where various faculty and program directors hosted virtual chats to engage prospective students in a casual on-line environment. Continued to host on-line sessions with the Director for graduate recruitment and admission.
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).
3. Dean's Scholarship opportunities for new PhD students and DNP students beginning in the Summer 2020 and Fall 2020.
4. Promoted the ANEW Grant funding aiming to increase diversity in the profession and increase providers in rural underserved settings.
5. Our focus has primarily been on recruiting RN-BSN and graduate students, we continue to promote our "Smart Start" Nursing Honors program to recruit top honors freshman candidates into nursing.
6. UofSC Lancaster nursing faculty provide recruitment for local high school students in their communities to recruit BSN students into their respective sites.
7. Continued usage of social media such as Facebook, Instagram, and twitter to attract students to our programs.
8. Continued refinement of website to ensure accurate program information.

Student Retention

Efforts at retaining current students in College/School programs.

1. Virtual Town Halls introduced in response to CoVid. These events were well attended and received by the students and parents. These towns halls spanned both undergraduate lower and upper division as well as each track in the graduate program.
2. Resiliency in Nursing forums for active graduate students were hosted for current student to have a safe space to connect with one another in order to process how the pandemic was affecting all aspect for the students life from practice academics and even personally.
3. Developed a series of touch points from admission through the first week of admissions for all graduate students.
4. Redesigned the lower division curriculum to engage students in NURS coursework once very semester until upper division in order to improve student connectivity and engagement with the CON and the nursing profession.

Student Enrollment & Outcomes

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

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

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2020	**Fall 2019**	**Fall 2018**
Undergraduate Enrollment			
Freshman	340	402	394
Sophomore	373	330	314
Junior	231	240	213
Senior	364	357	330
Dual/Non-Degree	0	0	2
Sub Total	1308	1329	1253
Graduate Enrollment			
Masters	340	370	443
Doctoral	106	62	79
Graduate Certificate	0	0	15
Sub Total	446	432	537
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	1754	1761	1790

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification
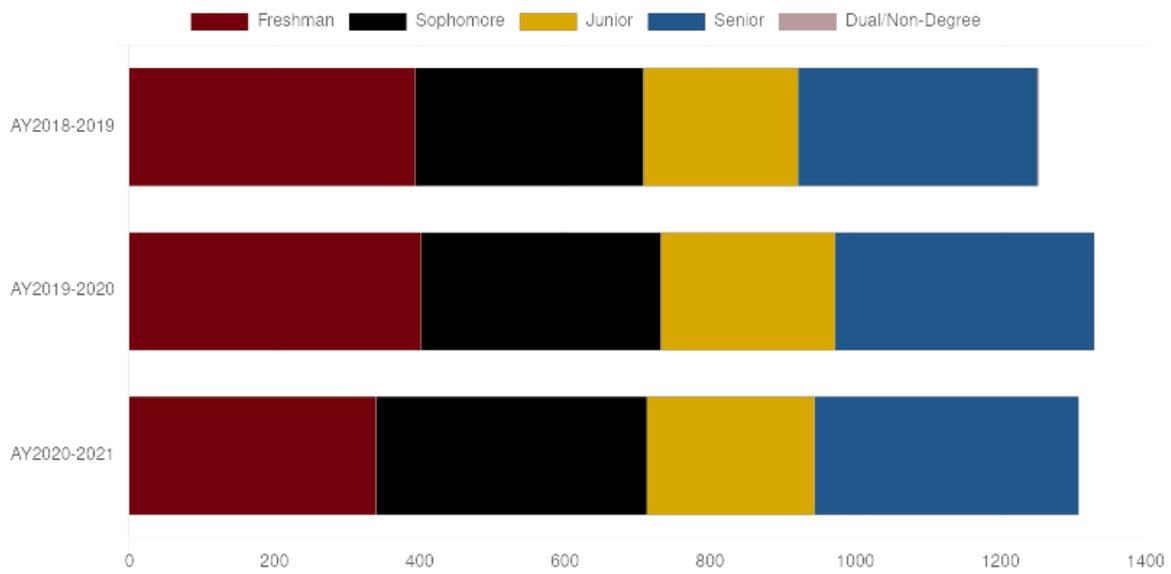
Illustration 4. Graduate/Professional Student Enrollment by Classification
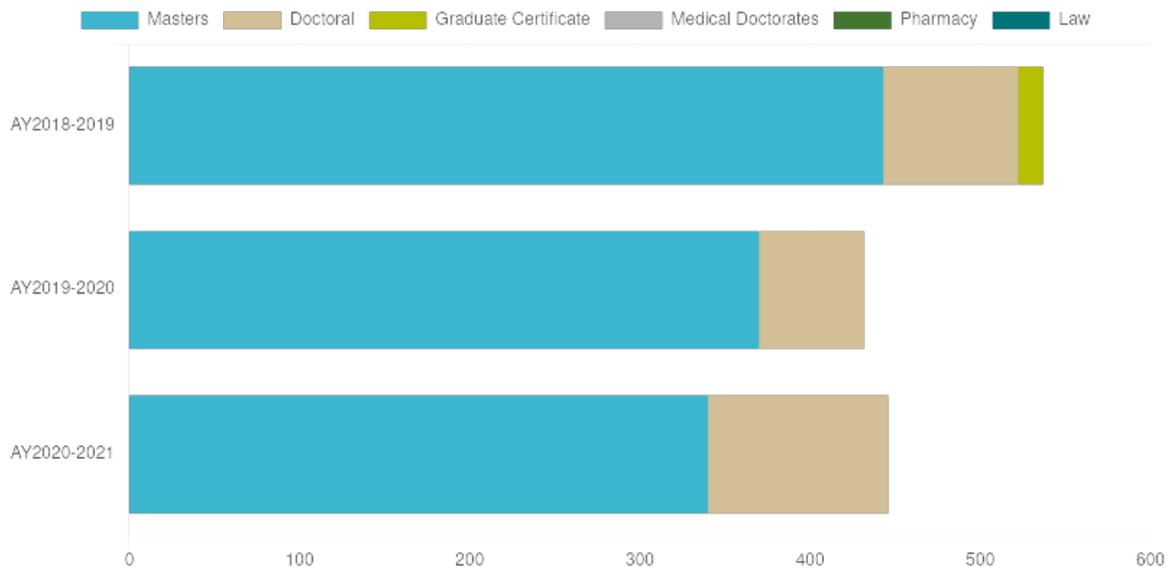
Student Enrollment & Outcomes

Illustration 5. Total Student Enrollment by Classification (All Levels)
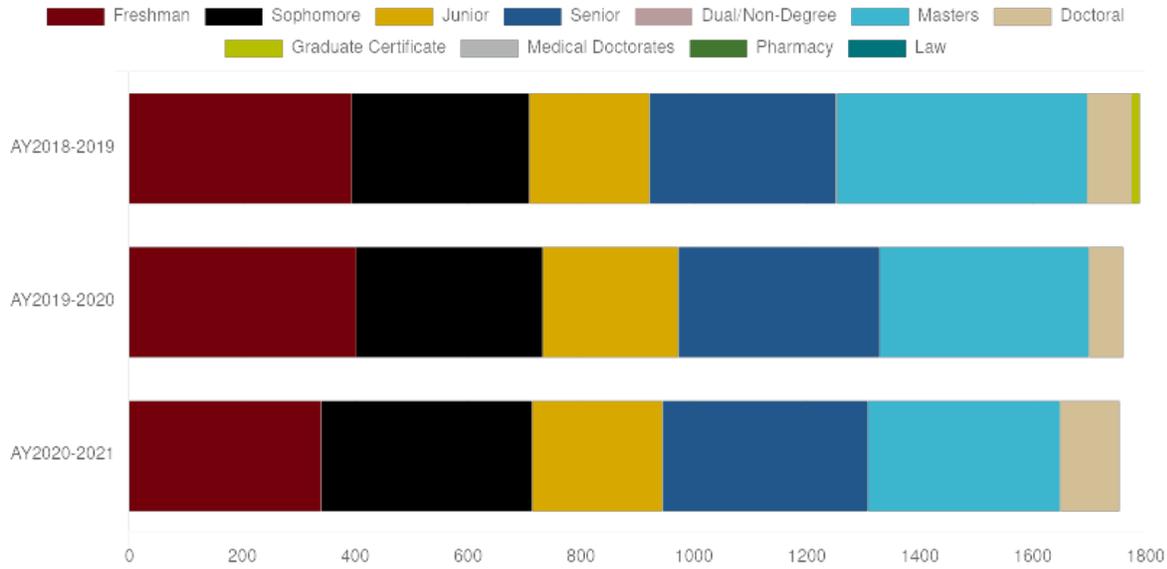
Enrollment by Time Status
Table 6. Student Enrollment by Level and Time Status

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	1308	1329	1252
Full-Time	1270	1276	1182
Part-Time	38	53	70
Graduate/Professional	446	432	538
Full-Time	78	45	103
Part-Time	368	387	435
Total - All Levels	1754	1761	1790
Full-Time	1348	1321	1285
Part-Time	406	440	505

Student Enrollment & Outcomes

Student Diversity by Gender

Table 7. Student Enrollment by Gender.

	Fall 2020	Fall 2019	Fall 2018
Undergraduate	1308	1329	1252
Female	1204	1230	1141
Male	104	99	111
Graduate/Professional	446	432	538
Female	398	379	487
Male	48	53	51

Illustration 6. Undergraduate Student Diversity by Gender

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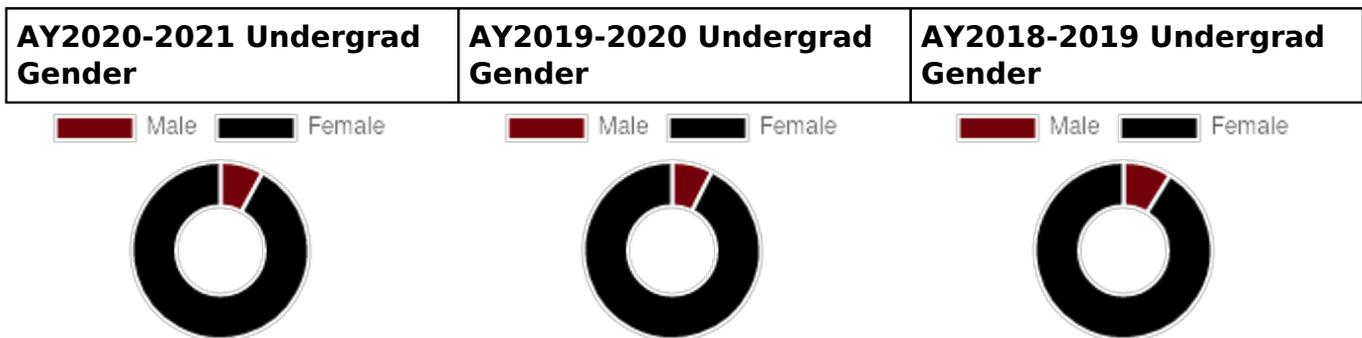
Illustration 7. Graduate/Professional Student Diversity by Gender

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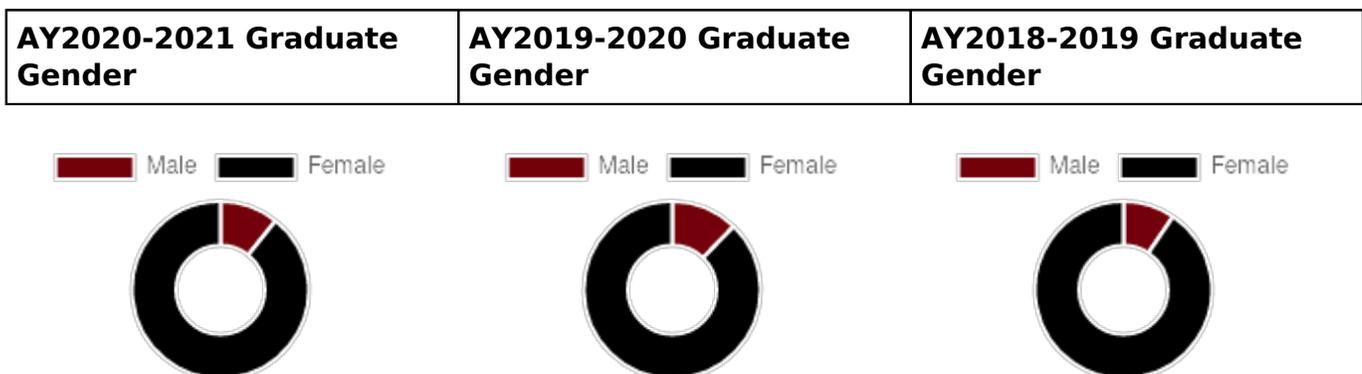
Student Enrollment & Outcomes

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

	Fall 2020	**Fall 2019**	**Fall 2018**
Undergraduate	1308	1329	1252
American Indian/Alaska Native	0	2	3
Asian	30	29	23
Black or African	96	92	91
Hispanic or Latino	69	66	47
Native Hawaiian or Other Pacific Islander	3	1	1
Nonresident Alien	3	2	1
Two or More Races	67	59	52
Unknown Race/Ethnicity	7	6	10
White	1033	1072	1024
Graduate/Professional	446	432	538
American Indian/Alaska Native	1	1	1
Asian	7	7	8
Black or African	63	62	73
Hispanic or Latino	12	9	11
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	3	3	2
Two or More Races	18	11	13
Unknown Race/Ethnicity	9	11	7
White	332	327	422

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity
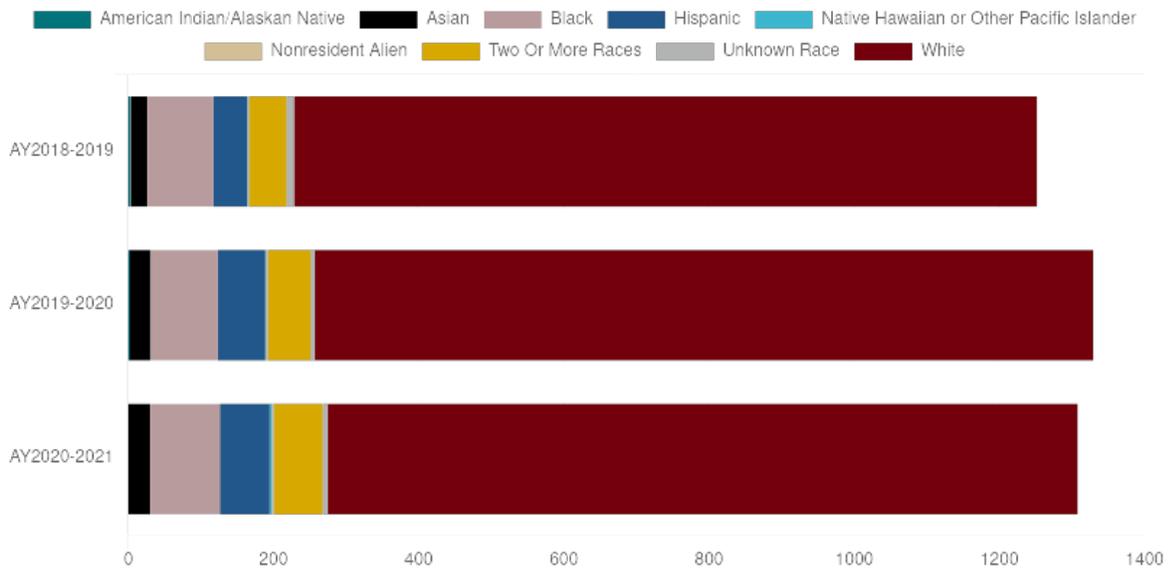
Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
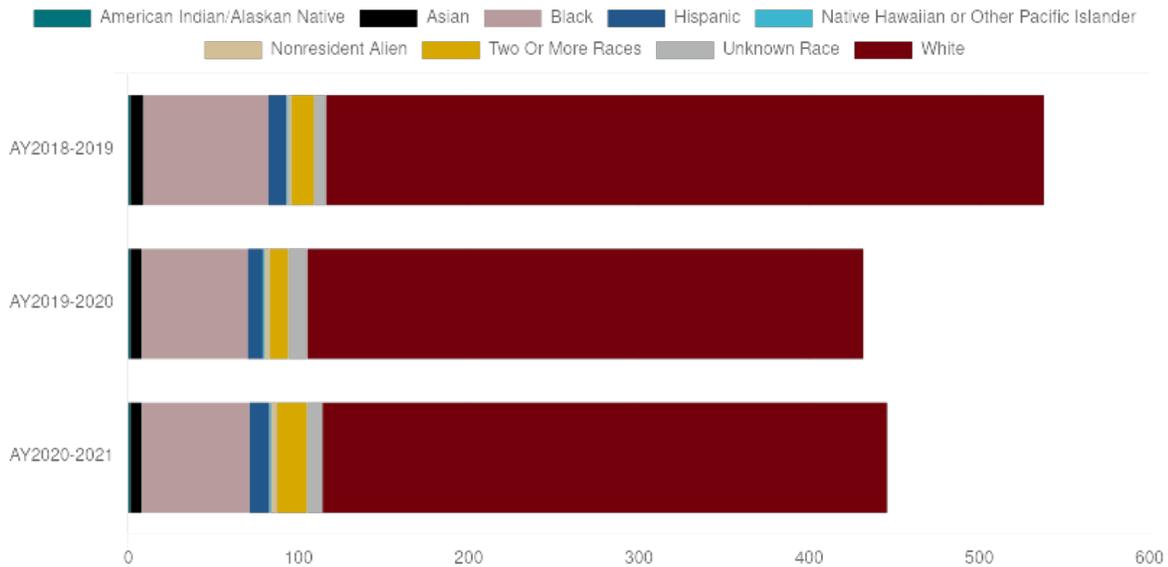
Student Enrollment & Outcomes

Undergraduate Retention

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

	First Year	Second Year
Fall 2019 Cohort	75.1%	15%
Fall 2018 Cohort	73%	16%
Fall 2017 Cohort	69.4%	19%

Illustration 10. Undergraduate Retention, First and Second Year

First Year

Second Year
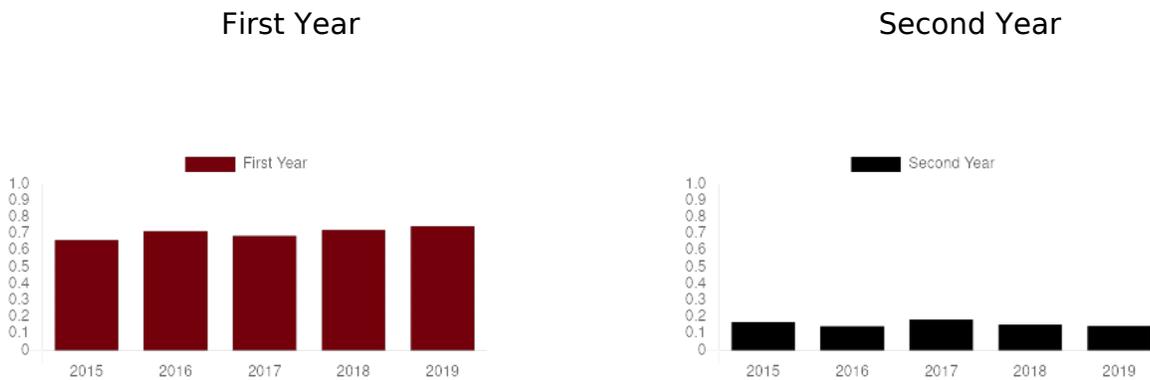
Student Completions

Graduation Rate - Undergraduate

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

	Fall 2020	Fall 2019	Fall 2018
4-Year Same Cohort	40.1%	36%	37.2%
4-Year Diff Cohort	16.6%	22.1%	25.3%
4-Year Total Cohort	56.7%	58.1%	62.5%
5-Year Same Cohort	44.4%	43.1%	41%
5-Year Diff Cohort	26.4%	30.7%	33.4%
5-Year Total Cohort	70.8%	73.8%	74.4%
6-Year Same Cohort	44.4%	43.4%	41%

Student Enrollment & Outcomes

6-Year Diff Cohort	27.4%	32.2%	34.5%
6-Year Total Cohort	71.8%	75.6%	75.5%

Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	Fall 2020	Fall 2019	Fall 2018
Associates Degree		0	0
Bachelors		235	224
Masters		123	232
Doctoral		20	32
Medical		0	0
Law		0	0
Pharmacy Doctorate		10	14
Graduate Certificate			

Illustration 11. Degrees Awarded by Level
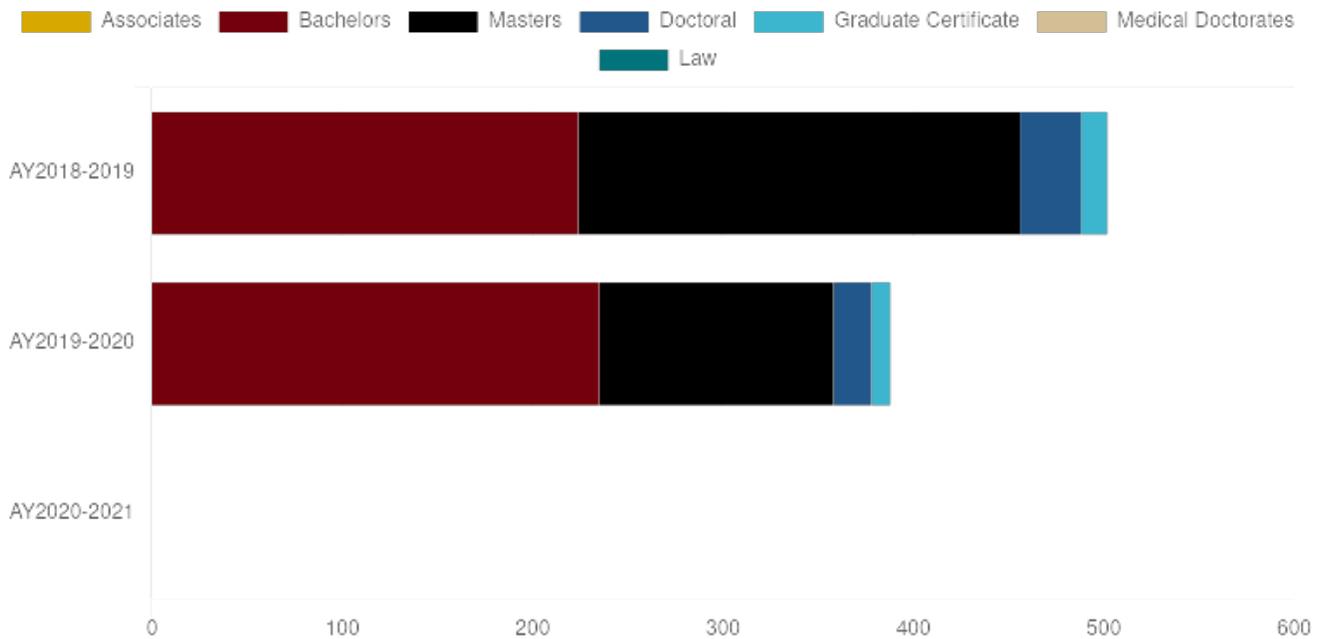
Faculty Awards Nominations

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

Research Award Nominations

Recipient(s)	Award	Organization
Pinto, Bernardine	SEC Faculty Achievement Award	Southeaster Conference
Wickersham, Karen	Victoria Mock New Investigator Award	Oncology Nursing Society

Faculty Awards Nominations

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

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

Faculty Awards Nominations

Other Award Nominations

Recipient(s)	Award	Organization
Deupree, Joy	Fellow in the American Academy of Nursing	American Academy of Nursing

Faculty Awards Received

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

Research Awards

Recipient(s)	Award	Organization
Abshire, Demetrius	New Investigator Award	UofSC College of Nursing
Abshire, Demetrius	Breakthrough Stars Award	USC VPR
Hughes, Ronda	Senior Investigator Award	UofSC Nursing
Jaja, Cheedy	Fellow in the American Academy of Nursing	American Academy of Nursing
Jones, Kate	New Scholar Award	UofSC Nursing
Pinto, Bernardine	Breakthrough Leadership in Research Award	USC VPR
Ribar, Alicia	Senior Scholar Award	UofSC Nursing
Scott, Ann	Outstanding Clinical Scholar Writhing Award	UofSC Nursing
Vick, Lori	Outstanding Clinical Scholar Writing Award	UofSC Nursing

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Jenerette, Coretta	Healthcare Hero Award	Sickle Cell Community Consortium
Jenerette, Coretta	2020 Sickle Cell Advocate of the Year: National Advocate of the Year	Sickle Cell 101
Pate, Leigh	Community Engagement Award	UofSC Nursing

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Custer, Sabra	Outstanding UG Teaching Award	UofSC Nursing
Jenerette, Coretta	Elected as a Fellow in the Academy of Nursing Education	National League of Nursing

Faculty Awards Received

Other Awards

Recipient(s)	Award	Organization
Cone, April	Collegiality & Collaboration Award	UofSC Nursing
Hein, Liam	Fellowship - Atlantic Institute (DEI)	Atlantic Institute - Oxford, UK
Jenerette, Coretta	Community Engagement Award	UofSC Nursing
Sutton, Suzanne	Faculty Innovation Award	UofSC Nursing
Deupree, Joy	Ambassador - Friends of the NINR	National Institutes of Nursing Institute
Deupree, Joy	Visionary Leader Award	UAB School of Nursing National Alumni Association

Alumni Engagement & Fundraising

Alumni

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

During FY20 and FY21, events hosted by the Office of Alumni Relations in an effort to engage and cultivate our alumni include:

- Coffee Chats - engaged alumni throughout the country during the COVID pandemic. Two coffee chats were hosted each month in May 2020, June 2020, and July 2020 (virtually due to COVID pandemic).
- Alumni Council Meeting hosted in December 2020. Outreach, Carolina Nurses at Work, and Mentoring committees met in December, and spring 2021.
- 2020 Alumni Awards and Wine Reception hosted in February 2021. 45 alumni and community members registered for the virtual event. We had 40 attendees.
- NCLEX Stress Relief Event hosted in January 2021 for December 2020 graduates.

The College of Nursing awards two alumni awards, the Outstanding Nurse Alumnus 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 Alumnus 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 are typically hosted each fall but the event was postponed in hopes of hosting a face-to-face event.

The College of Nursing's Alumni Council consists of 22 members and will welcome more in July 2021. This council serves as advocates who encourage and maintain a relationship between alumni and the college, advise the college on alumni programming, promote and cultivate leadership and support and advocate the needs and concerns of College of Nursing alumni. 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 will annually select and sponsor 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. The annual gala is postponed due to the current pandemic.

In conjunction with the Alumni Council's mentoring task force, the college is launching an alumnus-to-alumnus mentoring program with a focus on recent alumni (1-3 years out) 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. We hope to have the program fully launched in FY22. The program was delayed due to COVID and staffing changes.

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. We launched an alumni only newsletter in summer 2020 and it is sent out quarterly. Alumni news is shared regularly across all platforms. Permanent contact information is gathered from

Alumni Engagement & Fundraising

graduating undergraduate and graduate students across all programs, with a graduation gift made available from the Office of Alumni Engagement.

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
     - Conquer Cancer
     - Cancer Concern

Alumni Engagement & Fundraising

- 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 the 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 on April 21, 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, Monica DeLisa, until hire of HS AVP, 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:
Donor Relations/Stewardship/Events:
1.   Updated CON scholar/donor recognition wall weekly
2.   Continue to host Scholar Donor luncheon and CON Gala. Increase attendance to these events.
3.   Updates to Simulation Donor Wall
4.   Feature in newsletter and CON Magazine

Alumni Engagement & Fundraising

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. Executive Advisory Council Emerita Summer FY 20 with updated membership to EAC
3. Dean's Circle
4. Dean's student advisory boards (graduate and undergraduate)
5. Initiating new graduate programs (Nursing informatics, entry into practice, Nursing Education)
6. Diversity/Equity/Inclusivity
7. Expanding Telehealth, m-Health, and Data Science
8. Continuing to grow research – Cancer Survivorship, Chronic Health, Rural Health
9. 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 (Facebook: 6,049 likes, Instagram: 3,303 followers and Twitter: 1,518 followers) 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.
- Communications Coordinator took over all alumni communications, beginning October 1, 2020 to include:
- 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.

Community Engagement

Community Engagements and Community - Based Activities

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

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. On average, we have 50 students and 1-3 faculty per week volunteering at vaccination sites weekly in Spring, 2021.

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 (Andrews, Felder, Heiney) 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 to include England, Ireland, and Sierra Leone.

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 in 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

Community Engagement

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 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

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
- College of Pharmacy
- Psychology Department
- Interprofessional Education
- Research Consortium on Children and Families
- Library Science
- Darla Moore School of Business
- College of Education
- Center for Teaching Excellence
- Honors College
- Institute for Families in Society

We also produced a 3-part interprofessional video series: Calming the Chaos Around Us: A Resource for Caregivers during COVID-19 pandemic utilizing relationships developed with faculty from the Schools of Medicine and Education, distributed statewide to schools and churches.

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 Oncology Association
- SC Cancer Alliance
- Coalition for Access to Health Care
- USC Beaufort, Aiken, Upstate nursing programs
- Clemson University
- SC AHEC
- SC DHEC
- Workforce for Health Task Group
- SC Office for Healthcare Workforce Advisory Board
- Prisma Health - executive nursing, Children's Cancer Center, and various other offices
- SC Nurses Foundation
- Care Coordination Institute
- Community Medical Clinic of Kershaw County

Collaborations

- Choose Well Foundation
- Cooperative Health, formerly known as Eau Claire Cooperative Health
- SC Office of Rural Health
- Tri-County Health Network
- Alliance for Healthier SC

USA:

- American Association of Management Services
- American Association of Colleges of Nursing
- American Association of Nurse Practitioners
- American Society of Nephrology
- Augusta University
- Health Equity Leadership Institute, University of Wisconsin-Madison
- Johns Hopkins University
- Marquette University
- Memorial Sloan Kettering Cancer Center
- SAMHA Minority Fellowship Program
- Southern Regional Education Board
- St. Lukes Rehabilitation Institute, Spokane, Washington
- University of Georgia
- University of Kentucky
- University of Michigan Ann Arbor
- University of Southern Indiana
- Washington State University - College of Nursing and College of Medicine
- Duke Foundation
- University of Iowa

International:

- Evangelische Hochschule University Nuremberg
- King's College London - School of Medical Education
- University of Sierra Leone - College of Medicine and Allied Sciences
- 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.
New MOU signed with USC Beaufort for their BSN students to enter our new MSN Nursing Education (4+1).
New MOU signed with Claflin University for their bachelor students (non nursing) to enter our new Master's Entry into Practice Nursing (4+1).

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

1. Collaborate with Office of Undergraduate Admissions to identify and participate in pipeline programs to help underrepresented minorities discover nursing
2. Implement and improve holistic admissions across all programs
3. Explore and develop partnerships with Historically Black Colleges and Universities

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)

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 Undergraduate and Graduate/Professional Students

Most outcomes are not a significant issue in the CON. URM undergraduate and graduate

Equity and Diversity Plan

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 background UG students who can complete the program needs to improve. We are seeking funding to provide resources to support these students.

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. For example, we began a book club with the leadership reading White Fragility before the remainder of faculty and staff. Accountability is also increased by adding engagement to faculty and staff annual 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.

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. Resources include actual items like the Compass DEI toolkit, programming to support DEI, and webinars.

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, within 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.

Dashboard Metrics and Narrative

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 or 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

Our research expenditures had seen a steady growth from 2013 to 2018, and followed by a slight decline in 2019. We note several reasons: several large grants (which brought in higher indirect costs) had ended, and fewer submissions especially from senior faculty/year. At the end of calendar year, we have 3 NIH submissions from faculty at Assistant to Professor ranks, that are expected to be funded in early 2021 based on percentiles/scores. However, COVID 19 has impacted the submissions in 2020, in which 90% of our faculty are female and caregiving along with usual work expectations.

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	2020
NIH ranking	Not ranked	36 (31 in 2018)
US News/Grad Program	79	30
US News/Online Masters	Not ranked	#1
Doctoral prepared faculty	60%	99%

Dashboard Metrics and Narrative

Full time faculty	33	62
TT/Tenured faculty	11	22
Avg/Annual res rev/yr	$687,000	$3.9 million (2019)
PhD admits	0 in 2 yrs	6-10/yr in past 2 years
Total students	1358	1743
Doctoral graduates	9	20

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. We have 7 TT lines available and are currently recruiting. We would like to increase our total TT to 35 (an additional 6 lines over the next 2-3 years) with the goal of increasing our research productivity, doctoral enrollment/graduation, post docs, citations, etc. 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.

   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 a planned $22 million 50,000 sq foot education and research expansion for the East campus.

   4. A deeper dive into undergraduate education, financial costs, and capacity restraints:

Dashboard Metrics and Narrative

a. Tuition and fees for UG program: The tuition rate is the same as political science, hospitality, etc, yet are costs are much higher with required clinical training requirements, compliance requirements that are unique for each partner, and 1:8 faculty ratio required for clinical training. Further, nursing only received one half of health profession fees for lower division students, while our health science counterparts receive full health profession fees for freshmen, sophomores.

5. 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. 6 new/additional TT lines over 2-3 years
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

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 1percent in US in first time 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)
4) Faculty scholarly productivity
5) Philanthropy gifts

Other:
New national awards received by faculty (American Academy of Nursing, National League for Nursing)

Cool Stuff

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

Our cool stuff evolves around innovative teaching, including virtual simulations, new adaptive learning tools, integration of social determinants of health into curriculum, and innovations in online learning.

We continue our collaboration with the College of Engineering and Computing, to include data science/Big Data approaches to health, developing GPS applications for opioid substance abusers, developing warning devices and temperature monitoring devices with premature neonates, and several health promoting apps. We plan to publish this unique collaboration in the near future.

Our telehealth training with NPs, Social Work, and Pharmacy students is a unique model, originating from our Center for Connected Health. We want to continue to push the bar with telehealth access to rural and underserved areas to promote access to health care.

Our international collaborations are growing with Sierre Leone, and reciprocal exchanges with InHolland University.

Appendix A. Research & Scholarly Activity

Office of Research
IT and Data Management Office

College of Nursing
Summary of Awards

SAM ACTIVITY	FY2016	FY2017	FY2018	FY2019	FY2020	% Change (Avg.16-19) & FY2020
Division Award Totals	*2,304,683*	*2,623,326*	*3,977,524*	*3,042,943*	*2,856,586*	*(4.4)*
Source						
Federal	2,055,920	1,591,538	1,748,119	2,283,096	2,361,944	23.0
Private	248,763	1,008,846	2,193,405	759,847	494,642	(53.0)
State/Local	0	22,942	0	0	0	(100.0)
Proposals						
Submissions	39	32	31	36	43	24.61
Dollars Requested	5,640,067	6,830,306	5,055,149	5,865,640	5,858,110	0.2

Awards by Source
5 Year Average

State/Local, 4,588
Private, 941,101
Federal, 2,008,123