



# GRADUATE PROGRAM GOVERNANCE DOCUMENT

*Guiding Philosophy and Governance Responsibilities  
for the Graduate Program in Pharmaceutical Sciences*

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## I. Program Mission, Values, Outcomes and Competencies

### Mission

The Graduate Program in Pharmaceutical Sciences at the UNC Eshelman School of Pharmacy aspires to improve human health through innovations in research, education, and practice.

### Values

Our School recognizes that Pharmaceutical Sciences extends from drug discovery to direct patient care. We provide a contemporary learning environment where our graduate students are viewed as colleagues-in-training, and our program is designed to advance future generations of leaders and innovators in the pharmaceutical sciences. Specifically, we value:

- Development of exemplary researchers with diverse perspectives and experiences that solve critical problems in human health
- Training innovators who define and advance the cutting edge of the pharmaceutical sciences
- Producing leaders who continually strive for a positive impact on the health and well-being of society.
- Cultivating life-long learners who recognize and embrace opportunities in rapidly changing multidisciplinary environments

### Outcomes

- Students will Develop Scientific and Technological Literacy and Conduct Original Research
- Students will Develop Communication, Leadership, and Professional Competencies

### Core Competencies

#### *Scientific and Technological Literacy and Conduct Original Research*

- Develop specialized expertise in at least one sub-discipline of the pharmaceutical sciences.
- Acquire interdisciplinary literacy to suggest multiple conceptual and methodological approaches to a complex research problem.
- Identify an important problem and articulate an original research question.
- Design a research strategy, including relevant quantitative, analytical, or theoretical approaches to explore components of the problem and address the question.
- Evaluate outcomes of each experiment or study component and select which outcomes to pursue and how to do so through an iterative process.
- Adopt rigorous standards of investigation and acquire mastery of the quantitative, analytical, technical, and technological skills required to conduct successful research in pharmaceutical sciences.
- Learn and apply professional norms and practices of pharmaceutical scientists, the ethical responsibilities of scientists in professional activities and in relationship to the rest of society, as well as ethical standards that will lead to principled character and conduct.

#### *Communication, Leadership, and Professional Competencies*

- Demonstrate the ability to work in collaborative and team settings involving colleagues with expertise in other disciplines and from diverse cultural and disciplinary backgrounds.
- Demonstrate the ability to communicate, both orally and in written form, the significance and impact of a study or a body of work to all STEM professionals, other sectors that may utilize the results, and the public at large.
- Demonstrate professional competencies, such as interpersonal communication, business, project management, entrepreneurial, or pedagogical skills needed to excel in leadership positions in diverse environments within the pharmaceutical sciences.

### **Graduate Program Faculty**

The School of Pharmacy's tenured and tenure-track faculty, and fixed-term faculty who are recognized by the Graduate School as special appointed regular graduate faculty, are considered Graduate Program Faculty and eligible to participate in matters of graduate program governance. Many fixed-term faculty contribute to the training and education of graduate students and, therefore, make significant contributions to the governance of the graduate program. Divisions may nominate any fixed-term faculty member from their Division for recognition by the Graduate School as special appointed regular graduate faculty. Graduate School fixed-term appointees to The Graduate Faculty may serve on committees of students and, at the request of the program and approval of The Graduate School, may chair a committee. Examples of these appointees include, but are not limited to, scientists working in industry, nonprofit research organizations, government agencies (e.g., FDA, CDC, NIH), faculty emeriti, fixed-term faculty, scholars from other institutions, independent scholars, and practitioners. Fixed-term faculty nominations are made by GPCs using the Graduate School's system which requires a nominating letter and CV. In addition, for non-academic nominees a non-disclosure agreement must be signed and by the nominee and shared with the DGS and ESOP Director of Compliance.

At the UNC Eshelman School of Pharmacy (School), we believe that faculty play a critical role in development of students as researchers, colleagues, and leaders. Graduate faculty must take an active role in mentoring students to ensure that students master our core competencies. Our faculty represent a strong tradition of academic excellence and must take measurable steps toward ensuring that the graduate program maintains excellence. All regular members of the Graduate Faculty in the School add value to graduate program retreats and meetings. Moreover, the graduate program is enhanced when faculty actively participate in activities related to the graduate program such as program assessment, document reviews and self-studies. While the advisor and student relationship is at the core of the graduate training, many individuals are involved in the development and support of our graduate students included promoting the well-being of individual students and the Program as a whole.

### **Diversity Philosophy**

The graduate program strives to be a diverse and inclusive community that recognizes the vital role diversity of views, genders, races, ethnic backgrounds, and experiences of its faculty, staff, and students contribute to executing the School's mission. A primary mission of the Office of Organizational Diversity and Inclusion at the School is to recruit, retain, and develop the next generation of leaders. We envision a school that reflects, in all its dimensions, the population it serves.

### **Assessment Philosophy**

We are committed to the design and implementation of assessments that inform ongoing quality

improvement of the graduate program. As such, we will take measurable steps to ensure that processes are in place to collect, analyze, and use data to advance graduate training and curriculum effectiveness. Assessment will be an iterative and ongoing process that evaluates academic quality, informs program planning and development, and supports decision-making in areas that reflect the graduate program core philosophy and vision. This work will serve to document student learning in the graduate program and promote efforts toward improving outcomes.

### **Recruitment and Admission Philosophy**

The School prides itself on its faculty who are leaders and innovators in science, teaching, and clinical practice and on its students recruited from among the best and brightest applicants to our programs. We value intentional connections with students, timely communication, and offering students a variety of opportunities for multi-disciplinary training. We strive to recruit students with diverse perspectives and experiences. We believe that recruitment plays a critical role in identifying and attracting top-quality talent that will carry forward our tradition of academic excellence. Recruiting at the School is a shared responsibility between students, faculty, and key stakeholders (e.g., alumni) and should be pursued as an ongoing opportunity through networking at professional meetings, recruitment visits to Universities and Colleges, especially at the local level, and other outreach events. Identifying and admitting the best and brightest students will allow our program to maintain excellence and to reach its full potential. An excellent graduate program provides students and faculty with a competitive advantage, and strategically positions the School as a model institution for educational innovation and excellence.

### **Graduate Program Funding Model (To be approved)**

The financial model to fund students in the Pharmaceutical Sciences PhD program, including stipend, tuition, insurance, and student fees, is designed to ensure effective support of the PhD program from the time students matriculate to when they graduate, provided they are making satisfactory progress. All students that enter the Pharmaceutical Sciences PhD program through direct recruitment will receive a standard stipend, as determined at the beginning of each fiscal year by the Dean. Students that enter through Biological & Biomedical Sciences Program (BBSP) will receive the BBSP standard stipend. Students from other programs will follow the policies of the student's PhD program. There are several sources of funding. During Year 1 of the PhD program, most students will be funded from either the Graduate Student Fund (GSF) or a recruitment fellowship from the Pharmacy Foundation or Graduate School. Less common funding sources include external fellowships or training grants. On rare occasions when approved by the Assistant Dean for Graduate Education, students are self-supported or are directly supported by a research group. The primary sources of graduate support after the first year are external grants and/or contracts to Pharmaceutical Sciences faculty, fellowships, training grants, or teaching assistantships (TAs). It is expected that the faculty advisor will support students from their grants and/or contracts beginning at the time a student joins the faculty member's lab unless the student is supported by a fellowship or training grant. In the case the fellowship or other source of stipend (e.g., TA support from the College) is lower than the Pharmaceutical Sciences or BBSP stipend, the faculty advisor or GSF account will cover the difference depending on the situation.

#### *Graduate Student Fund (GSF)*

The GSF is a division-level trust account. To fund the GSF, the Dean's office will automatically allot the equivalent of a percentage, currently 10%, of each Division's cumulative salary recovery and F&A per year, averaged over the previous three (3) years. In addition, Chairs should ensure that the GSF is enriched by School start-up funds from the Dean's Office for new faculty hires to allow recruitment of students to new faculty investigators and in recognition of the fact that the grants of new senior faculty hires will not be

fully accounted for in the GSF until after Year 3. While the amount of the “new hire” contribution to the GSF will vary, it is recommended that enough money to support one student be added to the GSF for each new hire for 1-3 years.

The GSF is designated primarily to support students enrolled in the Pharmaceutical Sciences graduate program. The primary GSF expenses include support of Pharmaceutical Sciences students during the first year before they are supported by PI grants or other awards, BBSP payback for Years 2-4 for students that matriculate into School of Pharmacy faculty labs including students in other programs associated with BBSP, TA support for PhD courses, and to help offset the cost of senior students by covering student fees that are not covered by other resources (e.g., first-year fellowships, training grants and other fellowships). The GSF can cover stipends, in-state tuition, health insurance, and other needs related to student support. The GSF will be used for standard Tuition Remission (“TR”) and in state tuition awards, which are provided annually by the Graduate School, for students funded by the GSF in the unexpected event that the Graduate School tuition awards do not cover these tuition needs. The GSF will not be used for Eshelman and Ferguson fellowships, which remain the responsibility of the School through support from the Pharmacy Foundation.

### **GSF Accountability and Responsibility**

#### *Divisions*

To estimate the recruitment class size, DDGAs will survey the Division faculty before December 1 to determine who has grant and/or contract support and interest in training a graduate student. Additional information including the number of current BBSP students and ongoing BBSP student rotations, the success of students for first-year recruitment fellowships available through the School and University, additional tuition remission expenses for international students or domestic students who have not become NC residents, unexpected gaps in external funding by a faculty advisor in the Division, unanticipated changes in faculty advisors to a faculty member without external funding to support a student, and potential TA support will be summarized annually by each division to guide their enrollment decisions for the following year. This information will be used to prepare a budget in consultation with the Assistant Dean for Graduate Education. A master budget including GSF, Graduate School support, Foundation support, and other support from recruitment and related centrally funded graduate student expenses will be finalized by April 30th.

#### *Business Office*

The Business Office will provide to each division a summary of the Divisions GSF account and PI-funding projections for the next 3-years by December 1st each year to help determine fund available to support recruitment.

*Associate Dean for Research and Graduate Education, Assistant Dean for Graduate Education (DGS), Office of Curricular and Student Affairs (OSA), and GEC*

The Associate Dean for Research and Graduate Education and the Assistant Dean for Graduate Education will be responsible for tuition remission allocation and will monitor each division’s TR use, which will be shared with the Divisions annually. Oversight for the Divisional graduate programs, including monitoring financial resources and stability, is the responsibility of the GEC. The DGS and OSA will work with and monitor each Division’s plans for the budgeting of student support, admissions, progression, and graduation as it relates to the GSF. The DGS, in consultation with the Associate Dean and GEC will submit a full budget proposal for all centrally used resources for the PhD to the Executive Vice Dean and Chief

Operating Officer by May of each year.

#### *Office of the Dean*

The GSF allocation will be provided to Divisions as part of each fiscal year allocation.

#### *Pharmacy Foundation*

The Pharmacy Foundation will pay competitive Eshelman and Ferguson Fellowships based on the availability of funds. The Eshelman Fellowship will cover stipend, in state tuition, insurance, fees and a bonus, currently \$5,000. The Ferguson Fellowship will cover stipend and other costs will be supported by other sources, to be determined annually during the budget planning phase.

#### *GSF Budget*

Annual GSF = 10% of Division's 3-Year Average Salary Savings and F&A

#### Allowable Expenses:

- 1st Year Student Support: \$ 31,000 (current 2022 stipend)
- BBSP Annual Payback: variable, typically between \$5,500 and \$7,500 per student
- Any TR overage not reimbursed by the Graduate School in the event this happens
- Other financial needs associated with student support. For example, senior student support if a PI has a gap in funding or is no longer available to train a student and no other source of funding can be identified.

## **II. Program Roles and Responsibilities**

### **Graduate Education Committee (GEC)**

The Graduate Education Committee (GEC) is a leadership team comprised of Division Directors of Graduate Studies (DDGS), Division Directors of Graduate Admission (DDGA), the Assistant Dean for Graduate Education and Director of Graduate Studies (DGS), the Assistant Director of Student Affairs, and student leadership position representatives. This committee provides a consistent conduit of communication to all Program stakeholders, while ensuring best practices in the areas of recruitment/admission and program administration.

#### *Recruitment/Admission*

- Develop strategies and coordinate recruitment efforts with the Assistant Director of Student Affairs, DDGA, and DDGS.
- Assist Office of Curricular and Student Affairs (OCSA) and DGS in the planning of recruitment weekend activities and ensuring diversity and program needs are considered during recruitment.
- Ensure admissions decisions and fellowship funding follow appropriate policies and guidelines.
- Provide oversight for graduate recruitment information on the website and in printed material.

#### *Program Administration*

- Promote and support graduate programs of distinction and stimulate excellence in individual as well as collaborative research among graduate students.
- Assess compliance with the Graduate School and the UNC Eshelman School of Pharmacy policies on:
  - o Admission

- o Progression
- o Graduation
- Provide oversight on curricular issues.
- Review/approve proposals for new courses or changes to existing courses.
- Review faculty and course coordinators self-reflections for graduate courses flagged as “warrants further review” by the Office of Strategic Planning and Assessment with recommendations for approval or additional course modification.
- Provide recognition of excellence for graduate courses flagged as “worthy of recognition”.
- Formulate graduate program related policies (e.g., external employment, stipend levels).
- Assist DGS in planning graduate program events such as orientation, research conferences, and the Annual Graduate Program Retreat.
- Assist DGS in preparing and updating Graduate Program Handbook and Graduate Program Governance Document.
- Assist DGS in ensuring the quality and accuracy of the graduate program website.
- Participate in the external graduate program review.
- Liaise with the Graduate Student Organization to ensure student perspectives are accounted for in graduate education processes and policies.

#### **Executive Vice Dean/Chief Academic Officer**

The Executive Vice Dean/Chief Academic Officer ensures aspects of the School’s strategic plan related to graduate education are effectively performed, via oversight and guidance of the Office of Research and Graduate Education.

- Provide oversight of the Office of Research and Graduate Education.
- Implement all aspects of the School’s strategic plan as it relates to the graduate program.
- Establish a culture of innovation in research and teaching.

#### **Associate Dean for Research and Graduate Education**

The Associate Dean for Research and Graduate Education is the highest-ranking School Officer who oversees the research and graduate education activities. The Associate Dean advises the Dean on how to improve graduate education and supervises the DGS to implement proposed changes to the program.

- Define the vision of the graduate program and share a clear strategic direction with graduate students and faculty.
- Use assessment tools to ensure that the educational experience of graduate students is of the highest quality.
- Advocate for the graduate program to the Executive Committee.
- Maintain a unified graduate program in pharmaceutical sciences based on the core competencies.
- Provide budget oversight of the graduate program.
- Identify and create new graduate training opportunities, including the development of training grants.
- Build relationships with private and public sponsors that support graduate training.
- Promote the graduate program nationally and internationally and develop strategic alliances.
- Ensure that faculty and Divisions are providing opportunity for the students to achieve the core competencies consistent with our program values.
- Act as an ex-officio member of the GEC.

#### **Assistant Dean of Graduate Education and Director of Graduate Studies (DGS)**

The Assistant Dean & Director of Graduate Studies (DGS) is responsible for providing general oversight and leadership for the Graduate Program. The DGS coordinates core initiatives (e.g. five-year review) and liaises with School leadership, including the GEC, Associate Dean for Research and Graduate Education, and the Executive Committee.

- Provide leadership to sustain and advance the Graduate Program in Pharmaceutical Sciences.
- Assume oversight for the Graduate Program including budget, recruitment, admissions, progression, and graduation.
- Serve as a point of contact for graduate students.
- Work with Center for Innovative Pharmacy Education and Research (CiPhER) in the School to improve the quality of graduate teaching, through the use of technology and innovative educational tools.
- Provide an on-going assessment of the status of Action Steps and Key Performance Indicators in the School's Strategic Plan that pertain to aspects of the Graduate Program.
- Manage personnel and functions in the OCSA and GEC.
- Work with the Associate Dean for Research and Graduate Education to develop and/or identify funding mechanisms to support the Graduate Program including the coordination of training grant submissions and to organize the Annual Graduate Program Retreat.
- Keep the Associate Dean for Research and Graduate Education and the Executive Committee informed of any matters that significantly impact the Graduate Program.
- Ensure that faculty and Divisions are providing opportunity for the students to achieve the core competencies consistent with our program values.

#### **Assistant Director of the Office of Curricular and Student Affairs for Graduate Studies**

The Assistant Director of the Office of Curricular and Student Affairs serves as a student service specialist in collaboration with divisional administrative assistants to ensure timely, courteous, and accurate assistance and information sharing and acts in the best interest of the student.

- Serve as the initial contact for graduate program applicants and respond to application inquiries.
- Provide oversight for recruitment efforts, including event coordination, print materials, and minority student recruitment.
- Serve as a student resource related to day-to-day operations surrounding items such as health insurance, financials, registration, graduation, and policy interpretation.
- Develop and maintain graduate program processes and ensure continuous quality improvement of workflows in collaboration with the divisional administrative assistants.
- Manage graduate program events including Recruitment Weekend, award recognition, orientation, orientation picnic, alumni receptions, and graduate program retreat.
- Encourage professional and career development through 1:1 advising and skill development opportunities and promotion.
- Provide support to DGS/GEC, including scheduling meetings, setting agendas, and taking minutes for GEC meetings, and assisting in preparing and compiling data for graduate program Outcomes Assessment Report and Graduate School's Program review.
- Work with DDGS's to monitor North Carolina (NC) residency status and ensure timely conversion to NC residency for eligible students through workshop promotion and application review.
- Work with the UNC School of Pharmacy Alumni Association to ensure database accuracy through a graduation/career exit survey and ongoing alumni-student engagement.

#### **Division Chairs (or Vice Chair Designate)**

The Division Chairs uphold the values of the graduate program in pharmaceutical sciences to ensure that students within their Division have the opportunities for training to become exemplary researchers,

innovators, leaders, and life-long learners. They oversee their program such that graduate students have training opportunities to develop both the program's core competencies in addition to Division-specific competencies. Their activities include the following:

#### *Curriculum and Professional Development*

- Assess graduate training needs and support the implementation of new courses or curricula.
- Review and approve proposals for new courses or changes to existing courses prior to presentation to the GEC.
- Ensure that faculty and graduate program curriculum are providing or facilitate opportunity for the students to achieve the core competencies consistent with our program values.

#### *Research*

- Mentor faculty who serve as Dissertation Advisors.
- Facilitate collaboration and sharing of resources among Division faculty.
- Review and consider providing Division-sponsored professional travel for students.

#### *Administration*

- Initiate graduate program strategic planning and oversee handbook revisions from DDGS.
- Assign faculty to serve terms as DDGS and DDGA and ensure succession planning for smooth transitions.
- Determine annual student recruitment needs and capacity for the Division in consultation with the DDGS.
- Ensure the financial support of all graduate students in good academic standing in the Division.
- Oversee student progression in conjunction with the DDGS and Division faculty.
- Participate in orientation activities for incoming graduate students.
- Mediate and take corrective actions on grievances and problems between faculty and students.
- Provide resources to support graduate program-related activities.
- Support the self-study and external review.

#### **Division Director of Graduate Studies (DDGS)**

The DDGS is responsible for encouraging and overseeing the implementation of the Graduate Program outcomes and core competencies as they relate to each Division. The roles of DDGS and DDGA are considered different responsibilities but may be maintained under the jurisdiction of one person.

- Serve as a divisional resource and advocate for graduate students.
- Cultivate a climate of approachability that encourages students to ask questions and seek assistance.
- Oversee the development and execution of qualifying exams.
- Serve as an advisor for first-year students until a dissertation advisor is selected.
- Serve as the authorizer for various graduate student decisions and functions within the Divisions program.
- Lead efforts to revise, maintain, and evaluate the academic requirements and standards of the graduate program.
- Participate as a member of the GEC.
- Provide the initial response to most graduate student situations, including grade appeals, grievances, or mentoring/advising issues.
- Monitor student progression through key milestones, such as comprehensive exams and proposal defenses. Ensure adherence to University and Graduate School guidelines such as time to degree

limits, continuous enrollment, and grade change deadlines.

- Serve as a resource on graduate school and the UNC Eshelman School of Pharmacy policies and procedures. Work closely with the Assistant Director of Student Affairs on policies and procedures.
- Serve as a knowledge base about campus services.
- Coordinate efforts to encourage students to apply for external funding and grants, in conjunction with the students' primary advisor. Serve as a resource for students regarding available funding sources and resources to assist them in identifying funding opportunities and with grant writing.
- Support professional development activities for graduate students, including program-specific activities as well as promoting University/Graduate School activities. Identify ways to coordinate or assist with career planning at the program level, extending into tracking career placements and alumni affairs.
- Work with the Division Chair to ensure that graduate students are financially supported through service assistantships within the program or in other areas of the University, or through internal or external nonservice fellowships.
- Participate in graduate student selection processes for identifying students to be nominated for Graduate School fellowships and applicants for recruitment fellowships.
- Encourage students who can achieve in-state residency to make timely application for NC state residency status.
- Oversee the logistics of rotation advisor selection and ensure the student completes a rotation report.
- Work with Division faculty to ensure the students can achieve the core competencies consistent with our program values.
- Use the [Graduate Handbook](#)

#### **Division Director of Graduate Admissions (DDGA)**

The roles of DDGS and DDGA are considered different responsibilities but may be maintained under the jurisdiction of one person.

- Coordinate prospective student recruitment efforts within the Division.
- Serve as the primary contact person in the Division for all external inquiries related to the graduate program admissions processes.
- Coordinate 'Recruitment Weekend' activities and assessment of applicants within the Division.
- Communicate recommendations for admission decisions to the Director of Admission cc'ing the AD of the Office of Student and Curricular Affairs and to those applicants recommended for admission.
- Participate in graduate student selection processes for identifying students to be nominated for Graduate School fellowships, and awards with limited nominations. Nominate enrolled students for fellowships and awards and applicants for recruitment fellowships. Use the [Fellowships and Funding Handbook](#) as a key resource for policy and process information.
- Serve as a member of GEC.

#### **Divisional Graduate Program Coordinator**

A Division's Graduate Program Coordinator (GPC) is the "go-to" person and post point of contact for information and assistance. In addition to their responsibilities for the graduate program processes that help manage the student training experience, GPC's are knowledgeable of the School's processes related to human resources, financials, travel, student-affairs services, and day-to-day operations.

- Work with DDGA on prospective student recruitment efforts within the Division and Division 'Recruitment Weekend' activities.

- Handle all HR actions for graduate students
- Assemble all progressions data for each of the Divisions students in progression sheets and communicate progression issues to DDGS
- Handle all HR actions for graduate students

### **Dissertation Advisors (Faculty Mentors)**

The success of graduate research is dependent upon strong mentoring by a dissertation research advisor. Dissertation advisors shall endeavor to promote strong partnerships with graduate students in an effort to develop innovative researchers who seek to solve critical health problems, strive for a positive influence on the well-being of society, and become life-long learners who embrace the challenges of a multidisciplinary environment. The following points are responsibilities of the dissertation advisor and a more detailed list of expectations for advisors and students is located in the appendix:

- Provide honest guidance, establish achievable milestones, and supply constructive feedback for their students regarding academic advancement, research progression, and professional goals, independently and in consultation with other Student Advisory Committee (SAC) or Dissertation Committee (DC) members.
- Serve as a role model for creativity, critical thinking, and professional behavior.
- Strive to act in the best interests of each student's professional development and preparation for a future career.
- Acknowledge the unique qualities of each student's background, talents, and goals.
- Respect each student as a developing colleague and allow opportunities for self-direction and independent problem solving.
- Institute frequent student meetings (e.g., group meetings, journal clubs, one-on-one meetings) to evaluate research progress, provide a platform for research presentation, critically discuss science, and/or assign performance goals.
- Promote strict adherence to the University Honor Code in all facets of student progression through the graduate program.
- Encourage and support student efforts to fulfill specific program requirements in a manner that is timely and consistent with their respective Division Handbook.
- Support interdisciplinary interactions with lab members, colleagues and/or other members of the scientific community.
- Nurture and facilitate student contributions to the scientific community, presentations at research conferences, publications in peer-reviewed journals, and pursuit of fellowships.
- Advise and assist students in identifying and applying for post-graduate positions, and support their applications with honest and effective recommendations.
- Work closely with the student's DC chair, which must be a different member of the student's DC than the dissertation advisor.
- Review and discuss an Individual Career Development plan for the student early in a student's graduate career, reaching a mutual understanding of steps that the advisor and student can take to help the student achieve their professional and career goals.
- Work with the students to take measurable steps towards achieving the core competencies consistent with our program values.

### **Dissertation Committee Chairs**

The UNC Eshelman School of Pharmacy believes that it is in the student's best interest for the dissertation research advisor to not serve as the student's dissertation committee chair. Therefore, the dissertation committee chair is identified in consultation with the student's dissertation research advisor.

- Oversee dissertation committee meetings and associated documentation.
- Serve as an additional advocate to the student outside of the student's dissertation advisor.
- Support student well-being.

### **Graduate Students**

Graduate students have the opportunity to advance their personal careers as well as the stature of the graduate program. As colleagues in training, students are expected to uphold the highest standards of professional and ethical behavior. They should approach problems objectively as well as develop and test hypotheses creatively. Finally, students are encouraged to take initiative to discover science-related professional opportunities. Outlined below are the expectations and responsibilities of graduate students as they progress through the graduate program in Pharmaceutical Sciences advisor and a more detailed list of expectations for advisors and students is located in the appendix.

- Strictly adhere to the University Honor Code.
- Fulfill specific program requirements in a manner that is timely and consistent.
- Work diligently to develop themselves as scientists and scholars, by aggressively seeking external funding sources and scholarship opportunities, presenting work at research conferences, and publishing in peer-reviewed journals.
- Contribute to the School and greater University campus and affiliated medical centers through participation in student and faculty recruitment efforts, and service in relevant organizations and committees.
- Provide constructive feedback about their graduate experiences in order to improve and enhance the program, including completion of course and instructor evaluations.
- Seek teaching opportunities inside and outside the laboratory.
- Identify short and long term career goals as part of an Individual Development Plan.
- Take measurable steps to achieve the core competencies consistent with our program values.
- Manage their own well-being, communicate concerns, and seek resources through the OCSA, the Eshelman Care Team, Division GPC and other sources.

### **III. Professional and Career Development**

Professional and career development encompasses a wide range of activities and programs. We believe that professional and career development can be formal or informal, group-based or individual, and internal or external to the School. Ensuring that graduate students engage in activities targeting skills requisite for success as professionals is critical for ensuring that our program and alumni remain at the forefront of the pharmaceutical sciences. At the UNC Eshelman School of Pharmacy, professional and career development is a shared responsibility between the student and graduate program faculty. To supplement the research environment, professional and career development activities should be pursued by the graduate student. The Assistant Director of Student Affairs, DGS, DDGS, Advisor, DC Chair, Training Initiatives in Biomedical & Biological Sciences (TIBBS), and UNC Graduate School Professional Development Program are resources for information regarding opportunities related to professional and career development. Examples of common professional and career development activities include participation in: conferences, organized seminars and networking events, external internships, clinical internships, workshops organized by professional conferences, professional development courses through the UNC Graduate School (Graduate Certificate in Innovation, Leadership and Management e.g.), the ESOP Graduate

Student Organization (GSO), the UNC Graduate and Professional Student Government, the American Association of Pharmaceutical Scientists (AAPS), and the Training Initiatives in Biomedical & Biological Sciences (TIBBS).

Students are expected to develop an Individual Development Plan that is consistent with the graduate program's core competencies and values. The following sections describe specific professional and career development activities that may be of interest to our graduate students, including laboratory rotations, internships, and teaching.

### **Internship Philosophy**

Students are encouraged to participate in a professional internship program as part of their development as colleagues in training. Through internships, students can build perspective on the application of their scientific training, practice problem solving, and communication in interdisciplinary collaborative environments, as well as grow awareness of various professional roles and career pathways in the scientific community. Exposure to professional opportunities through internships can facilitate the successful transition from student to professional and enhance the students' appreciation and understanding of their scientific training.

### **Lab Rotations**

Laboratory rotations provide a critical developmental opportunity for students to explore different experiences, learn new techniques, and appreciate variance in an advisors' mentoring style. Students should have the opportunity to engage in diverse experiences directed by various faculty members, including and in addition to the eventual Dissertation Advisor. Students with broad educational experiences can benefit from learning new techniques and developing fruitful collaborations. The DDGS will oversee the logistics of rotation advisor selection, since they will be cognizant of laboratories that have open positions and are able to offer rotations, as well as those who might have limited funding but have tools and techniques that will be helpful in the student's dissertation research. Faculty advisors and in some Divisions Student Advisory Committees will provide constructive feedback, to the student to underscore the learning aspect of the rotation and to help the student grow as a scientist.

### **Teaching Activities**

We value the ability of our graduate students to be effective communicators and to convey content to a wide variety of audiences. We encourage our students to adopt innovative and creative pedagogical techniques within their teaching practices. Therefore, the experience of teaching is a desired component of graduate student training for the Ph.D. and M.S. degrees in Pharmaceutical Sciences. The teaching experience can occur in a variety of platforms, including but not limited to: a Teaching Assistant (TA) position or lecturing in an established course in the PharmD or PhD curricula, a Division-specific teaching practicum, and precepting and mentoring trainees in various capacities (e.g., clinical rotations, other graduate students, undergraduates, PharmD RASP projects, Eshelman Institute for Innovation Young Innovators Program (YIP) students).