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

Approved by the Executive Committee November 1, 2015
# TABLE OF CONTENTS

## I. Program Overview .................................................................2
- Guiding Philosophy (who we are) .................................................. 2
- Values (what we aspire to) .......................................................... 2
- Core Competencies ..................................................................... 2-3
- Graduate Program Faculty ......................................................... 3
- Diversity Philosophy ................................................................... 3
- Assessment Philosophy .............................................................. 3-4
- Recruitment and Admission Philosophy ....................................... 4
- Graduate Program Funding Model ............................................ 4-5

## II. Program Roles and Responsibilities ......................................6
- Graduate Education Committee (GEC) ....................................... 6
- Recruitment/Admission .............................................................. 6
- Program Administration ............................................................. 6
- Vice Dean and Chief Academic Officer ...................................... 6-7
- Associate Dean for Research and Graduate Education ............... 7
- Assistant Dean & Director of Graduate Studies (DGS) ............... 7
- Assistant Director of the Office of Curricular and Student Affairs for Graduate Studies ........ 7-8
- Division Chairs (or Vice Chair Designate) .................................. 8
  - Curriculum and Professional Development ............................ 8
  - Research .................................................................................. 8
  - Administration ....................................................................... 8-9
- Division Director of Graduate Studies (DDGS) .......................... 9
- Division Director of Graduate Admissions (DDGA) ....................... 9-10
- Dissertation Advisors (Faculty Mentors) ..................................... 10
- Dissertation Chairs ................................................................. 10-11
- Graduate Students ................................................................. 11

## III. Professional and Career Development ..............................11
- Internship Philosophy ............................................................... 12
- Lab Rotations ............................................................................ 12
- Teaching Activities ................................................................. 12
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*
• Develop the ability to work in collaborative and team settings involving colleagues with expertise in other disciplines and from diverse cultural and disciplinary backgrounds.

• Acquire the capacity 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.

• Develop 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.

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.

**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
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 student’s matriculate to when they graduate. 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. The primary source of graduate support is external grants to Pharmaceutical Sciences faculty, and it is expected that faculty will support students from their grants beginning at the time students join the faculty member’s lab at the end of Year 1. Other potential sources of support include external predoctoral fellowships and training grants. In the case the fellowship stipend is lower than the Pharmaceutical Sciences stipend, the advisor, or GSF account in Year 1, will cover the difference. During Year 1 of the PhD program, a lab, students will be funded from either the Graduate Student Fund (GSF) or a recruitment fellowship, unless the student matriculates with an external fellowship.

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 funds from the Dean’s Office for between 1 and 3 years for new faculty hires to allow recruitment of students to new investigators, and in recognition of the fact that the grants of new senior hires will not be fully accounted for in the GSF. 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 solely for support of students enrolled in the Pharmaceutical Sciences graduate program with a primary focus on support during the first year before students are supported by PI grants or other awards and BBSP payback in Years 2-4. This fund will cover stipends, in-state tuition if needed, and health insurance (typically reserved for first year students), and other needs related to student support. GSF will not be used to cover student fees, standard Tuition Remission (“TR”), or Eshelman and
Ferguson fellowships, which remain the responsibility of the School or Foundation.

**GSF Accountability and Responsibility**

*Divisions*

To estimate the recruitment class size, DDGAs will survey the Division faculty to determine who has grant support and an interest in training a graduate student. Additional information including Division tuition remission management, the number of ongoing BBSP student rotations, external funding success of students, the success of students for first year recruitment fellowships available through the School and University, will be summarized annually by each division to guide their enrollment decisions for the following year. Divisions carry unused funds forward, use them to fund new recruitment initiatives, or address special situations requiring student support (e.g., additional tuition remission expenses for international students or domestic students who have not become NC residents). The main goal of the GSF, however, is to support first year students before they are supported by faculty grants and BBSP payback in Years 2-4.

*Business Office*

The Business Office will provide to each division both the summary of funding for the last 3 years and funding projections for the next 3-years by November 30th each year.

*Associate Dean for Research and Graduate Education, Assistant Dean for Graduate Education (DGS), Office of Curricular and Student Affairs (OCSA), 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 will continue to be the responsibility of the DGS and the GEC. The DGS and OCSA 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.

*Office of the Dean*

GSFs will be provided to Divisions as part of each fiscal year allocation; unutilized funds will be carried forward from the previous year.

*Pharmacy Foundation*

The Pharmacy Foundation will pay student fees and competitive Eshelman and Ferguson Fellowships based on the availability of funds.

**GSF Budget**

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

Allowable Expenses:

- 1st Year Student Support: $ 30,000 (current 2019 stipend)
- BBSP Annual Payback: variable, between $5,500 and $7,114 per student
- Any divisional TR overage not reimbursed by Graduate School in the even this happens
- Other financial need associated with student support. For example, senior student when a PI has a gap in funding.
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 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 follows appropriate policies and guidelines.
- Provide oversight for graduate recruitment information on the website and in printed material.

Program Administration
- Promote and support graduate and post-doctoral 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:
  - Admission
  - Progression
  - 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 OCSAeGEC.
- 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. They act 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 agenda and taking minutes for GEC meetings, and preparing and compiling graduate 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 divisional 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 a divisional training 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 inquires 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 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 Fellowship and Funding Handbook as a key resource for policy and process information.
- Serve as a member of GEC.

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:

- 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 Divisional 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 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.

**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.

- 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.

**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, UNC Professional Development courses, and graduate student organizations including the UNC Graduate Student Organization (GSO), 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 advisor’s 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).