GRADUATE PROGRAM
GOVERNANCE DOCUMENT

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

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I. Program Philosophy, Values, and Competencies

Guiding Philosophy (who we are)
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. Our School recognizes that Pharmaceutical Sciences extends from drug discovery through 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.

Values (what we aspire to)
1. Develop exemplary researchers with diverse perspectives and experiences that solve critical problems in human health
2. Train innovators who define and advance the cutting edge of pharmaceutical science
3. Generate leaders who continually strive for a positive impact on the health and well-being of society
4. Cultivate life-long learners who recognize and embrace opportunities in rapidly changing multidisciplinary environments

Core Competencies
In-depth knowledge, understanding, and application of core principles, content, and skills unique to pharmaceutical sciences: demonstrate an in-depth understanding of the principles and practice of the pharmaceutical sciences for improvement of health outcomes.

Accessing and Analyzing Information: identify, locate, critically evaluate, process and understand information.

Critical Thinking/Problem Solving: objectively address complex problems by formulating and evaluating hypotheses to reach creative solutions.

Creativity: create and implement novel technologies, services, programs, and applications to investigate and solve pertinent issues that impact an increasingly global society.

Communication: express ideas and thoughts clearly and concisely in a way that fosters understanding and inspires others.

Self-direction: demonstrate initiative by independently seeking out new opportunities, ideas, and strategies.

Collaborative success: work effectively within and across disciplines in order to achieve common goals.

Adaptability: demonstrate versatility and flexibility to thrive in new and dynamic surroundings.

Inquisitiveness: formulate pertinent questions that create new knowledge.

Professionalism: uphold the highest standards of professional and ethical behavior.

Graduate Program Faculty
The School of Pharmacy’s tenured and tenure-track faculty, and research-track or clinical-track 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 research-track and clinical-track 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 research-track or clinical-track 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. These appointees may include: faculty emeriti, clinical or research 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 and ensuring that students have the opportunity to achieve the core competencies in line with our program values. Our faculty represents a strong tradition of academic excellence and must take measurable steps toward ensuring that the graduate program remains competitive. 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 community which shares the core value that diversity of views, genders, races, ethnic backgrounds, and experiences of its faculty, staff, and students is vital for the school to execute its mission. A primary mission of the Office of Innovative Leadership and Diversity 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 assessment that can 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, and among the public. Identifying and admitting the best and brightest students will position our program to reach its full potential, provide students and faculty with a competitive market advantage, and strategically position the School as a model institution for educational innovation and excellence.

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 and Director of Graduate Studies (DGS), the Assistant Director of Student Affairs (ADOSA), 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 ADOSA, DDGA, and DDGS.
- Assist Office of Student Affairs (OSA) and DGS in the planning of recruitment weekend activities and ensuring diversity is considered during recruitment.
- Ensure admissions decisions and fellowship funding follows appropriate policies and guidelines.
- Provide oversite 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.

**Vice Dean and Chief Academic Officer**
The Vice Dean and Chief Academic Officer ensures aspects of the School’s strategic plan related to graduate education are effectively performed, via oversite and guidance of the Office of Research and Graduate Studies.
- Provide oversight of the Office of Research and Graduate Studies.
- 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 in line with our program values.
Act as an ex-officio member of the GEC.

**Assistant Dean 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 The Academy 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 OSA that pertain to aspects of the Graduate Program.
- Assume major responsibility to coordinate and prepare the five-year review of the Graduate Program as required by the UNC Graduate School.
- Mediate and take corrective actions on grievances and problems between faculty and students.
- Serve as a chief liaison between the Graduate Program and the UNC Graduate School as well as other graduate training and graduate recruitment programs on campus.
- Chair the GEC and ensure its effectiveness in guiding graduate students and their advisors through the graduate program. With the help of GEC, assume responsibility for the graduate program governance documents and procedures.
- Provide advocacy for Graduate Student Leadership Organizations.
- Provide oversight of activities for graduate student Teaching Assistant assignments in collaboration with the Office of Professional Education.
- 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, when requested, all members of 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 in line with our program values.
Assistant Director of the Office of Student Affairs (ADOSA)
The Assistant Director of the Office of 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 in line 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 are maintained under the jurisdiction of one person in some Divisions.
• 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 their advisor until first year students identify a dissertation advisor.
• 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.
• Responsible for 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 ADOSA 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 students' primary advisors. 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 awards with limited nominations. Nominate enrolled students for fellowships and awards and applicants for recruitment fellowships.
• Encourage students who can achieve in-state residency to make timely application for 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 in line with
our program values.

- Use the *Graduate Handbook* as a key resource for policy and process information.

### Division Director of Graduate Admissions (DDGA)

The roles of DDGS and DDGA are considered different responsibilities but are maintained under the jurisdiction of one person in some Divisions. Other Divisions may choose different faculty to serve as DDGS and DDGA.

- 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 OSA 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.

### 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.

- Help students to initiate and identify members for the SAC and DC.
- Dissertation advisors shall not serve as DC chair for their students’ committees.
- Early in a student’s graduate career identify and discuss an Individual Career Development plan for the student, 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 in line 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 out 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 in line 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 will be critical for ensuring that our program and alumni remain at the forefront of 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 laboratory environment, professional and career development activities should be pursued by the graduate student. The ADOSA, DDGS, Advisor 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: conferences, organized seminars and networking events, external internships, clinical internships, workshops organized by professional conferences, and UNC Professional Development courses.

Students are encouraged to develop an Individual Development Plan, provided by the UNC Graduate School Professional Development Program 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 s/he 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. Faculty advisors will provide constructive feedback, via the DDGS, 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 Honors projects).