



ESHELMAN SCHOOL OF PHARMACY

FACULTY GUIDE

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SCHOOL CULTURE AND ENGAGEMENT

- **Culture Amp Engagement Survey**

Employee engagement represents the level of enthusiasm and connection employees have with their organization. People who are highly engaged at work not only provide greater value to the organization but also experience a better quality of life at work. At the School, we seek to understand and measure employee engagement using the [Culture Amp platform](#). The engagement survey is administered every two years. With the help of Culture Amp professionals, survey results are analyzed and shared with managers. In the year following a survey, managers are expected to utilize results to make positive change through action planning.

ADMINISTRATION AND GOVERNANCE

- **Organizational Chart**

The School's [organizational chart](#) is available on the School's website and provides an overview of leadership and administration within the School.

- **Roles and responsibilities of administrators**

The [roles and responsibilities of the Executive Leadership Team](#) along with the purpose and function of the [Dean's Council](#) and the [Executive Leadership Team](#) are on the School's website.

- **Solicitation of feedback on administrators**

The School (i.e., the administrator's supervisor) solicits informal feedback generally on an annual basis during the annual review process to gather feedback on School administrators. In addition, select administrators are identified each year who undergo formal 360-degree reviews with coaching support to guide the faculty administrators through the feedback. The goal is to conduct a formal 360-degree review to solicit feedback from relevant stakeholders at some point throughout the individual's tenure as a faculty administrator.

- **Policies for dealing with harassment and discrimination**

The School follows the [University policy on harassment and discrimination](#) for dealing with harassment, discrimination and related misconduct including sexual and gender-based harassment, sexual violence, interpersonal violence and stalking.

- **Faculty participation in governance**

Faculty within the School participate in faculty governance within the University as outlined in the policies found through the [Office of Faculty Governance](#). Related, faculty play important roles in curricular governance in the professional and graduate programs.

Professional Program: The School's Pharm.D. curriculum is governed by the Curriculum and Assessment Committee. Dean Persky has drafted a comprehensive Pharm.D. Curricular Governance document that is currently undergoing review by many stakeholder groups throughout the School. It will be reviewed at the Educational Retreat in August 2023, and should be finalized by fall 2023.

Graduate Program: [Faculty Governance of Graduate program](#)

- **Faculty governance through committee and service assignments**

Faculty, staff, and student service is an important part of the academic governance of the UNC Eshelman School of Pharmacy and is an expectation of one's general responsibilities to the School and the University. Each fall the School releases [committee and service assignments](#).

- **Decision matrix**

Within the UNC Eshelman School of Pharmacy, faculty have an opportunity to engage in bringing ideas or initiatives forward for consideration and do so in alignment with the School's decision matrix. Faculty also engage as stakeholders and participate in the review and discussion of initiatives and ideas for consideration and approval. To create greater awareness of the process and transparency regarding how decisions are made at the UNC Eshelman School of Pharmacy and faculty engagement in the process, the School created a [Decision Matrix](#).

- **Faculty engagement in the BEYOND strategic planning process**

In 2020-2021, the School engaged faculty, staff, students, preceptors, alumni, and other important internal and external stakeholders in the development of the School's [BEYOND 2021-2024 strategic plan](#). The [development of the strategic plan](#) took place over a period of 6 months (July 2020 – Dec 2020), with the next six months spent communicating and implementing the plan. (January 2021 – June 2021).

All faculty and staff had an opportunity to provide input into the BEYOND strategic plan. The School held 25 Planning Meetings with 475 people hours; 10 Town Halls, with 300+ different participants; and administered 13 Surveys to a variety of stakeholders and the School community, resulting in 1,955 responses.

The School monitors [progress of the BEYOND plan](#) on an annual basis.

- **Organizational effectiveness**

The Office of Organizational Effectiveness, Planning, and Assessment (OE) is responsible for planning, assessment, and continuous quality improvement throughout the School. The Office of OE carries out its mission by facilitating a) the monitoring and reporting of [progress on the School's BEYOND strategic plan](#); b) data collection and reporting through the [Factbook](#) to guide benchmarking and decision making; c) the [course evaluation process](#) to ensure continuous quality improvement of teaching and learning; d) data collection and reporting through Tableau dashboards housed in the School's [Report Catalog](#) to guide and inform decision making across the School's academic programs, to guide and inform faculty activity and workload; to inform research operations; and guide and inform change across the organization; e) the administration, coordination, monitoring, and use of [surveys and survey data](#) within the School; and f) assessment of student learning.

FACULTY DEVELOPMENT AND PERFORMANCE

- **Guidance on performance and appointment, reappointment, promotion, and tenure**

The School's [Appointment, Reappointment, Promotion, and Tenure \(ARPT\) guidelines](#) summarize and communicate the philosophy, policies, and procedures underlying considerations of faculty appointment, reappointment, promotion, tenure, and post-tenure review in the UNC Eshelman School of Pharmacy at the University of North Carolina at Chapel Hill and assist faculty in preparing their materials for reappointment, promotion, and tenure.

- **Faculty annual review period**

Annually, faculty complete the Faculty Annual Review (FAR) document, highlighting accomplishments and challenges in teaching, research/scholarship, service, administration (if applicable), and patient care (if applicable) for the past calendar year as well as goals in each area for the following year. Faculty also outline any needs for faculty development and goals for the next 3-5 years. The faculty also update their CV. These materials are completed between mid-December and January 31 of each year and shared with the respective Division Chair. Annual review meetings then occur each year between February and April to discuss faculty performance. All faculty receive a written letter documenting the annual review meeting, highlighting the past year's accomplishments and challenges and outlining the future goals.

- **Faculty annual effort**

Faculty annual effort is gathered annually on the faculty annual review document. Faculty discuss their past year's effort as well as anticipated future planned effort with their chairs to aid in planning for the following year.

- **Faculty mentoring**

The [Bill and Karen Campbell Faculty Mentoring Program](#) is a powerful asset for new faculty at the UNC Eshelman School of Pharmacy. Through the program, experienced, insightful, and trusted senior faculty serve as guides, allies, and advocates of junior faculty. The program, which is voluntary, aims to help new faculty adjust to life at Carolina and to succeed professionally and personally. The effort is supported by funds generated by the \$1 million endowment of the Bill and Karen Campbell Distinguished Professorship, and is an exemplar at UNC-Chapel Hill, and for other schools of pharmacy nationally.

- **Faculty professional development and leadership coaching**

The School has recently been investing in creating a culture of leadership development. A centralized leadership development fund has been created to support faculty and staff in leadership development and coaching. Once faculty or their Division Chairs express interest in/need for leadership development, the School's Chief Academic Officer works with the Division Chair and the faculty member to support and facilitate the process. This can include formal 360-degree evaluations, longitudinal coaching, and leadership program attendance.

Annually, faculty have an opportunity to document faculty development needs on the faculty annual review form. This information is shared with the faculty member's division chair for planning purposes. Chairs often have access to funds through their Division operational budgets to support faculty professional development, such as attendance at conferences or other professional development programs.

Annually, the School Directors and Executive Leadership Team meet with the Center for Creative Leadership for a retreat to focus on team building and leadership skill development.

In 2023, we began engaging Kramer Leadership in hosting sessions for Division Chairs for strategic leadership discussions.

- **Programs to orient non-practice faculty to the pharmacy profession and professional education**

Clinical faculty deliver topic presentations and pharmacy practice updates to the faculty during faculty meetings as a means of ensuring that non-practice faculty stay abreast of developments in pharmacy practice. The goal is to have a pharmacy topic discussed at every other meeting (meetings are held three times per year).

The Center for Innovative Pharmacy Education and Research (CIPhER) provides support to faculty to improve and enhance their teaching and help faculty stay abreast of advances in professional education.

- **Programs to improve teaching and facilitate student learning**

The [Center for Innovative Pharmacy Education and Research \(CIPhER\)](#) hosts many educational programs to improve teaching and facilitate student learning. Examples include the CIPhER seminars (on hold for the summer), [preceptor programs](#), the [scholarship of teaching and learning bootcamp](#), the [CIPhER Summer Institute](#), and the [Teaching and Learning Certificate program](#).

- **Research support and development**

The School maintains a password-protected [Research Support](#) site (password: research) to provide resources and guidance to faculty to advance research excellence. These resources assist faculty in identifying funding opportunities, finding and establishing collaborators and partnerships, and providing a clear understanding of the grant application process to facilitate the planning and development of research proposals.

Within the University, the [NC TRaCS](#) program supports, funds, and connects the translational research community within UNC. Services include, but are not limited to, grants and funding opportunities; assistance with study design, data, and analysis; conducting clinical research; community engagement; building teams; and much more.

Within the School, the [Center for Innovative Pharmacy Education and Research \(CIPhER\)](#) is committed to supporting faculty as educational researchers in the scholarship of teaching and learning. Contact CIPhER Director, Jacqui McLaughlin (jacqui_mclaughlin@unc.edu) for more information.

- **Center for Faculty Excellence (CFE)**

The mission of the [CFE](#), the University's Faculty Development Center, is to provide the resources and support needed for faculty at all career stages and from across the University to thrive and succeed. The CFE provides development not only in [Teaching and Learning](#), but also in areas of [Research](#), [Leadership](#), and [Mentoring](#).

DEGREE PROGRAMS AND CURRICULA

- **Pharm.D. curricular organization and structure**

The Pharm.D. program aspires to create exemplary pharmacy practitioners, leaders and innovators, and lifelong learners. The School's website contains an overview of the [Pharm.D. curriculum](#), including information on the organization and structure of the Pharm.D. program. The [academic calendar, course schedules, and other relevant resources](#) can be found on the School's website as well.

- **Pharm.D. curricular governance**

The School's Pharm.D. curriculum is governed by the Curriculum and Assessment Committee. We are currently working on a new, comprehensive Pharm.D. Curricular Governance document being led by Dean Persky. A draft is currently undergoing review and discussion by faculty and Division Chairs. The governance document will be finalized and presented at the Educational Symposium in August 2023.

- **Pharm.D. Electives**

The School's [Pharm.D. Elective Policy](#) can be found in the [Pharm.D. Student Handbook](#). To be eligible for graduation, all students in the Pharm.D. program must complete a minimum of 7.0 credit hours of electives, with a minimum of 4.5 elective credit hours provided by the School.

- **Masters in Pharmaceutical Sciences**

The [M.S. in Pharmaceutical Sciences](#) with a specialization in health system pharmacy administration offers two pathways toward completion of the degree: hospital partnership resident program and working professionals program.

- **Masters in Professional Science in Regulatory Sciences**

The [M.S. in Regulatory Science](#) program provides education in advanced regulatory science and important business skills, including an internship experience that allows students to put their skills into practice. The degree prepares graduates to play a critical role in the public and private sector to ensure that pharmaceutical products are safe and effective for human use.

- **Ph.D. in Pharmaceutical Sciences**

The [School's Ph.D. programs](#) span the drug development cycle. The School's rigorous training in basic pharmaceutical science and clinical research prepares graduates to become successful scientists, clinicians, industry leaders and academicians working in pharma, biotech, government agencies, research institutions and universities.

- **Ph.D. curricular governance**

Graduate Program: [Faculty Governance of Graduate program](#) can be found at this link.

DEVELOPING AND SUPERVISING STUDENTS

- **Academic advising**

The School employs a developmental approach to [advising within the Pharm.D. program](#), realizing each student is a unique person, student, and scholar. Faculty advisors serve as coaches, mentors, and advocates as students aim to maximize their growth and development over the four-year Pharm.D. experience.

- **Policies and procedures regarding academic misconduct**

The [Graduate and Professional Honor System](#) is a process designed to respond to allegations of student misconduct.

The School's Scholastic Achievement and Progressions committee manages professional misconduct in the School. The [Pharm.D. Student Handbook](#) provides information and details regarding [academic progressions](#) as well as [non-academic progressions](#) focused on the management of unethical or unprofessional behavior. These are considered [technical standards](#) (non-academic requirements) that must be upheld and are considered essential for the successful completion of the Pharm.D. curriculum.

- **The Eshelman Care Referral**

The [Eshelman Care Referral](#) provides focused assistance and support to students through a centralized structure and method for outreach, referrals, and follow up. The primary goal of the Eshelman Care Referral program is to address immediate concerns, and ultimately support the academic and personal success and wellness of students. Eshelman Care Referrals are categorized in four different areas: academics, health/well-being, professionalism, and discrimination/harassment. Faculty, staff, preceptors, and students are encouraged to submit Eshelman Care Referrals as they develop concerns for students.