

Expectations for the Pharmaceutical Sciences Graduate Program

The Pharmaceutical Sciences research community is comprised of students, post-doctoral fellows, faculty, and staff. As part of this community, we all have the right to work in an environment that is conducive to professional and scientific growth. This requires that in laboratories, classrooms, seminars, and School-sponsored activities our community members are supported, respected, and free from mistreatment and inappropriate behavior. The UNC Eshelman School of Pharmacy places great emphasis on our [core values](#) and seeks to ensure that faculty, staff, post-doctoral fellows, and students embrace and exemplify these values. This document will set expectations for faculty advisor-graduate student engagement.

We aspire to foster an environment that is:

Welcoming, inclusive, and embodies a sense of belonging

Equitable, with equal opportunity for all and resources to support the success of all members

Committed to a relentless passion for impact to society

Accountable, with all individuals responsible for their actions

Respectful of every member of our School community, and

Excellent and preeminent in all that we do.

Collectively, these values demonstrate that WE CARE. When these core values are not upheld, we must hold each other responsible, provide feedback, and demonstrate a willingness to learn, improve and grow.

Responsibility for ensuring a professional and respectful environment falls on each research community member, with faculty principal investigators, heads of training programs, division chairs, directors of research centers, and faculty keenly responsible for the environments they lead. We must all be aware of instances of mistreatment and/or inappropriate behavior and report these immediately. Incidents should be reported to the key Division, Program, School or University administrators based on the specific circumstances using the attached flowchart as a guide for reporting and escalating concerns. Mistreatment or inappropriate behavior can occur in person, by email, online or through other forms of communication. This unacceptable behavior can include (but is not limited to):

Harassment: persistent unwelcome conduct that is degrading, humiliating, or intimidating. This includes threats, purposeful humiliation, divulging sensitive information without consent, verbal abuse such as insulting or belittling language, excluding individuals from learning experiences that are available to peers, or other forms of psychological mistreatment.

Sexual harassment: unwelcome conduct that is sexual in nature or targeted to someone's sex, gender, or sexual orientation. This includes comments or actions that imply someone's ability/skill is limited or enabled by their gender, derogatory comments about an individual's sexual orientation, sexual advances or touching, or requesting sexual favors.

Discrimination: unjust or prejudicial treatment based on factors such as race, color, gender, national origin, age, religion, creed, disability, veteran's status, parental status, sexual orientation, gender identity or gender expression.

Physical harm and threatening behavior: individual attack, harassment, or endangerment; threatening an individual's career, immigration or visa status, or professional opportunities

Retaliation: threatening individuals who have put forth allegations of mistreatment

Other unacceptable behaviors: requesting sexual favors, requiring completion of personal services, and knowingly making false accusations.

Expectations of Research Advisors and Faculty

Faculty members who mentor graduate students and post docs should commit to enhancing the greater Pharmaceutical Sciences research community through assuring the following standards for each member of their group. Trainees and advisors should collaborate on these points and come to a mutual understanding of their expectations. *Faculty may also develop a general expectations or lab guide document that covers not only expectations of lab members but also expectations of the mentor to share with their lab members.*

- **Take responsibility for understanding and creating a safe and respectful work environment.**
 - Interact professionally and respectfully with all in the lab and greater Pharmaceutical Sciences research community.
 - Monitor the group climate.
 - Address student, trainee and staff concerns seriously and promptly; for example, explicit and transparent conversations with all individuals involved, developing a documented action plan to resolve the concern, and document follow-up to ensure the concern is resolved.
 - Adhere to applicable HR and University workplace policies (e.g., reporting, safety, ethics, accommodating disabilities).
 - Be an example of responsible and rigorous conduct of research.
 - Be familiar with professionalism standards and accommodate personal expression and culture.
 - Do not ask for personal favors (babysitting, house sitting, pet care, etc.).
 - Complete required training as appropriate for research and teaching obligations.

- **Have realistic and flexible expectations for research time vs. personal time.**
 - Ensure consistent expectations to ensure trainees are treated equally.
 - Avoid consistent demands for excessive hours per day or days per week.
 - Have reasonable expectations for distant and after-hours communication, for example a 24-hour response window to emails, and do not expect immediate response especially to after-hour emails.
 - Maintain reasonable schedules with minimal requirements for evening and weekend hours, and accommodate reasonable amounts of work off-site.
 - Ensure reasonable vacation days are available and vacation policy is equitable. Keep in mind University holidays and other holidays that are appropriate to the individual (e.g., other religious holidays that are not University holidays). In addition to University holidays, per the Pharmaceutical Sciences Student Handbook, students are given 10 days/year, which can be expanded with reasonable flexibility (e.g., accommodation for serious health issues).
 - Reasonably accommodate external demands on time (e.g., family care, life events) and for any unforeseen or unique needs of the trainee (e.g., disability).

- **Meet regularly with the trainee to discuss research and training progress.**
 - Determine frequency of meetings for each advisor-student pair making sure to avoid frequent cancellations or no-shows.
 - Avoid regularly scheduled mandatory meetings outside standard work hours that would be disruptive to personal and family time.
 - Engage student during scheduled meetings and maintain an effective and productive meeting.
 - Communicate when one cannot attend a regularly-scheduled meeting.

- **Be responsive to requests for assistance, feedback, or information.**
 - Provide feedback and reasonable turnaround times for research products such as manuscript drafts, posters, and presentations. While the demands on advisor time may necessitate flexibility around these guidelines, suggestions for reasonable response times are:
 - 1 week for presentation and poster drafts
 - 2 weeks for manuscripts
 - Deliver feedback in a constructive and professional manner
 - Facilitate access to training and resources essential for the project (expertise, equipment, space, etc.).
 - Be responsive to email and other queries in a reasonable time.

- **Provide equitable opportunities for professional growth and visibility.**
 - Without favoritism, provide chances for professional growth through opportunities such as presentations at departmental events, conferences, and authorship.
 - Accommodate reasonable requests for trainee time spent on long-term career development, teaching, professional skill building, service, leadership, community engagement and external internships.
 - Discuss authorship policies regarding published works such as abstracts and manuscripts. Acknowledge that the graduate student's contributions to the lab may include work on other projects.
 - Collaborate with the graduate student to publish in a timely manner.
 - Discuss intellectual property issues regarding disclosure, patent rights and potential delays to publishing research discoveries, when relevant.
 - Ensure that projects are designed and discussed in such a manner that research can be published and shared in public venues such as scientific conferences prior to student graduation.
 - Be familiar with resources for training and education on campus and online for trainees.
 - Do not pay students more than 25% from SBIR or STTR grants and avoid supporting a student's thesis research with SBIR or STTR grants.

- **Engage in discussion on trainee's short- and long-term career development.**
 - Collaborate with individual graduate students to develop a dissertation project, helping to identify necessary research and reading material, as well as establish reasonable and attainable goals.
 - Collaborate with individual graduate students to select a dissertation committee, commit to meeting with this committee at least annually, and be on time and present for the meeting.
 - Cooperatively develop clear and reasonable training and long-term career goals by employing and regularly discussing current and updated Individual Development Plans (IDPs).
 - Utilize the 991 and 994 forms for graduate students to set training and career goals, establish expectations and deliverables for the semester, and document assessment of student performance.
 - Help to identify gaps in the trainee's expertise and recommend resources and activities to address those gaps.
 - Provide opportunities for the trainee to grow professionally and work towards their career goals.
 - Help the trainee balance their career development and leadership activities with research responsibilities.
 - Accommodate degree and program requirements, such as time to prepare qualifying exams, study for courses, and write course or exam material.

- **Keep trainees clearly, adequately, and accurately informed of their standing.**
 - Raise performance issues promptly and provide opportunity and guidance to correct them. The 991/994 forms and dissertation committee meeting reports are one place where performance evaluation and expectations for improvement should be documented.
 - Do not terminate any student or trainee from the lab without documentation of concerns, consultation with the Division Chair and DDGS, and an opportunity to address concerns.

Students who feel that one or more of these expectations are routinely disregarded in a way that negatively impacts their research and academic progress, their professional development, or well-being should report their concerns to Division and/or Program administrators. Any action that violates UNC policies on discrimination and harassment will be reported to the [UNC Equal Opportunity and Compliance Office](#). The attached flow chart serves as guidance for escalating concerns. Key administrators include the research advisor, dissertation or student advisory committee chair, other members of their dissertation or student advisory committee, Eshelman Care Team, the Assistant Director of OCSA, the Division's Director of Graduate Studies, the School's Director of Graduate Studies, Division Chair or Center Director, the Dean of the School, the Associate Dean for Student Affairs in the UNC Graduate School, the UNC ombudsman and the Equal Opportunity and Compliance Office. Note that students can reach out to Eshelman Care Team or the UNC Graduate School at any time.

Expectations of Pharmaceutical Sciences Students

Students contribute significantly to the greater Pharmaceutical Sciences research community and as such the faculty advising them can reasonably expect the following from their PhD students. Students and advisors should discuss these points and come to a mutual understanding of their expectations.

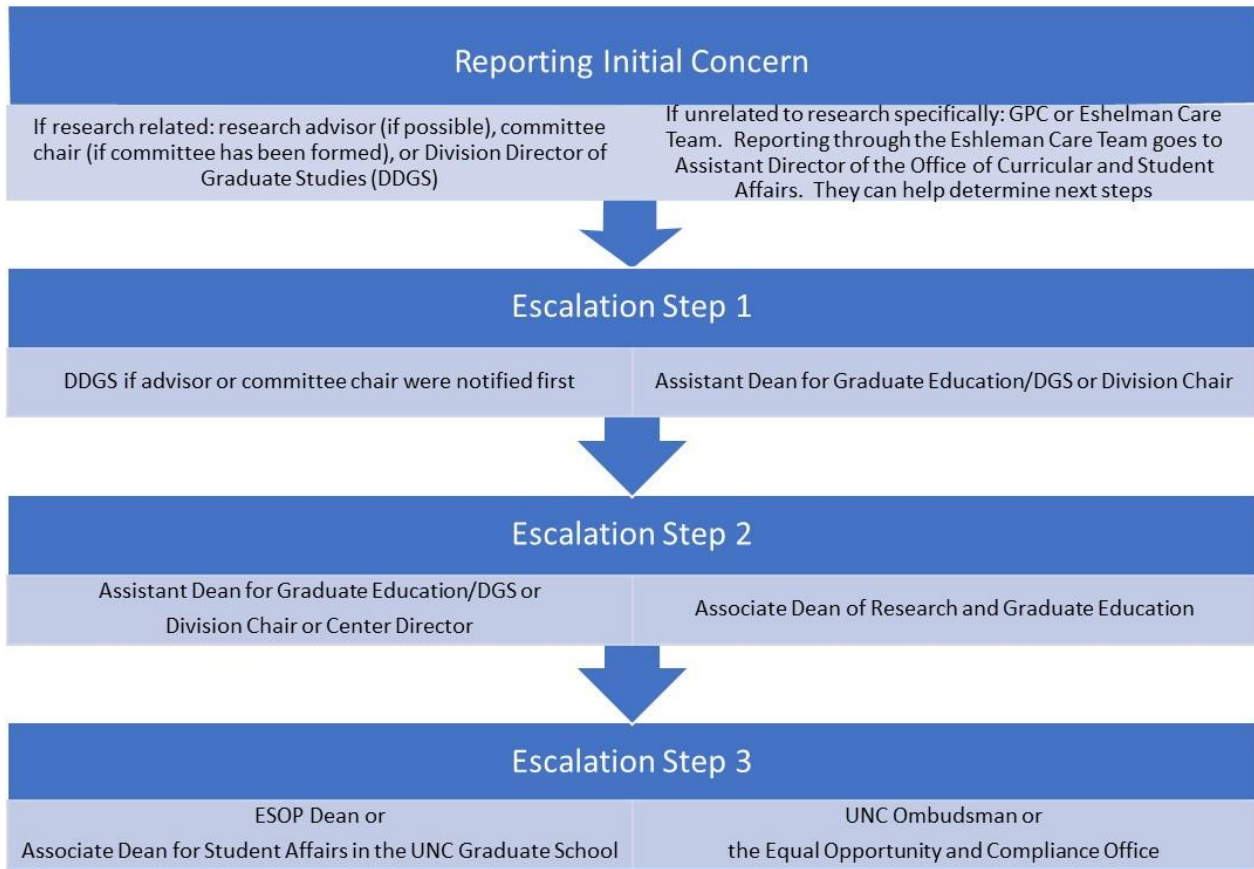
- **Actively engage in one's training and long-term career development.**
 - Collaborate with their research advisor to develop a dissertation project, including establishing timelines, and identifying and reviewing necessary research and reading material above and beyond required coursework.
 - Collaborate with their research advisor to select a dissertation committee, commit to meeting with this committee at least annually and be responsive to questions, advice, and criticism from the committee.
 - Identify gaps in their expertise, troubleshoot experiments, analyze data, develop scientific writing skills, and think about their project with increasing independence throughout training.
 - Engage their research advisor in regular meetings and prepare in advance topics for discussion, relevant figures, and other meeting material needed to address the topics to maintain an effective and productive meeting.
 - Actively seek and be receptive to guidance and constructive feedback provided by faculty advisors and mentors, committee members, and other experienced members of the research team (e.g., senior student, postdoctoral fellow, staff).
 - Responsibly use computational resources and follow UNC and the School's rules and recommendations for safe and secure use of computers, including backing up relevant materials.
 - Maintain detailed, organized, and accurate research records and documentation. If a physical notebook, recognize that this is the property of the lab and should not leave campus.
 - Read and stay up to date with relevant literature and apply it as appropriate to their project.
 - Be the principal driver of their own career development. Regularly update and discuss their plans and self-evaluation of performance through the 994/991 forms and/or Individual Development Plan with their advisor and dissertation or student advisory committee members.
 - Balance career development and leadership activities with research responsibilities in consultation with their advisor.
 - Initiate discussions on policies regarding authorship and attendance at professional meetings with the research advisor to submit relevant research results in an appropriate and timely manner to receive and accept feedback from research contributors.

- **Contribute to a safe and respectful work environment.**
 - Interact professionally and respectfully with all in the lab and greater Pharmaceutical Sciences research community.
 - Work to resolve interpersonal issues that impact the work environment by engaging those involved through transparent and honest communications about the issue. If this does not resolve the issue or is not possible, communicate the issue to the advisor to determine strategies to resolve the conflict.
 - Be familiar with, review and comply with UNC institutional Environmental Health and Safety policies, laboratory safety plan, animal (IACUC) and human (IRB) research policies, information, data and network security standards, and ethical standards.
 - Perform as a good citizen for the research group, taking part in shared responsibilities, ensure the tidy and efficient functioning of the lab, and use research resources responsibly.
 - Keep workspaces and other shared areas clean and safe from hazards.

- **Manage time effectively and be considerate of other lab members' time.**
 - Attend meetings prepared to actively participate in discussions.
 - Give sufficient time for advisor and other appropriate lab members to read and provide feedback on research products (e.g., manuscripts, abstracts, slide decks, and posters).
 - Meet deadlines agreed to with colleagues and communicate unexpected delays promptly.

- Respect the need for others' personal time.
 - Respect that the advisor has multiple responsibilities, deadlines, and constraints that necessitate consideration and flexibility for responding to trainee requests.
 - Recognize that research is a full-time job and requires a substantial commitment of time and effort. Research is not a 9am-5pm job and will often require working evening hours and weekends.
- **Keep the advisor informed of challenges, personal concerns, attendance, and other issues that can impact performance.**
 - Proactively communicate beforehand about attendance conflicts, such as vacations, doctor's appointments, or other valid time conflicts with meetings.
 - Communicate about roadblocks in the lab that impact progress.
 - Share concerns about the work environment that require the advisor's attention.
- **Keep the advisor updated about degree requirements and progress.**
 - Students should be familiar with and understand the requirements of their graduate program, keeping their advisor informed of degree requirements and of the next steps for each milestone.
- **Prioritize regular attendance at scheduled research meetings (lab, research, group, journal clubs, etc.).**
 - Students should minimize avoidable conflicts and missed meetings, and communicate with advisor and other appropriate lab group members when schedule conflicts arise, informing individuals as soon as possible when meetings cannot be met and propose a new timeline for meeting when appropriate.
- **Be responsive to advisor requests for feedback or information.**
 - Check email on workdays and respond to queries and requests in a reasonable time, typically within 24 hours during the work week.
 - Provide emergency contact information as necessary.
- **Consistently prioritize integrity and honesty.**
 - Conduct experiments with rigor and report the results with honesty and integrity.
 - At all times adhere to principles of responsible research conduct.
 - Recognize that clear and organized recordkeeping practices are an essential component of research integrity. Follow all practices established by the lab.

Faculty who feel that one or more of these expectations are disregarded in a way that negatively impacts research and academic progress or the well-being of the research group should address the issue with the student. If student activity is not improved after discussing with the student, faculty should seek assistance and advice from the student's advisory committee chair, other members of their dissertation committee, the Divisional Director of Graduate Studies, the School's Director of Graduate Studies, the Assistant Director of OCSA, or the relevant Division Chair or Center Director.



Guidance for reporting concerns. Every situation is unique, and this flowchart is meant to suggest a path for escalating concerns. Students and other trainees will likely identify specific administrators they trust most to confide in and determine the best approach to handle the situation. Note that incidents of discrimination, harassment, or retaliation based on any protected status, sexual assault or sexual violence, sexual exploitation, interpersonal violence, or stalking reported to a Responsible Employee must be reported by the Responsible Employee to the EOC.