

Policies & Procedures Handbook

Department of Pharmaceutical Outcomes & Policy

Residential & Online Graduate Program

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I. Graduate Program

Mission

Pharmaceutical products are the most widely used and efficacious treatment modalities available for a variety of health disorders. Yet problems with their use are persistent and costly. Medication safety and efficacy as established in clinical trials may not translate into real life, resulting in important areas of inquiry for safety and comparative effectiveness research. Quality deficits in the way medications are used continue to be sources of major concern. Research and teaching in the Department of Pharmaceutical Outcomes and Policy (POP) at the University of Florida focus on issues related to the use and effects of medications in society and ways to improve the drug use process.

Our graduate program, housed in the Department of Pharmaceutical Outcomes & Policy for more than 40 years, was created to meet the continued demands of academic, private, and governmental organizations to build research capacity surrounding the safe, effective, and efficient use of medications. The degrees provide individuals with the credentials to develop, direct or contribute to research programs in pharmacoconomics and outcomes research, pharmacoepidemiology and safety sciences, and pharmaceutical health services research in universities, industry, and government organizations.

Role of the Departmental Graduate Program Director, Graduate Program Assistant Director, and Graduate Program Administrative Coordinator

Together with students' advisors, the departmental graduate program director is responsible for advising students on general graduate policies. The Director also is responsible for overseeing the quality of the graduate program. The Assistant Director focuses on recruiting applicants to the graduate program and works closely with current graduate students who also participate in the recruitment process.

The administrative coordinator assists the Director and Assistant Director in monitoring/addressing the administrative aspects of the graduate program.

Graduate Programs Overview

The Department Graduate Program includes several degree programs. Specifically addressed in this document are:

- The residential Ph.D. program
- The residential M.S. program in POP Research
- The online M.S. program

II. Program Requirements for the Residential Program

Objectives

The objectives of the graduate program in Pharmaceutical Outcomes and Policy (POP) are:

- To provide an environment that nurtures and stimulates the intellectual advancement of students and faculty. This includes providing forums for discussion of ongoing research and issues affecting us as educators of health care professionals.
- To provide a broad foundation in the social/psychological, epidemiologic, and economic aspects of medication use and pharmacy's role in the control of medication use in society.
- To provide in-depth research training in at least one focus area of study.
- To provide training and experience in teaching.

Research Competencies

Students in the residential program will be able to demonstrate the competencies required to conduct research in our discipline.

- **Philosophy of science:** Describe philosophical views of the nature of science and research and different theories of how knowledge is acquired.
- **Individual line of research:** Select an area of research, master the related knowledge base, formulate problem statements and develop sound research questions.
- **Research design:** Describe essential elements of experimental, quasi-experimental, and observational research designs and use them appropriately to address research questions.
- **Principles of measurement:** Develop or select instruments or indicators to measure research constructs and establish the reliability and validity of the measurement.
- **Analytical skills:** Manage big data, determine appropriate statistical tests and interpret the results appropriately.
- **Communication of research results:** Select appropriate means to present research results to target audiences, interpret findings appropriately, and effectively communicate those findings.
- **Evaluation of research:** Write critical reviews of research reports, manuscripts, and proposals.
- **Principles of research ethics:** Apply ethical principles in the use of human subjects in research.
- **Interdisciplinary research:** Apply skills of working on a research team involving interdisciplinary collaboration.
- **Research funding:** Identify funding opportunities for the chosen line of research and develop and submit research proposals to funding agencies.

Disciplinary Competencies

Students completing requirements for the Ph.D. and M.S. degrees will be able to demonstrate competencies required to understand and conduct research pertinent to our discipline. Competencies specific to the program's specialties are listed in the description of these specialties in the next section of this handbook.

- **Health care organizations in the U.S.:** Describe issues related to organization, production, consumption, reimbursement, financing, access to, and delivery of health care in the United States.
- **The drug product:** Describe principles of drug development; evaluation of drug efficacy, effectiveness, safety and costs; and regulatory and public policy related to drug approval and withdrawal.

Specializations

Pharmacoeconomics and Outcomes Research

Pharmacoeconomics is the scientific discipline that evaluates the value (clinical and economic) of pharmaceutical products, services, and programs, and other healthcare interventions to provide healthcare decision-makers, providers, and patients with information needed to allocate healthcare resources efficiently. Pharmacoeconomics involves the application of a variety of scientific disciplines, including health economics, epidemiology, statistics, and decision science. Elements of a pharmacoeconomic analysis may incorporate evaluations of clinical safety and efficacy, comparative effectiveness, meta-analysis, health-related quality of life, epidemiology, decision sciences, and health services research.

Examples of pharmacoeconomics and outcomes research include:

- economic evaluation of alternative medical and other therapies;
- assessment of patients' willingness to pay for health care interventions;
- elicitation of quality of life and health state utilities.

Core competencies acquired in the pharmacoeconomics and outcomes research specialty track include:

- Pharmacy product and service: Identify and determine relevant costs and consequences associated with pharmacy products and services
- Pharmacoeconomic approaches: Assess the economic impact of pharmaceutical interventions using cost-minimization analysis, cost-effectiveness analysis, cost-utility analysis, and cost-benefit analysis
- Decision making: Understand fundamental concepts behind rationing and economic evaluation of health care and the role of pharmacoeconomics in the drug development process and health care decision making.

Pharmacoepidemiology and Safety Sciences

Pharmacoepidemiology and Safety Sciences focuses on the use of epidemiological methods in the study of the uses and effects of drugs in human populations. This specialization concentrates on assessing drug utilization, understanding potential risks and benefits of drugs after their approval, and evaluating the quality of medication use and medication use systems.

This specialization provides students with the knowledge and skills set to conceive, design, and conduct studies related to pharmacoepidemiology and drug safety. It offers a strong methodological focus on applying observational research methods in phase IV studies and other related applications of translational clinical sciences.

Scientific expertise in Pharmacoepidemiology and Safety Sciences includes:

- Content knowledge related to drug safety, pharmacovigilance, comparative effectiveness, drug utilization, risk management, and quality assessment and improvement of medication use.

- Technical expertise in epidemiologic methods, measurement issues specific to drugs, clinical services, diagnosis, and associated determinants, and statistical analysis of large healthcare datasets.
- Core competencies acquired in the Pharmacoepidemiology and Safety Sciences specialty track include:
- Pharmacovigilance: Describe the regulatory framework and methodological structure and analyze and interpret data of passive and active safety surveillance systems for signal evaluation and mitigation
- Drug utilization: Devise valid drug exposure measures through primary data ascertainment and secondary analysis of administrative or clinical data
- Epidemiology: Select the most appropriate design for a given analytical question on drug safety or effectiveness considering confounding, measurement, and time-related biases
- Pharmacology: Apply basic principles of pharmacology in study design and measurement
- Analysis: Apply advanced statistical techniques to control for bias and confounding
- Risk Management: Appropriately synthesize pharmacoepidemiologic data to assess needs for research and regulatory action

Pharmaceutical Health Services Research

Health care systems in the U.S. and other nations are under extreme pressure. Pharmaceutical costs keep soaring, quality and outcomes are suboptimal, drug safety is an ongoing concern, access to technology and services is still inadequate, and treatment continuation for chronic conditions is often poorly implemented. Pharmaceutical Health Services Research (PHSR) is a multidisciplinary field that examines use, costs, quality, accessibility, delivery, organization, financing, outcomes of pharmaceuticals and pharmacy services, accounting for the structure, processes, and effects of health services on individuals and populations. The program emphasizes vulnerable populations such as children, the elderly, minorities, and persons with high burden diseases and disabilities.

Students will acquire the proficiency to conduct research by applying several methodological tools and the ability to evaluate public health programs and policy. You are encouraged to contribute as part of multidisciplinary teams in academic, private, and governmental entities. The program also stresses the importance of developing skills to communicate scientific knowledge effectively, lead initiatives to improve the delivery of services, and influence health policy at the local, national, and international levels. It also provides students with the knowledge and skills set to develop research programs that evaluate the quality of medication use and medication use systems, to determine barriers and root causes related to patient safety problems and medication errors, to identify or develop targeted interventions for these barriers and root causes, and to evaluate the effectiveness and safety of such interventions. Research in patient safety and program evaluation is expected to lead to direct improvements in the medication use system, changes in healthcare delivery, or public policy.

The competency-based curriculum offers a solid analytical foundation on drug utilization research, quality of life measurement, and general health services research orientation. Students may also receive additional training in pharmacoepidemiology or pharmacoeconomics.

PHSR prepares students for careers in academia and prepares graduates for leadership careers as health services researchers and health care policy analysts working in public or private organizations.

There are many research opportunities within the College of Pharmacy and elsewhere within the University of Florida (U.F. Health Shands Hospital, College of Medicine, Department of Public Health). Formal and informal relationships such as research internships, thesis collaboration, and part-time employment with governmental agencies (e.g., FDA, CMS) and the industry (e.g., Merck, PhRMA) are encouraged and facilitated.

Specific requirements for graduate study

The Graduate School, located in Grinter Hall, prepares an online Graduate Catalogue <https://catalog.ufl.edu/graduate/> which gives detailed information on requirements for study in graduate degree programs. The Graduate Catalogue and latest Graduate School rules, including deadlines and requirements for graduation, are on the Graduate School home page. It is up to students to be informed of Graduate School requirements. The information in the Department's Policies and Procedures Handbook does not contain the rules and requirements of the University or the Graduate School. These can be found at <http://gradschool.ufl.edu>.

"The student must be familiar with Graduate Catalog general regulations and requirements, specific degree program requirements, and offerings and requirements of the major academic unit. Rules are not waived for ignorance." (UF Graduate School)

Student responsibilities

Students must stay informed on critical dates for their registration and progress through their program. No appeals for missing deadlines will be granted. Students also become financially liable for any course added or dropped after the deadline, including students with fee waivers. A calendar of critical dates is available on the Graduate School website (<http://gradschool.ufl.edu>) at the link for "Students".

Major and Concentration

The graduate program in pharmaceutical outcomes and policy falls within a major called "Pharmaceutical Sciences," The concentration within that major is "Pharmaceutical Outcomes and Policy."

Graduate student classification

Students enrolled for the first time in Graduate School in the College of Pharmacy are classified as 7PH. The student becomes classified 8PH upon accumulating thirty-six (36) credits and continuing enrollment in Graduate School. Upon successfully completing all parts of the Qualifying Examination and approval of a dissertation proposal, the student is admitted to Candidacy for the Ph.D. degree, which carries the classification 9PH.

Selection of a major advisor

Upon entering the Department, a major advisor or, in some cases, a temporary advisor will be assigned to each residential student. Note that most Ph.D. students will be assigned a major advisor at admission. The major advisor shall serve as the thesis or dissertation supervisor. For new residential M.S. students, a temporary advisor will usually be assigned, while for online students, the track director serves as the advisor. When the major advisor is assigned for residential students, students are expected to review the "AAMC Compact Between Biomedical Graduate Students and Their Research Advisors" with their advisor and discuss the commitments and responsibilities of both the student and advisor. Both the student and the major advisor shall sign the Compact, which is located in Appendix A.

The Department expects new residential graduate students to meet with each of the Department's faculty members during their first month in the graduate program to learn more about each faculty member's research interests and current research portfolio.

Ph.D. students who have been assigned a major advisor at admission must confirm the advisor with the Graduate Program Office during their first semester by completing a supervisory committee form. M.S. students will be assigned a major advisor at the beginning of the spring term of the first year. Until a major advisor is assigned, the Director of Graduate Programs will be the temporary advisor. Upon having a major advisor assigned, the student is responsible for submitting the supervisory committee form available here <https://graduateeducation.pharmacy.ufl.edu/forms-for-current-students/> to the administrative coordinator and the College's Graduate Program Office.

The advisor must meet with the student at least once per semester throughout the entire course of study. It is the obligation of the student to schedule a meeting with the advisor.

Supervisory Committee and Mentoring

Residential M.S. and Ph.D. students will establish a supervisory committee. Please refer to the Graduate Catalog concerning who may be seated on a supervisory committee. The supervisory committee is nominated by the student's major advisor in consultation with the student. Mentoring is a key component of graduate training, and the supervisory committee, along with the major advisor, takes on that responsibility. Committee meetings must occur no less than once per academic year, with a strong recommendation to meet at least twice per year to review student progress and the student's most recent IDP (see below), and provide guidance. When the supervisory committee meets with a student for purposes other than the qualifying (in the case of Ph.D. students) and final exams, the committee shall complete the Supervisory Committee meeting Report Form (see <https://graduateeducation.pharmacy.ufl.edu/forms-for-current-students/>). The Form shall be filed with the Administrative Coordinator and the College's Graduate Program Office.

The rules of Graduate School require that a student shall have a supervisory committee by the end of their second semester. It is understood that many Ph.D. students will not have clearly defined their research focus by the end of the second semester. Thus, the initial selection of committee members may be adjusted as the student's research area becomes clearer. By the end of the second semester, Ph.D. students shall have a committee of at least three members formed to serve on the supervisory committee. (Note that the supervisory committee must eventually include at least four Graduate Faculty members, with one of those serving in the role of an External Member.) The External Member need not

be identified by the end of the student's second semester. However, the entire supervisory committee, including the External Member, must be confirmed by the end of the summer term of Year 2, and the entire committee must approve the final plan of study before the start of the fall term of the third year. It is strongly recommended that students establish their full committee and plan of study sooner than the deadlines. Ph.D. students cannot sit for the Qualifying Exam if the entire supervisory committee is not established. Before sitting for the written qualifying exam, the committee will review the preliminary description of the research question to be pursued for a dissertation.

Residential M.S. students must also form a supervisory committee. Please refer to the Graduate School Catalog for information about the committee's composition. A thesis advisor will be assigned to M.S. students at the beginning of the spring term of Year 1, and the second committee member shall be identified by the end of the spring term of the first year. Online M.S. students (non-thesis option) do not form a supervisory committee.

Individual Development Plans (IDPs) assist with identifying and planning for professional development needs and career objectives. IDPs can also be utilized to facilitate communication between faculty and students about how best to meet long-term career plans and how best to gather the resources needed to realize those goals. Further, IDPs can help identify short-term goals and needs and develop a strategy for addressing those needs. Residential graduate students shall submit an IDP annually to their advisor and meet with their advisor to review the plan. Following approval of the IDP by the advisor, the student shall present the IDP to the supervisory committee. The Department has adopted an IDP format available at <http://graduateschool.ufl.edu/faculty--staff/resources/individual-development-plan-idp-policy/>, which is the preferred IDP template. Note there is a separate IDP for Year 1 and succeeding years (see Appendix B). Alternatively, a student may also use the IDP located at <http://myidp.sciencecareers.org/Account/LogOn>. Students are encouraged to revise their IDP throughout the year.

Changing Major advisors

If a student desires to change their major advisor, please discuss it with the Graduate Program Director.

Review of academic progress

It is the primary responsibility of the major advisor to assure quality performance by the student. Satisfactory progress is defined as 1) having not less than a B grade in any course and 2) meeting all milestone deadlines in the academic timetable. All milestones for the Ph.D. program and Residential M.S. programs are summarized in the Milestones document (see Appendix C). Note that the Milestones Document may be updated periodically. Students are expected to adhere to the most recent version of the Milestones Document, which may be found here <https://pop.pharmacy.ufl.edu/education/resources-links/>.

Grades of "I" (incomplete) should be removed as soon as possible. Grades of "I" carry no quality point and lower the overall grade point average. All grades of "I" must be removed before the end of the next academic term, or the student will receive an "E." A student cannot complete the degree requirement with a grade of an "I" in any course.

Students will be provided with a written evaluation of their academic progress each academic year. In consultation with the graduate faculty, the major advisor will prepare this evaluation and discuss the evaluation with the student. The original will be signed by the student and kept in the student's academic file.

Presenting and Publishing Research Findings

All students in the residential M.S. and Ph.D. programs are expected to begin their involvement in research soon after starting the graduate program. Online program M.S. students have no requirement to engage in research. Within the first month of beginning graduate studies, new residential students should schedule an individual interview with each faculty member in the Department about the research activities and interests of the faculty member. Students are expected to identify a research project they would like to become involved in within the first semester and ask the faculty member to mentor their initial research efforts. Generally, a new student will begin working on research under the guidance of their advisor. Still, many students will benefit from also working on a project guided by other faculty members.

Involvement in research and presenting research findings in a public forum is required. Presentation of research findings may involve submitting a manuscript to a professional journal, presenting a paper (poster or podium) at a research forum (i.e., at the Research Showcase at the College of Pharmacy), or presenting a paper at a professional meeting. Specific requirements for the presentation and publication of research findings are included in the Milestones Document in Appendix C. Specifically,

- Ph.D. students must have either given a presentation or have their research accepted for an upcoming presentation at a professional meeting before sitting for the preliminary examination.
- Ph.D. students must have at least two research manuscripts submitted to a peer-reviewed journal before the written qualifying exam, with one as first author and the second with no requirement for rank in authorship.
- Before the dissertation defense, Ph.D. students are required to have at least one manuscript draft based on the dissertation research suitable for submission to a peer-reviewed journal.
- Before the thesis defense, residential M.S. students must have at least one manuscript draft based on the thesis research suitable for submission to a peer-reviewed journal.
- Active participation in the annual college research showcase is expected of all residential students.
- All abstracts, posters, slide sets, or other materials that are presented or published need to be shared with co-authors at least one week before submission/presentation.

Publishing: Senior Author Status/Corresponding Author

All research manuscripts or abstracts, etc. that students wish to submit involving a faculty member shall have a faculty member listed as the corresponding author. This includes publications from the thesis/dissertation.

Data Access During the Degree Program

All students are required to use data per the Data Use Agreement (DUA) in place for each dataset. Note that several DUA's do not allow remote access to a dataset from other countries. If a student will be traveling to another country and plans to access a dataset remotely, they must first receive approval from the DUA coordinator in the Department. Violation of a DUA is a severe violation, and lack of compliance may lead to substantial consequences, including expulsion.

Data Access Following Graduation

Due to increasing scrutiny related to data user agreements and licenses and related restrictions for non-UF personnel:

- a. We will grant data access for any new graduates or post-docs who are leaving POP for six months.
- b. We will extend this period for work in support of one or more specific manuscripts that are at the 6-months mark under review and for which additional data analysis might be needed.
- c. Manuscripts that are submitted after the six months will not qualify for an extension. After six months of a manuscript's acceptance, we will close or remove you from all related IRBs/DUAs.

III. EXAMINATIONS

Students must register for sufficient and appropriate graduate credits during the term when the qualifying examination or Final Exam (defense of dissertation) is taken. Credit requirements are described in the Graduate Catalog for each degree program. Note that students must be registered for a minimum of 3 credits in fall and spring and two credits in summer whenever an examination occurs, even if they are not on a graduate assistantship.

When students are ready to schedule any of the examinations described below, the student shall notify the Graduate Program Director, administrative coordinator, and the College's Graduate Program Office at least two weeks before the examination. The time and place of the Qualifying and Final examinations will be publicly announced, and the exam is open to everyone.

If forms are required for a signature, the College Graduate Program Office will prepare the forms. It is up to the student to make sure that the College's Graduate Program Office is notified at least two weeks before the examination, so there is time to prepare the forms.

Preliminary examination

Students working toward the Ph.D. degree in POP take a preliminary exam administered soon after the end of the spring semester of the second year. Residential students in the M.S. track admitted to the Ph.D. program are also required to take the Preliminary Exam at the same time.

The exam consists of questions, organized into sections developed by the Department, to reflect subject matter relevant to the core curriculum and a general understanding of issues pertinent to our discipline. In addition, the ability to integrate and apply information on research methods and statistics to

problems presented will be evaluated. Grades on each section of the exam will be "Pass," "Marginal Pass," or "Fail." To pass the Preliminary Examination, the student must achieve a "Pass" on all sections. Students receiving a "Marginal Pass" on a section must successfully complete remediation within a specified period; otherwise, the grade for that section will become a "Fail." At the discretion of the departmental faculty, exam sections receiving a "Fail" grade may be re-administered when the preliminary examination is next scheduled. Failure to receive a "Pass" on all sections of the Preliminary Exam if a re-administration is permitted will result in dismissal from the Ph.D. program.

M.S. research project and Final Exam

Residential M.S. in POP students must complete a thesis that comprises a research project of publishable quality. The thesis advisor will assign a research topic by the beginning of the spring semester of Year 1. By the end of the summer term, the student's committee must approve the thesis proposal before the student can begin data analysis. The research findings presented in a thesis must also be summarized in a manuscript, which must be submitted to the thesis committee before the Final Exam (i.e., thesis defense). Students in the POP online M.S. program are not required to complete a research project.

Ph.D. Qualifying examination and research proposal

The Qualifying Exam (i.e., Ph.D. candidacy exam) is administered after a Ph.D. student has completed the entire plan of study approved by the supervisory committee. The Qualifying Exam has two components: a written examination and the other is an oral examination. To be eligible to take the written qualifying examination, Ph.D. students must submit two manuscripts to peer-review journals, one as first author and the second with no requirement for rank in authorship. The written exam emphasizes the coursework and other relevant subject matter related to the student's disciplinary focus area. The written qualifying exam is usually administered over several days and may include in-house and take-home portions at the discretion of the supervisory committee. The supervisory committee also decides whether and what type of references and materials may be used by the students to complete the exam.

Satisfactory performance of the Written Qualifying Exam will allow the student to take the Oral Qualifying Examination (i.e., dissertation proposal defense). The student must inform the Department's Director of Graduate Programs, the administrative coordinator, and the College's graduate program office of the Exam date at least two weeks before the oral Qualifying Examination date. The time and location of the proposal defense will be shared at least one week before the exam with all students and faculty. The student and the chair of the supervisory committee are required to be in the same physical location during the oral qualifying exam. All other committee members can participate via advanced communication technology (check Graduate Catalog as policies can be modified at any time). The examination, including the proposal presentation as well as questions asked by the Supervisory Committee, is conducted as an open forum.

During the Oral Qualifying Exam, the student will present their proposal for dissertation research to the supervisory committee. Each student must have submitted a written research proposal to each committee member at least fourteen (14) days before the Oral Qualifying Exam. If the student passes the written qualifying examination and can defend the proposal satisfactorily in the oral qualifying

examination, a passing grade will be given for the Qualifying Examination. Even when a passing grade is given, the committee is expected to make suggestions for changes in the dissertation proposal that could improve the research project. If the student fails the Qualifying Examination, the Graduate School must be notified. A re-examination may be requested, but the supervisory committee must recommend it. At least one (1) semester of additional preparation is essential for re-examination. Successful completion of the Qualifying Exam admits a student into Candidacy for the Ph.D. degree. The results of the qualifying examination must be reported electronically to the Graduate School via the Admission to Candidacy form in the Student Information System by the College Graduate Program Office. Completion of the oral qualifying exam also requires documentation of the results by completing the SACS Graduate Exam Form. These forms should be submitted to the College Graduate Program Office immediately after the exam and copied to the Director of Graduate Programs and the administrative coordinator.

Between successful completion of the Qualifying Examination and the date the degree is conferred, there must be a minimum of two semesters of study. The semester in which the oral qualifying examination is passed is counted, provided the examination occurs before the midpoint of the term. All work for the doctoral degree must be completed within five (5) calendar years after passing the qualifying examination, or the qualifying examination must be repeated.

M.S. Thesis and Ph.D. Dissertation

The goal of the master's and doctoral research project is for a student to engage in research leading to new knowledge or enhancing existing knowledge. During the course of the research project, the student is expected to critically evaluate research already done in the student's field of interest as it relates to their thesis/dissertation research. Because the program's goal is to provide training that enables graduates to build independent research programs, we expect Ph.D. students to identify their dissertation research topic on their own. The role of the major advisor and supervisory committee is to provide guidance and feedback on the relevance, novelty, and feasibility of proposed research ideas and to help shape the final research questions through frequent discussion. Students in the M.S. program will generally be provided a research aim(s) for the thesis by their advisor. With advice from the supervisory committee, M.S. and Ph.D. students will then design and implement a method of answering the research questions of interest.

The faculty wants the research experience to be an exciting one -- a culmination of your graduate studies. We urge you to talk with us throughout your program, both individually and in the classroom, about your interests and ideas for research.

Final examination/oral defense of the dissertation

After completing all other work for the M.S. or Ph.D. degree, and in no case earlier than six (6) months before the conferral of the degree, the candidate will be given a final examination, consisting of an oral defense of their dissertation/thesis by the supervisory committee, which is referred to as the final examination. The Director of Graduate Studies, the Program Administrator, and the Graduate Program Office must be informed of the date of this examination at least two weeks in advance, give public notice of the exam, and prepare all forms required for the examination. The dissertation or thesis must be submitted at least two weeks before the scheduled defense date to all committee members. Students must also adhere to the requirements in the milestones document about manuscript requirements for eventual submission to peer-reviewed journals for your program of study. All forms

shall be submitted to the Department's Graduate Program Director and the College Graduate Program Office immediately after completing the thesis/dissertation defense. Students are responsible for meeting all deadlines for the dissertation and final defense published by the Graduate School. Students must be registered for a minimum of 3 credit houses in fall and spring, and two credit hours in summer for the final exam to be valid.

Graduation requirements

When planning to graduate it is the responsibility of each student to access Final Term requirements and Critical dates from the U.F. Graduate School website.

Dissertation Checklist link <http://www.graduateschool.ufl.edu/graduation/checklists>

IV. COURSE OF STUDY

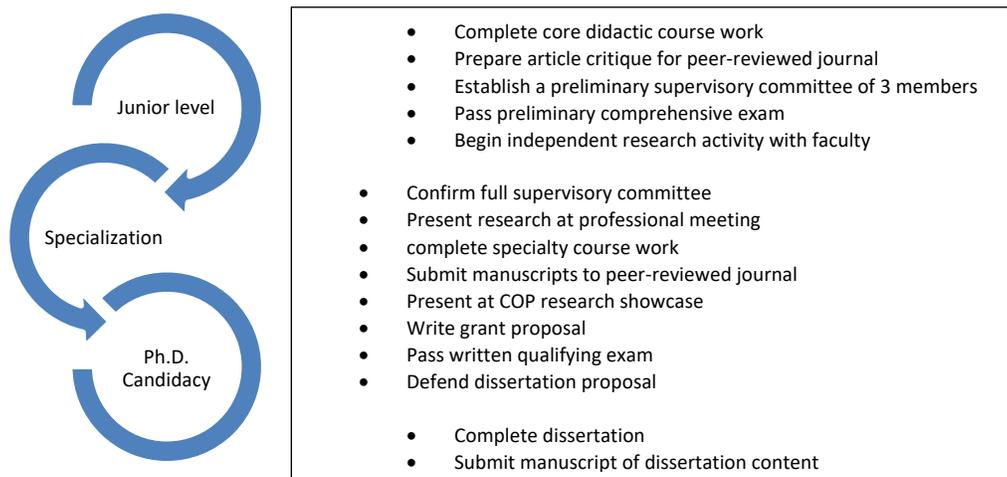
Ph.D. Degree

Doctoral study consists of the independent mastery of a field of knowledge and the successful execution of research. For this reason, doctoral students act largely on their own responsibility, and doctoral programs are more flexible and varied than those leading to other degrees. A minimum of 90 semester hours is required for the doctoral degree. However, it is not unusual for students to complete a larger number of credit hours depending on the topic of concentrated study, the supervisory committee, the dissertation, and the student themselves.

Requirements of the graduate program are divided into five broad categories: (1) core courses; (2) an independent study component; (3) seminar, journal club, regular research meetings, and individual study/special problem courses; (4) specialty courses; and (5) dissertation hours. A complete written outline of the preliminary plan of study must be approved by the internal members of the Supervisory Committee not later than the end of the spring term of the second year following the student's admission to the program, but preferably sooner. This plan of study must be reviewed again after students have developed a brief description of research questions and research plan for the dissertation and receive final approval by the entire supervisory committee before the start of the fall term of the third year. Students should use the Milestones Document located here <https://pop.pharmacy.ufl.edu/education/resources-links/> to document their plan of study.

The program is designed over a 4 to 5-year period, but individual student progress in meeting the annual milestones may vary. Students complete the core curriculum, followed by a preliminary exam after which they will begin to develop their doctoral dissertation. In addition, students attend the weekly departmental Seminar, a bi-weekly journal club, and take independent study credit to work with faculty on research projects. Research experience is valued as highly as didactic coursework, and course schedules are designed to allow independent research work. Ph.D. students are expected to join faculty-led research teams during their first year of training. Besides exposure to grant writing and the research process, the student's participation is expected to result in early completion of small independent research projects and presentation of results at a national or international meeting as well as the annual College Research Showcase. Successful graduation requires a formal doctoral dissertation of original independent work that offers a distinct contribution to and advancement of science and at least 90

credit hours of didactic coursework and independent research. Students have the opportunity to complete research internships in the pharmaceutical industry, health service organizations, and government agencies. Students are also expected to seek extramural funding and submit at least one grant proposal within two months of passing the written qualifying exam. The Milestones Document specifies the typical course of study that is expected for Ph.D. students. A summary of the course of study is depicted below.



CORE COMPETENCIES - Ph.D.

The Ph.D. degree provides individuals with the credentials to develop and direct clinical research units in universities, pharmaceutical companies, contract research organizations, and government organizations. Successful graduates have a range of technical and disciplinary competencies in research design, measurement, inferential statistics; the communication of research results; research ethics; healthcare delivery and the medication use system, the drug product, and behavioral issues surrounding medication use.

Core Curriculum Overview for Residential M.S. and Ph.D. Degree

The core courses for the residential M.S. and Ph.D. degrees are selected to establish a common backbone in the training of our students, yet to allow flexibility to pursue the various specialties our Department offers. The following core courses are mandatory and should be completed within the first two years of training.

Methods courses:

- Introduction to Pharmacoepidemiology (PHA 6891) (3cr)
- Principles of Evidence-based Pharmacy (PHA 5933/6935) (3cr)
- Principles of Pharmacoeconomics (PHA 6935) (1cr)
- Public Health Computing (PHC 6937) (3cr)
- Introduction to POP Research (PHA 6265) (3cr)
- Pharmacoepidemiology and Patient Safety (aka Intermediate Pharmacoepidemiology) (PHA 6268) (3cr)

- Data Analysis and Interpretation (PHA 6805) (3cr)
- Measurement in POP Research (PHA 6717) (3cr)
- Grant Writing in Population Health (PHC 7727) (2cr) or PET 5936 (3cr), (Ph.D. students only)

Statistics courses:

- Introduction to Biostatistical Methods (PHC 6052) (3cr)
- Regression Methods for Health and Life Sciences (PHC 6053) or Survey of Advanced Biostatistical Methods for the Health Sciences (PHC 6937) (3cr)
- Applied Survival Analysis (PHC 6937) (3cr)

Content courses:

- Introduction to U.S. Health Care System (HSA 6114) (3cr) (required for students with little to no exposure)
- Writing course, 3cr.
- Introduction to Drug Discovery, 1cr, (Ph.D. students only)
- College Professional Development Series, 1cr
- POP Weekend Seminar, 1cr (twice for Ph.D. students)

One of the following courses shall be taken, but may be completed at any time during the program, noting there are prerequisite courses for each:

- Advanced Pharmacoepidemiology or Advanced Pharmacoeconomics, 3cr, (Ph.D. students only)

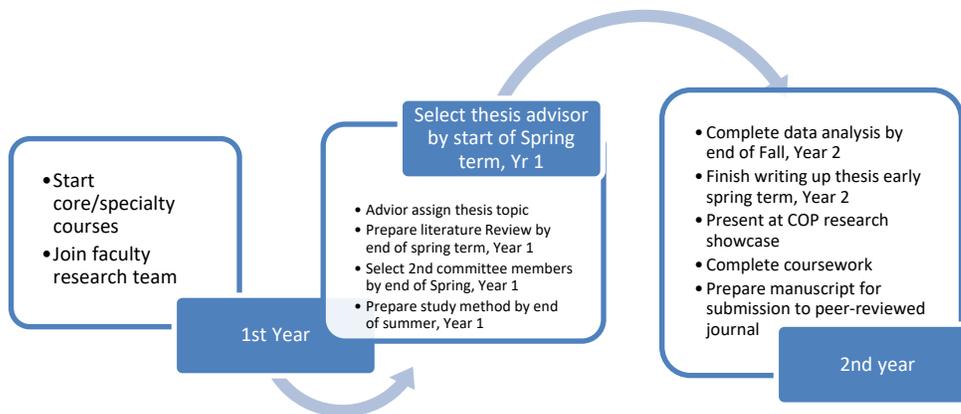
Specialty courses:

Typically between 4-8 courses (depending on M.S. or Ph.D.) specific to the chosen specialty are added to the core curriculum. In addition, students take credit for independent study coursework with faculty starting in the second semester of their training, for their dissertation research, Seminar, and journal club.

Residential M.S. Degree in POP Research

The residential M.S. program is designed to be completed over two years, but individual student progress in meeting the annual milestones may vary. Students complete a set of core courses that are shared among all POP specialties and specialty-specific courses, totaling a minimum of 36 credit hours of course work. In addition, students attend a weekly departmental seminar, a bi-weekly journal club, and join faculty on ongoing research projects. Research experience is valued as highly as didactic coursework, and course schedules are designed to allow independent research work. Successful graduation requires successful completion of all courses and a manuscript summarizing the M.S. thesis project accepted by U.F. graduate faculty that is ready for submission to a peer-reviewed journal.

While the program provides a terminal M.S. degree, all coursework and other scholastic requirements are transferable to the Department's Ph.D. program if admitted to the Ph.D. program.



CORE COMPETENCIES – M.S. in POP Research

This degree program provides individuals with the credentials to serve as entry- or mid-level research associates in contract research organizations, academic and clinical research units, pharmaceutical companies, and government organizations. Typically, these individuals work under limited direction as part of a multidisciplinary research group. Examples of such positions include research associates, program managers, and health scientists.

Independent study requirements for Ph.D. and Residential M.S. Program

During a Ph.D. student's first year, the student is expected to begin to undertake a research project under the supervision of a faculty mentor, which is generally referred to as independent study research. Independent study research is not intended to lock the student into a dissertation; it is intended to acquaint the student with the research process. M.S. students will begin their thesis work at the beginning of the spring term of the first year under the direction of a thesis advisor. M.S. students are also encouraged to work on other research projects with any faculty member in the Department.

Individual study/special problem courses (PHA 6910, PHA 6935, PHA 6936, PHA 6937 PHA 7979) are available to students for the purpose of conducting independent research or examining specific issues or topics in POP research. However, whether one registers for an independent study course or not, all students are expected to engage in independent study research every semester under the direction of a faculty member. Students on a funded Research Assistantship (R.A.) shall not be assigned to research activities associated with a student's dissertation research or other independent study research. Thus, students on a funded R.A. will be assigned research activities associated with only a faculty member's research program. A student's independent study research may use a dataset associated with the R.A., but the independent study research objectives shall be fundamentally different than those for the research assistantship.

All registration for independent study courses requires submission of a form before registration and shall be given to the Graduate Program Director, with signatures of the faculty member overseeing the research and a description of goals for the independent study experience. The goals for independent study research shall be ambitious yet feasible for a single semester and shall be approved by the faculty member overseeing the independent study course; the assigned grade will be based on meeting the stated goals.

Research Seminar

Students are expected to participate in Research Seminar during Fall and Spring semesters until graduation. The objectives of the Seminar include: (a) to support graduate student research; (b) to exchange ideas; and (c) to provide experiences in discussing ideas with a group. Students are asked to notify the course coordinator, the administrative coordinator and their primary advisor if they cannot attend a seminar. Students are expected to participate constructively in the discussion of the presented research and provide feedback to the presenter via the seminar feedback forms when attending the Seminar. Students must register for one credit hour each summer to reflect their participation during the fall and spring terms each summer semester. There may be instances in which the student will not register for credit, which must be approved by the Director of the Graduate Program. However, even in those instances, the student is expected to fully participate in Seminar until graduation.

Online Program Seminar Weekends

All residential Ph.D. students are expected to attend a minimum of two (residential M.S. students 1) weekend seminars organized by the online program. Online seminars include preparatory readings and examinations, thus, early registration is required.

Journal club

Journal club is usually offered every other week. All residential M.S. and Ph.D. students are required to attend and actively participate in journal club regularly, but no less than once a month. Students must register for one credit hour each summer to reflect their participation during the fall and spring terms each summer semester. There may be instances in which the student will not register for credit, which must be approved by the Director of the Graduate Program. However, even in those instances, the student is expected to fully participate in the journal club until graduation. Failure to attend or actively participate in the journal club will result in a failing grade.

V. GENERAL POLICIES

Faculty expectations of graduate students

Graduate students should understand and embrace those things that the Department values. Below is a list of behavioral expectations that the faculty wishes to transmit to students and by which the faculty will evaluate students:

1. Developing a sense of purpose consistent with the departmental mission.
2. Demonstrating competence, that is, using resources to achieve one's objectives, goals, and purpose. The demonstration of competence typically is influenced by one's ability to (a) prioritize (i.e., balancing multiple objectives according to purpose), (b) organize, and (c) demonstrate self-discipline.
3. Demonstrating a commitment to ethics in one's professional life (i.e., honesty, candor).
4. Accepting responsibility for and active involvement in learning; participating in seminars, journal club, conferences, and discussion sessions; conscientiously meeting the duties of a graduate or teaching assistant.

5. Demonstrating openness to challenge by trying new ideas in seminar/research meetings, taking the risk of being "wrong," and seeking out opportunities for professional growth
6. Demonstrating leadership among fellow students and in student/professional organizations.

Conflict Resolution

If a conflict arises between a student and a faculty member, the following procedure should be followed:

1. The student and faculty member should attempt to work out the issue. If appropriate, the issue may be brought to the Supervisory Committee for resolution should the conflict concern the advisor or an issue related to the dissertation/thesis process.
2. If a resolution cannot be reached within the Supervisory Committee, the issue should be referred to the Director of Graduate Programs and she or he should be asked to facilitate. The Department Chair may also serve in this role.
3. The student can bring the issue to the attention of the Associate Dean of Research and Graduate Education directly if either a resolution cannot be found at the departmental level or if the student would prefer to work with a facilitator from outside the Department.
4. If resolution cannot be reached through the internal College of Pharmacy process, the student should contact the UF Office of the Ombudsman for further guidance.

As a general principle, graduate students must assume primary responsibility for their progress within the degree program. This includes, but is not limited to, maintaining a respectful and professional demeanor, committing to ethical academic and research standards, and being knowledgeable about UF and COP rules, regulations, and procedures. Likewise, all faculty should strive to enhance all graduate students' academic and professional development. Faculty members serving in an advisory role, both as a faculty advisor or a committee member, are expected to provide mentorship in research practices, ethics, and career preparation respectfully and professionally.

Transfer Credits

The Department adheres to Graduate School academic regulations concerning the transfer of credits earned from another institution. Residential students shall discuss a request to transfer credits with the Graduate Program Director during their first semester. Students in the online master's program shall consult with the program's Director during their first semester in the program.

Outside Work, Conflicts-of-interest and Integrity in Graduate Study

The goals of a graduate program are best met when students immerse themselves in coursework and independent study in the discipline. The decision to pursue graduate study requires a full-time commitment with rare exceptions. The Department of Pharmaceutical Outcomes and Policy faculty members strongly recommend that graduate students not be engaged in outside employment. Students

who feel that outside employment is necessary and would not jeopardize their graduate studies are expected to meet with both their advisor and the Graduate Program Director to discuss their situations.

Conflicts of interest between graduate students and industrial or commercial entities may arise if a graduate student is offered a financial benefit (honorarium, travel expenses, grant, etc.) by an industrial or commercial entity while the Department is conducting research into matters relating to the business of the industrial or commercial entity. Graduate students should avoid even the appearance of impropriety in accepting financial benefits from industrial or commercial entities. The department faculty (through the graduate program director) must approve any benefit, including financial, provided to a graduate student from an industrial or commercial entity.

Graduate Assistants (GAs), because of their employee status, who wish to engage in outside activities or to hold financial interests must complete the University of Florida's Disclosure of Outside Activities and Financial Interests form before the commencement of the outside activity or acquiring the financial interest and thereafter at the beginning of each contractual year of employment. If a material change in the information presented occurs during the contract year, a new form must be submitted. Please see <https://facultyaffairs.pharmacy.ufl.edu/faculty-resources/college-of-pharmacy-policies/conflict-of-interest/> for further information. Feel free to also consult with the Graduate program Coordinator to clarify whether an activity must be disclosed.

Integrity in graduate work has received considerable attention during recent years. In 1990, the Graduate School developed guidelines to assist students in maintaining integrity in their work (<http://graduateschool.ufl.edu/personnel-and-policy/mentoring>). The Department adheres to these guidelines. If a student has any questions concerning these matters, please see the Director of Graduate Studies or the department chairman.

The College of Pharmacy has established a social networking policy that is intended to address the posting of certain types of information. The policy is available at <https://cop-admissions.sites.medinfo.ufl.edu/files/2018/07/Social-Networking-Policy-2018.pdf>

Graduate representatives

Annually, POP graduate students elect one or two Graduate Student Representatives (GSR) who serve as liaisons between students and the faculty. The GSR attends faculty meetings, participates in the recruitment and admissions process, attends Graduate Student Council meetings, and other duties (see Appendix D for further detail).

Student Travel

Students are encouraged to attend professional meetings to present their research findings during the graduate program. The University has established domestic and international travel procedures for faculty and students associated with attendance at professional meetings. The Department also has added procedures for personal and professional travel. All personal and professional travel must be approved by the research advisor and/or their major advisor and, if a GA, by the faculty member to whom she or he is assigned during the period of travel. Students are expected to discuss the plan for

funding professional travel with their research advisor and/or major advisor before submitting an abstract. We recommend the following if you plan to submit an abstract to the professional meeting; apply for funding support to the UF Graduate Council as well as the Office of Research, then apply for Liberty support to the College's Graduate Programs Office, and if needed, then speak with your advisor about other ways to seek funding support.

The following steps must be completed for all travel, whether for personal or professional reasons.

1. The Leave Agreement needs to be submitted for all travel not later than five working days before the beginning of each term (see Appendix E). This affects all travel that
 - a. exceeds a total of three days
 - b. is international (note that if you plan to access data, it is mandatory to discuss with Department's DUA Coordinator before starting travel)
 - c. affects a workday defined by the RA/TA assignment (which might be a weekend day or holiday); note that periods without classes (e.g. spring break) are still considered workdays, and the same rules for travel permission forms apply.

Of course, a travel opportunity may arise after the start of the semester. In such cases, the student is expected to submit a new Leave Agreement as soon as possible, but certainly no later than ten days before the planned departure date. The Graduate Assistant Leave Agreement is available from the Graduate Studies Program Administrator and at the end of this document.

2. For professional travel within the United States that will involve receiving reimbursement from the University for all or part of the travel, students must submit in addition to the Planned Student Leave Form the Travel Authorization Request (TAR), which is also available from the Administrative Support Assistant (Katherine Morris), at least 30 days in advance of the departure date.
3. For foreign travel that will involve receiving reimbursement from the University for all or part of the travel, students must submit in addition to the Graduate Assistant Leave Agreement at least 30 days in advance of the departure date:
 1. Travel Authorization Request (TAR) (will be emailed by Katherine Morris)
 2. Complete the required information for international travel located at <http://www.ufic.ufl.edu/travelregistration.html> and save an electronic version of the Team Assist Identification Card. This card will be needed to complete the following step.
4. For students who are GA's and travel expenses are being paid either in part or in whole by an organization outside of the University of Florida, please determine whether the travel must be disclosed according to the University of Florida's Disclosure of Outside Activities and Financial Interests policy. If it is a disclosable activity, submit a form at least two weeks before the travel and before purchasing airline tickets or other travel-related expenses.

Fellowships and Internships

Students are encouraged to apply for national and graduate school fellowships and awards. If a student succeeds in receiving a grant that includes a stipend for living expenses, the student is expected to meet with the Graduate Program Director to discuss its impact on the state-supported graduate assistantship. Please provide the Graduate Program Director with a copy of any external fellowship or grant application submitted.

Internships opportunities can be formally arranged by the Department or independently acquired by the student. Formally arranged internships include a research collaboration between the internship site and the Department and are jointly supervised by a designated mentor at the internship site and a POP faculty mentor. These internships focus specifically on the completion of a research question that is of interest to the internship sponsor. Typically, the time of physical presence at the sponsor site is expected to result in a complete research and analysis plan, as well as a full plan to complete data acquisition. Data analysis and report of findings may be completed after the student returns to POP.

All internships must have specific academic objectives defined before beginning the internship and deliverables specified to meet the objectives. Deliverables will include a presentation to faculty and graduate students on the outcomes of the internship. Typically, internships will be most beneficial to senior students with a focus area defined and a dissertation problem identified. The internship can then be targeted to the focus area and research problem identified.

. Please also consult with the Director of Graduate Studies as soon as possible when contemplating participation in an internship. Students who are Graduate Assistants (GA) and who wish to participate in an internship will take a leave of absence from their GA appointment and must submit an internship form the College's Graduate Program's Office

Graduate assistantships

Stipends

It is the general policy of the Department of Pharmaceutical Outcomes and Policy that all Ph.D. students accepted to pursue residential graduate studies receive support in the form of a teaching or research assistantship (or a blend of the two) or show evidence of adequate support from fellowships or other sources. Assistantships are for one year only and are subject to renewal based on the student's performance and available resources. Assistantships are generally renewable, as described in the letter of admission.

However, continued funding is also contingent on the submission of at least one application to an external funding agency to support one's dissertation research and stipend for the remainder of the program. A funding application is to be submitted within two months of passing the written qualifying examination. Students who are unsuccessful in attracting funding may request funding support from a faculty member of the Department for the fifth year of graduate study, but under no circumstances will a student be funded for the sixth year of graduate study. It is important to note that the amount of the stipend for the fifth year of graduate study may be lower with the idea that it is solely meant to bridge the time until the student is ready to graduate. To reduce the burden of tuition if alternative funding sources are needed, all qualified students are reminded to apply for Florida residency after their first year of study has been completed.

Students on graduate assistantships must register for nine credit hours during fall and spring semesters and six hours during the summer, which is covered by the respective tuition waivers that accompany the assistantships. University fees are the student's financial responsibility and must be paid by the established deadline. Late payments will result in a late fee.

Graduate Assistantships – Description of Activities/Teaching Opportunities for all Ph.D. Students

The activities assigned to the graduate assistant may vary from semester to semester based on the source(s) of funding. Generally, graduate assistants are funded at 0.50 FTE; thus, GAs generally provide services in that role for 20 hours per week. The student's assigned tasks for a graduate assistantship should be treated as an employment responsibility to the Department and the University and shall take priority over research associated with the student's program of study or other commitments to individual advisors.

Generally, all or most students on a graduate assistantship will be assigned both teaching and research duties during their first two years. However, depending on the sources of funding a student on a GA, the roles of the G.A. assignment may change from semester to semester. Teaching duties are assigned by the Dean's Office as well as by the Department. All Ph.D. students, regardless of their source of funding, must demonstrate competence as a teacher. During the first year that a student is on a Graduate Assistantship, he/she should take courses and workshops on teaching offered by the University. A teaching handbook, as well as information on workshops available, can be found at https://teachingcenter.ufl.edu/ta_development.html. The Department also offers a Supervised Teaching course, which provides an opportunity for a Ph.D. student to have teaching experiences in selected Pharm.D. courses.

Assistantships in which the student is assigned to teaching are evaluated by faculty and sometimes by professional students each semester. It is the professor's responsibility in charge of the course to ensure that this evaluation is conducted.

Vacation

Graduate assistants on state stipends are permitted to have up to 5 paid personal days per semester which can be used as sick leave, illness, or death of a family member, or for jury duty at a time **mutually agreed** to by the student, his/her major advisor and the faculty member supervising graduate or teaching assistantship for that semester. In addition, students are granted the usual state holidays. They are:

Memorial Day	Thanksgiving Day and the day after
Independence Day	Christmas Day
Labor Day	New Year's Day
Veterans Day	Martin Luther King Day

There are also other benefits afforded to GAs and those are described in the GAU Collective Bargaining Agreement. Students may be asked to perform research and teaching functions at any time, including during semester breaks. However, students, their advisers, and their T.A. supervisors may agree on independent work during semester breaks that may not require the student's presence on campus. Any leave needs to be communicated to the graduate assistantship supervisor, the principal advisor, and the department chair or the Director of Graduate Studies via the Student Leave Form.

Remote Work

Graduate Assistants who have a preference for working on assigned duties remotely shall discuss this with their supervisor and the Director of Graduate Studies. If the request is supported by the Department, the student shall contact the College's Human Resources Department by email with a copy

to the supervisor and Graduate Programs Director to make a formal request. A Graduate Assistant is not permitted to work remotely without approval from the College's Human Resources Department.

Appendix A. Compact Between Graduate Students and Their Advisors



Compact Between Graduate Students and Faculty Advisors – from the AAMC Biomed Compact

Commitments of Graduate Students

- **I acknowledge that I have the primary responsibility for the successful completion of my degree.** I will be committed to my graduate education and will demonstrate this by my efforts in the classroom, the research laboratory, and all other related academic and professional activities. I will maintain a high level of professionalism, self-motivation, initiative, engagement, scientific curiosity, and ethical standards, including complying with institutional and research group standards for contributing to an inclusive research environment.
- **I will meet regularly with my research advisor to provide updates on the progress and results of my course work, research, and professional and career development activities.**
- **I will work with my research advisor to develop a thesis/dissertation project.** This will include establishing a timeline for each phase of my work. I will strive to keep engaged with the work, discuss experimental findings and any pitfalls, and meet the established goals and deadlines.
- **I will work with my research advisor to select a thesis/dissertation committee.** I will commit to meeting with this committee at least annually (or more frequently, according to program guidelines). I will discuss my progress to date and be responsive to the advice and constructive criticism from my committee.
- **I will be a good lab citizen.** I agree to take part in shared laboratory responsibilities and will use laboratory resources carefully and frugally. I will maintain a safe and clean laboratory space. I will be respectful of, tolerant of, and work collegially with all laboratory personnel. I will be an active contributing member to all team efforts and collaborations and will respect individual contributions. I will also contribute to an environment that is safe, equitable, and free of harassment.
- **I will maintain detailed, organized, and accurate research records. With respect to data ownership, I acknowledge that original notebooks, digital files, and tangible research materials belong to the institution and will remain in the lab when I finish my thesis/dissertation so that other individuals can reproduce and carry on related research, in accordance with institutional policy.** Only with the explicit approval from my research mentor and in accordance with institutional policy may I make copies of my notebooks and digital files and have access to tangible research materials that I helped to generate during my graduate training.
- **I will discuss policies on work hours, medical leave, and vacation with my graduate program and research advisor.** I will consult with my advisor in advance of any planned absences and apprise my advisor of any unexpected absences due to illness or other issues.
- **I will discuss policies on authorship and attendance at professional meetings with my research advisor.** I will work with my advisor to disseminate all relevant research results in a timely manner before completion of all degree requirements.

Compact Between Graduate Students and Faculty Advisors – from the AAMC Biomed Compact

- **I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution.** I will commit to meeting these requirements in the appropriate time frame and will abide by all institutional policies and procedures.
- **I will attend and actively participate in laboratory meetings, seminars, and journal clubs that are part of my educational program.** To enhance research, leadership, and additional professional skills, I will seek out other enrichment opportunities, such as participation in professional organizations and meetings, student representation on institutional committees, and coordination of departmental events.
- **I will be knowledgeable of all institutional research policies.** I will comply with all institutional laboratory safety practices and animal-use and human-research policies. I will participate in my institution's Responsible Conduct of Research Training Program and practice the guidelines presented therein while conducting my research. I will also seek input on and comply with institutional policies regarding my research design and data analysis.
- **I acknowledge that I have the primary responsibility for the development of my own career.** I recognize that I need to explore career opportunities and paths that match and develop my individual skills, values, and interests to achieve my desired career goals. I understand that there are tools such as the individual development plan that I should use to help me define my career goals and develop my training plan. I will seek guidance throughout my graduate education from my research advisor, career counseling services, thesis/dissertation committee, other mentors, and any other resources that can offer advice on career planning and the wide range of opportunities available in the biomedical workforce.

Commitments of Research Advisors

- **Throughout the graduate student's time in my laboratory, I will be supportive, equitable, accessible, encouraging, and respectful.** I will foster the graduate student's professional confidence and encourage intellectual development, critical thinking, curiosity, and creativity. I will continue my interest and involvement as the student moves forward into a career.
- **I will be committed to meeting one-on-one with the student on a regular basis. I will regularly review the student's progress and provide timely feedback and goal-setting advice.**
- **I will be committed to the graduate student's research project.** I will work with the student to help plan and guide the research project, set reasonable and attainable goals, and establish a timeline for completion of the project.
- **I will help the graduate student select a thesis/dissertation committee.** I will assure that this committee meets at least annually (or more frequently, according to program guidelines) to review and discuss the graduate student's progress and future directions. I understand that the function of this committee is to help the student complete the doctoral research, and I will respect the ideas and suggestions of my colleagues on the committee.
- **I will provide an environment that is intellectually stimulating, emotionally supportive, safe, equitable, and free of harassment.**
- **I will demonstrate respect for all graduate students as individuals without regard to gender, race, national origin, religion, disability or sexual orientation, and I will cultivate a culture of tolerance among the entire laboratory.**
- **I will be committed to providing financial resources, as appropriate and according to my institution's guidelines, for the graduate student to conduct thesis/dissertation research.** I will not require the graduate student to perform tasks that are unrelated to the training program and professional development.
- **I will expect the graduate student to share common laboratory responsibilities and use resources carefully and frugally.** I will also regularly meet with the graduate student to review data management, storage, and record keeping. I will discuss with the student intellectual policy issues regarding disclosure, patent rights, and publishing research discoveries.
- **I will discuss with the graduate student authorship policies regarding papers.** I will acknowledge the graduate student's scientific contributions to the work in my laboratory, and I will provide assistance in getting the student's work published in a timely manner.
- **I will be knowledgeable of and guide the graduate student through the requirements and deadlines of the graduate program and the institution, as well as teaching requirements, if any, and human resources guidelines.**

Compact Between Graduate Students and Faculty Advisors – from the AAMC Biomed Compact

- **I will encourage the graduate student to attend and present their research at scientific/professional meetings and make an effort to secure and facilitate funding for such activities. In addition, I will provide opportunities for the student to discuss science and their research findings with colleagues and fellow scientists within the institution and broader scientific community—for example, at lab meetings, research days, and seminars.**
- **I will promote the training of the graduate student in professional skills needed for a successful career. These skills include but are not limited to oral and written communication, grant writing, management and leadership, collaborative research, responsible conduct of research, teaching, and mentoring.** I will encourage the student to seek opportunities to develop skills in other areas, even if not specifically required by the student’s program. I will also encourage the graduate student to seek input from multiple mentors.
- **I will create an environment in which the student can discuss and explore career opportunities and paths that match their skills, values, and interests and be supportive of their career path choices.** I will be accessible to give advice and feedback on career goals. I will work with the student on an individual development plan to help define career goals and identify training milestones. I will provide letters of recommendation for the student’s next phase of professional development.

Appendix B. Individual Development Plan (IDP) – Year 1 and F/U Years

University of Florida

INDIVIDUAL DEVELOPMENT PLAN

YEAR 1

Why Create an Individual Development Plan?

An individual development plan (IDP) helps you to align your personal and professional goals with your academic expectations and responsibilities. Developing a plan will give you critical information for building the skills, knowledge, and resources necessary to for your career, and to prepare you for meaningful personal or professional opportunities after graduation.

UF's IDP template will be customized to your program's specific context. The template is comprised of a self-assessment of your current skills and interests, a summary of your goals for the upcoming year based on your self-assessment, and an action plan to shape your skillset, created in conjunction with your advisor.

How Will an IDP Guide My Progress?

Your IDP will serve as a guide to your annual progress meetings with your advisor, to ensure progress is made towards your personal and professional goals. Each year, you can develop a revised IDP, based on an updated assessment of your goals and skills, as well as the progress you make throughout your career, to create attainable steps for fulfilling long-term goals.

How Can I Use This Template?

Please take the time to complete the IDP template to the best of your ability soon after your arrival at UF. It is ok if you are unable to provide clear answers on parts of the IDP template; the document is meant to guide you in formulating a plan for your future, and any questions that arise can be addressed in your first meeting with your advisor. Also, schedule a meeting with your advisor or graduate coordinator early in your first semester at UF, to discuss your goals and expectations for your time at UF.

The IDP document is meant to complement the creation of your academic plan of study, which will outline the measures for academic success in your program. To ensure that both the IDP and your plan of study are coordinated, students and advisors each have a set of expectations, which are listed below, to support your progress towards your degree:

EXPECTATIONS

Student

- Take primary responsibility for the successful completion of my degree.
- Meet regularly with my advisor and provide her/him with updates on the progress and results of my activities.
- Establish a shared understanding of satisfactory progress with my advisor.
- Work with my research advisor to develop a dissertation project and select a committee.
- Actively seek out advice and feedback from my advisor, committee, and other mentors.
- Remain informed of the policies and requirements of my graduate program, and the University of Florida.
- Attend and participate in department meetings and seminars.
- Maintain knowledge of original literature in my field.
- Be a good research collaborator, maintaining a safe, clean, and collegial academic and work environment.
- Discuss policies on work hours, sick leave, and vacation with my advisor.
- Discuss expectations on authorship and attendance at professional meetings with my advisor.

Advisor

- Be committed to a student's education and training as a future member of the research community.
- Be committed to guiding a student's research project, allowing them to take ownership of their research.
- Encourage students to set reasonable goals and establish a timeline for completion.
- Provide and seek regular and honest feedback on an ongoing basis.
- Commit to improving as a mentor.
- Be open to students by encouraging them to bring concerns to you, while aiming to find acceptable solutions for all concerned.
- Be knowledgeable of and guide students through the graduate program's requirements/deadlines.
- Advise and assist with a student's thesis committee selection.
- Lead by example and facilitate training in complementary skills needed to for a successful career, such as communication, writing, management, and ethical behavior.
- Discuss authorship policies, acknowledge a student's research contributions, and work with students to aid in publishing their work in a timely manner prior to their graduation.

EXPECTATIONS

STEPS FOR AN IDP

SELF-ASSESSMENT

SUMMARY & GOALS

ACTION PLAN

SIGNATURE & PROGRESS

Steps for creating your IDP

1

Assess your skills, values, and interests

- Open-ended and survey questions in self-assessment tools
- myIDP.org survey available for detailed values + interests assessment

2

Create self-assessment summary and goal priority

- Identify goals for the next year from assessment survey

3

Discuss and develop plan with mentor

- Create achievable set of goals in yearly action plan
- Create mentoring plan for working with committee

4

Implement action plan

- Set and monitor progress on personal milestones for action plan goals

5

Revise and review as needed

- Sign, update as necessary

What are your current **aspirations, goals, and responsibilities**?

Aspirations

What is important to you?

What type of work would you like to pursue?

How well do your current skills match up with competencies required for your chosen career?

Personal & Professional Goals

What are your goals?

- Long-term:

|

- Short-term:

What help would you need to achieve your goals?

What features of professional and collegial relationships are most helpful?

What help can your advisor or faculty provide for professional development and training?

How will you develop contacts related to your career goals?

How will you maintain wellness?

What concerns do you have about pursuing your goals?

Responsibilities

What responsibilities do you have in your program, and what is your plan to fulfill them?

What funding needs do you have?

Do you have access to orientation resources and transition support from your program?

What are important features of mentoring relationships for you?

EXPECTATIONS

STEPS FOR AN IDP

SELF-
ASSESSMENTSUMMARY &
GOALS

ACTION PLAN

SIGNATURE &
PROGRESS

This self-assessment survey allows you to evaluate your current strengths and weaknesses. Please check the boxes according to your ability (1 being low; 3 being high). Use these scores to guide your discussions with your advisor. You may identify targeted goals for this year by using the Goal checkboxes in the relevant skill categories.

Research Skills & Knowledge	1	2	3	Goal	Management & Leadership Skills	1	2	3	Goal
Broad-based knowledge of field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing instruction and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical reading of literature in field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental/research design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careful recordkeeping practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planning and organizing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding data ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Serving as a role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating responsible conduct in (human/animal) research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delegating responsibilities in research <u>setting</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying research misconduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leading and motivating others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness/Purpose	1	2	3	Goal	Professionalism	1	2	3	Goal
Maintaining openness and curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying and seeking advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being healthy (physically, emotionally, <u>financially</u>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Upholding commitments & deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintaining positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining personal motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to community/institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostering diversity of academic/ <u>personal</u> perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to a team <u>in</u> office/lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting inclusive workplaces/ <u>classrooms</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintaining network of peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	1	2	3	Goal	Career Advancement	1	2	3	Goal
Writing for experts in my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building transferable skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for a lay audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grantwriting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preparing application materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching in a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negotiating skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editing your own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participating in professional service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating on work/peer review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taking long-term approach to career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS

STEPS FOR AN IDP

SELF-ASSESSMENT

SUMMARY & GOALS

ACTION PLAN

SIGNATURE & PROGRESS

SELF-ASSESSMENT SUMMARY

Please complete this summary with information from your self-assessment on page 4.

Confident (3's)

Not Confident (1's)

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Goal Prioritization

Near term (within next 6 months)

Long term (more than 6 months away)

High Priority

Low Priority

EXPECTATIONS

STEPS FOR AN IDP

SELF-
ASSESSMENT

SUMMARY &
GOALS

ACTION PLAN

SIGNATURE &
PROGRESS

Discuss your self-assessment summary and existing goals with your advisor. Develop an action plan based on this conversation, to address your target goals, skills, and competencies for the next 12 months. Write this plan together, with the aim of updating and revising it as you make academic and personal progress during your graduate career.

Goals:	
<i>Communication to discuss progress</i>	
<i>Activities</i>	
<i>Projected Timeline</i>	
<i>Financial Support</i>	
<i>Additional Actions</i>	
<i>Follow-up</i>	
<i>Other</i>	
<i>Progress</i>	

EXPECTATIONS

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	How often are you meeting?	Is this sufficient?	Do you initiate meetings?	Do you need help in organizing meetings?
<i>Lead Mentor/ Graduate Coordinator</i>				
<i>Thesis Committee Group</i>				
<i>Thesis Committee One-on-one</i>				
<i>Collaborators</i>				

EXPECTATIONS

STEPS FOR AN IDP

SELF-ASSESSMENT

SUMMARY & GOALS

ACTION PLAN

SIGNATURE & PROGRESS

Review and Revise your IDP

As you implement your IDP, remember to adjust your plans as your circumstances change. If necessary, meet with your advisor throughout the year, to discuss your progress and your achievements. Be sure to verify that your annual meeting with your advisor has been scheduled, and that previous meetings have been noted on your student record in GIMS.

Your name:

Today's date:

Advisor:

Today's date:

Annual Status Update

Please include below any updates on your progress over the course of the year that you would like to discuss at your next annual meeting with your advisor:

UF IDP Template Adapted From:

myIDP.org template: <http://myidp.sciencecareers.org/>

Stanford University Biomedical Sciences Individual Development Plan Template: <http://biosciences.stanford.edu/idp>

University of Florida Public Health and Health Professions Individual Development Plan Template

University of Wisconsin-Madison Graduate School Individual Development Plan Template: <https://grad.wisc.edu/pd/idp/>

STEPS FOR AN IDP

SUMMARY &
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ACTION PLAN

SIGNATURE &
PROGRESS

Why Create an Individual Development Plan?

An individual development plan (IDP) helps you to align your personal and professional goals with your academic expectations and responsibilities. Developing a plan will give you critical information for building the skills, knowledge, and resources necessary to for your career, and to prepare you for meaningful personal or professional opportunities after graduation.

UF's IDP template will be customized to your program's specific context. The template is comprised of a self-assessment of your current skills and interests, a summary of your goals for the upcoming year based on your self-assessment, and an action plan to shape your skillset, created in conjunction with your advisor.

How Will an IDP Guide My Progress?

Your IDP will serve as a guide to your annual progress meetings with your advisor, to ensure progress is made towards your personal and professional goals. Each year, you can develop a revised IDP, based on an updated assessment of your goals and skills, as well as the progress you make throughout your career, to create attainable steps for fulfilling long-term goals.

How Can I Use This Template?

Please take the time to complete the IDP template to the best of your ability soon after your arrival at UF. It's ok if you are unable to provide clear answers on parts of the IDP template; the document is meant to guide you in formulating a plan for your future, and any questions that arise can be addressed in your first meeting with your advisor. Also, schedule a meeting with your advisor or graduate coordinator early in your first semester at UF, to discuss your goals and expectations for your time at UF.

The IDP document is meant to complement the creation of your academic plan of study, which will outline the measures for academic success in your program. To ensure that both the IDP and your plan of study are coordinated, students and advisors each have a set of expectations, which are listed below, to support your progress towards your degree:

EXPECTATIONS

Student

- Take primary responsibility for the successful completion of my degree.
- Meet regularly with my advisor and provide her/him with updates on the progress and results of my activities.
- Establish a shared understanding of satisfactory progress with my advisor.
- Work with my research advisor to develop a dissertation project and select a committee.
- Actively seek out advice and feedback from my advisor, committee, and other mentors.
- Remain informed of the policies and requirements of my graduate program, and the University of Florida.
- Attend and participate in department meetings and seminars.
- Maintain knowledge of original literature in my field.
- Be a good research collaborator, maintaining a safe, clean, and collegial academic and work environment.
- Discuss policies on work hours, sick leave, and vacation with my advisor.
- Discuss expectations on authorship and attendance at professional meetings with my advisor.

Advisor

- Be committed to a student's education and training as a future member of the research community.
- Be committed to guiding a student's research project, allowing them to take ownership of their research.
- Encourage students to set reasonable goals and establish a timeline for completion.
- Provide and seek regular and honest feedback on an ongoing basis.
- Commit to improving as a mentor.
- Be open to students by encouraging them to bring concerns to you, while aiming to find acceptable solutions for all concerned.
- Be knowledgeable of and guide students through the graduate program's requirements/deadlines.
- Advise and assist with a student's thesis committee selection.
- Lead by example and facilitate training in complementary skills needed to for a successful career, such as communication, writing, management, and ethical behavior.
- Discuss authorship policies, acknowledge a student's research contributions, and work with students to aid in publishing their work in a timely manner prior to their graduation.

EXPECTATIONS

STEPS FOR AN IDP

SELF-ASSESSMENT

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Steps for creating your IDP

1

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- Create achievable set of goals in yearly action plan
- Create mentoring plan for working with committee

4

Implement action plan

- Set and monitor progress on personal milestones for action plan goals

5

Revise and review as needed

- Sign, update as necessary

This self-assessment survey allows you to evaluate your current strengths and weaknesses. Please check the boxes according to your ability (1 being low; 3 being high). Use these scores to guide your discussions with your advisor. You may identify targeted goals for this year by using the Goal checkboxes in the relevant skill categories.

Research Skills & Knowledge	1	2	3	Goal	Management & Leadership Skills	1	2	3	Goal
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Critical reading of literature in field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental/research design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careful recordkeeping practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planning and organizing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding data ownership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Serving as a role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating responsible conduct in (human/animal) research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delegating responsibilities in a research setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying research misconduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leading and motivating others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness/Purpose	1	2	3	Goal	Professionalism	1	2	3	Goal
Maintaining openness and curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying and seeking advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being healthy (physically, emotionally, financially)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Upholding commitments & deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintaining positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining personal motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to community/institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fostering diversity of academic/personal perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to a team in office/lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting inclusive workplaces/classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintaining network of peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	1	2	3	Goal	Career Advancement	1	2	3	Goal
Writing for experts in my field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building transferable skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing for a lay audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching in a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negotiating skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editing your own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participating in professional service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating on work/peer review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taking long-term approach to career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXPECTATIONS

STEPS FOR AN IDP

SELF-ASSESSMENT

SUMMARY & GOALS

ACTION PLAN

SIGNATURE & PROGRESS

SELF-ASSESSMENT SUMMARY

Please complete this summary with information from your self-assessment on page 4.

Confident (3's)

Not Confident (1's)

--	--

Goal Prioritization

Near term (within next 6 months)

Long term (more than 6 months away)

High Priority

Low Priority

Discuss your self-assessment summary and existing goals with your advisor. Develop an action plan based on this conversation, to address your target goals, skills, and competencies for the next 12 months. Write this plan together, with the aim of updating and revising it as you make academic and personal progress during your graduate career.

Goals:	
<i>Communication to discuss progress</i>	
<i>Activities</i>	
<i>Projected Timeline</i>	
<i>Financial Support</i>	
<i>Additional Actions</i>	
<i>Follow-up</i>	
<i>Other</i>	
<i>Progress</i>	

Review and Revise your IDP

As you implement your IDP, remember to adjust your plans as your circumstances change. If necessary, meet with your advisor throughout the year, to discuss your progress and your achievements. Be sure to verify that your annual meeting with your advisor has been scheduled, and that previous meetings have been noted on your student record in GIMS.

Your name:

Today's date:

Advisor:

Today's date:

Annual Status Update

Please include below any updates on your progress over the course of the year that you would like to discuss at your next annual meeting with your advisor:

UF IDP Template Adapted From:

myIDP.org template: <http://myidp.sciencecareers.org/>

Stanford University Biomedical Sciences Individual Development Plan Template: <http://biosciences.stanford.edu/idp>

University of Florida Public Health and Health Professions Individual Development Plan Template

University of Wisconsin-Madison Graduate School Individual Development Plan Template: <https://grad.wisc.edu/pd/idp/>

STEPS FOR AN IDP

SUMMARY &
GOALS

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SIGNATURE &
PROGRESS

Appendix C. Ph.D. and M.S. Program Milestones and Deliverables

Residential Ph.D. Program Milestones and Deliverables

Student name:	Year entered:	UFID:
Advisor Name:		
Dissertation topic:		

Course Work

Statistics Core

Course	Name	Credits	Scheduled for	Grade	Date completed
PHC 6052	Introduction to Biostatistical Methods	3	Year 1, fall		
PHC 6053 or PHC 6937	Regression Methods for Health and Life Sciences or Survey of Advanced Biostatistical Methods for the Health Sciences (PHC 6937)	3	Year 1, spring		
PHC 6059	Applied Survival Analysis	3	Year 2, fall		

Foundation Core

Course	Name	Credits	Scheduled for	Grade	Date completed
PHA 6891	Introduction to Pharmacoepidemiology	3	Year 1, fall A		
PHA 6935	Principles of Pharmacoeconomics	1	Year 1, fall		
PHC 6937	Public Health Computing	3	Year 1, fall		
HSA 6114	Intro U.S. Health Care System (required for students with little to no exposure)	3	Year 1, fall or Year 2, fall		
PHA 6265	Introduction to POP Research*	3	Year 1, spring		
PHA 5244/PHA 6935	Principles of Evidence-Based Practice	3	Year 1, spring		
PHC 7727 or PET 5936	Grant Writing in Population Health (alternative is PET 5936, 3cr, Year 2, spring)	2 or 3	Year 2, spring or summer		
PHA 6805	Data Analysis and Interpretation	3	Year 2, fall		

PHA 6268	Pharmacoepidemiology and Patient Safety (Intermediate Pharmacoepidemiology)	3	Year 2, fall		
PHA 6717	Measurement in POP Research	3	Year 2, spring		
ENC 5319	Scholarly Writing for Publication	3	Year 2, spring		
PHA 7807 PHA 6264	Advanced Pharmacoepidemiology <u>or</u> Pharmacoconomics and Health Technology Assessment	3	Year 3 or 4 (offered every other year)		

*Please discuss with the Intro to POP Research course coordinator mentor whether a Writing course is recommended for summer or fall term.

College-wide coursework

Students are required to register for the following (1 credit hour each).

Semester		Date completed
Year 1, Fall, Spring, Summer	Intro to Graduate Studies	
Year 1, summer	Life Cycle of a Drug	

Specialty and supplemental courses (at least 12 hours required)

Course	Name	Credits	Scheduled for	Grade	Date completed

POP Research Seminar Series and Weekend Seminars

Students are required to register for Seminar each summer semester (PHA 6938, 1 credit hour) and are expected to fully participate until graduation. There may be instances in which a student will not register for Seminar (discuss with Director of Graduate Studies), but even in such cases, the student is expected to participate in Seminar until graduation.

Semester	Activity (attended regularly with only excused absences; presented – provide title)	Date presentation completed
Year 1, fall/spring		
Year 2, fall/spring		

Year 3, fall/spring		
Year 4, fall/spring		
Year 5, fall/spring		
Year 6, fall/spring		
	Weekend seminars (attend at least 2 in the first 3 years, but must attend a weekend seminar during year 2 of the program)	

POP Journal Club Series

Students are required to register for Journal Club each summer semester (PHA 7900 Journal Club in Pharmaceutical Research 1 credit hour) and are expected to fully participate until graduation. There may be instances in which a student will not register for Journal Club (discuss with Grad Program Director), but even in such cases, the student is expected to participate in Journal Club until graduation.

Semester	Session chaired (provide topic area and co-presenter)	Date completed
Year 1, fall/spring		
Year 2, fall/spring		
Year 3, fall/spring		
Year 4, fall/spring		
Year 5, fall/spring		
Year 6, fall/spring		

Independent Research (should begin in year 1, fall) Note: expected to engage in research activity every term (with exception of Fall year 1) whether or not one is registered for an independent study course

Topic, Objectives	Semester	Faculty	Course # (if applicable)	Credits (if applicable)	Date objectives completed
	Yr 1, fall				
	Yr 1, spr				
	Yr 1, sum				
	Yr 2, fall				
	Yr 2, spr				

	Yr 2, sum				
	Yr 3, fall				
	Yr 3, spr				
	Yr 3, sum				
	Yr 4, fall				
	Yr 4, spr				
	Yr 4, sum				
Add rows as needed for subsequent terms					

Other Deliverables

	Scheduled for	Date Completed
HIPAA/Research Ethics Training (print out certification and provide to H.R. for filing)	Year 1, fall	
Manuscript Review (identify faculty to participate in manuscript review) 2 reviews must be completed before the preliminary exam	Before the preliminary exam	
Preliminary Exam	Year 2, end of Spring term	
College Research Showcase Submission for poster presentation Submission for oral presentation	Year 2, spring Year 3, spring	
SAS training Complete SAS training in preparation for SAS entry exam in Data Analysis & Interpretation. Students are encouraged to complete SAS certification and the cost for initial certification will be paid by the Department if complete in year 1 of the program	Year 1, spring and summer terms	

Presentations (Ph.D. students must have either given a presentation or have their research accepted for an upcoming presentation at a professional meeting before sitting for the **preliminary** examination)

Title	Venue	Date presented

Manuscripts (Two manuscripts submitted before the **written qualifying exam** with one as first author and second with no requirement for rank in authorship; before the **dissertation defense**, at least one manuscript draft based on the research suitable for submission to a peer-reviewed journal.

Title	Citation	Date accepted

Funding applications for grants or fellowships (at least one application for funding must be submitted before the **written qualifying exam** or **within 2 months of passing the written qualifying exam to permit funding to be available at the time when one passes the oral qualifying exam**). Required for consideration for funding for 5th year, if necessary.

Title	Funding agency	Date submitted	Funding decision

Leadership and Service

Title	Organization	Years

Awards & Honors

Title	Organization	Years

Dissertation

	Scheduled for	Date Completed
Visit each graduate faculty member to learn about her or his research interests	Year 1, fall	
Discuss specialization and research interests with as many faculty as possible to help refine research focus	By midpoint of Spring, Year 1	
Present choice for specialization and preliminary research questions/interests to advisor and discuss next steps	Year 1, spring	

<p>Confirm major advisor and two additional supervisory committee members with Graduate Program Office by completing Supervisory Committee Form. (Note that the supervisory committee must eventually include at least four Graduate Faculty members with one of those serving in the role of External Member. The External Member need not be identified by the end of the student's second semester.)</p>	<p>Year 1, spring</p>	<p>List faculty members here:</p>
<p>Confirm entire supervisory committee (including External Member) and update Supervisory Committee Form Major advisor: Dept faculty member: Third member: External member:</p>	<p>Year 2, summer</p>	
<p>Committee meetings /activities (at least one committee meeting each year required)</p> <ol style="list-style-type: none"> 1. Approve a final plan of study 2. Review and approve dissertation topic area 3. Discuss and schedule written qualifying exam 4. Grant Application Submission for Extramural funding 5. Written qualifying exam (includes R36-like dissertation question) 6. Dissertation proposal defense (i.e., oral qualifying exam) 7. Dissertation defense 	<p>No later than Year 2, summer No later than Year 2, summer Year 2, summer or Year 3, fall No later than Year 3, Fall Year 3, fall or spring Year 3 or 4 Year 4 or 5</p>	



Residential M.S. Program Milestones and Deliverables

Student name:	Year entered:	UFID:
Advisor Name:		
Thesis topic:		

Course Work (requires a total of 36 credit hours)

Statistics Core

Course	Name	Credits	Scheduled for	Grade	Date completed
PHC 6052	Introduction to Biostatistical Methods	3	Year 1, fall		
PHC 6053 PHC 6937	Regression Methods for Health and Life Sciences or Survey of Advanced Biostatistical Methods for the Health Sciences (PHC 6937)	3	Year 1, spring		
PHC 6059	Applied Survival Analysis	3	Year 2, fall		

Foundation Core

Course	Name	Credits	Scheduled for	Grade	Date completed
PHA 6891	Introduction to Pharmacoepidemiology	3	Year 1, fall A		
PHA 6935	Principles of Pharmacoconomics	1	Year 1, fall		
PHC 6937	Public Health Computing	3	Year 1, fall		
HSA 6114	Intro U.S. Health Care System (required for students with little to no exposure)	3	Year 1, fall or Year 2, fall		
PHA 6265	Introduction to POP Research*	3	Year 1, spring		
PHA 5244/PHA 6935	Principles of Evidence-Based Practice	3	Year 1, spring		
PHA 6805	Data Analysis and Interpretation	3	Year 2, fall		
PHA 6268	Pharmacoepidemiology and Patient Safety (Intermediate Pharmacoepidemiology)	3	Year 2, fall		
PHA 6717	Measurement in POP Research	3	Year 2, spring		
ENC 5319	Scholarly Writing for Publication	3	Year 2, spring		

			Elective, but recommended if plan to transition to the doctoral program		
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*Please discuss with the Intro to POP Research course coordinator mentor whether a Writing course is recommended for summer or fall term.

College-wide coursework

Students are suggested to register for the following (1 credit hour each) especially if they plan to apply to the doctoral program.

Semester		Date completed
Year 1, fall, spring, Summer	Intro to Graduate Studies	
Year 1, summer	Life Cycle of a Drug	

Specialty and supplemental courses (discuss in consultation with advisor)

Course	Name	Credits	Scheduled for	Grade	Date completed

POP Research Seminar Series and Weekend Seminars (required activity for all residential students)

Students may register for Seminar each summer semester (PHA 6938, 1 credit hour). Regardless of whether a student registers for Seminar, students are expected to fully participate until graduation.

Semester	Activity (attended regularly with only excused absences; presented – provide title)	Date completed
Year 1, fall/spring		
Year 2, fall/spring		
	Weekend seminars (Attend one, but if planning to apply to Ph.D. program then attend during both year 1 and year 2)	

POP Journal Club Series (required activity for all residential students)

Students may register for Journal Club each summer semester (PHA 7900 Journal Club in Pharmaceutical Research 1 credit hour). Regardless of whether a student registers for Journal Club, students are expected to fully participate until graduation.

Semester	Attendance at least 1/month required. Session chaired (provide topic area and co-presenter)	Date completed
Year 1, fall		
Year 1, spring		
Year 2, fall		
Year 2, spring		

Independent Research Note: expected to engage in research activity whether or not one is registered in independent study coursework. Beginning thesis work Year 1 Spring term. Must register for at least 3cr thesis hours of PHA 6971 in the final term of study (if occurring in fall or spring term) or 2cr hours if the final term is summer.

Topic, Objectives	Semester	Faculty	Course # (if applicable)	Credits (if applicable)	Date objectives completed
	Yr 1, fall				
	Yr 1, spr				
	Yr 1, sum				
	Yr 2, fall				
	Yr 2, spr				

Other Deliverables

	Scheduled for	Date Completed
HIPAA/Research Ethics Training (print out certification and provide to H.R. for filing)	Year 1, fall	
Manuscript Review (identify faculty to participate in manuscript review)	Year 1, spring or Year 2, fall	
Preliminary exam – only required to take if admitted to the doctoral program	Year 2, end of spring semester	
College Research Showcase Submission for poster presentation	Year 2, spring	
SAS training Complete SAS training in preparation for SAS entry exam in Data Analysis & Interpretation. Students are encouraged to complete SAS certification.	Year 1, spring term	

Presentations other than Research Showcase (not mandatory, but encouraged)

Title	Venue	Date presented

Manuscripts (manuscript summarizing a component of the thesis with you as the first author must be submitted to the thesis committee before the thesis defense)

Title	Citation	Date accepted

Funding applications for grants or fellowships (not mandatory, but encouraged)

Title	Funding agency	Date submitted	Funding decision

Leadership and Service

Title	Organization	Years

Awards & Honors

Title	Organization	Years

Thesis

	Scheduled for	Date Completed
During the latter part of the fall term, each student will identify preferences for three faculty members to serve as thesis advisor	Year 1, fall	
By the start of spring term of the first academic year, each student will be assigned to a thesis advisor	Year 1, fall	

The advisor will identify research questions/objectives appropriate for thesis work	Year 1, beginning of spring	
In Intro to POP Research course, develop the beginning of thesis research proposal, including clarifying question/objectives, need for the study and significance of questions/objectives, search strategy, and critical review of the literature.	Year 1, spring	
Confirm major advisor and second committee member with Graduate Office by completing Supervisory Committee Form Advisor: Member: Plan of Study approved by the committee. File Committee Meeting Form with Graduate Program Office	Year 1, spring	
Prepare a full thesis proposal including methods and have the thesis topic approved by the committee	Year 1, summer	
Conduct thesis analysis during Data Analysis and Interpretation course and begin writing up the results section of the thesis	Year 2, Fall	
Submit paper suitable for submission to peer-reviewed journal to thesis committee before thesis defense	Year 2, early spring term	
Thesis defense	Year 2, early spring term	

Appendix D. Graduate Student Representatives

1. Graduate Students Representative (GSR)

a. Definition

The GSR(s) is a POP residential student who is elected by simple majority voting for a term of one year. GSR may be an individual (preference given to Ph.D. students) or a pair (preference to have at least one of the pair a Ph.D. student). If GSR is a pair, the GSRs may share the responsibilities. Self-nominations are encouraged, but any residential student may nominate another student. The GSR in this document refers to GSR individual or GSR pair.

b. Election cycle and procedures:

The election takes place during Q2 each year and will be overseen by the incumbent GSR. Candidates may nominate themselves upon the announcement of the incumbent GSR. If a student nominates another student, the incumbent will ask the nominee whether she/he is willing to serve if elected. The nomination period is 7 days after the initial announcement. One reminder will be emailed on day 4 on the nomination period. After the nomination period, the GSR candidates will have 5 days to introduce their platform to the graduate students. Voting will be carried out using online Qualtrics system (provided by the University of Florida) and the poll will be open for 48 hours (2 days). The GSR candidate with the majority vote will be elected to serve for the next GSR service term. Other provisions associated with the election process are:

- i. If only one individual or team is nominated, no election will be held and the GSR qualifications will be confirmed by the Director of Graduate Studies.
- ii. The term of the appointment is from May 1 to April 30.
- iii. In case of an elected GSR being unable to fulfil her or his entire term, the Director of Graduate Studies will appoint an interim GSR to serve for the remaining time of the term.

2. Expectations from a GSR

- a. The GSR serves as liaisons between the POP graduate students and the department leadership (Chair and Director of Graduate Studies) and the faculty body.
- b. The GSR attends department faculty meetings and prepares a short overview of important updates related to the students for dissemination purposes. The summary must be approved by the Director of Graduate Studies before sending out to the student body. The GSR is expected to discuss issues related to the graduate program and any suggestions for improvement in the Faculty meeting. Should a specific student be mentioned during a faculty meeting, the GSR must maintain confidentiality about the matter discussed. As a rule, faculty will make every effort possible to not discuss individual student matters while GSR is present and will hold such discussion to a faculty-only section of the meeting.
- c. The GSR must attend monthly Graduate Student Council (GSC) meetings to maintain eligibility of the Department for GSC travel grants. The GSR will be able to seek help from other students for meeting attendance if temporarily unavailable as long as substitutions are permitted by GSC. The minutes from the meeting or any relevant update from the meetings should be distributed to POP students.

- d. The GSR will be responsible for managing the Research Lab (a.k.a. Graduate Students Office). This task includes assigning permanent and temporary (traveling) desks, keeping the spare keys of the desks, following-up on facility and maintenance issues, supervising implementation of lab rules, and ensuring the space is an environment conducive of productivity.
 - e. The GSR will organize student involvement in departmental events, such as the POP annual picnic (in October), Welcome Dinner for the new cohorts (in August), Secret Santa activity (December), candidate visits, and any other self-initiated or requested event.
 - f. The GSR will participate in the recruitment/admission process of new students with tasks that can include admission interviews, on-campus visit activities, and organizing student mentors for newly admitted students.
 - g. The GSR can plan casual social events for the student body to facilitate friendship, research collaboration, improving quality of life in the graduate program.
3. Research Lab (a.k.a Graduate Students Office) Rules:
- a. Desk Assignment:
 - i. Permanent desk:
 - Definition. It is a desk assigned to a specific student who will use the desk for **"a minimum of 4 days per week and an average of 6 hours per day"**.
 - Rules: The students who wish to have a permanent desk and comply with the minimum requirement will send an email to the GSR with the following text in quotations:

"I need a permanent desk in the POP research lab for the next academic year. I will use the desk at least 4 days per week and an average of 6 hours per day. In case my plan to work in the lab changes (e.g. long-term travel, internship or other personal preferences), I will inform the GSRs to plan accordingly."
 - The GSR will evaluate desk utilization routinely and adjust desk assignments if needed. In matters of disagreement between the GSR and students, the Director of Graduate Studies will be asked to mediate.
 - ii. Traveling desk:
 - Definition. It is a shared desk among all the students on a first come first serve basis. A minimum of 20% of the available desks is reserved as traveling desks.
 - Rules: It can be used for a couple of hours between classes, while waiting for a meeting, or conducting research. It should be cleaned after each use.

In a scenario when traveling desks are unavailable in the Research Lab, other options for students without a permanent desk assignment include the study area on the 2nd floor, study rooms in the library, and the HPNP Auditorium reception area. There are private/group study rooms available in the library and a HDMI cable is available at the front desk.
 - iii. Students should inform the GSR if they are about to graduate or those who do not need a permanent desk any longer. The expectation is to clean the desk and drawers and return the key to the GSR.

- iv. Students who want to swap desks or occupy a recently vacated desk need to talk to the GSR prior to the change.
 - b. Food consumption in the Research Lab
 - i. Drinks and snacks are allowed in the research lab. Consuming hot food with a strong smell is prohibited.
 - ii. The students should prepare their hot meals outside of the research lab. Available options include Shands cafeteria, graduate students lounge, and the printer room (HPNP-2321).
 - iii. The GSR is responsible for coordinating the cleaning of appliances and defrosting the refrigerator as needed. Students are expected to volunteer for this task and the administrative staff will provide cleaning supplies as needed.
 - c. Noise requirements
 - i. Talking over the phone should be very limited in the Research Lab (<30 seconds).
 - ii. Discussions about research are encouraged and allowed. However, lengthy group discussions should preferably happen outside of the Research Lab in common collaborative areas.
 - iii. Headphones are required for listening/watching multimedia contents (reasonable sound level).
 - d. Privacy and Security
 - i. Students are expected to respect one another's personal privacy. Examples of inappropriate behaviors include looking at another student's computer screen without permission, opening desk drawers of another student without permission, or any similar unwanted behavior that makes another student uncomfortable. Repeated violations could lead to loss of room privileges following discussion with the Director of Graduate Studies.
 - ii. Students who work in the lab should always welcome visitors, but must be vigilant to strangers and check their credentials. In case of any suspicious activity, call UFPD immediately (352-392-1111).
 - iii. The entrance door must be closed while leaving the lab if the student believes the lab will be vacated after his/her departure (either during business hours or after hours).
 - iv. The lights should be turned off if the lab is vacated.
- 4. Revision and Ratification Procedure:
 - a. This policy and procedure is reviewed and approved by the Chair and Director of Graduate Studies and ratified by the POP graduate students.
 - b. This policy and procedure may be revised at the request of the GSR, Department leadership, or at least every 4 years. A majority vote by current POP residential students is required to approve and implement any changes.

Appendix E. Graduate Student Leave Agreement

This agreement is a contract between the graduate assistant (e.g., TA / RA) and faculty he or she is assigned to (e.g., course coordinator / P.I.) to establish a common understanding about leave policies as they apply to this particular appointment and for a particular semester. This Form must be filed with the POP Graduate Program Administrator not later than 5 working days before the beginning of the term.

Graduate assistant name:

Faculty name:

Work assignment period: Spring Summer Fall year:

Type of assignment:

1. The following expectations have been agreed to for physical presence on campus:
List days/times and specific tasks as necessary.

2. The following expectations have been agreed to regarding accessibility while not on campus:
List days/times and specific tasks as necessary.

3. The following process has been agreed to regarding the communication of leave:
Consider detail on advanced notice, the minimum duration of leave that necessitates
communication, etc.

4. List any other special considerations regarding leave requests:
(e.g., leave before the end of the semester)

Faculty Signature: _____

Date: _____