

# American Association of Colleges of Pharmacy Faculty Survey

## 2022 National Summary Report

August 2022

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## About the AACP Curriculum Quality Surveys

The Graduating Student, Alumni, Preceptor, and Faculty surveys were first released in 2007. These surveys were based on the Accreditation Council of Pharmacy Education’s (ACPE) 2007 Standards with the intention of gathering continuous improvement data for the colleges and schools of pharmacy.

In spring 2015, the AACP Institutional Research and Assessment Committee (IRAC), AACP staff, and ACPE staff revised these curriculum quality perception surveys to accommodate changes with the release of ACPE’s 2016 Standards. In 2018, IRAC decided to move the demographic questions on three of the curriculum quality surveys (Graduating Student, Preceptor, and Alumni) to the end of the survey instrument. The Faculty demographic question section was already at the end of the survey instrument.

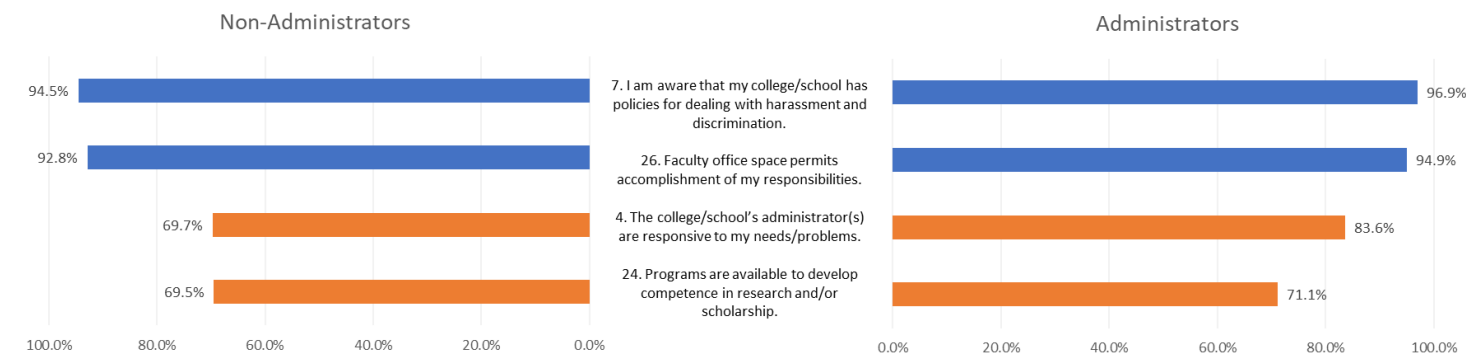
In 2021, IRAC decided to expand the demographic questions to include additional questions on race, ethnicity, English language proficiency, and first-generation student status. The 2022 results reflect the first administration of these revised surveys.

## 2022 Administration

The Faculty Survey was made available for online access in the AACP Survey System on March 1, 2022. As of August 2022, 104 colleges and schools of pharmacy administered the survey to their faculty. A total of four thousand, one hundred, and thirty-three (4,133) faculty were invited to complete the survey. Three thousand, one hundred and two (3,102) faculty submitted the survey for a total response rate of over 75 percent (75.1%). Response rates per school ranged from 22 percent to 100 percent. For more information regarding this summary report or the administration of the survey, please contact the Office of Institutional Research and Effectiveness ([data@aacp.org](mailto:data@aacp.org)).

### Differences in Perception: Administrators and Non-Administrators

Overall, both administrative and non-administrative faculty had similar opinions regarding administration and governance. However, questions 4 and 24 had the **largest difference** in levels of agreement between the answers of non-administrators and administrators (remaining the same from 2021). Questions 7 and 26 had the **most similar** amount of agreement.



\*Values represent percentage of respondents who answered 'Strongly Agree' or 'Agree'.

\*Non-Administrators include respondents who answered No Administrative Rank. Administrators include respondents who answered: Dean, Associate Dean, Assistant Dean, Department Head/Chair, or Other. Other responses were only included if they indicated a clear administrative rank. Blank responses, or Other responses that did not indicate clear administrative rank were excluded from these calculations. After these exclusions, there were 2,844 total faculty respondents used in the calculations.

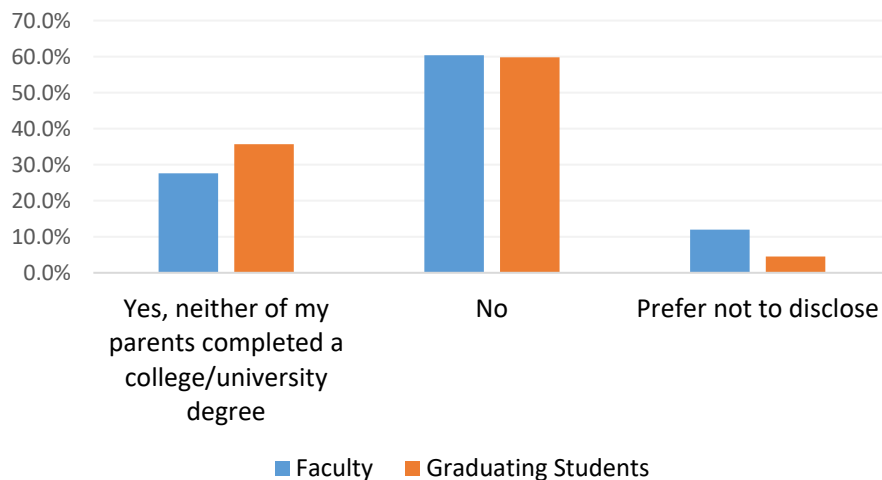
\*Question #22 also had a high degree of difference in levels of agreement between the two groups. However, the question also had a large proportion of respondents who selected "Unable to Comment". Thus, this question was excluded from the graph.

## Demographics

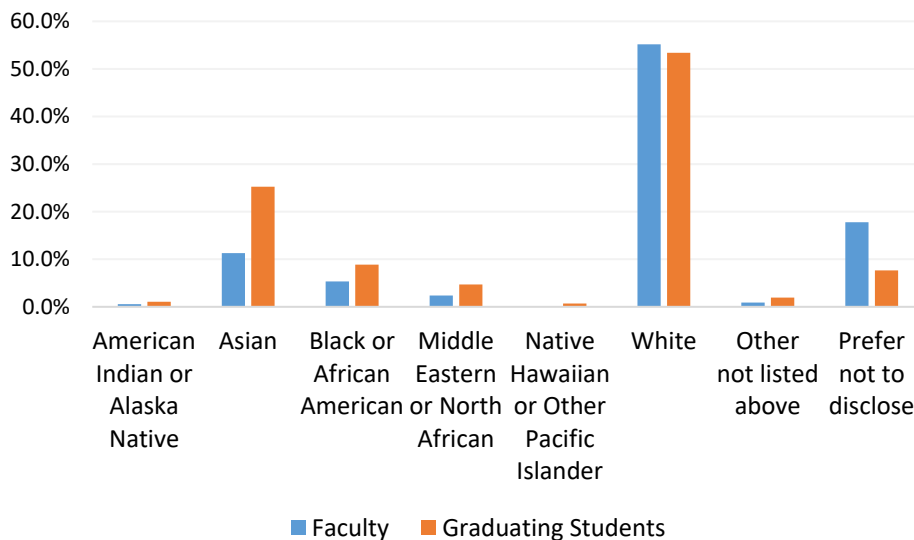
2022 was the first year AACP asked the expanded demographic questions on race, ethnicity, English language proficiency, and first-generation student status. Faculty were able to skip any or all questions in the demographics section, and institutions **do not** get any of the demographic information in their raw data reports.

However, the summary data gives insight into the composition of pharmacy school faculty. Of faculty who chose to respond to question 83, 27.6% identified as being a first-generation student (selecting the answer choice, 'Yes, neither of my parents completed a college/university degree'.) 35.7% of Graduating Student Survey respondents also identified as being first-generation college students. There was a bit more difference when it came to questions on race and ethnicity. 3.8% of faculty identified as Hispanic, Latino, or Spanish origin compared to 8.9% of graduating students. Some comparative data visualizations are provided below.

### Do you identify as a first-generation student?



### I identify as (check all that apply):



## 2022 Faculty Survey National Summary Report

Total number of schools: 104 (45 public, 59 private)

Total number of responses: 3,102

Response Rate: 75.1%

### **Section I: Administration and Governance**

**The following statements refer to administration and governance. Please indicate the degree to which you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
1. The college/school's administrators (e.g., Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.	36.7% (1139)	<b>48.0%</b> <b>(1488)</b>	9.5% (295)	3.2% (99)	2.6% (80)
2. The college/school's administrators function as a unified team.	30.1% (935)	<b>46.5%</b> <b>(1442)</b>	15.1% (467)	5.0% (155)	3.3% (102)
3. The college/school's administrator(s) are aware of my needs/problems.	26.9% (833)	<b>52.9%</b> <b>(1642)</b>	12.8% (398)	4.7% (147)	2.6% (81)
4. The college/school's administrator(s) are responsive to my needs/problems.	26.4% (818)	<b>46.1%</b> <b>(1431)</b>	17.5% (544)	7.2% (223)	2.7% (85)
5. The Dean is an effective leader of the college/school.	38.3% (1187)	<b>38.5%</b> <b>(1194)</b>	11.0% (340)	6.4% (199)	5.8% (181)
6. I am given the opportunity to provide evaluative feedback of the administrators.	29.9% (926)	<b>39.2%</b> <b>(1217)</b>	17.6% (547)	8.7% (271)	4.5% (140)
7. I am aware that my college/school has policies for dealing with harassment and discrimination.	<b>58.4%</b> <b>(1811)</b>	36.5% (1132)	2.6% (81)	1.4% (42)	1.1% (35)
8. The assessment processes are effective.	29.9% (927)	<b>48.2%</b> <b>(1494)</b>	12.9% (401)	4.4% (138)	4.5% (141)
9. The curriculum oversight processes are effective.	31.7% (984)	<b>49.1%</b> <b>(1524)</b>	11.9% (370)	3.8% (119)	3.4% (104)
10. The college/school provides opportunities for faculty participation in governance.	43.4% (1345)	<b>46.0%</b> <b>(1428)</b>	6.1% (190)	2.8% (86)	1.7% (52)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
11. The college/school effectively employs strategic planning.	34.4% (1066)	<b>46.3%</b> <b>(1436)</b>	11.7% (363)	4.1% (126)	3.5% (110)
12. The college/school requested my input during the development of the current strategic plan.	<b>45.9%</b> <b>(1424)</b>	41.0% (1272)	5.0% (155)	2.2% (67)	5.9% (183)

## **Section II: Faculty Development and Performance**

**The following statements refer to faculty development and performance. Please indicate the degree to which you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
13. I have access to documents that detail policies related to my performance as a faculty member.	44.0% (1366)	<b>45.8%</b> <b>(1420)</b>	5.9% (184)	1.6% (51)	2.6% (81)
14. My performance assessment criteria are explicit and clear.	34.2% (1062)	<b>47.1%</b> <b>(1462)</b>	13.3% (414)	3.3% (102)	2.0% (62)
15. My allocation of effort has been clearly stated.	34.3% (1065)	<b>46.8%</b> <b>(1452)</b>	12.8% (397)	4.3% (132)	1.8% (56)
16. Criteria for my performance assessment are consistent with my responsibilities.	32.4% (1004)	<b>47.8%</b> <b>(1484)</b>	12.5% (387)	3.5% (110)	3.8% (117)
17. I receive formal feedback on my performance on a regular basis.	35.5% (1102)	<b>46.5%</b> <b>(1441)</b>	11.7% (362)	3.8% (119)	2.5% (78)
18. The performance feedback I receive is constructive.	35.3% (1096)	<b>46.1%</b> <b>(1429)</b>	9.5% (296)	3.9% (122)	5.1% (159)
19. The college/school consistently applies promotion and/or tenure policies and procedures.	34.9% (1083)	<b>40.9%</b> <b>(1268)</b>	8.8% (274)	5.2% (160)	10.2% (317)
20. I receive guidance on career development.	24.3% (754)	<b>41.6%</b> <b>(1291)</b>	21.4% (664)	7.1% (219)	5.6% (174)
21. Funds are available to support faculty development.	31.3% (972)	<b>47.6%</b> <b>(1478)</b>	11.1% (345)	5.6% (174)	4.3% (133)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
22. Programs are available to orient non-practice faculty to the pharmacy profession and professional education.	18.2% (565)	<b>35.7%</b> <b>(1107)</b>	17.0% (528)	5.5% (171)	23.6% (731)
23. Programs are available to improve teaching and to facilitate student learning.	36.9% (1146)	<b>50.9%</b> <b>(1580)</b>	7.5% (234)	2.0% (62)	2.6% (80)
24. Programs are available to develop competence in research and/or scholarship.	23.9% (742)	<b>48.7%</b> <b>(1512)</b>	17.5% (543)	5.4% (169)	4.4% (136)

### **Section III: Infrastructure**

**The following statements refer to the college/school infrastructure. Please indicate the degree to which you agree or disagree with the following statements.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
25. The college or school has a sufficient number of staff to effectively address programmatic needs.	15.4% (477)	<b>41.6%</b> <b>(1289)</b>	27.6% (857)	13.4% (416)	2.0% (63)
26. Faculty office space permits accomplishment of my responsibilities.	<b>48.3%</b> <b>(1499)</b>	44.8% (1391)	3.9% (122)	1.8% (56)	1.1% (34)
27. The college or school has resources to effectively address research/scholarship needs.	20.9% (647)	<b>48.9%</b> <b>(1517)</b>	19.8% (613)	6.5% (201)	4.0% (124)
28. The college or school has resources to effectively address instructional technology needs.	30.1% (935)	<b>50.4%</b> <b>(1563)</b>	12.7% (393)	5.0% (156)	1.8% (55)
29. The college has physical facilities to effectively support academic program needs.	35.1% (1089)	<b>49.5%</b> <b>(1537)</b>	10.1% (314)	3.7% (116)	1.5% (46)
30. The college/school has a sufficient number of faculty.	17.2% (533)	<b>37.7%</b> <b>(1171)</b>	29.1% (902)	13.3% (413)	2.7% (83)
31. My campus work environment is safe.	<b>52.4%</b> <b>(1625)</b>	42.0% (1304)	3.0% (93)	1.2% (36)	1.4% (44)

**Section IV: Curriculum, Teaching, and Assessment**

The following statements refer to the PharmD curriculum, teaching and assessment. Please indicate the degree to which you agree or disagree with the following statements.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Unable to Comment</b>
32. The organization and structure of the curriculum is clear.	36.8% (1141)	<b>50.9%</b> <b>(1578)</b>	7.9% (244)	2.4% (73)	2.1% (66)
33. I understand how my instructional content fits into the curriculum.	45.5% (1411)	<b>47.7%</b> <b>(1480)</b>	3.5% (109)	1.3% (40)	2.0% (62)
34. The curriculum is taught at a depth that supports understanding of central concepts and principles.	37.1% (1150)	<b>49.6%</b> <b>(1538)</b>	7.8% (241)	2.5% (77)	3.1% (96)
35. Curricular collaboration among disciplines is encouraged at my college/school.	41.7% (1295)	<b>46.4%</b> <b>(1440)</b>	6.8% (211)	2.3% (70)	2.8% (86)
36. The college/school uses programmatic assessment data to improve the curriculum.	38.2% (1185)	<b>44.8%</b> <b>(1390)</b>	8.2% (255)	3.5% (108)	5.3% (164)

**Section V: Developing and Supervising Students**

The following statements refer to developing and supervising students. Please indicate the degree to which you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
37. The college/school provides an environment and culture that promote professional behavior among students, faculty, administrators, preceptors and staff.	39.8% (1234)	<b>48.4%</b> <b>(1501)</b>	7.7% (238)	2.9% (91)	1.2% (38)
38. The college/school has an effective process to manage academic misconduct by students (e.g., plagiarism).	37.1% (1151)	<b>46.9%</b> <b>(1454)</b>	9.5% (294)	2.9% (89)	3.7% (114)
39. The college/school has an effective process to manage professional misconduct by students (e.g., repeated tardiness/absences, drug diversion).	33.1% (1028)	<b>45.5%</b> <b>(1411)</b>	12.5% (387)	4.1% (128)	4.8% (148)
40. The college/school has an effective process to manage poor academic performance of students.	33.0% (1024)	<b>46.0%</b> <b>(1428)</b>	14.1% (438)	4.4% (138)	2.4% (74)

**Section VI: Academic Roles**

The following statements refer to academic roles. Please indicate the degree to which you agree or disagree with the following statements.

	Too Little	Appropriate	Too Much	Unable to Comment
41. In my opinion, the proportion of my time spent on teaching is:	1.5% (47)	<b>78.7%</b> <b>(2440)</b>	18.2% (565)	1.6% (50)
42. In my opinion, the proportion of my time spent on research is:	30.7% (952)	<b>62.7%</b> <b>(1946)</b>	2.3% (72)	4.3% (132)
43. In my opinion, the proportion of my time spent on service is:	1.9% (59)	<b>72.8%</b> <b>(2257)</b>	23.4% (727)	1.9% (59)
44. In my opinion, the proportion of my time spent on clinical service is:	3.1% (97)	<b>44.7%</b> <b>(1387)</b>	7.0% (217)	45.2% (1401)

Question 45 is an open-ended comment question and not included in this report.



**Section VII: Demographic Questions****46. Highest Administrative Rank**

	<b>Response Percent</b>	<b>Response Total</b>
Dean	2.2%	63
Associate Dean	6.0%	172
Assistant Dean	3.0%	86
Department Head/Chair	5.8%	165
Other	9.8%	280
No Administrative Rank	73.1%	2078

**47. Highest Academic Rank**

	<b>Response Percent</b>	<b>Response Total</b>
Professor	29.1%	845
Associate Professor	36.6%	1061
Assistant Professor	28.9%	838
Lecturer	0.9%	26
Instructor	1.3%	39
Other	2.0%	57
No Academic Rank	1.2%	35

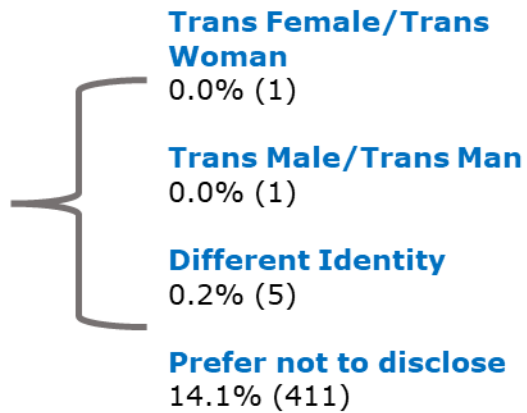
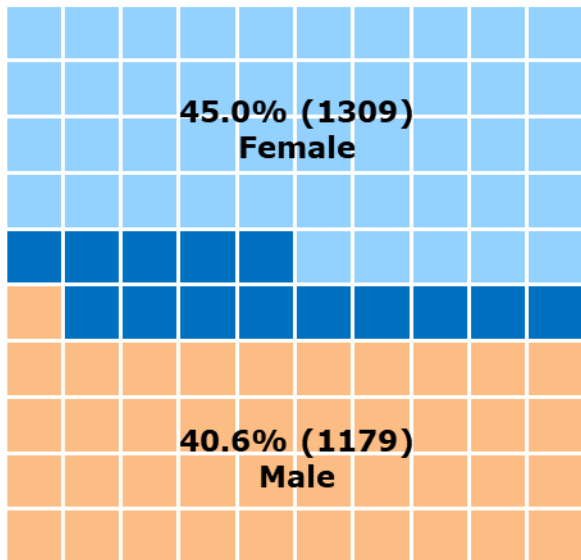
**48. Tenure Status**

	<b>Response Percent</b>	<b>Response Total</b>
Tenured	32.9%	952
Nontenured, Tenure Track	13.4%	388
Nontenure track (please only select if your college/school has a tenure system)	39.1%	1133
Institution does not have a tenure system	14.5%	421

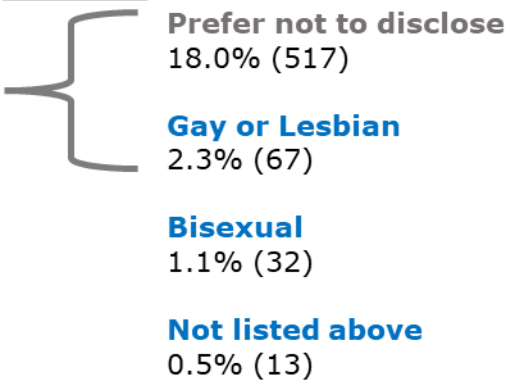
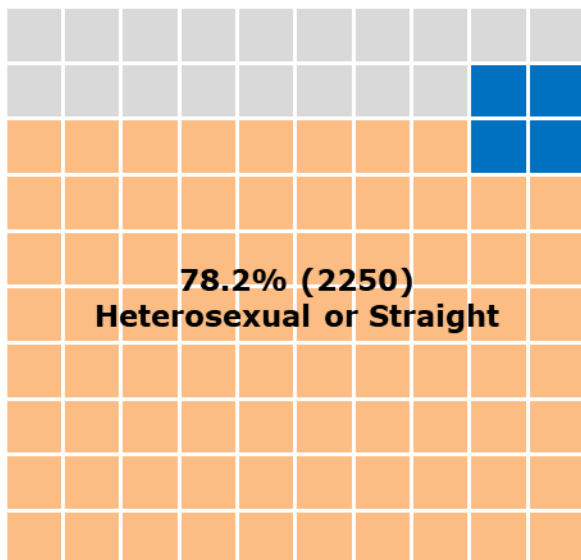
**49. Teach Location**

	<b>Response Percent</b>	<b>Response Total</b>
Main Campus	87.3%	2521
Distance/Satellite/Branch Campus (enter city and state):	10.2%	294
Other	2.6%	74

**50. How do you describe yourself?**



**51. Do you consider yourself to be:**



**52. Are you of Hispanic, Latino, or Spanish origin?**

	<b>Response Percent</b>	<b>Response Total</b>
<b>No, not of Hispanic, Latino, or Spanish origin</b>	79.3%	2295
<b>Yes, Mexican, Mexican American, Chicano</b>	1.2%	35
<b>Yes, Puerto Rican</b>	1.0%	28
<b>Yes, Cuban</b>	0.2%	5
<b>Yes, another Hispanic, Latino, or Spanish Origin</b>	1.4%	41
<b>Prefer not to disclose</b>	16.9%	489

**53. I identify as (check all that apply):**

	<b>Response Percent<sup>a</sup></b>	<b>Response Total</b>
<b>American Indian or Alaska Native</b>	0.6%	17
<b>Asian</b>	12.3%	350
<b>Black or African American</b>	5.8%	166
<b>Middle Eastern or North African</b>	2.6%	74
<b>Native Hawaiian or Other Pacific Islander</b>	0.2%	5
<b>White</b>	60.2%	1712
<b>Other not listed above</b>	1.0%	28
<b>Prefer not to disclose</b>	19.4%	552

a. Respondents were able to select multiple options; therefore, percentages do not represent mutually exclusive answer choices and may not total to 100%.

**54. Do you identify as a first-generation student?**

	<b>Response Percent</b>	<b>Response Total</b>
<b>Yes, neither of my parents completed a college/university degree</b>	27.6%	798
<b>No</b>	60.4%	1746
<b>Prefer not to disclose</b>	12.0%	346

**55. Which is the language you know best?**

	<b>Response Percent</b>	<b>Response Total</b>
<b>English</b>	84.6%	2450
<b>Other</b>	3.9%	114
<b>Prefer not to disclose</b>	11.5%	333

**56. How would you describe your English Language Proficiency?**

	<b>Response Percent</b>	<b>Response Total</b>
<b>Native</b>	66.6%	1934
<b>Advanced</b>	21.0%	609
<b>Intermediate</b>	0.9%	25
<b>Beginner</b>	0.0%	1
<b>Prefer not to disclose</b>	11.6%	336