



2026-2027

AACP Aspiring Academics Program
Guide

American Association of
Colleges of Pharmacy **AACP**

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OVERVIEW OF THE ASPIRING ACADEMICS PROGRAM

The American Association of Colleges of Pharmacy (AACP) [Aspiring Academics](#) program is designed to inform and inspire students who are interested in pursuing an academic pharmacy career. Through asynchronous learning modules, mentorship, networking, a group project, involvement with AACP, and attendance at the AACP Annual Meeting and Teachers' Seminar, the AACP Aspiring Academics program aims to facilitate a deeper understanding of career paths in academic pharmacy. The program will accept up to twenty-eight (28) student-faculty pairs from AACP member schools for the 2026-2027 program. The overall program requires approximately 2 hours per month between August 2026 and June 2027 in addition to attendance at the AACP Annual Meeting and Teachers' Seminar on July 10-13, 2027 in Toronto, Canada.

Program Objectives

At the completion of this program, students should be able to:

1. Describe the various types of pharmacy faculty positions.
2. State the expectations of a pharmacy faculty member regarding scholarship, research, teaching, and service.
3. Describe the process for career advancement in pharmacy academia and the knowledge, skills, and attitudes needed.
4. Develop a network of peers and mentors interested in academia.
5. Discuss contemporary areas of interest regarding pharmacy education.
6. Develop a poster to showcase knowledge learned about pharmacy education.

Student Eligibility

Qualified applicants will meet the following requirements. Applicants must:

- be enrolled in a Doctor of Pharmacy (Pharm.D.) or Doctor of Philosophy (Ph.D.) degree program at an AACP member institution;
- be enrolled during the **2026-2027** Academic Year as one of the following:
 - Obtained candidate status in a Ph.D. program,
 - A P3 Pharm.D. student in a 4-year program,
 - A P2 Pharm.D. student in an accelerated 3-year program, OR
 - A P5 (out of P6) Pharm.D. student in a 0-6 program.
- be in good academic standing;
- have a strong interest in enhancing their preparation for a career in academic pharmacy;
- submit a completed [application](#) by the deadline;
- agree to abide by the terms in the Aspiring Academics [Guide](#), including mandatory attendance at the AACP Annual Meeting and Teachers' Seminar; and
- for the 2027 Annual Meeting in Toronto, Canada, student must be eligible to travel to Canada and comply with all university policies related to international travel.

All eligible students are invited to apply. No more than one Pharm.D. and one Ph.D. student will be accepted per institution.

Student Expenses

The student's college or school of pharmacy must agree in advance to provide funding in the form of a fixed stipend or reimbursement model to cover the student's transportation, registration, lodging, and meals to the

2027 ACCP Annual Meeting and Teachers’ Seminar, if accepted. ACCP will cover the expenses associated with creating group posters for the meeting. Hotel information will be available by April 2027.

Additionally, each year, one student will receive a scholarship to cover expenses associated with attending the annual meeting through the Cynthia Boyle and Raymond Love Aspiring Academics Scholarship. Details can be found on the [Aspiring Academics Fund](#) website.

See Table 1 for an estimated budget based on previous years’ costs.

<i>Annual Meeting Registration</i>	\$225
<i>Teachers’ Seminar Registration</i>	\$149
<i>Hotel for 3 nights</i>	\$900
<i>Airfare</i>	\$500
<i>Meals for 4 days</i>	\$250
<i>Ground Transportation</i>	\$100
Total	\$2124

MENTORSHIP OVERVIEW

Through this program, students will have the opportunity to learn from two distinct faculty member mentors, one from within their own institution (the **home mentor**) and one assigned by AACP (the **AACP group mentor**).

The **home mentor** assists the student in their application to the program and commits to working with the student as they explore academic pharmacy for the duration of the program. They ensure that the student is prepared for each of their group meetings and accompanies their student to the Annual Meeting and Teachers' Seminar.

The **AACP group mentor** will work with a group of four to five students from various schools. The AACP group mentor will facilitate group discussions following assigned [modules](#), allowing students to learn about academic issues from perspectives outside their home institution. The AACP group mentor will also assist their group in the development of a poster for presentation for the AACP Annual Meeting.

Home Mentor Eligibility

Qualified home mentors at the student's home institution must meet the following requirements:

- be a faculty member at a college/school of pharmacy with an institutional membership;
- hold an [AACP membership](#), which is free of charge for staff and faculty at a college/school of pharmacy with an institutional membership;
- submit a letter of support on behalf of the student as part of the Aspiring Academics application process;
- agree to abide by the terms in the Aspiring Academics Guide, including mandatory attendance at the 2027 AACP Annual Meeting and Teachers' Seminar; and
- for the 2027 Annual Meeting in Toronto, Canada, mentor must be eligible to travel to Canada and comply with all university policies related to international travel.

Mentor Expenses

Home mentors and AACP group mentors are responsible for all expenses associated with participating in the program, including the meeting registration fees and travel expenses for the 2027 AACP Annual Meeting and Teachers' Seminar.

Mentor Participation Requirements

If a home mentor is unable to register and participate the 2027 AACP Annual Meeting and Teachers' Seminar for any reason, as required, the mentor is responsible for immediately notifying AACP staff at aspiringacademics@aacp.org and identifying another faculty member at the institution who will agree to fulfill the program requirements in the Aspiring Academics Guide and attend the 2027 AACP Annual Meeting and Teachers' Seminar with the student. Students are not permitted to participate in the Aspiring Academics program without a home mentor, nor share a home mentor.

HOME MENTOR'S ROLES AND RESPONSIBILITIES

1. Work with student to prepare AACP Aspiring Academics application.
2. **August 26, 2026, from 6-7pm ET:** Attend the kick-off meeting for all Aspiring Academic participants and mentors.
3. Meet with student following their review of each asynchronous video module to promote student reflection and answer questions.
 - a. Recommended [schedule](#) (30-minutes each):
 - i. **Sep. 15:** Deadline to meet about [Module 1](#)
 - ii. **Oct. 15:** Deadline to meet about [Module 2](#)
 - iii. **Nov. 15:** Deadline to meet about [Module 3](#)
 - b. Each module will include discussion intended to focus on reflection of the modules, guided by a set of questions developed by the content group and included in the Aspiring Academics Guide.
 - c. Ensure that the student is ready for their AACP group mentor meeting focusing on each module.
 - d. In Spring 2027, a list of recommended optional webinar resources will be available to review and discuss with your student.
4. Assist student in choosing from among the list of AACP [experiential activities](#) and debrief with them following involvement.
5. **January 19, 2027, from 6-8pm ET:** Attend the Mid-Year Professional Networking Event (optional for home mentors).
6. Schedule check-ins with your student throughout the Spring semester to discuss progress of the poster project and provide assistance if needed.
7. Prepare student for what to expect at the AACP Annual Meeting.
8. **By June 1, 2027:** Assist student in the development of their individual career development plan related to their experience in the program and professional goals. AACP will provide a sample template. The completed plan must be submitted to AACP.
9. **July 2027:** Attend the AACP Annual Meeting and Teachers' Seminar with the student at your own expense, participating in recommended programming with them, inclusive of a short debrief following attendance at individual sessions. Also attend the networking and [poster](#) sessions.
10. Complete end of program evaluation and ensure student completion.

AACP GROUP MENTOR'S ROLES AND RESPONSIBILITIES

1. **August 26, 2026, from 6-7pm ET:** Attend the kick-off meeting for all Aspiring Academic participants and mentors.
2. Suggest ideas to add to the suggested group [poster](#) project topic list (this may be done via email), which shall be shared with the student group.
3. Schedule a one-hour virtual (e.g., Zoom, Teams) ice-breaking meeting in September and select poster project topic. See [schedule](#).
4. **By October 1:** Groups must select a preferred poster topic and at least one alternate topic. Communicate with the other AACP group mentors and AACP to ensure unique poster projects for each of the student groups. Group mentors should submit the top two selections to AACP by October 1.
5. Meet with students following each module (recommended 90-minutes each):
 - a. Deadlines for small group meetings:
 - i. **Oct. 1:** Deadline for [Module 1](#)
 - ii. **Nov. 1:** Deadline for [Module 2](#)
 - iii. **Dec. 15:** Deadline for [Module 3](#)
 - b. Facilitate group discussion per the content/modules.
6. **January 19, 2027, from 6-8pm ET:** Attend the Mid-Year Professional Networking Event.
7. Schedule 2-4 virtual (e.g., Zoom, Teams) meetings with student group between January and May to review poster progress and ensure it is ready for production/presentation.
8. **By June 1, 2027:** Submit a signed mentor [attestation form](#) to AACP.
9. **July 2027:** Attend the AACP Annual Meeting (and strongly encouraged to attend the Teachers' Seminar), including the networking and poster sessions.

STUDENT PARTICIPANT'S ROLES AND RESPONSIBILITIES

Application Requirements

1. Read and follow the [application instructions](#) for the Aspiring Academics program.
2. Identify a faculty member at your home institution who agrees to mentor you throughout the program, as described in the Aspiring Academics [Guide](#).
3. Work with same faculty mentor at your home institution to prepare AACP's Aspiring Academics application and submit a letter of support as part of your application.
4. The deans' office within your current college or school of pharmacy must agree in advance to fund your registration and travel to the 2027 AACP Annual Meeting and Teachers' Seminar if you are accepted. To affirm the institution's support, you must download the [Dean's Form](#) from the AACP website and arrange for the dean of the college or school of pharmacy, or another individual designated by the dean's office (e.g., associate dean of academic affairs), to sign the form to affirm the institution's willingness and ability to support your participation in the program. Once received, upload the signed form to your Aspiring Academics application.

Acceptance Requirements

The following materials are due by July 1, 2026, for students who are accepted into the Aspiring Academics program.

1. **Accepted Students:** If you are accepted, you must:
 - Confirm your willingness to participate in the Aspiring Academics program and fulfill the participant requirements described in this Aspiring Academics Guide.
 - Join AACP as a student member. The fee is \$15 per year. To join, go to <https://www.aacp.org/article/student-membership>.
2. **Home Mentor:** If you are accepted, AACP staff will contact your selected home mentor directly to notify them of your acceptance and confirm the mentor's willingness to:
 - Fulfill the requirements in the Aspiring Academics [Guide](#),
 - Attend the 2027 AACP Annual Meeting and Teachers' Seminar, and
 - Identify an alternate mentor in the event they are no longer able to serve in the role.
3. **Dean's Office:** If you are accepted, AACP staff will contact the dean's office at your institution to notify them of your acceptance and confirm the following:
 - You are still in good academic standing in your program.
 - The institution will support your registration and travel to the 2027 AACP Annual Meeting and Teachers' Seminar and provide all travel policies and procedures associated with the funding (e.g., fixed stipend versus reimbursement) directly to you as the student.

Participation Requirements for Students

1. Once subscribed to the Aspiring Academics Community in [AACP Connect](#), be responsible for monitoring community posts and responding appropriately and thoughtfully to questions.
2. **August 26, 2026, from 6-7pm ET:** Attend the kick-off meeting for all Aspiring Academic participants and mentors.
3. With guidance from home and AACP group mentors, rank your preferred list of AACP [experiential activities](#) in which to be involved and submit to AACP by Sep. 15. At least one hour of AACP experience is required by June 1, 2027. Schedule a debrief with your home mentor following the experience. Confirm with your AACP group mentor when your experiential activity has been completed.
4. Collaborate with your AACP group mentor and small group to select a [group poster topic](#).
5. View modules 1-3 in preparation for meetings with your **home mentor**:
 - a. View the asynchronous module videos online.
 - b. Submit a written reflection for each module.
 - c. Meet with home mentor to discuss each module and written reflection.
 - d. Complete module, written reflection, and meeting with home mentor by deadline:
 - i. [Module 1](#) - **Due by Sep. 15**
 - ii. [Module 2](#) - **Due by Oct. 15**
 - iii. [Module 3](#) - **Due by Nov. 15**
 - e. In Spring 2027, a list of recommended optional webinar resources will be available to review and discuss with your home mentor.
6. Meet with **AACP group mentor and small group** after each meeting with your home mentor.
 - a. Discuss module, written reflections, and experiences across the different institutions.
 - b. Discuss the group poster project.
 - c. Complete small group meetings by the module deadline:
 - i. [Module 1](#) - Due by Oct. 1
 - ii. [Module 2](#) - Due by Nov. 1
 - iii. [Module 3](#) - Due by Dec. 15
7. **January 19, 2027, from 6-8pm ET:** Attend the Mid-Year Professional Networking Event.
8. Attend virtual small group meetings between January and May to review group's poster progress with AACP group mentor and ensure it is ready for production/presentation.
9. In May, work with your home mentor to prepare for what to expect at the AACP Annual Meeting.
10. **By June 1, 2027:** With guidance from home mentor, create and discuss an individual career development plan related to your experience in the program and professional goals. AACP will provide a sample template. The completed plan must be submitted to AACP.
11. **June 2027:** Attend optional "Know Before You Go" event for Annual Meeting.
12. **July 10-13, 2027:** Attend the AACP Annual Meeting and Teachers' Seminar with your home mentor.
 - a. Participate in required and recommended programming.
 - b. Debrief with home mentor following attendance at individual sessions.
 - c. Attend the networking and required poster sessions.
 - d. Attend graduation ceremony (date/time TBD) and elect one representative to present a 3-Minute-Thesis about your group's poster project.

Designation Requirements

Student participants who successfully complete all of the required components will receive the prestigious AACP Aspiring Academics designation at the end of the program and be honored during an in-person event at the 2027 AACP Annual Meeting. Individuals who earn the AACP Aspiring Academics designation may add it to their professional portfolio, resume, LinkedIn profile, and other professional platforms.

To qualify for this designation, you must do the following:

- Participate in all required activities,
- complete all module assignments,
- meet and actively engage with your home and AACP group mentors,
- substantively contribute to the group poster,
- attend the AACP Annual Meeting and Teachers' Seminar in-person, and
- be professional in all program interactions.

The AACP group mentors will be asked to submit a signed mentor attestation form on your behalf to convey that you have completed the program as intended (e.g., prepared for discussions).

If AACP determines in discussion with your mentors that you are not fulfilling the program's requirements, you may be dismissed from the program and ineligible to earn the Aspiring Academics designation. Please contact your mentors and/or AACP as soon as possible if you are having trouble fulfilling these program requirements for any reason, so we may determine how best to assist you.

Post-Program Requirements

All Aspiring Academics are required to complete an online evaluation form immediately following the 2027 AACP Annual Meeting. Aspiring Academics must submit the completed form by August 1, 2027.

Evaluation excerpts may be used in AACP-related publications (*Academic Pharmacy Now*) and/or forwarded to AACP leaders. We may request your feedback on the following items:

- AACP Teachers' Seminar
- AACP Annual Meeting
- In-person Aspiring Academic Events at the AACP Annual Meeting
- Virtual Aspiring Academics program components, including mentorship support
- Your reasons for pursuing a career in academic pharmacy
- The impact of the Aspiring Academics program on your educational and professional goals

Aspiring Academics may also be asked to participate in other AACP surveys, forums, or discussions during the Annual Meeting and throughout the year with the intent of advancing the profession and student engagement in the association.

AACP Contact Information

Please contact AACP student affairs team with any questions about the Aspiring Academics program or application process at aspiringacademics@aacp.org.

MODULE 1

Overview: Career Pathways in Academic Pharmacy

Topics Covered:

- General appeal of a faculty position
- Faculty positions
- Administrative positions
- Typical pathway into pharmacy academia

Module Description:

This module aims to educate and encourage pharmacy students to consider academic careers by discussing their appeal and the various types of positions and responsibilities. It also provides strategies for pathways into academia. Participants will gain a deeper appreciation for the variety of options of careers in academic pharmacy.

Module Objectives:

1. Describe the appeal of a career in pharmacy academia.
2. Describe the various types of pharmacy faculty positions.
3. Differentiate various entry pathways into pharmacy academia.

Post-module Instructions to Participant:

Guided Discussion Questions (to ask mentor):

1. Why did you choose to go into academia?
2. What was your pathway into academia?
3. What do you consider to be the benefits to academia? What are some challenges or things you wish you would have known prior?
4. What should someone be looking for in their first academic position?

Written Reflection Assignment:

Reflecting on new knowledge learned about careers in academia, which parts appeal to you? Why? How does this align with your values, strengths, and past experiences?

Resources:

Optional Readings:

- Boyle J. *Careers paths in academic pharmacy*. ASHP; 2015. <https://www.ashp.org/-/media/assets/products-services/docs/institution-ereport-career-paths-in-academic-pharmacy>
- Draugalis JR, DiPiro JT, Zeolla MM, Schwinghammer TL. A career in academic pharmacy: opportunities, challenges, and rewards. *Am J Pharm Educ*. 2006 Feb 15;70(1):17. doi:10.5688/aj700117
- Prescott WA. The five most important lessons I learned along the path to clinical professor. *Am J Pharm Educ*. 2022 Nov; ajpe9205. doi:10.5688/ajpe9205

MODULE 2

Expectations: Teaching, Scholarship, and Service

Topics Covered:

- Expectations of each component and why they matter.
- Describe how positions vary across institutions, disciplines, and appointment types.

Module Description:

This module focuses on breaking down the terminology often used to describe the work of a faculty member. By completing this module, learners will: recognize the variety of teaching modalities and settings that populate faculty workload, identify different types of service and how they impact faculty promotion, and gain a deeper understanding of the various avenues of scholarly work.

Module Objectives:

1. Define the different modalities of teaching that faculty may perform.
2. Define the areas of service that a program may evaluate.
3. Identify different types of scholarship and scholarly work.
4. Discuss how these domains are evaluated to assess faculty contribution.

Post-module Instructions to Participant:

Guided Mentor Questions:

1. Faculty are typically expected to produce measurable outcomes across all three of these domains, is there a domain that you gravitate towards; is there a domain that disinterests you or is intimidating, why?
2. What barriers do you think exist for faculty trying to balance these expectations? What are the solutions?

Written Reflection Assignment:

Briefly describe what resources or approaches a junior faculty member could utilize to help manage their time and ensure they are meeting expectations across teaching, service, and scholarship expectations.

Resources:

- Carey T. Toward a More Inclusive Definition of Faculty Scholarship. *Inside Higher Ed*. 2015
- Bloom T. Scholarship Does Not Have to Be Hard. *Am J Pharm Educ*. Nov 2020, 84 (11) 8173; doi:10.5688/ajpe8173
- Cain J, Stowe CD, Ali D, Romanelli F. How Faculty Recognized for Teaching Excellence Interpret and Respond to Student Ratings of Teaching. *Am J Pharm Educ*. May 2019, 83 (4) 6680; doi:10.5688/ajpe6680

MODULE 3

Process: Knowledge, Skills, and Attitudes Needed for Career Advancement as a Faculty Member

Topics Covered:

- Career advancement process (promotion & tenure)
- Describe how to be successful in a faculty position
- Personal characteristics
- Continuous professional development

Module Description:

This module focuses on the key knowledge, skills, and attitudes required for career advancement as a faculty member. As a result of completing this module, participants will better understand the definition and requirements of promotion and tenure in academia, be able to identify approaches that increase the chances of long-term success, recognize personal characteristics that are valued in academia, and develop an approach to professional development.

Module Objectives:

1. Define promotion and tenure as it relates to an academic position.
2. Describe approaches that increase the probability of long-term success in an academic position.
3. State personal characteristics that are desirable in an academic position.
4. Give an approach to professional development that would optimize success in an academic position.

Post-module Instructions to Participant:

Guided Mentor Questions:

1. Think about your top 5 strengths. How would these personal characteristics potentially help you be successful in academia?
2. Faculty promotion decisions are commonly based on 4 domains: teaching, scholarship, service, and the personal characteristics of the faculty member. Of those 4 domains, where would you rank personal characteristics in terms of importance in relation to the other domains and why would you place it in that position?
3. Based on the articles “Is it time to reimagine academic promotion and tenure?” and “It’s time for tenure to lose tenure” what are your thoughts on whether to retain the current system of academic promotion and tenure?

Written Reflection Assignment:

Using the professional development opportunities described in the module, rank them in order of most to least important for a new junior faculty member and briefly provide the rationale for your ranking. Are there any other opportunities you can think of that were not mentioned in the module?

Resources:

- Mullangi S, Blutt MJ, Ibrahim S. Is it Time to Reimagine Academic Promotion and Tenure? *JAMA Health Forum*. 2020;1(2):e200164. [doi:10.1001/jamahealthforum.2020.016](https://doi.org/10.1001/jamahealthforum.2020.016)
- Dawson D, Morales E, McKiernan EC, Schimanski LA, Niles MT, Alperin JP (2022) The role of collegiality in academic review, promotion, and tenure. *PLoS ONE*. 17(4): e0265506. [doi:10.1371/journal.pone.0265506](https://doi.org/10.1371/journal.pone.0265506)
- Viswesh V, Hassell K, Coyne L, Erstad BL. Ten Tips for Pharmacy Faculty Members for Successfully Navigating Promotion and Tenure . *Am J Pharm Educ*. 2021; 85 (1) Article 8414.
- Wetherbe JC. It’s Time for Tenure to Lose Tenure. *Harvard Business Review*. March 13, 2013. <https://hbr.org/2013/03/its-time-for-tenure-to-lose-te>

GROUP POSTER PROJECT

Description

Each small group will work as a team and with the assigned AACP group mentor to complete one group poster addressing an emerging hot topic or need within pharmacy academia. A list of potential topics from which groups can choose is below. The purpose of the poster is to assist you in better understanding the current issues facing academia and identify opportunities to address them. Your AACP group mentor will guide you through the project. Each poster is meant to provide a “big picture” look at the selected issue, similar to the design for AACP School Posters presented during the AACP Annual Meeting. The project does not require the small group to carry out research and should not need Institutional Review Board (IRB) approval. Each poster, if received by the deadline and meets the guidelines, will be printed by AACP. Each small group will present their poster during the assigned poster session (date/time TBD) at the AACP Annual Meeting. The groups will receive feedback on their posters.

Poster Instructions for Student Participants

1. Collaborate with your small group and AACP group mentor to discuss potential poster topics in September (meeting date will vary by group).
2. Group must select a preferred poster topic and at least one alternate topic by October 1. AACP will confirm poster topics by October 15 to ensure each group poster is unique.
3. During small group meetings, discuss the poster project in addition to the designated module.
4. Conduct independent work on the group poster and consult with your home mentor, as needed.
5. Attend virtual meetings with your small group and AACP group mentor between January and May to discuss the poster’s progress and ensure it is ready for production/presentation.
6. Submit poster abstract to AACP in Spring 2027. Either the group mentor or a designated student can submit the abstract – each group can decide accordingly.
7. Present group poster during the assigned poster session at the AACP Annual Meeting.

Poster Instructions for AACP Group Mentors

1. Suggest ideas to add to the suggested poster project topic list (this may be done via email), which shall be shared with the student groups.
2. Schedule a one-hour virtual (e.g., Zoom, Teams) ice-breaking meeting with student group in September and select poster project topic.
3. Groups must select a preferred poster topic and at least one alternate topic. Group mentors should submit the top two selections to AACP by October 1. AACP will confirm poster topics by October 15 to ensure each group poster is unique.
4. Schedule 2-4 virtual (e.g., Zoom, Teams) meetings with student group between January and May to review poster progress and ensure it is ready for production/presentation.
5. Submit poster abstract to AACP in Spring 2027. Either the group mentor or a designated student can submit the abstract – each group can decide accordingly.
6. Collaborate with AACP staff to facilitate poster printing.
7. Attend the AACP Annual Meeting, including the networking and poster sessions.

Emerging Hot Topics in Academic Pharmacy

Each small group may choose a preferred and alternate poster topic from the list below or identify new topics, if approved by the AACP group mentor. This list is subject to change.

1. Adapting to new accreditation standards (pharmacists as diagnosticians)
2. Addressing medical misinformation
3. AI use in pharmacy education / how to instruct on using AI to improve patient care
4. Burnout recovery
5. Competency-based education as a curricular model
6. Curricular overload/hoarding/complexity
7. Engagement strategies for students (could be in organizations, community service, etc.)
8. Engaging with students completing distance/online curricula
9. Enhancing student wellness
10. Financial literacy
11. Grading alternatives
12. Holistic and comprehensive onboarding for new faculty members
13. Inclusive teaching strategies (focus can be broad or on a particular DEI area or population)
14. Integrated curricula
15. Longitudinal assessment and monitoring of professionalism
16. Partnerships in interprofessional education: thinking and collaborating outside the box
17. Professional identity formation
18. Public perceptions and image of pharmacy as a profession
19. Recruitment strategies to target the next generation of pharmacists
20. Remediation
21. The 'co-curriculum'
22. Training learners to address healthcare disparities
23. Virtual and hybrid learning
24. Other ideas as identified by home mentor or AACP group mentor

EXPERIENTIAL ACTIVITIES

By September, AACP staff will share a form in the Connect Community that provides a list of available AACP experiential activities to choose from. With guidance from your home and AACP group mentors, students will be asked to rank your preferred list of AACP experiential activities in which to be involved.

Experiential activities will be completed at various times throughout the year. Once completed, students are instructed to schedule a debrief with their home mentor following the experience and confirm with their AACP group mentor when the activity has been completed.

Please note there is a variation in the types and time commitment of activities. At least one hour of AACP experience is required by June 1.

Examples include:

- Attend one of the following [AACP Committee](#) Meetings (1 hour)
 - Academic Affairs Committee
 - Admissions Workshop Advisory Committee
 - Pharm4Me Advisory Committee
 - PharmCAS Advisory Committee
 - Professional Affairs Committee
 - Research and Graduate Affairs Committee
 - Strategic Engagement Committee
 - Student Access and Success in Pharmacy Education (SASPE) Advisory Committee
 - Student Affairs Committee
- Create [Pharm4Me](#) engagement material (e.g., Instagram takeover, assist with blog)
- Other (Attend an AACP event/committee not listed with my mentor)

PROGRAM TIMELINE

Student Time Commitment

Participation in the virtual aspects of this program requires the following time commitment for students. See also the schedule on the next page.

#	Virtual Activity Description	Dates	Type of Activity	Minutes per Activity	Count	Total Minutes
1	Join an AACP kick-off event for all participants & mentors	Aug 26, 2026, at 6-7pm ET	AACP	60 min	1	60 min
2	Meet with AACP group mentor & small group to discuss poster topic	Sep	Poster	60 min	1	60 min
3	View 3 asynchronous modules online	Aug-Nov	Modules	20 min	3	60 min
4	Complete and submit a brief reflection assignment for each modules 1-3	By Sep 15 - #1 By Oct 15 - #2 By Nov 15 - #3	Modules	10 min	3	30 min
5	Meet with home mentor to discuss modules 1-3	By Sep 15 - #1 By Oct 15 - #2 By Nov 15 - #3	Mentor	30 min	3	90 min
6	Meet with AACP group mentor & small group to discuss modules 1-3 & poster project	By Oct 1 - #1 By Nov 1 - #2 By Dec 15 - #3	Mentor	90 min	3	270 min (4.5 hrs)
7	Join an AACP Mid-Year Professional Networking Event for all participants & mentors	Jan 19, 2027, at 6-8pm ET	AACP	120 min	1	120 min (2 hrs)
8	Meet with home mentor to discuss optional webinar sessions	Spring 2027	Modules	60 min	-	-
9	Meet with AACP group mentor & small group about poster	Jan-Jun	Poster	60 min	4	240 min (4 hrs)
10	Conduct independent work for poster with help of home mentor, as needed	Sep-Jun	Poster	30 min	8	240 min (4 hrs)
11	Observe or attend at least one AACP experiential event	Sep-Jun	AACP	90 min	1	90 min
12	Create and review an individual career development plan with home mentor	Apr-Jun	Plan	60 min	1	60 min
TOTAL NUMBER OF HOURS REQUIRED BY ACTIVITY TYPE						
AACP Virtual Events				3-hours		
AACP Experiential Component				1-hour		
Modules and Reflections				2-hours		
Home Mentor and AACP Group Mentor Meetings				6-hours		
Poster				11-hours		
Career Development Plan				1-hour		
TOTAL TIME COMMITMENT						
<p>TOTAL = 24 hours or approximately 2 hours per month between August 2026 and June 2027 in addition to attendance to the AACP Annual Meeting and Teachers' Seminar on July 10-13, 2027.</p>						

Schedule

Schedule for 2026-2027		
Date	Type	Comments
Mar 23	Application	Application opens
May 15	Application	Application closes
Jul 1	Forms	Additional materials for accepted students due to AACP
By mid-Jul	Application	AACP released program decisions to students
Aug 26	Virtual Event	Required kick-off meeting for participants and mentors
Sep	Poster	AACP group mentor meeting to select poster topic
Sep 15	Module 1	Deadline to complete module, reflection, & meet with home mentor
	AACP	Deadline to submit preferred AACP experiential activities to AACP
Oct 1	Module 1	Deadline for small group meeting with the AACP group mentor
	Poster	Preferred and alternate poster topics due to AACP
Oct 15	Module 2	Deadline to complete module, reflection, & meet with home mentor
	Poster	Group poster topics confirmed by AACP
Nov 1	Module 2	Deadline for small group meeting with AACP group mentor
Nov 15	Module 3	Deadline to complete module, reflection, & meet with home mentor
Dec 15	Module 3	Deadline for small group meeting with AACP group mentor
Jan 19	Virtual Event	Required Mid-Year Professional Networking Event for participants; home mentors optional
Spring	Webinars	Review and discuss optional webinars with home mentor
Feb	Poster	AACP group mentor meeting #1 about poster
Mar	Poster	AACP group mentor meeting #2 about poster
Apr	Poster	AACP group mentor meeting #3 about poster
Apr	Poster	Deadline for group's final poster abstracts (date subject to change)
May	AACP	Registration for the AACP Annual Meeting and Teachers' Seminar
May	Poster	AACP group mentor meeting #4 about poster
Jun 1	Poster	Deadline for final poster submission (date subject to change)
Jun 1	Career Plan	Career development plan with home mentor due to AACP
Jun 1	AACP	AACP experiential requirement deadline
Jun 1	Mentors Only	AACP group mentors submit mentor attestation form to AACP
Jul 10-13	AACP	AACP Annual Meeting and Teachers' Seminar with home mentor
Aug 1	Evaluation	Post-program evaluation due to AACP

Appendix A

Mentor Attestation Form

[See Next Page]



MENTOR ATTESTATION FORM

I attest that _____ has successfully completed all requirements of the American Association of Colleges of Pharmacy Aspiring Academics Program as listed below.

1. Attendance at the Aspiring Academics Program virtual kick-off meeting
2. Completion of 3 online learning modules and reflective assignments
3. Attendance at Mid-Year Professional Networking Event
4. Collaboration with group and group mentor to create a group poster
5. Observation/participation in at least one AACP experiential activity
6. Creation of an individual career development plan and review with home mentor
7. Attendance at the 2027 AACP Annual Meeting and Teachers' Seminar
8. Actively engaged and professional in all program requirements

Printed Name

Signature

Date