



American Association of Colleges of Pharmacy Faculty Survey

2026 National Summary Report

August 2026

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About the AACP Program Quality Surveys

The Graduating Student, Preceptor, and Faculty surveys were first released in 2007 as the Curriculum Quality Surveys. 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.

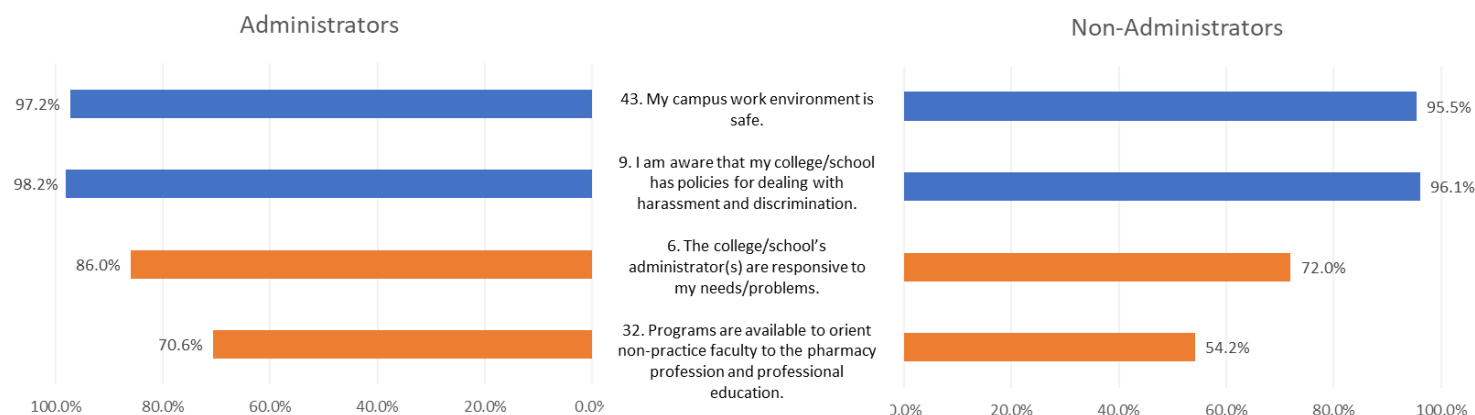
In 2025, the AACP Institutional Research and Assessment Committee, AACP staff, and ACPE staff revised these curriculum quality perception surveys to accommodate changes with the release of ACPE's 2025 Standards and AACP's Curriculum Outcomes and Entrustable Professional Activities 2022. The 2025 results reflect the first administration of these revised surveys. With the implementation of ACPE's Standards 2025, the Curriculum Quality Surveys were also renamed to the Program Quality Surveys to align with the content of the survey instruments.

2026 Administration

The Faculty Survey was made available for online access in the AACP Survey System on March 3, 2026. As of August 2026, 97 colleges and schools of pharmacy administered the survey to their faculty. A total of three thousand, six hundred and sixty-nine (3,669) faculty were invited to complete the survey. Two thousand, six hundred and twelve (2,612) faculty submitted the survey for a total response rate of 71.2 percent. Response rates per school ranged from 26.3 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).

Differences in Perception: Administrators and Non-Administrators

Overall, both administrative and non-administrative faculty had similar opinions regarding administration and governance. However, questions 6 and 32 had the **largest difference** in levels of agreement between the answers of non-administrators and administrators. Questions 9 and 43 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 2,612 total faculty respondents used in the calculations.

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Total number of schools: 97 (39 public, 58 private)

Total number of responses: 2,612

Response Rate: 71.2%

Section I: Organization 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 is provided with appropriate level of autonomy by the higher administration at the University level.	32.5% (848)	47.5% (1242)	8.9% (232)	4.6% (119)	6.5% (171)
2. The Dean of the college/school is provided with appropriate level of autonomy to lead the program by the higher administration at the University level.	33.1% (864)	44.8% (1170)	8.5% (221)	3.8% (99)	9.9% (258)
3. The college/school's administrators (e.g. Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.	37.6% (982)	46.8% (1223)	8.6% (224)	3.4% (89)	3.6% (94)
4. The college/school's administrators function as a unified team.	35.6% (931)	45.4% (1185)	11.6% (303)	4.2% (109)	3.2% (84)
5. The college/school's administrator(s) are aware of my needs/problems.	31.8% (831)	53.1% (1388)	8.8% (230)	4.0% (104)	2.3% (59)
6. The college/school's administrator(s) are responsive to my needs/problems.	30.5% (796)	45.8% (1197)	14.5% (378)	6.6% (172)	2.6% (69)
7. The Dean is a champion for well-being initiatives for faculty, staff and students.	44.3% (1156)	38.1% (994)	9.0% (236)	5.0% (130)	3.7% (96)
8. I am given the opportunity to provide evaluative feedback of the administrators.	37.8% (988)	39.1% (1020)	13.2% (344)	7.1% (185)	2.9% (75)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
9. I am aware that my college/school has policies for dealing with harassment and discrimination.	61.2% (1599)	35.5% (928)	1.7% (45)	0.7% (19)	0.8% (21)
10. The assessment processes are effective.	33.3% (870)	50.4% (1317)	9.4% (246)	2.8% (73)	4.1% (106)
11. The curriculum oversight processes are effective.	35.0% (913)	48.6% (1269)	9.6% (252)	3.4% (89)	3.4% (89)
12. The University/higher administration provides opportunities for effective representation of the college/school in its governance.	40.9% (1068)	44.2% (1155)	6.4% (167)	3.1% (81)	5.4% (141)
13. The college/school provides opportunities for faculty participation in governance.	48.5% (1268)	42.9% (1121)	4.3% (113)	2.4% (62)	1.8% (48)
14. The college/school has a well-resourced strategic plan that guides the college/schools' initiatives.	35.5% (926)	47.4% (1239)	10.3% (270)	3.2% (83)	3.6% (94)
15. The college/school requested input from faculty and staff during the development of the current strategic plan.	53.0% (1385)	38.6% (1007)	3.6% (94)	1.6% (41)	3.3% (85)
16. The college/school has comprehensive policies and procedures in place that can be used to respond to any potential significant disruption.	33.7% (879)	48.5% (1267)	7.7% (200)	2.5% (65)	7.7% (201)
17. The college/school provides an environment and culture that promotes professionalism and desired behaviors from members of a professional program.	40.6% (1061)	47.3% (1236)	7.0% (184)	3.7% (97)	1.3% (34)
18. The college/school provides an environment and culture that promotes collaboration within and across subunits of the college or school, the University and beyond.	38.4% (1002)	47.7% (1247)	9.4% (245)	3.3% (86)	1.2% (32)
19. The college/school provides an environment and culture of belonging that promotes the inclusion of diverse backgrounds, perspectives, and lived experiences.	45.4% (1185)	44.9% (1174)	5.4% (142)	2.8% (72)	1.5% (39)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
20. The college/school provides an environment and culture that promotes personal well-being.	36.2% (946)	47.2% (1232)	10.3% (268)	4.8% (126)	1.5% (40)
21. The college/school provides an environment and culture that allows its faculty and staff to have good work-life balance.	34.0% (888)	46.2% (1206)	11.9% (311)	6.3% (165)	1.6% (42)

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
22. I have access to documents that detail policies related to my performance as a faculty member.	45.5% (1189)	46.2% (1208)	5.2% (136)	1.5% (38)	1.6% (41)
23. My performance assessment criteria are explicit and clear.	36.8% (960)	47.5% (1242)	11.0% (287)	3.3% (85)	1.5% (38)
24. My allocation of effort has been clearly stated.	39.3% (1026)	45.4% (1186)	10.7% (280)	3.3% (86)	1.3% (34)
25. Criteria for my performance assessment are consistent with my responsibilities.	37.3% (974)	47.1% (1229)	9.6% (251)	3.6% (94)	2.5% (64)
26. I receive formal feedback on my performance on a regular basis.	38.1% (996)	48.1% (1257)	8.8% (231)	3.1% (82)	1.8% (46)
27. The performance feedback I receive is constructive.	39.7% (1038)	45.1% (1177)	8.5% (223)	2.9% (75)	3.8% (99)
28. The college/school consistently applies promotion and/or tenure policies and procedures.	40.9% (1068)	40.0% (1046)	7.3% (190)	4.1% (107)	7.7% (201)
29. I receive guidance on career development.	29.5% (771)	43.6% (1138)	17.2% (448)	5.2% (135)	4.6% (120)
30. Funds are available to support faculty development.	32.6% (852)	47.2% (1233)	11.4% (297)	4.9% (127)	3.9% (103)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
31. Funds are available to support faculty well-being initiatives.	22.9% (598)	39.5% (1031)	18.0% (471)	6.5% (169)	13.1% (343)
32. Programs are available to orient non-practice faculty to the pharmacy profession and professional education.	21.6% (564)	37.6% (983)	15.2% (397)	4.2% (109)	21.4% (559)
33. Programs are available to improve teaching and to facilitate student learning.	39.4% (1030)	50.2% (1312)	6.4% (166)	1.8% (48)	2.1% (56)
34. Programs are available to develop competence in research and/or scholarship.	29.2% (764)	48.3% (1261)	15.5% (404)	3.4% (88)	3.6% (95)
35. Programs are available for faculty to learn how to develop personal strategies for well-being.	26.3% (686)	45.6% (1192)	15.5% (406)	4.6% (119)	8.0% (209)
36. Trained personnel are available to teach strategies for well-being.	23.5% (615)	39.5% (1032)	18.4% (480)	6.1% (159)	12.5% (326)

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
37. The college or school has a sufficient number of staff to effectively address programmatic needs.	20.8% (544)	44.5% (1162)	23.1% (604)	9.9% (258)	1.7% (44)
38. Faculty office space permits accomplishment of my responsibilities.	50.7% (1324)	43.3% (1131)	3.3% (85)	1.9% (49)	0.9% (23)
39. The college or school has resources to effectively address research/scholarship needs.	25.5% (665)	47.4% (1237)	16.8% (438)	6.4% (166)	4.1% (106)
40. The college or school has resources to effectively address instructional technology needs.	31.9% (833)	49.8% (1302)	12.4% (325)	4.2% (109)	1.6% (43)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
41. The college has physical facilities to effectively support academic program needs.	35.4% (924)	49.7% (1297)	10.0% (260)	3.6% (93)	1.5% (38)
42. The college/school has a sufficient number of faculty.	19.9% (521)	41.2% (1076)	24.5% (641)	11.9% (312)	2.4% (62)
43. My campus work environment is safe.	54.1% (1414)	41.9% (1095)	2.3% (59)	0.9% (23)	0.8% (21)

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.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
44. The organization and structure of the curriculum is clear.	42.0% (1096)	48.0% (1254)	7.0% (184)	1.5% (40)	1.5% (38)
45. I understand how my instructional content fits into the curriculum.	48.9% (1278)	45.9% (1200)	2.9% (76)	0.7% (18)	1.5% (40)
46. The curriculum is taught at a depth that supports understanding of central concepts and principles.	41.3% (1080)	46.9% (1224)	7.8% (203)	2.0% (53)	2.0% (52)
47. Curricular collaboration among disciplines is encouraged at my college/school.	42.8% (1117)	46.3% (1209)	6.7% (176)	1.8% (47)	2.4% (63)
48. The college/school uses programmatic assessment data to improve the curriculum.	43.3% (1130)	44.4% (1159)	5.7% (148)	2.8% (72)	3.9% (103)

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
49. The college/school provides an environment and culture that promote professional behavior among students, faculty, administrators, preceptors and staff.	41.5% (1083)	47.5% (1242)	7.7% (201)	2.3% (61)	1.0% (25)
50. The college/school provides an environment and culture that fosters leadership and advocacy skills among students, faculty, administrators, preceptors and staff.	41.9% (1095)	47.9% (1252)	6.4% (166)	2.1% (55)	1.7% (44)
51. The college/school has an effective process to manage academic misconduct by students (e.g., plagiarism).	40.6% (1061)	46.1% (1205)	7.1% (186)	3.2% (84)	2.9% (76)
52. The college/school has an effective process to manage professional misconduct by students (e.g., repeated tardiness/absences, drug diversion).	36.9% (965)	45.0% (1176)	10.6% (278)	4.1% (107)	3.3% (86)
53. The college/school has an effective process to manage poor academic performance of students.	37.3% (973)	44.9% (1174)	11.9% (310)	3.6% (94)	2.3% (61)

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
54. In my opinion, the proportion of my time spent on teaching is:	2.0% (53)	78.8% (2059)	17.7% (462)	1.5% (38)
55. In my opinion, the proportion of my time spent on research is:	22.2% (580)	70.8% (1850)	3.3% (86)	3.7% (96)
56. In my opinion, the proportion of my time spent on service is:	1.3% (35)	77.0% (2010)	19.8% (518)	1.9% (49)
57. In my opinion, the proportion of my time spent on clinical service is:	3.2% (83)	46.6% (1217)	4.9% (127)	45.4% (1185)

Question 58 is an open-ended comment question and not included in this report.

Section VII: Demographic Questions

59. Highest Administrative Rank

	Response Percent	Response Total
Dean	3.4%	90
Associate Dean	6.7%	174
Assistant Dean	4.2%	111
Department Head/Chair	6.8%	178
Other	9.6%	252
No Administrative Rank	69.2%	1807

60. Highest Academic Rank

	Response Percent	Response Total
Professor	38.1%	995
Associate Professor	31.7%	829
Assistant Professor	23.9%	624
Lecturer	1.0%	26
Instructor	1.2%	31
Other	2.5%	64
No Academic Rank	1.6%	43

61. Tenure Status

	Response Percent	Response Total
Tenured	33.2%	866
Nontenured, Tenure Track	11.8%	309
Nontenure track (if your college/school has a tenure system)	40.7%	1063
Institution does not have a tenure system	14.3%	374

62. Teach Location

	Response Percent	Response Total
Main Campus	85.9%	2243
Distance/Satellite/Branch Campus	10.5%	273
Other	3.7%	96