2013 AACP FACULTY SURVEY
UNC ESHELMAN SCHOOL OF PHARMACY – PEER COMPARISON SUMMARY REPORT

Five schools must be selected in making peer comparisons. Eight of the School's 12 peer institutions did not complete the 2013 annual AACP faculty survey. Peers included in this comparison are: Purdue, Ohio State, University of Arizona, University of Chicago, and University of Washington.

UNC: **Response Rate: 96% (total number of responses 71)**
Peer Schools: **Response Rate: 71% (total number of responses 297)**
All Schools (n=94): **Response Rate: 76.4% (total number of responses 3,064)**

SECTION I: Administrative System

	UNC	*Peers*	*National*
1. The college/school's administrators (e.g. Dean, Associate/Assistant Dean, Department Chair, Program Directors) have clearly defined responsibilities.	3.41	3.26	3.15
2. The college/school's administrators function as a unified team.	3.28	3.04	2.97
3. The college/school's administrator(s) are **aware** of my needs/problems.	3.13	2.95	3.00
4. The college/school's administrator(s) are **responsive** to my needs/problems.	2.98	2.92	2.92
5. The Dean is an effective leader of the college/school.	3.58	3.24	3.19
6. I am given the opportunity to provide evaluative feedback of the administrators.	2.83	2.89	2.85
7. I am aware that my college/school has policies for dealing with harassment and discrimination.	3.65	3.45	3.51
8. The committee responsible for **assessment** is effective.	3.29	2.83	3.11
9. The committee responsible for the **curriculum** is effective.	3.28	3.16	3.15
10. Faculty meetings function effectively as part of the governance of the college/school.	3.06	2.98	3.12

All values presented as mean calculated from aggregate Likert data

SECTION II: Recruitment and Retention

	UNC	*Peers*	*National*
11. The college/school uses an effective faculty recruitment process.	3.23	3.02	2.96
12. I have access to documents that detail policies related to my performance as a faculty member.	3.48	3.24	3.23
13. My performance assessment criteria are explicit and clear.	3.27	3.00	3.40
14. My allocation of effort has been clearly stated.	3.31	3.06	3.00
15. Criteria for my performance assessment are consistent with my responsibilities.	3.28	3.02	3.02
16. I am encouraged to engage in scholarly activity.	3.65	3.51	3.43
17. I receive formal feedback on my performance on a regular basis.	3.31	3.01	3.10
18. The performance feedback I receive is effective.	3.13	2.99	3.02
19. The college/school consistently applies promotion and/or tenure policies and procedures.	3.25	3.10	3.04

All values presented as mean calculated from aggregate Likert data

SECTION III: Infrastructure

	UNC	*Peers*	*National*
20. I receive adequate support staff resources.	2.89	2.90	2.93
21. I have adequate office space.	3.51	3.29	3.36
22. I have adequate laboratory and/or clinical **resources** for my research and/or scholarship needs.	3.35	3.03	3.00
23. I have adequate laboratory and/or clinical **space** for my research and/or scholarship needs.	3.40	3.04	3.10
24. Computer resources are adequate for my academic responsibilities.	3.48	3.24	3.26
25. I have access to library and other educational resources.	3.72	3.57	3.49
26. The college/school has appropriate physical facilities to allow me to fulfill my responsibilities.	3.46	3.02	3.21
27. The college/school has a sufficient number of qualified faculty.	3.26	3.03	2.89
28. The program's resources can accommodate present student enrollment.	3.06	2.97	2.98
29. The physical facilities enable out-of-class interaction among administration, faculty, and students.	3.20	2.77	2.98
30. My campus work environment is safe.	3.50	3.21	3.39

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.

SECTION IV: Role and Governance

	UNC	Peers	National
31. The college/school effectively employs strategic planning.	3.58	3.06	3.10
32. The college/school requested my input during the development of the current strategic plan	3.59	3.16	3.31

All values presented as mean calculated from aggregate Likert data

SECTION V: Faculty Development

	UNC	Peers	National
33. I receive adequate guidance on career development.	3.04	2.84	3.03
34. Funds are available to support my faculty development	2.97	2.65	2.97
35. Programs are available for non-practice faculty to orient them to the pharmacy profession and professional education.	2.49	2.61	2.73
36. Programs are available to me to improve my teaching and to facilitate student learning.	3.24	3.18	3.17
37. Programs are available to me that help me develop my competence in research and/or scholarship.	3.08	2.97	2.88

All values presented as mean calculated from aggregate Likert data

SECTION VI: Curriculum

	UNC	Peers	National
38. Overall, faculty encourage students to assume responsibility for their own learning.	3.29	3.05	3.12
39. Laboratories and other non-classroom environments are conducive to learning.	3.45	3.06	3.21
40. The curriculum is consistent with the collective vision of the faculty and administration.	3.23	3.06	3.16
41. Faculty are consulted in curricular matters.	3.28	3.25	3.30
42. The organization and structure of the curriculum is clear.	3.16	3.07	3.20
43. I understand how my instructional content fits into the curriculum.	3.31	3.22	3.34
44. The curriculum is taught at a depth that supports understanding of central concepts and principles.	3.30	3.16	3.23
45. Curricular collaboration among disciplines is encouraged at my college/school.	3.19	3.14	3.21
46. The college/school uses programmatic assessment data to improve the curriculum.	3.26	3.14	3.16

All values presented as mean calculated from aggregate Likert data

PharmD Program prepares students to…	UNC	Peers	National
47. develop and use patient-specific pharmacy care plans.	3.56	3.35	3.41
48. effectively manage a patient-centered pharmacy practice.	3.38	3.26	3.30
49. develop disease management programs.	3.31	3.22	3.25
50. manage the system of medication use.	3.28	3.24	3.27
51. promote the availability of health promotion and disease prevention initiatives.	3.25	3.30	3.34
52. communicate with patients, caregivers, and other members of the interprofessional health care team.	3.48	3.28	3.41
53. search the health sciences literature.	3.49	3.31	3.33
54. evaluate the health sciences literature	3.34	3.21	3.26
55. demonstrate expertise in the area of informatics (resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in pharmacy and healthcare).	3.04	3.04	3.08
56. apply state and federal laws and regulations to the practice of pharmacy.	3.52	3.34	3.39
57. maintain professional competence.	3.41	3.30	3.35

All values presented as mean calculated from aggregate Likert data

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.

SECTION VII: Developing and Supervising Students

	UNC	Peers	National
58. The college/school provides an environment and culture that promotes professional behavior among students, faculty, administrators, preceptors and staff.	3.49	3.26	3.26
59. The college/school effectively manages **academic** misconduct by students (e.g., plagiarism).	3.30	3.05	3.10
60. The college/school effectively manages **professional** misconduct by students (e.g., repeated tardiness/absences, drug diversion).	3.38	2.87	3.00
61. The college/school effectively manages poor academic **performance** of students.	3.23	3.00	3.03

All values presented as mean calculated from aggregate Likert data

SECTION VIII: Academic Roles

	UNC	Peers	National
62. In my opinion, the proportion of my time spent on **teaching** is:	1.93	1.93	1.85
63. In my opinion, the proportion of my time spent on **research** is:	2.11	2.22	2.33
64. In my opinion, the proportion of my time spent on **service** is:	1.92	1.84	1.82
65. In my opinion, the proportion of my time spent on **clinical service** is:	2.00	1.91	1.98

Values calculated on the following scale: (1) Too Much (2) Appropriate (3) Too Little

All items measured on a four-point Likert scale ranging from (1) Strongly Disagree to (4) Strongly Agree unless noted.