Finding your WHY for Enhancing EDI Efforts in Pharmacy Education

Panelist Information

Moderator
Kevin Astle, Pharm.D., BCPS, BCACP, AAHIVP, CDCES, Assistant Professor, University of South Florida

Panelists
Amanda Storyward, MPA, Director, Organizational Diversity and Inclusion, University of North Carolina
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Kyshona Dunn, PharmD Student, Midwestern University
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Brief Description
Student, faculty, and staff representatives discuss the "why" and the "heart" of including EDI as intentionally as possible in all institutional policies. The panelists will provide their perspectives on EDI-related policies and programs within their institution and practice sites and how the intentionality of its inclusion impacts their experience.

Objectives
1. Explain the differing perspectives of students, faculty, staff and administration within schools/colleges of pharmacy on EDI-related policies.
2. Evaluate what EDI-related policies and procedures may be in place at your institution and how they may impact faculty, staff and students.

Reflection Prompt 1
Are your institutional policies inclusive of EDI for all stakeholders involved?

Reflection Prompt 2
How can you continue to acknowledge your "why" and build upon it at your institution?

Panel Questions

1. Do you feel like there are intentional policies in place at your institutions?
2. Do you feel policies in place are more geared to students and/or faculty and staff?
3. What would be helpful at your institution?
4. In what ways can you/your institution build EDI-related policies/procedures to ensure all stakeholders are included?

Resources

Rizzolo, D., Sandifer, C., Kalabalik-Hoganson, J., & Lowy, N. (2022). A Call to Action for Cultural Humility in Pharmacy Education Student Assessments. *American journal of pharmaceutical education*, *86*(4), 8626. https://doi.org/10.5688/ajpe8626

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Ekong, G., Unni, E., Edwards, A., & Echeverri, M. (2023). Pharmacy faculty perspectives on Cultural Competence education in pharmacy schools. *Pharmacy Education*, *23*(1), p. 296–306. https://doi.org/10.46542/pe.2023.231.296306

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