

Diversity, Equity, Inclusion, and Anti-Racism in Pharmacy Education: Moving from Words to Action

Council of Deans Diversity, Equity, Inclusion and Anti-Racism Task Force Report

AACP Council of Deans

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Executive Summary

COD DEIA Task Force Charge: The proposed 2021-2024 American Association of Colleges of Pharmacy (AAPC) strategic plan calls for a Diversity, Equity, Inclusion and Anti-Racism (DEIA) focused environmental scan to be conducted to identify successes, challenges, needs, and opportunities related to dean and faculty experiences in academic pharmacy that will allow AAPC to further support its member institutions with their DEIA efforts. This Task Force conducted an environmental scan and provided recommendations that the Council of Deans (COD) members can incorporate as individuals, within the academy or at member institutions.

The Task Force engaged department chairs, assistant, and associate deans in conversations at the February 2022 AAPC interim meeting surrounding experiences related to Diversity, Equity, Inclusion and Anti-Racism in the context of pharmacy education with specific questions in the following domains: admissions, student affairs, curriculum, experiential, and administrative processes. This phenomenological study evaluates the lived experiences surrounding DEIA experiences of faculty and administrators in pharmacy education

Results from these discussions were utilized to develop themes and inform this report including a more comprehensive view of the DEIA environment in pharmacy education and guidance recommendations.

The conclusion of the Task Force is that there is no “one right way” to approach DEIA efforts. By sharing our programmatic success and challenges and listening intently to one another, we can collectively identify and share DEIA-related interventions that innovate and transform the institutional culture of academic pharmacy.

Overarching Themes:

- Each institution is unique and DEIA outcomes will vary based on the mission, culture, and developmental stage of the institution.
- Work needs to occur at both the **individual** (micro) and **institutional** (macro) level
- We must **aspire** to do better, **acknowledge** our role individually and institutionally, and **act** to support meaningful change through structured continuous quality improvement.
- We must invest in **relationships**, build trust, and promote individual and shared **vulnerability**.
- Increase training focused on developing **self-awareness**, **self-management**, **relationship-awareness**, and **relationship-management** skills of faculty, staff and students.
- DEIA efforts must go beyond race, while not forgetting the impact of race.
- Work must take place **with** Nursing, Medicine, and other health professions to build DEIA across professions.

Introduction

In response to the proposed 2021-2024 AACP Strategic Plan, a Task Force on Diversity, Equity, Inclusion and Anti-Racism (DEIA) was formed with charge to conduct an environmental scan to identify successes, challenges, needs, and opportunities related to the dean and faculty experiences in academic pharmacy, that will allow AACP to further support its member institutions with DEIA efforts.

Methods

This environmental scan was conducted utilizing a phenomenological study approach, which evaluated the lived experiences of faculty and administrators in pharmacy education surrounding Diversity, Equity, Inclusion, and Anti-Racism. The ultimate source of all meaning and value is the lived experience of human beings.¹ According to phenomenology, philosophical systems, scientific theories, or aesthetic judgments are derived from the lived world.¹ The Task Force utilized networking sessions at the AACP Interim Meeting in February 2022 to engage department chairs, assistant, and associate deans in conversations surrounding experiences related to DEIA in the context of pharmacy education. Individuals from the Task Force were assigned to ask specific questions in the following domains: admissions, student affairs, curriculum, experiential, and administrative processes (appendix 1). Task Force members were assigned at different tables to facilitate discussions surrounding the specific questions and take copious notes. After the meeting, all notes were compiled and summarized.

The Task Force selected two widely accepted DEIA models to inform and guide the environmental scan; the Framework for Advancing Anti-Racism Strategy on Campus by the National Association of Diversity Officers in Higher Education (NADOHE), and the National Association of Student Personnel Administrators/Association of College Personnel Administrators (NASPA/ACPA) Competency Areas and Rubrics.²⁻³ The NADOHE and NASPA/ACPA frameworks were selected as they addressed overarching DEIA themes shared within the Interim Meeting networking sessions. These frameworks allow for flexibility with the recognition that one size does not fit all, individuals and institutions grow over time, and DEIA initiatives need to be customized to fit the mission, needs, and developmental stage of each individual institution.

The framework for Advancing Anti-Racism Strategy on Campus published by the National Association of Diversity Officers in Higher Education offers ten priorities with areas of concern and suggested efforts against which organizations can evaluate DEIA status and efforts for enhancement. The priorities include institutional structure; policies and procedures; resource allocation; academic equity and student success; curriculum and pedagogy; hiring retention and promotion; institutional programming; education training and employee development; campus climate and culture; and admissions and access.

To support strategies for implementing change, institutions are encouraged to utilize the Social Justice and Inclusion Individual Competency Areas and Rubrics from the NASPA/ACPA.³ The report of the AACP Student Affairs committee in 2019 recommended usage of the NASPA/ACPA competencies to support leadership development for enrollment management professionals in pharmacy education, however, this tool is beneficial in the DEIA space and are applicable to most disciplines (Table 1).⁴

Results

Themes identified during the AACP interim meeting, were coded and categorized into the priority areas of the NADOHE framework.² The results from the AACP Interim Meeting are coded in Table 2.

A graphical representation of the intersection between the NADOHE framework and the NASPA/ACPA Social Justice and Inclusion Individual Competency Areas and Rubrics can be found in Figure 1. The figure was created to illustrate alignment of the NADOHE priorities superimposed with the growth continuum of the NASPA/ACPA competency rubrics. Colleges and Schools of Pharmacy are encouraged to determine strategic initiatives aimed at supporting foundational, intermediate, and advanced strategies in alignment with the developmental stage of individuals and organizations.

In response to the results of the environmental scan and a review of the literature, the Task Force recommends the following for AACP Member Institutions:

Recommendation 1

Consider utilizing a framework for determining an implementation strategy for DEIA initiatives specific to a programs mission, needs, and developmental stage.

- Example: American Society for Quality Interrelationship Diagram for conducting root cause analysis⁵

Recommendation 2

Develop a DEIA-focused strategic plan including an analysis of campus climate and assessment of organizational readiness.

- Example: AAMC Diversity and Inclusion Strategic Planning Toolkit and Identifying Organizational Readiness Checklist⁶

Recommendation 3

Utilize available resources and assessments for individual intercultural competence such as:

- University offered DEIA trainings
- AACP Diversity, Equity, Inclusion and Antiracism Community
- AAMC Resources⁶
- Intercultural Development Inventory Individual Assessment⁷⁻⁸
- NASPA/ACPA Student Affairs Administration in Higher Education Professional Competencies in Table 1³
- Kozol, Jonathan. *Savage Inequalities*. New York, NY: Harper Perennial; 1992.⁹
- Metzl, J. *Dying of whiteness: how the politics of racial resentment is killing America's heartland*. First edition. New York: Basic Books; 2019.¹⁰
- Smith C. *How the Word is Passed: A Reckoning with the History of Slavery Across America*. Little Brown and Company; 2021.¹¹
- Kendi IX. *How to be an Antiracist*. One World; 2019.¹²
- Washington, H. A. *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. New York: Doubleday; 2006.¹²

Recommendation 4

Utilize available resources for *committee, department, college and community* DEIA focused efforts such as:

- See citations associated with Table 2
- NADOHE - A Framework for Advancing Anti-Racism Strategy on Campus.
- AAMC Resources ⁶
- American Association of Nursing Colleges Diversity Equity and Inclusion Faculty Tool Kit ¹⁴

Recommendation 5

Engage with AACP Provided Resources and Tools, such as:

- AACP webpage with Equity, Diversity and Inclusion Initiatives
- AACP Special Task Force White Paper on Diversifying Our Investment in Human Capital ¹⁵
- 2014 AACP Argus Commission Report on Diversity and Inclusion in Pharmacy Education ¹⁶

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TABLE 1: Example Social Justice and Inclusion Individual Competency Areas – Source NASPA* Student Affairs Administration in Higher Education Professional Competencies for Student Affairs Educators.

	Foundational	Intermediate	Advanced
Understanding Self and Navigating Systems of Power	<ul style="list-style-type: none"> • Able to articulate one’s identities and intersectionality. • Identify systems of socialization that influence one’s multiple identities and sociopolitical perspectives and how they impact one’s lived experiences. • Articulate a foundational understanding of DEIA~ within the context of higher education. 	<ul style="list-style-type: none"> • Identify systemic barriers to social justice and inclusion. • Assess one’s own department’s role in addressing such barriers. 	<ul style="list-style-type: none"> • Ensure campus resources are adequate and distributed equitably. • Collaborate with others to forward DEIA efforts on campus.
Critical Assessment and Self-Directed Learning	<ul style="list-style-type: none"> • Utilize critical reflection in order to identify one’s own prejudices and biases. • Participate in activities that assess and inspire critical reflection of one’s understanding of DEIA. 	<ul style="list-style-type: none"> • Evaluate one’s participation in systems of oppression, privilege and power without shaming others. • Provide opportunities for professional development. • Implement measures to assess the campus climate for students, staff and faculty. 	<ul style="list-style-type: none"> • Assess institutional effectiveness in removing barriers to addressing issues of social justice and inclusion. • Link individual and departmental performance indicators with a commitment to DEIA.
Engaging in Socially Just Practice	<ul style="list-style-type: none"> • Integrate knowledge of DEIA into one’s practice. • Connect and build meaningful relationships with others while recognizing their multiple, intersecting, identities, perspectives and developmental differences. • Advocate on issues of DEIA. 	<ul style="list-style-type: none"> • Facilitate dialogue about DEIA issues. • Design programs and events that are inclusive, promote social consciousness and challenge current systems. • Address bias incidents. 	<ul style="list-style-type: none"> • Advocate for inclusion of DEIA in institutional mission, goals and programs. • Foster and promote an institutional culture that supports the free and open expression of ideas, identities and beliefs and where individuals have the capacity to negotiate different standpoints. • Advocate for DEIA issues.
Organization Systemic Advocacy	<ul style="list-style-type: none"> • Understand how one is affected by and participates in maintaining systems of oppression, privilege and power. 	<ul style="list-style-type: none"> • Engage in non-discriminatory and inclusive hiring and promotion practices. • Advocate for the development of inclusive departments, institutions and profession. 	<ul style="list-style-type: none"> • Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent the needs of all people. • Demonstrate institutional effectiveness in addressing critical incidents of discrimination. • Take responsibility for the institution’s role in perpetuating discrimination or oppression. • Create ongoing strategic plans for the continued development of inclusive initiatives and processes.

*National Association of Student Personnel Administrators³

~DEIA = Diversity, Equity, Inclusion and Anti-racism

TABLE 2: Coded Results from AACP Interim meeting in alignment with NADOHE± Domain Areas

Domain Area*	Goal*	Areas of Focus by NADOHE±: also identified themes from the DEIA Task Force*	Council of Deans and Chairs Identified Challenges and Opportunities
Institutional Structure	Creation of equitable systems by eliminating structural barriers.	<ul style="list-style-type: none"> • Performance Evaluation and Accountability • Hiring and Onboarding Activities • Recruitment and Selection Criteria for Admissions • Tenure and Promotion • Support Systems for Students, Faculty, and Staff • Anti-racism Training and Curriculum Reform 	<ul style="list-style-type: none"> • Relationship building. • Holistic hiring and career development support. • Work to create individual psychological flexibility and mindfulness skills to allow for conversations that are focused on healing, understanding, and overcoming the generational trauma and the emotional burden we all experience associated with DEIA efforts.
Policies and Procedures	To replace structural and systemic policies and practices that impede the success of marginalized groups.	<ul style="list-style-type: none"> • Title IV/IX • First Amendment, Freedom of Speech, Recruitment, Onboarding, and Retention • Academic and Employee Disciplinary Action • Salary Equity • Tenure, Promotion, and Career Advancement • Curricular and Co-curricular Programs and Services 	<ul style="list-style-type: none"> • Review and update existing policies through a DEIA lens to increase inclusivity.⁶ • Lack of diversity (race, gender, sexual orientation, and ideas) and retention of diverse faculty. • Holistic hiring and post-hiring support is needed. • How to retain diverse faculty at predominantly white institutions? • Collaborate with university human resources, or other offices to forward DEI initiatives.
Resource Allocation	To allocate resources to support DEIA efforts appropriately.	<ul style="list-style-type: none"> • Senior Level Diversity Officer • Allocated Pool of Resources to Support Anti-racism Education and Training • Fund and Support Programs to Assist BIPOC++ Students, Faculty, and Staff • Targeted Hiring Efforts • Equity Pay Analysis for Employees of all Designations 	<ul style="list-style-type: none"> • Do NOT hire one person to do all of the DEIA work. • Increase recognition for and reward DEIA work. • DEIA initiatives are NOT appropriately resourced initiatives (people, money, time in the curriculum). • Making DEIA a responsibility across the faculty and not having the responsibility reside fully within the DEIA committee .
Academic Equity and Student Success	To create equitable systems that promote academic equity and student success.	<ul style="list-style-type: none"> • Understanding of Historical Challenges • Determine Institutional Commitment • Assessment of Campus Climate and Culture • Align Human and Financial Resources to Address Academic Equity and Student Success • Identify Policies and Procedures to Eliminate Barriers 	<ul style="list-style-type: none"> • Decreasing hate crimes or social issues in the community impacting student success in the classroom. • Addressing the overrepresentation of marginalized students who do not graduate on time or encounter academic or professionalism difficulty.¹⁷ • Recognition of difficulties encountered by marginalized students due to lack of rigor in preparatory coursework, additional out-of-classroom responsibilities, or basic needs outside of the classroom not being met. • Recognition that when someone is struggling, it is not necessarily that they are not capable; rather, they may need some extra support. • Review of appeal proceedings to identify processes to minimize biases in decision making processes. • Develop strategies and programs for student success with emphasis on supporting marginalized students.

Curriculum and Pedagogy	Ensure that classroom experiences are designed to support academic equity.	<ul style="list-style-type: none"> • Develop Competencies for Student Outcomes • Provide Training and Development for Faculty 	<ul style="list-style-type: none"> • Adding or expanding the DEIA content in an already content dense curriculum (i.e., how to add more to a full curriculum). • Expanding the utilization of patient care questions aimed at understanding cultural within patient assessment.¹⁸⁻²⁰ • Creation of instructional activities and assessments that are more inclusive.¹⁸⁻²⁴
Hiring, Retention, and Promotion	Promote and implement equitable processes in hiring, retention and promotion decisions.	<ul style="list-style-type: none"> • Comprehensive Review of Policies, Procedures, and Processes 	<ul style="list-style-type: none"> • Lack of representative diversity to match the broader community (race, gender, sexual orientation and ideas) in faculty and staff and • Challenges in integrating effective strategies aimed at the retention of diverse faculty. • Utilization of available DEIA toolkits (institutional or from professional organizations). • Utilize institutional data to inform decision making.
Institutional Programming	Provide programming focused on acknowledge historical wrongdoings along with restoring autonomy.	<ul style="list-style-type: none"> • Define Anti-racism While Considering and Leveraging Institutional, State and Local Histories^{9-13, 24-28} • Assessment of Learning Goals and Metrics 	<ul style="list-style-type: none"> • Support and have structures that motivate faculty to create inclusive classrooms and policies. • Recognizing that diversity includes but is not limited to race, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation.
Education, Training and Employee Development	Provide professional development opportunities to students, faculty, staff and the community.	<ul style="list-style-type: none"> • Address Issues of Racism that Occur in Individuals, Structures, and Systems • Define Anti-racism and its Values • Connect to Institutional Mission and Identity • Emphasize the Need for Assessment and Improvement 	<ul style="list-style-type: none"> • Additional training on how to create environments to allow for open dialog, listening, and vulnerability.^{8, 23-24, 28} • Currently, many people are afraid to engage in conversations as they are worried (due to “cancel culture”) about saying something wrong. However, by not talking about what we are thinking, we are hindered from moving forward. • Cultural self-assessment that can be shared with others: increased understanding, sharing, relationship building. Can be used with students, faculty and/or staff.^{8, 29-30} • Increase the training that intersects mindfulness and diversity education. Focus on learning to provide grace to ourselves and others knowing that the intent of actions/words may be different from the impact.²¹⁻³³ • Student, faculty, and preceptor resistance or pushback on diversity-focused training.

Campus Climate and Culture	Gauge the institutional temperature and address inequitable conditions that impact all members of the campus community.	<ul style="list-style-type: none"> • Transparency and Accountability • Engage All Students • Work to Reduce Stigma 	<ul style="list-style-type: none"> • Consider strategies to increase acceptance that DEIA is a cornerstone to becoming an effective health care provider or community member.²⁸⁻²⁹ • Authentically listen – not to be understood, but to understand without judgement.
Admissions and Access	To increase access to institutions of higher education for individuals from marginalized backgrounds.	<ul style="list-style-type: none"> • Prohibitions on Affirmative Action • Graduation Rates of BICOP Students • Holistic Admissions Processes • Pathway Programs and Articulation Agreements with Minority-Serving Institutions 	<ul style="list-style-type: none"> • HRSA# data initiative (block of questions in PharmCAS) to be utilized around student success. • Encourage the re-evaluation of ACPE and programmatic expectations to allow students to take the curriculum on a part-time basis or to remediate course material in the summer. • Recruitment of students from diverse backgrounds into PharmD programs through partnerships with community colleges, HBCU's, magnet schools, technician programs, and historically underserved areas. • Increased utilization of holistic admissions that is connected to and extends into the professional curriculum.³⁴

* Defined by the National Association of Diversity Officers in Higher Education – A Framework for Advancing Anti-Racism Strategy on Campus.²

+National Association of Diversity Officers in Higher Education

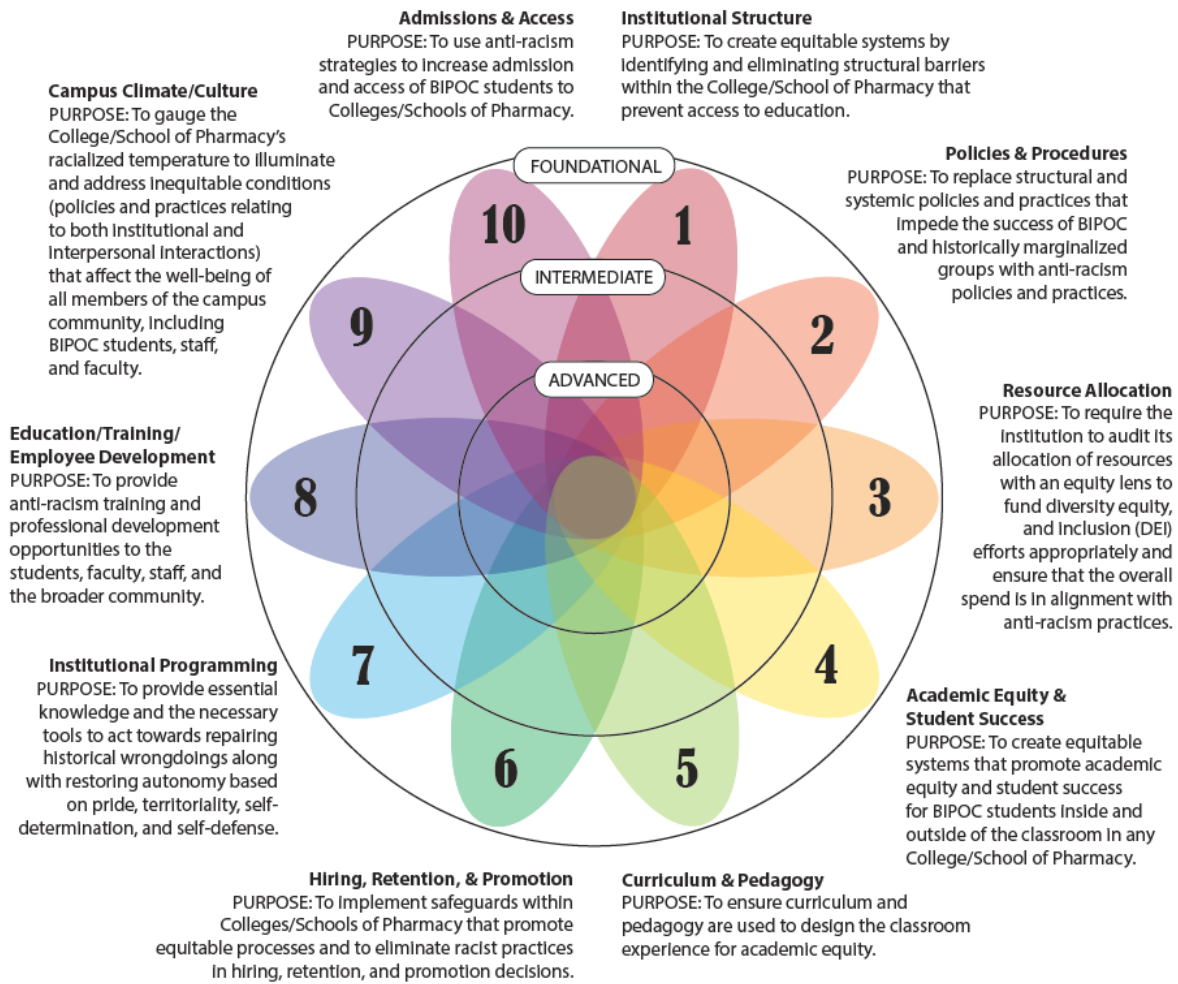
++ Black, Indigenous, and People of Color

#US Health Resources and Services

&Historically Black Colleges and Universities

++ gender and sexual identity

Figure 1: Intersection of the NADOHE± Domain Areas and Level of Competence as Defined by the NASPA* Professional Competencies for Student Affairs Educators.



APPENDIX 1

Assistant/Associate Deans – Discussion Questions

Consider your experience with Diversity, Equity, Inclusion and Anti-Racism (DEIA) efforts over the past five years. Include all events and initiatives you were directly or indirectly involved. Please take into consideration the following areas of impact.

- Admissions
- Student Affairs
- Curriculum & Academic Policies
- Experiential

As you hold these experiences in your mind, answer the following questions.

- What DEIA processes, structures or initiatives have been effective?
- What assessment approaches have been used to measure the effectiveness of DEIA strategic planning and intervention efforts?
- What barriers are in place that hinder DEIA efforts?
- What are the most urgent DEIA needs?
- Where was the focus on diversity five years ago? Where is it now?
- What is driving diversity and inclusion strategic planning within your institution? Are there any state laws, community efforts, or institutional mandates that create pressure points and opportunities?

Chairs – Discussion Questions

Consider your experience with Diversity, Equity, Inclusion and Anti-Racism (DEIA) efforts over the past five years. Include all events and initiatives you were directly or indirectly involved. Please take into consideration the following areas of impact.

- Recruitment, promotion, and retention of faculty
- Faculty culture (collegiality, civility, inclusivity)
- Faculty development
- Equity
 - Workload (service, teaching, research, administration)
 - Research
 - Evaluations (teaching and promotion)
 - Salary
 - Representation on P&T committees
 - Recognition and awards
- Universal Design

As you hold these experiences and areas of impact in your mind, answer the following questions.

- What DEIA processes, structures or initiatives have been effective?
- What assessment approaches have been used to measure the effectiveness of DEIA strategic planning and intervention efforts?
- What barriers are in place that hinder DEIA efforts?
- What are the most urgent DEIA needs?
- Where was the focus on diversity five years ago? Where is it now?
- What is driving diversity and inclusion strategic planning within your institution? Are there any state laws, community efforts, or institutional mandates that create pressure points and opportunities?