



# Diversity, Equity, Inclusion, Anti-Racism Perceptions Among Clinical, Research, and Instructional Pharmacy Faculty: A Comparative Analysis

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## INTRODUCTION

The landscape of higher education, particularly within academic pharmacy institutions, is increasingly recognizing the importance of Diversity, Equity, Inclusion, and Anti-Racism (DEIA). These principles are essential not only for fostering a supportive academic environment, but also for ensuring the preparation of culturally competent healthcare providers. Despite its growing focus of DEIA, there is limited research on how perceptions of these principles vary across different faculty tracks within pharmacy schools.

## OBJECTIVE

To investigate the differing perceptions of Diversity, Equity, Inclusion, and Anti-Racism (DEIA) among pharmacy faculty across the Clinical, Research, and Instructional tracks using the DEIA Faculty Perceptions of College Climate (FPCC) survey.

## METHODS

- ❖ The DEIA FPCC is a validated survey by the authors and consists of 15 demographic questions and 15 items from the FPCC. The 15 FPCC items are divided into four domains including diversity, equity, inclusion, and anti-racism. There are 5 possible points per item to yield a maximum of 75 points for the scale.
- ❖ The survey was administered via Qualtrics from December 2022 to March 2023.
- ❖ Inclusion criteria included 1) pharmacy faculty or librarian, 2) read and write in English language, and 3) member of the American Association of Colleges of Pharmacy (AACP).
- ❖ Data from 753 respondents were analyzed using IBM SPSS (version 25.0).
- ❖ Demographic differences were examined using Pearson's chi-square test and response disparities in FPCC questions were assessed using independent t-tests.

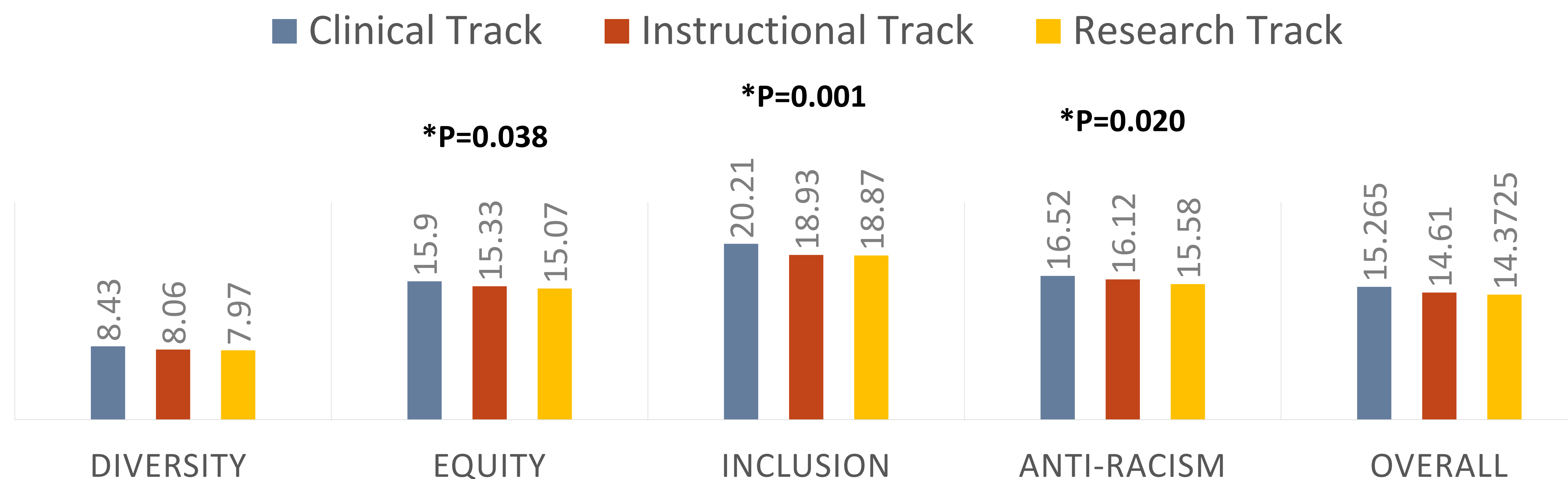
## RESULTS

Table 1. Demographics of faculty respondents (n=753)

	Clinical	Instructional	Research			Clinical	Instructional	Research	
<b>Gender</b>				<b>P&lt;0.001</b>	<b>Academic Rank</b>				<b>P&lt;0.001</b>
Female	282	74	96		Lecturer (no faculty appointment)	2	6	1	
Male	105	60	121		Librarian	0	0	1	
Non-binary/third gender	0	1	0		Adjunct Professor	3	2	2	
PRNL	5	5	4		Assistant Professor	164	39	56	
<b>Race</b>				<b>P&lt;0.001</b>	Associate Professor	135	50	68	
African American/Black	32	7	13		Professor	88	43	93	
American Indian/Native American/Alaskan Native	3	0	5		<b>Academic Department</b>				<b>P&lt;0.001</b>
Asian American/Asian	36	23	47		Pharmacy Practice	377	59	50	
Native Hawaiian/Other Pacific Islander	2	0	0		Pharmacy Sciences	4	56	131	
White	304	96	145		Pharmacy Health, Outcomes, Policy, or Economics	6	9	20	
PRNL	15	14	11		Other	5	16	20	
<b>Ethnic Group</b>				<b>P=0.001</b>	<b>Tenure Status</b>				<b>P&lt;0.001</b>
Underrepresented Minority (URM)	41	13	20		Non-Tenure Eligible, not offered	50	30	8	
Non-Underrepresented Minority (non-URM)	37	23	48		Non-Tenure Eligible, offered	262	44	24	
Non-minoritized	304	96	145		Tenure eligible	29	11	46	
Other	10	8	8		Tenured	44	48	141	
<b>Highest Degree</b>				<b>P&lt;0.001</b>	<b>Administrative Position</b>				<b>P=0.001</b>
Bachelor's degree	0	0	1		No Administrative Appointment	279	76	143	
Master's degree in arts or sciences	1	0	0		Director of...	35	28	36	
Professional master's degree	1	2	0		Department or Vice Department Chair/Head	32	13	23	
Professional doctorate degree	383	67	43		Dean (Assistant Dean, Associate Dean, or Dean)	46	23	19	
Research doctorate	6	70	173						
Other degree	1	1	4						

\*P<0.05 considered to be statistically significant  
PRNL = preferred response not listed

Figure 1. DEIA FPCC domain mean score by academic track



## RESULTS (CONT.)

- ❖ Out of 753 respondents, 392 were from the Clinical track, 221 from the Research track and 140 from the Instructional track.
- ❖ Significant differences were found in equity (p=0.038), inclusion (p=0.001), and anti-racism (p=0.020) domains.
- ❖ There was no significant difference found between the groups in the diversity domain (p=0.068).
- ❖ Clinical track faculty scored higher (better experience) than research track faculty in the equity domain (mean difference 0.828, p=0.038).
- ❖ Clinical track faculty scored higher in the inclusion domain (mean difference 1.286; p=0.017), in comparison to the instructional track faculty.

## CONCLUSION

Clinical track faculty perceive more positive perceptions of equity, inclusion, and anti-racism within their academic institutions, as compared to research and instructional track faculty. This underscores the need for targeted interventions and institutional support to address the disparities to promote a more supportive and inclusive academic environment and workplace.

## DISCLOSURES

The authors of this research project have no disclosures relating to financial or personal relationships with commercial entities involved in this project.

## REFERENCES

1. Wollen J, El-Desoky R, Stroud A, Abdelhakiem AK. Developing and Validating the Diversity, Equity, Inclusion, and Antiracism Faculty Perceptions of College Climate (DEIA FPCC) Scale in Pharmacy Faculty. Am J Pharm Educ. 2024;88(2):100647. doi:10.1016/j.ajpe.2024.100647