

BACKGROUND

- Academic pharmacy institutions have increasingly recognized the pivotal role of Diversity, Equity, Inclusion, and Antiracism (DEIA), with the American Association of Colleges of Pharmacy (AACP) reflecting a steadfast commitment to these principles. While numerous initiatives aim to advance DEIA within academic pharmacy institutions, there are still gaps in the literature concerning how pharmacy faculty perceive these efforts within their institutions.
- The DEIA Faculty Perception of College Climate (FPCC) survey has been validated in college of pharmacy faculty to determine faculty's perception of their institution's DEIA efforts. ¹
- Given that administrators significantly influence DEIA policies at their pharmacy institutions, it is important to explore whether their perceptions of DEIA align with those of non-administrators.

OBJECTIVE

To assess whether pharmacy faculty in administrative positions had differing perceptions of the DEIA landscape at their academic institutions compared to non-administrators.

METHODS

Study design / Inclusion

- Cross-sectional survey study
- Pharmacy faculty or librarians employed within a school or college of pharmacy and are members of AACP were surveyed in late 2022 early 2023.

Data Collection

- Faculty were asked to answer 15 questions regarding their perceptions of the DEIA climate at their college from the validated FPCC survey. The questions are divided into four domains including diversity, equity, inclusion, and anti-racism.

Statistical analysis

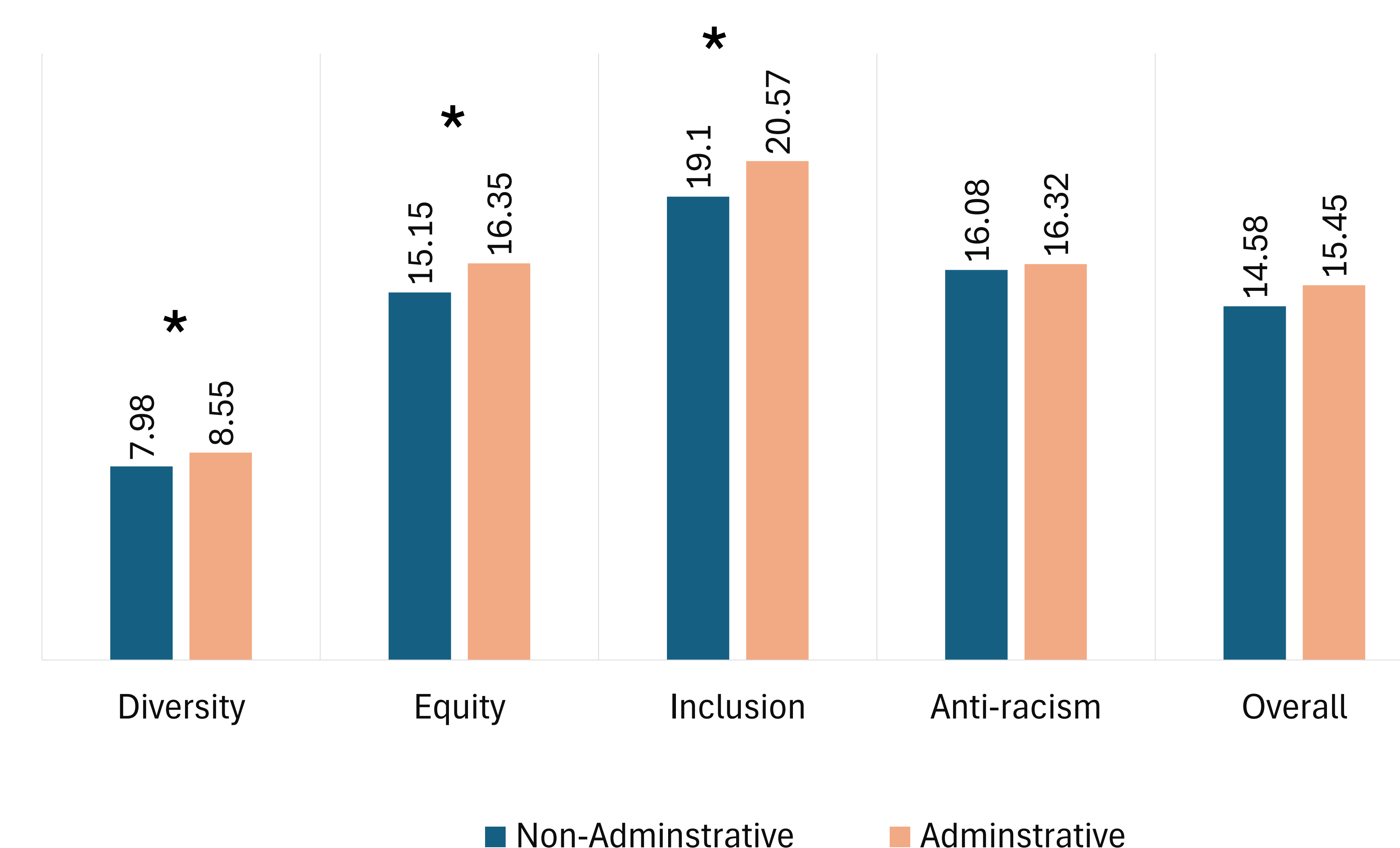
- A Pearson's chi squared was used to explore demographic differences between the two groups. An independent t-test was used to explore mean FPCC scores between the two groups using IBM SPSS (version 25.0). A p-value <0.05 was considered statistically significant (*).

RESULTS

Table 1: Demographics of Faculty Respondents

	Administrative (n=322)	Non-Administrative (n=555)	
Gender			P=0.168
Female	177	337	
Male	140	204	
Non-binary/third gender	0	2	
PRNL	5	12	
Race			P=0.232
Black	21	41	
Native American/Alaskan	2	10	
Asian	38	90	
Pacific Islander	1	1	
White	244	381	
PRNL	16	32	
Ethnic Group			P=0.145
Underrepresented Minority (URM)	30	61	
Non-Underrepresented Minority (non-URM)	38	92	
Non-minoritized	244	381	
Other	10	21	
Faculty Track			P<0.001
Clinical	113	279	
Instructional	64	76	
Research	78	143	
Not applicable	67	57	
Tenure Status			P<0.001
Non-tenure eligible, not offered	41	73	
Non-tenure eligible, offered	103	244	
Tenure eligible, not tenured yet	16	81	
Tenured	147	144	
Not applicable	15	13	
Academic Rank			P<0.001
Adjunct professor	5	4	
Lecturer	6	6	
Librarian	1	0	
Assistant professor	40	240	
Associate professor	121	181	
Professor	149	124	
Academic department			P=0.038
Outcomes/policies	24	19	
Pharmacy Practice	190	360	
Pharmacy Sciences	84	142	
Other	24	34	
Leadership appointments			P<0.001
Dean (assistant, associate, or dean)	116	--	
Department chair/head or vice department chair/head	84	--	
Director	122	--	

Figure 1: DEIA Domain Means of Administrative vs Non-Administrative Faculty



- Faculty with administrative positions scored significantly higher (better experience) than non-administrative faculty in the diversity, equity, and inclusion domains.
- A mean difference of -0.57 was observed in the diversity domain, -1.20 in the equity domain, and -1.47 in the inclusion domain.
- No significant difference were observed in the anti-racism domain.

CONCLUSIONS

- Pharmacy faculty in administrative positions exhibit more positive perceptions of DEI efforts within their academic institutions compared to their non-administrative counterparts.
- Future studies should investigate the underlying factors contributing to the more positive perceptions of DEI efforts among pharmacy faculty in administrative positions and explore strategies to enhance DEI perceptions among non-administrative faculty

REFERENCES

- 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.org/10.1016/j.ajpe.2024.100647