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INTRODUCTION

To achieve equitable healthcare outcomes, pharmacy professionals must care for an increasingly diverse patient population. Within pharmacy education, professional development and training in diversity, equity, and inclusion (DEI) can play an important role in preparing future pharmacists for this responsibility and fostering an inclusive educational environment.

The Mercer University (MU) College of Pharmacy is an urban private college with a racially and ethnically diverse student body and faculty/staff. Through targeted DEI training, the College's standing committee on DEI planned to facilitate intercultural relationships and foster a positive diversity climate. As a first step, the DEI committee sought to learn the views of the students and faculty/staff on DEI training priorities.

OBJECTIVE

To determine diversity, equity, and inclusion (DEI) topics to prioritize for college-wide programming at an urban private college of pharmacy with a racially and ethnically diverse student body



Poster



Survey on DEI Topics

METHODS

- An IRB-approved, descriptive study
- Prospective anonymous views of students, faculty, and staff
- 2 identical surveys administered to faculty/staff and students
- Survey questionnaire was designed, containing 9 DEI topics with definitions and instructions to rank the topics from #1 (highest priority for training) to #9 (lowest priority for training) for the College.
- No personal identifying information collected, and anonymity guaranteed
- Survey links sent via MU email using listservs
- Qualtrics provided mean ratings for items on surveys, which enabled a ranking of the nine topics from highest to lowest priority.

RESULTS

Table 1. Characteristics of Student Body and Faculty and Staff Who Were Surveyed.

	Students N=379	Faculty and Staff N=49
Characteristic	n (%)	n (%)
Gender		
Female	295 (77.8)	29 (59.2)
Male	84 (22.2)	20 (40.8)
Race/Ethnicity		
Black/African American	151 (39.8)	15 (30.6)
Asian	92 (24.3)	9 (18.4)
White	96 (25.3)	23 (46.9)
Hispanic	22 (5.8)	1 (2.0)
Two or more races	14 (3.7)	1 (2.0)
Other	2 (0.5)	0 (0)

RESULTS

Table 2. Mean Priority Rankings* by Students and Faculty/Staff for DEI Topics.

DEI Topic	Student Rankings N=113			Faculty/Staff Rankings N=29		
	Ranking	Mean	S.D.	Ranking	Mean	S.D.
Cultural and Ethnic Competence and Diversity	#1	3.12	1.75	#2	3.62	1.80
Racial Equity and Diversity	#2	3.36	2.14	#4	4.45	2.46
Age and Generational Diversity	#3	4.09	2.48	#1	3.48	2.53
Gender, Sexual Orientation, and LGBTQIA Diversity	#4	4.91	2.32	#5	5.38	2.61
Implicit Bias	#5	5.40	2.42	#3	4.10	2.18
Disability Diversity	#6	5.59	1.99	#6	5.79	2.34
Micro and Macro Aggressions	#7	5.77	2.73	#8	6.03	2.38
Intentional Inclusion and Training	#8	6.37	2.86	#7	5.79	2.80

*DEI topics were rated on a scale from 1 (highest priority for training) to 9 (lowest priority for training).

CONCLUSION

To focus DEI educational efforts on the areas of most need, student and faculty/staff views on the prioritization of DEI topics should be assessed, and commonalities used to inform college-wide DEI programming decisions.

REFERENCES

1. <https://hr.university/dei/diversity-and-inclusion-discussion-topics/>. Accessed 9-23-2023
2. <https://www.apa.org/topics/implicit-bias>. Accessed 9-23-2023