

**UNC Eshelman School of Pharmacy
Organizational Diversity and Inclusion
DEI Strategic Plan 2020/21**

STRATEGIC PRIORITY I: RECRUIT AND RETAIN DIVERSE TALENT

Increase and retain the compositional diversity of our students, faculty, and staff to reflect the demographics of the citizens of North Carolina.

- 1.1 Align with the School's efforts to reduce barriers for all prospective students and improve application practices to our PharmD and PhD programs by 1) making Pharmacy College Admission Test (PCAT) scores optional and simplifying supplementary applications for PharmD applicants and 2) making Graduate Record Examination (GRE) scores optional for PhD applicants
- 1.2 Embed and assess dimensions of cultural awareness and responsiveness into the Multiple Mini Interview (MMI) prompts for both the PharmD and PhD programs
- 1.3 Collaborate with human resources, Division Chairs, and other stakeholders to develop an evidence-based recruitment and retention strategy to cultivate a diverse pool of faculty, staff, post-doctoral fellows, and residents
- 1.4 Host a symposium for senior administrators at North Carolinian historically black colleges and universities (HBCUs) and minority serving institutions (MSIs) to stimulate interest in pharmacy and pharmaceutical sciences careers and develop partnerships
- 1.5 Implement visiting tours to every HBCU and MSI in North Carolina to increase student access to the knowledge and tools for graduate and professional education at the School
- 1.6 Include the School's DEI statement on the main page of the School's website and enable the development of division or unit specific DEI statements

STRATEGIC PRIORITY II: PREPARE CULTURALLY INTELLIGENT PROFESSIONALS

Prepare students to be culturally intelligent to meet societal healthcare needs.

- 2.1 The curriculum committee will ensure there is at least one real-world case that includes a learning opportunity in the social determinants of health for minority populations in each pharmacology and pharmacotherapy course and course directors will review all cases to ensure they are culturally sensitive
- 2.2 Include social equity and cultural intelligence education within the leadership and professional development PharmD course stream and the curricula of the graduate programs
- 2.3 Faculty will participate in an annual faculty development training for facilitating inclusive classroom practices in collaboration with the Center for Innovative Pharmacy Education & Research (CIPhER)

STRATEGIC PRIORITY III: BUILD AN INCLUSIVE COMMUNITY

Create a School community where everyone is educated, connected, valued, and has an opportunity to contribute.

- 3.1 The Executive Committee will participate in training through the Racial Equity Institute (REI)
- 3.2 Implement unconscious bias and inclusion training for all students, faculty, staff, and postdocs
- 3.3 Include social equity and cross-cultural education in new student orientation and new hire orientation
- 3.4 Develop core values with an accountability framework for all, including a safe space for anonymous reporting
- 3.5 Host a seminar each semester for the School community that reinforces our core values in alignment with the unconscious bias training and inclusion education

**UNC Eshelman School of Pharmacy
Organizational Diversity and Inclusion
DEI Strategic Plan 2020/21 – Performance Indicators**

STRATEGIC PRIORITY I: RECRUIT AND RETAIN DIVERSE TALENT

- ✓ Increase our underrepresented minority PharmD students to 33% of each incoming class to match the distribution of underrepresented minority groups in North Carolina as of 2019
Year 1: Increase representation of underrepresented minority PharmD students by 5% for the incoming class, with the goal of achieving 19% underrepresented minority PharmD students for the Class of 2025
- ✓ Increase our underrepresented minority PhD students to 33% of each incoming class to match the distribution of underrepresented minority groups in North Carolina as of 2019
Year 1: Increase representation of underrepresented minority PhD students by 6% for the incoming class, with the goal of achieving 18% underrepresented minority PhD students for the incoming class in Fall 2021
- ✓ Increase our underrepresented minority faculty to 33% of all faculty to match the distribution of underrepresented minority groups in North Carolina as of 2019
Year 1: Increase representation of underrepresented minority faculty to make up approximately one-half of all new faculty hires, with the goal of achieving 8% underrepresented minority faculty
- ✓ Increase our underrepresented staff to 33% of all staff to match the distribution of underrepresented minority groups in North Carolina as of 2019
Year 1: Increase representation of underrepresented minority staff to make up approximately one-third of all new staff hires, with the goal of achieving 21% underrepresented minority staff
- ✓ Retain learners, faculty, and staff from underrepresented groups at a rate equivalent to majority groups

STRATEGIC PRIORITY II: PREPARE CULTURALLY INTELLIGENT PROFESSIONALS

- ✓ Incorporate core questions in the course evaluation template to assess learners' perspectives regarding cultural diversity-related content and inclusivity practices, and monitor the data annually with a minimum goal of achieving a rating of 4.0 out of 5.0 in each course
- ✓ Graduate students in Common Core (801) and Seminar (899) score 90% or higher on cultural sensitivity assessments
- ✓ Students report a minimum rating of 3.5 out of 4.0 on relevant survey items focused on cultural awareness and diversity on the School's End-of-Year (EOY) PharmD Student Survey and the American Association of Colleges of Pharmacy (AACP) Graduating Student Survey

STRATEGIC PRIORITY III: BUILD AN INCLUSIVE COMMUNITY

- ✓ Achieve a score of 90% or higher on individual assessments after receiving unconscious bias, cultural sensitivity, and inclusion training
- ✓ Achieve a greater sense of belonging within the School community by an increase of 5% favorable responses for all respondents of the annual engagement survey with the goal of achieving 75% favorable responses of all respondents for feeling a sense of belonging
- ✓ Achieve a greater sense of belonging within the underrepresented minority (URM) groups by an increase of 6% favorable responses for URM respondents in the annual engagement survey, with the goal of achieving 70% favorable responses of URM respondents for feeling a sense of belonging