UTAMPA PA PROGRAM
"Diverse in Culture, United in Purpose"

JEDI Mission Statement

The University of Tampa Physician Assistant Medicine Program's Justice, Equity, Diversity, and Inclusion (JEDI) committee works to ensure that every student, staff, and faculty member feels that they are a vital member of our community regardless of ethnicity or cultural beliefs that may otherwise be depicted as different from the majority. We strive to develop cultural competency among all members of our community via programming designed to increase every individual's exposure to experiences that demonstrate the commonality of all humans and an appreciation and understanding of all cultures, lifestyles, and ethnicities.

We value diversity and insist on inclusion because we recognize the health benefits of a diverse and inclusive clinical workforce. Diversity encompasses all that we are, including our innate demographics and cumulative life experiences, creating resiliency, empathy, compassion, and maturity. Recruiting, matriculating, and graduating diverse physician assistants with these valuable characteristics contributes to a healthcare system that is better prepared to treat all patients with dignity and respect.

JEDI Action Plan

For our students - Goals - We strive…

(1) To create an educational environment that celebrates differences and promotes diversity, equity, and inclusion.
(2) To recruit and retain a diverse population of students.
(3) To provide equal access to opportunities and resources to improve the educational experience.
(4) To provide instruction that results in culturally competent medical providers.

Actions	Assessment
Admissions - the program will identify and increase recruitment from undergraduate institutions that graduate diverse student populations who have the pre-requisite knowledge, skills, and abilities to be successful in our program -the program will engage with local programs, such as Big Brothers/Big Sisters of TB, to encourage early interest in the PA profession	Admissions recruitment material/policies Events schedule
Prior to matriculation- students will be assigned mentors with similar life experiences to engage and prepare them for PA training.	Orientation Survey
During orientation- -students will participate in activities to build relationships and create an inclusive environment among their cohort.	Orientation Survey or Learning Environment Survey

-students will be oriented to the UT DEI Student Support Services options at https://www.ut.edu/diversity-support-	
During the didactic phase- cultural competency training will include instruction on implicit bias, social determinants of health, care of vulnerable populations, care with consideration of gender identity, religion, and disability status.	PAM 661 Course Survey
During the clinical phase- each student will engage in patient encounters with diverse patient populations in various clinical settings.	E*Value Data
During the entire course of training, any student identified as academically at-risk will be provided the same access to the following resources: faculty advisor, remediation, and academic coaching (Retention/Equity)	Learning Environment Survey
During the entire course of training, JEDI events to celebrate diversity and foster inclusion will be provided for all students, staff, and faculty. • Black History Month- Panel Discussion- July 15 • Metro Inclusive Care- LGBTQ Health Care Panel	Learning Environment Survey

(1) To create an environment that celebrates differences and promotes diversity, equity, and inclusion.
(2) To recruit and retain a diverse population of staff.
(3) To provide equal access to opportunities and resources to improve work experience.
(4) To provide access to instruction that results in culturally competent staff.

Actions	Assessment
Recruitment- For open staff positions- we will follow best practices in diverse recruitment by developing inclusive job descriptions, posting positions in diverse locations, and regularly updating our website to reflect our diversity (recruitment).	Review of job descriptions, postings, website.
During orientation- new staff will participate in activities to build relationships and create an inclusive environment among their colleagues (retention).	Faculty and Staff survey
All staff will have access to the Office of Diversity, Equity, and Inclusion resources and staff support (equity).	Orientation check list
JEDI events to celebrate diversity and foster inclusion will be provided for all students, staff, and faculty (retention).	Learning Environment Survey
Staff will participate in self-identified training to improve their cultural competence annually. (Examples include implicit bias, microaggressions, inclusive language, etc.)	Training Logs
Staff will be encouraged to participate on diverse committees on campus (and given equal opportunity to participate).	Staff evaluations

For our faculty - Goals - We strive...

(1) To create an environment that celebrates differences and promotes diversity, equity, and inclusion.
(2) To recruit and retain a diverse population of faculty.
(3) To provide equal access to opportunities and resources to improve work experience.
(4) To provide instruction that results in culturally competent faculty.

Actions	Assessment
Recruitment- For open faculty positions- we will follow best practices in diverse recruitment by developing inclusive job descriptions, posting positions in diverse organizations, and regularly updating our website to reflect our diversity (recruitment).	Review of job descriptions, postings, website.
During orientation- new faculty will participate in activities to build relationships and create an inclusive environment among their colleagues (retention).	Faculty and Staff survey
All faculty will have access to the Office of Diversity, Equity, and Inclusion resources and staff support (equity).	Orientation check list
JEDI events to celebrate diversity and foster inclusion will be provided for all students, staff, and faculty (retention).	Learning Environment Survey
Faculty will participate in self-identified training to improve their cultural competence annually (examples include implicit bias, microaggressions, inclusive language, critical pedagogy, accommodations, etc.).	Training Logs
Faculty will be encouraged to participate on diverse committees on campus (and given equal opportunity to participate).	Faculty evaluations