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Diversity, Inclusion, Culture, and Equity (DICE) Inventory

USER GUIDE

2021

Association of
American Medical Colleges

Diversity, Inclusion, Culture, and Equity (DICE) Inventory

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The AAMC (Association of American Medical Colleges) is a not-for-profit association dedicated to transforming health through medical education, health care, medical research, and community collaborations. Its members are all 155 accredited U.S. and 17 accredited Canadian medical schools; more than 400 teaching hospitals and health systems, including Department of Veterans Affairs medical centers; and more than 70 academic societies. Through these institutions and organizations, the AAMC leads and serves America's medical schools and teaching hospitals and their more than 179,000 full-time faculty members, 92,000 medical students, 140,000 resident physicians, and 60,000 graduate students and postdoctoral researchers in the biomedical sciences. Additional information about the AAMC is available at aamc.org.

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Diversity, Equity, and Inclusion: Overview

Diversity, equity, and inclusion in academic institutions are fundamental to excellence and quality. Though institutions are working toward a more inclusive environment for students, faculty, administrators, and staff, they still lack the ability to efficiently measure and assess climate and culture. This raises the question of how institutions can effectively monitor and manage diversity, equity, and inclusion efforts in higher education and in the health professions.

Why do institutions need to engage with climate and culture?

An institution's climate and culture deeply impact how members of the campus community experience their environment through the frames of diversity, equity, and inclusion. Institutional culture refers to embedded institutional values and beliefs. The climate refers to the perceptions, attitudes, and behaviors reflecting the beliefs and values of an institution.¹

Research highlights the importance of diversity within institutions, characterizes climate as a multidimensional construct subject to and shaped by an institution's culture.² It encompasses the policies, practices, and programs within and external to colleges and universities. Institutions with a focus on diversity initiatives are more likely to improve the overall climate of those underrepresented in academia. A diverse group of individuals across all institutional levels and ranks not only enhances the overall educational experience at an institution, but also boosts productivity and innovation in the workplace.³⁻⁵

Prior research² has shown that an inclusive environment must have several characteristics, which include but are not limited to the following:

- **Structural/compositional diversity:** A diverse group of individuals representing different backgrounds, aptitudes, beliefs, values, communities, and talents. A wide range of human capital introduces opportunities for innovation, growth, career development, and a unique work experience and environment.
- **Diversity, equity, and inclusion infrastructure:** Programs targeting recruitment and retention of underrepresented students and faculty. Among the most popular include mentorship, community outreach, and pipeline programs. These initiatives increase not only structural/compositional diversity but work toward a more inclusive culture.
- **Strategic planning for diversity and inclusion:** Successful strategies for improving climate and culture for diversity and inclusion require thoughtful planning across all institutional levels, with institutions incorporating diversity, equity, and inclusion metrics and goals into the strategic plan. This conveys that diversity, equity, and inclusion are institutional priorities and demonstrates institutional accountability for meeting these goals.
- **Collaboration between managers and subordinates:** If there is organizational distrust due to hostile work environments, the institution suffers. Collaboration between managers and subordinates is key to the establishment of an inclusive environment. Studies show that employees with higher degrees of distrust for their senior leadership are less productive and less dedicated to organizational goals.⁶
- **Transparency from senior leadership:** A key element of an inclusive environment is the transparency of senior leadership and their level of commitment to diversity.⁷ Understanding how faculty, staff, and students perceive leadership's commitment to diversity is important to understanding an institution's current strengths and areas of improvement.

The Diversity 3.0 Framework

The AAMC developed the Diversity 3.0 Framework⁸ to improve support systems for quality, excellence, and innovation; promote a wide appreciation for differing perspectives; and foster an inclusive climate and culture in high-performing academic institutions. It is a lens through which to view the pursuit toward institutional excellence by capturing, representing, and responding to the wide range of diversity of attitudes, abilities, and talents at each level of the institution. Unlike Diversity 1.0 and 2.0, Diversity 3.0 does not merely focus on reducing disparities in structural diversity and solving the problem of inadequate representation. It incorporates core institutional values into policies and programs to promote diversity and inclusion as a principal solution to improving the institutional climate and culture. This innovative framework is a response to the evolving literature on diversity and inclusion; it emphasizes the need to broaden the scope of climate and culture assessment and evaluation of best practices.⁹

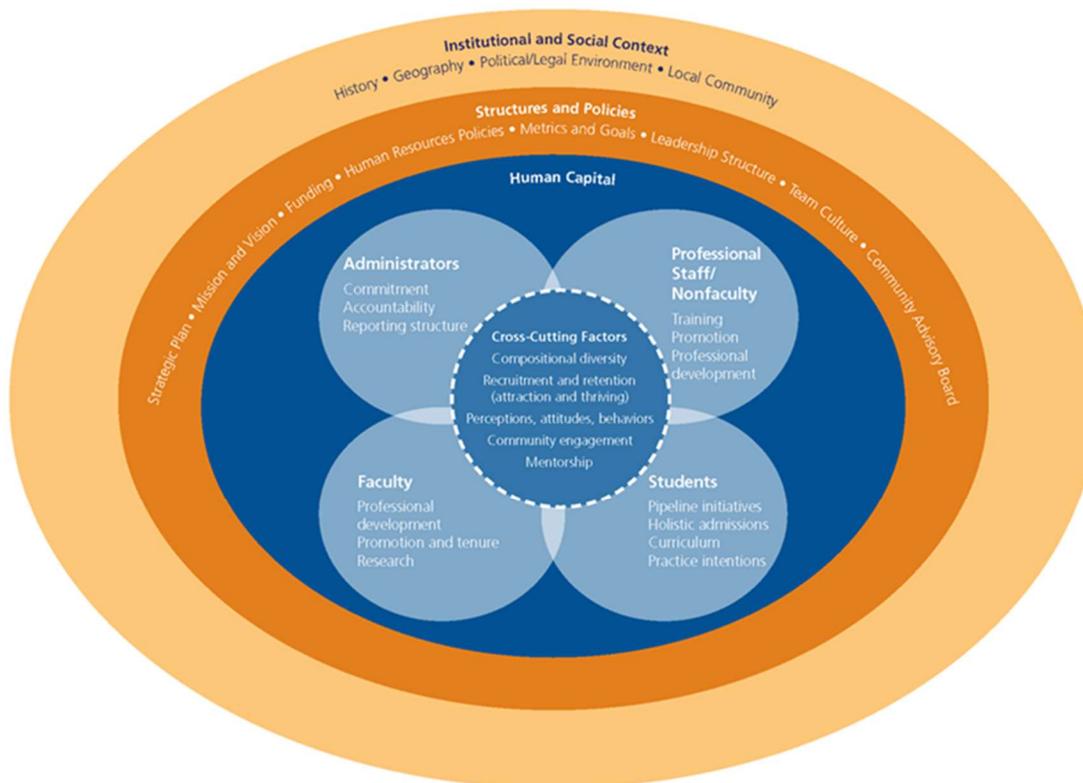
The Diversity 3.0 Framework highlights three key components of diversity and inclusion:

Institutional and social context: Myriad external forces that affect one's expectations, experiences, and institutional processes.¹ These forces include, for example: the local community, history, geography, political environment, and even community engagements. This idea stems from what sociologists have interpreted as *habitus* — the internalization of external factors, influences, and occurrences.

Structures and policies: Institutional policies, processes, and practices that act as hurdles to or accelerants of culture.¹ Examples include mission statements, strategic plans, vision and values, funding, metrics and goals, leadership structure, team culture, and human resource recruitment and retention. Unlike institutional and social context, institutions have more influence over these items.

Human capital: Human capital consists of the individuals who make up the institution. This includes the structural diversity of administrators, faculty, staff, and students. Human capital takes into consideration perceptions, attitudes, behaviors, community engagement, and mentorship.¹

CULTURE OF DIVERSITY AND INCLUSION IN ACADEMIC MEDICINE
Diversity 3.0 Framework



What Is Diversity, Equity, and Inclusion?

The AAMC has adopted baseline definitions of diversity, equity, and inclusion for institutional use.¹ The conceptualizations of these key terms are below.

Key Terminology	
Diversity	Embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in health equity. In this context, the term includes all aspects of human differences, such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, and age.
Equity	The fair treatment, access, opportunity, and advancement for all people, and simultaneous identification and elimination of those barriers that impede the full participation of some groups. Improving equity involves promoting justice, impartiality, and fairness within the procedures and processes of an institution or system, as well as in its distribution of resources.

Inclusion	A core element for successfully achieving diversity, inclusion is accomplished by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is to create a climate that fosters belonging, respect, and value for all and to encourage engagement and connection throughout the institution and community.
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What Is the DICE Inventory?

The Diversity, Inclusion, Culture, and Equity (DICE) Inventory aims to help institutions conduct a comprehensive review of institutional policies, practices, procedures, and programs that impact the climate and culture around diversity, equity, and inclusion. As a derivative of the Diversity 3.0 Framework, this inventory answers the call for academic institutions and health professions schools to conduct a full environmental scan of their diversity, equity, and inclusion efforts. The inventory is not a new climate survey to assess attitudes and perceptions of students, staff, or faculty. Instead, the inventory contains institution- and school- level questions to assess characteristics of the institution and the policies, practices, procedures, and programs that contribute to a diverse, equitable, and inclusive culture for students, faculty, administrators, and staff. Further, in addition to having a foundation derived from the Diversity 3.0 Framework, the inventory's content is based on diversity, equity, and inclusion-focused research in higher education and the social sciences broadly.

An additional goal of this inventory is to provide institutions with a report outlining specific strengths and areas for improvement related to diversity, equity, and inclusion. Climate and culture are multifaceted concepts, and evaluating them requires data from a variety of sources.¹⁰ The DICE Inventory will act as a qualitative data collection inventory, whereby a facilitator guides implementation team members in a set of conversations to better understand where the institution is situated on the path to excellence in diversity, equity, and inclusion. Information collected using the DICE Inventory will come from preexisting data sources, such as the varying programs, practices, and policies in place at the institution or school. This inventory will assist institutions in identifying next steps and help incorporate diversity, equity, and inclusion opportunities into institutional improvements and the strategic planning process.

Best uses for the DICE Inventory:

- Gather data that will provide a snapshot of efforts that impact the current culture and climate of the institution as it pertains to diversity, equity, and inclusion.
- Improve evidence and the use of data that will help institutions enhance and expand a culturally sensitive, diverse, and prepared health workforce to improve health and health equity in underserved urban communities.
- Improve organizational climate and culture by outlining specific strengths and areas for improvement related to diversity, equity, and inclusion.
- Inform strategic planning for diversity, equity, and inclusion initiatives.
- Assist leaders in making changes that support the success of diverse students, faculty, administrators, and staff across the institution and in the health professions.
- Promote greater diversity in leadership ranks at the institutional level and in the health professions.

DICE Inventory Methodology

The Inventory

The inventory helps provide a snapshot of the institution's current status regarding diversity, equity, and inclusion. The inventory covers the six survey sections below; these are color-coded throughout the inventory to highlight the different sections:

- Governance, Leadership, and Mission (blue)
- Institutional Planning and Policies (orange)
- Communications and Engagement (teal)
- Data and Assessment (gray)
- Faculty and Staff (yellow)
- Students (purple)

The Questions

The workbook has six separate tabs labeled by survey section name. In each of these tabs, questions related to that content area are presented. These questions are grouped by sub-content areas. Within each sub-content area, additional information about groups of questions is provided in the "Descriptor" column.

The response options for each question are "Yes," "No," and "Not applicable (N/A)."

The Report

The report is found in the tab labeled "Report." The report displays the six survey sections and provides summaries of your answers broken out by sub-content area. For each sub-content area, the total number of items answered "Yes," "No," or "N/A" are shown. In the "Percentage Yes" column, the percentage of questions answered "Yes" is presented. Questions answered "N/A" are not included in this calculation.

To assist in interpretation, the report includes a "Response Summary Flag" column that uses a red/yellow/green color-coding system. "Percentage Yes" scores below 60% are marked by a red flag, indicating opportunities for improvements in those areas. Scores from 60% to 80% are displayed in yellow, indicating that moderate efforts have been made in these areas, and scores above 80% appear in green, indicating that substantial efforts have been made in those areas.

DICE Inventory: Implementation Team

The DICE Inventory allows strategic leaders to engage in a reflective dialogue about organization-wide diversity, equity, and inclusion efforts. The DICE Inventory is intended to be a collaborative process that can draw on talented perspectives from across the community. While a primary contact person should be designated to complete the questions for the inventory, an implementation team should be assembled to ensure a collaborative 360-degree perspective of the organization.

The implementation team should incorporate engaged individuals from across the institution to ensure all rubric questions can be effectively addressed. Potential team members can be drawn from student affairs, academic affairs, faculty affairs, human resources, admissions, diversity and inclusion, institutional research and evaluation, the registrar, and communications, among other offices. The institution may also consider including individuals beyond faculty and staff on the implementation team to get a comprehensive perspective of culture and climate. These other team members might include students, alumni, or community members.

Summary

The goal of the inventory is to provide key information that can guide institutions toward the next level of work to advance their diversity, equity, and inclusion journey. The inventory is not intended to assess the climate or culture of the institution but to provide coordinated information on the practices, policies, and programs that together contribute to more diverse, equitable, and inclusive environments. By reviewing and analyzing the final report, institutions will be able to further understand strengths and areas in need of improvement that will ultimately support the creation of a diverse, equitable, safe, and inclusive culture for all students, faculty, administrators, and staff.

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