Hackensack Meridian School of Medicine

CQI CHRONICLE

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HMSOM Diversity Engagement Survey

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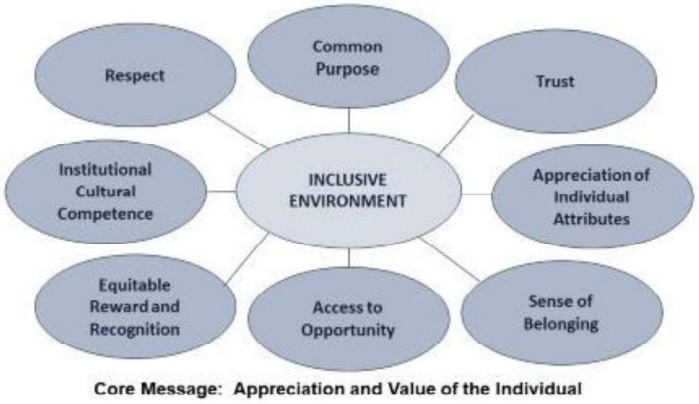
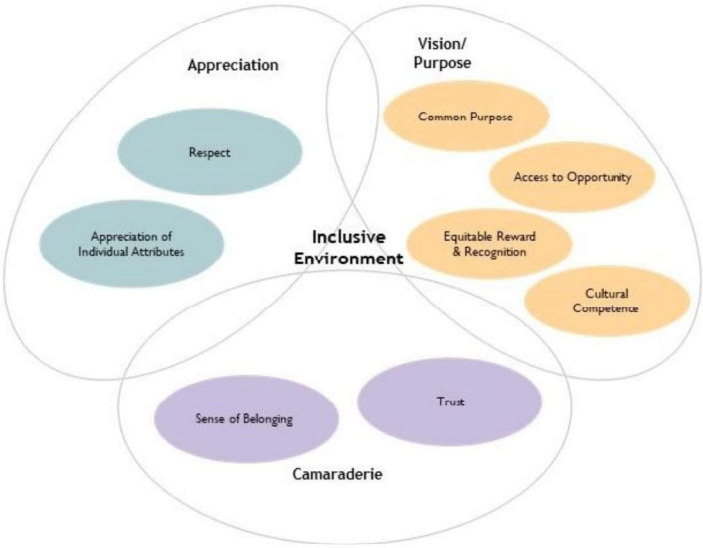
Hackensack Meridian School of Medicine (HMSOM) recently administered a school-wide Diversity Engagement Survey (DES). Students, faculty, staff, administration, and leadership were asked to complete the DES along with some demographic questions. Seven hundred ninety-seven (797) responses were received: 36 from executive leadership, 185 from faculty, 92 from staff, 331 from students, and 153 from residents.



Core Message: Appreciation and Value of the Individual

The Diversity Engagement Survey (DES) was developed by the University of Massachusetts (UMass), in collaboration with the Association of American Medical Colleges (AAMC), using a theoretical framework of workforce engagement, inclusion, and diversity constructs. It was pilot-tested in 2012 with 14 academic medical centers. The instrument underwent a rigorous development process, and developers have established strong evidence of its psychometric properties. The DES was created to advance organizations' culture and climate goals.



The DES functions in three ways: descriptive, diagnostic, and prescriptive. The descriptive function describes the inclusiveness of the environment by determining the level of engagement within demographic categories, while the diagnostic function defines areas of strength and improvement. The prescriptive function guides strategic direction for change by identifying which engagement domains and inclusion factors to target for improvement.

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HMSOM Diversity Engagement Survey (continued)

This survey has 22 items measuring different aspects of inclusive environments: Common Purpose, Trust, Appreciation of Individual Attributes, Sense of Belonging, Access to Opportunity, Equitable Reward and Recognition, Cultural Competence, and Respect.

The survey developers call them Inclusion Factors. Examples of some of the items include "*The culture of my institution is accepting of people with different ideas*," and "*Someone at work/school seems to care about me as an individual.*"

Those eight factors are mapped to three higher-order factors: Vision/Purpose, Camaraderie, and Appreciation. The survey developers call them Engagement Clusters. As the diagram on page one shows, Appreciation and Camaraderie each subsume three factors, while four factors map to Vision/Purpose. The same mapping information is also shown in the right column, along with individual items that assess each inclusion factor.

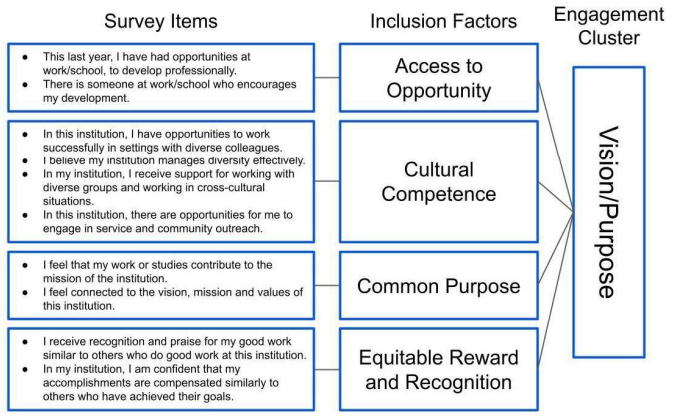
The survey participants respond to a number of demographic questions. While there are some inbuilt demographic questions, we added some additional questions, such as Length of Time at HMH and HMSOM Teaching Roles.

The survey uses a five-point Likert-type scale, ranging from "*Strongly Disagree*" to "*Strongly Agree*." Each inclusion factor is measured by two to four items. We plan to calculate the percentage of respondents who "Agreed" or "Strongly Agreed" with each item and then averaged those percentages at the inclusion factor level. This analytical approach helps us identify the lowest and highest-rated inclusion factors for each group within the demographic variables.

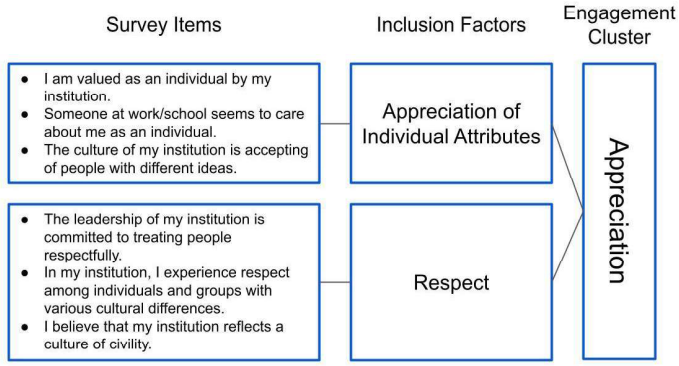
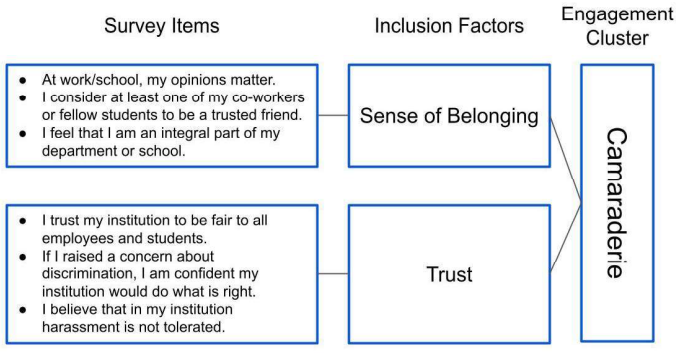
Additionally, it helps us compare variations in rankings between groups, if any. In other words, we compare groups within each variable based on their perceptions of the inclusiveness of the environment. For example, there are five valid groups within the "Position" variable: Executive Leadership/Senior Administration, Faculty, Staff, Student, and Resident/Fellow. We will be able to examine both within-group and between-group differences based on how each group rated the eight inclusion factors.

This is Part 1 of sharing the DES results. This installment covers the background information of this validated instrument. Data collection is complete, and we are in the process of analyzing the data. We will share plans to disseminate the results soon.

Vision/Purpose



Appreciation



Camaraderie