ADEA CLIMATE STUDY

Take-Action Pledge to Further Create a Humanistic Environment: Bias & Discrimination

ADEA | THE VOICE OF DENTAL EDUCATION

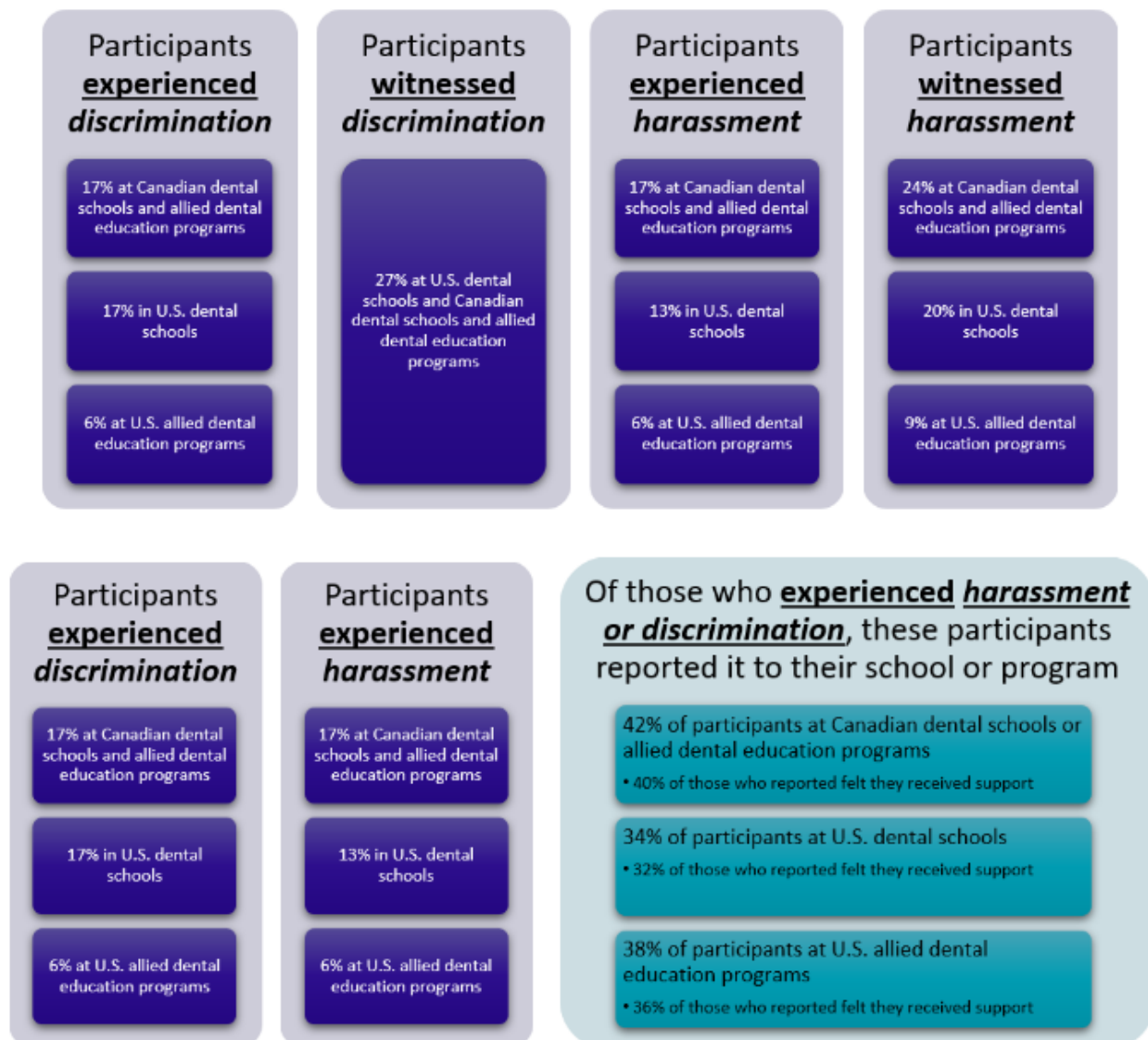# Contents

ADEA Climate Study
Take Action Pledge to Further Create a Humanistic Environment: Bias & Discrimination

Background:

ADEA invites all dental schools and allied dental education programs to participate in a Take Action Pledge, focusing on eliminating bias and discrimination within academic dentistry. This initiative is based on the inaugural landmark 2022 ADEA Climate Study within academic dentistry, where 15,995 students, faculty, staff and administrators participated across 258 dental schools and allied dental education programs in the United States and Canada. Below are several key findings from the study that prompted this call to action:

Participants experienced discrimination
- 17% at Canadian dental schools and allied dental education programs
- 17% in U.S. dental schools
- 6% at U.S. allied dental education programs

Participants witnessed discrimination
- 27% at U.S. dental schools and Canadian dental schools and allied dental education programs

Participants experienced harassment
- 17% at Canadian dental schools and allied dental education programs
- 13% in U.S. dental schools
- 6% at U.S. allied dental education programs

Participants witnessed harassment
- 24% at Canadian dental schools and allied dental education programs
- 20% in U.S. dental schools
- 9% at U.S. allied dental education programs

Participants experienced discrimination
- 17% at Canadian dental schools and allied dental education programs
- 17% in U.S. dental schools
- 6% at U.S. allied dental education programs

Participants experienced harassment
- 17% at Canadian dental schools and allied dental education programs
- 13% in U.S. dental schools
- 6% at U.S. allied dental education programs

Of those who experienced harassment or discrimination, these participants reported it to their school or program
- 42% of participants at Canadian dental schools or allied dental education programs
  - 40% of those who reported felt they received support
- 34% of participants at U.S. dental schools
  - 32% of those who reported felt they received support
- 38% of participants at U.S. allied dental education programs
  - 36% of those who reported felt they received support

Call to Action

All deans and program directors are asked to pledge that their dental school or allied dental education program will work to **address bias and discrimination** on their campus by focusing on **two or more** of the outlined pledge commitments over the **next 3 years**. Recognizing that each campus is uniquely different based on composition, location, available resources, current initiatives that focus on creating a humanistic environment (CODA standard), etc., we have developed multiple opportunities for campuses to choose how to participate based on their needs and current state.

How to Participate

Step 1: Deans and program directors sign the pledge.

Step 2: Select two or more pledge commitments your campus will focus on in year 1. Implementation activity recommendations are provided as ideas to support and activate your involvement. Campus leaders will determine how they execute each commitment. Campus leaders may choose to implement one or many of the recommended activities or develop their own strategies that reflect their campus needs.

Step 3: Over the next year, engage your campus community around your selected commitments and work to create meaningful change and impact. Identify a campus liaison who will hold your campus accountable for delivering impactful results, attend periodic pledge-related meetings and report progress to ADEA.

Step 4: Report your progress toward the end of year one to ADEA.

Step 5: Select the pledge commitments for year two and repeat steps 2-4.

Pledge Commitments

1. Policy & Curriculum Review or Development
2. Implicit Bias Training
3. Reporting Processes and Mechanisms
4. Bystander Intervention Practices
5. Support Systems and Structures
6. Resources
7. Accountability
8. Bias Reduction Strategies
9. Collecting and Utilizing Trend Data
10. Building Trust

Measuring Impact

Each participating campus will be asked to report their progress for each of their commitments at the end of each year as an opportunity for ADEA to continue to gather essential data to track overall progress, quantify participation and celebrate the success of our participating campuses. A yearly report will highlight traction across dental education via dashboards reflecting aggregated data points, elevate success stories and share best practices that can be adapted and modeled across institutions. For accountability purposes, progress will be reported on the ADEA Climate Study website.

Data collection would be conducted via an online survey that maps to each commitment and key implementation activity.

Campus-level Participation & Confidentiality in Reporting

Consistent with Commission on Dental Accreditation (CODA) standards, all ADEA Climate Study strategic priorities, including this pledge, have been designed to foster a more humanistic and inclusive environment across dental education and prepare for future benchmarking studies that will track our collective progress. Therefore, ADEA will continue to adhere to all data collection processes executed during the 2022 Climate Study to ensure that participating campus data remain unidentifiable in all progress reports and dashboards. To ensure confidentiality, all data shared will be in the aggregate form. The data we share will NOT include information about individual participants or data identifying individual schools or programs. As campuses decide which commitments they will focus on, they will be provided with the data points, and they will be asked to report back to ADEA to track progress across dental education. Most of the reporting will focus on participation numbers in order to quantify the impact.

Every participating campus within dental education is uniquely different, which is why campuses will self-select how they participate in this pledge. We encourage you to determine how your campus participates by reviewing your campus-level data to determine growth opportunities. We aim to empower campuses to make necessary changes and provide tools rather than evaluate how your campus does it. Accountability at the campus level is your commitment to participation, not how well your campus performs. There will be no judgment, repercussions or comparisons made based on your campus's level of engagement. ADEA's role is to support your commitment to this pledge. With permission, campuses that are excelling or instituting best practices will be celebrated and recognized for their contributions and asked to share their successful practices with other dental schools and programs to create a learning environment.

Exploratory Criteria to Use When Selecting Key Implementation Activities
- Refer back to your campus-level data findings to determine areas of opportunity.
- Explore current campus-level strategic initiatives that can easily be aligned.
- Use the Diversity, Equity and Inclusion (DEI) Spectrum Tool to evaluate your campus's readiness level. Based on your self-assessment, explore activities that are associated with emerging, proficient, or advanced to narrow down options.
- Seek feedback from your campus partners or a DEI Committee to assist with determining your commitments.

Ensuring Accountability: Campus Liaison Role
- Serve as a liaison between your campus and ADEA.
- Attend quarterly meetings to learn about best practices being adopted across dental education and updates and connect with other liaisons working on similar pledge commitments.
- Ensure your campus remains engaged, accountable, and making progress.
- Gather and report campus-level data to be included in ADEA-level dashboards and reports.

Campus-level Support
- Quarterly meetings for campus liaisons
- ADEA Connect Community with additional resources for campus liaisons, deans, diversity officers and program directors
- Networking opportunities based on areas of participation
- Sharing best practices that align with commitments
- Sample participation announcement communication that can be adapted to notify your campus constituents

Our Appreciation

We understand and appreciate the courage it takes for each dean and program director to participate in the Climate Study and our strategic deliverables, especially in light of recent social discord and the political restlessness we are experiencing as a rapidly changing nation. In other words, your commitment is not taken lightly, nor has it gone unnoticed by the many stakeholders in dental education and those in the other academic health professions hoping to learn from us.

Strategic Roadmap Goal #3	Dental schools and allied dental education programs that participate in the ADEA Climate Study Take Action Pledge to further create a humanistic environment will focus on eliminating bias and discrimination within academic dentistry. **The goal of 50% of U.S. and Canadian dental schools and allied dental education programs will participate over the next three years.** Participating campuses will work to advance two or more of the commitments outlined in the pledge and track progress.

2022 Baseline Indicators & Measurements	Impact Targets for Dental Education
   U.S. Dental Schools • 17% of participants experienced discrimination. • 27% of participants witnessed discrimination. U.S. Allied Dental Education Programs • 6% of participants experienced discrimination. • 27% of participants witnessed discrimination. Canada • 17% of participants experienced discrimination. • 27% of participants witnessed discrimination.	**Decrease or maintain the percentage of students, faculty, staff and administrators who reported that they have experienced bias or inequities to:** U.S. Dental Schools • 12% of participants experienced discrimination. • 22% of participants witnessed discrimination. U.S. Allied Dental Education Programs • 6% or less of participants experienced discrimination. • 22% of participants witnessed discrimination. Canada • 12% of participants experienced discrimination. • 22% of participants witnessed discrimination.
U.S. Dental Schools • 13% of participants experienced harassment. • 20% of participants witnessed harassment. U.S. Allied Dental Education Programs • 6% of participants experienced harassment. • 9% of participants witnessed harassment. Canada • 17% of participants experienced harassment. • 24% of participants witnessed harassment.	U.S. Dental Schools • 8% of participants experienced harassment. • 15% of participants witnessed harassment. U.S. Allied Dental Education Programs • 6% of participants experienced harassment. • 9% of participants witnessed harassment. Canada • 12% of participants experienced harassment. • 19% of participants witnessed harassment.
Of those who **experienced *harassment or discrimination***, these participants reported it to their school or program: U.S. Dental Schools • 34% of participants reported • 32% of those who reported felt they received support U.S. Allied Dental Education Programs • 38% of participants reported • 36% of those who reported felt they received support Canada • 42% of participants reported • 40% of those who reported felt they received support	Of those who **experienced *harassment or discrimination***, these participants reported it to their school or program: U.S. Dental Schools • 29% of participants reported • 27% of those who reported felt they received support U.S. Allied Dental Education Programs • 33% of participants reported • 31% of those who reported felt they received support Canada • 37% of participants reported • 35% of those who reported felt they received support

Commitment	Recommended Key Implementation Activities	Campus Readiness Level *(Emerging, Proficient and Advanced)*	Recommended Execution Timeframe	Data Collection / Evidence	Potential ADEA Dashboard
1. Policy & Curriculum Review or Development	1.1 Incorporate education and practices focusing on bias and discrimination into coursework that focuses on patient-centered care.	Emerging	9-12 months	• Curriculum rubric that includes criteria for addressing in coursework bias and discrimination and patient-centered care; Share date(s) curriculum revised • Were revisions made to the curriculum to add bias and discrimination and patient-centered care into coursework? Y/N	
	1.2 Communicate policies with all stakeholder groups annually. Ensure that policies and procedures are easily accessible to all stakeholders. Review during orientation or onboarding.	Emerging	Ongoing (3 months for first communication)	• Conduct pulse surveys to determine if stakeholder groups are aware of policies and procedures and feel policies and procedures are easily accessible. • Did you survey stakeholders about accessibility and awareness of bias and discrimination policies and procedures? Y/N	**XX** schools and **XX** programs surveyed stakeholders about accessibility and awareness of bias and discrimination policies and procedures.
	1.3 Benchmark best practices with peer institutions.	Emerging	6-9 months	Identify peer institutions' best practices and measure your progress	

			towards those best practices.	
1.4 Conduct committee review of all policies for students, faculty and staff using an equity lens to determine if bias and inequities exist. Areas of focus may include recruitment, selection, admissions, promotions, tenure, evaluations, coursework, patient care, etc.	Proficient	9-12 months	• Establish criteria to categorize policies as satisfactory, needing revisions or requiring removal. • Did you do a committee review of the policies? Y/N • Areas of Focus – select / open ended	• **X** schools and **X** programs reviewed policies to ensure equity is centered. • **X** schools and **X** programs made revisions to reviewed policies. • Updated policies include: o **X** Staff Recruitment • **X** course evaluations
1.5 Revise policies to ensure equity is centered.	Proficient	6-12 months	• **X** policies revised to ensure equity is centered / Total **X** policies reviewed for equity that required revision. • Were revisions made to make policies more inclusive? Y/N • Areas of Focus – select / open ended	[See above]
1.6 Committee review of the curriculum using an equity lens to ensure DEIB best practices are incorporated.	Proficient	9-12 months	• Curriculum rubric that includes criteria for ensuring DEIB best practices are incorporated; Share date(s) curriculum reviewed.	• **XX** schools and **XX** programs reviewed curriculum to ensure DEIB best practices are incorporated, ensure diverse representation, patient-centered

				• Did a committee review the curriculum for DEIB best practices? Y/N • Were revisions made to the curriculum to ensure DEIB best practices? Y/N	care and/or bias and discrimination in coursework. • **XX** schools and **XX** programs made revisions to their curriculum to ensure DEIB best practices are incorporated, ensure diverse representation, patient-centered care and/or bias and discrimination in coursework.
	1.7 Ensure your curriculum represents diverse histories, cultures, experiences and voices.	Proficient/Advanced	9-12 months	• Curriculum rubric that includes criteria for representing diverse histories, cultures, experiences and voices; Share date(s) curriculum revised. • Did a committee review the curriculum for diverse representation? Y/N • Were revisions made to the curriculum to ensure diverse representation? Y/N	[See above]
	1.8 Encourage scholarship that focuses on eliminating bias and discrimination within dental education.	Advanced	3-6 months	Share date(s) scholarship established, impact (e.g., number of scholarship(s) awarded and amount)	

Commitment	Recommended Key Implementation Activities	Campus Readiness Level *(Emerging, Proficient and Advanced)*	Recommended Execution Timeframe	Data Collection / Evidence	Potential ADEA Dashboard
2. Implicit Bias Training	2.1 Conduct annual tailored implicit bias training for all students, faculty, staff and administrators.	Emerging	Ongoing (6-9 months for first training)	• Pre/post surveys to evaluate learning baseline and learning gain on core competencies covered in training. • How many students participated in implicit bias training? How many faculty? Staff? Administrators? What is the number of students, faculty, staff and administrators that could have participated in bias training? • (% participation)	• **XX** schools and **XX** programs conducted implicit bias training • **XX**% (**XX**) students participated • **XX**% (**XX**) faculty participated • **XX**% (**XX**) staff participated • **XX**% (**XX**) administrators participated
	2.2 Provide education on cultural humility, stereotyping, forms of harassment and microaggressions.	Emerging	6 months	Create rubrics/templates that specify decision-making criteria (hiring, performance evaluations, etc.)	
	2.3 Implement a process for all constituents to take the Harvard Implicit Association Test and discuss results within peer groups.	Emerging	6 months	Dates Harvard Implicit Association Test was administered; Dates Harvard Implicit Association Test peer group discussion	**XX** schools and **XX** programs facilitated the implementation of the Harvard Implicit Association Test and peer group discussions.

Commitment	Recommended Key Implementation Activities	Campus Readiness Level *(Emerging, Proficient and Advanced)*	Recommended Execution Timeframe	Data Collection / Evidence	Potential ADEA Dashboard
3. Reporting Processes and Mechanisms	3.1 Develop or re-evaluate your reporting process for bias and discrimination.	Emerging	3-6 months	Clearly established policy and procedures for reporting and inquiry/action process when incidents of bias or discrimination occur.	**XX** schools and **XX** programs developed or re-evaluated their bias and discrimination reporting process.
	3.2 Provide various reporting structures and contact information for multiple individuals who can assist with reporting.	Emerging	3-6 months	Measure the frequency of reported incidences of bias and discrimination.	
	3.3 Ensure all faculty, staff and administrators understand state- and federal-mandated reporting processes.	Emerging	Immediately	Tracking for required reporting compliance training for faculty and staff.	
	3.4 Develop a structure on how to report instances of bias and discrimination. Provide an FAQ. Send to all stakeholders annually and review during orientation or onboarding.	Proficient	3 months		
	3.5 Train multiple faculty, staff and administrators on supporting students or peers throughout the reporting process.	Emerging	6 months	Formalize annual or bi-annual communication protocols to inform students, faculty and staff on reporting obligations and procedures.	- **XX** schools and **XX** programs conducted training on supporting students or peers in the bias and discrimination reporting process - **XX**% (**XX**) faculty participated

Commitment	Recommended Key Implementation Activities	Campus Readiness Level (Emerging, Proficient, Advanced)	Recommended Execution Timeframe	Data Collection / Evidence	Potential ADEA Dashboard
					• **XX**% (**XX**) staff participated • **XX**% (**XX**) administrators participated
	3.6 Ensure all students, faculty, staff and administrators are aware of the policies, procedures, support structures, etc. Consider having each community member sign an agreement of understanding.	Proficient	6-9 months	Conduct pulse surveys to determine if campus members are aware of policies and procedures.	**XX** schools and **XX** programs surveyed stakeholders about bias and discrimination policies, procedures and support structures.
4. Bystander Intervention Practices	4.1 Provide annual training on different types of discrimination not limited to race, gender, religion, sexual orientation, age, disability, etc. Include best practices and scenarios to illustrate the importance of bystander intervention.	Emerging	Ongoing (3-6 months for first training)	Capture metrics related to diversity awareness and competency to identify issues of diversity and inclusion – awareness of possible responses to intervening when there are issues of diversity or inclusion.	• **XX** schools and **XX** programs conducted training on discrimination and bystander intervention • **XX**% (**XX**) students participated • **XX**% (**XX**) faculty participated • **XX**% (**XX**) staff participated • **XX**% (**XX**) administrators participated

Commitment	Recommended Key Implementation Activities	Campus Readiness Level *(Emerging, Proficient and Advanced)*	Recommended Execution Timeframe	Data Collection / Evidence	Potential ADEA Dashboard
5. Support Systems and Structures	5.1 Encourage and support students of color and other historically marginalized groups to create programs and organizations that ensure they feel supported within dental education.	Emerging	6-9 months	• **X** students of color programs/ organizations, **X**% of students anticipated in programs/ organizations, program/ organization outcomes and/or participant evaluation of experience • Did you establish students of color programs or organizations? Y/N • How many students have participated in your students of color program(s)/organization(s) in the last year?	• **XX** schools and **XX** programs established students of color programs or organizations • **XX** students have participated in the last year
	5.2 Support individuals who experience bias and discrimination by ensuring that their experiences are validated and providing access to counseling and mental health services to process the emotional impact.	Emerging	6 months	Support systems, counseling and mental health services are outlined in policy and procedure for incidents of bias or discrimination.	
	5.3 Develop affinity groups or employee resource groups.	Proficient	3 months	• Capture the volume of attendance and participant experience regarding the utility of participation. • Did you establish affinity groups for your students,	**XX** schools and **XX** programs established affinity groups for their students, faculty,

				faculty, staff and/or administrators? Y/N	staff and/or administrators
6. Resources	6.1 Develop and communicate a list of institutional and outside resources available to students, faculty, staff and administrators when navigating reporting structures. (i.e., mental health resources, policies, how to report, etc.)	Emerging	3 months	Catalog of available resources.	

Commitment	Recommended Key Implementation Activities	Campus Readiness Level *(Emerging, Proficient and Advanced)*	Recommended Execution Timeframe	Data Collection / Evidence	Potential ADEA Dashboard
7. Accountability	7.1 Develop clear policies reinforcing that no retaliation or retribution will occur during or after reporting incidents, and accountability will be taken.	Emerging	3 months		
	7.2 Develop a campus-level pledge that students, faculty, staff and administrators can affirm their commitment to addressing bias and discrimination at an individual and system level.	Emerging	6 months	• Tracking volume of signatures/affirmations of the pledge. • Did you develop a campus-level pledge? Y/N	• **XX** schools and **XX** programs developed a campus-level pledge for students, faculty, staff and administrators

					• **XX** student signatures • **XX** faculty signatures • **XX** staff signatures • **XX** administrator signatures
	7.3 Develop a policy that ensures that all reported incidents are investigated, appropriate action is taken and follow-up occurs.	Emerging	3 months	Report metrics on the volume of incidents reported, resolutions, volume of reports that were not actioned, etc.	
	7.4 Provide learning opportunities for individuals who commit acts of bias that focus on awareness, knowledge, skills, personal reflection, etc.	Proficient	4 months	Develop catalog of resources that are available for consumption.	**XX** schools and **XX** programs developed a catalog of resources and learning opportunities for bias
	7.5 Define accountability for your campus and communicate it.	Proficient	4 months	Created an "accountability pledge" and a communication plan to educate and inform the campus community of its existence and expectations.	
	7.6 Establish an anti-bias committee to support and assist with the execution of campus initiatives.	Proficient	2 months	• Established operating criteria for the committee and clearly defined member obligations. Developed a formal goal/plan outlining committee goals on an annual basis with progress checks and	**XX** schools and **XX** programs established an anti-bias committee.

				measures to assess the progress and efficacy of the committee. • Did you establish an anti-bias committee? Y/N	
	7.7 Develop an institutional action statement that includes community standards and action steps that will be taken when issues arise to ensure collective responsibility.	Advanced	3 months	• Presence of action statement • Did you publish an action statement? Y/N	**XX** schools and **XX** programs developed an action statement

Commitment	Recommended Key Implementation Activities	Campus Readiness Level *(Emerging, Proficient and Advanced)*	Recommended Execution Timeframe	Data Collection / Evidence	Potential ADEA Dashboard
8. Bias Reduction Strategies	8.1 Education and Awareness: Increasing awareness of different types of biases.	Emerging	Ongoing (3-6 months for initial set-up)	Pre/post surveys to evaluate learning baseline and learning gain on core competencies covered in training.	• **XX** schools and **XX** programs conducted education on types of biases • **XX**% (**XX**) students participated • **XX**% (**XX**) faculty participated • **XX**% (**XX**) staff participated • **XX**% (**XX**) administrators participated
	8.2 Challenge Stereotypes: Challenge stereotypes and address misinformation when encountered in	Emerging	Ongoing (3-6 months for initial set-up)	One-pager, webpage or an infographic on challenging stereotypes and misinformation, or date(s)	**XX** schools and **XX** programs are challenging stereotypes and

			for training on stereotypes and misinformation.	misinformation by producing infographics, webpages, one-pagers, and/or training on stereotypes and misinformation.
8.3 Feedback Mechanisms: Encourage open and constructive feedback. Share multiple information-gathering tools.	Emerging	Ongoing (3-6 months for initial set-up)	Identify anonymous feedback tools that can be leveraged to increase engagement opportunities and feedback capabilities (e.g., Mentimeter, Limeade Listening, etc.)	
8.4 Inclusive Language: Use inclusive language and avoid stereotypes in communication to create a more welcoming environment for all.	Emerging	Ongoing (3-6 months for initial set-up)	Established a "style or language guide" which outlines adopted best practices for communication	**XX** schools and **XX** programs adopted an Inclusive Language Guide outlining best practices for inclusive communication
8.5 Institutional Policies: Establish and enforce policies against discrimination and bias.	Emerging	Ongoing (3-6 months for initial set-up)	Presence of policy	
8.6 Anonymous/Non-identifiable Recruitment: In recruitment processes, use anonymous hiring techniques to remove identifiable information such as names, gender or age from resumes.	Proficient	3 months		
8.7 Diverse Representation: Ensure diversity and	Proficient	3 months	Establish recruitment guidelines that are rooted in best practices for bias	**XX** schools and **XX** programs adopted anonymous/non-

representation in decision-making bodies, committees and teams.			minimization and reduction. Provide annual training to everyone who supports recruitment efforts on campus.	identifiable hiring techniques to minimize bias
8.8 Collaborative Decision-making: Adopt an inclusive decision-making model. Involve multiple stakeholders in decision-making processes to prevent individual biases from dominating the outcome. Rely on data and evidence-based approaches in decision-making rather than personal opinions or assumptions.	Advanced	6 months (create & adapt); 9-12 months (training & execution)	Track diversity metrics (race, gender, disability status, veteran status, etc.) to gauge the representativeness of the committee to the broader campus community.	
8.9 Peer Review and Validation: In research and academic settings, use peer review and validation processes to ensure objectivity and reduce biases in study design and interpretation.	Advanced	Ongoing (6 months for initial set-up)	Adopted collaborative decision-making process	
8.1 Education and Awareness: Increasing awareness of different types of biases.	Emerging		Adoption of peer review practices and guidelines for when peer review is required/suggested in relation to research.	**XX** schools and **XX** programs adopted a Peer Review and Validation Guide that includes processes to reduce biases in study design and interpretation.

Commitment	Recommended Key Implementation Activities	Campus Readiness Level *(Emerging, Proficient, Advanced)*	Recommended Execution Timeframe	Data Collection / Evidence	Potential ADEA Dashboard
9. Collecting and Utilizing Trend Data	9.1 Use surveys and other data collection processes to evaluate and monitor experiences and progress on your commitment consistently.	Proficient	Ongoing (3-6 months for initial set-up)	Conduct surveys and/or focus groups.	
	9.2 Collect data on social identities and roles. Track reporting based on social identities and roles to determine trends that require action. Additional areas to consider trend data: applications, retention, etc.	Advanced	Ongoing (3-6 months for initial set-up)	Metrics: demographic data trends	
	9.3 Develop a Bias Annual Report (https://inclusive.princeton.edu/about/reports-webinars/bias-annual-report)	Advanced	9-12 months	Report on campus relevant metrics to create a humanistic environment.	
10. Building Trust	10.1 Focus on effective communication practices. Set communication practices that include open, honest and timely communication.	Emerging	5 months		
	10.2 Team-building Activities: Organize activities that promote collaboration, identity exploration, understanding and a sense of belonging.	Emerging	6 months	Date(s) and impact of team building activities (e.g., **X** individuals, % of eligible participants, participant feedback/evaluations)	
	10.3 Recognize and celebrate the contributions of	Emerging	6 months		• **XX** schools and **XX** programs are

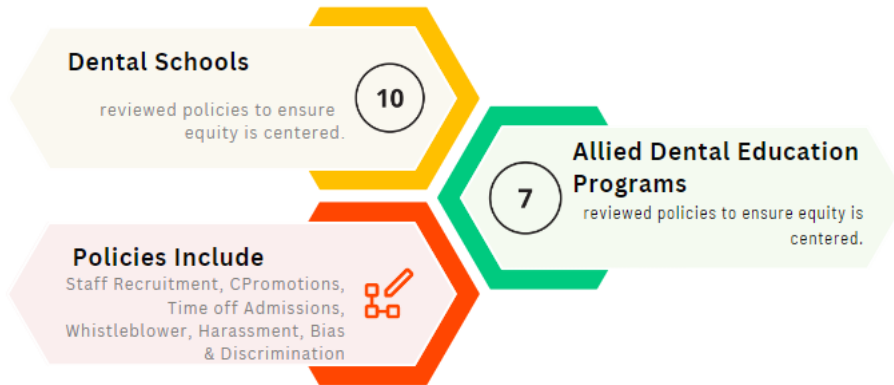|				

	individuals and stakeholder groups working to advance DEIB initiatives at your campus.			• Date and **X** individuals or stakeholder groups recognized/celebrated for DEIB initiatives
				• Did you recognize or celebrate individuals or programs for advancing DEIB initiatives at your campus this year? Y/N
				• Please share who you recognized and for what. How did you recognize or celebrate this person(s) or program?
					celebrating the contributions of individuals and stakeholder groups working to advance DEIB initiatives at their campus
					
					• Some highlights of individuals and stakeholder groups:
					  ○ XYZ School recognized XYZ students for XYZ
					  ○ XYZ School recognized XYZ Group for XYZ

	10.4 Be transparent with goals and actions. Clearly communicate your campus DEIB goals, objectives and expectations. Share data findings, action steps and success metrics.	Emerging	3 months	DEIB strategic plan	
	10.5 Collect stakeholder group feedback on DEIB and biases, which may include one-on-one meetings, 360-degree evaluations, course evaluation forms, anonymous	Proficient	Ongoing (3-6 months for initial set-up)	Feedback reports using one-on-one meetings, 360-degree evaluations, course evaluation forms, anonymous surveys, external audits, exit surveys, etc.	

	surveys, external audits, exit surveys, etc.				

Sample Dashboard

Commitment 1. Policy & Curriculum Review or Development

1.4 Committee review of all policies for students, faculty and staff using an equity lens to determine if bias and inequities exist.

Year 1

Dental Schools
reviewed policies to ensure equity is centered.
10

Allied Dental Education Programs
reviewed policies to ensure equity is centered.
7

Policies Include
Staff Recruitment, CPromotions, Time off Admissions, Whistleblower, Harassment, Bias & Discrimination

Year 2

Dental Schools
reviewed policies to ensure equity is centered.
9

Allied Dental Education Programs
reviewed policies to ensure equity is centered.
6

Policies Include
Staff Recruitment, Promotions, Time off Admissions, Whistleblower, Harassment, Bias & Discrimination

Sample Campus-level Goal Setting

Campuses are encouraged to tailor and adapt the overarching ADEA Climate Study-related goals to their respective campuses. Below is a grid that campuses can use to incorporate their campus-level data to develop their action plans further.

Goal #X	
Objectives	

Key Implementation Activities/ Strategies	Accountable Party	Deliverables/ Outputs	Baseline Measurement	Impact Target	Timeline	Resources Needed	Potential Barriers	Instances for Integration
Resource Assessment	Overall, list any additional resources (people, time, financial, infrastructure, etc.) required to achieve this goal.							