

A Checklist for Sustaining Institution-Wide Racial Equity

For any policy, program, practice, or structural change, ask...

Racial equity as a priority

- What is the aim? Is the aim targeting a specific racial/ethnic group? More than one racial/ethnic group? Or all students?
- Who will benefit? Who is left out? Who is not eligible?
 - This prompt seeks to unpack the history of exclusion and discrimination in education, and its lasting effects. Will students from high schools that serve large numbers of Black, Latinx, Native American/Alaskan Native, and Asian American/Pacific Islanders (these schools are a product of segregation and racist housing policies) be disproportionately left out? Will white students, who are more likely to come from well-funded and privileged high schools, disproportionately benefit?
- Does it position the participation and success of students from racial/ethnic and indigenous communities *as an institutional responsibility*?
- Is a “racial equity focus” made explicit? Is an explanation given for why race matters in this particular policy, program, practice, etc., and why a “race-conscious” approach is necessary?

Language

- Are student groups clearly identified throughout relevant text and communication efforts (e.g., Black, Latinx, Native American/Alaskan Native, Asian American/Pacific Islander, white, etc.)?
- Is there language that refers to racial equity in coded/deficit-minded ways (for example, “underrepresented,” “at-risk,” “underserved,” or “minority”)?
- Is biased or stereotypical language used to blame minoritized students for disproportionate or unequal outcomes? For example, are any explanations given that homogenize the lived experiences of students from specific racial/ethnic groups, such as “they are distracted by their home lives or jobs” or “they are less interested in high-demand opportunities”?
- Is language such as “motivated and well-prepared” students used, to signal actions that could reproduce racial and class-based inequities if white, affluent students are more likely to meet the criteria?

Data

- What data is being collected to monitor who *accesses* the program's or policy's benefits, as well as who actually reaches the aspired-to *outcomes*? Will this data be disaggregated by race/ethnicity?
- If data isn't being collected and disaggregated by race/ethnicity, what barriers are impeding data access?
- If/when looking at disaggregated data, how are affiliated faculty and staff directed to articulate which racial/ethnic groups are experiencing equity gaps in access as well as in outcomes? Also, what happens if a gap is identified—are affiliated faculty and staff expected to articulate race-conscious goals for closing gaps?
- If racial equity is met in student access and outcomes, how will affiliated faculty and staff be recognized for this achievement?
- How often will disaggregated data be distributed and discussed?
 - Should the data be campus-specific? School-specific? Department-specific? Course-specific? Or instructor-specific?
- How will it be ensured that the data is being discussed in equity-minded ways?

Inquiry

- Are yearly opportunities planned for race-conscious inquiry into relevant practices and outcomes?
- What inquiry practices should be deployed on a yearly basis to understand the racialized impact of the policy, program, or structural change?
- How are affiliated faculty and staff trained and prepared to conduct race-conscious, equity-minded inquiry?
- Who should be involved with inquiry practices?
 - How will you intentionally involve stakeholders who are also members of the racial/ethnic communities affected?
 - How will you ensure racially minoritized students have their voices and needs heard?
- What are the taken-for-granted assumptions made about students and institutions?
- In what ways might the taken-for-granted assumptions impact racial equity?
- How are resources strategically allocated to the racial/ethnic groups most negatively affected? What is the potential impact of these allocations?