Center for Urban Education
Making Racial Equity Performative
Do’s and Don’ts

**DON’T** aggregate data, it masks inequalities. *Example: 22% of applicants are underrepresented minorities.*

**DON’T** use ‘highly qualified’ as a qualifier reserved for Blacks, Latinx, etc. 
*Example: Highly qualified underrepresented graduate students are eligible for $32,000 stipend.*

**DON’T** erase racial/ethnic identity. *Example: Our URM students are having difficulties.*

**DON’T** rationalize inequity. *Example: There are very few African American computer scientists; they are paid higher salaries in industry so it’s hard to attract them.*

**DON’T** be defensive or engage in denial if individuals point out actions that are racially biased. *Example: The white male faculty member adamantly denied that he was held to different standards as the Black and Latinx faculty.*

**DON’T** impose cultural taxation by relying on minoritized faculty to name and take action to address all inequities.

**DON’T** say Caucasian: *Say white students. Say white faculty. Caucasian is a relic of racist, historical efforts to legitimize unfounded assertions that race is a biological reality.*

**DON’T** assume that fairness and equal treatment beget racial equity.
**DO** reward racial equity work: *Example: Reward faculty members who engage minoritized students in research.*

**DO** take the temperature of the racial climate: *Walk around and take notice of what is featured in the physical space; do an audit of your website; in making decisions consider who will benefit and who will be disadvantaged; monitor inclusion (e.g., who gets invited to give seminars).*

**DO** use language and actions to convey the importance of racial equity. *Example: Highlight the accomplishments of minoritized faculty. Identify and monitor metrics of racial equity.*

**DO** establish governance committees that include a significant number of members of color and white members who perform racial equity through language and actions.

**DO** provide release time for faculty of color who take on diversity- and equity-related service commitments, above and beyond the expected service requirements.

**DO** expect all faculty, administrators, and staff to demonstrate understanding of racial equity. *Example: Provide professional learning opportunities to get practitioners up to speed.*