

Transforming a university or college into an equity-minded institution requires changing structures at multiple levels of the organization. As a practitioner, you can focus on using equity-minded data and inquiry to transform your practice. *(Our gratitude to Dr. Estela Bensimon for the theory and practice of equity-mindedness.)* Use this **REJI Racial Equity Action Plan** to develop actionable steps to guide your equity-minded practice (adapted from [Curren et al. (2016)](https://bhsoac.ca.gov/sites/default/files/GARE-Racial-Equity-Action-Plans.pdf)).

**Racial Equity Goal** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Give the goal a title or brief description)

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| Institutional Obstacle to Racial Equity You seek to Address | Overview of  Equity-minded Data Informing Racial Equity Goal | Description of Measurable Equity-minded Goal | Action Steps Intended to Help Achieve Equity Goal | Timeline for Action Completion | Identiﬁcation of Those Responsible for Action Completion | Describe How Progress Toward Equity Goal will be Measured | Identify accountability structures and supervisors who will receive ongoing progress reports on the racial equity action plan |
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Once you have created your goal(s), share them with others on your campus involved in racial equity work. This type of community and accountability helps to support our efforts. As you ﬁll in the REJI Action Plan template, some of the questions offered by Colligan and Gentlewarrior (2025) found below may be of use to you:

**The REJI’s Integrated Equity-Minded Action Planning Tool** (adapted from [Curren et al. (2016)](https://bhsoac.ca.gov/sites/default/files/GARE-Racial-Equity-Action-Plans.pdf)).

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| Institutional obstacle to racial equity you seek to address | Overview of equity-minded data informing work in this area | Description of measurable equity-minded goal | Action steps intended to help achieve equity goal | Timeline for action completion | Identification of those responsible for action completion | Describe how progress toward equity goal will be measured | Identify accountability structures and supervisors who will receive ongoing progress reports on equity action plan |
| What is the problem?  How do we know it is a problem?  What are our students telling us they need to succeed? | What do the data tell us about what the institution/ division needs to do better to address disparate outcomes?  What do the data tell us about institutional/ divisional strengths that can be scaled to address disparate outcomes? | Begin to consider how the project/activity will need to change to eliminate disparate outcomes.  As you consider potential goals, how will the goals ensure that your institution is equity-minded into the future? | For the goal(s) selected, what are clear and specific actions needed to advance the goals?  What resources are needed?  How can the actions associated with goal completion leverage existing institutional processes and structures?  What obstacles need to be addressed? | When will each action be completed?  What process will be followed if the timeline for action completion stalls? | Who will be responsible for the completion of each action? Name specific individuals.  Should these duties be added to existing job descriptions? | How is your goal measurable (beyond a yes/no)? Utilize close-to-practice data.  If progress is demonstrated in advancing measurable equity, how will you scale it?  If the intervention proves to be less effective than needed to address the disparate outcome, what are your next steps? | Who will your work be reported to? How often will reports be shared?  How will lessons learned contribute to the institutionalization of equity-mindedness at the institution?  What is your next step forward for equity-mindedness based on these results? |