

## Equity Framework Action Check-list

Frames	Reflections
<b>Frame 1: Equip the Under-Represented Group (URG) member</b>	<ul style="list-style-type: none"> <li>• Am I making an assumption that URG members need special assistance to be successful?</li> <li>• Are there individuals in my classroom that need special assistance and am I aware of a variety of resources to help provide students an array of support, including URG member-specific support?</li> <li>• Do I share opportunities for skill enhancement with all members of the class? Or only with URG members?</li> <li>• Am I equally committed to the success of <i>ALL</i> students, not just the “best” students, and am I willing to do what it takes to provide opportunities for all to “thrive,” not just “survive.”</li> </ul>
<b>Frame 2: Create Equal Opportunity</b>	<ul style="list-style-type: none"> <li>• Are there barriers, within the learning environment created, that may inadvertently impact some students more than others based on their URG member status?</li> <li>• Are there specific policies or procedures I follow to ensure equity (e.g., selection process for teamwork,) am I aware of the implications of the selections strategies I am using, and do I have alternative strategies to mitigate unanticipated negative consequences?</li> <li>• Are my classroom policies transparent and designed to ensure fairness?</li> <li>• Are critical accommodations necessary for diverse learners?</li> </ul>
<b>Frame 3: Value Difference</b>	<ul style="list-style-type: none"> <li>• Do I provide reference to and/or showcase diverse engineers as a regular part of what I do in class., not simply as something “special.”</li> <li>• Do I seek to value and acknowledge the contributions and engagement of all the students, not just individuals that look like me.</li> <li>• Do I share diverse perspectives in problem solving engineering solutions?</li> <li>• Do I model support for and understanding of different perspectives?</li> <li>• Do I help students develop team-building and inclusive leadership skills?</li> </ul>
<b>Frame 4: Revision Engineering Culture</b>	<ul style="list-style-type: none"> <li>• Do I talk about “social” aspects of engineering that influence equity, such as implicit bias, micro-inequities, “fixed vs. growth mindset,” the ‘masculinization’ of engineering?</li> <li>• Do I seek input from students regarding their experience of equity within the classroom?</li> <li>• Do I talk with colleagues about what equity in engineering education and culture looks like?</li> <li>• Do I continue to reflect on how I can help prepare students for the diverse world in which they live and work?</li> </ul>