<table>
<thead>
<tr>
<th>Frames</th>
<th>Reflections</th>
</tr>
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<tbody>
<tr>
<td><strong>Frame 1: Equip the Under-Represented Group (URG) member</strong></td>
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  - Am I making an assumption that URG members need special assistance to be successful?  
  - 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?  
  - Do I share opportunities for skill enhancement with all members of the class? Or only with URG members?  
  - Am I equally committed to the success of ALL 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.” |
| **Frame 2: Create Equal Opportunity** |  
  - Are there barriers, within the learning environment created, that may inadvertently impact some students more than others based on their URG member status?  
  - 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?  
  - Are my classroom policies transparent and designed to ensure fairness?  
  - Are critical accommodations necessary for diverse learners? |
| **Frame 3: Value Difference** |  
  - 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.”  
  - Do I seek to value and acknowledge the contributions and engagement of all the students, not just individuals that look like me.  
  - Do I share diverse perspectives in problem solving engineering solutions?  
  - Do I model support for and understanding of different perspectives?  
  - Do I help students develop team-building and inclusive leadership skills? |
| **Frame 4: Revision Engineering Culture** |  
  - 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?  
  - Do I seek input from students regarding their experience of equity within the classroom?  
  - Do I talk with colleagues about what equity in engineering education and culture looks like?  
  - Do I continue to reflect on how I can help prepare students for the diverse world in which they live and work? |