

From: *America's Unmet Promise: The Imperative for Equity in Higher Education* by Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, and Estela Mara Bensimon, 2015.

- What does it mean to be an equity-minded practitioner?
- What does it mean to take an equity-minded approach when developing pedagogy?
- How can we value and embed students' cultural capital in curricular and co-curricular design?
- How can we move the dialogue about student learning and success from deficit-minded approaches to asset-based approaches?
- What spoken and unspoken assumptions about low-income students, first-generation students, and students from racial and ethnic minority groups underlie our efforts?

"As educators, we have a responsibility to ask and answer these types of questions as a means of confronting our biases and our views of otherness. Unconscious bias is a powerful influence on *who* we educate and *how* we educate" (McNair xi).