PTR is concerned with equity for several reasons, all of which are justifiable. Below is a list of intellectual and empirical rationales for the emphasis on equity in PTR:

• Disparities in academic outcomes for underrepresented students continue to persist. At nearly all points in the educational pipeline, racial and ethnic minorities, low socioeconomic students, students with disabilities, and other underrepresented students underperform compared to their counterparts.

• The student demographics of the U.S. are rapidly changing. The U.S. Census Bureau predicts that no single racial or ethnic group will constitute more than 50% of the population by 2050.

• Employment opportunities are becoming increasingly diversified and the demands of workforce are changing requiring all students to engage and succeed in diverse workplace and community environments.

• Diversity improves student outcomes, offers students from different backgrounds the opportunity to interact and learn from one another, and contributes to the cultivation of students’ interest in the public good, poverty issues, and other democratic sensibilities.

• Education in the U.S. has long been understood as an opportunity equalizer, a function of the ‘American Dream.’ In order for this dream to persist, students from the most marginalized corners of this country must be given equal educational opportunity so as not to reproduce existing social inequities.

**Reflection Questions:**

1. Why is equity important to the PTR team?

2. What conversations has the PTR team had about equity, and how are the conversations relevant to the PTR process?

3. What does the PTR team need to learn about diversity and student outcomes?