

ENTER

Discussion Guide

Equality & Equity

facilitation note

Use the provided information, resources, questions, and prompts to engage in discussions with your group in order to develop shared understanding about and increase knowledge, awareness, and skills related to the topics covered. Material is arranged for organizational clarity and is not necessarily sequenced for facilitation (e.g., at times, it may make sense to start with an awareness-raising discussion before exploring content to increase knowledge). Discussions do not need to cover all material in a single session.

These discussions are intended to be one part of larger, ongoing individual and group commitments to learning and advancing justice. These conversations should not be singular occurrences; rather, community members should integrate these concepts into policies, procedures, and practices. If addressing these topics ever seems out of place, it is a signal that they are not yet fully integrated. Additional resources are available at socialjustice.emory.edu.

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Knowledge

definitions ([Interactive Glossary](#))

equality
the state of being the same

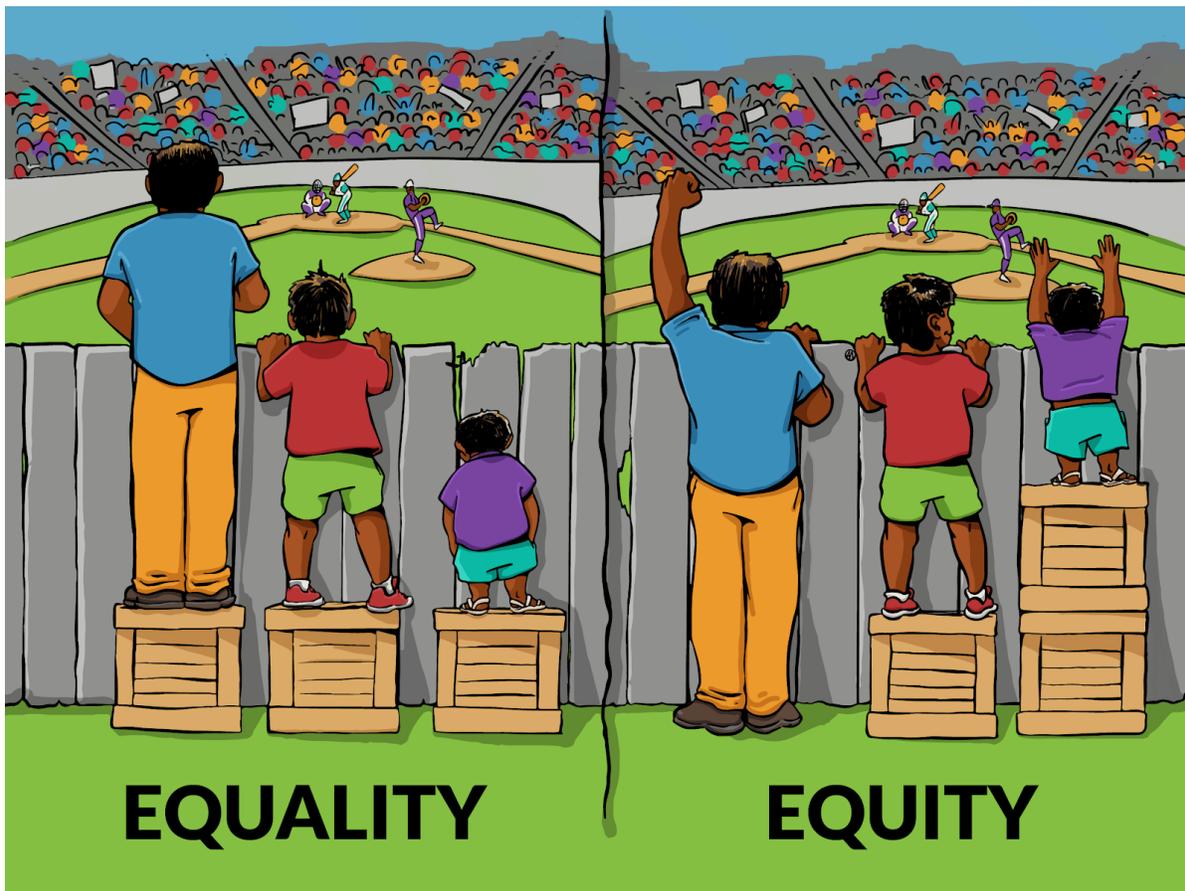
equity
the quality of being fair and caring

- What stands out to you about these definitions?
- How do you describe the relationship between equality & equity?
- What are examples of when you have witnessed equality implemented? How were these examples successful? What were some of their limitations?
- What are examples of when you have witnessed equity implemented? How were these examples successful? What were some of their limitations?

Equality is leaving the door open...equity is ensuring there is a pathway to that door for those who need it.

([Belden, 2017](#))

image processing



(A. Maguire for the [Interaction Institute for Social Change, 2016](#))

- What is the message and meaning of the previous image?
- What are examples of policies, procedures, and practices that are enacted through equality? Equity? Which ones might be more socially just if they changed and why?

Equality only works if everyone starts from the same place. Equity must be ensured for equality to be successful.

- What are some examples of instances when equality might be intended to produce a just outcome but does not?
- Why is equity required for the success of equality?

Awareness

activity | early memories

description

- topics: quick exploration of the significance of language and process of socialization
- time: 8-12 minutes
- materials: none

preparation

- Determine how you want the participants to engage. We recommend, if possible, sharing in pairs/small before inviting groups each round. The meeting format (i.e., in-person or video conferencing) and time/logistical needs are significant determining factors.

implementation

- Each round, participants are invited to share an early memory related to a particular topic.
 - ◆ We recommend avoiding using the language “earliest memory” to provide more flexibility in the activity and agency for participants in selecting what to share.
 - ◆ Each round can begin with time for preparations, which is a brief silence allowing people to identify what and prepare to share.
 - ◆ If using pairs/small groups structure, 30 seconds or less to share. A few volunteers can share in the large group each round.
 - ◆ If using a full group structure, manage time as needed; not all participants may be able to share every round.
- Appreciate those who share each round; processing occurs after the final round.
- Round topics should be sequenced with the intention of progressing from simplest to most complex; the purpose is to end with “fairness”.
 - ◆ Food
 - ◆ Animals
 - ◆ Fairness

processing

- What stood out to you about the memories of fairness? What themes did you notice in the ways and contexts that people learned about fairness?
- What other messages have you received that shaped your understanding of fairness. From where did you receive these messages? How has your understanding of fairness shifted over time?
- Most, if not all people, have a personal understanding of fairness; these understandings come from various sources and can change over time. Why is it important to recognize these differences when considering equity? How do these differences complicate equity?
- What criteria do you use to determine if something is equitable? How might you respond when someone uses a different set?
- How do the ideas of caring and kindness - still subjective - provide balance and support for determining what is equitable?

Unfairness triggers us so strongly that we can't think straight.

([Alverà, 2017](#))

activity | lettered lists

description

- topics: an experiential exploration of the relationship between sameness and fairness
- time: 10-20 minutes
- materials: a way for each group to make lists - written (paper & pen/markers) or typed (editable document; device)

preparation

- Participants should be divided into groups of about 6-10 people.
- Determine how many rounds and what options to use for your group: letters, stores/categories of items/times. If desired, sample slide decks are available for consecutive as well as turn based options at socialjustice.emory.edu.

implementation

- Each round, groups are tasked with creating a list of as many items from a particular category (e.g., office supplies; cities in Africa; grocery store produce) that begin with a particular letter of the alphabet in a set amount of time. Multiple, quick rounds of this activity work well and can be used for emphasis. Some options are provided; creativity with intention is welcome. If facilitating online, in lieu of breakout rooms, groups can alternate with shorter times (e.g., 10 seconds). At times, it may be useful to specify what language(s) are to be used per round or overall.
- Round options:
 - ◆ Primer Round
a category familiar to most/all participants; allow groups to select their letters; each group gets 20 seconds.
 - ◆ Assigned Letters
a category familiar to most/all participants; assign each group letters with varying levels of difficulty (e.g., "S" & "J" or "L" & "Y"); each group gets 20 seconds.
 - ◆ Letter Informed Time
a category familiar to most/all participants; assign each group letters with varying levels of difficulty; assign groups times that correspond to the difficulty (e.g., "R" with 7 seconds; "W" with 15 seconds).

processing

- What are your initial reactions to this activity?
- How does fairness relate to this activity (e.g., letters, topic, time, process)?
- What role does perspective play in deciding whether something is fair or unfair?
- If there was a moment when you felt like the activity was unfair, what did you think about the situation? How did you feel?
- What are some of the challenges of identifying and addressing instances of unfairness? What are some strategies to navigate these challenges?



*In a fair system, you can do what you feel is right
instead of what is selfish.*

([Alverà, 2017](#))

Skills

organizational reflection

policies: general guidelines for behaviors and operations that communicate an organization's values, philosophy, and culture

procedures: instructions for routine tasks that identify responsibilities, actions, and reporting processes

practices: behaviors, decisions, and norms of members of a community - that may or may not be aligned with its policies and procedures

- How do you summarize the differences between policies, procedures, and practices?
- Generally, about which of these three are you most conscious? Why?
- Generally, by which of these are you most affected? How?
- Who has influence over policies, procedures, and practices? How is this influence maintained, increased, or decreased?
- Practices are often less formalized than policies and procedures. How can practices create more equitable outcomes in advance of policy change?
- What kinds of equitable outcomes may only be achievable through policy changes?

individual & group action

There are numerous resources available in the Emory Community for continued education, skill building, and development related to diversity, inclusion, equity, and social justice.

for individuals

- In what ways do you seek to receive equality? In what ways do you seek to provide equality?
- In what ways do you believe you would benefit from equity? In what ways do you believe others could benefit from equity?
- How can intentional decisions related to equality and equity improve your behaviors and decisions in leadership and mentorship roles?
- How do you seek support and accountability related to these issues?

*With fairness, people can be true to their purpose. They
can be good risk-takers because they are not too
defensive and they do not gamble to take huge rewards.*

([Alverà, 2017](#))

for groups

- What is our collective commitment to equity, inclusion, and social justice? How does this commitment support our ability to meet and advance our group's mission or purpose?
- How familiar are you with your organization's policies, procedures, and practices? What led to this level of familiarity for you?
- What factors contribute to differences in familiarity within and beyond your organization? What are the implications and impacts of these differences?
- What risks and costs are part of examining the levels of equity within your organization? How do your organizational values inform what actions you all take related to this examination?
- What processes can you pursue to effectively evaluate the equity of your organization's policies, practices, & procedures?
- When thinking about your organization's desired outcomes (e.g., mission, goals, products), in what ways should you be intentionally pursuing equity? What steps are necessary for this pursuit?

*Fairness isn't always easy. It requires judgement & risk
- but it's a risk worth taking.*

([Alverà, 2017](#))

resources

Belonging & Community Justice

[Center for Women](#)

[Office of Lesbian, Gay, Bisexual, Transgender Life](#)

[Office for Racial and Cultural Engagement](#)

[Social Justice Education](#)

Office of Spiritual & Religious Life

Office of Diversity, Equity, & Inclusion

International Student & Scholar Services

BELONGING
AND
COMMUNITY
JUSTICE



CENTER
FOR
WOMEN

LESBIAN
GAY **BISEXUAL**
TRANSGENDER
LIFE

RACIAL
AND
CULTURAL
ENGAGEMENT

SOCIAL
JUSTICE
EDUCATION

Share compliments, complaints, requests & reflections [HERE](#).