

ENTER

Discussion Guide

Diversity & Inclusion

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](#))

diversity
individual & group difference

inclusion
the active, intentional, & ongoing engagement with diversity that acknowledges the complex ways individuals interact within systems

- What stands out to you about these definitions?
- What are some examples of individual & group differences?
- Some examples of diversity are more commonly addressed or considered than others; what causes these discrepancies? What are the impacts of these discrepancies on attitudes, behaviors, policies, and practices?
- What is the significance of inclusion being described as active? Intentional? Ongoing?
- What does acknowledging the complex ways individuals interact within systems mean? What are some examples of this acknowledgment?

Diversity is being invited to the party. Inclusion is being asked to dance.

([V. Myers](#) in [Sherbin & Rashid, 2017](#))



diversity: individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)

inclusion: the active, intentional, and ongoing engagement with diversity—in the curriculum, in the cocurriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions

([AAC&U, 2020](#))

In diversity there is beauty and there is strength.

([Angelou, 2016](#))

Awareness

facilitation note

The following activities are intended to support participant engagement and learning. They vary in several ways including purpose, implementation, time required, and materials needed. Some include options for multiple implementation (e.g., online & in-person). Identify which activities and options work for your group. Activities are designed with a group of 10-20 participants in mind; some can be adjusted to accommodate different numbers.

activity | most diverse

description

- topics: how diversity is perceived
- time: 10-15 minutes
- materials: SJEF slide deck (socialjustice.emory.edu) or comparable reference (note: the activity as written relies on visual engagement & recognition; the activity should be adapted based on the needs and accommodations of your participants)

preparation

- Prepare adaptations for accommodations and accessibility (e.g., auditory descriptions).
- Be prepared to clearly explain the process of participation including the procedures specific to your method as well as “forced choice”.

implementation

- Participants are shown slides with groups of shapes to compare. Each participant should indicate which group they believe is most diverse. The activity uses a “forced choice” model - meaning participants are instructed to choose a single response; as much as possible, avoid answers on margins, in between multiple choices, and abstentions.
- As each slide is shown, participants should indicate which group of shapes they believe is most diverse. This can be done a number of ways.
 - ◆ Zoom: using the [annotation features](#)
 - ◆ In person: any physical or auditory demonstration
- After each slide, general processing can occur. The final slide does not require participants to vote; it does include an animation that emphasizes that much of diversity is not readily identifiable.

processing**individual rounds**

- What are your reactions to the overall decisions of the group?
- How did you decide which group to choose?

full experience

- What stands out to you about this activity?
- When making your decisions, what factors carried more weight for you?
- What are some examples of efforts to measure diversity in the real world? How are these efforts helpful? What are their limitations?
- What aspects of diversity are not as readily identifiable? How does this influence attitudes, behaviors, policies, & practices?

Because some level of diversity is always present, it is critical to consider what diversity is valued in what contexts and why. With this awareness, efforts to increase inclusion have a better chance of success.

activity | hypothetical project**description**

- topics: benefits of engaging sameness & engaging differences
- time: 10-15 minutes
- materials: none

preparation

- Select a general project topic applicable to the group. It should be as general as possible while still being relevant to your specific population (e.g., for orientation leaders - an orientation program; for law professors - a legal project; for public health students - a public health initiative).
- Divide participants into two groups.

implementation

- Each group is tasked with the same hypothetical project. Provide as few details and specificity as possible.
- One group is working with a team of local individuals (e.g., from Emory, Atlanta, Georgia). The other group is working with a team of individuals each from a different place (e.g., different universities, cities, states, countries).
- Groups should create a list of benefits that their team composition can provide.
- After the set time, groups share their lists.

processing

→ Note that the benefits discussed are not guaranteed. Inclusive practices increase the likelihood of obtaining these benefits. Note similarities with the points provided below.

◆ **Engaging sameness can provide:**

- identity affirmation, community building & peer support ([Solorzano, Ceja, & Yosso, 2000](#))
- increased efficiency in learning & processing of information; simplified interactions ([Vinney, 2019](#))

◆ **Engaging difference can provide:**

- smarter decisions through the reexamination of information as well as increased objectivity & innovation ([Rock & Grant, 2016](#)).
- improved financial performance from individual portfolio to company level and overall fund returns ([Gompers & Kivvali, 2018](#)).

- What are some examples of when you might choose to intentionally engage sameness? Difference? What factors influence your choice?
- Some of the benefits of each are in conflict with one another (e.g., engaging sameness can increase efficiency while engaging difference can be smarter through reevaluation). Why is it important to be clear and intentional with one's efforts to engage sameness or difference.
- Sameness and difference are generally both present at all times in any group. What informs when focus is placed on one or another? When might it be important to intentionally widen a focus to recognize the other?

diversity & inclusion + business

facilitation note

The relevance of diversity and inclusion in business is sometimes questioned, particularly when related to financial performance. The following section includes information related to the impact and role of diversity and inclusion in businesses settings.



Social Responsibility

([Salesforce Research, 2017](#))

Financial Performance

The data suggests diversity correlates with better financial performance.

Likelihood of financial performance above national industry median, by diversity quartile, %

Ethnic diversity



Gender diversity



Gender and ethnic diversity combined



Source: McKinsey Diversity Database

(McKinsey & Company, 2015)

Benefits of Diversity

- ❖ A diverse **workforce** drives economic growth.
- ❖ A diverse workforce can capture a greater share of the consumer market.
- ❖ Recruiting from a diverse **pool of candidates** means a more qualified workforce.
- ❖ A diverse and inclusive workforce helps businesses avoid employee turnover costs.
- ❖ Diversity fosters a more creative and innovative workforce.
- ❖ Businesses need to adapt to our changing nation to be competitive in the economic market.
- ❖ Diversity is a key aspect of entrepreneurialism.
- ❖ Diversity in **business ownership**, particularly among women of color, is key to moving our economy forward.
- ❖ Diversity in the workplace is necessary to create a competitive economy in a globalized world.
- ❖ Diversity in the **boardroom** is needed to leverage a company's full potential.

(Center for American Progress, 2012)

- What stands out to you about the information presented?

- How would you summarize the benefits of diversity & inclusion in business settings?
- What are some challenges to centering diversity & inclusion in business settings? What are strategies to counteract these challenges?
- The previous table notes the benefits of diversity in multiple areas of organizations (i.e., workforce, pool of candidates, business ownership, & boardroom); why is it important to consider diversity throughout organizational levels & divisions?
- While diversity is important, why is inclusion essential in maintaining diversity and accessing its benefits?

True belonging doesn't require you to change who you are; it requires you to be who you are.

([Brown, 2017](#))

Skills

inclusive environments

Environments play a significant role in whether or not communities are experienced as inclusive ([Strange & Banning, 2001](#)). Intentionally designing and adapting these environments can remove barriers and increase feelings of belonging for people. While individuals in power often have the most direct ability to make changes to environments, there are some aspects that can be impacted by anyone. The following are four aspects of environments to consider when striving to create inclusive spaces.

physical: the physical aspect of an environment includes what can be experienced through the senses seen, heard, smelled, felt, and tasted

human: the human aspect of an environment includes all of the people in a space as well as their identities, roles, & relationships

organizational: the organizational aspect of an environment includes all of its policies, procedures, and practices

perceived: the perceived aspect of an environment includes how individuals within and outside of a space make meaning of the other aspects of an environment

- What are examples of how spaces can be more or less inclusive based on things that are seen? Heard? Smelled? Felt? Tasted?
- How do the identities of the people in a space - as well as identities that are not in a space - potentially increase or decrease or decrease inclusivity? What are the impact of different peoples' roles? Relationships?
- How do policies, procedures, and practices differ? How do the levels and methods of influence change between the three? What are ways each of the three can decrease inclusion? Increase?
- The perceived aspects of environments are the most subjective as well as the most indicative of the actual experience of inclusivity in spaces. What are barriers to soliciting and receiving honest feedback about people's experiences? How can these barriers be addressed?

microaggressions

Access the “Enter | Discussion Guide - Microaggressions” at socialjustice.emory.edu.

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 contexts am I more aware of diversity? To what aspects of diversity do I pay more attention? Why?
- What level of influence do I have in different environments to increase inclusivity? What actions can I take to do so?
- At what times do I need to engage sameness? Difference? How do I know?

for groups

- What is our collective commitment to diversity, inclusion, and social justice? How does this commitment support our ability to meet and advance our group’s mission or purpose?
- How diverse is our community? How do we know? What aspects of diversity might we have overlooked?
- How is inclusion integrated into our policies, procedures, and practices? What can we do to increase inclusion?
- In what ways are our environments designed to be inclusive? In what ways can we make changes to increase inclusion?
- What mechanisms do we have in place to receive feedback about our efforts to be inclusive - immediate & delayed; anonymous & denominated; short-form & long-form?

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](#).