

CHAPTER 2

The Benefits of Diversity Education *What Every School Leader Should Know*

CHAPTER PURPOSE AND PREVIEW

This chapter defines multicultural education and articulates how it not only promotes acceptance and appreciation of minority groups, but also deepens learning and elevates the critical and creative thinking skills of all students. In addition to documenting the social and cognitive benefits of diversity, the chapter demonstrates how multicultural education preserves democracy, enhances emotional intelligence and self-awareness, and cultivates intercultural competencies essential for career success in the 21st century.

WHAT IS DIVERSITY EDUCATION?

The term “multicultural education” is often associated with cultural appreciation exercises, such as schools celebrating Black History Month or students bringing artifacts to school that represent their culture. While these are useful experiences and should be continued, bona fide diversity education involves more than periodic celebrations of cultural differences. Diversity education empowers students to evaluate ideas in terms of their cultural validity and cultural bias, and engages students in learning experiences that foster interaction among students from diverse groups (Banks et al., 2001). Education for and with diversity is an ongoing process that takes place consistently throughout the school year and is integrated across the curriculum. The learning of any academic subject is broadened and deepened when students are exposed to multiple perspectives and engage with diverse viewpoints during the learning process.

“One of the most compelling arguments for the importance of diversity has framed it as an educational opportunity for groups from different backgrounds to learn from and with one another.”

—Daryl G. Smith, *Diversity’s Promise for Higher Education*

BENEFITS OF DIVERSITY EDUCATION

In addition to ensuring equitable treatment of particular cultural groups that have been and continue to be oppressed, diversity education has the broader purpose of enriching the learning experience of *all* students, preparing them for further education, and promoting their future success in the work world. These and other benefits of diversity education are discussed in the following sections of this chapter. By intentionally articulating these benefits to students, educators can increase their motivation to learn about and from



diversity. When students are more consciously aware of the benefits of diversity, they are more likely to attend to, seek out, and profit from their educational experiences with diversity.

Diversity Education Increases Self-Awareness and Self-Knowledge

One of the most frequently cited outcomes of higher education is to “know thyself” (Cross, 1982) and the ability to engage in introspection to gain greater self-awareness and self-knowledge has been identified as an important form of human intelligence, i.e., “intrapersonal intelligence” (Gardner, 1999)

Multicultural experiences supply multiple opportunities to deepen self-knowledge. When students encounter people and ideas from different cultures, it sheds brighter light on their own identities, prompting self-searching questions such as: Who am I? How am I different from others? What has made me the person I am? As a result, “students develop more sophisticated understandings of why they are the way they are, why their ethnic and cultural groups are the way they are, and what ethnicity and culture mean in their daily lives” (National Council for the Social Sciences, 1991, p. 18).

“The unexamined life is not worth living.”

—Socrates, classic Greek philosopher and a founding father of Western philosophy

The variety of people we interact with can deepen our self-knowledge and self-insight (Tatum, 2017). As Ginsberg and Wlodkowski (2009) point out: “When we meet others whose family or community norms vary from our own, it is akin to holding up a mirror, provoking questions we might not otherwise think to ask. Contrast and dissonance present [opportunities] to examine assumptions, making it possible to more deeply understand who we are in relation to one another” (p. 7). Postsecondary research shows that when students interact with students of different races and ethnic backgrounds, they often experience “unexpected” or “jarring” self-insights which enable them to learn more about themselves (Light, 2001).

Consider This . . .

The more opportunities educators create for students to learn about and from cultures different from their own, the more opportunities they create for students to learn about themselves.

“It is difficult to see the picture when you are inside the frame.”

—An old saying (author unknown)

“A comparison of American cultural products, practices, and perspectives to those of another culture will lead to a more profound understanding of what it means to be an American.”

—David Conley, *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready*

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Know Thyself

Gaining greater self-awareness (self-knowledge) is one of the major benefits of diversity education.

fer sharply from their own. Viewing themselves in relation to others from different backgrounds helps to liberate students from ethnocentrism, enabling them to gain a *comparative cultural perspective*—a reference point that positions them to see more clearly how their particular cultural background has shaped who they are.

When students gain greater insight into what is distinctive about their personal experiences, they’re also more likely to see how they may be uniquely advantaged or disadvantaged relative to others. For instance, by learning about the limited educational opportunities that people in other countries have today, and the limited opportunities that certain groups of people once had (and continue to

PERSONAL INSIGHT

By 1969 my third-grade class was integrated. That year, black students were bused to my school in the predominantly white neighborhood I lived in. The next three years I was bused to a school in a predominantly black neighborhood. There has been much said about black people benefitting from integration. What has not been expressed is the huge advantage integration gave to white students. Attending integrated public schools had a profound, positive effect on who I am . . . this integration was liberating for all involved.

—John Chichester, letter to the editor, *Los Angeles Times*, July 4, 2019

have) in our own country, students are more likely to appreciate the opportunity they now have to be educated, to continue their education, and to influence their future quality of life.

Contrasting their life experiences with students from different cultural backgrounds also enables educators to gain greater insight into their personal and professional identity (Chisholm, 1994). Gaining greater self-awareness through diversity experiences can serve as the critical first step toward overcoming personal biases that may interfere with culturally inclusive and culturally responsive teaching.

Diversity Education Deepens and Accelerates Learning

Simply stated, humans learn more from diversity than they do from similarity or familiarity. In contrast, when we restrict the diversity of people with whom we interact because of stereotypes or prejudices, we restrict the variety of our social diet, and in so doing, restrict the breadth and depth of our learning. Similar to how physical performance is strengthened by supplying the body with a diversified diet of foods from different nutritional groups, mental performance is strengthened by supplying the mind with a diversified diet of ideas from different cultural groups. For example, our knowledge about stress and how to manage it has been augmented by learning from Indian Buddhist culture that meditation is an effective, drug-free, stress-management strategy (Bodian, 2006). Indian Buddhist culture has also fueled the current use of mindfulness in America as a self-awareness and self-growth strategy (Gunaratana, 2011). We learned from Eskimos that their extraordinarily low rate of cardiovascular disease was due to the natural oil contained in their fish-rich diet—which contains a type of unsaturated fat that flushes out cholesterol-forming fats from the bloodstream (Feskens & Kromhout, 1993; Khoshaba & Maddi, 2004). We have also learned from studying the culture of Intuits or Upiks (a.k.a. Eskimos) that a diet high in unsaturated fats (and low in saturated fats) reduces our risk for non-genetic forms of cardiovascular disease, such as high blood pressure, heart attacks, and strokes (American Heart Association, n.d.). These examples illustrate how learning about and from different cultures serves to make our knowledge base more diversified, nuanced, and comprehensive.

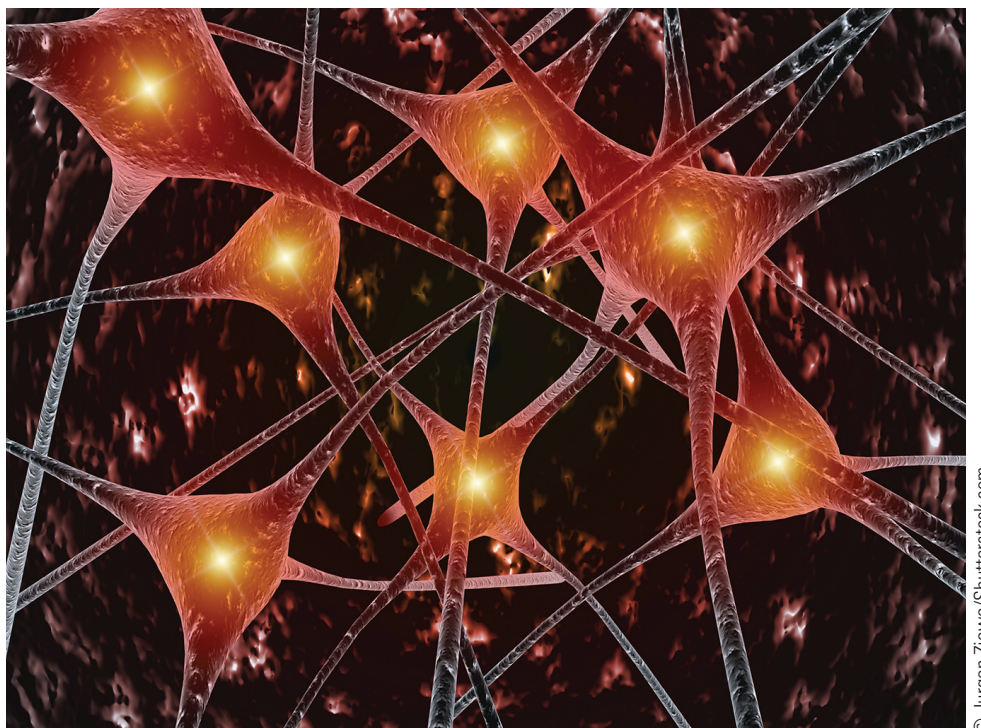
Deep learning takes place when neurological connections are made between what students are learning and the knowledge or experiences that are already stored in their brain (see **Figure 2.1**). Learning is also accelerated when the concept to be learned and the learner's experience are merged. It's easier for students to assimilate new information and integrate it with prior knowledge when a wider range of interconnections have already been



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"The more eyes, different eyes, we can use to observe one thing, the more complete will our concept of this thing, our objectivity, be."

—Friedrich Nietzsche,
German philosopher



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FIGURE 2.1 Knowledge is stored in the brain in the form of neurological connections. Diversity education adds to the multiplicity and variety of the brain’s neural network, providing more pathways through which students can connect new ideas.

formed in their brain (Rosenshine, 1997). When students experience diversity, it broadens and differentiates their base of knowledge, thus facilitating the brain’s capacity for making new connections. In other words, diversity education adds to the multiplicity and variety of the brain’s neural pathways, providing it with more routes through which new ideas can be assimilated, and in so doing, accelerates and deepens learning.

Experiencing diversity “stretches” the brain beyond its normal “comfort zone,” pushing it to work harder. When encountering something unfamiliar, the brain must exert extra effort to make sense of it—by comparing, contrasting, and relating it to something it already knows (Acredolo & O’Connor, 1991; Nagda, Gurin, & Johnson, 2005). This added expenditure of mental energy results in the creation of deeper and more durable neurological connections (Willis, 2006). Research indicates that encouraging students to compare and contrast ideas is an instructional practice shared by K-12 teachers who have been found to promote the greatest gains in student achievement (Dean, Hubbell, Pitler, & Stone, 2012; Marzano, Pickering, & Pollock, 2001).

Diversity Education Strengthens Students’ Ability to Think Critically from Multiple Perspectives

When the world is viewed through the lens of a single (monocultural) perspective, it’s seen from the narrow, ethnocentric perspective of the viewer (Paul & Elder, 2002). Diversity emancipates the viewer from the tunnel vision of this ethnocentric viewpoint, replacing it with a kaleidoscopic perspective that includes a mixture of multicultural and cross-cultural perspectives.

When diverse perspectives are brought into the thinking process, it enhances the quality and accuracy of decision-making (Banks, 2016; Smith, 2015). When group discussion takes place among diverse people with multiple

“Mono-perspective analyses of complex ethnic and cultural issues can produce skewed, distorted interpretations and evaluations.”

—National Council for the Social Sciences, Curriculum Guidelines for Multicultural Education

perspectives, group decisions become less polarized (one-sided) and less susceptible to the limitations of group think (Baron, 2005)—the tendency for a group of people with similar viewpoints not to challenge their shared perspective—which can lead to faulty decisions that overlook flaws or biases in the group’s thought process (Janis, 1982). Group think is what led American doctors to erroneously conclude that acupuncture was quackery (International Wellness Directory, n.d.), delaying recognition and approval of this Chinese method of pain relief as an effective alternative to pain-killing drugs.

“When all men think alike, no one thinks much.”

—Walter Lippman, distinguished journalist and originator of the term “stereotype”

Consider This . . .

Because our views are shaped, limited, and often biased by our particular cultural perspective, exposing students to multicultural viewpoints creates multiple opportunities for them to think beyond the boundaries of their ethnocentric perspective, empowering students to become more open-minded, multi-dimensional thinkers.

Research on educational programs designed to promote students’ critical thinking skills indicates that the most successful programs are those in which “divergent views are aggressively sought” (Kurfiss, 1988, p. 2). Studies also show that students who have more experiences with diversity—such as taking multicultural courses, participating in diversity programs on campus, and interacting with peers from different racial and ethnic backgrounds—are more likely to experience greater gains in:

- *thinking complexity*—ability to think about all parts of a problem and approach issues from multiple vantage points (Association of American Colleges & Universities, 2004; Gurin, 1999),
- *reflective thinking*—ability to think deeply about both personal and global issues (Kitchener, Wood, & Jensen, 2000), and
- *critical thinking*—ability to evaluate the validity of one’s own reasoning and the reasoning of others (Gorski, n.d.; Pascarella, Palmer, Moye, & Pierson, 2001).

The cognitive benefits of diversity experiences stem from the fact that encountering perspectives different than our own creates “cognitive dissonance”—a state of cognitive disequilibrium or imbalance that disrupts our habitual ways of thinking (Langer, 1997). Such mental disequilibrium requires the mind to deal with contrasting perspectives simultaneously, helping to displace single-dimensional with thinking that is more multidimensional and complex (Brookfield, 1987; Gorski, n.d.).

When subject matter is approached from diverse cultural perspectives, students become more critically aware of how knowledge is “constructed” by and from the knowledge reporter’s particular cultural perspective and may be challenged (Banks, 1995). As Gorski (n.d.) points out, a multicultural curriculum helps students critically evaluate what they read and view by asking such questions as: “Whose voice is speaking and whose voice am I not hearing?” and “What cultural perspective (or bias) is the author or producer bringing to their book, website, or movie?” When multicultural perspective-taking is used as an educational tool to promote the development of critical thinking skills of all students, the multicultural curriculum is woven seamlessly into the traditional (mainstream) curriculum, enabling both curricula to be covered simultaneously and synergistically (McKay School of Education, n.d.).

“The nation’s future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth out of a multitude of tongues.”

—William J. Brennan, former Supreme Court Justice

Diversity Cultivates Creative Thinking

In addition to promoting critical thinking, diversity has been found to foster creative thinking (Leung, Maddux, Galinsky, & Chie-yue, 2008; Maddux & Galinsky, 2009). When students acquire knowledge about multiple cultures

and gain access to diverse cultural perspectives, it positions them to think “outside the box” of their own cultural framework, which supplies them with more varied vantage points to view problems and equips them with more tools to solve problems (Kelly, 1994).

Furthermore, when people from different cultural backgrounds exchange ideas, it can have a “cross-stimulation” effect—the diverse ideas shared combine to stimulate creation of new ideas that transcend the boundaries of any one culture (Brown, Dane, & Durham, 1998). Said in another way, the cross-cultural ideas “cross-fertilize” and germinate new ideas and new strategies for attacking old problems (Harris, 2010). Research also suggests that when people seek out diverse perspectives and alternative viewpoints, they become more open to considering different goal options and are more willing to experiment with different goal-achievement strategies (Stoltz, 2014).

In contrast, when cultural perspectives other than our own are dismissed or devalued, the range of lenses through which we can view issues and problems is reduced. This reduced range of viewpoints restricts opportunities for divergent thinking (thinking that moves in different directions), which is a hallmark of creative thinking. When interactions and conversations take place exclusively among groups of people with similar cultural experiences, their ideas are less likely to diverge; instead, they’re more likely to converge and merge into the same lane or line of thought—the one occupied by the homogeneous cultural group doing the thinking. Thus, segregation of racial and ethnic groups not only separates people socially, it also separates their distinctive ideas and suppresses their collective creativity. This is well illustrated in the book (and movie) *Hidden Figures*, which documents how a group of talented black female mathematicians, initially and intentionally segregated from their white male coworkers at NASA, were eventually integrated into the work team and proceeded to make crucial, creative contributions to the successful launching of America’s first astronaut (Shetterly, 2017).

“When the only tool you have is a hammer, you tend to see every problem as a nail.”

—Abraham Maslow, psychologist, best known for his theory of human self-actualization

“What I look for in musicians is generosity. There is so much to learn from each other and about each other’s culture. Great creativity begins with tolerance.”

—Yo-Yo Ma, French-born, Chinese-American virtuoso cellist, composer, and winner of multiple Grammy Awards

Consider This . . .

When people from diverse backgrounds are given the opportunity to bounce ideas off one another, it stimulates divergent (out-of-the-box) thinking, generates synergy (multiplication of ideas), and leads to serendipity (unexpected discoveries of innovative ideas).

Diversity Expands Social Networks and Builds Emotional Intelligence

When students acquire more knowledge about cultures that differ from their own people and have more interaction with members of different cultural groups, they widen their social circle and expand the pool of people with whom they can relate and form friendships. Research on college campuses indicates that the more frequently students engage with diversity and experience positive intergroup contact, the more likely they are to report a higher level of satisfaction with campus life and the college experience (Astin, 1993; Cheng & Zhao, 2006; Dovidio, Kawakami, & Gaertner, 2000; Enberg, 2004). Reinforcing these findings is research in social psychology, which indicates that less-prejudiced people report greater satisfaction with their life (Feagin & McKinney, 2003), probably because they are less distrustful or fearful of others and are more open to new social experiences (Baron, Byrne, & Bruscombe, 2006).

Furthermore, studies show that when students widen the cultural circle of peers with whom they interact, they gain greater self-confidence and ability to adapt to new people and situations (Miville, Molla, & Sedlacek, 1992). In contrast, students who limit their social experiences to members of their own

“Variety is the spice of life.”

—An old American proverb

“Viva la difference!” (Long live difference!)

—A famous French saying

culture are left with “few opportunities to acquire more than stereotypes about ethnic and cultural groups other than their own” (National Council for Social Sciences, 1991, p. 22).

Lastly, interacting with people whose life experiences, circumstances and challenges differ from one’s own serves to promote empathy—awareness of, and sensitivity to the feelings of others (Levine, 2005). Empathy is an essential ingredient of *emotional intelligence*—an attribute that has been found to be a better predictor of personal and professional success than intellectual ability (Goleman, 1995, 2006).

Diversity Education Enhances Career Preparation

Learning about, with, and from diverse people also has a very practical long-term benefit: It prepares students for twenty-first century careers. Whatever line of work students eventually pursue, they are likely to find themselves working with employers, co-workers, customers, and clients from diverse cultural backgrounds. America’s workforce is now more racially and ethnically diverse than at any other time in history and will grow ever more diverse throughout the 21st century. By 2050, the proportion of American workers from minority ethnic and racial groups will jump to 55% (U.S. Census Bureau, 2008).

National surveys show that today’s policymakers, business leaders, and employers seek to hire people who are more than just “aware” or “tolerant” of diversity. They want employees who have actual *experience* with diversity and are able to collaborate with diverse co-workers, clients, and customers (Association of American Colleges & Universities, 2002; Education Commission of the States, 1995; Hart Research Associates, 2013).

In addition to the growing domestic diversity within the United States, the current “global economy” calls for cross-cultural skills relating to international diversity. Due to unprecedented and ongoing advances in electronic technology, today’s work world is characterized by more economic interdependence among nations, more international trading, more multinational corporations, more international travel, and almost instantaneous worldwide communication (Dryden & Vos, 1999; Friedman, 2005). Even smaller companies and corporations are becoming more international in nature (Brooks, 2009). As a result, employers in all sectors of the economy are seeking job candidates with the following skills and attributes: sensitivity to human differences, ability to understand and relate to people from different cultural backgrounds, international and intercultural knowledge, and ability to communicate in a second language (Adelman, 1994; Hart Research Associates, 2013; National Association of Colleges & Employers, n.d., 2018).

The growth in diversity, both domestic and international, has made *intercultural competence* an essential 21st-century skill (Bennett, 2004; Thompson & Cuseo, 2014). Intercultural competence may be defined as the ability to appreciate and learn from human differences and to interact effectively with people from diverse cultural backgrounds. It includes “knowledge of cultures

“When diverse and conflicting perspectives are juxtaposed, students are able to develop empathy and an understanding of each group’s perspective and point of view.”

—James Banks, Founding Director of the Center for Multicultural Education at the University of Washington



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“Actual interaction with peers of different races is far superior to merely reading or watching a movie about racial issues.”

—Spokesperson for General Motors Corporation commenting on the company’s experience with employees

“Technology and advanced communications have transformed the world into a global community, with business colleagues and competitors as likely to live in India as in Indianapolis. In this environment, people need a deeper understanding of the thinking, motivations, and actions of different cultures, countries and regions.”

—Partnership for 21st Century Skills

and cultural practices (one's own and others), complex cognitive skills for decision making in intercultural contexts, social skills to function effectively in diverse groups and personal attributes that include flexibility and openness to new ideas" (Wabash National Study of Liberal Arts Education, 2007). The ability to transcend cross-cultural boundaries and view the world from multiracial and multiethnic perspectives has also been identified as a critical political leadership skill in America (Blackwell, Kwoh, & Pastor, 2002).

Consider This . . .

Intercultural competence has two powerful qualities:

1. **Transferability:** it's a portable skill that "travels well"—it can be carried and applied across a wide range of learning experiences, works situations, and life roles.
2. **Durability:** it's a sustainable skill with long-lasting value—it can be used continuously throughout life.

Diversity Education Reduces Societal Prejudice and Discrimination

Schools serve as the starting place for promoting social justice and equity in the larger society (Gorski, n.d.). When students have positive interpersonal interactions with peers from different cultures and engage in open conversations with them about diversity-related topics that challenge their previously held beliefs, it reduces prejudice and increases openness to diversity (Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001). These positive outcomes will not take place by simply mixing minority and majority students together in the same school environment. School-integration research strongly suggests that mere exposure of students to, or incidental contact between majority and minority students, does not automatically reduce prejudice and improve interracial relations (Stephan, 1978).

Integrating students into the same school district is a necessary but sufficient condition for promoting interracial student interaction because minority and majority students can (and will) self-segregate within the same school setting (Gerard & Miller, 1975; Rogers, Hennigan, Bowman, & Miller, 1984). In a comprehensive review of all school-desegregation research conducted over a 30-year period, it was discovered that forced desegregation in schools whose cultures were not receptive to diversity actually increased racial prejudice (Stephan, 1986). On college campuses, studies show that students on integrated campuses with cultures that are hostile toward students from minority groups have lower rates of satisfaction with the college experience and lower rates of college completion—for both minority and majority students (Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Eimers & Pike, 1997; Nora & Cabrera, 1996).

Thus, the benefits of diversity cannot be achieved solely through policy decisions mandating that minority students be admitted to the same schools as majority students. School integration and a multicultural curriculum need to be

accompanied by a school climate that fosters positive, pro-social *interaction* between minority and majority students. Such a positive school climate reinforces the value of all students' cultures and creates an overall social network that supports each and every student. For the goals of multicultural education to be fully realized, schools need to move beyond incidental intergroup contact to intentional intergroup interaction. As Patrick Hill (1991) puts it,

Meaningful multi-culturalism transforms the curriculum. While the presence of persons of other cultures and subcultures is a virtual prerequisite to that transformation, their 'mere presence' is primarily a political achievement, not an intellectual or educational



achievement. Real educational progress will be made when multi-culturalism becomes *interculturalism* [emphasis added] (p. 41).

Research strongly suggests that when members of diverse groups engage in cooperative learning activities in which they collectively pursue a unified goal, have equal status (equally important, interdependent roles), and are supported by school authorities (e.g., teachers and principals), student prejudices decrease and interracial friendships increase. These results have been found for elementary and high school students (Aronson, 1978; Banks, 1997; Slavin, 1980), college students (Nagda, Gurin, Soresen, & Zúñiga, 2009; Worchel, 1979), and workers in business settings (Blake & Mouton, 1979).

By remaining mindful of the power of intercultural interaction and adopting practices that promote collaborative interaction among students from different cultural groups, educators not only help students learn more deeply and think more critically, they also help reduce stereotyping and prejudicial thinking among the students involved in the collaborative learning process.

Diversity Education Preserves Democracy

Prejudice and discrimination should be vigorously resisted because both are contradictions and threats to the foundational principles of any nation that calls itself a democracy (Myrdal, 1944; Smith, 2004). As a democratic nation, America is built on the principles of social justice, equal rights, and equal opportunity for *all* citizens. America's ability to continue to thrive as a democratic nation in the 21st century will depend on an educational system that develops and deploys the talents and civic participation of all its citizens, including those from historically underrepresented and disadvantaged backgrounds (American Council on Education, 1999).

Educators who commit themselves to cultural pluralism “make a strong, unequivocal commitment to democracy, to basic American values of justice and equality” (Brandt, 1994, p. 31). Lest we forget, it was the vigorous efforts of minority groups to combat prejudice and discrimination, such as the civil rights movement in the 1960s and 70s, which effectively compelled America to live up to its democratic ideals—as stated in its Declaration of Independence, Constitution, and Bill of Rights (Okiehiro, 1994).

Members of minority groups are more likely to develop allegiance to and pride in their country, and more likely to participate in their country's governance when their group identity and culture is valued (Kymlicka, 2004). Multicultural education serves to validate the culture of minority groups and in so doing, deepens students' awareness of social justice issues, which in turn increases the likelihood they become citizens whose future votes are cast for political leaders who are committed to ensuring equal rights, promoting social justice, and preserving democracy.

“The Constitution of the United States knows no distinction between citizens on account of color.”

—Frederick Douglass, former slave, subsequent abolitionist, author, and advocate for the equal rights of all people

Consider This . . .

Multicultural education elevates student awareness that diversity and democracy go hand-in-hand; when the former is valued, the latter is preserved.

INTERNET RESOURCES

Educational benefits of ethnic diversity:

<https://sudikoff.gseis.ucla.edu/ethnic-diversity-in-schools-benefits-everyone/>

Benefits of integrated schools:

<https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1>

Benefits of diversity for democratic citizenship:

<http://www-personal.umich.edu/~pgurin/benefits.html>

Importance and value of diversity in STEM fields:

<https://blogs.scientificamerican.com/voices/diversity-in-stem-what-it-is-and-why-it-matters/>

Benefits and challenges of diversity in the workplace:

<https://inside.6q.io/benefits-of-cultural-diversity-in-the-workplace/>

<https://www.hult.edu/blog/benefits-challenges-cultural-diversity-workplace/>

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EXERCISES AND APPLICATIONS

1. Review the sidebar quotes contained in this chapter and select two that you think are particularly meaningful or inspirational. For each quote you selected, provide an explanation why you chose it.
2. Prepare a brief (30-second) elevator pitch that supports the following statement: Diversity is not just a “PC” issue that involves certain groups of students; it’s an educational issue that involves enhancing the learning experience and future success of *all* students.
3. Reflect on the following benefits of diversity education cited in this chapter and rate them on a scale of 1 to 5 in terms of their importance to your leadership role (1 = low importance; 5 = high importance)
 - a. Increases students’ self-awareness and self-knowledge
 - b. Deepens and accelerates student learning
 - c. Strengthens students’ ability to think critically
 - d. Fosters creative thinking
 - e. Expands students’ social networks and builds emotional intelligence
 - f. Enhances career preparation
 - g. Reduces societal prejudice and discrimination
 - h. Preserves democracy

For any item you gave a rating of “5”, briefly explain why you gave that item the highest possible rating.

4. How would you defend, support, or explain the following statement: “Humans learn more from diversity than they do from similarity or familiarity.”
5. Intercultural competence has been defined as the ability to appreciate and learn from human differences and to interact effectively with people from diverse cultural backgrounds. How would you make the case to students that developing intercultural competence with respect to both *domestic* and *international* diversity is critical for career success in the 21st century.
6. What would you say is the key point being made by the author of the following quote? “Meaningful multi-culturalism transforms the curriculum. While the presence of persons of other cultures and subcultures is a virtual prerequisite to that transformation, their ‘mere presence’ is primarily a political achievement, not an intellectual or educational achievement. Real educational progress will be made when multi-culturalism becomes *interculturalism*.”
7. Defend or support the following statement: “Diversity and democracy go hand-in-hand; when the former is valued, the latter is preserved.”
8. COVID-19 has impacted schools, businesses, government, and become a world challenge. How will this pandemic challenge our traditional multi-cultural strategies, tactics, action plans, and supports?