**The Difference**—Scott E. Page

“Diversity…means differences in how people see, categorize, understand, and go about improving the world…identity diversity and cognitive diversity often go hand in hand. Two people belonging to different identity groups, or with different type’s life experiences, also tend to acquire diverse cognitive tools.

Interacting with a large number of diverse people should be more cognitively taxing than hanging out with your close friends who look, think, and act just like you. Situated in a diverse polyglot, people may indeed feel the need to hunker down. Even so, they probably do not fully insulate themselves. They cannot avoid having their world view a bit more exposed to new ways of seeing and thinking, and as a result they cannot help but become a bit more productive. Thus, we should expect members of diverse communities, cities, and nations to be more productive, even if they are less trusting.

One might think..that if we can be made more trusting, then we would become even more productive. The University of Michigan, where I teach, has a mission to improve society. Hence, it devotes time, energy, and resources to helping students, faculty, and staff learn to thrive in a diverse, interactive university community. Many other organizations do the same. Practice may not always make perfect, but it usually improves the imperfect.

Leveraging diversity isn’t easy.”

**Focus Leads Agenda**

**August 29, 2017**

1. Discuss the Passage Above
2. Developing Our Norms
3. What is the goal of this group?
	1. Develop some SMART goals for the areas of focus to engage in for the 2017-18 school year
		1. Academic (in and out of the classroom)
		2. Involvement
		3. Enrichment
	2. Lead staff members you have selected your area of focus to engage and participate in implementing and monitoring the SMART Goals
		1. Staff Meetings are: October 18, November 8, February 21, March 21, April 25, May 24
4. Take a look at the data
	1. What are you learning about the academic performance data in relations to your focus area?
		1. What questions that surface?
		2. What are additional data needs?
	2. What are you learning about the testing data in relations to your focus area?
		1. What questions that surface?
		2. What are additional data needs?
	3. What are you learning about the Goal 2 in relations to your focus area?
		1. What questions that surface?
		2. What are additional data needs?
	4. What are you learning about the suspension/expulsion data in relations to your focus area?
		1. What questions that surface?
		2. What are additional data needs?