

Competency	Knowledge			Skills			Values			Commitment	
	History & Cultural Legacies	Complex knowledge of Systems of Oppression	Self-Awareness & Leadership Identity**	Building relationships within and across difference*	Empathy, Multiple Perspectives**	Bridging Dialogue to Action*	Curiosity and intrinsic motivation in continued learning and personal growth	Acknowledging Role in Systems of Dominance/ Oppression	Self-Transformation		
Capstone	<ul style="list-style-type: none"> Positions current events in a critical historical context. Compares and contrasts own leadership mission/vision to previous generations of leadership. Demonstrates consciousness of historical contexts. Grounding in context with reasonable depth in proportion to vision/mission 	<ul style="list-style-type: none"> Recognizes the complexity of discriminatory systems, articulating the interdependence of individual, institutional, and structural oppressions. Identifies similarities and differences in experiences within and across social identity groups. Thinking has expanded beyond binaries to considered third and fourth spaces. 	<ul style="list-style-type: none"> Discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. Articulates an examined and individually authored philosophy of leadership. Centers self-love as a revolutionary act. 	<ul style="list-style-type: none"> Models clear communication connected speaking, and listening in dialogue. Considers the unique histories and stories of peers and demonstrates interest and curiosity. Accepts role and responsibility in community learning. Actively seeks relationships with individuals with diverse and conflicting perspectives and experiences. Expresses humility and vulnerability. 	<ul style="list-style-type: none"> Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. Integrates critical thinking reasoning with empathy and care to understand multiple perspectives and feelings Recognize and articulate complex and perhaps difficult emotions in self and others 	<ul style="list-style-type: none"> Advances dialogue beyond building friendships within and across social identity groups, and moves towards redressing inequalities and promoting social change. Pushes to connect critical analyses of diversity and social justice from co-curricular learning with academic and/or career goals. Recognizes multiple opportunities for action across disciplines. 	<ul style="list-style-type: none"> Generates and pursues opportunities to expand knowledge, skills, and abilities related to issues of diversity and social justice. Educational interests and pursuits exist and flourish outside co-curricular involvement. Knowledge and/or experiences are pursued passionately and interdependently. 	<ul style="list-style-type: none"> Critically considers positionality in systems of inequity. Openly explores direct and indirect influences of own privileges. Understands when one is complicit in systems of oppression. Considers counter narratives of achievement, distribution of resources, and social mobility. Creates knowledge informed by multiple narratives. 	<ul style="list-style-type: none"> Demonstrates an ethic of care, which mutually holds a bold vision for leadership, community, and self. Models balance and sustainability in practice. Ability to articulate one’s dreams. Balances desire for more with “I am enough” Ability to find happiness and purpose in transformative growth 	High Commitment	<ul style="list-style-type: none"> Employment, Internships, Practicum in which students engage in mentorship Actively seeks own opportunities for growth. Create, lead, and evaluate programs Related elective academic credits Actively mentor peers Deep reading Leading, facilitating activism
Devel. Questions	<ul style="list-style-type: none"> What is the historical context of _____? What is the cost of not knowing our history? Who benefits when we do not know our own histories? How are my decisions informed by knowledge of history? How did this happen? 	<ul style="list-style-type: none"> What is the purpose/mission/goal of these systems? Where do these systems converge? How do these concepts manifest in my leadership and environments? What is truth? What is the third “truth” 	<ul style="list-style-type: none"> What is the purpose? How are my core beliefs influenced by forces external to my community? Who do I want to become; who or what is stopping me? Am I a leader; what shapes my leadership philosophy? 	<ul style="list-style-type: none"> How does communicating across communities fit into the big picture? What are the limits of my knowledge and perspective? What are the implications of moving forward alone vs. moving as a community? How do I feel with people who do not agree with me, or have different perspectives than mine? Do I acknowledge other peoples stories and pain as real? 	<ul style="list-style-type: none"> What is my worldview? How was I taught? How can I stand in solidarity with someone else’s struggle? Do I acknowledge other peoples stories and pain as real? How does that make you feel? 	<ul style="list-style-type: none"> What do I need to become? What is the change I want to be part of? How do I become involved with change? What does action look like? What process is most appropriate for my purpose? 	<ul style="list-style-type: none"> What drives me? What moves me? Am I open to growth, and accepting the limits of my knowledge? What tools do I have to manage my triggers? In what areas do I want/need to learn? 	<ul style="list-style-type: none"> How do I show up; how do my identities show up? How is this about me; How is this not about me? Where do my privileges fit in? How do I resist or uphold some of these systems of oppression? Given my role in systems of oppression, what feelings are coming up for me? 	<ul style="list-style-type: none"> What are the foundations of my decision-making? How do I give/receive feedback? What’s possible? How can I manifest my dreams? What is my bold and exciting vision? 	Moderate Commitment	<ul style="list-style-type: none"> Employment, Internships, Practicum in which student minimally/moderately engage in mentorship Attend workshops, participate in service learning Related elective academic credits Peer mentorship select reading; Participating in activism
Benchmark	<ul style="list-style-type: none"> Context is expressed with recent or lived history. Beginning to recognize the connections between current events and larger historical patterns. Histories of marginalized communities are viewed monolithically. 	<ul style="list-style-type: none"> Identifies oppression as phenomena between individuals. Limited evidence and perspectives inform conceptualization. Beginning to recognize Whiteness, Heterosexuality, Etc. as a group experience. 	<ul style="list-style-type: none"> States either their core beliefs or articulates the origins of the core beliefs but not both. Has yet to integrate their beliefs into a uniquely authored philosophy of leadership. ***Self-Love*** 	<ul style="list-style-type: none"> Prioritizes the sharing of own thoughts, stories and insights in dialogue. Expresses certainty and competitiveness. Beginning to recognize opportunities which exist in a community of learners. 	<ul style="list-style-type: none"> Views the experience of others but does so through own cultural worldview. 	<ul style="list-style-type: none"> Contemplative, and perhaps ambivalent, about individual role in processes of change. Connections are unclear between academic/professional goals and the work of diversity and social justice. 	<ul style="list-style-type: none"> Explores topics of diversity and social justice at a surface level, producing little insight and/or information beyond basic facts. Passively participates in educational opportunities, demonstrates limited motivation and engagement. 	<ul style="list-style-type: none"> Distanced reflections of concepts of power and privilege related to social group membership. Does not locate own experience in a system of social inequality. Recognizes a single dominant narrative of achievement, distribution of resources, and social mobility. 	<ul style="list-style-type: none"> Understands the value of prioritizing individual and community needs. Demonstrates care and commitment in at least one but not all domains of leadership, community, and self. 	Low Commitment	<ul style="list-style-type: none"> Passive participation. Attending workshops Engaging in finite dialogues Light introductory reading