

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