Diversity ILG Learning Continuum

		BEGINNER (understanding of key terms and definitions)	INTERMEDIATE (development of skills needed)	ADVANCED (application of skills and knowledge)
INTERSECTIONALITY/POWER	**Intersectionality** is a framework for conceptualizing interlocking oppressions based on the interconnected nature of historically and systemically oppressed, underrepresented and underserved groups. As identities do not exist independently of each other, intersectionality makes the complex convergence of overlapping and interdependent systems of privilege and oppression visible.	*Demonstrate the vocabulary necessary to engage in diversity and social justice conversations.* Students will investigate the different dimensions of identity, and be able to understand and apply key DSJ terms/language through diverse perspectives. Students will be able to understand the vocabulary necessary to engage in diversity and social justice conversations in a thoughtful and productive manner. In addition, students will consider how it can be linked in concrete manifestations to diversity, equity and inclusion.	*Identify and articulate one's own positionality in relation to social systems and structures.* Students will be able to analyze how culture and diversity are connected to structured inequalities, disproportionate power relations, systematic and social oppressions, and privilege, in both their contemporary and historical expressions. Students will also be able to describe how intersectionality shapes one's perceptions, understanding, and actions in interaction with others.	*Apply the multiple relationships between intersectionality and power with an eye towards producing equitable change.* Students will be able to apply concepts of intersectionality and power to multiple social contexts through perspective-taking exercise, reflection, and analysis. In addition, students will be able to critique differences in power and/or positionality using multiple aspects of identity as needed to respond to complex social situations and how these perceptions are perpetuated historically.
SOCIAL JUSTICE/INEQUALITY	**Social Justice** is the work to eliminate historic and systemic oppression and to build systems and cultures of human dignity where rights, accountability, equity, inclusion and access to the common good create conditions for people and communities to realize their full potential. (empathy)	*Examine the term social justice from multiple cultures and intellectual perspectives.* Students will be able to understand the difference between equality and equity, and key concepts and principles of the Catholic-Marianist intellectual tradition as they relate to diversity and social justice. Students will also explore different definitions of social justice in religious and secular social philosophical traditions throughout the ages.	*Understand the ways in which social systems create and perpetuate social inequalities* Students will assess how marginalized groups have been subject to injustice by current or past systems, institutions, or practices. Students will analyze systems, institutions, or practices that obstruct social justice. In addition, students will explore ways to interrogate and acknowledge historical influences of oppression and inequality to marginalized peoples, as well as how those systems are linked to current contexts and practices.	*Develop equitable solutions to respond to injustices and inequalities.* Students will be able to propose and pursue constructive and equitable responses to injustices. Students will be able to apply information and knowledge from the past to help create equitable responses in the present.
BIAS/PERSPECTIVE	**Bias** is prejudice in favor of or against a person or group that affects our **perspective** on how we view others, influencing our ability to interact with them via the assumptions that have been internalized during the process of socialization. Such beliefs can manifest themselves in multiple ways, including but not limited to implicit bias, stereotypes, and microaggresions. (Seen as normative)	*Differentiate between the types of bias.* Students will be able to differentiate between implicit bias and stereotypes. Students will also be able to define terms like microaggressions, implicit bias, and stereotypes	*Engage in self-reflection and dialogue on one's implicit/explicit biases.* Students will critically examine one's own biases, including both cultural biases and implicit biases, and will recognize that bias can manifest through attitudes and actions. They will also develop their own perspective and philosophy about DSJ, and how it applies to their personal and professional growth in concert with community	*Constructively responding to bias in an equitable manner.* Students will be able to demonstrate techniques and utilize tools to interrupt micro-aggressions and bias behaviors that adversely impact under-represented communities, and embody ally practices.
INTERCULTURAL COMPETENCE	**Intergroup/Intercultural Competency** is the process of listening, learning and reflecting to develop knowledge, skills, attitudes and commitments to engage across diverse groups in open, effective and socially responsible ways.	*Understand the difference between universal and particular.* Students will be able to define culture and explain the different dimensions of culture. Students will be able describe the way the universal functions as a normative lens that often disadvantages the particular, specifically in relation to majority/minority relationships across aspects of difference.	*Engage in dialogue among persons with diverse experiences for the purpose of building mutual understanding.* Students will be able to evaluate the effects on and potential changes to the cultures of marginalized groups by systems of injustice, backgrounds, values, cultures, and abilities. Students will explore through dialogue the perspectives of multiple stakeholders on a given problem, threat, or difficulty. In addition, students will be able to listen in an affirmative and empathetic manner while engaging others with civility and respect.	*Engage different cultures to build equitable communities.* Students will be able to devise and implement an equitable process for developing a solution in collaboration with people of multiple cultural groups or populations. Students will also be able to build meaningful relationships with people of multiple cultural groups or populations, especially those who might be marginalized or disadvantaged in a particular social context. In addition, students will be able to produce solutions that reflect the perspectives of stakeholder groups, especially those that might be marginalized or disadvantaged, and apply diversity as a source for creativity, productive collaboration, and growth.