Educational Priority for Student Affairs:

At the conclusion of the Carolina experience, students will be engaged community members who are resilient and contribute to an equitable, inclusive community through the process of ongoing exploration and commitment to a personal set of values and beliefs.

RESILIENCE

GOAL STATEMENT

By developing resilience, students will be able to navigate challenges and distress in adaptive ways.

NARRATIVE

Based on the theory of thriving, resilience results from the positive reframing and overcoming of adverse experiences. By developing resilience, students will be able to navigate complex or adverse experiences they encounter relationally and within their environment, in adaptive ways. This will provide them with a range of protective factors including building and maintaining positive networks and relationships and learning to handle failure and disappointment. Students will graduate capable of managing life’s challenges and contributing positively to diverse communities and environments.

OUTCOMES

LO1 - Employ positive adaptive skillset to respond to challenges and distress.

LO2 - Build and maintain positive and reciprocal relationships and networks.

<table>
<thead>
<tr>
<th>Moving Into</th>
<th>Moving Through</th>
<th>Moving Out</th>
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</thead>
<tbody>
<tr>
<td><strong>LO 1</strong></td>
<td><strong>Student employs positive adaptive skillset to respond to challenges and distress.</strong></td>
<td><strong>Student begins to employ an adaptive skillset in response to now readily identified challenges and distress.</strong></td>
</tr>
<tr>
<td><strong>Student identifies the source(s) or cause(s) of challenges and distress and an adaptive skillset, to respond in a positive way.</strong></td>
<td><strong>Student begins to engage in positive and reciprocal relationships and networks to counter challenges and distress.</strong></td>
<td><strong>Student proactively and consistently utilizes and maintains positive and reciprocal relationships and networks to forestall challenges and distress.</strong></td>
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| **LO 2** | **Student will build and maintain positive and reciprocal relationships and networks.** | **Student builds and maintains positive and reciprocal relationships and networks.** |
| **Student identifies positive and reciprocal relationships and networks to manage challenges and distress.** | **Student begins to engage in positive and reciprocal relationships and networks to counter challenges and distress.** | **Student proactively and consistently utilizes and maintains positive and reciprocal relationships and networks to forestall challenges and distress.** |
Moving Out

Consistently apply inclusive leadership practices effectively toward building equitable and inclusive groups, organizations, or communities.

Contribute to the development of equitable and inclusive communities.

Effectively challenge systems of oppression, which inhibit full participation of historically underrepresented people.

Moving Through

Recognize systems of oppression, which inhibit full participation of historically underrepresented people.

Describe the role social identities have on the experiences of self and others.

Describe their positionality within systems of oppression, (critical consciousness-comprehension).

Effectively challenge systems of oppression, which inhibit full participation of historically underrepresented people.

Moving Into

Describe inclusive leadership practices.

Develop foundational skills to support equitable and inclusive leadership practices.

Consistently apply inclusive leadership practices effectively toward building equitable and inclusive groups, organizations, or communities.

Recognize the spectrum of social identities starting with one’s own.

Contribute to the development of equitable and inclusive communities.

Outcomes

LO 1 - Enact inclusive leadership practices during community engagement opportunities

LO2 - Contribute to the development of equitable and inclusive communities

LO3 - Effectively challenge systems of oppression, which inhibit full participation of historically underrepresented people.

GOAL STATEMENT

Students will apply a personal framework, rooted in social justice, that will drive how they engage with others, their community, and globally.

NARRATIVE

Each student will apply a personal framework, rooted in social justice, that will drive how they engage with others, their community, and globally. This personal framework encourages engaging in ongoing exploration and commitment to a personal set of values and beliefs. This knowledge informs individual decision-making, self-reflection, and navigating social interactions, which contribute to an equitable and inclusive community. The Social Action, Leadership, and Transformation (SALT) model most specifically informs our education on equity and inclusion, based on its emphasis on capacity for empathy, critical consciousness, equity in purpose, and commitment to justice.

EQUITY & INCLUSION

GOAL STATEMENT

Students will apply a personal framework, rooted in social justice, that will drive how they engage with others, their community, and globally.

NARRATIVE

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Outcomes

LO 1 - Enact inclusive leadership practices during community engagement opportunities

LO2 - Contribute to the development of equitable and inclusive communities

LO3 - Effectively challenge systems of oppression, which inhibit full participation of historically underrepresented people.

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<th>LO 2 Contribute to the development of equitable and inclusive communities</th>
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<td>Recognize the spectrum of social identities starting with one’s own.</td>
<td>Describe the role social identities have on the experiences of self and others</td>
<td>Contribute to the development of equitable and inclusive communities</td>
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<th>LO 3 Effectively challenge systems of oppression, which inhibit full participation of historically underrepresented people.</th>
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<td>Recognize systems of oppression</td>
<td>Describe their positionality within systems of oppression, (critical consciousness-comprehension)</td>
<td>Effectively challenge systems of oppression, which inhibit full participation of historically underrepresented people.</td>
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**VALUES DEVELOPMENT**

**GOAL STATEMENT**

*Students will be able to actualize their values through congruent behavior.*

**NARRATIVE**

Informed by Schreiner’s *Thriving Quotient*, and Museus’ *S.A.L.T. Model*, students will be able to further define their values and engage in values-based learning and decision making through their engagement in holistic educational experiences during their time at UNC. The ability to assess their personal values vis-à-vis those of the campus community allows students to develop a sense of belonging on campus and identify ways in which they can actively contribute to a welcoming, equitable and inclusive community. Value congruent behavior will help guide them in their pursuits of meaningful relationships, learning, communities, and jobs and will empower students to design a fulfilling life and positively contribute to society.

**Outcomes**

- **LO 1** - Act on core values to guide decision-making.
- **LO 2** - Develop and apply strategies to make values-based decisions.
- **LO 3** - Align behavior and values to positively contribute to the UNC community.
- **LO 4** - Analyze how their core values are integrated into their engagement with curricular activities.

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<td><strong>LO 1</strong> Act on core values to guide decision-making.</td>
<td>Students can articulate 3-5 of their core values</td>
<td>Students can practice engaging their 3-5 core values in their decision making</td>
</tr>
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<td><strong>LO 2</strong> Develop and apply strategies to make values-based decisions.</td>
<td>Students articulate a strategy for making decisions that are guided by their value system</td>
<td>Students actively engages strategies that support them in practicing decisions aligned with their values</td>
</tr>
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<td><strong>LO 3</strong> Align behavior and values to positively contribute to the UNC community.</td>
<td>Students can identify how their behaviors can be aligned with their values</td>
<td>Students can identify how their values-based decisions impact the community</td>
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<td><strong>LO 4</strong> Analyze how their core values are integrated into their engagement with curricular activities</td>
<td>Students become aware of opportunities for curricular engagement that align with their values</td>
<td>Students consistently and intentionally engage in ways that align with their values</td>
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