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**Figure 8c**

<p><b>Guidelines for IUN Facilities Planning Committee</b></p> <p><b>Preamble</b></p> <p>The Facilities Planning Committee is charged with developing a process and a plan that:</p> <ul style="list-style-type: none"> <li>• Support the strategic direction of the campus.</li> <li>• Allow achievement of annual operating needs.</li> <li>• Include the capacity to react to unforeseen opportunities for improvement.</li> <li>• Ensure facilities that are consistent with the Shared Vision and Mission of IUN.</li> <li>• Establish plans for campus expansion and reconfiguration in collaborative and cooperative ways with the neighboring community.</li> </ul> <p style="text-align: center;"><b>General Principles (Revised June 7, 2005)</b></p> <p>In making facilities recommendations, the Facilities Planning Committee will ensure that:</p> <ol style="list-style-type: none"> <li>1. Decisions promote the unique identity of IUN as             <ol style="list-style-type: none"> <li>a. A campus of IU, and</li> <li>b. An institution known for excellence in cultural discovery and learning and sustainable regional vitality.</li> </ol> </li> <li>2. Decisions produce an environment conducive to learning for diverse groups and learning styles and conducive to the pursuit of scholarship, discovery, creativity and service.</li> <li>3. Decisions are consistent with the campus' "Student-Centered Principles."</li> <li>4. Decisions promote well-being through an environment that ensures the safety and security of all who come to campus.</li> <li>5. Decisions promote the real and perceived accessibility of the campus to the community we serve.</li> <li>6. Decisions promote an attractive and convenient environment that is</li> </ol>
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<p>engaging to students, faculty, staff, administration, and the community at large.</p> <ol style="list-style-type: none"> <li>7. Decisions are consistent with our goal of providing an environment that is aesthetically pleasing.</li> <li>8. Decisions are environmentally responsible to the extent feasible for the university.</li> <li>9. Decisions address sustainability issues.</li> <li>10. Current and future design, space and infrastructure recommendations provide for flexibility in terms of immediate and longer-term use.</li> <li>11. Facilities are reallocated appropriately as program prioritization determines programmatic change.</li> <li>12. Decisions ensure that there is an appropriate mix of space for intimate gatherings and larger activities.</li> </ol> <p style="text-align: center;"><i>Identified at Strategic Planning Retreat, 11/04</i></p> <p style="text-align: center;"><b>Vision-based Long-range Facilities Required</b></p> <p><b>High Priority</b></p> <ul style="list-style-type: none"> <li>• Discipline-specific student and faculty scholarship and applied excellence space (trading floor, clinics, studio space, practice rooms, radio/recording space, etc.).</li> <li>• Health and human services facilities to support wellness and health issues of the campus and community.</li> <li>• Aesthetically significant facility to house interdisciplinary and multidimensional activities and projects within our areas of excellence, cultural discovery and learning and sustainable regional vitality.</li> <li>• Small study group areas throughout the campus with wireless access as well as data ports.</li> <li>• Faculty/staff lounge that can be used for meals and conversation as well as community purposes (Glen Park Conversations, etc.).</li> </ul> <p><b>Medium Priority</b></p> <ul style="list-style-type: none"> <li>• Physical entryway (at 33<sup>rd</sup> and Broadway) that uniquely identifies IUN and draws the community into the institution.</li> <li>• Comfortable furniture for a</li> </ul>
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diversity of sizes and shapes.

- The design, locations, proximity and scale of signage that optimizes our unique identity, IUN, cultural discovery and learning and sustainable regional vitality.

### **Low Priority**

- An exterior quad.

*Identified at Strategic Planning Facilities Meeting, 6/7/05*

**Figure 8d**

### **Guidelines for Technology Council in Developing Information Technology Plan**

#### **Preamble**

The Technology Council is charged with developing a process and a plan that:

- Ensures information technology that is consistent with the Shared Vision and Mission of IUN.
- Supports the strategic direction of the campus.
- Allows achievement of annual operating needs.
- Includes the capacity to respond to unexpected opportunities for improvement.

In making facilities recommendations, the Facilities Planning Committee will ensure that:

1. Recommendations promote the unique identity of IUN as
  - a. A campus of IU, and
  - b. An institution known for excellence in cultural discovery and learning and sustainable regional vitality.
2. Recommendations promote using Information Technology to support excellence in learning, scholarship, and student services.
3. Information Technology recommendations address the learning needs of IU Northwest's diverse constituents.

4. Information Technology recommendations are consistent with the campus' "Student-Centered Principles."
5. Recommendations are in full compliance with existing federal and state laws.
6. Recommendations promote technological access to public information for the community we serve.
7. Support technological partnerships for mutual benefit.
8. Recommendations support a sustainable Information Technology infrastructure.
9. Recommendations support the security and protection of all university data.

### **Figure 8e**

Preamble for Human Capital Planning

*Identified at Strategic Planning Team Retreat – June 1, 2006*

Human Capital Planning is charged with developing a process and a plan that:

- Supports the mission of IU Northwest and its strategic direction.
- Reflects IU Northwest's commitment to diversity in all its facets.
- Recruits, retains and develops faculty, staff and administrators with the knowledge, skills, and values that ensure IU Northwest is a vibrant institution addressing the needs of campus constituents and the communities we serve.
- Supports excellence in learning, scholarship, and service.
- Ensures leadership development and succession planning.
- Includes mechanisms for measuring effectiveness.
- Ensures achievement of annual human resource needs in a fiscally responsible manner.
- Includes the capacity to react to changing conditions and opportunities for improvement.

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### Human Capital Plan, cont. Principles

Implementation of the Human Capital Plan is guided by the following principles:

- Decisions promote the unique identity of IU Northwest as a campus of IU, and an institution known for excellence in cultural discovery and learning and sustainable regional vitality.

- Decisions are consistent with the IU Northwest Student-Centered Principles and IU Northwest

Statement of Principles regarding conduct on campus.

- Decisions are consistent with the program prioritization processes.
  - Decisions are in compliance with federal and state laws.
  - Decisions reflect the balance necessary for the university to actualize its mission and vision while ensuring sustainability and fiscal responsibility.
- Decisions are data-driven.

### *High Priority (Unranked)*

- Assess and benchmark current human resource levels and capabilities (knowledge, skills and values).
- Determine mission/vision critical positions.
- Develop a plan to match staffing levels with current needs.
- Identify a process to meet the development needs of faculty, staff and administrators.
- Project human resource requirements five and ten years out.
- Gauge emerging needs and project human resource needs and capabilities.
- Analyze and benchmark compensation packages for faculty, staff and administrators.
- Ensure compensation levels that support excellence, and are competitive and merit-based.
- Create a process to assess the effectiveness of the Human Capital Plan.

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### 9C1

As expressed in its Vision and Mission statements, IU Northwest is committed to collaborating and cooperating with other educational institutions, external partners, and the surrounding communities to enhance the region's overall quality of life. The CRE works with the community to find opportunities for partnerships and collaboration. In addition to the CRE, which was established in 2003, the academic units also have a long established history of outreach in the community. The SOBE, SPEA, and CRE respond to the business, governmental, and not-for-profit stakeholders' needs through the Center for Management Development, the Non-Profit Institute, and the Local Government Academy. The SOBE responds to local K-12 curricula needs in economics through the Center for Economic Education. The SOE is a member of the Northwest Indiana Consortium for Teacher Education (NICTE), which works with a coalition of eighteen northwest Indiana school corporations on local education improvement initiatives. The Library responds to local stakeholders' needs for information through the Northwest Indiana Center for Data and Analysis and serves as a community resource for regional history through the Calumet Regional Archives. The Institute for Innovative Leadership provides leadership development for the members of the community through a 10-month program, Leadership Northwest. The DCS provides outreach to the community through its non-credit programming. Its offerings cover a range of programs, such as, preparation for a career, personal enrichment, and Kid's College, a summer youth program.

Additionally, the academic units offer programming for the entire Northwest Indiana community: the Women's Studies Program provides collaborative events like the Women's Expo, Minority Studies traditionally plans Martin Luther King, Jr.

Day activities, Nursing conducts the Mary Mahoney lecture series on health care disparities, and Social Work offers workshops for area providers.

### 9C2

The collaborative relationships listed in Table 9R1 reinforce IU Northwest's institutional mission. New relationships or collaborative arrangements are pursued only if they support the achievement of the campus's strategic 2010 outcomes or contribute to the two areas of excellence, cultural discovery and learning or sustainable regional vitality.

### 9P1

The campus has prioritized the development of collaborative relationships as illustrated in its 2010 Strategic Outcome 8: "IU Northwest successfully collaborates and cooperates in the seven counties it serves on issues relating to sustainable regional vitality and cultural discovery and learning." Campus prioritizing of outreach and collaborative relationships falls under this area of Strategic Planning. See the "Outcome 8" page on the Strategic Planning website [ [www.iun.edu/~spcnw/Outcome8/](http://www.iun.edu/~spcnw/Outcome8/) ] and the archived information related to Outcome 8 [ [www.iun.edu/~spcnw/Outcome8/](http://www.iun.edu/~spcnw/Outcome8/) ] for further information.

One example that illustrates how IU Northwest creates, prioritizes, and develops relationships with educational institutions from which we receive our students is the operation of the Admissions Office. The Admissions Office has developed a recruitment plan that focuses on those institutions from which we have successfully recruited the largest number of students; institutions that will foster the campus's diversity; and institutions from which we have recruited that have the highest degree of student success, (i.e., retention). Making higher education more accessible to K-12 students in the region is important to IU

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Northwest, so the Admissions counselors participate in high school events and "college" nights on other campuses. The campus hosts ACE day (mini college sessions for high school students to get a 'taste' of college) and the Youth Summit (career exploration for middle school students) once a year on campus. The Admissions office provides campus tours upon request. The Admissions Office also provides assistance to those students preparing for the SAT test. The Admissions Office has developed a contact system that allows counselors to follow up on student inquiries and begin to build a personal relationship with each student. Likewise, the Admissions Office has designed a support system to provide assistance to students who are recipients of 21<sup>st</sup> Century scholarships.

Units across the institution have initiated partnerships with other local higher educational institutions. The chief executive officers of the five local colleges/universities meet monthly. Vice chancellors from those same institutions meet periodically and explore ways to work together for mutual benefit. Deans from the institutions meet periodically as needs are identified. At the same time, the Office of Academic Affairs has spearheaded the campus's creation of articulation agreements with Ivy Technical Community College and Vincennes University as well as individual course articulations in the Transfer Indiana set of core courses transferable across all Indiana state colleges and universities.

The two CRE boards (one for each of the two original centers: Cultural Discovery and Learning and Sustainable Regional Vitality) and the Office of Academic Affairs work with the Executive Director of the CRE to prioritize the opportunities that will be pursued by the CRE. Each board comprised of faculty, staff, and community members meets regularly to discuss and prioritize opportunities for engagement, research, and funding. On advice of the boards, the Executive

Director pursues those opportunities deemed most meritorious.

### **9P2**

Faculty and staff are encouraged to work collaboratively both internally and externally. Faculty and staff are members on advisory boards and are invited as guest speakers to business, social, and fraternal organizations and are participants in local cultural events. Involvement in these activities provides input to the planning of programs on campus and feedback on the needs of these organizations. Satisfaction surveys, market research, and focus groups have also been used to determine if partners' needs are being met. Academic units also use advisory boards and employer surveys to obtain feedback. Three examples of processes that ensure stakeholder satisfaction in terms of IU Northwest meeting the needs of the individuals with whom the campus has built relationships include: 1) Enrollment Services conducts satisfaction surveys twice a year, discusses the data derived from those surveys in Enrollment Services meetings, and targets improvements based on the data; 2) the SOE holds monthly meetings of its advisory board (which includes representatives from the surrounding school districts as well as individuals from units on campus with whom the SOE has built relationships) wherein they discuss various issues surrounding P-12 education in the region and the IU Northwest SOE efficacy in meeting the related needs; and 3) the Chancellor meets regularly with the Chancellor's Society, which is comprised of donors who have a sustained relationship with the campus.

### **9P3**

The Vision focuses on the respect for individuals and their various perspectives, and the Strategic Planning process deliberately brings people of various backgrounds and perspectives together. An example is the Strategic Planning Team itself: the 18-20 members on the team at any given time represent a broad

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mix of faculty, administrative staff, biweekly staff, deans and the Cabinet. The meeting process, likewise, encourages the further building of equal relationships between the various stakeholders on campus through the free exchange of ideas, the agreement to respect all speakers, and the process of decision-making by consensus. In addition to working together, the SPT also plans social events during its retreats and campus-wide events that celebrate the year's accomplishments so that the team members get to know each other better on a personal level and the campus gains a better understanding of the processes and accomplishments associated with Strategic Planning.

Like the SPT, the Technology Council and the Facilities Planning Committee are also comprised of faculty, staff, students, and administrators. In the Fall of 2007, the Student Government, after a couple of years of confusion and waning interest, has been reinvigorated; furthermore, a permanent Vice Chancellor for Student Affairs has been appointed, thereby providing the framework for increased student inclusion in these important decision-making processes.

The University uses e-mail, website postings, traditional publications and informal meetings to communicate. Since 2000 the campus has held an annual convocation ceremony. All campus constituents are invited to participate in this gathering. This event previously focused on the key happenings on campus and usually included a state-of-the-campus address. However, beginning in the Fall of 2006, the annual Convocation was changed to an academic event in which keynote speakers address an intellectual issue of central concern to the campus constituents. To achieve the former communication purpose of the Convocation, the administration now holds periodic town hall meetings to update the campus on important organizational issues as well as provide a forum for questions.

Annual meetings of the Chancellor and his Cabinet with each academic unit provide opportunities for communication.

Communication vehicles have been enhanced and/or initiated over the past few years to include many campus constituents. For example, *Northwest News*, formerly a publication sent to faculty and staff five or six times annually, has been upgraded in terms of quality and is now a monthly publication; each issue also has a focus article relative to the strategic planning process. *Northwest News* has a circulation of 1,000. Another high-quality campus publication, *Northwest Magazine*, was initiated in early 2003 and is distributed twice annually to faculty, staff, alumni and donors (circulation approximately 25,000). *Northwest Magazine* provides information about campus events, updates or happenings in each of the academic units, and stories about activities closely associated with the Shared Vision. In order to foster communication between the campus and the neighborhood in which the campus is located, a monthly Glen Park Conversations meeting is hosted on campus. A faculty member and a member from the Glen Park community make short presentations. This provides a venue for the community and the faculty and staff members to learn about each other.

### 9P4

The University collects and analyzes data from measures that assess the building of collaborative relationships in a variety of ways:

- Quarterly reports from University Advancement and the Office of Sponsored Research that disclose the amount and sources of external funding
- Biannual reports on strategic planning progress and accomplishment
- Three-year survey of IU Northwest's employees' participation in community activities
- Annual reports from the Service-Learning Faculty Liaison on service-learning projects
- Annual reports from the Career Services Office on internships and placements

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- Annual reports from the CRE on the number of community projects and number of participants
- Biannual reports on Admission statistics
- Annual feedback from high school counselors
- Monthly reports on activities in the Sallie Mae Call Center

Each of these measures emerged from the nature of the specific service provided by the unit as related to its role in achieving the campus Mission; in other words, first, the individual unit would necessarily need to decide what its goals or outcomes would be based on its inherent purpose, then the unit would have to address effective ways of measuring achievement of said goal, and finally the unit could select the specific measure. In general, each of these measures is reported back to the requesting unit, the individuals in that unit discuss the data in a meeting, and they target improvements based on the data.

### **9R1**

Examples of specific initiatives, grants, and changes that result from the University's relationships can be found in the Table 9a.

### **9R2**

IU has now established a list of peer institutions. IU collects information from all of its campuses on contracts and grants activity. IU Northwest consistently ranks the highest among the other regional IU campuses in contracts and grants activity.

### **9I1**

To improve its approach to collaborative relationships, IU Northwest, through the work of the Strategic Outcome 8 Committee, is creating principles to initiate and sustain its seven-county outreach efforts. The specific stages in targeting improvement in the area of outreach are representative of the Strategic Planning Process and can be found at

[www.iun.edu/~spcnw/Outcome8/status\\_report\\_may\\_2005.shtml](http://www.iun.edu/~spcnw/Outcome8/status_report_may_2005.shtml) .

Until recently, an untapped resource in establishing relationships and building partnerships has been IU Northwest's 19,500 alumni, many of whom remain in the region after graduation.

Now, however, there has been an increase in communication with IU Northwest area alumni via email and bulk mail and events. Communication is sent from Alumni Office to alumni on a regular basis (monthly). Some of the communication is generated from academic departments. The Alumni Office encourages faculty to provide it with upcoming events and has forwarded the event information to alumni in an attempt to keep them connected with the university. To identify alumni needs, an electronic survey was launched in late October to all alumni for which we had email addresses. The data is being reviewed by a committee of alumni and the Alumni Relations Director to plan a membership drive and respond to the interests of the alumni in future event planning. Some specific recent outreach events have included: 1) The alumni office co-sponsored an off-campus event with our alumni and Admissions office to promote the institution in an outlying county, Porter; 2) Off-campus breakfast and lunch gatherings were held in area hospitals for IU/IU Northwest alumni, and this is an on-going project to reach alumni at their place of employment; 3) The Alumni/Alumni Relations Office co-sponsored with the Gary Chamber of Commerce the Gary Business Expo in Fall 2007; 4) The Alumni Office co-sponsored the Dental alumni reception with the Dental Education department [The second alumni reception on campus will be in March for the Nursing alumni. In an attempt to reach Nursing alumni for which we have no current mailing information, an ad will run in the Indiana State Nursing Association bulletin and on the web inviting them to attend the event. Other similar events are being considered]; and

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5) A newsletter for the School of Continuing Studies is currently being developed and should be completed and mailed by Spring.

In an effort to provide more visibility to our students who have no awareness of the Alumni Office or the Association, events have been planned and open to current students and alumni such as the Networking Workshop and the Etiquette Dinner. In addition, the Director meets with a student group monthly to engage them in alumni events both on and off campus. A great deal of effort is given to working with alumni and student groups in engaging them to work collaboratively on activities and events.

Although internal communication about outreach, collaborative relationships, and advancement has improved now that we have permanent individuals in the positions of University Advancement, building and sustaining relationships with external constituents in a systematic manner remains a focal point for improvement. As more and more relationships are being developed, it is important for everyone to be aware so that IU Northwest is not working at cross-

purposes among different units or missing opportunities for linkages.

**912**

Priorities for improvement are included in IU Northwest's Strategic Outcomes. These outcomes include specific target dates. Strategic Outcome 2 specifically addresses expectations for students. Other areas that have recently been addressed include Mission Differentiation and the relationship with Ivy Tech State Community College and the seven-county outreach programs.

Communication regarding current results and priorities occurs via a number of channels. Internal and external communication occurs via publications such as *Northwest News* and *Northwest Magazine*, discussion at Faculty Organization meetings, discussion at meetings of the Chancellor's Associates and Chancellor's Society, IU Northwest's web page and articles in local newspapers.

Improving internal communication is a continued focus based on the previously reported results of the Campus Climate Survey.

**Table 9a IU Northwest's Collaborative Relationships**

Partners	Initiatives, Activities, and Products
Educational Institutions PUC	Joint B.A. in Philosophy
PUC	Lease space from and share faculty with the Purdue Academic Learning Center
Deans of Education at PUC, PNC, VU and school superintendents (NICTE)	\$52,500 seed money from Discovery Alliance and \$100,000 grant from Indiana Department of Education (Granted in 2005 to improve pedagogy and student learning in P-12 schools (P-12 schools received this funding).
Northern Indiana Consortium for the Environment (NICE)	Six (6) colleges and universities, NIRPC, Forum, environmental groups collaborating on grant opportunities and community projects
IVY	Articulation agreements REACH program – Provide bridge for students to transition from IVY to IU Northwest

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<p>High schools in 7 county region</p> <p>Elementary, Middle, and High Schools in 7 counties</p> <p>PUC, IVY</p>	<p>Collaboration with CRE, CETL and IIL and Entrepreneurship Center</p> <p>Recruitment</p> <p>Sponsored Science Olympiad, Annual Science Fair, Children’s Theater Performances, Calculator Tournament, French Day, Invitational Speech Tournament, Junior and Senior Seminar Days, Health Fairs</p> <p>Study on effects of employment on retention</p>
<p><b>Businesses</b></p> <p>United Parcel Service (UPS)</p> <p>Regional Businesses/Career Services</p> <p>Regional Businesses/CMD, NWID&amp;A</p> <p>St. Catherine Hospital</p> <p>Sallie Mae</p> <p>Mercantile Bank</p> <p>Steel Companies in NW Indiana/Calumet Regional Archives</p>	<p>Donor and student placements, Earn and Learn Program</p> <p>Over 100 internship placements</p> <p>Customized management training, and data analysis projects</p> <p>Provide nurse instructors for clinical assignments</p> <p>Better service to students through establishment of Call Center</p> <p>Provide funding for speakers for SOBE events</p> <p>Contributions of books and photos to archives</p>
<p><b>Partners</b></p> <p><b>Other Organizations</b></p> <p>Knight Foundation/SOE</p> <p>Children’s Art Institute/CRE</p> <p>Regional Arts Council/CRE</p> <p>Lilly Endowment/CRE</p> <p>Leadership Northwest/IIL</p> <p>Lake County Local Government/CSRV</p> <p>City of Gary/Glen Park</p> <p>Quality of Life Council</p>	<p><b>Results</b></p> <p>Funded Early Literacy Program</p> <p>Free children’s art classes</p> <p>Regional Cultural Plan for the Arts</p> <p>Funded plan to reduce “brain drain” from the Northwest Indiana</p> <p>Sustainability of leadership development program in northwest Indiana</p> <p>Efficiency and Effectiveness Study</p> <p>Weed and Seed Designation</p> <p>Six (6) universities and colleges collaborating with regional businesses and organizations to improve</p>

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		quality of life.
<b>Programs &amp; Their Accreditors</b>		
AQIP: Higher Learning Commission: IU Northwest reaccredited in 1992; Became AQIP organization in 2002		
<b>Program</b>	<b>Accrediting Agency</b>	<b>Year Last Accredited</b>
Nursing	<ul style="list-style-type: none"> <li>▪ The Indiana State Board of Nursing (ISBN)</li> <li>▪ The Commission on Collegiate Nursing Education (CCNE)</li> <li>▪ The National League for Nursing Accrediting Commission (NLNAC)</li> </ul>	<p style="text-align: center;">Spring 2007 (continuing accreditation based on annual report)</p> <p style="text-align: center;">2001 (10 year cycle)</p> <p style="text-align: center;">2000 (8 year cycle)</p>
Health Information Technology	The Commission on Accreditation for Health Informatics and Information Management (CAHIIM)	In last accreditation team visit in 1995, a full 8 year maximum accreditation was received, with no deficiencies; since 2004 all annual self assessment reports have been completed and submitted; all have been accepted with continuation of full accreditation and no deficiencies.
Radiography/Radiological Sciences	The Joint Review Committee on Education in Radiologic Technology (JRCERT)	2006 (8 year cycle)
Respiratory Therapy	Committee on Accreditation for Respiratory Care (CoARC)	2000 (10 year cycle)
Medical Laboratory Technology <ul style="list-style-type: none"> <li>▪ The Medical Laboratory Technology program</li> <li>▪ The Phlebotomy Technician program was awarded complete</li> </ul>	National Accrediting Agency for Clinical Laboratory Sciences (NACLS)	2003 (7 year cycle)  2004 (4 year cycle)
Dental Hygiene and Assisting	American Dental Association Commission on Dental Accreditation (CODA)	2002 (7 year cycle)
Business and Business Administration	The Association to Advance Collegiate Schools of Business	2005 (6 year cycle)
Education	National Council for Accreditation of Teacher of Education (NCATE)	2005 ( 7 year cycle)
Public Affairs	National Association of Schools of	

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	Public Affairs and Administration (NASPAA)	2006 (7 year cycle)
Social Work	Council on Social Work Education (CSWE)	2006 (8 year cycle)









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- **Goal 7. Students will recognize the many diversities of human experience, including the variety of cultures within America and across the world, and the many other ways in which communities are made up of diverse individuals.**  
They will be able to:
  - demonstrate an understanding of the way in which respect for diverse peoples and cultures can facilitate human relations and can guide decision and behavior in workplaces and on local, national, and global communities.
  - critically analyze information to identify content that is racially or sexually discriminatory or presents racial, ethnic, or sexual stereotypes.
  
- **Goal 8. Students will demonstrate familiarity with and appreciation of the arts, including literature, music, and the fine, applied and performing arts.**
  
- **Goal 9. Students will integrate the general education knowledge and skills described in the preceding paragraphs with discipline-based knowledge and skills.**

Reference and Acknowledgements:

(With permission) San Francisco State University, "Profiles of Excellence: The Undergraduate Experience" retrieved at <http://www.sfsu.edu/~acadplan/aeugrad.htm#pro>

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