Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

- 4.a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- 4.b. The organization demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- 4.c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- 4.d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Research and scholarly endeavors are at the heart of Illinois Institute of Technology teaching and learning efforts. The stated objectives of our educational programs, as outlined in Criterion Three, further commit our community to lives of inquiry. Evidence of this commitment is expressed in the policies, procedures, and protocols of the Board of Trustees, the administration, faculty, and students as reflected in the documents of our governance structures.

4.a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The school envisioned more than 100 years ago continues today as an institution committed to offering a bold intellectual agenda for a changing world. Educating the women and men who will become tomorrow’s leaders is fundamental to our mission. The university mission statement, as approved by the faculty and ratified by the Board of Trustees, appears in Section II of the Faculty Handbook (www.iit.edu/staff/faculty_handbook) and reads as follows:

To advance knowledge through research and scholarship, to cultivate invention improving the human condition, and to prepare students from throughout the world for a life of professional achievement, service to society, and individual fulfillment.

The university’s statement on academic freedom supports this mission and appears in Section V of the Faculty Handbook:

IIT recognizes the importance of academic freedom for unhampered inquiry and exchange of ideas essential to the intellectual life of an institution of higher learning. Academic freedom is a right of every faculty member and every student. It implies the obligation to respect and to support the academic freedom of all other members of the university academic community. The responsibility for preserving academic freedom at IIT rests equally with the faculty and the administration. Academic freedom for the teacher implies the right to an unfettered search for truth and its exposition in his or her chosen field of expertise or scholarship. For the student, academic freedom implies the right to pursue programs of instruction of his or her own choosing at this or any other accredited institution within the standards and procedures governing academic programs at the respective institutions.
This statement is IIT’s endorsement of the principles of academic freedom, in accordance with the American Association of University Professors 1940 Statement of Principles.

Both the university mission and the statement on academic freedom are articulated to the student body clearly and consistently in a variety of media. For example, our Student Handbook (www.iit.edu/~osa/Handbook) contains the following statement of purpose for curricular and co-curricular components of our educational experience:

- To develop in our students a thirst for excellence. We pledge to adopt a standard of excellence in the services and educational experiences we provide. At the same time we place upon our students high expectations of success and achievement.
- To encourage students to think creatively and develop a personal vision. We also strive to help our students learn to recognize others’ accomplishments and to nurture and motivate others.
- To develop in our students a sense of place in the community. We seek to instill a sense of responsibility for themselves and for others in the campus, local, and global communities. We accomplish this by providing opportunities for students to invest their time, energy, and talents toward the common good.
- To develop in our students a commitment to physical, mental, and spiritual wellness. Our mission is to provide proactive programming and counseling that fosters students’ physical, spiritual, and mental health and to provide assistance in time of need.

Resources Supporting the Acquisition, Discovery, and Application of Knowledge

The following offices support faculty and students in their scholarly endeavors:

Office of Sponsored Research and Programs

The Office of Sponsored Research and Programs (www.grad.iit.edu/research/osrp.html) assists faculty members in activities associated with projects that are supported by external funding. These funded projects generally promote teaching and learning activities for students, as well as support advanced training programs and scholarly research undertaken by faculty members. The office offers training workshops throughout the year to assist faculty in preparing grant and contract proposals.

Office of Technology Transfer and Intellectual Property

The Office of Technology Transfer and Intellectual Property (www.grad.iit.edu/techtr/index.html) supports all university efforts to build and sustain relationships with corporations and other external organizations. The office coordinates the process of identifying, evaluating, protecting, marketing, and licensing all IIT inventions and copyrightable material.
Office of Research Compliance and Proposal Development

The Office of Research Compliance and Proposal Development (www.grad.iit.edu/research/orcpd.html) administers the compliance committees for human subjects, animal subjects, and biosafety, and provides proposal development and fund searching services for faculty. Proposal Development services include provision of editorial and writing assistance for research funding proposals. The office also provides documentation for proposal writers on IIT resources, facilities, and policies, and workshops on fund searching and proposal writing. www.grad.iit.edu/research/ORCPD/IRBPolicyJune2002.pdf

Research, Service, Education, and Outreach Centers

The following research centers, recognized by the university's Research Council, provide focus for research and scholarly inquiry. These centers are supported in whole, or in part, by external funding and are regionally, nationally, or internationally recognized. www.iit.edu/go/research

Research Centers:

The Center for Accelerator and Particle Physics
The Center for Complex Systems and Dynamics
The Center for Electrochemical Science and Engineering
The Center for Excellence in Polymer Science and Engineering
The Center for Integrative Neuroscience and Neuroengineering Research
The Center for the Management of Medical Technology
The Center for the Study of Ethics in the Professions
The Center for Synchrotron Radiation Research and Instrumentation
Electric Power and Power Electronics Center
Energy + Power Center
The Engineering Center for Diabetes Research and Education
The Fluid Dynamics Research Center
Grainger Power Engineering Laboratory
The High Performance Computing Center
IIT Research Institute
The Medical Imaging Research Center
The National Center for Food Safety and Technology
The Particle Technology and Crystallization Center
The Pritzker Institute of Biomedical Science and Engineering
The Thermal Processing Technology Center

Service, Education, and Outreach Centers:

The Center for Research and Service
The Center for Sustainable Enterprise
Energy/Environment/Economics (E3)
The Institute for Science, Law, and Technology
The Invention Center
The Manufacturing Productivity Center
Institute on Biotechnology and the Human Future
Institute for Law and the Humanities
Institute for Law and the Workplace
Center for Access to Justice and Technology
Global Law and Policy Initiative

Additional Resources Supporting a Life of Learning Include:

- The Center for Professional Development, housed at the university’s Rice Campus in the heart of the DuPage County technology corridor, focuses on certificate and post-graduate courses with an emphasis on technology and business curricula.

- Main Campus and Downtown Campus host numerous seminars annually on a variety of topics, including architecture, international relations, and legal, scientific, and social issues. Audiences for these seminars are open to the public and include working professionals, faculty, and students.

- All academic units regularly offer colloquia throughout the academic year. These conversations are free and open to any interested individuals, whether or not they are members of our community.

Our commitment to a life of learning is expressed in public recognition of the achievements of our students, faculty, and alumni. These celebrations of scholarly achievement and awards include:

- Camras Scholarships, honoring former IIT Professor Marvin Camras, the inventor of magnetic tape recording

- Honors Scholar program at Chicago-Kent College of Law

- Departmental awards and honors conferred upon students

- IPRO Awards, recognizing the best IPRO projects each semester

- Excellence in Teaching Award to recognize superior contributions by faculty members

- The Clinton E. Stryker Award presented each year to undergraduate and graduate students who have made distinguished contributions to campus life

- Sigma Xi Award for excellence in research by faculty and students

Our students and faculty collaborate at the university’s many institutes and centers to advance knowledge and affect policy.
NCA CRITERION FOUR

- IIT Alumni Association Awards, honoring alumni who have made outstanding contributions to the university, the community, or their profession.

- Chicago-Kent College of Law Alumni Awards, honoring alumni who have made significant contributions to the practice of law or volunteer contributions to the Law school.

A list of selected honors that have been granted to faculty in recognition of their contributions to their respective disciplines can be found at www.iit.edu/nca/facultyhonors.

Communication

We use a variety of communication tools to share information about student and faculty successes. News releases are issued to Chicago daily and hometown newspapers to recognize the academic work of high-achieving students. In addition, a significant effort is made to promote the scholarly endeavors of our faculty members through releases to trade-specific and general media. Other areas of recognition include faculty and student profiles on our website and reprints of academic published works, which are shared with faculty members in their respective schools.

The electronic and print publications listed below address the role of communication in recognizing the successes of our university community:

- The university’s Annual Report (www.iit.edu/president/pdfs/AnnualReport_2004.pdf) and the President’s Report (www.iit.edu/president/pdfs/presreport_2005.pdf) capture the highlights of the previous academic year.

- The IIT Website (www.iit.edu) is the primary source of information for current students, prospective students and their families, faculty, and staff.

- The daily online newsletter, IIT Today (www.iit.edu/publications/iittoday), keeps the university community abreast of events and other timely news, including campus achievements, grants and awards, seminar announcements, and coverage of community members in the media.

- IIT Magazine (www.iit.edu/magazine) is published for alumni and friends of the university three times per year.

- The Graduate Connection (www.grad.iit.edu/GraduateConnection), which is published throughout the year by the Graduate College, provides news and information about graduate programs and research. It is disseminated to a broad audience of current and prospective students, alumni, and local businesses and industries.

- Chicago-Kent College of Law’s online newsletter, The Record (http://kentlaw.iit.edu/record), is produced weekly during the academic year and biweekly during the summer term.

- The student newspaper at Chicago-Kent College of Law, The Kent Commentator, is published several times a year.

- The student newspaper, TechNews (http://technews.iit.edu), written and edited by IIT students, is published weekly during the academic year.
The Law school’s Office of Public Affairs publishes the Chicago-Kent alumnae/i magazine.

The IIT Research Report (www.grad.iit.edu/research/ResearchNews) highlights advances in basic and applied research, technology transfer, and commercialization.

Research News is a monthly bulletin produced by the Office of Research Compliance and Proposal Development that contains announcements of research opportunities, awards, scholarships, and fellowships.

In addition to the above communication tools, most academic units communicate with constituents by newsletters.

**Professional Development**

**Faculty**

While our policies and procedures related to faculty excellence in teaching are discussed in greater detail in Criterion Three, we do expect all faculty members to engage in activities that advance their scholarly endeavors and professional development. The following policy statement on faculty engagement appears in Section VI of the Faculty Handbook:

*University programs are enhanced by active participation of faculty members in outside professional and civic activities. It is expected that all faculty members engaged in such activities conduct themselves in a manner that reflects credit on themselves, their professions, and the university.*

We encourage and support members of the university’s full-time faculty to continually engage in learning and to renew, refresh, and improve their expertise by making effective use of the university’s policy on sabbatical leave. As stated in the Faculty Handbook:

*The objective of the sabbatical leave program is to promote and enhance the quality of educational and research activities at IIT. This objective is more likely to be achieved when faculty members on sabbatical leave are able to devote full time to scholarly pursuits and other forms of professional improvement and intellectual growth. These activities may include research at a location having appropriate laboratory, library, and human resources; the writing of research monographs; the study of advances and techniques in a particular field of interest; or other similar activities directed toward cultural, intellectual, and professional growth and achievements that enhance the faculty member’s value to IIT.*

Full-time faculty members may apply for sabbatical after every 12 semesters of continuous service to the university. The university further encourages faculty scholarship by calculating faculty workload to include one day each week reserved for conferences, seminars, and individual scholarship.

The university’s policy on faculty workload is designed to create a balance among the activities of teaching, administrative duties, and scholarly pursuits. The expected teaching load is 18 credit hours per academic year. Faculty members who are engaged in a significant funded research activity, or those performing administrative duties, may receive an adjustment in teaching load.
Staff

University staff members are encouraged to attend workshops and conferences, and to take part in professional organizations. The Quality of Work Life Committee frequently provides professional and social programming opportunities for staff. Additional details on staff development can be found in Criterion Three.

4.b. The organization demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Undergraduate General Education Program

The university integrates the value of a general education experience into all of its undergraduate degree programs through curricular and experiential offerings created to develop the attitudes and skills requisite for a life of learning in a diverse society. The General Education Program, designed to ensure that all undergraduates have a basic understanding of essential areas of knowledge, contains the following elements:

**Basic Writing Proficiency Requirement**

Students must take the English Proficiency Examination before beginning classes at the university. Within their first year at IIT, students who do not pass the English Proficiency Examination must demonstrate basic writing proficiency by passing a university composition course. This requirement applies to all students who enroll for an undergraduate degree.

**Mathematics (five credit hours)**

Students must successfully complete five credit hours at a level of Math 119 or above.

**Computer Science (two credit hours)**

All students must take CS 105, 106, Arch 125, or a computer science course at the 200 level or above.

**Humanities and Social or Behavioral Sciences (21 credit hours, subject to minimum requirements in each area as specified below)**

1. **Humanities:** Students must successfully complete a minimum of nine credit hours. Courses that satisfy this requirement are marked with an (H) in the Undergraduate Bulletin. The courses must be distributed as follows:
   (a) Humanities 100-level course
   (b) At least two courses marked with an (H) at the 300 level or above (Some students may use foreign language courses at the 200 level to fulfill 300-level requirements. Students wishing to use foreign language courses must confirm their eligibility with the academic associate dean.)

2. **Social or Behavioral Sciences:** Students must complete a minimum of nine credit hours.
Courses that satisfy this requirement are marked with an (S) in the Undergraduate Bulletin. The courses must be distributed as follows:

(a) At least two courses at the 300 level or above
(b) Courses from at least two different fields
(c) At least six credits in a single field

**Natural Science or Engineering (11 credit hours)**

This component may be satisfied by courses in engineering, biology, chemistry, and physics, or by courses in psychology marked with an (N) in the Undergraduate Bulletin. These courses must be distributed as follows:

(a) Two sequential natural science or engineering courses in a single field (CHEM 124 with MS 201 satisfies this requirement.)

(b) At least one natural science or engineering course in a second area

**Interprofessional Projects (IPRO) (six credit hours)**

Students will participate in at least two Interprofessional Project experiences. These projects develop communication, teamwork, and leadership skills, and an awareness of economic, marketing, ethical, and social issues within the framework of a multidisciplinary team project. The project teams will be integrated across academic programs and at different levels within programs. Students who complete an ROTC minor are exempt from one of the two IPRO requirements.

**Special Academic Requirements**

There are special requirements that go beyond or modify the basic general education requirements.

**Policy on Writing and Communication**

The university recognizes the importance of critical thinking, writing, and oral communication in all academic pursuits and in professional practice. We are therefore committed to a campus-wide program that engages students in the practice of written and oral communication in all disciplines. This program includes the following components:

(a) Students must satisfy the Basic Writing Proficiency Requirement as listed in the General Education Program requirements
(b) Students must complete a minimum of 42 credit hours of courses with a significant written and oral communication component, identified with a (C) in the Undergraduate Bulletin, with a minimum distribution as follows:
- 15 hours in major courses
- 15 hours in non-major courses
Full-time students should enroll in two (C) designated courses, and part-time students should enroll in one (C) designated course each academic year.

(c) Students must seek help from one of the university Writing Centers when referred by course instructors or academic advisors. The Writing Centers provide support for all writing instruction within the curriculum, tutoring for students referred to the centers by course instructors or advisors, and individual help on demand to students who wish to improve their writing.

**Engineering and Computer Science Majors**
The Bachelor of Science degree programs in engineering and computer science require the following courses, which may be applied to the General Education Program requirements:

(a) Mathematics: MATH 151, MATH 152, and at least one course numbered 200 or above
(b) Physics: PHYS 123 and PHYS 221

**Non-Applicable Courses**
Some courses are marked as not applying to graduation. These courses do affect grade point average and academic status.

**Introduction to the Professions (two credit hours)**
All students must complete these seminars in their first year. (Students entering with 30 hours or more of transfer credit are excused.)

Our undergraduate students engage in, and benefit from, the research and scholarly activities of the university through the following three ways:

- Undergraduate Research Projects
- Interprofessional Projects
- Capstone Projects and Colloquia

**Undergraduate Research**
Undergraduate research is an excellent vehicle for raising student awareness of the need for lifelong learning of contemporary issues in their disciplines, and of the research opportunities available to them after graduation. We are developing an initiative to increase significantly the participation of undergraduate students in our research activities by 2010.

All undergraduate programs award academic credit for selective research performed by students under faculty supervision. (The chemistry program requires a research project.) Undergraduate students participating in research have access to state-of-the-art research facilities, either in our laboratories or the laboratories of a collaborative partner. Approximately 200 undergraduate students participate each year.
Examples of undergraduate research involvement include:

- Mechanical and Aerospace Engineering undergraduates conducted NASA and Boeing sponsored research in fluid dynamics (which resulted in journal publications) at IIT’s National Diagnostic Facility. A number of these undergraduates have had their research supported by the NASA Space Grant Program.

- Several students from various majors have participated in research on biological tissue using the (IIT-operated) BIOCAT beam line at the Advanced Photon Source of Argonne National Laboratory.

- Research conducted by a Materials Science and Engineering student, in conjunction with Argonne National Laboratory, focused on materials for sequestering radioactive waste and resulted in the award of a U.S. patent to the student.

- Biomedical Engineering students, working on research related to diabetes and epilepsy, have participated in the Howard Hughes Program, which is conducted during the summer at the University of Chicago. The Department of Biomedical Engineering has been recommended to receive funding for an NSF REU Award in the area of diabetes research, starting summer 2006.

- An undergraduate student in Computer Engineering conducted research on Power Efficient Range Assignment for Symmetric Connectivity in Static Ad-Hoc Wireless Networks, resulting in publication in two professional journals.

**Interprofessional Projects**

All undergraduates are required to complete six credit hours of Interprofessional Projects (IPROs). A representative list of project topics may be found at [www.iit.edu/nca/iproprojects](http://www.iit.edu/nca/iproprojects). IPRO teams include students from several disciplines who work under the guidance of faculty mentors to find solutions to open-ended problems derived either externally from companies, government agencies, or not-for-profit organizations, or internally from faculty research interests.

IPROs were first introduced into the undergraduate curriculum as electives in 1995 and became part of the General Education Program in 1999. The effectiveness of these interprofessional experiences in producing learning outcomes consistent with the institution’s core values has moved the IPRO experience to a position of significant prominence. The IPRO program has evolved into a mature component of the undergraduate programs as a result of continuous evaluation and improvement. Typically, some 30 to 35 projects are underway during the each semester, with a target enrollment of 10 to 15 students in each project team. A large fraction of these projects, described in more detail in Criterion Five, address local, national, or global issues. The Institute of Business and Interprofessional Studies provides support and infrastructure for the IPRO program.

**Capstone Courses and Undergraduate Colloquia**

Programs in chemistry, engineering (all disciplines), architecture, and psychology emphasize the need for independent inquiry and life-long learning through a required
capstone experience in which students integrate the knowledge and information-seeking skills acquired as they progress through their curricula into an original, comprehensive project. In a different approach, programs in biology and physics include a required senior colloquium for the same purpose.

Graduate Programs
Research, scholarship, and inquiry at an advanced level are integral to our M.S. and Ph.D. programs. In addition to assessment at the course level, graduate students must pass comprehensive examinations, which allow faculty members to evaluate the extent of the student's knowledge base and expertise. Doctoral students must pass qualifying and thesis-defense examinations. A more detailed assessment of the Graduate Program can be found in Criterion Three.

Scholarly Research
University faculty members consistently engage in scholarly research. Scholarship is a key component in all decisions on tenure and promotion. This policy appears in Appendix C of the IIT Faculty Handbook:

An appointment to a tenured position is tangible recognition of significant accomplishments in scholarship and teaching. Tenure represents an expression of faith in an individual based on the clear expectation that he or she will continue to contribute substantially, at a high level of broadly recognized excellence, to research, education, and scholarly work at Illinois Institute of Technology.

Scholarship and equivalent individual accomplishment are demonstrated by, but are not limited to, published books, journal articles, and reports, particularly those subject to prepublication reviews; the impact of the totality of publications on the advancement of a particular discipline; research support; invited presentations at international and national conferences; lectures and seminars for universities, professional groups, and the public; participation in competitions and exhibitions; shows in museums and galleries; prizes and awards; critiques of the work in professional journals; reviews of papers and books for professional journals and publishers; and suitable participation in radio and TV programs. All standards must provide for evaluation of a candidate's scholarship or equivalent individual accomplishment by people outside of IIT who have well established and substantial professional reputations.
The scholarly productivity of faculty and students is illustrated by the record of publications in professional journals, conferences, reviews, exhibitions, and more, as appropriate to the discipline. [See Figure S.]

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<th>Figure S: Record of Scholarly Productivity 2001–2005</th>
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<tr>
<td>2001</td>
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<tr>
<td>Peer reviewed articles</td>
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<tr>
<td>Conference presentations</td>
</tr>
<tr>
<td>Books authored</td>
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<tr>
<td>Patents awarded</td>
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<tr>
<td>Exhibitions</td>
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<tr>
<td>Buildings completed (Architecture)</td>
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</table>

It should be noted that compilation of these data was complicated by the absence of a central record of faculty scholarly output and the use of different standards for classification among the various academic units. Another concern that has been identified by the Graduate College is that many M.S. and Ph.D. students graduate and leave the university without submitting their research results for publication. The university is addressing these issues, as indicated in the recommendations section of this document.

Figure T below illustrates the record of federal funds supporting faculty research for the last five years.

For a full report on research funding from all sources by department and college see www.iit.edu/nca/researchfunding.

<table>
<thead>
<tr>
<th>Figure T: Federal Research Funding and Number of Awards: 2001–2005</th>
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<tbody>
<tr>
<td>Year</td>
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<td>2004</td>
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<td>2005</td>
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</table>

Our librarians effectively utilize research and scholarship in library science both to improve the services provided to students and faculty and to provide innovative new services. In a recent example, librarians researched the learning and information-seeking behavior of engineers and used the results to identify improvements in the library resources provided in support of the engineering programs, as well as to improve user access to those resources.
Co-curricular Activities

In addition to the formal curricular requirements, opportunities to gain essential skills for a life of learning include:

Libraries

Library instruction sessions are designed not only to address the specific research needs of a specialized discipline, but also to foster a core set of information-seeking habits and skills. In addition, the library works to create a level of information literacy in undergraduate and graduate students that will be useful throughout their academic life and professional careers.

Print and digital collection analysis also focuses on the acquisition of more generalized resources within particular collections and on the development of more general, cross-disciplinary collections that will assist students in understanding the interrelationship between disciplines and in developing basic skill sets to assist them in this process.

Our libraries integrate general education resources into its collections and services in order to provide users with the opportunity to develop essential skills necessary to support a life of academic and professional learning.

Student Affairs

The Office of Student Affairs offers programs and services that enhance the educational experiences of our students. Through a variety of social, educational, cultural, and recreational opportunities, students engage in activities that further enhance learning and promote student development:

- Office of Multicultural Student Services, described in Criterion Three, offers a wide variety of programs that celebrate human diversity and engage students in conversations about the role of diversity in our global society
- Residence Life offers social and educational programs that foster the development of strong residential communities
- Student Activities offers social programs that allow students to develop and sustain social connections
- Student chapters of professional societies in engineering, architecture, law, and psychology encourage students to explore the meaning of professional practice and professional and ethical responsibility.

Student Affairs recognizes the important role that cultural opportunities provide to student development efforts. Numerous offerings are organized in an effort to link students to the many cultural opportunities that exist in our diverse urban environment. Our registered student organizations have grown from 70 (2004) to more than 100 (2006). Through the use of the Student Activities Fee, these organizations craft proposals for funding that directly sponsor a variety of educational and social programs. [www.iit.edu/nca/studentaffairsprogramming](http://www.iit.edu/nca/studentaffairsprogramming)
To enhance campus climate and campus culture, the Office of the Dean of Students successfully worked with the Student Government Association (SGA) to have 25% of Student Activities Fee allocated for the purpose of planning weekend social and entertainment programs on campus. The Looking Inward: Campus Programs effort, being launched in fall 2006, will work through our major student programming board, Union Board, to create a more lively social environment for our students. The SGA is also working to improve social opportunities on campus for students. They will examine fiscal and programmatic issues essential to creating a more vibrant student-life atmosphere.

4.c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Undergraduate Programs

The Undergraduate Studies Committee carefully monitors the General Education Program requirements to ensure their relevance and currency, and to develop the knowledge and skills needed by our graduates. The committee recommends all changes, which must then be approved by a majority vote of the faculty. Important changes implemented since the last NCA accreditation review are:

- Introduction of the Interprofessional Project requirement
- Introduction of the policy on Written and Oral Communications
- Introduction of C++ as the required language in the computer science requirement, for all programs except architecture
- Use of oral, written, graphical, and electronic communications skills and the ability to contribute successfully to the work of multidisciplinary teams
- Ability to use technology in solving problems
- Awareness of ethical, economic, and global issues
NCA CRITERION FOUR

- Mathematics and science skills
- Awareness of the need for life-long learning.

One important outcome of the Interprofessional Project (IPRO) requirement is to create real experiences for our undergraduate students in problem solving in a global society. Almost every IPRO team consists of students from diverse backgrounds, as a reflection of the university’s diverse student body. As the students work together on their project, they learn how different cultures approach interpersonal communication and teamwork.

As another example of faculty attention to curriculum design to promote global understanding, Lewis Department of Humanities initiated in 2005 a series of courses in language and culture. In the first year, students studied Japanese language and culture together. Students will be exposed to Chinese language and culture in academic year 2006–2007, and to additional cultures in subsequent years. www.iit.edu/nca/languageandcultureprograms

And, as would be expected of an institute of technology, each of our academic programs, undergraduate and graduate, is geared to develop proficiency in a technical or professional discipline.

Evaluation of each academic program follows procedures described in Criterion Three and involves both internal and external constituencies. For many programs these processes include a detailed review by professional accreditation agencies.

Assessment of the General Education Program for Academic Year 2005–2006 can be found at www.iit.edu/nca/generaleducationassessments.

Graduate Programs

Research, scholarship, and inquiry at an advanced level are integral parts of our masters and doctoral programs. Each graduate program is thoroughly reviewed by a committee consisting of faculty external to the program and at least one member from outside the university community on a five-year cycle. The committee may propose no substantive changes in the program, mandatory changes in the program, or program discontinuance. In the case of a program that is not professionally accredited, the committee’s report is sent to a professional, external to the university community, for further review and comment. Review committee reports are submitted to the dean of the Graduate College and made available on the college Web pages.

New Programs

Introduction of a new academic program requires detailed analysis, including input from faculty, alumni, local employers, and prospective students. The Graduate or Undergraduate Studies Committee, as appropriate, must approve the curriculum of a new program, prior to approval by majority vote of the full faculty. Finally, the Board of Trustees must approve the program.

Programs added since the 1997 NCA accreditation visit are listed in Appendix I.
Libraries

University libraries regularly review the effectiveness of their General Education resources through collection analysis to ensure that resources supporting the more general needs within a particular discipline continue to be relevant, accurate, and in support of existing and emerging curricula.

Library instruction and courses offered are regularly assessed for relevancy and currency in order to ensure that students are being exposed to the most relevant and reliable resources and searching methodologies.

4.d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Policies and Procedures

Policies and procedures are included in the handbooks for faculty and students, as are policies and procedures that apply to all members of the university community. Mandated postings are provided, usually annually, to the IIT community as required by government regulation. The Office of General Counsel maintains these policies and procedures:

- Student Handbook
- Faculty Handbook
- Policies and Procedures Handbook
- Conflict of Interest Policy
- Policy on Political Activity
- Purchasing and Accounts Payable Policies and Procedures Manual
- Safety Committee Reports
- Security Policy for Financial Information

Our library system, serving each of our campuses, provides extensive learning resources for students and faculty.
NCA CRITERION FOUR

Safety Programs
The university has a rigorous safety program. The Safety Committee is overseen by the general counsel, vice president for Business and Administration, and the provost. This committee is responsible for maintaining and enforcing safety standards. Program details are available at www.iit.edu/~ogc/policies/safety_committee_reports.html.

In addition, the university has a separate and autonomous committee on radiation safety that approves all uses and users of equipment and substances capable of producing ionizing radiation, and provides training for members who may come into contact with such equipment or substances. This committee meets quarterly in accordance with our license from the Illinois Emergency Management Agency, Division of Nuclear Safety.

Policies Relating to Research Activities
We have in place the necessary structure to provide effective oversight and support services to ensure the integrity of research and practice conducted by our faculty and students. The Office of Research Compliance and Proposal Development (ORCPD) (www.grad.iit.edu/research/orcpd.html) is responsible for policies covering research involving human participation, animal studies, rDNA, biological materials, or potentially hazardous agents. Approval is necessary by one of the following boards:

- Institutional Review Board (human subjects)
- Institutional Animal Care and Use Committee (animal subjects)
- Institutional Biosafety Committee (biohazardous materials; rDNA)

The ORCPD coordinates all review boards, and the research listed above is reviewed regardless of funding sources. The ORCPD also ensures that researchers complete any required training prior to board approval.

In addition, university researchers must adhere to a strict code of conduct. We recently revised our Conflict of Interest and Research Misconduct policies. The revised policies further define ethical practices in research and instruction, and are available for the university community on our website.

University libraries ensure the integrity of resources and services offered to faculty, staff, and students through ongoing monitoring and maintenance of the collection. University librarians review all resources and services to ensure the information is accurate, authoritative, relevant, and current. Digital and print collections are continuously reviewed, and outdated or irrelevant materials are withdrawn from the collection or relocated to a storage location where they are available for historical research.
Policies on Intellectual Property

Our policy on intellectual property rights, stated below, appears as Appendix K of the Faculty Handbook.

Library Policies and Resources Related to Intellectual Property Rights

University libraries provide access to multiple polices and related resources on copyright and intellectual property rights issues that are accessible via the library Web pages. These resources provide guidelines on the access, use, and dissemination of print and digital materials, focusing primarily on issues of copyright, fair use, and plagiarism.

- Acceptable Use of Computing Resources  [www.gl.iit.edu/policy/use.htm](http://www.gl.iit.edu/policy/use.htm)
- Policy for Use of Online Services  [www.gl.iit.edu/policy/online.htm](http://www.gl.iit.edu/policy/online.htm)
- Copyright and Fair Use Information: Reproduction of Materials for Research and Teaching  [www.gl.iit.edu/access/copyrightrepro.htm](http://www.gl.iit.edu/access/copyrightrepro.htm)
- Faculty Reserves Packet  [www.gl.iit.edu/resources/copyrightpack.htm](http://www.gl.iit.edu/resources/copyrightpack.htm)
- Copyright Clearance Acknowledgement  [www.gl.iit.edu/forms/copyrtclearance.pdf](http://www.gl.iit.edu/forms/copyrtclearance.pdf)
- Faculty Guide to Plagiarism  [www.gl.iit.edu/services/plagiarism.htm](http://www.gl.iit.edu/services/plagiarism.htm)
- Online Services Policy (Downtown Campus Library)  [http://library.kentlaw.edu/Resources/Online_Srvs_Policy.htm](http://library.kentlaw.edu/Resources/Online_Srvs_Policy.htm)

Academic Integrity

The university’s academic and student support programs help students develop the skills and attitudes fundamental to the responsible use of knowledge. We expect students to maintain high standards of academic integrity. The Code of Academic Honesty is in the Student Handbook, and students are made aware of its requirements. The Office of Student Affairs offers various programs, such as a series of leadership workshops, which encourage student responsibility and concern for others.

The Center for the Study of Ethics in the Professions

The Center for the Study of Ethics in the Professions (CSEP) is committed to promoting teaching and research on issues of ethics and social responsibility in the professions. In collaboration with practitioners and with scholars at IIT and other institutions, CSEP carries out practical and professional ethics projects to advance understanding of professional standards and to promote attention to ethics within the professions.
CSEP has published a periodical, *Perspectives on the Professions*, since 1981, and coordinates the local and national Intercollegiate Ethics Bowl for students.

Recently CSEP undertook a project to develop a uniform code of ethics for the university to provide guidance in dealing with a variety of ethical issues that arise within the university. The final document, with the work of advisory committees, trustee groups, workshops, and focus groups, will reflect community thinking and commitment.

The university is committed to providing and maintaining an environment that is safe, ethical, and conducive to learning.