INSTITUTIONAL SELF-STUDY
for the Higher Learning Commission
of the North Central Association of Colleges and Schools
2006
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Preface

Illinois Institute of Technology (IIT) has a long and respected history of educating students from throughout the world for increasingly complex roles in engineering, science, and technology.

Armour Institute of Technology and Lewis Institute, the academic predecessors of IIT, were founded in the 1890s with missions to educate first-generation Americans of modest means and social position. By the 1920s, both institutions were recognized for producing highly qualified engineers, scientists, and business leaders who made valuable contributions to Chicago's economic development. The depression dealt a hard blow to each institution, leading their boards to effect their merger in 1940, creating Illinois Institute of Technology just in time to respond to the tremendous challenges of World War II. The new IIT played a major role in the education of officers for the war effort, which led to the development of extensive ROTC programs in the post-war era. The Armour Research Foundation, known today as IIT Research Institute, also expanded rapidly to meet military research needs.

With the creation of the GI Bill at the close of World War II, university enrollment soared from 1945 to 1960, preparing thousands of young men and women for leadership roles in the rapid expansion of the post-war economy.

Between 1949 and 1969, the university expanded its academic programs by adding design, law, and business to its existing programs in engineering, science, architecture, and psychology.

The Institute of Design, initially founded in the United States in 1937 by Laszlo Moholy-Nagy, an influential leader of Germany's Bauhaus School of art and design, became a unit of the university in 1949. In 1969, Chicago-Kent College of Law, a venerable Chicago institution, became a college of the university. That same year Stuart School of Business was established by a gift from the estate of H. L. Stuart, a leading Chicago financier. In 1995, the Institute of Psychology evolved from departmental status to become a freestanding academic unit of the university. The Institute for Business and Interprofessional Studies (IBIS) was formed in 2003 to provide an academic home for the university's revitalized undergraduate business program, featuring new interprofessional studies, entrepreneurial studies, and leadership programs. In fall 2006, IBIS will become part of Stuart School of Business.

This mix of colleges, institutes, and schools reflects our continuing evolution in response to the needs of society and industry. Faculty members and alumni have made many important social, scientific, and economic contributions to the modern economy.

- Robert Abbott (Law 1898) founded The Chicago Defender, one of the nation's most influential African-American publications.
- Abraham Lincoln Marovitz (Law '25) served as senior judge for the U.S. District Court.
- Grote Reber (Engineering '33) constructed the first radio telescope and published the first maps of the radio sky.
PREFACE AND OVERVIEW

- Marvin Camras (Electrical Engineering '36) emerged in the post-war era as the father of magnetic tape recording.
- Max Jakob, faculty member of IIT's mechanical engineering department from 1937 to 1955, was an internationally known expert in thermodynamics and heat transfer.
- Ludwig Mies van der Rohe, head of the College of Architecture from 1938 to 1958, transformed the skylines of the world's cities with glass and steel towers.
- S. I. Hayakawa, IIT English faculty member from 1939 to 1948, was an internationally recognized semanticist, and a U.S. senator from California from 1977 to 1983.
- Herbert Simon, professor of political science from 1942 to 1949, won the 1978 Nobel Prize in Economics and is attributed with the creation of behavioral economics.
- Lois Graham (Mechanical Engineering '45) became the nation's first woman Ph.D. in mechanical engineering.
- Richard Ogilvie (Law '49) capped a distinguished political career with election to the office of governor of Illinois.
- Martin Cooper (Electrical Engineering '50) led the Motorola team that invented the cell phone.
- Steingrimur Hermannsson (Electrical Engineering '51) served as Prime Minister of Iceland from 1983 to 1991.
- James Ingo Freed (Architecture '53) formed one of the twentieth century's premier architecture firms.
- James Roche (English '60) served as the 20th secretary of the United States Air Force from 2001 to 2005.
- Jong Soung Kimm (Architecture '61) has designed several of Korea's internationally renowned buildings.
- Valdas Adamkus (Chemical Engineering '61) has been serving as president of the Republic of Lithuania since 1998.
- Edward Kaplan (Mechanical Engineering '65) revolutionized the world of merchandise tracking through bar coding.
- Ilana Rovner (Law '66) was the first female to be appointed to a Federal Appeals Court in Chicago.
- Susan Solomon (Chemistry '78) identified the cause of the hole in the ozone layer.
- Leon Lederman, Pritzker Professor of Physics at IIT, won the Nobel Prize in Physics in 1988 for co-discovering the muon neutrino.

By the end of the twentieth century, as more community colleges and public universities began to attract first-generation students, administrators and the Board of Trustees recognized the need to reevaluate the university's mission and role in higher education. In 1993, President Lewis Colliens and the university's Board of Trustees convened The National Commission for IIT to ensure our preparedness to meet the educational and research needs of the twenty-first century. Against a backdrop of fiscal challenges, The
National Commission recommended a bold agenda for increasing institutional quality, rebuilding the university’s Main Campus, and creating a new interprofessional program to differentiate the university in an increasingly competitive higher education market. The National Commission members, led by Trustees Robert Galvin and Robert Pritzker, helped shape the recommendations for increased quality and renewal of Main Campus. In 1996, Galvin and Pritzker each committed $60 million to the $250 Million IIT Challenge Campaign that launched the implementation of The National Commission recommendations. [www.iit.edu/nca/nationalcommissionreport](http://www.iit.edu/nca/nationalcommissionreport)

Today, a decade after initiating these recommendations, the university has been transformed by significant improvements in student quality, facilities, and financial stability.

The 2006 North Central Association (NCA) reaccreditation process provides a timely structure for reassessing the university’s progress, as well as providing a platform for establishing goals for 2010 and beyond. The 2010 Plan, developed this past year by our academic and administrative leadership, provides the institution with ambitious goals for the new challenges of the twenty-first century. [www.iit.edu/nca/2010plan](http://www.iit.edu/nca/2010plan)

The 2010 Plan features:

- **A revised Mission, Vision, and Values statement:**
  
  *Mission: 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*

- **A set of academic and research priorities to meet pressing global needs:**
  
  - Continued expansion and focus of our life science educational and research programs, including the growth of several interdisciplinary research centers, to apply engineering and science solutions to pressing human health issues
  
  - Development of academic and research programs in energy and sustainability, including a new Institute for Energy and Sustainability, in response to global needs and concerns regarding natural resources and the environment
  
  - Expansion of our math and science teacher education programs, through key partnerships with the Chicago Public Schools, to meet the national need for qualified scientists and engineers
  
  - Utilization of our new University Technology Park At IIT to support both innovation and entrepreneurship by creating jobs and opportunities for businesses based on science and engineering research, as well as to promote research partnerships with industry, faculty, and students
  
  - Increased internal collaborations to support and promote academic priorities; enhanced external alliances with medical schools, health-related institutions, and government laboratories; and strategic alliances with other universities in particular research areas.
A set of platform priorities:

- An enrollment strategy to ensure the continued recruitment of top-quality undergraduate and graduate students, with a special focus on responding to national demographic changes
- Facilities and housing plans to renovate all teaching laboratories and classrooms, to improve residence halls and graduate apartments to meet the housing needs of all residential students, and to provide other major infrastructure improvements on campus
- An information technology initiative to establish a superior university-wide management system
- Continued expansion and strengthening of our signature interprofessional education program through the addition of projects, sponsors, faculty members, and enhanced organization and management infrastructure
- A commitment to enhance the student experience and diversity through a university-wide task force that will address the improvement of athletic facilities and programs, the enhancement of intercultural and diversity programs, and greater support for student organizations and fraternity and sorority programs.

Annual University Operating Plans that include:

- Comprehensive recommendations and funding source strategies to achieve long-term plan priorities
- Strategies to improve net income from operations, which will achieve the desired goal of reducing endowment draws below 5% by 2010.

This self-study document will provide NCA reviewers with an analysis of the university’s growth and progress over the past ten years, confirm our ongoing commitment to academic excellence, and ensure we are preparing our graduates for meaningful roles in society.

Overview

Illinois Institute of Technology (www.iit.edu) is a private, Ph.D. granting research and teaching university with a fall 2005 enrollment of 6,472 students in undergraduate and graduate programs including engineering, science, psychology, architecture, business, design, and law.

Our academic programs are organized within the following seven colleges, institutes, and schools [see Figures A and B]:

- Armour College of Engineering
- Chicago-Kent College of Law
- College of Architecture
- College of Science and Letters
- Institute of Design
- Institute of Psychology
- Stuart School of Business

See www.iit.edu/nca/academicunitdescriptions for an overview of each academic unit.
Campuses

The university has five campuses in the city of Chicago and surrounding suburbs. [See Figure C on following page.] Main Campus (www.iit.edu/about/campustour) is located 30 blocks south of the Chicago Loop on 120 acres that were redeveloped during urban renewal in the 1940s and 1950s. The Main Campus area was the original site of Armour Institute, and three of Armour’s turn-of-the-century, red brick Romanesque Revival buildings remain. Mies van der Rohe, who served as chair of the architecture department from 1938 to 1958, designed the present campus in the 1940s. In 2005, Main Campus was placed on the
National Register of Historic Places in recognition of Mies' contributions to twentieth-century architecture. His most prominent building on the campus, S. R. Crown Hall, was made a National Historic Landmark in 2001 and was restored to its original condition in 2005.

The Daniel and Ada Rice Campus, completed in 1990 in west suburban Wheaton, is now home to our Center for Professional Development, which consolidated our part-time professional technical programs into a cohesive set of flexible course offerings for working adults. The Downtown Campus, completed in 1992, provides accommodations for the Chicago-Kent College of Law, the Stuart School of Business, the Public Administration Program, and the Library of International Relations. The university manages the National Center for Food Safety and Technology, in partnership with the Food and Drug Administration Center for Food Safety and Applied Nutrition, and the food industry, at Moffett Campus in the southwest suburbs. The Institute of Design is housed in leased space in Chicago's River North area.
Our faculty earned their highest degrees from more than 120 institutions throughout the United States and internationally.

More than 60% of IIT faculty earned their highest degrees from the following institutions:
Case Western Reserve
Columbia University
Cornell University
Georgetown University
Harvard University
Illinois Institute of Technology
Mass. Institute of Technology
Northwestern University
Pennsylvania State University
Purdue University
Stanford University
SUNY Stony Brook
U of California, Berkeley
U of California, San Diego
U of Chicago
U of Illinois–Champaign-Urbana
U of Illinois–Chicago
U of Michigan
U of Pennsylvania
U of Washington
U of Wisconsin, Madison
Yale University

Faculty Profile
The faculty of Illinois Institute of Technology is highly qualified with 95% of the full-time faculty members holding the highest degrees within their disciplines. Ninety-one percent of our faculty are tenured or on a tenure track. Recruitment of faculty is conducted world-wide and advancement within the university is based on a rigorous faculty and administrative review.

The distribution of the 22 institutions where the majority of full-time IIT faculty members earned their highest degrees is shown at the right.

Student Profile
During the past decade the academic credentials of our students have significantly improved while total enrollment has grown to 6,472 (fall 2005).

The percentage of the undergraduate student body coming from outside Illinois has increased to 43%, with 15% coming from other countries.

The number of full-time international graduate students has soared, more than tripling to 1,324. This has been the result of much more aggressive recruiting, including the establishment of university offices in several countries.
Accreditation History

The university has had continuous accreditation from the NCA since 1941 (the university's predecessors, the Armour and Lewis Institutes, were first accredited in 1913). NCA's most recent accreditation occurred in 1997, at which time we received accreditation at the doctoral (research and professional curricula) degree-granting level for a ten-year period.

The university has also earned accreditation for specific professional programs as follows:

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Accrediting Body &amp; Review Cycle</th>
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</thead>
<tbody>
<tr>
<td>B.S. Aerospace Engineering</td>
<td>All B.S. Engineering programs are reviewed by the Accreditation Board for Engineering and Technology (ABET). Accredited: 2002–2009</td>
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<tr>
<td>B.S. Chemical Engineering</td>
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<td>B.S. Civil Engineering</td>
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<td>B.S. Computer Engineering</td>
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<td>B.S. Electrical Engineering</td>
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<td>B.S. Mechanical Engineering</td>
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<tr>
<td>B.S. Metallurgical and Materials Engineering</td>
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<tr>
<td>B.S. Chemistry</td>
<td>American Chemical Society Committee on Professional Training Accredited: 1941</td>
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<tr>
<td>M. Arch.</td>
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<td>M.S. Environmental Management</td>
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<td>M.S. Finance</td>
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<td>M.S. Financial Markets</td>
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<td>M.S. Marketing Communication</td>
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<tr>
<td>Ph.D. Management Science</td>
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<tr>
<td>Secondary Education</td>
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Response to the 1997 NCA Accreditation Visit

At the time of the 1996 self-study process and 1997 site visit by members of the NCA reaccreditation team, we had just begun to implement a bold plan for transforming our undergraduate program and our Main Campus. In 1994, The National Commission for IIT made recommendations to develop strategies that would address issues related to enrollment, faculty, administration, and finance. These recommendations, which were adopted by the university’s Board of Trustees in May 1995, led to:

- Adopting the concept of “interprofessional education” to create distinction for and enhancement of the undergraduate program experience
- Consolidating and refocusing the undergraduate academic programs to improve quality and competitiveness
- Establishing a national and international recruiting base for both undergraduate and graduate education
- Increasing the number of graduate professional programs and expanding distance education
- Emphasizing new research initiatives to build the institution’s reputation and increase sponsored research funding
- Investing in Main Campus facilities to support academic activities and to enhance the campus as a place to live, study, and work.

In granting renewal of accreditation until 2007, the NCA asked the university for progress reports, through 2001, on four topics: shared governance, master plan implementation, matching funds for the $250 Million IIT Challenge Campaign, and enrollment. These reports demonstrated that the institution was achieving these aggressive objectives while following its policies and procedures for shared governance with the faculty and Board of Trustees. The NCA accepted the university’s 2001 report, which reflected significant progress in each of the four areas. Below is a summary of progress on these four topics.

Shared Governance

Program Changes

The university follows the policies and procedures included in the Faculty Handbook (www.iit.edu/staff/faculty_handbook). The Handbook now contains a process (Appendix P in the Faculty Handbook) that provides for exchange of proposals between faculty and administration, discussion of the proposals, approval by each, and a process for resolving differences with the ultimate authority resting with the Board of Trustees. Many of the academic program changes occurring in the last ten years reflect successful communication and collaboration between the faculty and administration to implement necessary initiatives. As an example, through shared-governance protocols, the faculty reinstituted bachelor of science degrees in the sciences and applied mathematics.
Structural Changes

A two-campus governance structure, under the leadership of vice president/chief academic officers for the Main and Downtown Campuses, was adopted in 1996. In 2003, the university returned to a more traditional structure with a single chief academic officer. [See Figure E.] See Appendix I for a brief summary of programmatic and structural changes by year. A complete set of current organizational charts may be found in Appendix II.

Figure E: UNIVERSITY ACADEMIC STRUCTURE: 1996–2002 and 2003–PRESENT

Master Plan Implementation

The Main Campus Master Plan, prepared in 1996 by the architectural firm of Lohan Associates, Inc., provided the blueprint for The National Commission’s recommendation to:

- Revitalize the campus and community
- Provide greater support for the academic/research enterprise
- Enhance opportunities for increased enrollment.
Six strategies proposed by Lohan Associates, Inc. for the first ten years of the plan have been implemented. They are:

- The aesthetic transformation of State Street and 33rd Street through streetscape and landscape improvements, including the removal of parking, the widening of parkways, and the addition of trees. This transformation was funded through a $7 million City of Chicago project.

- Creation of a Mies Historic District to honor the memory of Mies van der Rohe, architect of Main Campus and iconic architect of the twentieth century. Implementation includes the restoration of S. R. Crown Hall and Wishnick Hall, placement of the academic campus on the National Register of Historic Places, establishment of the Mies van der Rohe Society to support the restoration of structures, and promotion of architectural tours of the campus.

- Implementation of core area landscape improvements through a landscaping master plan adopted in 1998. These improvements include terrain in front of S. R. Crown Hall, the addition of permanent lawn sprinkling systems throughout campus, and overall enhanced landscaping.

- Completion in 2003 of a new 110,000-sq.-ft. student union, The McCormick Tribune Campus Center, designed by world-renown architect, Rem Koolhaas.

- Development of new student residence halls, starting with the 367-bed State Street Village, an award-winning structure designed by Helmut Jahn, which opened in 2003.

- A 120-unit condominium and townhome development (Michigan Place) adjacent to campus realized with private sector funding. The university provided a subsidy incentive to encourage faculty and staff to live in this new community and, as a result, reached its goal of having 10% of the units occupied by IIT families.
These changes have transformed our Main Campus by building institutional pride and enhancing the perception of IIT, both locally and nationally. Among many other benefits to the institution, the restoration and renewal of Main Campus has contributed to the increase in undergraduate enrollment.

In addressing a long-term goal of the Master Plan, to create a commercial zone on the south end of Main Campus, the university has partnered with a private developer to create University Technology Park At IIT (UTP). UTP will house facilities for start-up and rapidly growing technology companies. The ten-year goal for UTP is to have 1.5 million sq. ft. of rentable office and laboratory space on 15 acres of IIT land. UTP’s impact on academic programs and companies is discussed in greater detail in Criterion Two and Criterion Five.

Matching Funds for the $250 Million IIT Challenge Campaign

The success of our Challenge Campaign made possible most of the changes described in this section. Between 1997 and 2001, we raised $270 million—one year sooner and nearly 10% ahead of the campaign’s declared goal. Challenge Campaign funds contributed to:

- Growth in endowment from $97 million in 1995 to more than $200 million in 2001
- A $50 million increase in endowed scholarship funds to support the Camras and Heald scholarships, which enable the university to recruit and retain academically superior undergraduate students
- Support for the Main Campus Master Plan implementation, including funding for landscaping, The McCormick Tribune Campus Center, and the restoration of S. R. Crown and Wishnick Halls
- An increase in endowed professorships to attract and retain high-quality faculty members
- Funding to renovate research and teaching laboratories
- Support for our new Interprofessional Projects Program, Leadership Academy, and Ed Kaplan Entrepreneurial Studies Program, which are all components of the strategy to bring distinction to our undergraduate programs.
Enrollment

Our enrollment goals for undergraduates, established with recommendations of The National Commission, included:

- Implementation of merit scholarship initiatives designed to recruit and enroll students with demonstrated potential for academic achievement equal to the challenges of our rigorous academic programs
- Expansion of our recruiting base, nationally and internationally
- An increase in the number of female students
- An increase in the undergraduate student population by attracting larger numbers of freshmen and transfer students and improving retention.

Strategies implemented to achieve these undergraduate enrollment goals included:

- Expansion of merit scholarship opportunities beyond engineering to include support for all undergraduate programs
- Improving student life, the overall appeal of the campus for prospective students and their parents through the renewal of Main Campus, and the opening of new facilities for student services
- Establishment of academic programs that respond to the changing global marketplace and the infusion of new technologies, including:
  - Biomedical Engineering
  - Molecular Biology and Biophysics
  - Undergraduate Business, with an emphasis on technology-based business and technology entrepreneurship
- Addition and expansion of co-curricular programs, including the Interprofessional Projects Program, Leadership Academy, and Ed Kaplan Entrepreneurial Studies Program to enhance the student learning experience
- Improved student living options, with the addition of State Street Village and two sorority houses
- Expanded intercollegiate sports, including men’s and women’s soccer

For graduate students, the strategies have varied by academic unit, but generally included initiatives to improve student quality while maintaining a managed overall growth rate. This strategy, first aimed at increasing the number of part-time domestic students, shifted in the late 1990s to encourage full-time international master’s degree and Ph.D. students. Now, to improve the balance of domestic versus international students, the university’s graduate recruitment strategy again targets full- and part-time students from domestic populations while maintaining international enrollments.
Undergraduate Population

As demonstrated by Figure F, undergraduate student enrollment declined from 1996 through 1999 as the strategies to reduce non-competitive programs and increase student quality had their full effects. Even with this early decline from corrective measures, between 1996 and 2005 full-time undergraduate enrollment increased by 39.6%.

The university succeeded, in a very short period of time, in increasing the academic quality of its student body as reflected in the measure of SAT scores. In 1995, freshmen SAT scores stood at 1192 (combined) and rose to 1292 by fall 2005. This is mostly attributed to the creation of the Camras Scholarship Program.

Retention and graduation rates have fluctuated during this period. Freshman retention rates rose from 76% in 1996 to a peak of 89% in 1999. The rate currently is in the 81% range. Six-year graduation rates reached 68% in fall 2005, up from 45.8% in 1997. [See Figure G.]

The percentage of women in the undergraduate class stood at 26% in fall 2005 compared to 23% in fall 1996. While these percentages are consistent with other Association of Independent Technological University schools, we are committed to developing opportunities to engage women in the fields of science and engineering and have identified this goal as part of the 2010 Plan.

The university significantly raised admission requirements in 1996, presenting a challenge to our minority recruitment efforts. As the competition for high-performing minority students has grown, we have developed aggressive strategies to at least maintain a relatively flat level of enrollment for minority students (African-American, Latino, and Native American). The university is committed to enhancing opportunities related to the recruitment and retention of minority students as part of its Student Life Task Force initiative.
Graduate Population

While overall graduate enrollment has roughly remained the same over the past ten years, there has been a significant change in composition as demonstrated in Figure H. The strongest growth in our graduate student population occurred within the College of Architecture, up 26% in fall 2005 over 2002 enrollments.

As a result of the Law school strategy to increase quality and reduce the total number of students, the Law student population decreased by nearly 10% since 1996. The success...
of this strategy is reflected in its rankings. Chicago-Kent College of Law was ranked 60th out of 97 top-tier schools in 2006 by *U.S. News and World Report*, up nine positions since 2004. *The Educational Quality Report* ranked the Law school 37th out of 60 in 2006, up from 44th in 2000.

International students play a major role in graduate enrollment at IIT. We increasingly benefit from international students’ interest in our professional masters and business programs, and our strategies have been focused on providing programs that respond to market demand. The advent of the World Wide Web, the establishment of a vibrant communication plan and streamlined application processing, and our increasing number of strategic alliances with foreign universities and governments have enabled the university to effectively recruit students from abroad, even in the face of post-9/11 visa restrictions. [See Figure I.]

2010 Plan Process

The 2010 Plan process is a continuation of the university’s commitment to planning, implementation, and self-evaluation dating back to the 1970s. Three major planning initiatives, as detailed in Criterion Two, each designed to fulfill the university’s goal of continuous improvement for the benefit of its students, have taken place during the tenure of President Lewis Collens.
The need to prepare a self-study document for our October 2006 NCA site visit provided the university with both the momentum and foundation for a year-long, university-wide assessment process that would encompass:

- Reevaluation of our Mission, Vision, and Values statement
- Development of strategic goals for the decades ahead (2010 Initiatives)
- Affirmation that the basic living and learning platforms necessary to ensure students’ success are in place (Platform Initiatives)
- Preparation of the NCA Self-Study document
- The FY07 University Operating Plan and budget

In June 2005, the 2010 Plan process was initiated by President Collens, and a Working Committee was established to ensure a synergy of effort, continuity of communication, and cross-pollination of findings and recommendations. [See Figure J.]
Seven self-study committees were created (Appendix III) as part of this organizational structure to examine comprehensively and to respond both vertically (by unit) and horizontally (across the university) to the overarching subject areas of:

- Academic Preparedness and Engagement
- Student Life
- Technology
- Compliance
- Engagement and Service
- Financial Planning
- Communications

The specific charge to each of these seven self-study committees was to:

- Identify the policies, processes, and procedures currently in place that support the identified subject area
- Provide examples of evidence for the subject areas addressed in the NCA criteria
- Make recommendations for future improvement
- Prepare a comprehensive report, reflecting these issues, for inclusion in the self-study.

Over the course of nine months, from September 2005 through May 2006, each self-study committee held numerous meetings to develop its findings and prepare recommendations for the May 2006 Board of Trustees meeting. To ensure all voices were heard on the issues specific to their area, many committees also engaged supplemental ad hoc task forces, consisting of administrators, faculty, staff members, and students.
In addition, to ensure frequent communication and encourage the dynamic exchange of ideas and discoveries, the chairs of all committees engaged in the 2010 Plan met regularly throughout this period.

The result of these exchanges was shared with University Leadership, the Trustee Institutional Planning Committee, and the Board of Trustees at their November 2005 and March 2006 meetings. Recommendations stemming from these progressive meetings were carried back to the appropriate committees for further development.

The Executive Summary of our 2006 NCA Self-Study was presented to and approved by the university’s Board of Trustees at their May 16, 2006 meeting.

Structure and Content of the 2006 Self-Study Report

The university’s self-study team chose to organize its 2006 report based on the NCA’s five criteria for accreditation:

- **Criterion One:** Mission and Integrity
- **Criterion Two:** Preparing for the Future
- **Criterion Three:** Student Learning and Effective Teaching
- **Criterion Four:** Acquisition, Discovery, and Application of Knowledge
- **Criterion Five:** Engagement and Service

These criteria will be discussed in separate chapters within the self-study report. While this preface provides general background information, enrollment data, and a historical perspective, the rest of the report explores the university’s evolution and experience in meeting the new NCA standards for accreditation.
Criterion One: Mission and Integrity

The NCA expects the university to be mission-driven and to demonstrate that the mission document, including Mission, Vision, and Values, pervade the organization. The university’s self-study report and accompanying resources document the evolution of the university’s mission, beginning with the revised mission adopted by the Board of Trustees in 1994 and concluding with a detailed discussion of the process for establishing the revised mission documents for 2006. The board’s direct role in the review, recasting, and approval of the mission; the involvement of students, faculty members, and staff; and the introduction of the Presidential Blog to provide added input on the mission has created a record of evidence for the NCA review, as well as a powerful statement for the future of the institution.

This initial chapter of the self-study report also reviews the university’s adherence to its rules of shared governance, including demonstration of the appropriate roles of trustees, administration, and faculty in the management of the university, all of which are evident in documentation of the university’s operations throughout the past ten years.

**Work Flow Milestones** (cont’d.)

<table>
<thead>
<tr>
<th>MARCH 2006</th>
<th>APRIL 2006</th>
<th>MAY 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/10/06</td>
<td>03/21/06</td>
<td>05/04/06</td>
</tr>
<tr>
<td>• 2010 Initiatives: Draft of business plan</td>
<td>• Platform Initiatives: Presentation of the final business plan to the Board for inclusion in the University Operating Plan</td>
<td>• Approval of the final draft of the NCA Self-Study and the 2010 Plan</td>
</tr>
<tr>
<td>• Platform Initiatives: Final budget and implementation plan</td>
<td>• NCA: Review of draft reports and assignment of tasks to be completed</td>
<td>• Recommendations on Mission, Vision, and Values statement to be presented to BOT</td>
</tr>
<tr>
<td>• NCA: Review of draft reports and assignment of tasks to be completed</td>
<td>• Comprehensive overview on progress of the 2010 Plan (2010 and Platform Initiatives and NCA Self-Study)</td>
<td>• Approval of University Operating Plan and FY07 budget</td>
</tr>
</tbody>
</table>
Criterion Two: Preparing for the Future

This criterion focuses on the university’s capacity to fulfill its mission through the generation and application of resources. It also focuses on our ability to achieve our planning goals over time, and to appropriately respond to changing trends. This section describes a decade of dramatic change for us as we implemented the goals of The National Commission and responded to the Board of Trustees leadership in working to achieve financial stability. Three phases are documented:

- The IIT Challenge Campaign (1997–2002) provided the financial support to implement The National Commission recommendations
- The sale of IIT Research Institute’s assets (2003–2006), combined with the successful implementation of the fiscal strategies embedded in the annual university operating plans, has led to a significant enhancement of financial strength
- Funded by increased net tuition revenue and bond refinancing, the 2010 Plan (2007–2010) targets the expansion of undergraduate education, major capital investments in classrooms and laboratories, and new or enhanced research initiatives.

Criterion Three: Student Learning and Effective Teaching

The NCA’s special emphasis on learning assessment frames the issues and evidence presented in this chapter. Here we provide a comprehensive review of the learning objectives for undergraduate and graduate education as established by the faculty. The self-study document includes an overview of the process for assessment of learning outcomes and the feedback mechanisms to improve programs and courses based on evaluations of teaching and learning. In 2001, Armour College of Engineering was the first unit to develop assessment rubrics and protocols, and each academic unit has completed this process since that time. In addition, every course and program in the university’s curriculum has learning objectives. Learning outcomes were most recently measured in spring 2006, and the results will be included in materials for the NCA visiting team.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

This chapter reviews the structural and organizational framework for a faculty-driven process to promote a life of learning and inquiry, and to protect the academic integrity of the institution in the process.

We respond to NCA’s interest in preparing students for the challenges of a diverse, complex and ever-changing world with a review of our General Education Requirements, a discussion of the Interprofessional Projects Program, and the special writing, ethics, and co-curricular activities that expand our students’ educational experience. University faculty members’ thorough review of these requirements in 1996–1997 resulted in the first comprehensive revision of General Education Requirements in 30 years. Throughout this past year a team of faculty members has completed an assessment of general education outcomes as part of the overall academic review process.
Criterion Five: Engagement and Service

Criterion Five provides a detailed review of our interaction with our internal and external constituencies over the past ten years. Over this period of time, we expanded our community development activities to include services to bridge the digital divide; transformed community housing, jobs, and schools; expanded services to industry; and cultivated new partnerships with universities around the world. Opportunities for service learning and real-world learning have expanded in scope and depth, and outreach programs initiated by the academic units have grown substantially.

Structure of the Self-Study Materials

The self-study report that follows contains three levels of documentation for review and use of the NCA team:

- Appendices as referenced in the text, in both print and electronic format
- Electronic reference documents and studies, found on our NCA Self-Study website
- Hard copy documents, organized by Criterion and Core Component, are located in our NCA Resource Room.

The university will be pleased to make other requested materials available to the team.
Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

- 1.a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- 1.b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- 1.c. Understanding and support for the mission pervade the organization.

- 1.d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- 1.e. The organization upholds and protects its integrity.
NCA CRITERION ONE

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

When The National Commission for IIT developed a blueprint for the future of the university in 1994, few people connected with Illinois Institute of Technology could accurately predict the sweeping transformation that would occur over the next decade. The mission statement that evolved as part of The National Commission process, and was adopted by the Board of Trustees, read as follows:

*To educate people from all countries for complex professional roles in a changing technological world and to advance knowledge through research and scholarship.*

In 2000, the creation of the undergraduate Leadership Academy warranted a slight revision of the mission statement to better recognize the focus on leadership development at the university. The university’s mission was slightly altered to read:

*To educate people who aspire to leadership roles in an increasingly complex and interconnected world and to support the advance of knowledge through research and scholarship.*

As the IIT community embraced the opportunity to prepare for the 2006 North Central Association (NCA) reaccreditation visit, we recognized that a thorough reevaluation of our current mission, vision, and values could serve as a foundation for the institutional 2010 Plan. We found that the process of reassessing our mission proved significantly more valuable to our planning than the exercise of rewriting the words themselves.

1.a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

The work of reevaluating our mission statement began with our Board of Trustees in fall 2005. Board members, led by a facilitator from the Association of Governing Boards, focused the mission discussion on issues related to leadership, community, learning environments, and interprofessional education as well as the need to focus on preparing students for professional competency in their respective fields. Multiple meetings with students, faculty, and staff over the course of the next six months carried this first step forward.
Student contributions to the mission, vision, and values revealed how deeply our students believe in the original core institutional value of performing “meaningful roles in society.” In recognition of their commitment to the concept of service, we have incorporated this phrase in the new mission statement, and we have included the goal of enhancing service learning opportunities as part of the new Student Life Task Force convening in fall 2006.

Faculty members and staff input took place during a series of meetings involving more than 100 members of our community. The principal points emerging from these discussions were: supporting the values of “inspirational teaching” and “rigorous learning” as the foundation of our success; defining new opportunities to meet the altruistic nature of our students; and aligning with the needs of our urban community.

As the feedback process evolved, we recognized that our results would benefit from additional opportunities for open communication between the president and the university community. The revised Mission, Vision, and Values (MVV) statement would significantly affect the entire university community, yet traditional engagement mechanisms permitted only a limited number of individuals to provide direct feedback. Furthermore, we wanted to provide a chance for people to speak freely, without reservation, which suggested feedback protocols that permitted a level of anonymity.

Early in 2006, President Collens initiated the university’s first Presidential Blog. The most current MVV draft was posted and students, faculty members, staff, and alumni were invited to respond to the document with the option to remain anonymous. At first, many students took the opportunity to use the Presidential Blog to vent on everything from food service to lab facilities. Each day, the president responded to myriad posted comments and posed thought-provoking questions, which led to the theme of the next day’s blog discussion. Over time, the bloggers became increasingly focused on the task of providing constructive feedback to the evolving MVV document. Alumni, in particular, offered an important perspective that helped shape our vision and values.

The Presidential Blog, hosted for one full month, welcomed more than 400 postings that were viewed by 8,472 visitors. While the approach was risky and very public in nature, the results provided evidence that we have an active and engaged body of alumni, faculty, staff, and students with an interest in shaping our mission, vision, and values.

IIT students, alumni, faculty, and staff were invited to submit their thoughts on the mission, vision, and values via participation in the Presidential Blog.
After months of careful deliberation and significant institutional feedback, we reaffirmed our commitment to the fundamental elements of our historic mission as a community, while including additional language to reflect the changing educational and social needs of today’s society. The vision and values section was an area where we were able to use these discussions to distinguish ourselves, as well as to align our institutional vision with the initiatives identified in the 2010 Plan. IIT’s refreshed Mission, Vision, and Values statement is as follows:

**Mission**

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

**Vision**

- Our commitment to engineering and science, coupled with our strengths in life sciences, energy and sustainability, and innovation and entrepreneurship, will enable the university to continue to play an important role in advancing humankind.

- We will help solve problems of human health and develop sound policies and technical solutions for the use of natural resources.

- We will continue to embrace interprofessional education to ensure that our graduates have the ability to solve complex multidisciplinary problems.

- We will lead efforts to improve secondary mathematics and science teacher education.

- We will enhance the student experience and maintain a high level of investment in university facilities.

- Through our University Technology Park At IIT, we will support the creation of jobs and businesses based on science and engineering research.

**Values**

- **Inspirational teaching.** Our reputation rests on the quality of our faculty, inspiring teachers, mentors, and colleagues recognized for research, innovation, and creativity.

- **Rigorous learning.** Our faculty challenges students to question the status quo and to build their professional competence by working as team members to solve complex problems within and across academic disciplines.

- **Cultural interaction.** Our community embraces diversity and supports the opportunities for students to interact and develop a deeper respect and understanding of the various cultures of our world.

- **Integrity and social commitment.** Our community seeks to adhere to the highest ethical standards and is committed to using its talents to serve our society.
Affordability and stewardship. Our students benefit from the generosity of our alumni and friends, and we strive to be responsible stewards of the financial resources entrusted to us.

Alumni engagement. We take pride in the professional and civic achievements of our graduates and value their continued involvement in the life of the university.

Staff leadership. Our dedicated professional staff provides exceptional services for students and faculty, and develops a collegial atmosphere for a quality student experience.

Community. Our urban Chicago location provides the university community opportunities to enjoy the benefits of a world-class city as well as to use our many skills and talents to improve the lives of people in our neighborhood.

Architectural heritage. Our Mies van der Rohe campus is internationally famous, and we value our role as faithful guardians of this historical legacy.

While we are confident that our revised MVV will support and inspire our efforts into the next decade, we also recognize that our history reflects a culture of continuous planning and positive change. We anticipate, therefore, that our Mission, Vision, and Values statement will continue to evolve to allow the university to continue its transformative work. As the 2010 Plan also evolves through implementation and outcomes assessment, there will be several touchstone points where recurring reevaluations of our MVV will afford timely and appropriate opportunities to test progress and redefine purpose.

An important measure of the effectiveness of any institution’s mission is the depth and breadth of awareness among the members of the community and external audiences. Our mission statement is accessible through numerous online and printed sources. The mission is featured in the “About IIT” section of the university’s website, www.iit.edu.

Print publications, primarily designed for prospective and current students as well as alumni, include references to the institution’s mission as evidenced in the university’s magazine, recruitment viewbooks, student handbooks, and other campus publications. To engage a diverse external audience, all IIT news releases are tagged with the mission statement, and it is included as part of the Institutional Promotion Plan, an annual set of communication pieces that are targeted to key academic and business influencers. In addition, the majority of the university’s academic and non-academic units publish unit-specific mission, vision, and/or goals statements on their respective home pages.

1.b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

One of the most significant recommendations to come out of The National Commission for IIT, as reflected in our mission statement, is our commitment to extend educational opportunities to people from “throughout the world.” While IIT had an internationally diverse student body in 1994, the advent of the World Wide Web as a recruiting tool, and the rapid evolution of Asian economies focused on science and technology, brought about an explosion in international recruitment in the middle 1990s. IIT now has one of the most
NCA CRITERION ONE

internationally diverse student bodies in the nation. Today, 37% of IIT students are non-U.S. citizens who represent 105 countries of citizenship.

At the same time, the percentage of underrepresented minority students, particularly undergraduates, has remained relatively flat. This has occurred in spite of the institution’s long history of striving to recruit African-American and Latino students to our science and engineering programs. IIT led its peer institutions in the 1970s and 1980s in development of pre-college and transitional support programs for minorities. Reinvigorating these programs will become a top priority for the Student Life Task Force.

As part of a long-term strategy to address the national issue of under-represented minorities in science and engineering, we created a secondary math and science teacher education department in 2001. The department is dedicated to improving the quality of secondary math and science teaching in inner-city schools, with special emphasis on Chicago Public Schools (CPS). In 2006, the university was awarded a $4.2 million contract to work with CPS to replace the science curriculum in seven high schools, three of which are in the immediate neighborhoods surrounding the university. The department also provides Math and Science Masters programs to CPS teachers to help strengthen current high school programs. We anticipate that the teachers’ connection to IIT and the overall improvement of math and science capability among inner-city students served by these teachers will lead to increased minority enrollments at IIT and other technological institutions.

The university, like many other technological institutions that emphasize science and engineering, has traditionally had a lower percentage of women enrolled than less-specialized colleges and universities. The addition and/or expansion of degree programs in biomedical engineering, molecular biology, biophysics, and architecture have slightly increased the percentage of female students. This focus on enhancing the percentage of women students continues to be a top priority.

Our faculty is internationally diverse, reflecting the strong tradition of scientists and engineers emigrating to the United States. In the 1990s, the university developed an incentive program to recruit underrepresented minority faculty and has succeeded in attracting ten new faculty. The university’s staff is also diverse, with 41% of our employees from minority groups. The institution is committed to improving minority representation in leadership positions.
Our Mission, Vision, and Values statement explicitly acknowledges our responsibility to serving the diversity of our surrounding community. The values statement on diversity declares:

Our community embraces diversity and supports the many opportunities for students to interact and develop a deeper respect and understanding of the various cultures of our world.

The values statement of our social commitment to our surrounding community declares:

Our urban Chicago location provides the university community opportunities to enjoy the benefits of a world-class city as well as to use our many skills and talents to improve the lives of people in our neighborhood.

Four offices within the university are charged with responsibilities for developing programs and processes to celebrate diversity and social commitment among our students, faculty, and staff:

- Office of Equal Opportunity and Affirmative Action
- International Center
- Office of Multicultural Student Services
- Community Development Office

The director of Equal Opportunity and Affirmative Action provides advice and counsel to the university, investigates complaints by students and faculty, prepares affirmative action plans, and monitors university equal opportunity progress. The director reports to the general counsel and represents the university before government agencies in employment-related matters. The director also facilitates and recommends education and training for the university community in equal opportunity and affirmative action related subjects.

The Minority and Women Owned Business Task Force meets monthly to review and evaluate our hiring and contracting practices.
Criteria Three and Five detail the programs, initiatives, and achievements of the International Center, the Office of Multicultural Student Services, and the Community Development Office.

A major diversity accomplishment is our policy on minority contracting and services:

*It is the policy of Illinois Institute of Technology (IIT) to provide opportunities for minority and women business enterprises to share in IIT’s total expenditures for goods and services. In establishing this policy, IIT is recognizing its responsibilities to the communities it serves and the society in which it conducts business. The use of minority and women business enterprises must be a function of our normal purchasing procedures, just as equal employment opportunity must be an integral part of normal personnel policy and procedures. No potential supplier will be precluded from consideration on the basis of race, color, religion, sex, age, or national origin. IIT firmly believes that, in our free enterprise system, every attempt must be made to utilize fully all of our resources—human as well as economic.*

[www.iit.edu/nca/mwbepolicystatement](http://www.iit.edu/nca/mwbepolicystatement)

Since 1997, the Office of Business and Administration has focused efforts on minority hiring and contracting, resulting in significant increases in the number of minority companies sharing in the work of rebuilding Main Campus. The Minority and Women Owned Business Task Force, a group comprised of representatives of minority contractors and local politicians, oversees this process. This group meets monthly to review the university’s progress in this area as well as to identify new opportunities for minority participation.

Our self-study process, in anticipation of the 2006 reaccreditation review, includes an examination of the university’s overall policies with regard to diversity. The following diversity statement was drafted in coordination with the Office of Multicultural Student Services and approved by the University Faculty Council, the President’s Council, the Student Government Association, and the Board of Trustees at their March 2006 meeting.

**Illinois Institute of Technology Diversity Statement**

*Illinois Institute of Technology is a multicultural community that values and respects its members. We take pride in the fact that our faculty, staff, and students come from various backgrounds and all parts of the world, and we welcome their diverse perspectives and contributions. It is our policy to provide a working and learning environment in which faculty, staff, and students are able to realize their full potential as productive members of the IIT community.*

*To this end, IIT affirms its commitment to equal opportunity and nondiscrimination in employment and education for all qualified individuals regardless of race, religion, color, national origin, gender, age, sexual orientation, gender identity, disability, applicable veteran status, or any other characteristic protected by applicable federal, state, or local law. Further, IIT is committed to taking affirmative action to increase opportunities at all levels of employment and to increase opportunities for participation in programs and activities by all faculty, staff, and students.*
Every member of the IIT community—faculty, staff, and student—is expected to cooperate fully in meeting these goals. [www.iit.edu/nca/diversitystatement](http://www.iit.edu/nca/diversitystatement)

As a first step in implementing the diversity statement, the provost has issued revised faculty search procedures to ensure full consideration of women and minorities. This statement and the proposed implementation plan will be presented to the full university community in fall 2006. [www.iit.edu/nca/facultysearchprocedures](http://www.iit.edu/nca/facultysearchprocedures)

1.c. Understanding and support for the mission pervade the organization.

Historically, the university has had no quantitative measurement of mission awareness among its various constituencies, although anecdotal evidence suggests a strong sense of mission among faculty and staff. Since fall 2005, the Board of Trustees workshop, multiple student, staff, and faculty focus groups, and the existence of the Presidential Blog have significantly contributed to overall institutional mission awareness.

The 2010 Plan process enables us to confirm that our institutional decisions are fundamentally mission-driven. The MVV documents include institutional vision statements, the majority of which are derived from institutional strengths, coupled with the aspirations of the mission. These fundamental goals provide the platform for the 2010 Plan and reflect the university’s commitment to excellence in education and research.

The MVV and 2010 Plan work together to define institutional decisions. The FY07 University Operating Plan supports these initiatives with a strong financial strategy developed to achieve these stated goals.

The new mission statement provides us with a special opportunity to communicate the university’s core purposes, fundamental values, and vision for the future to all of our constituencies. Our communications and marketing team will develop a strategy to be implemented in fall 2006 to ensure that awareness of this new mission pervades the institution and that all key internal and external communications consistently reflect the new statement. A brief review of the existing mission statements of academic and administrative units indicates a good fit with our new mission statement, although units will be asked to review their missions in light of the renewed university MVV. [www.iit.edu/nca/unitmissionstatements](http://www.iit.edu/nca/unitmissionstatements)

1.d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

As a not-for-profit corporation, we are governed by a Board of Trustees, which has ultimate policy and fiduciary responsibility for the university. As defined in the by-laws, the board delegates certain decision-making authority to the president. [www.iit.edu/nca/boardoftrusteesbylaws](http://www.iit.edu/nca/boardoftrusteesbylaws)

Over the past decade, our board has effectively executed its responsibilities and made policy decisions to ensure the university is able to fulfill its mission. Emerging from The
National Commission process, the board accepted the Commission's recommendations and embraced the new mission and priorities. The board then organized the IIT Challenge Campaign to raise the resources necessary to implement agreed-upon priorities.

In 1999, board members held a two-day retreat to evaluate and make recommendations for our emerging interprofessional program, a key component emanating from The National Commission. In 2001, the board held a retreat to study faculty proposals for new priorities in education and research. Board members selected the areas of life sciences, energy and sustainability, and math and science teacher education as new priorities. In 2005 and 2006, the board participated directly in the revision of the mission statement and establishment of the 2010 Plan.

The university's Board of Trustees consistently and successfully avoids micromanaging the university's affairs, permitting the president and his senior leadership to propose strategic directions and manage the university's day-to-day operations. The president, provost, and other administrative leaders meet at least six times each year with the Executive Committee of the Board of Trustees to discuss major initiatives and progress. An executive session precedes the meeting to permit candid dialogue between the Executive Committee and the president. This partnership and supportive environment has enabled the university, through the leadership of President Collens, to make the successful, positive changes presented in this self-study document.

With regard to the academic life of the university, the Faculty Handbook is the reference for governance procedures, which are collaborative and inclusive. Either the administration or faculty may propose policy changes. Following review and discussion, policy proposals and related protocols are then submitted to the University Faculty Council (UFC) and the president for approval. As appropriate, some policy decisions also are submitted to the Board of Trustees for their review and approval.
As documented in Criterion Three, full responsibility for curriculum and academic programs is vested in the university faculty, operating through the Undergraduate and Graduate Studies Committees of the UFC.

The UFC is comprised of representatives selected from all academic units of the university. The president chairs meetings of the full faculty at least twice each year, and with the provost, meets with the UFC when there is an issue to be discussed. Both the UFC and full faculty meetings provide opportunities for collaboration on academic matters. In addition, the president holds University Leadership Meetings with members of the senior academic and administrative teams at least three times each year for planning and other collaborative activities.

Shared governance has led to numerous changes and additions to university programs and structure over the past ten years. After a period of intense dialogue and debate in the mid-1990s, the university established an effective communication process between the faculty and administration. A significant example of this productive dialogue, which took place between 1997 and 2003, is the change from a two-campus academic structure to a more traditional structure under the leadership of a provost. [See Appendix I.]

As further evidence of the improvement in shared governance, UFC leadership and the administration worked together to solve the problem of weak attendance at faculty meetings. Over the past several years, approving new degree programs as well as changes to the Faculty Handbook had become increasingly difficult because of the failure to have a meeting quorum, as required by the Faculty Handbook. As a result of the joint effort, three faculty meetings during the 2005–2006 academic year recorded quorums. Through robust discussion and debate on key proposals by faculty and administration, several important proposals and a number of new degree programs were approved.

1.e. The organization upholds and protects its integrity.

As part of its routine work, the general counsel's office has procedures in place to assure that the university meets all applicable local, state, and federal regulations. The general counsel also provides semi-annual written reports to the Executive Committee on the status of litigation and other significant legal matters.

In light of the national concern over the fiduciary operations of boards and audit firms, we have adopted a number of the recommended accounting and auditing safeguards for not-for-profit entities.

As part of this effort, we implemented EthicsPoint, www.iit.edu/president/ethics.html, an Internet-based program that enables members of the university community to raise concerns, anonymously if they prefer, about ethical and financial matters that they believe should be brought to the attention of university administration.

The Executive Committee, with support from a more detailed examination by the Budget and Audit Committee of the Board of Trustees, reviews the university’s financial status. Among other actions, the board directed the university to enter into a long-term plan for
financial stability that included a mandatory reduction in the amount of the endowment to be used to offset operating deficits. This issue will be discussed in greater detail in Criterion Two.

As an institution of higher education with a strong research focus, we are committed to accuracy and integrity, as highlighted in the values section of our MVV. We have numerous mechanisms and procedures in place to ensure an appropriate presentation and response to the publics we serve. Training on a host of subjects also is provided to students, faculty, and staff to ensure compliance with federal, state, and local laws. Various departments, including General Counsel, Human Resources, and Student Affairs, sponsor this training.

Our various communication tools, such as the Web; *IIT Today*, our internal newsletter; *IIT Magazine*; and news releases, have an embedded response mechanism for readers. In addition, members of our university community serve in an advisory capacity to ensure each major communication initiative reflects an accurate picture of the university.
Criterion Two: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

- 2.a. Prepares for the future shaped by multiple societal and economic trends.

- 2.b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality into the future.

- 2.c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- 2.d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.
Criterion Two: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Illinois Institute of Technology’s history of planning, ability to affect positive change, and responsible management of resources over the last ten years has led to significant success. Evidence of our accomplishments during this period can be seen in the higher quality of our students, faculty, and facilities; our enrollment growth in national and international markets; timely and effective responses to rapid changes in the recruitment of potential student populations; and the increases in net revenues from operations, improvements in information technology, and federal research funding.

The planning processes discussed in this chapter have been organized into three time periods:

1997–2002: Designing and executing annual plans to realize The National Commission’s recommendations through funding provided by the successful IIT Challenge Campaign

2003–2006: Establishing new academic initiatives, which are linked to the development of interprofessional programs and new federal research priorities. We carried out these new initiatives by creating annual university operating plans that are funded, in part, by the sale of the majority of the assets of the IIT Research Institute

2007–2010: Implementing the 2010 Plan, supported by increased net tuition revenues, and capital investments financed through the proceeds of a bond issuance.

In evaluating the university’s response to Criterion Two: Preparing for the Future, we address emerging trends, present our allocation of resources to meet our planning goals, summarize our feedback and assessment mechanisms, and describe key elements of our 2010 Plan.

2.a. Prepares for the future shaped by multiple societal and economic trends.

Enrollment strategies have been a key component of the university’s planning processes over the last decade. Since our last self-study and reaccreditation, we have carefully analyzed local, national, and international trends to improve the academic quality of students and to steadily increase enrollments. During the period 1997–2002, we completed the transition that was started in 1995 toward a stronger national and international recruiting base for undergraduate students.
In fall 2001, in the wake of 9/11, we successfully demonstrated our ability to respond to unexpected threats and their effect on our university life. Our annual enrollment planning process identified issues the university could face in light of the tragedy, such as a short-term enrollment reduction due to forecasted visa restrictions. In response, we designed recruitment strategies to accelerate submission of I-20 visa applications for admitted international students. By anticipating and analyzing factors affecting our enrollment strategies, we actually increased international student numbers in 2002 and have held steady since.

Beginning with the work of The National Commission, the university has continuously evaluated new and existing programs against emerging factors within academia and society. This evaluative process has resulted in:

- Establishment of the Interprofessional Program, including the Interprofessional Projects Program (IPRO), which distinguishes our undergraduate programs by integrating interdisciplinary professional experiences into the undergraduate curriculum. Through IPRO, we respond directly to the national and international need for scientists and engineers who can work in teams, communicate across professional boundaries, and solve complex problems.

- Development of additional graduate professional masters programs that respond to industry trends. In addition, the graduate curricula formats have evolved to offer interactive television and the Internet to facilitate learning through on-site instruction on demand, enabling busy professionals to complete their degree within a more reasonable time frame.

University priorities adopted in the FY03 University Operating Plan supported academic programming that corresponds to national priorities in the areas of life sciences, education, and business. Curricula implemented include:

- Biomedical Engineering B.S. and Ph.D. programs that respond to emerging issues in human health. These are supported by the university’s historical focus in biology, chemistry, psychology, and engineering.

- Technical Communication B.S., M.S., and Ph.D. programs, in response to the growing need for more effective interfacing between technologies and the people who use them.

- Math and Science Teacher Education certification, M.S., and Ph.D. programs address society’s need to improve teaching and learning in these disciplines at the high school level.

- Undergraduate technology-based business B.S. program, which enhances the abilities of business students to understand technical issues and prepares them for leadership roles.

**2010 Plan**

The 2010 Plan continues our commitment to these priorities and is consistent with the university’s historic role in preparing our students for a life of professional achievement.
The goals of The National Commission for IIT and the FY03 University Operating Plan reflect our commitment to meeting the demands of a continuously changing technological marketplace. The institution's new degree programs [listed in Appendix I] are evidence of this commitment.

2.b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality into the future.

The National Commission report recognized our financial challenges in the 1990s. Commission members called upon the university to increase its endowment; improve the economic efficiency, effectiveness, and competitiveness of the undergraduate program; and increase our overall financial stability.

In response, the Board of Trustees embarked on a Challenge Campaign in 1996. Two great benefactors, Robert Galvin and Robert Pritzker, each pledged $60 million and challenged the institution to achieve a dollar-for-dollar match. The campaign, which concluded in 2001, raised $270 million for our endowment and new programs, and enabled the university to strengthen undergraduate enrollment numbers by attracting the best and brightest undergraduate students through Camras scholarships.

Our strengthened financial position enabled us to proceed with a number of major construction projects, including:

- The McCormick Tribune Campus Center, designed by world-renowned architect Rem Koolhaas
- State Street Village, a new student residence hall designed by internationally famous architect Helmut Jahn

The 2010 Plan not only focuses on improving our overall competitiveness for undergraduates interested in our core programs, but also includes enrollment strategies to attract students, especially women and minority students, from these expanding markets. In addition, the 2010 Plan proposes a broad and stable base of program offerings to offset the university's dependence upon undergraduate engineering enrollments and to encourage a steady population of 2,500 undergraduates by 2010. [See Figures K and L.]
Major renovation of S. R. Crown Hall, a National Historic Landmark that is home to the College of Architecture

Complete renovation of Wishnick Hall, which will now be the home of biomedical engineering.

Financial Plans: 1997–2010

Implementation of the university’s financial plan can be viewed in three time periods:

1997–2002

Emphasis during this period focused on recruiting an academically strong undergraduate student body and new faculty. Full and partial scholarships were provided to a large number of highly qualified freshmen each year. This plan successfully raised our academic profile, but did not significantly increase net income from undergraduate enrollment. Annual operations continued to reflect a loss and challenged us to find alternative ways to fund new faculty start-up packages. Also, the significant downturn in investment markets, which began in 2000, reduced the endowment income available to support operations. The result of this decline was that the endowment draw hit an unsustainable level of 21.8% in 2003.
In order to strengthen university finances and reduce endowment draw, the Board of Trustees decided to sell the majority of the assets of IIT Research Institute (IITRI). This wholly owned business, primarily located on the east coast of the United States, was worth a considerable amount of money, however, the university was not receiving an adequate annual return. In the transaction, the university received $58 million in cash and also took subordinated debt and warrants in the new venture. In addition, we retained IITRI’s Life Sciences Group as an anchor for both the university’s growing initiatives in the life sciences and our planned technology park.

**2003–2006**

The financial plan implemented in 2003 called for the university to invest proceeds from the IITRI transaction to strengthen critical operations during the next four years and to improve operating results through managed growth in undergraduate enrollment and tight control of expenses. We made substantial financial progress during these four years, reducing endowment draw to 11.4% for FY06.

During this period we also saw significant growth in our endowment, increasing from $178 million to $279 million. [See Figure M.]

![Figure M: ENDOWMENT VALUE (IN MILLIONS) MAY 1996–MAY 2006](image)

**2007–2010**

The current year budget projects another significant reduction in endowment draw to a level of 8.1%. Our 2010 Plan goal is to reach 5%.

We expect the size of the endowment to continue to grow through investment returns and fund-raising. We expect that annual fund-raising will grow from the current $25 million level to $35 million by 2010. Of the amount, approximately $5 million will annually go to the endowment.
Human Resource Strategies

During this period of consolidation, focus, and new growth, our full-time faculty and staff levels have increased from 857 in FY98 to 972 in FY06. Of this total, we have added 54 full-time faculty members and 61 full-time staff members. [See Figure N.]

Fluctuations in faculty numbers are tied directly to the financial and institutional planning time periods outlined below:

■ **1997–2002**

During this period, a retirement incentive program for faculty led to vacancies and therefore an opportunity to add faculty members in a number of departments. The incentive program also enabled us to reassign faculty lines to expanding academic programs.

■ **2003–2006**

The steady growth in faculty members (about 10 per year) reflects the addition of new academic programs in biomedical engineering (partially financed by foundation grants), math and science teacher education, and undergraduate business. The growth in enrollment in the undergraduate and graduate architecture programs (nearly 30%) and the new emphasis on life sciences necessitated additional faculty in architecture and biology. We also entered into joint appointments with Argonne and Fermi National Laboratories, IITRI Life Sciences, and the National Center for Food Safety and Technology.

■ **2007–2010**

The 2010 Plan and FY07 University Operating Plan outline a number of strategies to increase the number of faculty. These strategies allow department chairs and deans to use improved revenues to add faculty as needed. The plans also enable them to use
special allocations from the board, or outside philanthropy, to attract senior faculty for our 2010 Plan priority programs. At the same time, even with new faculty, the expected growth in undergraduates will lead to a slight increase in the number of students per full-time equivalent faculty member. The provost’s office will work with select departments to reduce reliance on adjunct faculty.

Staff levels have fluctuated over the past ten years, generally as a consequence of increased enrollments, the addition of the aforementioned academic programs, and the consolidation and strengthening of a number of major administrative departments.

- All enrollment management, with the exception of Chicago-Kent College of Law, now reports to a vice president of Enrollment Management, thus assuring a coherent strategy for both undergraduate and graduate enrollments, consolidating and leveraging marketing resources, and assuring cross-marketing of programs.
- Student Affairs activities for both undergraduates and graduates, again with the exception of Chicago-Kent, and all athletic programs now report to the Dean of Students, providing the foundation for continued improvements in co-curricular and non-academic experiences at IIT.

We have also improved productivity by outsourcing services, such as office services and public safety, and by increasing automation of accounting, purchasing, and payroll services.

As part of the 2010 Plan, we will institute Enterprise Resource Planning (ERP), which will integrate all of the university’s databases and management systems. One of the major goals of ERP is to create more efficient systems that will serve an increasing student population with the same or slightly increased staff levels. This process started in June 2006 and will have a major impact on the efficient use of human resources. As automation replaces existing positions, our staff will be trained for new positions designed to efficiently manage increased responsibilities for enrollment growth.

Achievements

To date, we have succeeded in achieving nearly every one of our major planning goals outlined by The National Commission in 1994 and the FY03 University Operating Plan. A summary of these achievements follows:

- Dramatically improving the academic quality of entering freshmen by adopting higher admission standards, implementing the Camras Scholarship Program, and revising curricula to include more focused degree programs
- Improving the quality of entering graduate students through graduate entrance exams, an emphasis on higher standards, a greater concentration on graduate education in business and design, and an increased focus on quality in the law school
- Increasing the number of international undergraduate and graduate students in an effort to promote diversity and reflect the globalization of industry
Introducing and institutionalizing Interprofessional Education as the signature, project-oriented element of our undergraduate education

Transforming Main Campus, as outlined in the Main Campus Master Plan, to enhance its appeal to students and their parents, faculty, and staff

Planning and successfully implementing the IIT Capital Campaign

Expanding life sciences education and research by increasing student enrollment, enhancing bio-related research, and constructing laboratories

Planning and opening University Technology Park At IIT.

2.c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Since 1999, we have followed a more formal annual planning, evaluation, and assessment process to determine our success in meeting strategic enrollment goals and achieving university priorities. University Leadership meetings, which are attended by academic and administrative leadership, begin in mid-September with a formal review of enrollment results against targets and an analysis of the reasons for successes and failures in achieving projections. This initial session also determines whether or not modifications to the budget adopted the previous May are necessary. Subsequent sessions focus on using preliminary enrollment numbers, and income and expense projections for the coming year, to evaluate our progress in addressing university priorities.

In 2001, University Leadership meetings initiated a detailed evaluation of the institution’s ranking in the nation compared to competing colleges and universities. Leadership meetings also laid the groundwork for the 2002 University Priorities and the FY03 University Operating Plan, which established the criteria (specific annual objectives and qualitative parameters) against which every manager is evaluated.

The Office of Institutional Information (OII), first established in the 1990s, and the Office of the Chief Financial Officer document our performance against our objectives. OII has responsibility for maintaining, updating, and reporting enrollment information gathered from across the university in a timely manner. For example, enrollment progress is tracked and reported weekly to senior leadership, and adjustments in recruiting strategies are made as necessary.

The Camras Scholarship Program has bolstered the recruitment of academically competitive, civic-minded students.
The Board of Trustees remains informed through the documentation and discussion of enrollment and financial progress at every board meeting, and members are provided with detailed financial reports reflecting actual results as compared to budget.

Each staff member participates in an annual performance review, which is based on a written evaluation of performance against annual objectives. Senior leadership members set annual, measurable objectives, which are reviewed with the president, who discusses their performance and institutional progress with the Compensation Committee. The president provides an annual written report to the university community on the state of the institution, and this report also is discussed at university-wide staff and faculty meetings in the fall.

In addition to the internal review, academic units of the university participate in professional accreditation processes. [See Preface for professional accreditations and dates.] These rigorous professional evaluation and reaccreditation processes provide opportunities for us to assess our overall programs and identify areas for future improvement.

2.d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Our FY07 University Operating Plan was presented and approved by the Board of Trustees in May 2006. The Plan represents the work by senior leadership, faculty and staff committees, and academic unit heads. Students offered their input in the process while the board reviewed all aspects of the plan at four successive meetings. Development of a University Operating Plan has been an annual university activity since 2002, and we seized the opportunity of the NCA self-study and reaccreditation process to develop the 2010 Plan and Mission, Vision, and Values statement. The annual budget process, detailed below, links the University Operating Plan with the various approval processes of the departments, colleges, and the Board of Trustees.

Annual Budget Process:

October: The provost and vice president for Enrollment Management prepare projections for the next fiscal year based on current levels of enrollment and plans for future recruitment. The provost and chief financial officer prepare tuition rate recommendations. These recommendations are approved by the Executive Committee in January.

November/December: The colleges and administrative areas start to prepare operational plans for the following fiscal year and make budget requests to support these plans. The Offices of the Provost and President provide feedback to the individual deans, directors, and vice presidents.
**March:** The board’s Audit and Budget Committee reviews the draft operational plans and budgets, followed by a preliminary review by the Executive Committee.

**April/May:** Deans, directors, and vice presidents complete detailed budgets.

**May Board Meeting:** The Executive Committee reviews the final budget in detail prior to a formal vote of approval by the Board of Trustees.

**September:** Net tuition revenue results are reviewed along with any resource needs that develop after the budget is prepared. Educational and operational activities, as well as their financial impact, are adjusted in order to meet budgeted financial results.

**Monthly:** Senior leadership reviews and analyzes financial results against budgeted projections and makes operating adjustments as needed.

**FY07 University Operating Plan: An Executive Summary**

Illinois Institute of Technology is poised to make another major leap in overall university quality. During the last ten years, we have improved the quality of faculty and students, broadened the curricular offerings in strategic areas, expanded our research focus, established alliances with leading institutions, and strengthened our financial base. The positive publicity the university has received for its new and renovated buildings and the improvements in the surrounding neighborhood have greatly improved the local perception of the university.

While the developments described above have all been positive, there remain several major issues and challenges to be addressed. The 2010 Plan is designed to address these challenges and to lay the foundation for a stronger IIT as the university moves through its second century. The plan comprises both academic and “platform” initiatives. The academic initiatives are focused on areas, as determined by the faculty and staff, that are of great importance to the future prosperity of the region and nation, and that relate to the university’s historic mission and strengths. These initiatives include the application of engineering and science to solve problems of human health (life sciences), the development of sound policies and technical solutions for the use of natural resources (energy and sustainability), the creation of jobs and businesses based on science and engineering research (innovation and entrepreneurship), and Mathematics and Science Education. The platform initiatives focus on crucial areas that affect the entire university and include enrollment management, facilities, information technology, housing, and student experiences as well as IIT’s signature program, Interprofessional Education.

The FY07 Operating Plan supports the university’s 2010 Plan by describing the goals of each of the university’s colleges, institutes, and administrative units, as these relate to the university’s strategic goals. The plan also discusses the tactics each unit will use to achieve their goals and the metrics each will use to gauge their progress.
University Goals and Metrics

IIT is in the midst of a multi-year effort to increase enrollment and improve bottom-line financial results. From FY03 to FY06, net tuition increased by $17 million. In FY07, net tuition is projected to increase by approximately $8 million, with $4.64 million or 58% of the total increase due to increased undergraduate net tuition. It is anticipated that net tuition will increase by $35 million by FY10, to approximately $113 million. The major drivers of this tuition increase are an increase in the total number of full-time undergraduates to 2,500 and an increase in the net tuition paid per student of approximately $1,000 per fiscal year.

In addition to our financial goals, other goals related to undergraduate students include increasing our freshman retention rate from 81% to 88% by 2010, and increasing our six-year graduation rate from 67% to 75% during that same time period. We also plan to improve student quality (as measured by test scores and high school GPA). Specifically, we would like to increase GPA from 3.49 to 3.6, while keeping test scores at their current level or increasing these slightly. Currently, the average combined SAT score for incoming freshmen is 1292 and the composite ACT score is 28. We would like to maintain an average combined SAT of approximately 1300 and an ACT of 28–29. Most importantly, we aim to have sufficient numbers of quality applications to allow the university to shape its incoming freshman class in each college. Goals for graduate and professional student numbers and quality are included in each unit plan.

Priorities

In this section, we discuss ten university-wide priorities that we believe will improve IIT’s ability to deliver the highest quality education with relevance to a complex and changing world. These priorities reflect the university’s mission as described in our Mission, Vision, and Values statement.

Interdisciplinary Collaborations

Interdisciplinary collaborations between academic units to support innovative educational programs are key to the continued development of the university. An example of such an educational collaboration is the M.P.A. program, which is jointly run and managed by the College of Science and Letters (CSL), Department of Social Science, Stuart School of Business, and Chicago-Kent College of Law. This successful collaboration has led to expansion and revitalization of this program.

Another type of collaboration that holds great promise for the university is one between Stuart School of Business and a number of other academic units. As of FY07, the Institute of Business and Interprofessional Studies now reports to the dean of the Stuart School, and the faculty will be merged, thus allowing collaboration between our undergraduate technology-based business program and the graduate business program. This merger will also serve to expand our program in Financial Mathematics (a joint program between the Department of Applied Mathematics in CSL and Stuart School of Business). Additionally, the Stuart School
and the Institute of Design have agreed to offer
a joint M.S. Design/M.B.A. program and are
also discussing an executive program combining
business and design.

Other potential collaborations include the College
of Architecture and Civil and Architectural
Engineering and the National Center for Food
Safety and Technology, Chemical Engineering,
and Biology programs.

The above examples illustrate the promise of
educational collaborations between and among
units. Such potential collaborations, however,
require commitment and follow up by all involved
for successful implementation.

**Interprofessional Education**

The Interprofessional Project Program (IPRO)
was introduced ten years ago as a unique project-based learning program required
of all IIT undergraduates. During this period, the program was expanded to include
Entrepreneurial Projects (EnPROs) and placed within the Institute of Business and
Interprofessional Studies for better management and coordination.

The overall growth of IIT’s undergraduate student body will also require growth in the
number of IPROs and EnPROs offered each term. This means that we will require
more projects, more sponsors, more faculty members, a larger IPRO Day structure,
and overall, more organization and management infrastructure to implement the
program. We have begun to hire IPRO instructors who are dedicated to teaching
IPROs (with faculty advice as needed). We will need to expand our base of project
sponsorships as well as project oversight.

**Life Sciences**

Continued development of educational and research programs that apply the
principles of science and engineering to solve problems in human health is a key
university priority. Another major priority is the growth of interdisciplinary research
centers. The Pritzker Institute of Biomedical Science and Engineering serves as our
flagship university-wide umbrella organization that works within the university, and
with external partners, to develop such research centers. A good example of such
developing center is the Medical Imaging Research Center, which involves faculty
from several departments (Electrical Engineering, Physics, Biomedical Engineering,
and potentially, Psychology), and will be housed as a group in University Technology
Park At IIT.

The new Center for Integrative Neuroscience and Neuroengineering (a joint program
with the University of Chicago) is housed in the recently renovated north wing of our
Engineering Research Building. Expansion of this center’s activity, in conjunction
with the University of Chicago, and active participation by faculty in other disciplines is of high priority.

In the areas of nutrition and human health, a proposed new center in the area of nutraceuticals and functional foods will involve a partnership among IIT Research Institute (IITRI), the National Center for Food Safety Technology (NCFST), the Department of Chemical Engineering, and the Department of Biological, Chemical, and Physical Sciences (BCPS), with likely participation from other academic units. This area builds on the strength of IITRI in cancer prevention, and of NCFST in manufacturing and regulatory affairs. It will also involve participation by the FDA, which is quite interested in this area. Joint hiring between IITRI, NCFST, and academic units is planned for this center.

Our new Engineering Center for Diabetes Research and Education is in the early stages of development, but already has participating faculty from several disciplines (Chemical Engineering, Biomedical Engineering, BCPS, Psychology, and potentially, Chicago-Kent College of Law), as well as possible interactions with the University of Chicago. This center requires significant further development in terms of both planning and personnel.

The development of a plan to create a Center for Bioinformatics and Computational Biology is underway. This center would involve faculty from Computer Science, Applied Mathematics, BCPS, IITRI, and potentially, a number of engineering departments. Such a center will require investment in personnel, but will have relatively modest facilities needs.
Finally, IIT is a member of the National Institute of Pharmaceutical Technology and Education (NIPTE), a consortium of 12 major research institutions led by Purdue University. This group is lobbying the federal government for direct funding, which would both complement and allow expansion of our current pharmaceutical research.

The examples above demonstrate the current focus on interdisciplinary research centers in the life sciences area and a number of our other priority areas. Research and educational activities in these areas have grown significantly in recent years; however, it will require careful planning and investments to continue this growth.

**Mathematics and Science Teacher Education**

Secondary mathematics and science teacher education is an area of great regional and national importance. By creating a unique discipline-based department in this area that certifies our undergraduates to be teachers, an M.S. program for working teachers, and a Ph.D. program to further develop the field, IIT is emerging as a national leader in this area.

Our partnership with Chicago Public Schools (CPS), through our cohort-based masters program, has led to several opportunities. The CPS has been awarded a Gates Foundation grant to improve mathematics and science teacher education. Through this grant, IIT, along with partners Glencoe/McGraw-Hill and The Field Museum of Natural History, will work with seven CPS high schools over a three-year period, co-developing a curriculum that will provide students with a better understanding of biology, chemistry, and physics within a framework of National and State Standards. The program will place a strong emphasis on scientific inquiry and nature of science to provide a context for more meaningful understanding, and will give teachers and schools the intensive professional development and personalized support each needs to guide all students through the learning process.

A second potential partnership with the CPS is the management (with another partner) of a middle school. Our Mathematics and Science Education (MSED) department would be a primary developer of the school’s curriculum, and the school would provide student teaching and internship opportunities for our students.
**Technology-based Entrepreneurship**

IIT has made a major commitment to technology-based entrepreneurship through our University Technology Park At IIT (UTP). This park currently consists of an Incubator facility and space for larger companies in buildings acquired from IITRI. The opportunity also exists for additional expansion into other buildings on the south end of our campus. UTP already houses ten companies, which have been employing our students, and the Incubator houses two faculty-based companies. In addition, our educational activities in entrepreneurship, through our program within IBIS and our endowed chair (Coleman Foundation) and the Knapp Entrepreneurial Center, will support their business development activities. Priorities for this area include formation of an ‘angel’ fund to aid in the development of faculty- and student-based technologies. We are also currently developing simple standard methods and pricing to help companies make use of research services within IIT and collaborate with our faculty and students. Moreover, the Law school is expanding into this area by developing a clinic to provide legal services to companies in UTP. Finally, we plan to integrate Stuart School of Business into this effort, thereby expanding the educational and research programs within the Stuart School. This is a major priority for the new dean.

**Alliances**

In a complex multidisciplinary world, no institution of higher education can exist without forming partnerships with other universities and research organizations. IIT must continue to expand and grow such partnerships. We have developed a strong relationship with the University of Chicago Medical School in the life sciences area. We must continue to cultivate this relationship, as well as establish relationships with other medical schools and health-related institutions (i.e., Rush, Rosalind Franklin, and Midwest University) to enhance both research and educational opportunities for our students.

Relationships with nearby government laboratories (i.e., Fermi and Argonne National Laboratories) must also be nurtured. Our joint faculty arrangement with Fermi should be expanded and a similar arrangement developed with Argonne.
We must participate in multi-university alliances, such as NIPTE (described previously) and the National Coalition for Manufacturing Innovation (a multi-university effort involving major research and educational funding), as well as form strategic alliances with other universities in particular research areas.

**Energy and Sustainability**

The development of technology and policies that aid in the conservation of energy, the development of new energy sources, and sustainable development are key to the prosperity and future of the United States and the world. IIT must further develop its educational and research programs to address these important issues. Through our campus renovation and our programs in engineering and architecture, we must also provide an example of the use of innovative technology for building renovation and construction. Finally, the development of an Institute for Energy and Sustainability is a major priority for the university. We must hire a director and develop a comprehensive plan for the center's goals and directions.

**Student Experience**

A key part of the educational experience is the co-curricular student experience. We must continue to improve this experience through improvement of our athletic facilities and programs, intercultural and diversity programs, support for student organizations, and support for fraternity and sorority programs. IIT is also committed to working with developers to provide retail and other amenities on 35th Street, thereby giving our students local options for shopping and recreation. A university Task Force on the Student Experience will be launched in 2006 to address these issues.

**Facilities**

University facilities have been continuously improving in recent years, but much remains to be done. With the recent bond financing, additional significant investments will be made in the campus. Our priorities include the completion of Wishnick Hall (including the renovation of the undergraduate chemistry laboratories), renovation of 17 other undergraduate laboratories on campus, renovation and upgrading of our classrooms, improvements in the dormitories and graduate apartments, and other major infrastructure improvements on campus.
In this age of laptops, MP3 players, and WiFi, robust and stable technology infrastructure is essential for any school and particularly for a technology school. As we look to the future, increased mobility and distance learning are expected to be the primary drivers of technological innovation in the higher education market. Many universities have already started to prepare for this eventuality by testing handhelds and other instructional technology in classrooms and across campuses. In order for IIT to compete for tomorrow’s students, we must continue to leap forward on the technology curve.
Criterion Three: Teaching and Learning

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

- **3.a.** The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- **3.b.** The organization values and supports effective teaching.

- **3.c.** The organization creates effective learning environments.

- **3.d.** The organization’s learning resources support student learning and effective teaching.
Criterion Three: Teaching and Learning

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Teaching and learning have been central to the mission of the university since the founding of its predecessor institutions at the turn of the twentieth century. Our faculty and staff strive to ensure that our programs are relevant, that our curricula are current, that support services are robust, that our classrooms, laboratories, workshops and studios are well equipped, that our students achieve the objectives that have been defined for their programs, and that our graduates are well equipped for success in their chosen careers.

3.a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Objectives and Outcomes

Undergraduate Programs

The following general statement of objectives, consistent with the mission of the university, was adopted by the faculty in fall 1995 and reviewed and endorsed by the faculty, with minor changes to the wording, in fall 2005:

The general goals of the undergraduate programs are to educate individuals for careers in professional practice and to provide the basis for advanced study. The institutional objectives for student learning have been defined by the faculty in terms of the attributes desired in an IIT graduate. These may be summarized as:

- Proficiency in a professional discipline
- Skill in oral, written, graphical, and computer communications, the use of information technologies, quantitative analysis and computation, and working effectively in groups
- An appreciation of human behavior, culture, interaction, and organizations through studies in the humanities and social sciences
- An understanding of the interprofessional environment in which professionals function, including the ethical dimensions of professional practice
- A basic understanding of science and engineering and their linkages to key technologies
- An awareness of educational processes and of the need for lifelong learning.
In support of these objectives, faculty members engaged in extensive and far-reaching conversations during the 1996–1997 academic year, which culminated in the first comprehensive revision of our undergraduate General Education Program in 30 years. In particular, the following components were introduced, effective with the matriculating class of 1999:

A **communications requirement**: In order to satisfy a basic writing requirement, students must successfully complete 42 credit hours of courses designated as communications intensive, with at least 15 of these credit hours in the major and at least 15 credit hours in non-major courses.

To be designated as communications intensive, a course must comprise significant learning outcomes in written, oral, or graphical communications. In support of this requirement, an office for Communication Across the Curriculum was established, with a full-time faculty member as director. This office is responsible for establishing standards, evaluating the basic writing requirement, and providing assistance to faculty members in assessing student writing.

**Interprofessional Projects (IPRO)**: All undergraduate students must successfully complete six credit hours of team projects that include team members from two or more disciplines.

In support of this requirement, an IPRO office was established, first under the Undergraduate College and subsequently located in the Institute of Business and Interprofessional Studies (IBIS). This strategy was designed to bring together all of our co-curricular programs in leadership, entrepreneurship, and interprofessional projects under one roof. IBIS is responsible for approving projects, facilitating team composition, monitoring intended learning outcomes of the project experience, and for assessing teaching and learning outcomes.

The following specific objectives have been established for the IPRO component of the General Education Program:

- Develop and strengthen multidisciplinary team-building and teamwork practices
- Effective use of verbal, written, and visual communication methods
- Effective use of project management methodology
- Effective engagement in real-world problem solving that integrates complex issues
- Awareness of benefits and desire for lifelong learning. [A full description of the IPRO program can be found at [http://ipro.iit.edu.](http://ipro.iit.edu.)]
In addition, the faculty approved the following objectives for the Humanities and Social/Behavioral Science component of our General Education Program:

**Objectives and Outcomes of the General Education Program in the Humanities and Social/Behavioral Sciences**

**Objectives:**
- Provide students with a basic knowledge of disciplines in the humanities and social sciences
- Provide students with critical insights into their cultural, social, political, economic, and psychological worlds
- Provide students with insights into the conceptual, social, psychological, political, historical, and evaluative aspects of their professional practices.

**Outcomes:**

The objectives are met through courses that address outcomes listed below. Students who satisfy these requirements with courses taken at IIT will, in the course of their studies, attend classes that address at least half of the these outcomes. Course selection rules have been developed in conjunction with academic advising to ensure that students meet this requirement and demonstrate the ability to comprehend and interpret texts in the humanities and social sciences. The outcomes include:

- Students participate effectively in critical discussions of cultural, social, and behavioral issues
- Students make concise and effective presentations on complex issues pertaining to the humanities and social sciences
- Students present analyses of the issues examined in conceptual, historical, evaluative, or normative studies in the humanities and social sciences
- Students demonstrate knowledge of the global or historical context of their own and others' cultural identities and heritages
- Students demonstrate knowledge of how linguistic practices interrelate to other human practices
- Students demonstrate knowledge of scientific approaches to human behavior
- Students demonstrate knowledge of how social and economic structures influence human behavior
- Students demonstrate knowledge of the issues and methods entailed in providing and evaluating evidence or intellectual justifications for claims
- Students demonstrate knowledge of the ethical issues that arise in professional practice

The effectiveness of IIT's programs in preparing students for continued learning and to succeed in society is clearly demonstrated in the placement rate for our undergraduates. For the years 2000–2005, within six months of graduation: 51\% of students were employed in their major or related field, 39\% had enrolled in graduate school, 4\% sought employment, and 6\% classified themselves as “other” (traveling, voluntary service, etc.)
Students work cooperatively in groups

Students are familiar with methods of peer evaluation

Students are aware of how intellectual and methodological practices in letters, sciences, and the professions influence each other

Students are aware of governmental, regulatory, and societal guidance systems

Students confront normative, logical, and empirical problems relating to an understanding and operation of governmental systems

Students examine the effects of scientific and technological developments on individuals and social groups

Students are familiar with alternative theories and methods for evaluating human motivations, behavior, and decisions.

**Graduate Programs**

The general objectives of the graduate programs are:

- To provide post-baccalaureate education and research programs that enhance students’ fundamental knowledge of their chosen fields

- To educate and mentor graduate students to function in a global community with an appreciation of the economic, environmental, and social forces that impact professional choices

- To strengthen IIT’s leadership role in higher education by focusing on core research competencies and enhancing partnerships with industry, government laboratories, and academic and research institutions.
Throughout the university, curricula emphasize students’ acquisition of knowledge and use of skills, association with interdisciplinary studies, teamwork and team-building; open-ended problem-solving emphasizing the need for life-long learning; and written, oral, and graphical communications skills.

**Program-specific Objectives and Outcomes**

Each discipline, whether graduate or undergraduate, also has program-specific objectives. Full-time faculty members of each program, in consultation with the program’s constituencies, define these objectives and expected outcomes, which are subject to periodic review and revision. Undergraduate program objectives are published in the Undergraduate Bulletin and on each program’s descriptive pages of the website. Graduate program objectives are published in the Graduate Bulletin. Chicago-Kent College of Law information can be found at [www.kentlaw.edu/academics](http://www.kentlaw.edu/academics).

**Course-level Objectives and Outcomes**

Specific learning outcomes are defined for every course in the university’s curriculum and are consistent with program objectives. Learning outcomes assessment protocols focus on achievement of these teaching and learning objectives. Faculty members are expected to communicate the learning outcomes for each course to the enrolled students, and most units have posted their objectives on their websites. A complete set of syllabi/course objectives is available for review.

The faculty defines the constituencies of our degree programs to be the public, students, program alumni, program faculty, and employers of our graduates. Formal communication with these constituencies has been established by means of:

- **Board of Trustees:** The board has ultimate responsibility for approval of academic programs proposed by the faculty, as described in the policies of the Faculty Handbook. The board is composed of representatives of industry, including alumni, and prominent individuals with strong ties to the university. The board communicates with the university community via contacts with and leadership of the Boards of Overseers of the academic units, informal discussions with students and faculty members, and direct and written communications with the administration. [See Appendix IV.]

- **Board of Overseers:** Each academic unit has a Board of Overseers whose members represent the interests of industry, government, business, and academia. Boards of Overseers provide guidance on issues affecting the entire unit and meet on a regular basis with the leadership of the unit. [See Appendix IV.]
Departmental External Advisory Boards: Departments in Armour College of Engineering have boards of advisors representing alumni, employers of our graduates, and representatives of academia and the engineering profession. In the College of Science and Letters, the departments of Computer Science, and Biological, Chemical, and Physical Sciences also have established external advisory boards. Regular meetings of the advisory board with department faculty typically focus on departmental goals, program objectives, and identifying opportunities. [See Appendix IV.]

Student Advisory Boards: Most of the undergraduate programs have established a formal process for receiving student feedback. Students are consulted on a potential program, course changes, or other departmental initiatives. The Student Advisory Board also may act on its own initiative to bring issues of concern before the faculty.

Faculty Meetings and Faculty Committees: As defined by the policies in the Faculty Handbook, proposals for all new curricula and changes to General Education Program requirements must be approved by majority vote of the university’s Category I and II faculty. University faculty meetings are held biannually. The University Faculty Council, the Undergraduate Studies Committee, and Graduate Studies Committee meet monthly throughout the academic year and are charged with reviewing the viability and vitality of academic programs, monitoring and recommending changes to the General Education Program requirements, and approving significant changes to existing programs.

Assessment of Learning Outcomes

Assessment of student learning occurs at multiple levels in the university: institution-wide, program level, and course level.

Undergraduate General Education

Assessment protocols have been developed for the following components of the General Education Program: www.iit.edu/nca/generaleducationassessments

- Humanities and Social Sciences
- Interprofessional Projects
- Written and Oral Communications

Faculty members in each component are responsible for developing assessment rubrics. In general, these have been developed by departmental academic administration and approved by the department faculty. Over the years, this process has continually evolved to produce an efficient assessment process.

FACULTY RANKS:

CATEGORY I: Tenure and tenure-track faculty
CATEGORY II: Long term, non-tenured faculty (Titles: clinical professor, studio professor, senior lecturer and senior instructor, legal writing professor, industry professor or industry associate professor)
CATEGORY III: Full-time, short-term faculty (Titles: visiting faculty, distinguished research professor, research professor and research associate professor, research assistant professor, instructor and lecturer)
CATEGORY IV: Highly distinguished faculty (Title: university professor)
Program-specific Assessment: Graduate and Undergraduate

Full-time faculty members in each major program have developed processes to assess student learning outcomes. Details of each program’s assessment process and results are available for review. Although the needs of each program vary according to the nature of the discipline and the degree level (baccalaureate, masters, or doctoral), all of the programs have these elements in common:

- Faculty assessment of teaching and learning outcomes every semester
- Analysis of grade distribution within courses
- Analysis of student evaluations of classroom teaching and learning
- Surveys of graduating seniors
- Faculty evaluation of the viability and vitality of academic programs
- Surveys of alumni satisfaction
- Feedback from students
- Evaluation by external reviewers of student project work
- Student placements after graduation
- Student retention.

In graduate programs, additional data are obtained from:

- Results of comprehensive exams, Ph.D. qualifying exams, and thesis defense exams
- Periodic review on a five-year cycle of every graduate program by the Graduate Studies Committee. An expert, external to the university, must comment on the review committee report for any program that is not professionally accredited
- Publications by students and faculty in professional, refereed journals
- Presentations at scientific, technical, and scholarly conferences.

Input from professional accreditation review also is used for programs in architecture, computer science, engineering, law, mathematics and science education, psychology, and business.

Results of professional licensing exams are available for architecture, engineering, law, and mathematics and science education.

Evaluation and Process for Corrective Action

The faculty, Undergraduate and Graduate Studies committees, academic deans, department chairs, and members of each program’s faculty are responsible for evaluating
and analyzing data and implementing appropriate program changes in response to the results of assessment processes.

The Category I and II faculty must approve changes to the General Education Program by majority vote. The Undergraduate Studies Committee is responsible for providing a detailed data analysis and proposing recommendations for changes.

Program changes that do not affect the General Education Program must be approved by members of the appropriate academic unit’s full-time faculty and by the dean of the academic unit. Program changes in all graduate degree requirements have to be approved by the Graduate Studies Committee and the University Faculty Council.

Data analysis and recommendations for program changes are the responsibility of the program faculty, and in most academic units a faculty committee is established for this purpose.

While details vary according the needs and structure of the various academic units, the schematic below illustrates the feedback loop for information flow. [See Figure O.]

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**Figure O: Schematic Illustrating Typical Program Assessment Process**

- **Program Level Data** (Course evaluations, surveys, Advisory Boards, accreditation reports)
- **Institutional Level Data** (IPRO, Communications, General Education)
- **Graduate or Undergraduate Studies Committees, Faculty**
- **Program Assessment Committee**
- **Program Faculty**
- **Associate Dean for Assessment**
- **Institutional Level Data** (IPRO, Communications, General Education)
- **Learning Outcomes**
- **CURRICULUM**
- **Issues with Institution-wide Scope**
- **Program-specific Issues**
The assessment process is used by our academic departments, colleges, and institutes to provide feedback on outcomes and to employ this information to make programmatic changes. Specific examples include:

**Armour College of Engineering**

The college increased emphasis on ethical and professional responsibility in the upper division engineering programs following input from seniors and alumni that these areas needed more coverage.

There was a reduction in the Introduction to the Professions requirement from four credit hours to two following analysis of faculty and student feedback.

The Mechanical Engineering, Aerospace Engineering, and Material Science Engineering courses in statics, strength of materials, and materials design were rearranged to provide a more logical coverage sequence of these topics.

**Chicago-Kent College of Law**

The Law school conducted surveys to assess how graduates and employers viewed our legal writing program. As a result, we restructured the program and added a new mandatory legal writing course focusing on shorter assignments, and using a transactional framework within which to develop the skills.

**Curriculum**

Our faculty members are the stewards of the curriculum, and responsibilities for curricula design and assessment are exercised at the departmental, academic unit, and university levels. An academic unit wishing to introduce a new program must have its proposed objectives and curriculum approved by the Undergraduate or Graduate Studies Committee, as appropriate, followed by approval by majority vote of eligible faculty, and finally approval by the Board of Trustees. All substantive changes to a program must be similarly approved.

**Relation of Curriculum to Objectives**

At the undergraduate level, institutional teaching and learning objectives are achieved by General Education Program requirements comprising:

- Courses in the humanities, social, and behavioral sciences that emphasize breadth of knowledge of society, human behavior, and achievement
- Required courses in mathematics, physics, chemistry, and computer science that lay the foundation for study in technical disciplines
- An introductory course emphasizing the nature of the chosen profession and the role of our graduate as a professional
- Interprofessional Projects in which students work in interdisciplinary teams to design solutions to real-world, open-ended problems that are subject to realistic constraints
Communication-intensive courses in the major, as well as in other areas, in which writing, oral, and graphical communications skills are developed.

And, in both graduate and undergraduate programs:

- Required courses and/or research experience in the major at a level appropriate to the degree sought
- Elective courses that enable students to explore disciplines outside of their major areas of study.

**3.b. The organization values and supports effective teaching.**

**Faculty Qualifications**

The university has an exceptionally well-qualified, full-time faculty. The following figure indicates the percentage of faculty in each academic unit who hold terminal degrees* in their discipline:

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Percent of Full-time Faculty Holding Terminal Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Architecture</td>
<td>83%</td>
</tr>
<tr>
<td>Armour College of Engineering</td>
<td>100%</td>
</tr>
<tr>
<td>Chicago-Kent College of Law</td>
<td>100%</td>
</tr>
<tr>
<td>College of Science and Letters</td>
<td>96%</td>
</tr>
<tr>
<td>Institute of Design</td>
<td>100%</td>
</tr>
<tr>
<td>Institute of Psychology</td>
<td>100%</td>
</tr>
<tr>
<td>Stuart School of Business</td>
<td>84%</td>
</tr>
</tbody>
</table>

* A terminal degree is considered to be a doctorate (Ph.D. or J.D.) in all disciplines, except architecture and design, in which a masters degree is traditionally considered to be the terminal degree.

A complete listing of full-time faculty, along with the institutions from which they received their highest degree, is found in the Undergraduate Bulletin. For Law, see [www.grad.iit.edu/bulletin/programs/kentlaw.html](http://www.grad.iit.edu/bulletin/programs/kentlaw.html).

We are fortunate that our location in Chicago allows access to very highly qualified working professionals who serve as adjunct, clinical, studio, and part-time instructors in all of our represented disciplines. Part-time instructors are hired only after their successful performance in interviews and a rigorous examination of their credentials by individual
academic units of the university. However, the increasing number of students in our professional masters programs, particularly in engineering and computer science, has revealed a need to recruit more full-time faculty who have professional experience outside of academia and research to better serve these students.

Faculty and Staff Professional Development

The university supports professional development opportunities for all members of its faculty and professional staff. Professional development initiatives include participation in discipline-based professional meetings and seminars, training courses, and other short courses, which support faculty research and collaboration with industry and the professions. Individual academic units also provide specific professional development programs to advance the knowledge and skills of their faculty and staff.

Faculty Start-up Packages

We provide start-up packages to all new Category I tenure-track faculty and selected faculty in our Category II ranks to aid in the development of their educational and research programs. These packages vary and are based upon the academic discipline, the degree level offered by the program, the level of research activity expected, and the faculty member’s need for laboratory and/or experimental facilities. Generally, faculty members receive funding to purchase computers; travel to professional meetings; support graduate students; purchase laboratory equipment; attend workshops, meetings, and seminars; and support summer research activities when appropriate. The effectiveness of these start-up packages in aiding faculty members in their development as teachers, and as researchers, is monitored through the faculty assessment process, which involves teaching evaluations and a review process for tenure-track and non-tenure-track faculty reappointments. These reviews are initiated and monitored at the unit level and are reviewed university-wide by the provost’s office.

Teaching Load

University policy on faculty teaching load establishes a maximum teaching load for faculty in all academic units. The maximum teaching load at the university is the equivalent of nine credit hours per semester, assuming that the instructor has no administrative responsibilities and does not advise or mentor individual students in special projects or in research environments. Teaching loads are modified based on decisions made by academic unit heads to accommodate the need for faculty development for new tenure-track faculty, as well as for the professional development of tenured faculty.
Mentoring

We are committed to supporting the development of junior faculty. We invite tenure-track faculty members to observe classes taught by more experienced teachers, and later, to discuss classroom dynamics with faculty colleagues. Armour College of Engineering, the College of Science and Letters, and Chicago-Kent College of Law schedule workshops to discuss pedagogy with presenters who are selected from within the university, as well as guests from outside our community. New faculty members also are encouraged to invite other faculty members to sit in on their classes and to visit the classes of senior faculty colleagues. These observations allow for constructive and non-threatening feedback before formal evaluation begins.

Faculty Evaluation

Throughout each academic year, the university evaluates teaching performance and student satisfaction in semester, annual, and multi-year processes that generate data for immediate and longitudinal analyses. These evaluation processes include: Student Satisfaction Inventory administered by Noel-Levitz; the National Survey of Student Engagement (NSSE); and Student Course evaluations administered by the provost’s office during fall and spring semesters. The overall quality of the faculty is reviewed by their discipline’s professional accrediting organizations.

Faculty performance is also assessed using other methods of review. Tenure-track faculty members are reviewed in their third year by a subcommittee of the unit’s Tenure and Promotion Committee before an additional three-year contract is offered. Members of the senior faculty visit the classes of these tenure-track colleagues to evaluate teaching and learning activities. At this point, the candidate’s scholarship, including draft articles or other publications, is reviewed internally. The subcommittee prepares a short, candid assessment of the junior faculty member’s progress toward tenure. After discussion in full committee, the report is revised and sent to the unit head, who communicates verbally to the candidate his/her sense of the committee’s assessment.

Each academic unit’s standards for tenure and promotion include rigorous evaluation of teaching effectiveness. Student evaluations of teaching effectiveness are also used in determining faculty compensation.

The university presents two teaching awards each year. The Excellence in Teaching Award is presented to a faculty member who, in the estimation of a faculty committee appointed annually by the provost, has the best overall performance, including classroom teaching, academic advising, and mentoring graduate students. The Bauer Family Award for Excellence in Undergraduate Teaching is reserved for a faculty member whose teaching duties are predominantly at the undergraduate level, with special emphasis on freshmen teaching. In addition, Chicago-Kent College of Law, and the departments of Chemical and Environmental Engineering and Mechanical, Materials, and Aerospace Engineering confer their own annual awards for teaching excellence.

The university expects faculty members to participate fully in professional organizations appropriate to their discipline. Service to the profession (e.g., professional committee...
appointments and activities, editorial board memberships, journal editorships, and sponsorships of student chapters of professional societies) is a component of the promotion and tenure criteria in all academic units.

Staff

Library Professional Staff

Our librarians participate in a variety of professional development activities including attendance at several training sessions offered by the Metropolitan Library System every year. The focus of these sessions varies and includes such topics as marketing library services, cataloging digital resources, and new software applications for development of library services.

University librarians regularly attend in-house training sessions with database vendors to become familiar with interfaces of library digital resources. Both Main Campus and Downtown Campus libraries feature this sort of in-house training several times each year. Institutional funding enables librarians to attend a selection of professional conferences each year. Librarians attend conferences sponsored by the American Library Association, Association of College and Research Libraries, and American Association of Law Librarians and the Depository Library Council. Our librarians regularly present papers at professional conferences and gain valuable insights and professional knowledge through participation in committee work at the local, regional, and national levels.

Librarians at the Downtown Campus library also participate in a wide variety of continuing education programs sponsored by the Chicago Association of Law Libraries, Computer Assisted Legal Instruction, and other professional groups.

Staff Educational Opportunities

Professional development of staff through classroom learning is encouraged by a generous tuition remission program that provides free tuition for all classes taken at the university, whether or not job-related. Currently 16% of our staff take advantage of this program with one-quarter of participants taking undergraduate classes and three-quarters pursuing graduate degrees. A tuition remission policy for study at institutions other than IIT has recently been established.

The Human Resources department also offers management development programs on topics such as leadership skills, team-building, providing performance feedback and evaluation, dealing with the problem employee, and interviewing skills. As an additional development opportunity, an optional 360-degree evaluation is offered through the Center for Research and Service, which is part of the Institute of Psychology.

The Office of the General Counsel provides training on legal matters in a variety of subject areas of interest to university administrators and faculty. These areas include recruitment, discipline and grievances, sexual harassment issues, contracts policy, compliance with the Family Rights and Privacy Act, student issues, and affirmative action obligations. The
Office of the General Counsel also has provided interested administrators with access to Web seminars on timely topics presented by the National Association of College and University Attorneys and by United Educators.

The Faculty and Staff Assistance Program offers both on-site courses and online resources in a wide variety of leadership and work/life issues.

3.c. The organization creates effective learning environments.

Use of Instructional Technology and Pedagogical Advances

Technology in the Classroom

Our faculty members use a variety of instructional technologies, such as video and audio recordings, traditional overhead projectors, video conferencing, and the Blackboard software, in and out of the classroom, as a means of communicating with their classes. We expect students to become familiar with and use software appropriate to their discipline, such as Excel, Matlab, Autocad, or Pro-engineer. Support for students and faculty in the use of these packages is provided by the academic units, the Office of Technology Services, and the Academic Resource Center. In this era of rapidly advancing technology, we are acutely aware of the challenge to continuously provide additional resources. Our response to this challenge is reflected in our FY07 University Operating Plan.

Some specific examples of the use of technology in the classroom and laboratories follow.

Armour College of Engineering

Biomedical Engineering developed a new imaging module in the undergraduate teaching laboratory to illustrate MRI technology using a light source to image an object. A new stand-alone physiology lab course, which uses human and animal measurements, has been developed to provide teaching and learning opportunities to undergraduates in physiological principles and phenomena.

Chemical and Environmental Engineering students, beginning with their freshman year, utilize computer software for computation and communication and writing. Recently, in response to student feedback, the course Introduction to the Professions has been modified to introduce Matlab instructional software computations. Computer-aided design software for chemical processes (HYSYS, ASPEN) is introduced at the sophomore level and is heavily used in senior-level design projects. Software for Computational Fluid Dynamics is introduced briefly in a senior-level course. Effectiveness of computer utilization is assessed by student feedback collected in senior exit interviews.
Civil and Architectural Engineering uses a dedicated server in the Construction Laboratory to create websites for their classes. State-of-the-art hardware and software technologies are used to demonstrate such topics as structural behavior, acoustic design in buildings, construction scheduling, and computer-aided graphics and construction cost estimating.

First-year students in Electrical and Computer Engineering form teams to build robots from standard modules and program their creations to run mazes, follow tracks, and more.

Mechanical, Materials, and Aerospace Engineering students learn the use of computer technology throughout their program. Applications include: Excel, Matlab, Maple, and PowerPoint, as well as custom software created within the department for solving projectile motion problems. The first semester MMAE100 course includes a project in which students design and build a rocket booster to launch an instrumented microcomputer and download data on the flight profile for comparison with predictions. Students in the Aircraft Aerodynamics course MMAE312 have the opportunity to fly a light aircraft with a certified flying instructor.

College of Science and Letters

Computer Science added undergraduate courses in Data Mining and Information Retrieval. These courses represent innovations in undergraduate curricula in this discipline. The fall 2004 addition of an undergraduate-level Information Security course and a four-course Specialization in Information Security is in direct support of the Computer Science department’s recent NSA Center of Excellence designation.

Additions of undergraduate courses in Intelligent Text Analysis, Information and Knowledge Management Systems, and a four-course Specialization in Information and Knowledge Management Systems are noteworthy. The Information and Knowledge Management Systems specialization is a direct result of an NSF grant to develop an undergraduate course sequence in these topics.

College of Architecture

The College of Architecture emphasizes studio-based design education, which features a tutorial and desk-critique methodology that includes public reviews for studio groups. This methodology enhances dialogue with professionals, alumni, and clients/end users on all aspects of design and production.

The college has introduced a team-based programming course and uses real projects and actual clients. The programs also include:

- Faculty-hosted field trips to sites of architectural significance and emerging technologies
- Field trips to construction sites and fabrication factories for steel or concrete
- Hands-on practice in craft techniques using a variety of materials
Design/Build opportunities for hands-on work in building structures

- Large-scale fabrication capability

- Advanced digital and shop equipment, including digital 3-D modeling machines, enabling students to work with virtually any material

- Comprehensive tutorials, led by a design professional, in the latest and safest techniques in using the Model Shop and digital-applications equipment

- Lectures by local and internationally known artisans and experts in advanced technologies and building-process applications, digital design information, high-rise design, and more.

Institute of Business and Interprofessional Studies

The undergraduate business degree program (IBIS) uses perceptual mapping and conjoint analysis in market research courses and small team projects to explore/apply business principles. Team projects include operating a sports stand at university sporting events, managing an actual stock market investment portfolio, and real-time foreign exchange trading on the Internet using the OANDA platform.

The Interprofessional Projects Program (IPRO) develops and offers a variety of methods at the forefront of educational practice, including team-building games, team training, team interventions, and team reflections.

Online tutorials and other tools that support the delivery of our interprofessional body of knowledge (iBOK) and facilitate the measurement of learning outcomes for individual team members include:

- **iREPORTS**: guidelines and examples of deliverables that demonstrate the learning outcomes of a team and its members and permit electronic reporting

- **iKNOW**: a knowledge management system for capturing and sharing the work products of 30+ IPRO teams across semesters and across teams

- **iGROUPS**: a team communication tool for facilitating intra-team collaboration during a semester and documenting work processes that become information stored in the iKNOW system.

IBIS also houses the Leadership Academy, Ed Kaplan Entrepreneurial Studies Program, and Jules F. Knapp Entrepreneurship Center. The Leadership Academy offers a regular seminar series and a sophomore leadership retreat. The Ed Kaplan Entrepreneurial Studies Program uses the IPRO team project course platform to organize venture development teams, such as Entrepreneurial IPRO teams, to explore the commercial potential of ideas from students, faculty, or entrepreneurs. The Jules F. Knapp Entrepreneurship Center coordinates the annual Invention to Venture Workshop to expose faculty and students to the challenges and opportunities associated with commercializing technology as an entrepreneur.
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Institute of Design

Over the last four years the Institute of Design (ID) has developed SeeID, a Web-based system for collecting, archiving, and publishing class projects, individual demonstration projects, and class syllabi. While SeeID also supports class management, resource sharing, and assignment collection, its primary value is as a technological support for the otherwise difficult task of gathering and disseminating the results of our work. It is used in all ID classes and is well regarded by the student body.

Chicago-Kent College of Law

The Center for Law and Computers (CLC) was created in 1983 as a center for research and the teaching of the integration of computers into law practice and legal education. The CLC provides students with ongoing training in legal productivity tools. The CLC director, who serves as a liaison between faculty members and the CLC, also is charged with researching and facilitating innovative ways to use computers in teaching and learning law.

Stuart School of Business

The Financial Markets program currently offers seven courses online and is developing a 14-course M.S. degree to be delivered entirely online by fall 2006. Information Technology for Environmental Managers is based entirely on innovative software-mapping technologies. In the Environmental Management course, Business Strategy: The Sustainable Enterprise, a computer simulation program is central to demonstrating a sustainable strategy.

Libraries

Our libraries offer 120 databases for independent research and discovery. Federated searching and article linking serve to unify print and digital resources across our integrated library systems, scholarly databases, and electronic journals. Approximately 27,000 journal titles (print and online) are available to students for their research and independent study. The Main Campus library also supports the Geographic Information Systems (GIS) Laboratory for use by all students, faculty members, and staff. In addition to one-on-one instruction in the GIS Lab, the Library Learning Center provides training in GIS to groups of students and hosts workshops that are offered to the university community at large.

A complete description of our information and technology resources can be found at www.iit.edu/nca/informationtechnologyresources.

IIT Online

IIT has been involved in distance learning since the 1970s, when IIT/V, an interactive mode of delivering classroom content, was introduced. Over the years, our distance-learning initiatives have improved and evolved into our current system, IIT Online. [See Figure Q.]

Each semester, IIT Online provides live, hands-on orientation sessions for new faculty members and for faculty new to teaching on camera. All online faculty members (new and returning) receive Best Practices for Teaching on Camera, a packet of information with new procedures and technologies.
The IIT Online faculty website (www.iit-online.iit.edu/faculty) maintains additional resources to facilitate teaching and learning, including: consent forms for guest speakers, copyright information, library information, presentations on camera techniques, general guidelines for teaching on IIT Online (what to wear and how to use the equipment), templates for PowerPoint designed for quality viewing, and Blackboard information. Also included are guides to our 24 studios and their available technology, a handbook on pedagogical approaches to teaching on the Internet, and other resources. The instructional design staff of IIT Online helps faculty members design and upgrade media-based course materials and activities appropriate to the subject, the students’ learning styles, and the instructor’s instructional strategies. We also host e-learning sessions for faculty, such as those available from the Sloan Foundation, and speakers and events on distance learning.

Broadcast and Internet development online staff are strongly encouraged to participate in at least one professional development activity each year. During 2005, activities included training and certification in project management, National Broadcasters Association meetings and conferences, and demonstrations by video/audio/presentation vendors. The university is a beta test site for Real Products, and staff members were included in the first educational forum streamed from Real headquarters.

Each year, more and more faculty members use personal computers in class to enhance teaching and learning. Faculty members still need support and encouragement to utilize IIT Online, and the various technology tools available to them. This will be reflected in our recommendations.

Faculty/student interaction through chat rooms and virtual classrooms made available by Blackboard is increasing. Some departments require faculty members to conduct online office hours.

IIT Online supports seven permanent videoconferencing facilities on three campuses that are used for classes and other purposes, including student IPRO discussions with corporate sponsors such as Ford Motor Company in Michigan, remote job interviews, remote advising,
NCA CRITERION THREE

Q&A sessions between faculty and large groups of students located around the world, examinations, and for special events and speakers.

IIT Online staff members perform periodic assessments to ensure student learning outcomes compare with those achieved by traditional delivery methods. www.iit.edu/nca/onlineassessment

A Learning Environment Supportive of Diversity

We are an extremely diverse community living and learning in one of the nation’s most diverse cities. Our faculty and students come from each of the 50 states and from more than 100 nations all over the world. Several university offices are dedicated to supporting the educational needs of this diverse population. They include:

Office of Multicultural Student Services

The Office of Multicultural Student Services (OMSS) serves as a clearinghouse for multicultural issues and assists the university community in facilitating more inclusive understanding of issues that confront students in a multicultural teaching and learning environment. OMSS provides advocacy services to students of under-represented populations (e.g., students of color, women, gay/lesbian, and disabled students) by offering support services, and educational and social programming. OMSS activities support student retention and plays a role in the personal and professional development and success of all our students. http://omss.iit.edu

- The Women's Outreach and Resource Center (WORC), a unit of OMSS, offers a variety of resources and services important to women in the university community. These include: tutoring and mentoring, scholarships and grants, and career opportunities in technical and non-technical fields. In addition, the WORC offers programs to female high school students, introducing them to the many career options for women in engineering, business, and related fields.

International Students

Support for our international population is provided, both formally and informally, in a number of ways:

- English Conversation Partners provides an informal structure that enables international students to get help with everyday English to facilitate the learning process, as well as supports assimilation into the community

- International alumni mentoring and networking events inspire and encourage students by giving them role models and teaching them networking skills

- The Cooperative Education program introduces international students to American workplace practices

- Student organizations representing more than 20 cultures are represented at the university and function as both academic and social support groups. These groups
include the Indian Student Association, European Student Union, Latinos Involved in Further Education, the Pakistani Student Association, the African Students Association, and the Muslim Students Association.

**Students with Disabilities**

Accommodations for students with disabilities represent an area in which conventional teaching methods are extended. The Institute of Psychology hosts and oversees the Center for Disability Resources. This center works with students and faculty to provide needed accommodations, including but not limited to, transcription services for the visually impaired, translation services for the hearing impaired, and the development of communication accommodation plans with faculty members throughout the university to assure that the needs of students with disabilities are met.

3.d. The organization’s learning resources support student learning and effective teaching.

**Support for Student Learning**

**Retention Committee**

Our goal is to increase the freshman retention rate from the low 80% range to the high 80% range. We have set 89%, the high point for freshmen retention over the past two decades, as our annual target. In 2005, the provost created the position of assistant provost for retention and formed a Retention Committee comprised of faculty and staff. The committee, co-chaired by the assistant provost and the dean of students, is charged to evaluate all factors influencing undergraduate student success and make appropriate recommendations to the provost for targeted improvements. The committee has identified three primary goals for increasing the freshman retention rate:

- Increasing the freshman class attendance rate
- Improving academic performance by students in the Greek system
- Fostering more opportunities for faculty-student interaction outside of the classroom.

In 2005 we addressed each of these goals with the following results:

- We instituted a policy of taking attendance in selected freshman classes and reporting this data to the assistant provost, who initiates early intervention through faculty advisors, learning assistants, or designated individuals in the fraternity and sorority houses
- The Office of Student Affairs and the assistant provost have worked with our fraternities and sororities to develop more academic support and accountability for students in the system. We are evaluating the effectiveness of this effort.

While the Retention Committee has not directly addressed the issue of faculty/student interaction outside of class, this issue was identified, both in the NSSE Survey and by the NCA Self-Study subcommittee on student affairs, as an important retention issue. New ideas for increased faculty/student dialogue and engagement in informal environments will be considered by the Student Affairs Task Force.
Undergraduate Academic Advising

All new students are assigned a faculty or staff advisor upon enrollment at the university. Each student receives academic advising in person, by telephone, or by email correspondence during the inter-semester break prior to matriculation. The advisor has access to the student's high school record, standardized test scores, and Advance Placement or International Baccalaureate credit in advance of this initial advising session. Once advised, students may immediately register for courses using Web for Students™ or, if they prefer, their academic advisor may complete the registration process on their behalf. Incoming freshmen (and transfer students with fewer than 30 transferable credit hours) are required to take Introduction to the Professions in the fall semester. In many programs, the instructor for this course is the student's academic advisor. Following their first year, students are assigned an academic advisor who usually remains with them in that capacity for the remainder of their undergraduate career. An advisor's permission is required before a student may register for the upcoming semester or withdraw from any course.

Faculty advisors have the following tools available to ensure that the academic advising process is effective.

SIS+ (Student Information System)™ and Web for Faculty™ This software allows advisors to access the student’s complete course schedule and official academic record from their desktop computer. SIS+ is an old system with an unintuitive user interface that does not integrate well with an advisor's or instructor's office computer software. Over the next two years, SIS+ will be replaced with a new system (Banner), which we believe will provide a more comprehensive, integrated, and user-friendly system.

Mid-term grades Mid-term grades are issued for all lower-division courses. Advisors have electronic access to these grades to facilitate effective and timely interventions when appropriate.

Attendance reports Freshman course instructors are required to monitor attendance and report absences to the provost’s office. A weekly attendance report is sent to each program’s coordinator, to learning assistants in the dormitories, and to fraternity/sorority academic contacts.

Advising holds on registration Students cannot register for any courses until they have consulted with their academic advisor. Only a student’s academic advisor may release an advising hold on future registrations.

Advising guidelines Many larger academic programs produce booklets describing the rationale for course levels and sequences, graduation requirements, course scheduling, suggestions on elective choices, suitable and complementary minors, and more.

Monitoring Undergraduate Progress

Each student’s progress in first- and second-year courses is monitored at mid-semester by their academic advisor. And, at the end of each semester, the assistant provost, in consultation with the program coordinator, assesses the student’s progress. Students whose
progress toward the degree is unsatisfactory as a result of low grades and/or failure to maintain 12 credit hours/semester (or six credit hours/semester for part-time students) are placed on academic probation and notified by letter from the provost’s office. Students on probation are limited to 15 hours/semester of coursework and may not participate in varsity sports or assume a leadership role in any student organization. Our admission process is competitive and selective, and student academic difficulties usually are not associated with insufficient ability or preparation. On the contrary, most students on academic probation have difficulty adjusting to college, choose an inappropriate major, or are experiencing financial or emotional stress. Our Counseling Center is prepared to help in such cases.

A student who remains on academic probation for two (or more) consecutive semesters may be dismissed.

**Academic Resource Center**

During the early 1990s, we moved away from the large, lecture-format classes, such as freshman English, mathematics, and physics, and created many smaller course sections (typical section size: 30 students). This change resulted in significant increases in our freshmen retention rates. We also came to understand that, to be successful, our undergraduate students require academic support throughout their four years of study. In order to provide that support, we restructured and reorganized an existing tutoring center, and renamed it the Academic Resource Center (ARC) in 1999. Today, the ARC is the university’s primary learning resource center for undergraduates. http://arc.iit.edu

To meet the needs of a dynamic and academically assertive undergraduate student body, the ARC frequently revises and expands its array of support services. ARC services currently include:

- One-on-one peer tutoring in all engineering disciplines, the pure sciences, computer science, and mathematics
- Structured exam reviews for freshmen chemistry, physics, and mathematics students
- Sophomore- and junior-level Electrical and Computer Engineering pre-examination reviews
- Computer programming assistance
- Individualized specialty software training sessions (AutoCAD, Adobe Premier, Final Cut Pro, and other video editing software)
- Intensive academic support for at-risk students in freshman- and sophomore-level engineering and mathematics classes
- Proctoring exams for students with documented learning disabilities who require extended periods for test-taking
- Late night peer tutoring, three evenings each week and on Saturday afternoons.
The use of the academic support services provided by the ARC has risen steadily over the past four years. On average, more than 100 students benefit from ARC services every class day.

The annual generosity of the Dr. Scholl Foundation is primarily responsible for the successful evolution and growth of the ARC (and its predecessor) over the last 25 years.

**Communication Across the Curriculum**

The Communication Across the Curriculum program helps students master writing requirements from the point of university admission through graduation.

Assistance with writing tasks includes online instructional materials, one-on-one conferencing with peer tutors in the Academic Resource Center, individualized guidance from staff at the Humanities Writing Center, and specialized writing courses.

**Learning and Teaching Assistants**

The Learning Assistant Program was introduced in 2005 as a joint initiative of the Office of the Provost and the Office of the Dean of Students. The program is a resource to help lower division students (especially first-year students) achieve academic success. Learning Assistants are recruited from upper division students with outstanding academic records following an interview by the assistant provost and director of residence life. The Learning Assistants live in university housing among the lower division students and provide academic (tutorial) assistance as needed. Learning Assistants also initiate contact with students who are reported by their instructors as having poor attendance records, or as needing additional help. Learning Assistants receive initial training in tutoring skills and must attend weekly briefings with the assistant provost. We also established a parallel program to support students who live in fraternity or sorority houses.

The university supports faculty members and graduate students by providing graduate student teaching assistantships. Teaching Assistants are primarily employed to supervise laboratory courses and to assist with grading homework assignments. In FY 2006, the Graduate College supported 259 Teaching Assistants in the fall 2005 semester and 236 in the spring 2006 semester. The Graduate College organizes mandatory training seminars for Teaching Assistants at the beginning of each academic year. Although lecture classes are very rarely taught by Teaching Assistants, we have identified a need to offer additional training to our Ph.D. students in classroom teaching techniques.
Interprofessional Projects Program

Teaching and learning in the Interprofessional Projects Program (IPRO) is supported through:

- An orientation session for all IPRO instructors at the beginning of each semester orients them to the learning objectives associated with the IPRO course and methods for effective mentoring of large multidisciplinary student teams.

- Participation by IPRO instructors in an IPRO team-leader training seminar series covering such topics as meeting management, project management, team leadership, ethics, and communication strategies for conference participation.

- Financial support for IPRO instructors and students to participate in professional conferences sponsored by a variety of organizations including American Society for Engineering Education, Frontiers in Education, Best Assessment Practices (Rose-Hulman), National Collegiate Inventors and Innovators Alliance, Institute of Electrical and Electronic Engineers, Society of Automotive Engineers, American Chemical Society, Transportation Research Board, and others.

Office of Educational Services

The Office of Educational Services (OES) provides multiple services to students and faculty. OES grants transfer credit based upon guidelines developed by the university’s academic units. Courses completed successfully at other accredited institutions will transfer if learning outcomes are equal to those of comparable courses offered at the university. Academic credit also is accepted for appropriate scores on Advanced Placement examinations, International Baccalaureate examinations, CLEP (College Level Examination Program Examinations), DANTES (Defense Activity for Non-Traditional Education Support), and military experience. OES centralizes the award of transfer credit to ensure consistent application of policies and protocols, including those students with credentials from foreign institutions. Students in the Study-Abroad Program are required to get pre-approval of their program from OES. The office also publishes transfer credit articulation sheets for the local community colleges. These sheets are updated by the professional staff and reviewed on a periodic basis by academic departments. www.iit.edu/~edserve

OES also performs academic degree audits for undergraduate students and their advisors. Audits are routinely completed for students who have earned 60 semester hours to provide these students and their academic advisors with tools necessary to create individualized educational plans. In consultation with the academic departments, OES staff members have developed a process for all course substitutions to guarantee adherence to institutional academic requirements. The professional staff also periodically meets with associate chairs/academic program directors to review academic policies and procedures regarding individual programs. Additionally, OES staff members advise students regarding General Education Program requirements, and they serve, ex-officio, as members of and consultants to the university’s Undergraduate Studies Committee and participate in the decision-making processes of the university’s Committee on Academic Standing. During
the past year, OES processed approximately 850 academic audits and 535 academic petitions, an indication that this office has consistent, well-defined systems in place.

The OES also assists in developing administrative and academic support for joint programs with four-year institutions. Joint programs, first established in 1989, are dual-degree programs. We currently offer joint programs, including articulation agreements, with the following institutions: Wheaton College (1989), Benedictine University (1989), Elmhurst College (1992), Dominican University (1996), University of St. Francis (1997), and DePaul University (2001).

The Educational Services procedures manual is available for review.

**Graduate Student and Law Student Advising**

All graduate students are assigned academic advisors who help students prepare their programs of study, meet their graduation requirements and, when appropriate, select a research or thesis topic. The student’s academic record is available to the advisor through SIS+, and an advisor’s approval is required when the student wishes to register or withdraw from a course. Advisors may draw on additional assistance from the Graduate College, if needed.

At Chicago-Kent College of Law, the Student Services Office is the primary administrative office for support services to the student body. The office provides academic and personal counseling, assists with student orientation, oversees the Academic Support Program, acts as an ombudsman for student complaints, arranges various helpful presentations for students, coordinates the mentor program, and serves as a liaison to student organizations.

**Humanities Writing Center**

The Humanities Writing Center provides help with writing assignments to graduate and undergraduate students regardless of whether they are native or non-native speakers of English. One-on-one instruction focuses on the specific needs of the individual student. Typically, a student brings a project or paper assignment to the center, and a counselor will assist with the writing process by:

- Helping to interpret the goals and requirements of the assignment
- Guiding the processes of information-gathering, analyzing, evaluating, synthesizing, organizing, and documenting
- Addressing issues such as grammar, punctuation, spelling, conventions of typing, and more.

**Information and Technology Resources**

IIT libraries and the Office of Technology Services (OTS) are the primary providers of information and technology services to support student learning.

There are six libraries at IIT located on four campuses. The Paul V. Galvin Library (www.gl.iit.edu) serves as the main library for Illinois Institute of Technology and also houses the
The Downtown Campus library ([http://library.stuart.iit.edu](http://library.stuart.iit.edu)) serves Chicago-Kent College of Law and Stuart School of Business. Branch and departmental libraries include Graham Resource Center serving the College of Architecture, the Louis W. Biegler Library on the Rice Campus, the Center for the Study of Ethics in the Professions Library, and the National Center for Food Safety and Technology Library at the Moffett Campus.

Our libraries are particularly well known for their use of innovative technology to support student learning and effective teaching. The libraries were among the first institutions in the country to implement an electronic reserves system, Web-based document delivery for interlibrary loan, remote access to a diverse collection of digital resources, wireless networking, and a laptop loaner program. The libraries provide ongoing support for digital collections and information technology through a long-term commitment of personnel, technology, and technological expertise which contributes to the development, ongoing maintenance, and expansion of these resources and services. In addition to support provided by the university, IIT libraries, particularly Galvin Library, have received several state and federal grants in support of library technology initiatives.

We rely on our technology services to access many of the university's learning resources. Recently, we defined a strategy to upgrade campus technology by improving accessibility of services and increasing the reliability and capacity of technology systems. As part of this strategy, OTS developed targeted usage reports and student satisfaction surveys to evaluate and assess technology services. These services encompass our primary technology systems including administrative systems, network infrastructure, computer classrooms and labs, the Blackboard course management system and distance learning programs.

When we began our 2010 Plan process these reports and surveys provided the university a greater understanding of the technology resources at IIT. It became clear that years of deferred technology maintenance had allowed infrastructure to age, which has affected the university's teaching, learning, and research activities. To renew the university's focus on technology, as part of the 2010 Plan, we established a Technology Platform Initiative to define and plan for technology standards the university needs to achieve in the next five years and beyond. The standards span network and Internet infrastructure, data security, and user interfaces. Our level of success in meeting these standards will affect the university's ability to accommodate the increasing demand for technology resources and needs of a growing university population.

**Office of Student Affairs**

The Office of Student Affairs ([www.iit.edu/~osa](http://www.iit.edu/~osa)) employs the Noel-Levitz Student Satisfaction Inventory and National Survey on Student Engagement instruments to gauge the student life experiences of our students. Campus life and campus climate elements revealed a number of concerns among our students. In spring 2006, the president's office launched an interactive Presidential Blog and invited students to join a conversation through which they shared their perceptions on a variety of university issues, including a broad range of student service functions. Efforts are underway to better define, understand, and address the issues, and several changes already have been made at organizational and...
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programmatic levels to foster a more effective student affairs program at the university. These changes include:

- A monthly Day of Service program offers students regular opportunities to engage in community service and enhance their learning by participating in reflective exercises on the community service experience. This program connects service learning to greater learning objectives of the university.

- A Late-Night Laptop Study Space was created in response to students’ concerns regarding a lack of late-night study spaces on the campus. The university cafeteria, equipped with 50 mobile laptop cabinets for student use, is converted every night into a computer lab and quiet study space available to students from 10 p.m. to 5 a.m. The creation of this space moved the residential computer lab facilities from the residence halls (which predominately house undergraduate students) to a space that accommodates both undergraduate and graduate students. An added benefit of our Late-Night Laptop Study Space is that it offers new opportunities for these two student populations to interact.

Counseling Center

The Counseling Center is housed within the Office of Student Affairs. Counseling Center professional staff assist undergraduate and graduate students with academic, major/career, and personal problems. They provide individual and group counseling consistent with the standards of the American Psychological Association. www.iit.edu/~cc

Students may refer themselves to the Counseling Center, or be referred by their academic advisor. All services provided by the center are confidential and most are free of charge.

A psychiatrist has office hours on Main Campus each week; referrals are directed through the full-time counseling staff.

International Center

The International Center (www.iit.edu/~internat) promotes and supports international opportunities and cultural exchange for international students and for faculty, staff, and students who are studying abroad. Among its services:

- Advising on visa issues and various immigration regulations
- Providing individual and group orientations to the university and community resources to international students, staff, and faculty
- Assisting in the preparation of documents related to Department of Homeland Security, and Department of State regulations for employment, program extensions, reinstatements, and change of status
- Preparing enrollment verifications for social security applications, United States and foreign governmental agencies, and tuition expense letters
- Conducting workshops on both Main and Downtown Campuses, supporting international needs
- Participating in new student orientation
Advising students regarding study-abroad program opportunities

Observing weekly office hours at the Downtown Campus.

Grading and Graduation Requirements

Students are graded on a four-point scale. Grades reflect the instructor’s evaluation of a student’s achievements in meeting the learning objectives of the course and indicate the level of his/her improvement, motivation, and effort. Therefore, a passing grade in a course implies achievement of the learning objectives at a minimum acceptable level. The following units are charged with maintaining these records:

Office of Educational Services maintains the academic records of students in the undergraduate programs and certifies that undergraduate students have met graduation requirements for their respective degrees.

Graduate College maintains the academic records of students in the M.S., professional masters, and doctoral programs (except J.D. and LL.M.) and certifies that graduate students have met graduation requirements for their respective degrees.

Chicago-Kent College of Law maintains the records for students in the LL.M. and J.D. program and certifies that students have met graduation requirements for the degree.

Undergraduate requirements:

- All General Education Program requirements, including the required number of credit hours for a specific degree program, have been met

- A minimum cumulative grade point average of 2.0 and a minimum grade point average of 2.0 in the major are required. (In the event that a student completes all curriculum requirements for a specific degree program but does not meet the minimum grade point average requirement, students must secure the written approval of their department chairs and the dean of the Undergraduate College in order to register for additional courses. After achieving degree-seeking status, students must complete these requirements within a period of eight calendar years from the semester of initial admission for full-time students or 12 calendar years for part-time students. A student may petition the major department and the dean of the Undergraduate College to have this period extended. If approved, this extension may involve additional academic requirements)

- Academic Residence requirement: the final 45 semester hours in a degree program must be completed at IIT

- Payment of all financial obligations to the university.

Graduate students (except J.D.):

- Curriculum requirements, including the number of credit hours required in the student’s specific degree program

- A minimum cumulative grade point average of 3.0

Over the past five years, we have graduated more than 9,000 students who have gone on to successful careers.
NCA CRITERION THREE

- For M.S. degrees, a grade of “Pass” on the thesis examination and the approval of the thesis by the thesis committee.
- For professional masters degrees, a grade of “Pass” on the comprehensive examination, if required by the academic unit.
- For the Ph.D., a grade of “Pass” on the comprehensive examination, a grade of “Pass” on the thesis examination, approval of the thesis by the thesis committee, and satisfaction of the Academic Residence requirement.
- Payment of all financial obligations to the university.

Juris Doctor (J.D.):

- Successful completion of the following courses: Contracts, Torts, Criminal Law, Civil Procedure, Property, Legislative Process, Legal Writing 1, Legal Writing 2, Legal Writing 3, Legal Writing 4, Constitutional Law, Professional Responsibility, and one seminar. To satisfy the degree requirement, the seminar must be taken in a semester at the start of which the student has successfully completed at least 54 hours of credit and has completed the Legal Writing 4 writing requirement (unless the assistant dean for Academic Administration and Student Affairs waives this requirement). Students may take seminars for which they meet prerequisites in earlier semesters, but not to satisfy the degree requirement. Certain writing requirements may be waived or satisfied in an alternative manner as provided in the online College Bulletin.

- Minimum grade point average: Students who began their law studies in 1998 or earlier are required to attain a cumulative grade point average of at least 2.1 to earn the degree. All students who began their law studies in 1999 and after must attain a cumulative grade point average of at least 2.3 to earn the degree.

- Academic Residence requirement as appropriate to the status of the student.

- Payment of all financial obligations to the university.

Learning Outcomes

The table below [Figure R] summarizes degrees conferred since 2000. For each year, the time frame represented is July 1 to June 30. For example, degrees listed under 2004 are those that were conferred between July 1, 2003, until June 30, 2004.

**Figure R: Degrees Conferred 2000–2005**

<table>
<thead>
<tr>
<th>Degree</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>275</td>
<td>269</td>
<td>324</td>
<td>361</td>
<td>403</td>
<td>370</td>
</tr>
<tr>
<td>Masters</td>
<td>736</td>
<td>778</td>
<td>840</td>
<td>939</td>
<td>991</td>
<td>944</td>
</tr>
<tr>
<td>J.D.</td>
<td>332</td>
<td>341</td>
<td>321</td>
<td>275</td>
<td>280</td>
<td>325</td>
</tr>
<tr>
<td>Doctorate</td>
<td>78</td>
<td>57</td>
<td>70</td>
<td>74</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>1,421</td>
<td>1,445</td>
<td>1,555</td>
<td>1,649</td>
<td>1,739</td>
<td>1,701</td>
</tr>
</tbody>
</table>
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
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- 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.
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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
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(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 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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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](http://www.iit.edu/nca/researchfunding).

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<th>Figure T: Federal Research Funding and Number of Awards: 2001–2005</th>
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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](http://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](http://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.
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 policies 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.
Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

■ 5.a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

■ 5.b. The organization has the capacity and commitment to engage with its identified constituents and communities.

■ 5.c. The organization demonstrates its responsiveness to the constituencies that depend on it for service.

■ 5.d. Internal and external constituencies value the services the organization provides.
Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Today’s generation of college students have a passion for volunteerism and service to their communities. In the process of reviewing our Mission, Vision, and Values statement, we recognized our own students’ enthusiasm for service learning and community engagement, and we have reflected their commitment to serve others within this statement. Our modified mission statement rededicates the institution to educating students for service to society. Our values call upon our students, faculty, and staff to use their talents to improve the lives of people in our community. We are committed to providing opportunities that benefit both our students and those we serve. As a recent example, in spring 2006, a group of architecture students labored on campus to design and build a modular multi-purpose center for Katrina-ravaged Gulfport, Mississippi. These students then disassembled the building, shipped it to Gulfport, and reassembled the building in time for summer children’s programming at the center.

The NCA Self-Study process provides the opportunity for us to perform an extensive inventory of our engagement and service programs. The university serves widely diverse constituencies as reflected in the categories below:

- Neighborhood: individuals and organizations surrounding our Main Campus
- Professional: individuals, associations, agencies, and societies linked to our professional academic programs
- Business: industry categories that attract our graduates as well as employers who seek academic programs to improve the knowledge and skills of their employees
- Academic: our many institutional partners and collaborators in K-12 and higher education
- Governmental: political leaders who represent and serve our surrounding communities, as well as local, state, and federal government agencies seeking our assistance
- Internal: our students, faculty, and staff who rely on university services for support, education, and professional development, and our alumni, who live and work and contribute to their communities all over the world.

Evidence provided in Criterion Five demonstrates the breadth and depth of our programs in support of these various constituencies. This process has revealed the many ways in which service to the community enriches teaching and learning and enables the university to improve the lives of those we serve.
5.a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Our Community Development Department and the university’s academic units are the primary sources of our outreach programs. Examples of activities created and maintained by these entities are detailed below.

**Outreach Programs**

**Community Development Programs**

In the mid-1990s, the IIT Community Development Department, established in 1989 to increase university visibility and acceptance in the community, evolved into a proactive unit designed to fulfill needs expressed by community leaders, organizations, and schools in the neighborhoods surrounding Main Campus. We interacted with community organizations, participated on local advisory boards, and responded to community requests.

In 1996, the university joined with community organizations in Bronzeville, the predominantly African-American community surrounding Main Campus, to develop a comprehensive program for sustaining positive change. Funded with an initial grant of $45,000 by the John D. and Catherine T. MacArthur Foundation, the program allowed the university to create a staff position to facilitate increasing community development activities in adjacent neighborhoods. This initial support was later expanded to a three-year, $225,000 grant.

As a direct result of the capabilities developed through the MacArthur grant, the Community Development Department competed successfully in 1998 for a three-year, $394,000 Community Outreach Partnership Center Grant from the United States Department of Housing and Urban Development (HUD). This funding established the Center for Community Development and Technology, whose purpose was to use university and other resources to address the complex issues of school reform, welfare reform, and the transformation of...
public housing. While the HUD funding ended in 2001, other follow-through initiatives, such as the Digital Media Center, continue to provide special services.

During this time period, the Community Development Department became deeply engaged in the Chicago Housing Authority Plan for Transformation. University administration representatives served on the working group that helped to design many of the resident support programs now underway. We benefited greatly from the goodwill generated among residents for our support of their role in the design and implementation of the new 1,300-unit, mixed-income residential community, Park Boulevard, south of Main Campus.

In 2003, our Community Development Department assumed responsibility for all federally funded Community Work-Study programs. In this capacity, we continued to fulfill community needs by placing our students in jobs as tutors in neighborhood schools and in various other roles supporting community organizations. Students have the benefit of earning work-study wages while also having the opportunity to fulfill their interests in community service.

A complete list of community development achievements from 1997–2005 can be found at www.iit.edu/nca/communitydevelopmentachievements.

Digital Media Center

One of our most important legacies of the 1997–2001 period was our role in addressing the digital divide in Bronzeville. With funding from the IIT Challenge Campaign, we created the Digital Media Center (DMC) in 2000 to bridge the growing gap in Bronzeville residents’ access to and effective use of technology. In addition to providing children and adults with age-appropriate enrichment programs, the DMC also engages IIT students who serve as mentors, teaching assistants, on-call technicians, tutors, and role models. The creation of the DMC was a direct response to data collected from the needs analyses of the HUD-funded grant.

In 2006, the Digital Media Center received a $40,000 grant from the Illinois Department of Commerce and Economic Opportunity to establish a sophisticated media laboratory to expand its multimedia community service programs. Neighborhood high school students will now have the opportunity to videotape community meetings and projects, and reproduce them for community organizations.

The DMC also has developed external partnerships with more than 40 academic institutions, 30 not-for-profit organizations, and five corporate entities to provide similar services.

A select list of DMC’s partners and activities can be found at www.iit.edu/nca/DMCpartners.
Academic Outreach Programs

Outreach programs stemming from the university's academic units are varied and extensive. A full listing appears at [www.iit.edu/ncaacademicoutreach](http://www.iit.edu/ncaacademicoutreach). Selected programs are highlighted below:

**College of Architecture**

Faculty members organized two community-oriented, Design/Build projects in 2005–2006. One of these projects addressed Katrina relief in Gulfport, Mississippi, and the other resulted in a structure erected on Northerly Island in Chicago to display inner-city and suburban youth collaborative works of art. In both cases, the communities benefited from being able to use the structures, and our students benefited from learning design and construction practices while performing community service.

**Armour College of Engineering**

*Department of Mechanical, Materials, and Aerospace Engineering*

- Each year a faculty member chairs the annual International Bridge Building Contest for high school students. This event, designed to encourage interest in science and engineering, has provided engineering challenges for high school students for 33 years.

- Another initiative to encourage interest in science and engineering is the DASH/WISE summer program. One of the university’s long-standing enrichment programs for underserved minorities and women, this program has provided encouragement for women and minorities to seek careers in science and engineering and has served as a source for diversified enrollment.

**Chicago-Kent College of Law**

- The Center for Access to Justice and Technology was established in 1998 to make legal resources more accessible to the public. The program promotes the use of the Internet in teaching, practicing, and facilitating public access to the law. Staff at the center conduct research, build software tools, teach classes, and support faculty, staff, and student projects on access to justice and technology. This federally funded program filled an urgent need on the use of technology to meet the legal needs of the poor and gave law students valuable experiences in *pro bono* legal practice and exposure to a variety of legal issues.

- The Self-Help Web Center, located on the sixth floor of the Richard J. Daley Center (City Hall), offers courthouse visitors access to online assistance via two Internet-enabled computer workstations. This Web-based resource is designed to empower those who cannot afford a lawyer. The Center for Access to Justice and Technology teamed with the Kent Justice Foundation to recruit student volunteers to staff the Self-Help Web Center, providing valuable, real-life experience for law students, while promoting public interest in law, volunteerism, and *pro bono* work.
College of Science and Letters

Computer Science

Computer Science faculty members conducted a funded research program designed to teach grade school teachers how to integrate computer technology in their classrooms.

Math and Science Teacher Education

The department’s faculty members work with Chicago Public Schools (CPS), one of the largest urban school districts in the nation, to improve the quality of teaching and learning. Every year, a cohort of approximately 30 teachers enters our accelerated masters program, which enables them to bring the university’s inquiry-based methods back to their own schools. The department also works with suburban high schools as part of a long-term, teacher-development program. Through a Gates Foundation Grant awarded to the CPS, our Mathematics and Science Education (MSED) department will work with seven CPS schools over a three-year period, in partnership with Glencoe/McGraw-Hill and The Field Museum of Natural History. The department is also in discussion with the CPS regarding the management (with another partner) of a middle school for which our MSED would be a primary developer of the school’s curriculum.

Humanities

The student organization, Latinos Involved in Further Education, advised by faculty from the Humanities department, volunteers to tutor Latino students from the neighborhood west of Main Campus. The program, covering basic academic skills such as writing and arithmetic, enables our Latino students to share their enthusiasm for learning with young people who might not normally go to college or consider science or engineering as a career.

Libraries

The Main Campus library supports training in Geographic Information Systems through regular workshops for the university community and the general public. Students in the Young Scientists Program, part of the Chicago Area Health and Medical Careers Program, are trained to create maps for group projects on air and water quality in Chicago. The students benefit from the enrichment programs as well as the exposure to academic opportunities at the college level.

Professional Development and Continuing Education

We have two major centers that serve the needs of professionals: the Center for Professional Development, operating out of the west-suburban Rice Campus, and the Continuing Legal Education program, operating out of our Downtown Campus.

Center for Professional Development

The Center for Professional Development (CPD) was established on Rice Campus in 2002 to offer technology-oriented education and training for working professionals. Programs include degree, non-degree, certificate, credit- and non-credit offerings, corporate training,
short courses, seminars, and community events. Working with faculty members from several academic departments, CPD has developed a variety of programs to serve the continuing and professional education needs of the metropolitan Chicago area. Nearly all students attending classes at this campus are continuing education learners. The corporate and community college relationships that CPD has developed over the years provide a strong foundation for the continuing success of these programs.

The Professional Learning Program component of the CPD develops customized training programs that serve the needs of corporate clients, including Lucent, International Truck and Engine, Commonwealth Edison, McGraw-Hill, Aon, and Calamos Investments. In addition, the program also offers specialized courses to prepare students for professional certification in engineering and technology. For example, the Professional Engineering Review Courses are offered twice each year to prepare engineers for the State of Illinois Professional Engineering certification exam. The CPD also offers short courses for professional engineers to satisfy their state licensing requirements for continuing professional education. CPD programs and courses can be found at www.cpd.iit.edu.

Office of Continuing Legal Education

Chicago-Kent’s Office of Continuing Legal Education (CLE) is a major continuing education source for lawyers in the Chicago region. The CLE offers conferences, seminars, and lectures on a variety of substantive topics that reflect our faculty areas of expertise. The programs are designed to meet the needs of the practicing bar and to demonstrate the quality of Chicago-Kent’s academic programs and faculty. Advisory boards comprised of outstanding practitioners develop the programs in collaboration with the faculty. Attendance at the programs generally ranges from 100–400 lawyers per session. The following conferences have been presented for 20 or more consecutive years:

- Section 1983 Civil Rights Litigation
- Federal Tax Institute
- Not-For-Profit Organizations
- Federal Sector Labor Relations and Labor Law
- Illinois Public Sector Labor Relations Law
- Commodities Law Institute (discontinued in 2000 after its 21st year)

A complete list of CLE programs appears at http://kentlaw.iit.edu/depts/cle
5.b. The organization has the capacity and commitment to engage with its identified constituents and communities.

Industry and Professional Connections

The university maintains a long-term commitment to serving working professionals. One early demonstration of this was the establishment of IIT/V, now IIT Online. With its advent in 1976, IIT/V made academic programs in engineering and science accessible via distance education to professionals in businesses. Beginning in the 1960s, many Chicago-based businesses relocated to the city’s suburbs. IIT’s distance-ed capability soon expanded to meet this population, offering degree programs via tapes, videoconferencing, and early leadership in online delivery of academic programs.

Faculty interactions with industry include consulting, professional presentations and departmental involvement with professional societies, and the establishment of industry advisory boards for each of our colleges and many academic departments. [See Appendix IV.] The university’s Career Development Center (CDC) works closely with businesses to coordinate placement of interns and co-op students. In addition, the CDC hosts a number of career fairs where businesses can recruit IIT graduates.

The university is also a participant in business events such as expos, trade shows, and conferences. These efforts are designed to showcase faculty/student expertise and to establish connections with industry leaders. For instance, at a recent industry conference, SuperComm05, faculty and students made presentations under the auspices of the International Engineering Consortium.

Rice Campus

Our engagement with businesses and professional societies flourished with the establishment in 1986 of a west suburban presence, IIT West on the campus of the College of DuPage, and the establishment of Rice Campus in 1990. Companies funded campus facilities and professorships while professional societies became the core planning partners for the IIT-led DuPage Area Engineers’ Week Program.

In the late 1990s, we responded to the exponential growth of the technology industry by offering a variety of professional learning (non-credit) options to career changers who had interest in information technology. Following the decline in demand for domestic information-technology workers after 2000, we refocused our offerings to develop customized programs for targeted international cohorts.

Throughout this time, the university provided leadership in organizations such as the DuPage Association of Business and Industry, the East-West Corporate Corridor...
Association, and Chambers of Commerce in Wheaton, Oak Brook, and Naperville. This support of area businesses fostered our enhanced reputation in the community, which, in turn, enhanced enrollments in the programs at the Rice Campus.

In this business context, we saw additional opportunities to serve companies more directly and took several new steps, including:

- The position of assistant dean for Business and Industry Relations was created to facilitate direct contact between the university and local company representatives. This connection also develops opportunities for communication of feedback from industry.

- The university’s department of Manufacturing Technology and Management created a baccalaureate program to serve working professionals who have associates degrees and work experience in the manufacturing arena. We also added a masters degree to this curriculum and, in 2005, added specializations in transportation/logistics and facilities.

- In conjunction with the Chicago Macro/Nanotechnology Council, the CPD hosted a videoconference series on nanotechnology. Since 2004, the CPD has taken the lead in providing roundtables for the Illinois Technology Association (ITA), formerly the Chicago Software Association. One example of these programs is The Voice over Internet Protocol (VoIP) Roundtable, which is open to ITA members and other university partners.

Main Campus

In an effort to bolster industry relationships with faculty, the Office of Sponsored Research developed services to meet business needs and increase research collaborations beyond the traditional spheres of government grants and philanthropic foundations. The university also hired an industry expert to head up the Office of Technology Transfer and Intellectual Property. With the support of this office, entrepreneurial faculty members established start-up businesses by commercializing their research.

Most recently, the university established the Jules F. Knapp Entrepreneurship Center to serve the needs of technology start-up companies, particularly those locating in University Technology Park At IIT on Main Campus.

Co-curricular Programs

Office of Student Affairs

The Day of Service Program is a monthly opportunity for our students to contribute to the community through a service project. Each month a number of students participate in programs that support the Chicago community. This academic year, students responded with particular enthusiasm to several projects:

- As part of fall 2005 orientation, approximately 200 incoming students went to more than 20 different sites to stock school bags with supplies, to beautify a community center or church, to sort food at a pantry, and to pick up trash at the local lakefront.
NCA CRITERION FIVE

- In collaboration with the Chicago Chapter of The Friends of The Elderly, students visited seniors at a community center. Our student volunteers learned about the issues of loneliness, ageism, and poverty that face area seniors every day.

- Another project that had a positive impact on the service-learning experiences of our students was St. Vincent De Paul’s annual Fall Luncheon and Health Fair for the Homeless. In this project, students spent time with homeless individuals and learned how this population deals with limited access to basic necessities of everyday living.

Institute for Business and Interprofessional Studies

IIT offers four initiatives for supporting undergraduate engagement and service across the university on a continuous basis. All four programs are coordinated within the Institute of Business and Interprofessional Studies:

- The Interprofessional Projects (IPRO) Program
- Camras Pathways to Professional Excellence Program
- Leadership Academy
- The Jules F. Knapp Center for Entrepreneurship.

The first two programs operate in complementary fashion as the Service Learning Pathway in Interprofessional Studies. With support from the National Science Foundation and other philanthropic sources, the Service Learning Pathway immerses students in ongoing long-term interprofessional service projects that offer sustaining support to non-profit organizations. Students participate in these team projects for academic credit or on a volunteer, non-credit basis. [www.iit.edu/nca/servicelearningpathway](http://www.iit.edu/nca/servicelearningpathway)

Since its inception ten years ago, the IPRO program has seen many interdisciplinary IPRO teams focus on service learning projects. They have included:

- Enhancing assistive technology (exercise equipment, guidance systems for the visually impaired, a digital Braille watch, and entertainment and training game software for those confined to wheelchairs)

- Supporting community economic development

- Participating in community leadership development services

- Facilitating K-12 computing partnerships

- Re-establishing the rule of law in Bosnia

- Documenting war crimes in Kosovo

- Improving access to justice for the self-represented litigant

- Developing education and training methods for improving the treatment of scoliosis in Latin America
Developing low-cost water purification methods for use in third-world countries

Creating e-learning games via a virtual museum platform for supporting math and science K-12 education.

Project case studies can be found at http://ipro.iit.edu/case_studies.

The Camras Pathways to Professional Excellence Program, established in 2005, is designed to provide a meaningful and substantive co-curricular component to the Camras Scholarship Program. A Camras scholar chooses one of five core co-curricular Pathways—research, entrepreneurship, leadership, service, or athletics—to participate in from sophomore year until graduation. www.iit.edu/nca/camraspathways

The Leadership Academy provides a leadership development curriculum for undergraduates that is based on ethics and values associated with the concept of “servant leadership.” Leadership Academy scholars receive financial support in recognition of their demonstrated leadership and are required to volunteer and provide service to the university, Bronzeville, or other neighborhood communities. The Leadership Academy hosts an annual Sophomore Leadership Retreat, engaging hundreds of students in activities to develop leadership and team skills, and reinforces the value of service. http://leadershipacademy.iit.edu

The Jules F. Knapp Entrepreneurship Center (http://knappcenter.iit.edu) provides a range of support services to the university and our entrepreneurial communities. One Knapp Center objective is to facilitate exchange between students and entrepreneurs for mutual benefit. Opportunities for such interaction come through the services offered by the Knapp Center, including:

- Providing advice on evaluating ideas
- Developing business plans
- Securing funding
- Solidifying strategy
- Forging partnerships and distribution channels
- Conducting market research
- Developing prototypes.

**Chicago-Kent College of Law**

In the area of legal aid, Chicago-Kent students engage in co-curricular activities by providing services to clients, especially those who cannot afford legal services. Our students, mentored by faculty members, take part in the following programs:

- **Pro-bono** legal aid for low-income tax payers involved in the IRS audit process, appeals, and United States tax court
- Mediation services by students for community residents under the Center for Conflict Resolution of the Chicago Bar Association
NCA CRITERION FIVE

- Patentability opinions, clearance searches, and advice on intellectual property legal issues that typically face start-up inventors and companies

- Legal assistance to community groups and low-income clients on a variety of urban environmental issues at the Chicago Environmental Law Clinic, a cooperative venture between Chicago-Kent and the Chicago Legal Clinic

- Legal assistance provided by student interns to more than 4,000, mostly indigent *pro se* defendants seeking help at the Advice Desk at the Circuit Court of Cook County on issues involving eviction, collection, and other small claims cases

- Legal aid hotline services provided by students. Students who work the hotline, a joint project of the Coordinated Advice and Referral Program for Legal Service (CARPLS) and the Law school, receive four weeks of instruction on relevant substantive law, client interviewing and counseling, and the use of the CARPLS software and database.

**Cooperative Education**

Cooperative Education (Co-op) provides another important form of organized co-curricular activities for both undergraduate and graduate students. Co-op programs have been active at the university for more than 70 years. In that time thousands of our students have gained hands-on experience with local, national, and international employers. Co-op is a progressive, multi-semester program that follows ABET guidelines in evaluating the student’s work progress.

Interest in Co-op at IIT has been growing, as seen in Figure U. This increase is partly attributable to the increasing numbers of international students taking advantage of the program, which yields both work experience and financial support to all Co-op students. Employers’ continuing support for the program comes from the benefits they also receive: new ideas from the students, quality work based on the skills developed in the classroom, and opportunities to evaluate the students as potential future employees—resulting in savings in recruitment costs and better employee retention rates.

**Resources to Support External Constituents**

The university makes available its physical, financial, and human resources in a variety of ways that support external constituencies. As a result, we are creating strong and valued support mechanisms for community change and economic development.

**Campus Facilities**

We offer community and political leaders, as well as other outside groups, the opportunity to use our campus facilities for their respective programs.

Campus Services oversees all non-university use of meeting and conference space on Main Campus. This includes 24 venues, from a 5,000-sq.-ft. ballroom and an 854-seat auditorium to small conference rooms. Annually, we host and support hundreds of meetings, seminars, and conferences sponsored by our external constituencies. The
university also makes available catering and housing support for these events. The Web link (www.iit.edu/nca/campusfacilitiesexternaluse) includes three reports outlining the number and types of events, from interactive conferences to local church groups, that external organizations have held on Main Campus in 2003, 2004, and 2005. These reports are indicative of the past ten years of service provided by the university.

Meeting facilities are also made available to the public at our other campuses: Rice, Downtown Campus, and Moffett.

Libraries

The Main Campus library has an extensive collection of professional engineer licensure exam study and review materials, which along with computers are available for public use on-site. All computers in the Downtown Campus library computer labs are available to the public and provide access to most subscription-based databases, word processing programs, and the Internet.

Digital Media Resource Center

We made a major financial and human resource commitment to our neighborhood in 2004 by funding, installing, and managing the Digital Media Resource Center in Bronzeville's
Harold Washington Cultural Center. The Cultural Center provides a high-quality focal point for the celebration of African-American music and culture. IIT provided funding through its own resources, the generosity of trustees, neighboring institutions, and our vendors.

**University Technology Park At IIT**

To support industry, particularly life science and software company start-ups, we launched a major initiative to create a technology park on the south end of Main Campus. This initiative has subsequently become part of a larger academic program in innovation and entrepreneurship as discussed in Criterion Two.

The result of the initiative is University Technology Park At IIT (UTP), now open for company occupancy. In 2001, the State of Illinois committed $12 million in capital funds for a technology Incubator as a critical component to get UTP started.

The university and our contract research affiliate, IIT Research Institute (IITRI) Life Sciences Group, invested $25 million between 2002 and 2005 to renovate existing laboratories for both university-based research and expanded capabilities for contract research. The presence of more than 150 IITRI employees including 50 Ph.D.s, has created a strong anchor for our new technology park. In addition, the UTP laboratories of many of our top biomedical engineering and chemical engineering faculty and their graduate students provide a superior environment for new business innovation.

We have also engaged a private equity developer-partner to undertake a $50 million renovation of a 126,000-sq.-ft. building for technology growth companies to complement the Incubator and university research. The developer, working with IIT, has received $13.4 million in Tax Increment Financing funds and $8 million in federal historic tax credits. The building will open in fall 2006.

The university will provide companies with access to our faculty, students, research laboratories, libraries, conference facilities, and analytical equipment to support the success of their businesses. Ten companies are currently operating in UTP. (See [www.universitytechnologypark.com](http://www.universitytechnologypark.com) for a client listing and details on UTP.)
Illinois Technology Enterprise Centers

We also continue to support technology commercialization in the Chicago region by helping to create and manage two of the eight Illinois Technology Enterprise Centers (ITEC). The State of Illinois established these centers in 2001. The Chicago ITEC is a partnership including IIT, the University of Illinois, and the Chicago Medical District. The group focuses on the commercialization of new technology from the IIT and University of Illinois–Chicago campuses. We also devote staff and management time in support of the West Suburban Technology Enterprise Center (WESTEC), the ITEC serving Chicago’s suburbs. WESTEC is a partnership of IIT and Northern Illinois University. Both programs serve hundreds of technology start-up companies every year.

Community Programs

Over the past ten years, in partnership with local government officials, the university has supported many community service projects by contributing our facilities at little or no cost. These programs include:

■ The Chicago Pro-Am Summer Basketball League is hosted by the university and held in Keating Sports Center. These events, open and free to the public, provide quality sports entertainment for as many as 2,000 community residents

■ The IIT-VISTA program, which ran from 2000 to 2005, supported community economic development and social service projects in Englewood. We provided oversight and offices to this federally funded program that supported 30 Vista Volunteers annually

■ Local government officials and the City of Chicago conduct home-buyers workshops, health fairs, and job fairs on campus.

Plans For Ongoing Engagement and Service

Community Development Planning Initiative

The residential communities adjacent to our campus are experiencing rapid changes in their economic, cultural, educational, and racial compositions. With the development of the 2010 Plan, we must again assess the university’s roles and interactions with our nearby communities. Shortly, the university will reconvene its Neighborhood Advisory Task Force, and new and former members will provide recommendations on direction and priorities, as well as the means to achieve these newly planned initiatives.

Digital Media Center

Building on the success of the Digital Media Center over the past five years, new staff leadership is working on a plan to meet the changing needs of the community with regard to computer training, information technology assistance, and age-appropriate programming for youth and adults. The detailed plan establishes goals and objectives for the expanded program, outlines a variety of courses and initiatives with regard to the role of IIT students, and identifies the resource needs for the next several years. [www.iit.edu/nca/DMCplan](http://www.iit.edu/nca/DMCplan)
Alumni Engagement Plan

The mission of the Alumni Association and our Alumni Relations (AR) program is to act as a catalyst to foster lifelong connections within the global university community. A vibrant AR program is one in which alumni are engaged with their alma mater and support the university to the extent of their ability through contributions of their time and personal resources. This participation can include working with our admissions team for student recruitment, hiring a student or alumnus/a, becoming involved with the university as a volunteer or student mentor, and making annual financial contributions.

The alumni engagement plan includes three broad areas for improvement: enhanced communications and programming, better volunteer management and direct engagement, and enhanced administration by strengthening the staffing of the Alumni Relations Office. [www.iit.edu/nca/alumniengagementplan](http://www.iit.edu/nca/alumniengagementplan)

5.c. The organization demonstrates its responsiveness to the constituencies that depend on it for service.

At IIT we have developed a complex web of relationships with external constituencies, particularly with our academic peers and partners, local and state government officials, and neighboring communities. We also work through our academic, co-curricular, and community development programs to build bridges among the many cultures in and around the university.

Collaborations

Local and State

The university has participated in collaborative agreements as part of the State of Illinois’ Higher Education Cooperative Agreement (HECA) program over the past ten years. These agreements have included:

- A program driven by Southern Illinois University to recruit and support minority graduate students
- Articulation agreements with the City Colleges of Chicago and Chicago State University to support underserved minorities in earning science and engineering degrees
- The Chicago Area Health and Medical Careers Program (CAHMCP), a HECA program hosted by IIT since 1979, partners us with Loyola University of Chicago, University of
Illinois–Chicago, and other institutions with health and medicine programs. Efforts are geared to help underserved minorities complete their medical, dental, and other health-related advanced degrees

- Participation in five regional higher-education consortia for the promotion of distance education through two-way interactive television. Although these state-supported consortia have since been terminated, we continue to be an active member of the South Metropolitan Higher Education Consortium for joint marketing and academic programming.

In an effort to promote medical-related graduate programs for our undergraduates, the university has developed articulation agreements with Rosalind Franklin College of Medicine, Rush Medical College, the Midwestern University College of Pharmacy, the Osteopathic Medical School, and the Illinois College of Optometry.

IIT and VanderCook College of Music, located on our Main Campus, have collaborated since the mid-1990s to share resources, facilities, and classes. Many IIT students take music lessons and participate in VanderCook’s musical ensembles, while VanderCook uses many of our facilities for summer graduate programs and concerts.

In August 2006, we will welcome Shimer College to our Main Campus. This small, liberal arts college offers an undergraduate great-books curriculum. We expect that new collaborations will emerge as Shimer introduces its humanities-focused curricula to our academic community.

International Collaborations

Since 1995, the university has established formal cooperative relationships with more than 100 universities outside the United States. These relationships range from alliances for visiting students and exchange programs, to dual-degree programs in which students begin their programs in their home country and complete their studies at IIT. www.iit.edu/nca/internationalcollaborations

We have direct exchanges with the Institute National des Sciences Appliques de Lyon in France, Kungliga Tekniska Hogsksolan (Royal Institute of Technology) in Sweden, and the University of Ovideo in Spain. In addition, we are a member of the Global Engineering Education Exchange, a consortium of universities that offers students in 18 countries the opportunity to study abroad.

In 1997, science and engineering faculty helped develop the curriculum for the International School of Technology (IST) at Poland’s University of Mining and Metallurgy (now AGH) in Krakow. IST offers an American-style curriculum with all courses taught in English. Our professors continue to serve as visiting lecturers each semester.
Recently, the university began to participate in the creation of two national university consortia:

- The National Institute for Pharmaceutical Technology Education is a ten-university collaboration headed by Purdue University. The group focuses on issues regarding the manufacturing of complex pharmaceuticals and education of students and regulators.

- The newly formed National Coalition for Manufacturing Innovation, a multi-university consortium, is designed to address next-generation issues in manufacturing competitiveness for U.S. companies.

Academic Unit Collaborations

Highlighted below is a sampling of the variety of external collaborations by academic unit. The complete list of all academic collaborations can be found at [www.iit.edu/nca/academicunitcollaborations](http://www.iit.edu/nca/academicunitcollaborations).

### Biomedical Engineering

- The Chicago Universities Bioengineering Industry Consortium (CUBIC) has been organized with University of Illinois–Chicago and Northwestern University.

- The establishment of a joint curriculum in Computational Neuroscience and Neuroengineering with the University of Chicago is now complemented by a joint Center for Integrative Neuroscience and Neuroengineering.

### Electrical and Computer Engineering

- The Wireless Interference Laboratory (funded by the National Science Foundation) works with a team of research entities that includes IIT, Stevens Institute of Technology, Motorola Labs, and Shared Spectrum Company.

- The National Center for Biomimetic Nanoconductors, based at the University of Illinois at Urbana-Champaign (UIUC), is a multi-university center that has been recently funded by the National Institutes of Health. Alongside IIT, the participating institutions include UIUC, Yale University, University of New Mexico, University of Chicago, Wabash College (Indiana), Oxford, Sandia National Laboratories, Purdue University, and University of California at Davis.

### Humanities

- The Intercollegiate Ethics Bowl (IEB), often cited as one of the most innovative and educationally valuable approaches to the teaching of practical and professional ethics, has involved close collaboration with the Association for Practical and Professional
Ethics. The IEB is an event in which 40 schools now participate. Plans are currently underway to expand the program to 100 schools in a tiered competition.

**Mathematics and Science Education**

- The Mathematics and Science Education Department (MSED) works closely with Chang-Hua University in the Taiwan Cultural Exchange program. MSED also works with the American Geological Institute on the development of a wide variety of grants and projects.
- MSED has a multi-year NSF grant with Western Michigan University to evaluate inquiry-based science teaching.
- In 2006, MSED signed a three-year contract with Chicago Public Schools to implement new science curricula in the high schools, funded by a Gates Foundation grant.

**Social Sciences**

- The Social Sciences department has educational partnerships to provide the Master of Public Administration Degree in a number of provinces and cities in China.

**Chicago-Kent College of Law**

- The Illinois Technology Center for Law and the Public Interest (ITC) was formed in 2001 with the mission of increasing access to legal resources for low-income and disadvantaged persons. The program features the innovative use of technology to train, support, and educate legal aid providers, pro bono attorneys, and the public. The ITC is a unique collaboration of Illinois legal services providers, funders, the private bar, and law schools.
- The Law school has an Accelerated Degree Program with the University of Illinois—Chicago.

**Stuart School of Business**

- The Environmental Management program, partially funded by a USAID grant, has an agreement with Tecnológico de Monterrey, Mexico’s top private university, to bring students to our campus and to provide our faculty an opportunity to teach in Mexico.

**Libraries**

Our libraries have a rich history of collaborations with other institutions, government, and higher-education organizations. Two are listed:

- Charter membership in the Illinois Library Computer Systems Organization, which is made up of 65 mainly academic libraries across the state that build and maintain the ILLINET online database.
- Full membership in the Consortium of Academic and Research Libraries, an organization of more than 180 academic and research libraries that are building a shared repository of digital collections.
Support of Student Mobility

We actively support students transferring to the university, particularly at the undergraduate level. As reflected in Criterion Two, transfer students increased from 93 in fall 2002 to 186 in fall 2005. As part of the university’s 2010 Plan, the fall 2009 enrollment goal for transfers is targeted for 230 students.

IIT has established joint programs and specific articulation agreements with Benedictine University, DePaul University, Dominican University, University of St. Francis, Elmhurst College, and Wheaton College. Depending on the specific partner institution, students may receive a degree in Aerospace Engineering, Architectural Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, or Mechanical Engineering along with a bachelors degree in an approved discipline from their host school.

A statement on transfer policies, as implemented by the Office of Educational Services, can be found at www.iit.edu/nca/statementontransferpolicies.

Bridges to IIT’s Constituencies and Cultures

As evidenced in both Criterion One and Three, the university has very diverse groups of internal and external constituencies. Through our Office of Multicultural Student Services, women’s programs, and IIT’s International Center, we seek to stimulate cultural and gender understanding across both our internal populations and our surrounding communities. Below is a brief description of each of these groups.

Office of Multicultural Student Services

The Multicultural Student Services office coordinates a number of the university’s diversity programs. The office maintains and implements an annual calendar of events designed to celebrate the cultures that comprise the university community. The office supports student organizations, including the National Society of Black Engineers, the Society of Hispanic Professional Engineers, the National Organization of Minority Architects, and the Society of Women Engineers. Each of these organizations helps plan programs that highlight our campus diversity, connect students to professional societies, and promote networking through monthly meetings and attendance at regional and national conventions.

Women’s Programs

We make considerable efforts to heighten the awareness of the contributions of and opportunities for women, both in academic areas and in leadership positions for society and enterprise. These efforts include celebrating Women’s History Month, recognizing exemplary women with the Julia Beveridge Award, which honors women for their outstanding contributions to the life of the university, and participating as a member in the American Association of University Women.
**International Center**

The International Center assists our international students by offering an array of services, including visa status information and support for students in their acculturation to the United States. In addition, the center works with a number of student organizations to host the International Festival, one of the most well-attended cultural events at the university. Every October, the event features dozens of student-run exhibits that introduce the IIT community to various international cultures and foods, and is followed by a talent show featuring dance, costumes, and music.

**Partnerships**

Since 1997, we have participated in a wide variety of local, state, and national partnerships designed to promote the Chicago region’s economic, education, and social goals:

- The Mayor’s Council of Technology Advisors, created in 1998, provides detailed analyses and strategy development for technology-based economic development and improved K-12 technology-based education

- The Illinois Coalition, created in 1989 and active through 2004, was the primary public-private partnership for the promotion of technology-based economic development in the state

- IIT’s National Center for Food Safety and Technology, founded in 1989, continues as the primary partnership among the Food and Drug Administration, the nation’s major food companies, and IIT for the development of new technologies to assure the safety of the nation’s food supply. The federal government recently invested in a new laboratory at the center to support the food industry in combating bioterrorism

- Federation of Independent Colleges and Universities is the primary voice of private, higher education in Illinois

- The Near South Planning Board, the primary planning organization for economic growth on Chicago’s Near South Side, receives both financial and leadership assistance from IIT in helping shape the new communities that emerge between IIT and Chicago’s Loop

- The Stateway Working Group, created in 2001, oversees the development of the new Park Boulevard residential community as part of the Chicago Housing Authority’s (CHA) Plan for Transformation. We have been actively engaged in shaping policy, plans, and social services in support of the CHA families who will move into the new community when completed. We also have developed plans for employment and job training of CHA residents on campus and have promoted employer-assisted housing in the new community

- The Partnership for New Communities, established by Chicago’s leading foundations, provides private sector support for the CHA’s Plan for Transformation. President Lewis Collens is an active member of the Partnership’s advisory board, leveraging the university’s resources to promote the successful transition for these mixed-income communities across the city
BIO 2006, the International Biotechnology Convention, engaged IIT’s direct involvement in planning and execution starting in 2000. We worked with other universities, state and city government, and industry to provide local support for the successful convention, which brought 20,000 participants to Chicago and helped galvanize the state’s life sciences industry.

5.d. Internal and external constituencies value the services the organization provides.

Surveys
Over the past several years, a number of university service departments have administered internal customer satisfaction surveys to determine the quality of their services as perceived by students, faculty, and staff. In response to survey data, these departments have adjusted policies and procedures to address areas of poor performance. Survey documents and responses are available.

We are acutely aware, however, that we lack an understanding of the level of alumni appreciation of their IIT education. Alumni surveys have been administered sporadically over the years but have focused more on communication than on substantive issues regarding the impact of their degree.

In 2006, our Alumni Relations Office will conduct a comprehensive survey designed to enhance understanding of the full impact and benefits of an IIT education. This survey, to be administered every three years, will assess the long-term value, awareness, and appreciation of the alumni’s educational outcomes.

Community Response to IIT’s Engagement Programs
Over the years, we have received numerous letters of support and appreciation from the community. In addition, we have greatly benefited from positive community support for our major Main Campus Renovation and Restoration projects. In both 1996 and 2001, the master planning processes were improved by collaboration and input on the part of the community. The Gap Community Organization, the local community organization representing the university’s neighbors nearest to the east side of campus, has reviewed and approved planning and zoning changes at each stage in the process. Community appreciation and support was again evident and instrumental in 2005 when community partners testified on behalf of our application for Tax Increment Financing for University Technology Park At IIT.

In 2002, the Digital Media Center, in consultation with an external evaluator, conducted a formal evaluation of community response to its programs. Responses were overwhelmingly positive and reinforced initiatives then underway.
External Participation in University Programs

The university actively seeks the engagement of external constituencies through a variety of lecture series and symposia conducted at both the Main and Downtown Campuses. Below is a listing of important examples, many of which are free and open to the public:

Armour College of Engineering

- Ralph Peck Lecture Series discusses topical environmental and chemical engineering issues
- Chemical Engineering at the Crossroads, co-sponsored by the American Institute of Chemical Engineers and our Department of Chemical and Environmental Engineering, gathered educators and researchers from new and rapidly developing fields.

art@IIT

- The art@it gallery encourages an appreciation of art by our students and showcases art that relates specifically to technology.

College of Architecture

- Sustainable Waterfronts: Learning from the Dutch Experience
- Sustainable Architecture Conference
- Pro Seminar: evening lectures and discussion groups with faculty, students, and outside professionals
- College of Architecture Lecture Series: evening series welcoming architects and others (local, national, and international)
- Lecture Partnerships with Chicago Humanities Festival, Mies van der Rohe Society, and the Swiss Consulate.

College of Science and Letters

- Dean’s Lecture Series
- Kilpatrick Lecture Series discusses breakthrough chemistry research.

Chicago-Kent College of Law

The Law school presents three annual or biannual endowed lectures.

- The Kenneth M. Piper Lecture brings together experts from labor, management, and academic circles to debate current issues in labor relations
- The Charles E. Green Lecture in Law and Technology addresses the impact of society on legal relationships and on methods of law and practice
- The Henry Morris Lecture in International and Comparative Law brings speakers from around the world to discuss current developments in international law.

Since 2003, art@it programming has encouraged the growth of art on campus while featuring art that relates to technology.
Institute of Business and Interprofessional Studies

- Thought Leaders Lecture Series: scheduled three to four times per year, world leaders in entrepreneurship or technology present lectures to students, faculty, and the general public.

Institute of Design

- The Institute of Design Strategy Conference is one of the foremost symposia on design and the economy
- The internationally attended Design for the New China conference was held in Beijing
- The About, With, and For Conference series addresses issues concerning user-centered design research.

IPRO Day

- Once a semester, the university invites alumni, the general public, and members of the region's entrepreneurial community to attend IPRO Day, an all-day event devoted to student presentations of their Interprofessional Projects.
Recommendations

In the course of the self-study and 2010 Plan processes, we identified a number of issues for special attention. These issues are presented below, as recommendations.

**Criterion One: Recommendations**

- Clearly communicate IIT’s Diversity Policy and our plans for its implementation across the university.
- Develop and implement strategies for further enhancing the diversity of our faculty and staff.
- Develop a university-wide communications program designed to ensure understanding of our Mission, Vision, and Values and their relevance to individual departments and units.

**Criterion Two: Recommendations**

- Install the Banner ERP system by June 2008.
- Ensure the 2006–2008 capital spending plan results in classrooms and laboratories of the highest competitive quality.
- Successfully implement the recommendations of the Student Life Task Force.

**Criterion Three: Recommendations**

- Continue to develop retention strategies and actively assess results of prior efforts.
- Enhance the use of technology both in and out of the classroom.
- Improve faculty communication and interaction with students.
- Enhance support services for teaching and learning, including providing new electronic resources for the Academic Resource Center.
Criterion Four: Recommendations

- Increase undergraduate research opportunities by developing incentives and more formal programs to encourage faculty to include undergraduates in research projects outside of their normal coursework.

- Encourage publication of more student dissertations by increasing incentives and awards.

- Establish a centralized database of faculty and student publications and other evidence of scholarship.

- Develop processes to train Ph.D. students in classroom teaching and proposal writing.

- Increase available resources for assessment of student learning in order to ensure continuous improvement and feedback.

Criterion Five: Recommendations

- Convene a Neighborhood Advisory Task Force to renew IIT’s community development plans and to seek input on future developments at the university.

- Fully implement the co-curricular service learning proposals developed by the Institute of Business and Interprofessional Studies.

- Improve alumni engagement and develop better feedback process from alumni through creation of a comprehensive, longitudinal alumni survey.
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Appendix I

New Degree Programs and Structural Changes, 1997–2006

Below are the program changes and structural changes that occurred between 1997 and 2006 utilizing the university’s shared governance processes.

Program Changes

1997–1998
- Master of Chemistry in Materials and Chemical Synthesis
- Master in Telecommunications and Software Engineering
- Master of Science in Food Process Engineering
- Master of Food Process Engineering
- Master of Electricity Markets
- Master of Science in Financial Markets and Regulation

1998–1999
- Bachelor of Science in Biology
- Bachelor of Science in Chemistry
- Bachelor of Science in Physics
- Bachelor of Science in Professional and Technical Communication
- Master of Science in Molecular Biochemistry
- Master of Science in Biophysics
- Double Masters in Chemical Engineering and Computer Science
- Master of Biology
- Ph.D. in Biomedical Engineering
- Ph.D. in Molecular Biochemistry
- Ph.D. in Biophysics

1999–2000
- Master of Science in Finance
- Bachelor of Science in Applied Mathematics
- Bachelor of Science in Internet Communication
- Master of Science in E-Commerce
- Master of Science in Applied Mathematics
- Ph.D. in Applied Mathematics
2000–2001
- Master of Computer Science
- Master of Architectural Engineering
- Bachelor of Engineering Management
- Double Master of Science in Computer Engineering and Electrical Engineering
- Master of Manufacturing in Technology and Operations

2001–2002
- Master of Science Education
- Master of Science in Science Education
- Master of Mathematics Education
- Master of Science in Mathematics Education
- Ph.D. in Mathematics Education
- Ph.D. in Science Education
- Bachelor of Science in Biomedical Engineering
- Bachelor of Science in Humanities
- Bachelor in Information Technology and Management
- Master in Information Technology and Management
- Master of Network Engineering

2002–2003
- Master of Gas Engineering
- Master of Design Methods
- Master of Laws in Intellectual Property Law
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Administration and Applied Science
- Ph.D. in Technical Communication

2003–2004
- Ph.D. in Computer Engineering

2004–2005
- Master of Science in Mathematics and Finance
- Bachelor of Science in Journalism of Technology, Science and Business

2005–2006
- Master of Food Safety and Technology
- Master of Biological Engineering
- Master of Landscape Architecture
APPENDIX I

- Master of Laws in Family Law
- Master of Power Engineering
- Master of VLSI and Microelectronics
- Master of Biomedical Imaging and Signals

Structural Changes

1998–1999
- Separation of Computer Science and Applied Mathematics into two separate departments
- Establishment of the Center for Law and Financial Markets as a separate academic unit of the Downtown Campus

1999–2000
- Establishment of a Department of Mathematics and Science Education

2001–2002
- Establishment of the Department of Biomedical Engineering
- Establishment of the Center for Professional Development

2002–2003
- Institutional Restructuring to reestablish provost position as a single Chief Academic Officer
- Establishment of a separate College of Science and Letters from Armour College of Engineering
- Establishment of the Institute of Business and Interprofessional Studies

2004–2005
- Reintegration of the Center for Financial Markets within Stuart School of Business

2005–2006
- Placement of the Institute of Business and Interprofessional Studies in Stuart School of Business
Appendix II University Organization Charts

Academic Organizational Structure
APPENDIX II

President’s Office

Provost’s Office
Appendix III

Self-Study Structure

A Working Committee, seven subcommittees, and an Institutional Planning Committee led Illinois Institute of Technology’s accreditation self-study.

Each subcommittee was charged with addressing and contributing to the discovery process of elements that not only directly responded to a specific criterion, but also blended across criteria.

The elements identified and represented as unique subcommittees were:

- Academic Preparedness and Engagement
- Student Life
- Technology
- Compliance
- Engagement and Service
- Financial Planning
- Communications

The Institutional Planning Committee consisted of the university’s academic and administrative leadership and provided oversight for and direct input to the self-study process.

In addition to the above committees composed of faculty, students, staff, and administration, the Trustee Institutional Planning Committee, with seven members of the university’s Board of Trustees, was an active participant in the process.

Finally, besides serving on a number of subcommittees, students participated in the process of revising the mission, vision and values, through direct meetings with President Lewis Collens. The list of student attendees is included at the end of this Appendix.
APPE N D I X I I I

Trustee Institutional Planning Committee
Hal Bergen
Ellen Jordan Reidy
Norb Kaiser
Pat Kelly
Anita Nagler
Walter Nathan
Jack Wing

Institutional Planning Committee
Co-chairs:
Lewis Collens
President

Allan S. Myerson
Provost and Senior Vice President

Members:
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Dean, Armour College of Engineering

David E. Baker
Vice President for External Affairs

Judith M. Carr
Associate Vice President and Director,
Office of the President

Ali Cinar
Vice Provost for Research

John Collins
Vice President for Business and
Administration

Zia Hassan
Professor, Stuart School of Business

Elizabeth Hughes
Vice President for Institutional
Advancement

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Dean, Chicago-Kent College of Law

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Senior Vice President, Life Science and
Director of IIT Research Institute

Rose Milkowski
Chief Communications Officer

M. Ellen Mitchell
Director, Institute of Psychology

Buck McMorris
Dean, College of Science and Letters

Dennis Roberson
Vice Provost for New Initiatives

Donna Robertson
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Mary Ann Rowan
Vice President for Enrollment Management

Mary Anne Smith
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Christopher Stewart
Dean of Libraries

Ophir Trigalo
Chief Information Officer
Susan Wallace  
Vice President and Chief Financial Officer

Darsh Wasan  
Vice President for International Affairs

Patrick Whitney  
Director, Institute of Design

Working Committee

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Senior Vice President and Provost

Committee:  
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Vice President for External Affairs

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Associate Vice President and Director, Office of the President

Douglas A. Geiger  
Dean of Students

John S. Kallend  
Professor, Mechanical, Materials, and Aerospace Engineering  
Associate Dean, Armour College of Engineering

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Chief Communications Officer

Mary Anne Smith  
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Dean of Libraries

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Subcommittee: Academic Preparedness and Engagement

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Professor, Mechanical, Materials, and Aerospace Engineering  
Associate Dean, Armour College of Engineering

Members:  
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Dean of Students

M. Zia Hassan  
Professor and Dean Emeritus  
Stuart School of Business

Louise Hewitt  
Director, IIT Online Technical Services

Thomas Jacobius  
Director, Interprofessional Studies  
Institute of Business and Interprofessional Studies

Porter W. Johnson  
Professor, Physics

David J. Maslanka  
Director, Academic Resource Center  
Senior Lecturer, Applied Mathematics
Scott B. Morris  
Associate Professor, Psychology

Mindi Mysliwiec  
Director, Institutional Projects  
Chicago-Kent College of Law

Sudhakar E. Nair  
Associate Dean for Academic Affairs,  
Graduate College  
Professor, Mechanical Engineering and  
Aerospace Engineering  
Professor, Applied Mathematics

R. Stephen Sennott  
Assistant Dean for Academic Affairs  
College of Architecture

Christopher Stewart  
Dean of Libraries

Candace Wark  
Associate Dean, Armour College  
of Engineering  
Professor, Mechanical, Materials,  
and Aerospace Engineering

Subcommittee: Student Life

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Douglas A. Geiger  
Dean of Students

Members:  
Jean Bingham  
Associate Vice President, Housing and  
Auxiliary Services  
Department of Business and Administration

Emmanuel Devapragasam  
Masters Degree Candidate  
Department of Electrical and  
Computer Engineering

Leah Dooley  
Director, Greek Life and Leadership  
Department of Student Affairs

Lori Friedman  
Director, International Center  
Department of International Affairs

Lee Hitchen  
Director of Athletics  
Department of Student Affairs

John S. Kallend  
Professor, Mechanical, Materials, and  
Aerospace Engineering Department  
Associate Dean, Armour College  
of Engineering

Daniel Kaplan  
Director, Counseling Center  
Department of Student Affairs

Colleen Markham  
Director, Student Health Center  
Department of Student Affairs

Anne Marquardt  
Director, Housing  
Department of Business and Administration

David J. Maslanka  
Director, Academic Resource Center  
Senior Lecturer, Department of  
Applied Mathematics
Lisa Montgomery
Director, Women's Outreach and Resource Center
Department of Student Affairs

Jenna Moroney
Director, Student Services
Stuart School of Business
Department of Student Affairs

Gregory Pulliam
Associate Chair and Associate Director,
Technical Communication,
Lewis Department of Humanities

Katie Murphy-Stetz
Assistant Dean of Students and Director,
Residence Life
Department of Student Affairs

Kevin Smith
Executive Director, Office of Multicultural Student Services
Department of Student Affairs

John Snapper
Associate Dean, Undergraduate College
Associate Professor, Lewis Department of Humanities

Jason Tenenbaum
Third Year Undergraduate
Department of Mechanical, Materials, and Aerospace Engineering

Kelly Scheafer
Director, Campus Centers
Department of Business and Administration

Subcommittee: Technology

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Chief Information Officer

Christopher Stewart
Dean of Libraries

Members:
Kevin Cassel
Associate Professor, Mechanical, Materials, and Aerospace Engineering

Keren Fiorenza
Manager, Communication and Research
Technical Services
Office of Technology Services

Robert Krawczyk
Assistant Professor, Architecture

Karina Powell
Second Year Undergraduate Student
Department of Chemical and Environmental Engineering

Kristin Standaert
Assistant Director, Collection Management
Galvin Library
APPENDIX III

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Vice President and General Counsel
Members:
Anthony D’Amato
Associate General Counsel
Office of the General Counsel
Candida Miranda
Director, Equal Opportunity and Affirmative Action
Office of the General Counsel

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Department of Institutional Advancement
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Director, Rice Campus

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Department of External Affairs

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Institute of Business and Interprofessional Studies

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Director, Digital Media Center
College of Science and Letters

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Graduate College

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Director of Finance for the Provost’s Office

Kenneth Johnston
Deputy Controller
Office of Finance

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Fourth Year Undergraduate Student
Department of Mechanical, Materials, and Aerospace Engineering

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Assistant Vice President
Downtown Campus Financial Administration
Chicago-Kent College of Law

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Office of Finance

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Department of Enrollment Management

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Department of Institutional Advancement

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Director, Public Affairs
Chicago-Kent College of Law

Geoffrey Williamson
Associate Professor, Electrical and Computer Engineering
Student Participants in Mission, Vision, and Values Discussions

Waseem Ahmed, 4th year undergraduate, Biology, Chemistry, and Physical Sciences

Ayham Al-Banna, Ph.D. candidate, Computer and Electrical Engineering; president, Muslim Student Association

Fernando Alessandrin, Masters student, Architecture; president, Engineers Without Boarders

Kevin Arnold, 1st year undergraduate, Chemical Engineering

Pongsak Chaisuparasmikul, Masters student, Computer Science

Jennifer Chen, 5th year undergraduate, Mechanical, Materials, and Aerospace Engineering; president, Society of Women Engineers

Emmanuel Devapragasam, Masters student, Electrical Engineering

Bradley Faber, 2nd year graduate, Law

Anthony Gaddini, 5th year undergraduate, Biology, Chemistry, and Physical Sciences; president, Commuter Student Association

Livio Gratton, Ph.D. candidate, Mechanical, Materials, and Aerospace Engineering

Srinivas Gundugurti, 4th year undergraduate, Computer Science

Katherine Hammes, 2nd year undergraduate, Chemical Engineering

Qizhong Hu, Masters student, Computer Science

Lauren Joyce, 4th year undergraduate, Humanities; editor, TechNews

Taran Kakani, Masters student, Electrical and Computer Engineering

Melissa Lee, 2nd year undergraduate, Biology, Chemistry, and Physical Sciences

Meina Li, Masters student, Information Technology Management

Brandon Lloyd, 3rd year undergraduate, Mechanical, Materials, and Aerospace Engineering

Joanne Mathews, 4th year undergraduate, Mechanical, Materials, and Aerospace Engineering; president, Honors Med Society

LaLuca Mitchell, 3rd year undergraduate, Architecture

Don Monte, 3rd year undergraduate, Information Technology Management

Joel Roberson, 2nd year graduate, Law

Justin Schenck, 2nd year undergraduate, Social Sciences

Deep Shenoy, 4th year undergraduate, Electrical and Computer Engineering

Mindy Sherman, Masters student, Professional and Technical Communication

Lashawana Taylor, 5th year undergraduate, Chemical Engineering

Jason Tenenbaum, 4th year, Mechanical, Materials, and Aerospace Engineering; president, Student Government Association

Robert Whittlesey, 3rd year undergraduate, Mechanical, Materials, and Aerospace Engineering

Timothy Winter, 4th year undergraduate, Civil and Architectural Engineering; president, Engineers Without Boarders

Mike Wyrick, 4th year undergraduate, Civil and Architectural Engineering

Amir Zamani, Masters student, Civil and Architectural Engineering
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Lead Partner, Professional Services
Market Strategy Group

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Partner  
**Edgewater Funds**

Alvin L. Gorman*  
Chairman of the Board  
Power Construction Company, LLC

Donald E. Goss*  
James Hill Jr.*  
Managing Partner  
Hill, Taylor & Company

Norbert O. Kaiser* ’63  
Chairman and Chief Executive Officer  
Kamco Plastics, Inc.

*Trustee
APPENDIX IV

Jeffrey Karp ’79
President and Chief Operating Officer
Power Construction Company, LLC

Richard Lindsey ’76
Co-President
Bear Stearns Securities Corporation

Rosemarie Mitchell
Chief Executive Officer
ABS Associates, Inc.

Ellen Jordan Reidy* ’81
President/Founder
America’s Food Technologies, Inc.

Carl Spetzler* ’68
Chairman
Strategic Decisions Group

James Stone
President
Stone Management Corporation

Richard H. Tucker
President/CFO
Tucker Development Corporation

Craig M. Watson*
Chief Executive Officer
Opti-Pay Technologies

Advisory Boards

Armour College of Engineering

Chemical and Environmental Engineering

Robert F. Anderson
President
Robert F. Anderson & Associates, Inc.

Larry T. Biegler
Bayer Professor of Chemical Engineering

Richard W. Chylla
BASF–Performance Chemicals

Martin Cole
Director
National Center for Food Safety and Technology

Costas A. Coulaloglou
Distinguished Engineering Associate
Gas Process & Technology Division

Jay A. Fisher
Director, Entrepreneurial Studies
Illinois Institute of Technology

Henry T. Kohlbrand
Global R&D Director
The Dow Chemical Company

Henry R. Linden
Max McGraw Professor
Illinois Institute of Technology
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Institution/Company</th>
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<tbody>
<tr>
<td>G. V. “Rex” Reklaitis</td>
<td>Professor</td>
<td>School of Chemical Engineering, Purdue University</td>
</tr>
<tr>
<td>John P. Sachs</td>
<td>Retired President and CEO</td>
<td>Great Lakes Carbon Corporation</td>
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<tr>
<td>Joseph Schork</td>
<td>Professor and Associate Chair</td>
<td>Georgia Institute of Technology</td>
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<tr>
<td>John R. Sheaffer</td>
<td>Chairman</td>
<td>Sheaffer International, LLC</td>
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<td>Jeff Siirola</td>
<td>Technology Fellow</td>
<td>Eastman Chemical Company</td>
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<tr>
<td>Subhas Sikdar</td>
<td>Associate Director for Human Health</td>
<td>U.S. Environmental Protection Agency</td>
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<tr>
<td>Fouad A. Teymour</td>
<td>Johnson Polymer Professor and Chairman,</td>
<td>Chemical and Environmental Engineering</td>
</tr>
<tr>
<td>Bipin Vora</td>
<td>Senior Corporate Fellow</td>
<td>UOP, LLC</td>
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<tr>
<td>Thomas A. Weil</td>
<td>BP</td>
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<td>Alan D. Zdunek</td>
<td>Electronics Process Development Manager</td>
<td>American Air Liquide</td>
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<td>Pedro-J. Cevallos-Candau</td>
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<td>Primera Engineers, Ltd.</td>
</tr>
<tr>
<td>Steven Dyer</td>
<td>Student Member</td>
<td>Department of Civil and Architectural Engineering</td>
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<tr>
<td>Michael R. Fink</td>
<td>Senior Project Director</td>
<td>Patrick Engineering, Inc.</td>
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<tr>
<td>Cathy Frampton</td>
<td>Project Manager</td>
<td>Jones Lang LaSalle</td>
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<td>Donald Grabowski</td>
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<td>HDR, Inc.</td>
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<tr>
<td>Michael Hannemann</td>
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<td>McDonough Associates</td>
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<tr>
<td>Andrew E. Haubert</td>
<td>Executive Senior Vice President</td>
<td>STS Consultants, Ltd.</td>
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<tr>
<td>Naomi Heler</td>
<td>Student Member</td>
<td>Department of Civil and Architectural Engineering</td>
</tr>
</tbody>
</table>

*Trustee
APPENDIX IV

Nestor Iwankiw
Senior Engineer/Director
Hughes Associates, Inc.

Stan-Lee Kaderbek
Walsh Group

Jeffrey A. Karp
President
Power Construction Company, LLC

Burton A. Lewis

John P. O’Neill
Senior Vice President
Director of Civil Engineering
A. Epstein and Sons International, Inc.

Charles E. Pease
President
Charles E. Pease Associates

Terry Peshia
President

Suresh Pinjarkar
Principal
Probe Consulting Services, Inc.

Jim Powers
President
Consoer, Townsend, Enviroydne
Engrs, Inc.

Ewa Weir
Vice President
Jones LaSalle Incorporated

Electrical and Computer Engineering

Joseph Braun
President
Systems & Electronics, Inc.

Dan Dixon
Director of Engineering
Molex Incorporated

Max Epstein
Professor Emeritus
Northwestern University

James Fitzgibbon
Director of Intellectual Capital and
Advanced Development
The Chamberlain Group, Inc.

Larry Greenstein
Department Head
AT&T Research Laboratory

Lalita Jagadeesan
Distinguished Member of the
Technical Staff and Acting Director of
Software Technology
Lucent Technologies

Charles Knop
President–Chief Scientist
EMRC, Inc.

Thomas Klouda
Senior EMC Engineer
Elite Electronic Engineering Co., Inc.
APPENDIX IV

James Marth  
Vice President  
Bodine Electric Company

Skip Fletcher  
Professor  
Texas A&M University

William Podl  
Chairman and Chief Executive Officer  
Doran Scales, Inc.

Robert Footlik  
President  
Footlik and Associates

Yong-Hui Shu  
President  
WiseWave Technologies, Inc.

Les Hardison  
Senior Consultant  
Wheelabrator Technologies

George Thomas  
President  
Contemporary Control Systems, Inc.

Yogesh Jaluria  
Board of Governors Professor and  
Chairman  
School of Engineering–Mechanical and  
Aerospace Engineering  
Rutgers University

Kenneth Zdunek  
Vice President and Director  
Networks, Software, and Internet Research  
Motorola, Inc.

James Korenchan  
Manager, Air, and Fuel Systems  
International Truck and Engine  
Corporation–Engine Group

Ted Belytschko  
Professor  
Northwestern University

Bruce Liimatainen*  
President  
A. Finkl & Sons Company

John Berninger  
Principal  
Advanced Analysis Engineering

Robert Page  
Emeritus Professor  
Texas A&M University

Sherita Ceasar  
Geoffrey Fear  
President  
CM Packaging

Sushil Sharma  
Group Leader–ME/ASD,  
Advanced Photon Source  
Argonne National Laboratory

*Trustee
APPENDIX IV

Herb Velazquez  
Research Fellow, Aesthetics Research Center  
Kimberly Clark

Richard Wlezien  
Program Manager, Vehicle Systems  
Office of Aerospace Technology, NASA Headquarters

Ric Woldow  
Cast Metals Organization  
Caterpillar, Inc.

James Butzen  
Zebra Technologies

David Hayashi  
Principal Scientist  
Kraft Foods

John P. Unik

Herman B. White Jr.  
Fermilab

Klaus Kuettner, Ph.D.  
Professor and Chairman Emeritus  
Department of Biochemistry  
Rush Medical College at Rush University  
Rush–Presbyterian–St. Luke's Medical Center

George J. Gilbert  
Senior Vice President  
Northern Trust

Jeffrey K. Fang  
President  
UTEK, Inc.

Joel Krauss  
Market Strategy Group

Valy Lev  
Corporate Vice President and General Manager  
Infrastructure Systems Division  
Motorola, Inc.

Leonard Reiffel  
Chairman and Director of Research  
LUXELAR Corporation

College of Science and Letters

Biological, Chemical, and Physical Sciences

Celerino Abad-Zapatero  
Pharmaceuticals Division  
Abbott Labs

Peter Wilke  
President and Chief Executive Officer  
Hammond Group, Inc.

Charles Guengerich  
President  
Wilbur Wright College

Leon Lederman

Bruce Harmon  
Professor of Physics  
Iowa State University

Computer Science

Illinois Institute of Technology
Mark E. Segal  
Executive Director of Software Technology Research  
Telcordia Technologies  

Kameswararao Sista  
VP Technology  
eVision  

James E. Vandendorpe  
Account Executive  
Lucent Technologies  

Joleen S. Willis  
Bank One Corporation  

Larry Wilsak  
President  
Pathfinders Networking Corporation
Addendum

NCA Federal Compliance Program

- Credits, Program Length, and Tuition
- Institutional Compliance with the Higher Education Reauthorization Act
- Federal Compliance Visits to Off-campus Locations
- Advertising and Recruitment Materials
- Institutional Records of Student Complaints
Credits, Program Length, and Tuition

The standard for computing the amount of a student’s scholastic endeavors at Illinois Institute of Technology (IIT) is by semester hour. A semester hour is normally defined as one lecture, recitation, or other class exercise consisting of 50 minutes per week per semester. Equivalencies include two or three 50-minute periods of laboratory or studio work. The undergraduate and graduate semester is 16 weeks in length, including final examinations. IIT’s academic calendar includes a fall, spring, and summer semester.

The Stuart School of Business graduate-level courses are offered on the quarter system. The length of the quarter system is 10 weeks. Graduate-level Stuart School of Business courses generally carry 3.6 quarter hours, which is equivalent to 2.4 semester hours. Graduate-level courses in the Stuart School of Business are offered in fall, winter, spring, and summer terms.

The minimum number of credit hours required for a bachelors degree is 126. Program length, credit, and other requirements vary for masters and doctoral degrees. First professional degrees are offered in law.

Earned credit hours are those received in the successful passing of a course. Attempted credit hours indicate the amount of work the student attempted without reference to grades received. The hours for any course with a final grade other than “W” (withdrawal) or “AU” (audit) are included in quality hours. Quality hours, with the exception of satisfactory/unsatisfactory at the graduate level, are used in computing a student’s scholastic average or standing.

All current graduate and undergraduate permanent academic records are the responsibility of the Office of Student Records and Registration. Each record contains the cumulative degree program, class, and grade history. It also includes degrees conferred by the university.

Tuition rates for all undergraduate, graduate, and discipline-specific degrees are outlined in Figure V on the following page. Rates are determined by instructional costs and comparative tuition at local institutions as well as by tuition charged by schools in the Association of Independent Technological Universities, of which IIT is a member.

The Institute of Design’s (ID) tuition for the Masters of Design degree is intended to communicate the relative value in the marketplace, and tuition is comparable to main competitors’. ID’s new masters degree for advanced professionals, the Master of Design Methods, is positioned as an alternative to an M.B.A. and is actually priced below the better M.B.A. programs. Students entering the program are middle-level or higher in their respective businesses, with an average entering age of 36, and many are sponsored by their companies.

Chicago-Kent College of Law determines tuition based on budget requirements and tuition levels at comparable schools both locally and nationally. Schools used for comparative purposes include University of Chicago, DePaul University, Northwestern University,
Case Western Reserve, American University–Washington College of Law, and Yeshiva University–Cardozo College of Law, to name a few.

<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Full-time</td>
<td>$18,600/year</td>
<td>$19,200/year</td>
<td>$19,775/year</td>
<td>$20,764/year</td>
<td>$22,218/year</td>
<td>$23,329/year</td>
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<tr>
<td>Undergraduate Part-time</td>
<td>$585/credit</td>
<td>$610/credit</td>
<td>$628/credit</td>
<td>$647/credit</td>
<td>$692/credit</td>
<td>$727/credit</td>
</tr>
<tr>
<td>Graduate Main Campus</td>
<td>$585/credit</td>
<td>$610/credit</td>
<td>$628/credit</td>
<td>$647/credit</td>
<td>$692/credit</td>
<td>$727/credit</td>
</tr>
<tr>
<td>Institute of Design M.Des./Full-time</td>
<td>$22,630/year</td>
<td>$24,000/year</td>
<td>$25,440/year</td>
<td>$26,966/year</td>
<td>$28,855/year</td>
<td>$30,600/year</td>
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<tr>
<td>Institute of Design M.Des./Part-time</td>
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<td>---</td>
<td>---</td>
<td>$843/credit</td>
<td>$902/credit</td>
<td>$956/credit</td>
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<tr>
<td>Institute of Design M.D.M./Full-time</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>$30,000/year</td>
<td>$33,000/year</td>
<td>$35,970/year</td>
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<tr>
<td>Institute of Design M.D.M./Part-time</td>
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<td>---</td>
<td>---</td>
<td>$1,000/credit</td>
<td>$1,100/credit</td>
<td>$1,200/credit</td>
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<tr>
<td>Stuart School of Business</td>
<td>$585/credit</td>
<td>$610/credit</td>
<td>$635/credit</td>
<td>$668/credit</td>
<td>$715/credit</td>
<td>$751/credit</td>
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<tr>
<td>Law Full-time Day</td>
<td>$24,220/year</td>
<td>$25,190/year</td>
<td>$26,200/year</td>
<td>$27,450/year</td>
<td>$29,950/year</td>
<td>$31,148/year</td>
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<tr>
<td>Law Evening and Part-time Day</td>
<td>$17,770/year</td>
<td>$18,480/year</td>
<td>$19,240/year</td>
<td>$20,140/year</td>
<td>$21,976/year</td>
<td>$22,856/year</td>
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<tr>
<td>Continuing J.D. and Visiting J.D.</td>
<td>$855/credit</td>
<td>$890/credit</td>
<td>$925/credit</td>
<td>$960/credit</td>
<td>$995/credit</td>
<td>$1,035/credit</td>
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Institutional Compliance with the Higher Education Reauthorization Act

Illinois Institute of Technology maintains current copies of all documents required by the Higher Education Reauthorization Act. These include the Program Participation Agreement, Eligibility and Certification Renewal, and the approval letter for the Title III institutional cost-share waiver for campus-based programs. All documents are available for review in the Financial Aid Office, located in Main Building, Room 104.

The official cohort default rates computed for Illinois Institute of Technology are listed below:

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Default Rate</th>
</tr>
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<tbody>
<tr>
<td>2001</td>
<td>2.7</td>
</tr>
<tr>
<td>2002</td>
<td>2.5</td>
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<tr>
<td>2003</td>
<td>2.7</td>
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</table>

All documentation pertaining to default rates is available for review in the Financial Aid Office as well as on the Department of Education's default management website.

In response to Title IV program responsibilities in relation to campus crime reporting, required reports under the Clery Act can be found online at [www.iit.edu/about/#](http://www.iit.edu/about/#) under the “Campus Safety Report” tab. The Office of the General Counsel is responsible for publishing the report in cooperation with the Office of Public Safety. The 2005 report will be posted before the 2006–2007 academic year begins.

The Department of Public Safety provides the following services to ensure students are notified about campus crime and to initiate education about safety on campus:

- Provides weaponless defense training for faculty, students, and staff when requested
- Presents safety presentations at orientation sessions for students and new employees
- Facilitates safety committees with a representative from each department
- Publishes the campus safety report online
- Publishes crime prevention tips online
- Works with the Office of Student Affairs to provide outreach to students during alcohol awareness week, spring break safety, sexual responsibility week, etc.
- When the need arises, email alerts are issued to the IIT community and campus crime alerts are posted at pre-designated locations through the campus.

Figures X and Y on the following page provide the expected information on student one-year retention rates as well as time to degree completion.
### Figure X: Retention and Graduation Rates, 1996–2004

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<tr>
<td>Entering Freshman Cohort</td>
<td>244</td>
<td>264</td>
<td>283</td>
<td>275</td>
<td>401</td>
<td>292</td>
<td>360</td>
<td>392</td>
<td>461</td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>187</td>
<td>215</td>
<td>235</td>
<td>245</td>
<td>245</td>
<td>249</td>
<td>293</td>
<td>320</td>
<td>372</td>
</tr>
<tr>
<td>Graduated</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lost</td>
<td>57</td>
<td>49</td>
<td>48</td>
<td>30</td>
<td>62</td>
<td>43</td>
<td>67</td>
<td>72</td>
<td>89</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Enrolled</td>
<td>165</td>
<td>168</td>
<td>191</td>
<td>210</td>
<td>296</td>
<td>219</td>
<td>255</td>
<td>291</td>
<td>74.2%</td>
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<tr>
<td>Graduated</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lost</td>
<td>79</td>
<td>96</td>
<td>92</td>
<td>65</td>
<td>105</td>
<td>73</td>
<td>104</td>
<td>101</td>
<td>25.8%</td>
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<tr>
<td><strong>Year 3</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Enrolled</td>
<td>142</td>
<td>190</td>
<td>176</td>
<td>193</td>
<td>274</td>
<td>194</td>
<td>233</td>
<td>0.647</td>
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<tr>
<td>Graduated</td>
<td>9</td>
<td>0.0%</td>
<td>8</td>
<td>10</td>
<td>14</td>
<td>16</td>
<td>13</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Lost</td>
<td>93</td>
<td>74</td>
<td>99</td>
<td>72</td>
<td>113</td>
<td>82</td>
<td>114</td>
<td>31.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>62</td>
<td>173</td>
<td>88</td>
<td>82</td>
<td>119</td>
<td>83</td>
<td>28.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>83</td>
<td>10</td>
<td>96</td>
<td>117</td>
<td>161</td>
<td>116</td>
<td>39.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost</td>
<td>99</td>
<td>81</td>
<td>99</td>
<td>76</td>
<td>121</td>
<td>93</td>
<td>31.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>13</td>
<td>98</td>
<td>14</td>
<td>13</td>
<td>18</td>
<td>4.5%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Graduated</td>
<td>132</td>
<td>74</td>
<td>177</td>
<td>183</td>
<td>257</td>
<td>64.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost</td>
<td>99</td>
<td>92</td>
<td>92</td>
<td>79</td>
<td>126</td>
<td>31.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolled</td>
<td>3</td>
<td>13</td>
<td>2</td>
<td>7</td>
<td>2.5%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graduated</td>
<td>140</td>
<td>158</td>
<td>171</td>
<td>189</td>
<td>68.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost</td>
<td>101</td>
<td>93</td>
<td>110</td>
<td>79</td>
<td>28.7%</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Note: Graduation rates are based on a dynamic database accounting for small fluctuations as new information becomes available.

### Figure Y: Freshman to Sophomore Retention Rate

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Freshman Retention Rate</th>
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</thead>
<tbody>
<tr>
<td>1996</td>
<td>76.6%</td>
</tr>
<tr>
<td>1997</td>
<td>81.4%</td>
</tr>
<tr>
<td>1998</td>
<td>83.0%</td>
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<tr>
<td>1999</td>
<td>89.1%</td>
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<td>2000</td>
<td>84.5%</td>
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<tr>
<td>2001</td>
<td>85.3%</td>
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<tr>
<td>2002</td>
<td>81.4%</td>
</tr>
<tr>
<td>2003</td>
<td>81.6%</td>
</tr>
<tr>
<td>2004</td>
<td>80.7%</td>
</tr>
</tbody>
</table>
Federal Compliance Visits to Off-campus Locations

IIT’s campuses are identified in the preface of the university’s NCA Self-Study materials. All were established prior to 1999. The ID Campus was established at its current location in January 1998 after the Commission’s previous accreditation review. We would welcome a site visit to the ID Campus if deemed necessary.

IIT’s degree programs that hold professional accreditation can be found on page viii of the Preface.

Advertising and Recruitment Materials

The university’s website (www.iit.edu) references IIT’s affiliation with the Higher Learning Commission and includes the Commission’s contact information.

Current publications and advertising materials that reference IIT’s affiliation with the Higher Learning Commission, however, do not include the Commission’s contact information. All new materials will comply with the following Statement of Affiliation:

Illinois Institute of Technology is accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools
  Commission URL: www.ncahigherlearningcommission.org
  Commission Phone: 312.263.0456

Institutional Records of Student Complaints

IIT’s Student Handbook (www.iit.edu/~osa/Handbook/index.html) outlines policies and procedures for academic and administrative student complaints. Responding to student complaints and record-keeping in that regard are undertaken by several offices across the university, with the final appeal to the provost. All student complaints and appeals directed to the Office of the President and/or Office of the Provost, as well as their final resolutions, are available to the visiting team.