

Assurance Argument

Illinois Institute of Technology - IL

Final Version – August 30 2016

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1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1 The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

The current mission statement of Illinois Institute of Technology (university or Illinois Tech or IIT) is

To provide distinctive and relevant education in an environment of scientific, technological, and professional knowledge creation and innovation.

This totally new mission statement replaced one that had been used and revised over time since the university's founding in 1890. The mission statement was first postulated through the consensus of the deans of the institution's eight academic units during the deans' retreat in fall 2008. The draft was then circulated throughout the institution for review as a part of the 2008–2009 strategic planning process.

Development of the mission, goals, and operating principles was driven by a new vision statement for the institution, created by then new President John Anderson, and reviewed at [a retreat of the Executive Committee of the Board of Trustees](#) in February 2008, and by the Strategic Planning Steering Committee, the Deans Council, and the student committee. It reads:

IIT will be internationally recognized in distinctive areas of education and research, using as its platform the global city of Chicago, driven by a professional and technology-oriented focus, and based on a culture of innovation and excellence.

The plan's goals, objectives, and strategies, detailed in this document, were drawn from the ideas and comments of a broad range of faculty, staff, and students engaged during a nine-month process in 2008. This process is detailed in *Strategic Plan Steering Committee—Final Report November 15, 2008, p. 37–48*.

A full explanation of the words contained in the mission and vision statements, as well as the goals and operating principles, are found in the publicly accessible document at *Many Voices, One Vision: A Strategic Plan for IIT 2010–2014, May 2009*.

Over this entire planning period, the [Executive Committee of the board](#) was briefed periodically on progress in the development of the plan. The [Board of Trustees](#) approved the plan, including the mission statement.

In 2013 faculty, staff, students, and the Board of Trustees reviewed the mission statement in preparation for the revision and extension of the [Many Voices, One Vision strategic plan for 2014–2019](#). As a component of the development of the extended plan, a concern was raised about the inclusiveness of the mission statement, which led to a fundamental discussion about this statement that lasted several weeks. In the end, the Strategy Development team decided that the current mission statement was both inclusive and optimal. The board then approved the updated strategic plan at its [October 3, 2013 meeting](#).

Most recently, Illinois Tech's new president re-affirmed in his inaugural address on September 18, 2015 the mission, vision, and key objectives of the 2014–2019 strategic plan by emphasizing four focus initiatives for his presidency:

1. Ensure the success of our graduates through a state-of-the-art professional education that is focused on the total student experience, both inside and outside of the classroom, and upon the student's ultimate career development.
2. Elevate Illinois Tech's visibility and reputation as a premier global technological university in Chicago and the world.
3. Build a community that supports the achievement of our goals.
4. Grow revenue and our student body.

1.A.2 The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

As stated above, the institution's mission is to educate students in "*an environment of scientific, technological, and professional knowledge creation and innovation.*"

Academic Programs

The institution's eight academic units and its interdisciplinary programs (listed below) comprise the range of scientific, technological, and professional disciplines evoked in the mission

statement. All are focused on education, research, innovation and driven by the university's strategic priorities:

- [Armour College of Engineering](#)
- [Chicago-Kent College of Law](#)
- [College of Architecture](#)
- [College of Science](#)
- [Institute of Design](#)
- [Lewis College of Human Sciences](#)
- [School of Applied Technology](#)
- [Stuart School of Business](#)
- Interdisciplinary programs (examples of such programs are provided later in this section)

The institution also has three multidisciplinary research institutes (listed below), which also fulfill the mission as described in their strategic plan documents:

- [Institute for Food Safety and Health](#)
- [Pritzker Institute for Biomedical Science and Engineering](#)
- [Wanger Institute for Sustainable Energy Research](#)

In addition, Illinois Tech also has the [Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship](#) that seeks to (1) attract students who wish to innovate in STEM fields, (2) nurture the advancement of creative ideas, (3) foster interdisciplinary and external collaborations and (4) create a culture that enables innovation and tech entrepreneurship to flourish.

The academic programs and courses that are presented in fulfillment of the mission are found in the university's academic bulletins:

- [Undergraduate Bulletin](#)

- [Graduate Bulletin](#)

Programs to Promote “Distinctive and Relevant Education”

To assure that students get full exposure and experience with “distinctive and relevant education” as noted in the mission statement, the university and its various colleges have structured academic and co-curricular programs for both undergraduate and graduate students. Some examples include:

[IPRO](#), the Interprofessional Projects (IPRO) Program, was launched by the university in 1995 and fully renewed through IPRO 2.0 starting with implementation of the 2010–2014 strategic plan. Each undergraduate student is required to complete two IPRO courses; guaranteeing that

every student has a deep understanding of solving complex problems in a team-based model collaborating with different disciplines and/or industry.

IPRO 2.0 is structured according to the design process whereby students are engaged through experiential learning to address real world problems. This project-based approach takes students through problem definition and framing, user research, contextual research, analytic methods for qualitative research, structured concept generation, and prototyping methods in the process of developing solutions for identified unmet needs. IPRO 2.0 program is described more fully later under Criterion 3.B.

IPRO's model emerges from the world-renowned curriculum of Illinois Tech's Institute of Design (ID). Experimentation, rigorous methods, human-centeredness, and strategy support the Institute of Design's focus on preparing graduate students to take on complex problems and global challenges in both the for-profit and not-for-profit worlds. *What should we create?* is a design question. The Institute of Design programs offer a structured approach to develop solutions to complex questions in a manner that is evidence-based and repeatable. Students collaborate in multidisciplinary teams on real-world projects with partners in healthcare, business, CPG, civics, and more. Projects focus on local and global challenges, addressing problems through innovation, technical invention and rigor, and creativity. Institute of Design (ID) is considered the world leader in the development of human-centered design and design thinking, based on observation, prototyping, and experiential learning. Examples of student projects that won external awards/recognition ([Core77 2015](#) and [Core77 2016](#) awards) underscore the unique approach to learning at Illinois Tech's Institute of Design.

To implement the strategic priority to elevate the international visibility of Armour College of Engineering, and in fulfillment of the concept of "distinctive and relevant education," the dean instituted the concept of [Engineering Themes](#) for undergraduates, thereby enabling the college to shape its courses and projects around creative solutions in four major areas of global concern: water, health, energy, and security. Faculty members were [assigned as mentors and leaders of each of these themes](#). Armour offers tremendous opportunities for [students to collaborate with faculty on research projects](#).

The College of Science has developed a clear vision of "Rigor and Relevance" with a commitment to consequential science as a result of collaborative and inclusive planning. This process is integral to the identity and brand for the college, and has informed the launch of new and diversified [academic programs](#) and accomplishments of [research excellence](#), especially in computer science and computational science. It has helped to build strong connections to our alumni and friends, to the Illinois Tech Board of Trustees and to Chicago, national, and international research and scholarly institutions as well as to the business community.

Instituted by Ludwig Mies van der Rohe in the early 1940s, architectural studios at the College of Architecture have played a major role in educating architecture students at Illinois Tech. Studios are used throughout the [curriculum at the undergraduate](#) and graduate levels to expose students to the complexities of creative design, driven by problems proposed by studio

professors. Projects are critiqued every week by faculty and peers, and presented to the public at the end of each semester. Graduates of the program are the leaders generating the skyline of Chicago, seen as one of the great architectural world cities.

The programs at Illinois Tech's School of Applied Technology provide a hands-on, reality-based approach to learning that enables students to apply the knowledge they acquire to solve real-life problems. The educational programs focus on [Food Science and Nutrition](#), [Industrial Technology and Management](#), and [Information Technology and Management](#). In addition, the [Office of Professional Development](#) combines university-wide resources to establish a common administration and support structure for non-degree technology oriented training and certificates, and professional development short courses and seminars. The programs provide innovative experiences where students work on cutting edge, industry-sponsored projects. The teaching philosophy at the School of Applied Technology is to prepare students to become technology innovators, entrepreneurs and leaders.

Lewis College of Human Sciences houses the Departments of Humanities, Social Sciences and Psychology. At Lewis College, students are encouraged to approach their chosen fields with an investigative, discerning eye. The College emphasizes critical engagement, social awareness, communications and broad perspectives of the liberal arts. The focus of its educational offerings is to develop students into individuals that employers most urgently seek: reflective citizens who are [excellent problem solvers and leaders](#).

Chicago-Kent College of Law maintains a strong set of programs with an emphasis on ["learning by doing"](#) through its Legal Clinics. They focus on the following clinical practice areas: Criminal Defense Litigation, Civil Litigation Clinic, Plaintiffs Employment Clinic, Entrepreneurial Law, Environmental Law Clinic, Family Law, Health and Disability Law, Intellectual Property Law, Mediation and Alternative Dispute Resolution, Open Government Watchdog Law (Center for Open Government), and Tax and Probate Law.

Stuart School of Business offers cutting-edge and highly ranked graduate programs in finance (MSF) and analytics (MSMA), in addition to programs in business administration (MBA), sustainability management (MSSM), public administration (MPA), and management science (MSMS and PhD). The school has instituted a variety of experiential learning programs in support of the mission to provide "distinctive and relevant education." Most prominent is the [Advancing Careers in Education program](#), which places Stuart students with companies and nonprofit organizations whereby they are exposed to 12-week-long practical experiences that are focused on applying business knowledge to solve organizational problems.

Illinois Tech has a commitment to interdisciplinary work; emblematic examples of interdisciplinary academic programs include [MMAE Undergraduate Programs](#), [Undergraduate Biology Programs in College of Science](#), [E3 Program](#), [Master of IP Management & Markets in Kent College of Law](#), [MMF in Stuart School of Business](#).

Student Support Services

In terms of student support services that relate directly to the mission, the [Career Services Office](#) works with commerce, industry, government, and nonprofit organizations through career counseling and internship, cooperative education, and employment placement programs. Career Services conducts a career fair each semester for students. [The fairs attract approximately 150 companies and organizations](#) drawn from the areas of science, technology, and the professions that capture the essence of the university's mission.

The M. A. and Lila Self [Leadership Academy](#) is another example of a student support program that directly relates to the mission. Founded in 2001 by a gift from Illinois Tech Trustee and Regent Al Self, the academy promotes experiences in leadership across career areas, research, community service, and service to fellow students and the university.

The Office of Student Affairs also provides multiple student-leadership opportunities through student organizations and student employment opportunities.

[Illinois Tech's Entrepreneurship Academy](#) (EA) is a university-wide, academic-focused organization that seeks to foster a community of entrepreneurship on campus that transcends departments and units. Its purpose is to advance this goal through the Entrepreneurship Minor and related co-curricular activities available to all university majors. The EA organizes a full array of complementary activities that provide opportunities for undergraduate and graduate students to have a real-world experience in innovation and entrepreneurship. At the EA, students can apply business fundamentals and innovative/entrepreneurial thinking to a variety of situations—in entrepreneurial endeavors, research, and business/social organizations. More recently, the university launched a new [M.S. in Technological Entrepreneurship degree program](#), which leverages the resources of a technology-focused institution to educate entrepreneurial leaders.

Enrollment Profile

The institution's enrollment profile reflects the areas of education and research that are identified in the mission statement. [Illinois Tech's Quick Facts](#) provides a general overview of enrollments by degree level, as do the more complete [enrollment reports for spring 2016](#) from the Office of Institutional Information and Research

1.A.3 The institution's planning and budgeting priorities align with and support the mission.

This is addressed under Criterion elements 5.A and 5.C.1 of this report.

Sources

- 2015-2016 Illinois Tech's Quick Facts
- 2016 Enrollment Reports and 2017 Forecast Reports
- A retreat of the Executive Committee of the Board of Trustees
- Advancing Career and Education Program
- Big Picture Magazine - spring 2016 issue
- BOT minutes May 28, 2009
- Career Fair
- Career Services Office
- Chicago-Kent learning by doing
- Core77 Design Awards 2015 - Service Design Student Winner
- Core77 Design Awards 2016 - Student Runner Up, Strategy & Research Award
- Development Plan – Chemical and Biological Engineering
- Engineering Themes
- Entrepreneurship Academy
- Executive Committee of the board minutes
- Faculty Sponsored Research in Armour College of Engineering
- Graduate bulletins
- Interdisciplinary Undergraduate Programs in Mechanical, Materials and Aerospace Engineering Department
- Interdisciplinary Programs in Chemical and Biological Engineering Department
- IPRO
- Kaplan Institute at Illinois Institute of Technology
- Leadership Academy
- Many Voices, One Vision strategic plan for 2014–2019
- Many Voices, One Vision: A Strategic Plan for IIT 2010–2014
- Master of IP Management & Markets Program in Kent College of Law
- Master of Mathematical Finance Program in Stuart School of Business
- Master of Technological Entrepreneurship
- School of Applied Technology - Food Science and Nutrition
- School of Applied Technology - Industrial Technology and Management
- School of Applied Technology - Information Technology and Management
- School of Applied Technology - Office of Professional Development
- Strategic Plan of Armour College of Engineering
- Strategic Plan of Chicago-Kent College of Law
- Strategic Plan of College of Architecture
- Strategic Plan of College of Science
- Strategic Plan of IFSH
- Strategic Plan of Institute of Design
- Strategic Plan of Lewis College of Human Sciences
- Strategic Plan of Pritzker Institute for Biomedical Science and Engineering
- Strategic Plan of School of Applied Technology
- Strategic Plan of Stuart School of Business
- Strategic Plan of Wanger Institute for Sustainable Energy Research

- Strategic Plan Steering Committee—Final Report November 15, 2008
- The winter 2015 newsletter of IIT College of Science
- The winter 2016 newsletter of IIT College of Science
- Undergraduate Biology Programs in College of Science
- Undergraduate bulletin
- Undergraduate Studio curriculum

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1 The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The mission, vision, values, and core principles of Illinois Tech have been posted on the university website. [A summary version featuring just the mission and the vision for the university](#) is available in an easy-to-read "quick glance" section on the provost's web page.

The provost's web page also is linked to a more detailed description of the [mission and vision, including values and core principles of the university](#). A full PDF version of the 2014–2019 strategic plan can be [accessed from the provost's web page](#).

In addition, the administrative leadership team has included the mission and vision statements on the backs of their business cards. This is perhaps the most direct and distinct way that the university has presented its mission and vision beyond the boundaries of the campus. Anyone who comes in contact with the leadership has the opportunity to clearly understand the mission and priorities of the university. The president and provost also explicitly state the mission and values of the university in public events and functions.

1.B.2 The mission document or documents are current and explain the extent of the institution's emphasis on various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

In 2009 key stakeholders in Illinois Tech participated in a process to develop a strategic plan for the university—a plan that aptly became known as *Many Voices, One Vision*. This strategic plan was reaffirmed in 2014 as a plan for the next five years under then President John Anderson. The mission and values of the university remained unchanged. However, new goals, metrics,

and reviews were placed in the strategic plan that remain in force until FY2019 (Illinois Tech's fiscal year is June 1–May 31).

This strategic plan lists various aspects of Illinois Tech's mission and goals, and can be found at [strategic plan 2014–2019](#).

Within this plan, defined as [Specific, Measurable, Attainable, Realistic, and Timely \(SMART\) goals](#), very specific guidelines were laid out to enable Illinois Tech to address key aspects of growth and sustenance for the university, such as:

Grow and Develop the Student Body by (among others) growing the undergraduate population to 4,000 and the total student population to 9,000, increasing year-to-year retention of all students to 95 percent, and establishing one interdisciplinary co-terminal degree offering in all colleges/schools.

Promote Innovative Thinking and Excellence throughout the university by (among others) completing an Innovation Center (ground-breaking was completed in August 2016); establishing formal structures on campus for technology commercialization, startup support, and student engagement; and increasing diversity of faculty and students on campus.

Elevate Illinois Tech's Visibility and Rankings by (among others) ensuring that the university is recognized as one of the top 100 undergraduate universities in the U.S., increasing ranking of all individual units, and increasing alumni giving from 9 to 12 percent.

Enhance Illinois Tech's Facilities, Infrastructure, and Environments by (among others) implementing a facilities improvement plan for the campus, implementing a technology plan for all facilities, and improving the overall experience on campus for students, faculty and staff.

Develop Resources to Enable Progress by (among others) meeting or exceeding campaign goals, growing endowment, and increasing (tuition and research) revenue.

Strengthen All of Illinois Tech's Schools/Colleges by (among others) strengthening the undergraduate ranking of engineering, remaining top ranked among design and architecture schools, and building new areas of national prominence in other colleges/schools.

This will be elaborated further under Criterion 5 of this document, with a focus on how each priority drives the fulfillment of the mission and vision of the university.

1.B.3 The mission document (or documents) identify the nature, scope, and intended constituents of the higher education programs and services it provides.

As an institute of higher learning, [Illinois Tech has a strategic plan](#) that is clear on the programs and services it provides. The strategic priorities describe the kind of student we seek and the

character of the person we wish to graduate in science, engineering, and the professions—the key educational aspects of the university—such as:

We must build a truly distinctive Illinois Tech education that is valued by our students as well as those who wish to partner with us or hire our graduates.

There will be a focus on exposing our undergraduate students to areas more traditionally associated with our strengths in graduate education—design, business, law (especially intellectual property), and psychology.

There will also be an emphasis on collaborative experiences where interdisciplinary teams engage to solve real-world problems that in some cases may result in sustained economic value.

In particular, the university understands its position in society as a private entity and the responsibility that this places on its shoulders. Within the strategic priorities, the plan states:

As a private university, we must have as a goal to deliver an education that prepares our graduates for successful lives—ones in which they contribute in their fields the first day after graduation as well as 20 years later, and in which they obtain leadership positions.

Our students must practice creative thought, learn to innovate, understand entrepreneurial activity and the development of enterprise, and become excellent communicators and leaders who are internationally sophisticated and globally aware.

Illinois Tech includes the following schools, colleges, and institutes:

Armour College of Engineering
Chicago-Kent College of Law
College of Architecture
College of Science
Institute of Design
Institute for Food Safety and Health
Lewis College of Human Sciences
Pritzker Institute of Biomedical Science and Engineering
School of Applied Technology
Stuart School of Business
Wanger Institute for Sustainable Energy Research (WISER)

Also, the [enrollment reports](#) list the type of students that are admitted to and graduated by the university. One can see from these documents that the university strives to project its mission, values, and priorities by admitting the student who can be successful here, in addition to building value for students as they traverse through their tenure at Illinois Tech.

Sources

- 2014-2015 Enrollment Report
- 2016 Enrollment Reports and 2017 Forecast Reports
- A summary version featuring just the mission and the vision for the university
- Access to full PDF version of the 2014–2019 strategic plan
- *Many Voices, One Vision* strategic plan for 2014–2019
- SMART goals
- Vision, Mission, Values, and Core Principles

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1 The institution addresses its role in a multicultural society.

Illinois Tech has a long multicultural history, particularly as a university with its main Mies Campus located in a predominantly African-American neighborhood, Bronzeville. Illinois Tech's precursor, Armour Institute of Technology, founded in 1890, expanded side-by-side with the growth of the African-American community in Chicago through the Great Migration from 1916–1940. During the post-World War II era, the main campus expanded based on the Ludwig Mies van der Rohe master plan, as a part of urban renewal. During this period, Illinois Institute of Technology, established in 1940 through the merger of Armour and Lewis institutes, displaced communities living in challenging housing conditions, families that later moved into the growing public housing communities on the south side. This process raised tensions between the communities and the university at the time. Starting in the 1970s, Illinois Tech began to make a serious commitment toward increasing diversity among its students, through active recruitment of students of color from the surrounding communities. Three alumni from this era, all successful business leaders, serve on the current board of trustees.

In 1989 Illinois Tech created its first formal Community Affairs office, which has led engagement with the broader community ever since.

Illinois Tech has also welcomed international students going back to the 1960s, when large numbers of Indian students arrived to enroll in master's degree programs. [In 2014–2015 the percentage of international students had grown to 48 percent of the total student population, representing 97 countries through strategic alliances with universities around the world.](#)

Since the 2006 NCA Accreditation visit, when the team raised issues regarding the institution's engagement with under-represented constituencies, Illinois Tech has moved forward boldly with many initiatives that demonstrate and expand its commitment to multiculturalism and underserved minorities.

President John Anderson established a diversity committee soon after his installation, and personally served on it, along with then Provost and Senior Vice President for Academic Affairs Alan Cramb. The Community, Inclusion, and [Diversity Committee's membership](#) includes representatives from academic units, key vice presidents, and leaders of the institution's

diversity strategy. Additional information about [this committee](#) is available on the university website.

The diversity committee led a process in 2010 that resulted in a revised *Statement on Community, Inclusion, and Diversity*, which reads:

Illinois Institute of Technology is a community that values and respects its members. We appreciate that our faculty, staff, students, alumni/ae, and trustees come from many backgrounds and many parts of the world. We embrace the contributions that differences offer. We are committed to providing a working and learning environment in which all students and all members of the faculty and staff are able to realize their full potential.

This commitment to diversity was strengthened by the values statement in the [2010–2014 strategic plan](#), which reads:

Commit to Diversity and Excellence: If we are to both remain relevant and attract the highest caliber of students, faculty, and staff, we must ensure that our community is inclusive and open to all viewpoints.

This core value also was included in the [2014–2019 plan](#). Specific SMART goals included:

2010–2014:

2.1 d: Increase undergraduate diversity by increasing the percentage of under-represented minority students to 16 percent

[SMART goals reports](#) indicate [under-represented minorities](#) reached 16 percent in 2009 (the first year of the plan), and the count currently stands at approximately 21–22 percent of total undergraduates. International undergraduates increased from 15 percent to 29 percent during that period.

2.1 e: Increase the number of female students by 20 percent

In 2009, 35 percent of students were female. [This percentage rose to 37 percent by 2012](#) then decreased to 36 percent by 2013. The overall increase of 2.8 percent is far below the original goal of 20 percent, but the total of 36 percent is high for a technology-focused university.

- Increase the number of female faculty by 15 and the number of under-represented minority faculty by 5

The number of female faculty increased by nine during this period, and [the number of minority faculty increased by four by 2012](#) then dropped back to three in 2013.

2014–2019

- Increase the diversity of the Category I faculty (female members) to 100 (+40) and under-represented minority members to 50 (+35) by FY2025 or sooner to better reflect our undergraduate student body diversity

- Continue to increase student diversity to achieve at least 40 percent female and 25 percent under-represented minorities by FY2019

As indicated in these ambitious goals for faculty and student diversity, the institution will continually strive to have teachers and students that more closely reflect the diversity of society.

1.C.2 The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Processes and activities that reflect attention to human diversity and multiculturalism are detailed below in the following categories: leadership activities, including the Community, Inclusion, and Diversity Committee; student-focused activities, Mies Campus; student-focused activities, Chicago-Kent College of Law; courses in diversity and multiculturalism; alumni and diversity; improving diversity in student recruitment; faculty recruitment; staff recruitment. This section also contains evidence to demonstrate the institution's responses to the detailed recommendations regarding diversity and multiculturalism from the [Final Evaluation Team Report following the 2006 NCA Accreditation](#).

Leadership Activities, Including the Community, Inclusion, and Diversity Committee

The Office of the Vice Provost for Student Access, Success, & Diversity Initiatives (SASDI) focuses on sustainable and transformational partnerships and initiatives that support and empower students' access to, and success in, higher education and career development. This approach contributes toward the diversity of Illinois Tech and supports mutually beneficial community relationships in alignment with the university's strategic plan (SASDI [2014-2015 Annual Report](#) and [2015-2016 Annual Report - rough outline](#)).

In an effort to expand upon the commitment to diversity contained in its *Statement on Community, Inclusion, and Diversity*, Illinois Tech's [Community, Inclusion, and Diversity Committee](#) has adopted a document entitled *Building Community and Fostering Diversity*, which establishes a set of 10 principles aimed at developing and maintaining a civil, respectful, and inclusive Illinois Tech community.

To give further context to, and facilitate thought and discussion regarding, the principles contained in *Building Community and Fostering Diversity*, Illinois Tech's Community, Inclusion, and Diversity Committee has created a document entitled [Building Better Communication](#). This document provides additional information and examples for each of the 10 principles.

To convey the importance and centrality of the diversity committee to the University, President Cramb uses the following thought from this committee in his email signature – “the difference between hearing and listening is understanding.”

Another demonstration of Illinois Tech’s commitment to diversity is reflected in its *Equal Opportunity Statements* for students, faculty, and staff, which can be found at the following links:

[Students \(Illinois Tech Student Handbook, Article III, Section G\)](#)

[Faculty \(Illinois Tech Faculty Handbook, Article V, Section B\)](#)

[Staff \(Illinois Tech Human Resources Policies and Procedures, Policy A.1\)](#)

In April 2015 the Community, Inclusion, and Diversity Committee sponsored a university-wide lecture, “[Confronting the ‘New’ American Dilemma: Expanding Under-represented Minority Representation in Engineering.](#)” by Dr. Irving Pressley McPhail, president of the National Action Council for Minorities in Engineering, Inc.

In 2013–2014 [President John Anderson’s Presidential Lecture Series](#) focused attention on immigration and the contributions of immigrants to the United States culture.

In 2014 the vice president and general counsel conducted [a series of workshops and webinars on issues of sexual harassment in the workplace.](#)

In 2010 and 2011 the vice president for finance and administration, in conjunction with the diversity committee, hosted [an interactive theater on sensitive issues in diversity and inclusion for faculty and staff.](#)

Between 2006 and 2016 the vice president for community affairs and outreach programs [organized plays, art exhibits, musicals, and other cultural events](#) to promote greater awareness and understanding of African-American culture and neighborhood histories for both the campus and external communities.

Examples of African-American culture and neighborhood history events provided include the Remarkable Women’s Conference (2013–2015); 10th Anniversary Celebration of the Black Metropolis Research Consortium (2015); Red Velvet Shopping Extravaganza (2013–2015); The South Side Community Art Center Annual Art, Auction, and Fundraiser (2013); video documentation of the Black Metropolis Research Consortium Summer Fellows Intern Presentations (2013–2014); *Change Gon’ Come* youth anti-violence movie and Academy Awards Ceremony (2012); A Woman of a Certain Age: Finding a Voice Through Art exhibit (2012); Bronzeville Diva “The Sisters of Soul Concert” (2011); and *Crowns*, a musical play by Regina Taylor (2008).

As another example, [IIT Magazine in 2007 featured a story](#) celebrating the institution's famous African-American alumni as well as programs put in place to attract minority students and promote multiculturalism. The summer 2015 edition of the magazine featured [a review of the role the university plays in supporting the African-American community of Bronzeville](#), the neighborhood that surrounds Illinois Tech's Mies Campus.

In 2015 Illinois Tech Chicago-Kent College of Law faculty and senior staff participated in a workshop/training on implicit bias, stereotype threat, and racial anxiety, which included information on interventions that have been shown to successfully mitigate the effects of these dynamics. The goal of this training was to help professors gain greater comfort with handling race and gender issues that arise in the classroom.

Finally, in April 2016, the faculty [proposed and passed a resolution](#) in support of a diverse and embracing culture at the university.

Student-Focused Activities, Mies Campus

Since 2006 the Office of Student Affairs has been home to a variety of offices that offer programs, advocacy, and support related to diversity. Many have changed names over the last 10 years, and some have at times existed within other areas of the university; for example, the [Student Center for Diversity and Inclusion](#) was previously known as the Office of Multicultural Student Services and included a director of women's services. Some diversity initiatives also occurred with the support of offices outside of Student Affairs, notably the Office of Community Affairs and Outreach Programs. As of January 2015, most of the student-facing diversity programming and support activities are coordinated by Student Affairs, particularly under the [Office of Campus Life \(OCL\)](#) and the [Office of Residence and Greek Life \(RGL\)](#).

In October 2007, recognizing the wide diversity of religions represented in the institution's student population, an [Office of Spiritual Life](#) was established to replace the campus minister provided by the Archdiocese of Chicago. [The interfaith programs](#) have been [recognized by the President's Interfaith and Community Service Campus Challenge](#).

RGL maintains a student diversity committee that provides input regarding diversity issues. Additionally, RGL's (student) Resident Advisors conduct programs for their respective floors throughout the year, with many such programs focused on diversity-related topics.

OCL is where most students, commuter and residents alike, will go for [diversity programs](#) and where students of diverse identities find support and advocacy. The office is home to Spiritual Life, Gender and Sexuality Services, and Multicultural Services. In 2015 the office was restructured, and the spiritual life and diversity programs were placed under the leadership of the Spiritual Life director.

Over the years, the institution has greatly increased the number and visibility of its programs focused on diversity. The Office of Student Affairs has mandated diversity training for Resident

Advisors and other student life leaders, and incorporated a range of diversity events in [the university's orientation and Welcome Week schedules](#)—including a privilege session called “Covering the Bases,” Safe on Campus training, social events such as the multicultural BBQ hosted by our Black Student Union and the Welcome Back BBQ hosted by the Society of Women Engineers, and an interfaith worship service. The Office of Student Affairs observes awareness months including Black History Month, Women’s History Month, Sexual Assault Awareness Month, and LGBT Heritage Month, among others. For all of these, the office works with student organizations across Illinois Tech. The office also regularly hosts book clubs, which bring students together to examine issues from diverse perspectives, and strives to make the campus more inclusive, supportive, and welcoming of students of all identities.

Student-Focused Activities, Chicago-Kent College of Law

Illinois Tech’s Chicago-Kent College of Law has an [Office of Diversity and Inclusion, Multicultural Affairs, and Professional Development \(ODIMA\)](#). Established in 2005 and renamed in 2014, ODIMA is led by an assistant dean, who is also an attorney and lecturer. ODIMA identifies, creates, coordinates, and implements strategies, initiatives, programs, and other services to celebrate and embrace diversity. ODIMA drives an inclusive culture where students, staff, and faculty can contribute their full potential, including their diverse experiences and perspectives, to further Chicago-Kent’s learning and business objectives by:

- Providing guidance for building the cultural competency and professionalism skills necessary to develop effective communication, enhance the learning experience, and prepare for success in an increasingly diverse society
- Developing and delivering diversity pipeline programs; student academic and professional development programs/opportunities; and [Diversity Week](#) diversity training, awareness, and celebrations
- Collaborating with other law schools, businesses, and community organizations on programs and events designed to enhance diversity in law schools and the legal profession

Specific programs in diversity conducted by ODIMA include:

- Diversity program at 1L orientation—“Building Community”
- New Student Diversity Reception
- Diversity Open House (Admissions)
- Diversity Week (a full week of programs, lectures, and activities designed to foster awareness, inclusion, and development)
- Holidays Around the World event
- Breast cancer awareness event
- Student-run panels on various topics impacting women, racial minorities, and the LGBT community
- Film series on race and the law

Chicago-Kent also has [numerous student clubs](#) that promote diversity and multiculturalism. Further, Chicago-Kent's Office of International Law and Policy, on its own or together with student clubs, organizes social events designed to place law students from the United States in closer contact with law students from other countries.

Courses in Diversity and Multiculturalism

Illinois Tech's Humanities and Social Science departments have regularly conducted [numerous courses](#) with a multicultural, diversity, and gender-studies focus.

The Illinois Tech Chicago-Kent Faculty Diversity Committee encourages and champions a diverse and inclusive learning environment through continuous dialogue on diversity and inclusion. Such dialogue is created through the establishment of educational forums, speaker series, film reviews, etc. The committee strives to ensure that diversity and diverse perspectives are incorporated into the learning process by supporting recruitment and retention of diverse faculty, providing guidance on diversity-related issues that arise in the classroom, and partnering with diverse student organizations, other law school diversity representatives, and external resources.

Chicago-Kent also offers numerous courses that help students understand the challenges that certain groups face in our society, and that offer strategies for promoting justice. These courses include, but are not limited to: Critical Race Theory, Disability Law, Employment Discrimination, Gender and the Law, Sexual Orientation and the Law, and Immigration Law and Policy.

Alumni and Diversity

Over the past several years, the institution's Alumni Association has hosted a number of events targeted at its African-American alumni population. In 2009 the Alumni Association held [an event to honor Nate Thomas](#), longtime Illinois Tech diversity/early access/community engagement leader, whose work in the 1970s and 1980s led to the recruitment and academic and professional success of many African-American students at Illinois Tech. These graduates, now members of the Alumni Association Board of Directors and of the Illinois Tech Board of Trustees, formed the African-American Alumni Association as an official affinity group of the Illinois Tech Alumni Association.

In 2012 the African-American Alumni Association hosted a student networking reception at the DuSable Museum and an awards celebration on campus. In 2013 and 2014 the group hosted several student/alumni networking reception events, in addition to a scholarship fundraising gala in recognition of the institution's 125th anniversary. The Alumni Association has also hosted alumni reception events at the National Society of Black Engineers Conference since 2011.

The Alumni Association is exploring other ethnicity-based affinity groups, with Hispanic and Asian-American groups likely to emerge over the next two years. International chapters continue

to be active in China, India, Japan, Korea, and Thailand. Three other international groups exist but struggle to maintain active programs.

In September 2014 the Alumni Association hosted a [Global Alumni Conference](#) and Reunion on Illinois Tech's Mies Campus to celebrate the institution's long history of educating individuals from around the world.

Improving Diversity in Student Recruitment

Starting in 2006 the institution developed a comprehensive strategy to recruit students of modest means, including students from Chicago Public Schools (CPS), by improving financial aid programs, adding scholarship programs to make Illinois Tech affordable, and building an infrastructure that promotes recruitment and support for such students. This strategy accelerated with the establishment of specific goals for recruitment of underserved minorities in the 2010–2014 strategic plan. Financial aid programs included the [Collens Scholars Program](#), named for Illinois Tech president emeritus Lew Collens and directed to high-performing students from Chicago public and public charter schools, and [the Presidential Scholarships](#), awarded to transfer students enrolling at Illinois Tech from area community colleges.

In addition, the institution developed [a full range of summer enrichment programs](#), aimed at pre-college students interested in STEM careers, to provide them with an introduction to the university and its various academic programs. Most prominent among them is the [Global Leaders Program](#) (GLP) formerly the Boeing Scholars Academy, which provides a two-year enrichment program for 100 high-performing students from a cross section of Chicago-region high schools—providing a strong experience in diversity for the students, and exposure to the university and its diverse, multicultural student body. This includes opportunities to participate in four weeks of collaborative project-based STEM programming each summer. The GLP is a selective, student centered program that brings a diversity of high-achieving high-school students from around the Chicago area together. Students from a wide range of backgrounds, neighborhoods and experiences come together to share their voices and learn from each other. GLP values diversity, and seeks to increase access to STEM fields and higher education through authentic learning experiences. As part of this program, the GLP Student Scholars implement a Community Innovation Project, and participate in workshops, field trips and career development opportunities. GLP representatives and mentors include graduates of Illinois Tech's Armour College and College of Science who expose students to exciting STEM projects and community engagement collaborations. The goal of GLP is to connect GLP Scholars with STEM industry professionals, faculty at Illinois Tech, and other real-world stakeholders, thereby facilitating their access to higher education and career exploration. GLP Scholars have received prestigious awards from the Posse Foundation, the McKinsey Diverse Young Leaders Scholarship, the Carnegie Council, as well as other valuable scholarship offers each year. [GLP alumni](#) are currently enrolled in a wide range of renowned institutions, including Ivy League schools; technological institutes such as MIT, Georgia Tech and Illinois Tech; and highly selective schools like Vanderbilt and Northwestern Universities.

In partnership with the GLP, Stuart School offered a half-day program in July 2016 to introduce 100 high school students from primarily Latino and African American backgrounds to financial markets. In addition, during the 2015-16 student recruitment cycle, following the addition of a Director of Student Recruitment, Stuart amplified its efforts to recruit more students from underrepresented backgrounds. Stuart recruited at the following venues: the PhD Project in November 2015, an initiative to increase the diversity of business school faculty through a focus on increasing PhD candidates of color, Young Women in STEM Day at Illinois Tech in March 2015, the Study Illinois Transfer Fair in April 2015, which focuses on transfer students from local community colleges, and the National Conference for College Women Student Leaders in May 2015.

[The Exelon Summer Institute](#), endowed by the Exelon Corporation, provides a summer bridge experience for these students to enhance college success rates. In all, the number of [CPS students enrolling](#) at Illinois Tech increased from none in fall 2005 to 96 in fall 2014. The number of City Colleges of Chicago transfer students increased from 34 in fall 2005 to 64 in fall 2014. Among them were many students of color, which helped Illinois Tech reach its goals for undergraduate diversity.

[Illinois Tech's partnership with Perspectives Charter Schools](#), including the establishment of the Perspectives/Illinois Tech Math and Science Academy in 2007, is designed in part to support enrollment of Perspectives students at the university. The student population at Perspectives consists of nearly 100 percent minority students. So far, two students of color from Perspectives have enrolled at Illinois Tech.

In February 2015 Illinois Tech with the support of Mayor Rahm Emanuel and Exelon Corporation launched a five-year [STEM enrichment program with Von Steuben High School](#), a public high school in the city of Chicago, with the goal of encouraging matriculation at the university for qualified students. At Illinois Tech Chicago-Kent College of Law, ODIMA runs a high school outreach program in partnership with the Law School Admissions Council. The program is designed to build a pipeline of students from under-represented communities to expose them to the law school process and the legal profession, and to encourage them to consider law as a career.

ODIMA also runs a program for college students from under-represented communities who are interested in attending law school and entering the legal profession, the Prelaw Undergraduate Scholars Program.

[ODIMA partners with other Chicago-area law schools](#) to sponsor a JumpStart program for under-represented students who have been admitted to one of the six Chicago-area law schools.

The Stuart School of Business is the recipient of a grant from the CME Group Foundation, which is a part of the Financial Services Pipeline (FSP) initiative that seeks to increase the representation of Latinos and African Americans at all levels within the Chicago area financial services industry and to improve the overall cultural competency within that industry. The Stuart

School has used part of its CME grant funds to contribute toward both goals by prioritizing programs that help expose young people from underrepresented backgrounds to the world of finance as a potential career path.

Faculty Recruitment and Diversity

Both Illinois Tech's Diversity Statement and Equal Employment Opportunity/Affirmative Action Policy serve as the introduction to the university's faculty search procedures. These procedures, printed in Section V(H) of the *Supplement to the [Faculty Handbook](#)*, state that a diverse applicant pool is required when filling faculty positions. Additionally, the procedures direct search committees to advertise open positions on websites, listservs, and periodicals that advance the interests of women and minorities. The director of equal opportunity and affirmative action regularly reviews faculty job advertisements for compliance purposes and meets with search committees to review procedures for applicant tracking and record keeping. The applicant tracking reports are subsequently utilized in the development of the university's Affirmative Action Plan. As a general practice, the provost also reviews search committee results prior to the final selection of the candidate. As an indication of the commitment to diversity, the new provost is female (hired 2015); the dean of Armour College of Engineering, whose population constitutes 50 percent of the university's student population, is female (hired 2008); the Dean of the Lewis College of Human Sciences is female (hired 2014); and the chair of the Department of Computer Science (hired 2014), the fastest growing unit on campus, is female.

Staff Recruitment and Diversity

The institution has a very diverse workforce, which is reflective of the diversity of the Chicago region. All open positions are posted on the university website, facilitating online applications that are reviewed by the Human Resources team and by the hiring officer.

Illinois Tech's Equal Opportunity/Affirmative Action Policy (below) is posted on the job site:

Illinois Institute of Technology (Illinois Tech) and IIT Research Institute (IITRI), as Equal Opportunity/Affirmative Action employers, abide by all applicable provisions of federal, state, and local law. Illinois Tech and IITRI do not discriminate in their employment policies and practices on the basis of race, color, religion (except where religion is a Bona Fide Occupational Qualification for the job), national origin or ancestry, sex, sexual orientation, age, disability, marital status, veteran status, or any other classification protected by applicable law.

Illinois Tech is a proud member of the Illinois Hires Heroes Consortium. We recognize that the skills learned during military service are transferrable and highly relevant to a career with our university and welcome our nation's veterans to apply.

As a part of the university's Affirmative Action Plan, a two-page summary of [racial and gender diversity](#) is prepared every year.

The institution has implemented a [supervisory training program](#) for front line supervisors to help them build skills necessary to manage associates in the business units. Additionally, training for individual contributors on professional development topics is provided.

Sources

- 2014-2015 SASDI Annual Report
- 2015-2016 SASDI Annual Report - rough outline
- 97 countries through strategic alliances with universities around the world
- A full range of summer enrichment programs
- An event to honor Nate Thomas
- An interactive theater on sensitive issues in diversity and inclusion for faculty and staff
- Bronzeville and Illinois Tech
- Building Better Communication
- Collens Scholars Program
- Community, Inclusion and Diversity Committee
- Confronting the “New” American Dilemma
- CPS students enrolling
- Cultural events
- Diverse student organizations at Chicago-Kent
- Diversity Committee Membership
- Diversity programs
- Diversity Week 2015 events
- Fall 2014 census enrollment report
- Final Evaluation Team Report following the 2006 NCA Accreditation
- Global Alumni Conference
- Global Leaders program
- Humanities Courses in gender, diversity and multiculturalism at Illinois Tech since 2011
- IIT Magazine in 2007 Making a Dream
- Illinois Tech’s partnership with Perspectives Charter Schools
- Many Voices, One Vision strategic plan for 2014–2019
- Many Voices, One Vision: A Strategic Plan for IIT 2010–2014
- ODIMA partners with other Chicago-area law schools
- Office of Campus Life (OCL)
- Office of Diversity and Inclusion, Multicultural Affairs, and Professional Development (ODIMA)
- Office of Residence and Greek Life (RGL)
- Orientation and Welcome Week
- President John Anderson’s Presidential Lecture Series
- President’s Interfaith and Community Service Campus Challenge
- Racial and gender diversity
- Resolution adopted by University Faculty Council
- Scholars of Illinois Tech Global Leaders Program

- SMART goals
- Staff Handbook
- Statement by Lynne Meyer, Director of Spiritual Life and Diversity, regarding creation of the Spiritual Life program at Illinois Institute of Technology, July 27, 2015
- STEM enrichment program with Von Steuben High School
- Student Center for Diversity and Inclusion
- Supervisor Training Education Program
- The Exelon Summer Institute
- The interfaith programs
- The Presidential Scholarships
- Under-represented minorities table 2005-2014
- Workshops and webinars on issues of sexual harassment

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

[The university's mission](#) is clearly stated: "to provide distinctive and relevant education in an environment of scientific, technological, and professional knowledge creation and innovation". As described under Criterion 1.A.2, the distinctive and relevant education of students is of paramount importance to the institution. Illinois Tech's administration, faculty, departments, and staff all work to facilitate an education that is relevant to the productive society to which our graduates are expected to contribute. Illinois Tech students are not only prepared and equipped to contribute productively to society after they graduate, but they also make distinct contributions during their time at Illinois Tech. Evidence of this stems from Illinois Tech's Interprofessional Projects (IPRO) Program projects at [College of Science](#), [College of Architecture](#), [Lewis College](#), and [Armour College](#). Additionally, [Chicago-Kent College of Law's legal clinic programs](#) and [Stuart School of Business' Advancing Career and Education program](#) engage students to contribute solutions to societal problems. [Illinois Tech's Chicago-Kent](#) and [Institute of Design](#) also have specific language in their missions regarding the value of education and the public interest. IPRO projects are discussed more in depth in section 3.B.2.

One exemplar of Illinois Tech's educational and research missions that directly benefits the public interest is the National Center for Food Safety and Technology (NCFST) at the [Institute for Food Safety and Health \(IFSH\)](#), a food safety and applied nutrition research consortium of the U.S. Food and Drug Administration's Center for Food Safety and Applied Nutrition, Illinois Tech, and the food industry. Research conducted at NCFST addresses key food safety issues facing the country and supports the development of safe food with health-promoting properties from farm to fork. This research forms a scientific basis for FDA policy decisions affecting food safety and public health. In addition, IFSH coordinates the Food Safety Preventive Controls Alliance and the Sprouts Safety Alliance, and leverages the expertise of academia, industry, and the FDA to develop and deliver standardized curricula related to FDA Food Safety

Modernization Act (FSMA) requirements. These alliances are funded by the FDA and represent integral parts of the FDA's FSMA implementation strategies.

1.D.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Illinois Tech has a long tradition of educating students first and foremost, recently celebrating its 125th anniversary. [The "Million Dollar Sermon"](#) launched the university's predecessor institute Armour Institute's goal of educating students from all backgrounds in order to prepare them for meaningful roles in a changing society. This mission was explicitly reaffirmed in the most recent strategic plan, and the vision and mission statements recognize the areas of education and research, as well as a focus on students. This is discussed in detail within the financial reporting section under Criterion 5. Illinois Tech is a 501(c)3 organization that has no parent organization and channels all its revenues back into advancing its educational mission.

1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Illinois Tech's commitment to assist and engage with external communities has been demonstrated with robust and diverse outreach activities. The contributions of students, as well as administration, faculty, and staff, to work for and with external communities are proudly documented and transparently shared. The Office of Community Affairs naturally leads and collaborates on a substantial amount of outreach and engagement with Illinois Tech's constituencies and surrounding communities. Many other departments, programs, and schools have demonstrated activity in this area as well. Illinois Tech's community engagement activities are best understood by considering the following five distinct facets: mission and operation; partnerships; administration, faculty, and research center engagement work with external communities; student work with external communities; and community integration into student life.

Mission and Operation

The mission, values, vision, and strategic plan of Illinois Tech have naturally led to intentional decisions to privilege and support community engagement. At a high level, there is work with federal, state, and local governments (Cook County and the City of Chicago), seen in the [Memorandum of Understanding between the city and the university](#); between Illinois Tech's Institute for Food Safety Health and USDA; between Illinois Tech and Perspectives Charter School; and smart grid initiatives, notably the CSMART Lab and the Great Lakes Smart Grid Symposium.

The use of [University Technology Park at Illinois Tech \(UTP\)](#) to host and incubate startup entrepreneurial companies is another example of infrastructural support for engagement and outreach efforts. Commencing in 2001 with early planning and receipt of a \$12 million

commitment from the State of Illinois, UTP has allowed the university to serve the Chicago region's technology community. Planners designed the park to serve the growing need for high-quality laboratory and office space for startups and growth companies in the emerging life sciences and energy/sustainability sectors, both strengths of the university's academic and research programs. UTP opened formally in November 2006. Since then, it has expanded to include more than 300,000 square feet in four buildings on the south end of Illinois Tech's Mies Campus. [It houses more than 20 companies with more than 400 employees](#). As the park has grown, Illinois Tech has also made a major commitment to sustaining the life science, energy, and digital economy clusters with memberships in the Illinois Biotechnology Organization, Illinois Technology Association, and Illinois Science and Technology Coalition; and as a charter sponsor of 1871, Chicago's premier tech incubator. Illinois Tech also co-founded and administers the [Illinois Smart Grid Regional Innovation Cluster](#), funded since 2010 by the U.S. Small Business Administration. The small startups in this cluster receive business development and technical support from graduate students and faculty at the university. More recently, Illinois Tech has served on all the subcommittees of the Chicago/NEXT Council of World Business Chicago, established by Mayor Rahm Emanuel to expand Chicago's technology community.

Illinois Tech has consistently recognized, supported, and embraced the importance of small business advancement and entrepreneurship within the ecosystem of economic and technological innovation. The institution has made significant efforts to benefit the City of Chicago's economic culture. To this end, the senior administration of the university has identified and formalized the importance of working with minority-owned and women-owned businesses and entrepreneurs (M/WBE). [A Memorandum of Understanding was created with the City of Chicago that reflects Illinois Tech's commitment to community improvement through M/WBE programs](#), which is also demonstrated by Illinois Tech's M/WBE policy and actions. The [Tech Advantage@IIT initiative](#), which sought to target business assistance for under-represented minority- and women-owned businesses, is just one example. More recent efforts grew out of Illinois Tech's Economic Development Task Force, including the 2012 [Enhancing Technology for Small Business](#) and the 2013 launch of [Enhancing Technology for Small Business Job Creation programs](#). These utilized Illinois Tech resources in the forms of [workshops, networking engagements, consultations, and coaching to assist small businesses with technology solutions](#). As a result, the Office of Community Affairs has collaborated with O-H Community Partners, the Small Business Administration, and FundWell to connect small businesses to the technical and financial resources they need to advance innovation. Smaller-scale efforts included the launch of the [Remarkable Women's Conference](#) in 2013 to bring women entrepreneurs together and the bi-annual Shopping Extravaganza event to showcase local businesses, promote business-to-business networking, and encourage Illinois Tech and local communities to shop locally. Illinois Tech has also awarded grants to facilitate employee purchases of homes in the Bronzeville area through the [Employer Assisted Housing Program](#), in the form of forgivable loans for down payments. And on Illinois Tech's west suburban Rice Campus, the [Real-Time Communications Lab](#) works with local businesses and entrepreneurs without charge.

Chicago-Kent College of Law's Public Interest Resource Center is yet another instance of Illinois Tech's commitment of time and resources to the public good. Chicago-Kent also maintains the [Center for Access to Justice and Technology](#), where students volunteer at the Self-Help Web Center in the Circuit Court of Cook County to provide access to legal aid and resources. In addition, Chicago-Kent, in partnership with the United States Patent Office (USPTO), recently launched the [Chicago-Kent Patent Hub](#) (as regional provider under the USPTO's Patent Pro Bono Program), which connects qualified under-resourced inventors with pro bono legal assistance of licensed local patent attorneys. Technology Initiative grants were given in 2012 to develop and expand Illinois Tech's Justice and Technology practicum for other law schools across the country, to improve access to justice through computer technology. Illinois Tech also won recognition by being named to the [President's Higher Education Community Service Honor Roll](#) in three of the last four years the distinction has been awarded.

Illinois Tech has consistently sought to support, develop, and reach out to local K–12 students and educational institutions. The Department of Math and Science Education (MSED) demonstrates a direct commitment to the betterment of secondary [math and science education programs](#), as does [Illinois Tech's partnership with Perspectives, Von Steuben](#), and other schools. Taken together, these programs showcase Illinois Tech's investment in external communities. Although Illinois Tech has made continuous outreach efforts, such as Young Women in STEM Day and The Wild Formula, there are some exceptional highlights. As noted earlier, the Illinois Tech [Global Leaders Program](#), formerly known as the Boeing Scholars Academy, is a free, two-year academic enrichment program for 100 Chicago-area high school juniors and seniors who join each year (this program is discussed in detail under Criterion 1.C.2). Another example is Illinois Tech's School of Applied Technology's [TADHack](#) and [Engineering Week events](#). These programs bring in external audiences, especially pre-school to high-school age students, for a day of demonstrations, booths, hands-on activities, and learning opportunities that are designed to introduce children to the joys of engineering and science.

The Office of Community Affairs and Outreach Programs focuses on strengthening Illinois Tech's visibility in and ties to its surrounding communities. The objective is to create [mutually beneficial engagement opportunities](#), and to leverage the university's student, faculty, staff, and facility resources to help achieve community development goals in partnership with community organizations, institutions, business, and government. In sum, Illinois Tech works hard to fulfill its obligation as a responsive institutional partner to its surrounding neighborhoods. Illinois Tech is not only placed within its surrounding community, it serves as an integral part of that community. Many volunteer opportunities are available for students, faculty, and staff. In 2014, at the request of the president's office, [the Office of Community Affairs convened and led the Illinois Tech Outreach Committee, which brings together myriad community engagement efforts of Illinois Tech departments and units under one roof](#).

Partnerships

Illinois Tech has actively sought partnerships and is a member of the [Illinois Science and Technology Coalition](#), helping to promote science and technology-based economic development

in Illinois. It helped organize America's Urban Campus, a consortium of 17 not-for-profit colleges and universities in Chicago committed to funding initiatives, facilitating job opportunities, and fostering connections by investing in the future of Chicago through education and research. At the state level, Illinois Tech is a leading member of the Federation of Illinois Independent Colleges and Universities and is also a founding member of the [Black Metropolis Research Consortium](#) and the [Chicago Collections Consortium](#). Additionally, Illinois Tech Libraries are a part of the Consortium of Academic and Research Libraries in Illinois, as well as the I-Share network, through which the university provides materials in support of thousands of research requests from peer institutions annually.

[The Office of Community Affairs has sponsored, co-sponsored, facilitated, or hosted many events](#) with an incredibly diverse cast of community partners, including CPS Community Action Councils, Chicago Housing Authority, Stateway Associates, Near South Planning Board, and the Eureka/Chicago Innovation Chase Competition. [The university also hosts the Rotary Club of Chicago Near South, the Chicago Council on Science and Technology, as well as the Council on Tall Buildings and Urban Habitat](#). Illinois Tech also co-hosts the Health, Fun, and Fitness Fair for the community every summer; [this event](#) is filled with activities focused on health and wellness, including free health check-ups.

Illinois Tech has hosted TEDxIIT since 2010. As an official affiliate of the original TED talks, the university sponsors its own version every spring, organized by student groups with assistance from alumni and faculty. The [2016 TEDxIIT](#) featured the university's provost, prominent faculty, students, local luminaries and alumni.

The Illinois Tech [RTC Conference](#) and Expo is a globally recognized collaborative event where industry and academia connect. Leveraging its unique academic setting, this annual conference brings together technical professionals and business executives from the data and telecommunications industry, standards bodies, policy and regulatory institutions, and academic educators/researchers to promote an open exchange of ideas that stimulates future development in the rapidly changing field of real-time communications.

Administration, Faculty, and Research Center Engagement Work with External Communities

Illinois Tech's faculty have collaborated on and contributed to a plethora of community-oriented projects. The faculty members are widely respected for their expertise, and continually contribute to both professional and civil discourse on relevant topics. Faculty have led or contributed to pro bono research for small local theater companies, increased clinical trial participation, reduced West Englewood's crime and poverty challenges, and made access to the judicial system more understandable for immigrant and low-literacy populations, as well as worked with [CeaseFire](#). Illinois Tech's [Institute of Design](#) administrators and faculty have worked with United Way-, NIH-, and PCORI-funded research to reduce pediatric asthma morbidity and Type 2 diabetes, and to improve care of the elderly. As noted above, Illinois Tech's senior leaders serve on boards at the city, state, and federal levels, such as ChicagoNEXT, Chicagoland Entrepreneurial Center, National Science Board, Illinois Innovation

Council, FCC Spectrum Advisory Board, and the Chicago Anchors for a Strong Economy program through the Office of Community Affairs. Examples of engagement with external communities at Armour College include [IPRO projects](#), a [camp for educators](#), and an [energy audit](#) at a local school. Similarly, the College of Science benefits immensely by engaging the research communities at two major national institutions in the Chicago area: [Argonne National Laboratory and Fermi National Accelerator Lab](#).

Student Work with External Communities

The crown jewel of student work is the [Interprofessional Projects \(IPRO\) Program](#), a reflection of Illinois Tech's unique and practical curriculum, which has utilized student effort and creativity to solve problems for both Illinois Tech and external communities. Program courses teach and mentor teams of 5–15 Illinois Tech students of diverse disciplinary backgrounds in a context where they learn and grow through teamwork, innovation, and the attainment of complex problem-solving skills. Service-learning IPRO projects strive to improve the human condition, K–12 education, and other efforts that make the world a better place. For example, Illinois Tech students have helped to find new ways to enhance retail on Chicago's 47th and 51st streets through innovative pop-up shop prototypes. Other students have worked with organizations including the City of Chicago, Bronzeville Bikes, and Urban Activators to encourage and grow bicycling in the community. Still others have prototyped residential and small-business property assessments to foster small business growth.

Another emblematic example is the College of Architecture's current partnership with the Bronzeville Dream Center using a studio course to design the build-out of 4522–326 South Cottage Grove, the future home of The Bronzeville Dream Center. The center was established by Pastor Chris Harris of Bright Star Church to provide a new approach to combat violence and offer counseling and support to avert conflict. The Bronzeville Dream Center was launched in September 2014 and included partners Bright Star Community Outreach, Northwestern Medicine, University of Chicago Medicine, and the United Way of Metropolitan Chicago. Supported by the leadership of Mayor Rahm Emanuel and two-dozen faith leaders, the partners began two years of data gathering, implementation, oversight, and evaluation. Organizers have surveyed Bronzeville residents to identify health and behavioral issues that may contribute to violence.

Our College of Architecture, located on the university's Mies Campus in Bronzeville, is uniquely positioned to design a space that helps the organizers offer their services to the community in a healthy, effective, productive environment. Professor Eva Kultermann's studio offered a complete survey of the site and the organization's goals (organizational, image, functional, and economic), and will then work in teams to offer design solutions. The designs were presented to the Bronzeville Dream Center leadership, who then decided which of the designs best meets the needs of the community. Illinois Tech's College of Architecture is committed to making a difference in our shared neighborhood of Bronzeville and to promoting an enduring partnership that offers solutions to violence in our community.

Community Integration into Student Life

Illinois Tech recognizes the value of service learning. The Office of Spiritual Life and Service Learning hosts multiple service learning opportunities throughout the year. This office, which took responsibility for service learning in 2010, offers many pathways to get involved in the community. Service learning allows participants to engage in activities that change both the recipient and the provider of service. Examples of Illinois Tech's partners in the community include St. James Food Pantry, Boulevard Care Center, Chevy Chase Nursing Home, and Center for New Horizons; each assists students and student organizations to donate time and resources in meaningful ways. Over the past five years, the number, variety, and visibility of interfaith- and religion-related programs have surged. A driving force was the participation in the White House launch of the President's Interfaith and Community Service Campus Challenge. Examples of [community service programs](#) at Illinois Tech include the Volunteer Service Fair, the Big Event, Fast to Feed, the Camras Service Retreat, and National Days for Service.

Sources

- 12th Annual Health, Fun and Fitness Fair
- Argonne Lab and Fermi Lab collaborations
- ASM Teacher Materials Camp
- Black Metropolis Research Consortium (BMRC)
- CeaseFire Campaign
- Center for Access to Justice & Technology
- Chicago Collections Consortium
- Chicago Innovation Competition
- Chicago-Kent College of Law's legal clinic programs
- Chicago-Kent mission and objectives
- Chicago-Kent Patent Hub
- College of Science - IPRO project
- Community service programs
- Contribution Agreement for STEM program
- Employer Assisted Housing Program
- Engineers Week Event
- Enhancing Technology for Small Business
- Enhancing Technology for Small Business Job Creation programs
- Global Leaders program
- Health/Senior Care Systems Research
- Illinois Science and Technology Coalition (ISTC)
- Illinois Tech strategic partnerships
- Illinois Tech's NECA Chapter Conducts Energy Audit at Local School for Competition
- Illinois Tech's partnership with Perspectives
- Institute for Food Safety and Health
- Institute of Design (ID) mission and objectives

- IPRO at Armour College of Engineering - Led Projects
- IPRO at College of Architecture - Student Created Garden Pavilions
- Lewis College IPRO program example
- Lists of IPRO 2015
- Many Voices, One Vision: A Strategic Plan for IIT 2010–2014
- Many Voices, One Vision: A Strategic Plan for IIT 2010–2014 (page number 4)
- Math and Science Education programs
- Memorandum of Understanding between the city and the university
- Minutes of Outreach Advisory Committee meetings
- MOU M/WBE programs
- NCA OCA information
- President's Council reports
- President's Higher Education Community Service Honor Roll
- Real-Time Communications Lab
- Remarkable Women's Conference
- RTC Conference
- Schedule of Enhancing Technology for Small Business
- Smart Grid Regional Innovation Cluster
- Stuart School of Business' Advancing Career and Education program
- TADHack 2015
- Tech Advantage@IIT
- TEDxIIT – 2016 Speakers
- The Sermon and the Institute
- University Technology Park at Illinois Tech
- University Technology Park development and growth

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Illinois Tech's mission is to provide distinctive and relevant education in the realm of scientific, technological, and professional knowledge creation and innovation, and this mission is served through unique programs and emphases (such as the Interprofessional Projects Program) that deliver a distinctive educational experience to students. The university provides multiple touchpoints and opportunities to disseminate its mission statement widely to its stakeholders. Furthermore, Illinois Tech recognizes how its mission defines its role beyond the campuses to the extended communities that it serves, and has well-established programs in place to support and nurture diversity and multiculturalism. In other words, Illinois Tech's operations attend to the public good, in addition to serving the educational aspirations of the students enrolled at its campuses.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The university operates with integrity in its financial operations. The university has adopted [a set of bylaws](#) pursuant to which, among other things, the university's Board of Trustees is responsible for the overall stewardship of the university's physical and financial resources. The board maintains several standing committees, including the Finance Committee, and Audit and Compliance Committee. The Finance Committee reviews and recommends annually an operating budget for approval by the board. The board's Audit and Compliance Committee ensures that the university follows established procedures and accounting principles. The university's commitment to financial transparency is reflected further by [the reports of the university's financial performance](#), both generally and specifically in connection with federal research awards. The university makes these audit reports publicly available online.

The university has established internal controls to ensure efficient operations, responsible financial management, accurate financial reporting, careful protection of assets, and satisfactory compliance with regulations. The day-to-day financial operation of the university is under the guidance of the Office of the President and his executive staff, in particular the vice president for finance and administration and chief financial officer, the university's Controller's Office, and the finance directors for the university's several administrative and academic units. The vice president of finance and administration and chief financial officer is responsible for the overall financial performance of Illinois Tech and oversees budget planning and execution, financial reports, cash management, financial and accounting operations and management, grants management, and regulatory compliance (including bond post-issuance compliance), as well as customer service associated with the university's financial offices. As detailed more fully in Criterion 5, the university uses Responsibility Centered Management as its budgeting philosophy.

The university's commitment to integrity and transparency in the administration of financial resources is reflected in the [university's Policies and Procedures Manual](#), particularly Section P, titled "Ethics," which sets forth policies and procedures concerning conflict of interest, the prohibition on the acceptance of gifts, and the duty and authority to initiate investigations in

response to complaints. Generally speaking, university employees are expected to avoid financial, professional, and personal [conflicts of interests](#). The university has established an effective system coordinated by the Office of General Counsel for disclosing, reviewing, and mitigating anticipated conflicts of interests. In particular, the relevant policies [prohibit university employees and faculty from accepting from an entity seeking to do business with the university any form of gift](#) for the purpose of influencing business decisions. Should a university employee have any concerns involving potential misconduct, the university has selected [Ethics Point to provide a simple way to report anonymously such potentially improper activities](#). In addition, the university has adopted a financial [conflicts of interest policy](#) in connection with sponsored research activities [that is compliant with federal regulations](#), including those issued by the National Science Foundation and Public Health Service where applicable.

Other policies relevant to the university's financial and administrative integrity commitment include Section D.5, entitled "[Crime Reporting](#)"; Section K.1, entitled "[Purchasing Policy](#)"; Q.1, entitled "[Authority for Negotiation and Approval of Contracts](#)"; Q.2, entitled "[Background Checks: Pre-Employment and Activities Involving Minors](#)"; and Q.3, entitled "[Requests from Law Enforcement](#)". The university has adopted a board-approved [Standards of Ethics and Business Conduct](#). This document reflects the university's commitment to providing its staff and faculty with a comprehensive policy statement and resource for the ethical and compliance principles that guide the university's operations.

Academic Affairs

The university maintains several policies that set forth the standards to which staff, faculty, and students must adhere in connection with their academic pursuits: (i) the [Code of Academic Honesty](#), found on the Illinois Tech website and in the *Student Handbook* at Article I, which addresses incidents of alleged academic dishonesty; (ii) the [student Code of Conduct](#), also included in the *Student Handbook* at Section II.A., which outlines behaviors and practices that students should refrain from while they are a member of the Illinois Tech community; and (iii) the [Code of Ethics](#), which was developed by Illinois Tech's Center for the Study of Ethics in the Professions with substantial input from focus groups made up of Illinois Tech students, faculty, staff, and administrators. Although ultimately the Code of Ethics was never adopted, it showcases the ethical ideals of the Illinois Tech community. In addition, shared oversight of academic matters is provided by the board's Academic Affairs Committee in close coordination with the Provost's office and the university's Faculty Council. Illinois Tech's Chicago-Kent College of Law also maintains its own [code of conduct](#) containing the academic and general ethical standards for law students, which are consistent with Illinois Tech's policies.

Personnel/Human Resources

The Department of Human Resources at Illinois Tech is headed by an associate vice president, who reports directly to the university's vice president for finance and administration and chief financial officer. For the university's approximately 1,300 staff, the *Human Resources Policies and Procedures Manual* is the primary reference tool intended to assist employees in

understanding and implementing the university's workplace policies and procedures. For employment matters unique to the university's faculty, for instance academic governance and appointments, and tenure, the *Faculty Handbook* is the guide. These materials reflect the university's values and legal obligations with respect to employment issues, including: (i) promoting a safe and productive work environment: [HR Sec. F7. Violence in the Workplace](#), [HR Sec. E5. Drug-Free Workplace](#), [HR Sec. E2. Sexual Harassment](#), [HR Sec. E3. Sexual Misconduct](#), and [HR Sec. E4. Relationships with Students](#); (ii) equal opportunity and nondiscrimination: [HR Sec. A1. Equal Opportunity and Affirmative Action](#) (the university's diversity statement referenced in this policy is available [here](#)), and [HR Sec. E1. Employee Conduct and Responsibilities](#); (iii) [annual written performance evaluations](#); (iv) progressive discipline for non-faculty employees and administrative staff: [HR Sec. E6. Discipline](#); (v) compliance with all federal, state, and municipal employment rules and regulations: [HR Sec. F5. Investigations, Cooperation, and Non-Retaliation](#); and (vi) fostering opportunities for professional development. These principles are reflected in the following select sections of the [Human Resources Policies and Procedures Manual](#). Additionally, approximately 4 percent of the university's workforce is covered by collective bargaining agreements.

Auxiliary Functions

Student Services: Through its office of Residence and Greek Life, the university acts with integrity to enrich life for campus residents by providing support services and leadership opportunities that foster community development, academic success, and personal growth. The university's commitment is evidenced by its [Residence and Greek Life Handbook](#). The handbook is the university's principal and comprehensive policy document that establishes guidelines and expectations for campus residents. In addition, students seeking campus accommodations annually execute a written housing agreement that reflects clearly [the terms and conditions of residing in the university's nine residence halls and two apartment buildings](#). Students may choose among several campus dining options based on the students' academic program and choice of housing, memorialized in a written meal plan contract.

Intercollegiate Athletics: The university's athletic programs complement students' classroom instruction by developing relevant interpersonal, ethical, and leadership skills. Integrity is one of the core values of the athletics department, defined as "honoring the values of your university and your sport, and never compromising when it comes to doing what is right." The university's athletics department maintains written policies and guidelines that reflect and reinforce these values, including its [Student-Athlete Handbook](#) and [policy concerning Responsibilities of Faculty and Student Athletes](#).

Research Services: Research and education are among the university's core values and are reflected in the university's 2014–2019 strategic plan. Three offices assist faculty and students in pursuing their research goals: (i) the [Office of Sponsored Research and Programs](#), which provides comprehensive services for faculty and staff on the preparation, review, approval, management, non-financial reporting requirements, and close-out procedures of sponsored project proposals for both publicly and privately funded initiatives; (ii) the [Office of](#)

[Research Compliance and Proposal Development](#), which ensures compliance for research involving human subjects, biosafety, and animal studies, and which provides compliance training in the responsible conduct of research, financial conflict of interest, and laboratory safety; and (iii) the [Office of Technology Commercialization](#), which evaluates faculty-developed intellectual property for potential commercial opportunities.

Student Finance: The Office of Financial Aid is committed to the highest standards of professional conduct. The Higher Education Opportunity Act requires educational institutions to develop and comply with a Code of Conduct that, among other things, prohibits conflicts of interest for financial aid personnel. All university financial aid officers, employees, and agents who have responsibilities with respect to student educational loans are bound by, and must comply with, this Code of Conduct.

[The Student Accounting office](#) facilitates students' interactions with their financial accounts. It provides online account access and a variety of payment channels to students. The office reviews and reconciles billing and payment data weekly, monthly, and annually to ensure that accurate records are presented for each student. Each semester all students are presented with a financial responsibility statement, which describes the university's student financial services functions in detail; appraises students of pertinent payment policies; and outlines the deadlines for registration, withdrawal, the securing of funding, and other actions that carry a financial impact. The Student Accounting office maintains and publishes policies that govern the functions of the office, and those policies are reviewed on a regular basis and updated as necessary.

With regard to [HEA Compliance](#), the Title IX Coordinator at Illinois Tech oversees the university's compliance with Title IX, including the university's response to complaints, coordination of training efforts across the university, and identifying and organizing Title IX compliance resources and best practices.

Sources

- Authority for Negotiation and Approval of Contracts
- Background Checks: Pre-Employment and Activities Involving Minors
- Chicago-Kent Law Student Handbook Code of Conduct
- Code of Academic Honesty
- Code of Ethics
- Commitment to Diversity
- Conflicts of interests
- Crime Reporting
- Discipline
- Drug-Free Workplace

- Equal Opportunity and Affirmative Action
- Financial statements and audit reports
- *Human Resources Policies and Procedures Manual*
- Illinois Tech bylaws
- Investigations and complaints
- Investigations, cooperation, and non-retaliation
- Investigator Conflict of Interest and Conflict of Commitment Policy
- Office of Research Compliance and Proposal Development
- Office of Sponsored Research and Programs
- Office of Technology Commercialization
- Policies and Procedures Handbook
- Policy for Employee Conduct and Responsibilities
- Policy for Performance Appraisal
- Prohibition on the Acceptance of Gifts
- Purchasing Policy
- Relationships with students
- Requests from law enforcement
- Residence and Greek Life Handbook
- Responsibilities of Faculty and Student Athletes
- Room and Board Contract Terms
- Sexual harassment
- Sexual misconduct
- Standards of Ethics and Business Conduct
- Strategic Plan
- Student Accounting Office
- Student Code of Conduct
- Student-Athlete Handbook
- Title IX Sexual Misconduct
- Violence in the workplace

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The university complies with all federally mandated disclosure requirements, including the Student Right to Know and Campus Security Act of 1990 as amended by the Higher Education Technical Amendments of 1991, and publicly discloses the following information: (i) retention and graduation rates for students enrolled in colleges and universities receiving federal financial assistance, [including FAFSA, Federal Pell Grant, Federal SEOG and Federal Work-Study](#); (ii) [crime statistics on campus](#); (iii) athletic program participation rates and financial support: [Graduation Rates for Student Athletes 2013–14](#) and [Equity in Athletics Report 2014–15](#); and (iv) other institutional information including the cost of attendance, accreditation and academic program data, and withdrawal and refund policies: [Retention Report 2014](#) and [Common Data Set](#). Developing, collecting, managing, and publishing this information is a coordinated effort among several university academic and administrative units. In addition, the Office of Institutional Information and Research compiles and publishes relevant and responsive information using the Common Data Set (CDS) methodology. The CDS initiative is a collaborative effort among institutional researchers and guidebook publishers, as represented by the College Board, Peterson's, and *U.S. News & World Report*, to present in a standardized format detailed, university-wide information to facilitate comparison across institutions by prospective students.

Academic Programs

As detailed more fully in Criterion 3, responsibility for curriculum and academic programs is vested in the university faculty. Coordinating curriculum development and enhancement is principally the responsibility of the university's [Office of Academic Affairs](#), working closely with the University Faculty Council, operating through its Undergraduate and Graduate Studies committees, and the university's colleges and academic departments. The university presents its academic programs clearly and completely to its students and the public in several ways, most notably through the university's graduate and undergraduate bulletins. These bulletins are thoroughly reviewed and updated, as necessary, every two years. The current and select prior versions are available through the university's website: [Undergraduate Programs](#) and [Graduate Programs](#). These materials describe in detail the available academic programs and resources, policies, procedures, and student services, and are a primary source of information for students, faculty, administration, and the public concerning degrees and certificates conferred, program goals and admission requirements, credit hour requirements, and individual course summaries. Updates occurring between publication dates are posted promptly to the university's website.

Program Costs

The university's president sends a communication annually to continuing undergraduate students concerning tuition for the upcoming academic year, addressing any resulting increase. Admitted students receive a letter from the Office of Admission detailing the tuition and fee rates. For prospective students, a listing of undergraduate, graduate, and professional-degree tuition rates and fees is available through the [Student Accounting Office's website](#). The Student Accounting Office is responsible for maintaining the record of a student's account and issuing account notices and bills. Students may securely access their accounts online as well as official bills through the myIIT portal Finances tab by following the Manage My Student Account link. Online student account information is updated in real time and displays the most recent information. Official bills are generated monthly during the semester and provide a snapshot of a student's account. If the student applied for financial assistance, the Office of Financial Aid discloses the annual cost of attendance, including tuition and fees, on each individual award letter. The [Office of Financial Aid](#) provides information and tools concerning the cost of attendance and the types of available financial assistance. The information is presented in an easy-to-read fashion and includes the [Net Price Calculator](#), which undergraduate students and families can use to estimate their out-of-pocket expenses for students to attend the university.

Accreditation Relationships

The university's institutional accreditation is published and publicly available through a variety of easily accessible resources, including the graduate and undergraduate bulletins, as well as the university's website. The university also includes on its website a statement concerning its institutional accreditation by the [Higher Learning Commission](#). This information includes its most recent 10-year accreditation granted in 2006, and notes that Illinois Tech (formed by the merger of Armour Institute and the Lewis Institute in 1940) first received accreditation in 1941. In addition, several academic programs maintain programmatic accreditation, as discussed under Criterion 3.A.1.

Sources

- Common Data Set
- *Equity in Athletics Report*
- Federal Pell Grant and SEOG
- Federal Work-Study
- Free Application for Federal Student Aid (FAFSA)
- Graduate programs
- Higher Learning Commission
- *IIT Clery Act Report*
- IIT graduation rates for student-athletes
- Net Price Calculator
- Office of Academic Affairs

- Office of Financial Aid
- *Retention Report 2014*
- Student Accounting Office
- Undergraduate program

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1 The governing board's deliberations reflect priorities to preserve and enhance the institution.

The university is an Illinois not-for-profit private corporation, organized and existing under the authority of the Illinois General Not-For-Profit Corporation Act of 1986. The university's Board of Trustees provides the highest level of corporate governance and is, as of May 19, 2016, composed of 69 members, including three university regents. All but one member of the board—the president of the university—are independent. Consistent with the university's bylaws, the board has the authority to set policies and establish practices that govern the management and operation of the university, including approving the annual budget, setting the annual tuition rates, and reviewing the performance and compensation of senior officers and administrators. Board members represent a broad and diverse cross-section of the greater Illinois Tech community and include distinguished alumni, national and local civic and business leaders, and accomplished academics and educators. These individuals volunteer their time, expertise, and energy to advance the institution and ensure that the university achieves its goals as a leading national research and education institution. The [2014–2019 strategic plan](#) evidences the board's commitment to preserving and enhancing the university.

2.C.2 The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

That the board considers closely the views of the university's constituents, both external and internal, is evident in several of its initiatives, including its Vision, Mission, Values, and Core Principles statement; its Economic Development Task Force; the university's [Transformative Impact Report](#); and the ordered succession process resulting, as of August 1, 2015, in a new president and provost. As part of its vision, the university believes that it "will be internationally

recognized in distinctive areas of education and research, using as its platform the global city of Chicago, driven by a professional and technology-oriented focus, and based on a culture of innovation and excellence.” Beginning in 2011 and under the leadership of Trustee Thomas Lanctot, the university’s Economic Development Task Force engaged with the City of Chicago and surrounding community leaders to develop wide-ranging future plans for the campus. The task force’s effort is credited with the university completing in 2013 a [Memorandum of Understanding](#) with the City of Chicago that memorialized the parties’ collaborative efforts to promote the development of the university’s Mies Campus and its surrounding neighborhoods over a period of five years. This [document was revised](#) in 2015 in recognition of the positive benefits of this public-private collaboration and to streamline city investments in light of the university’s updated capital plan. In 2015 the board also issued its [Transformative Impact Report](#), which among other things, detailed the progress and improvement of the university for the period 1997–2014 relative to key metrics, including enrollment, student success, research volume, and student-to-faculty ratio.

2.C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The university maintains and enforces a strict conflict of interest policy for board members. This policy is intended to ensure that trustees pursue the university’s best interests free of any undue and potentially conflicting business or personal issues, as outlined in [Bylaws, Article X, Conflict of Interest Policy](#). In relevant part, the policy requires that trustees recuse themselves from voting on matters where their impartiality may be at issue, and must file annually with the Office of General Counsel disclosure reports intended to enable the university to anticipate and effectively manage any such situations. In addition to the conflicts disclosure, the trustees also complete an annual [Form 990 Questionnaire](#), on which they are asked to disclose certain business and family relationships.

2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The board meets three times annually—generally in February, May, and October—and maintains a number of standing committees, including its Executive Committee. The Executive Committee is composed of 20 board members and, pursuant to the university’s bylaws, is responsible for “the management of the property, business, and affairs of the university to the extent allowed by law and subject to the board’s right to review and alter its decisions.” The board’s other relevant standing committees include Academic Affairs, Advancement, Finance, Audit and Compliance, Facilities and Public Safety, Government and Community Affairs, Investment, and Trusteeship. The Executive Committee meets six times annually, generally in February, March, May, August, October, and December. While the [board and Executive Committee](#) maintain ultimate policy and fiduciary responsibility for the university, the board has delegated authority to conduct the day-to-day university operations to a group of skilled executive officers, including, currently, President Alan Cramb and Provost Frances Bronet.

Regarding the university's academic affairs, 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, academic policy proposals and related protocols are submitted to the University Faculty Council and the president for approval. As appropriate, certain policy decisions may be submitted to the board for its review and approval.

Sources

- Bylaws
- Bylaws (page number 12)
- Conflicts of interests
- Form 990 Questionnaire
- *Many Voices, One Vision* strategic plan for 2014–2019
- Memorandum of Understanding
- MOU revised
- *Transformative Impact Report*

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

The pursuit and preservation of academic freedom is among the university's top values and core principles. The [Many Voices, One Vision \(MVOV\) statement](#) reflects the university's belief that academic excellence may be achieved only when "our community is inclusive and open to all viewpoints." The university's commitment to academic freedom is memorialized in several written policy documents relating to instructors and students. The [Faculty Handbook](#), Section V.A., states that the university "recognizes the importance of academic freedom for unhampered inquiry and exchange of ideas essential to the intellectual life of an institution of higher learning." The faculty constitution and bylaws reinforce the importance of academic freedom, and the Faculty Council has jurisdiction over matters concerning academic freedom, as noted in the [Faculty Handbook, Appendices A and B](#). The Academic Freedom and Tenure Committee of the Faculty Council serves as a preliminary review committee for faculty grievances, including those related to academic freedom and privilege. The grievance process follows written procedures ([Faculty Handbook Appendix I](#)) intended to ensure a fair and unbiased review of the claims.

Sources

- *Many Voices, One Vision* strategic plan for 2014–2019

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

The university's commitment to the honest and responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff is evidenced in a variety of written policies and procedures. The university's policy concerning Review of Alleged Research Misconduct, Appendix L of the [Faculty Handbook](#), principally reflects its commitment to highest-possible standards of integrity in research. The university's belief in the shared responsibility of its faculty, students, and staff to promote the highest standards of ethical behavior is further evidenced by the following policies and procedures: (i) [Investigator Conflict of Interest and Conflict of Commitment Policy](#), intended to promote objectivity in research; (ii) Research Misconduct Policy, which provides a procedure for addressing reported allegations of intentional research misconduct; and (iii) the [Faculty Companies Policy](#), which allows faculty members to pursue a commercial activity provided that it does not interfere with their commitment to the university. The university's strict adherence to and enforcement of these relevant policies enhances its reputation for responsible research and assures access to the broadest range of publicly and privately financed research opportunities for the university's faculty and students. The university also maintains a number of committees whose purpose is to ensure the ethical conduct of research as well as compliance with applicable government regulations. These include: (i) the Institutional Review Board, which reviews research proposals involving human participants; (ii) Institutional Animal Care and Use Committee, for research involving animals; and (iii) the Institutional Biosafety Committee, which oversees experimentation involving recombinant DNA, biological materials (e.g., infectious agents), and other potentially hazardous agents (e.g., carcinogens). The [Office of Research Compliance and Proposal Development \(ORCPD\)](#) provides resources for [funding opportunities and proposal development](#), and periodically conducts training on a broad range of topics relevant to [ethical and responsible research](#), including avoiding [financial conflicts of interest, the responsible conduct of research \(RCR\)](#) regulations applicable to National Science Foundation awards. .

2.E.2 Students are offered guidance in the ethical use of information resources.

Both the university and Illinois Tech Chicago-Kent College of Law maintain separate but complementary [policies](#) concerning the [use of information technology resources](#). These policies establish the university's expectation that use of the [university's information technology must be consistent with institutional policies](#) governing conduct, including those regarding plagiarism, discrimination, cheating, harassment, and theft. In addition, Illinois Tech's [Galvin Library](#) maintains a database of resources on scientific research ethics that students may access electronically. Students are also required to undergo ORCPD's training concerning RCR regulations. Students are also expected to comply with copyright law and not to engage in piracy or illegal downloading, and the university has [a specific student disciplinary policy](#) applicable to the receipt of Digital Millennium Copyright Act notices.

2.E.3 The institution has and enforces policies on academic honesty and integrity.

The university maintains and actively enforces policies on academic honesty and integrity. As mentioned previously, Article I of the *Student Handbook*, titled "[Code of Academic Honesty](#)," sets forth the university's expectation that students maintain high standards of academic integrity. Reference is made to established standards of the student's academic discipline and profession, as well as those applicable policies established by the university. A student accused of academic impropriety may be subject to discipline as outlined in the policy, up to and including expulsion from a program or a complete separation of the student from the institution. Students accused of academic dishonesty are subject to disciplinary action, including review of the matter by the Grievance Committee of the University Faculty Council. In addition, during the 2014–2015 academic year the [University Faculty Council](#) reviewed the university's enforcement practices, and such review resulted in the adoption of several recommendations for policy adjustments intended to enhance the already robust statement concerning academic impropriety.

Sources

- Code of Academic Honesty
- Computer usage policies
- Ethics in Research
- Faculty Companies Policy
- Funding Opportunities and Proposal Development
- Galvin Library
- Information technology resources
- Investigator Conflict of Interest and Conflict of Commitment Policy
- Office of Research Compliance and Proposal Development (ORCPD)
- Research Compliance
- Technology and telephonic infrastructure
- University Faculty Council

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Illinois Tech is committed to ethical and responsible conduct, implementing bylaws, internal controls and policies, training mechanisms, internal and external communications, and other standards pursuant to this, and fostering a culture that values integrity. These standards of integrity are achieved across the university through student and faculty academic pursuits, auxiliary functions, business practices such as student accounting and finance, governance, academic freedom, and research.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high-quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

As a general comment, the bulk of substantive items discussed under Criteria 3 and 4 represent a snapshot view based on supporting historical evidence. Illinois Tech provides high-quality education wherever and however its offerings are delivered, and is committed to continuous improvement. Since continuous improvement processes are both dynamic and evolutionary, it is difficult to fully capture their nuances within the somewhat static, snapshot perspective of this report.

The Illinois Tech mission is "to provide distinctive and relevant education in an environment of scientific, technological, and professional knowledge creation and innovation." The university's strategic plan highlights the mission and outlines several goals to accomplish it. The most important word is "relevant": Every program of study at Illinois Tech has its own set of faculty-developed program learning goals to ensure that its students are well prepared.

3.A.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Each school or [college has its own advisory board](#) to ensure that its academic program offerings are current and relevant to both students and their future employers.

Twenty-four (24) programs maintain [specialized accreditation](#) to stay current and relevant. This includes accreditation from such organizations as [ABET](#) for Armour College of Engineering and the College of Science, [AACSB](#) for Stuart School of Business, [ABA](#) for Chicago-Kent College of

Law, [CACREP](#) for the Psychology program, [NAAB](#) for the College of Architecture, and [LAAB](#) for the Landscape Architecture Program in the College of Architecture.

All programs are also reviewed externally. In 2010 Illinois Tech instituted a comprehensive external review process. Each year the Academic Affairs Subcommittee of the Board of Trustees selects two to four academic units for external review. Initiated by the provost's office, this process covers all programs within a department. Each committee is chaired by at least one trustee appointed by the provost's office. The external members of the review committee (usually three or four) are selected from a pool of suggested names by the academic unit. A complete [self-study report](#) is prepared and presented to the committee members. The committee visits the campus for two days and interviews the chair, faculty, staff, and students. [The committee then prepares a report suggesting improvements.](#) The provost's office keeps copies of committees' recommendations, such as this 2012 report for the [Department of Humanities](#), or this 2010 report for [Stuart School of Business](#). Two departments (Electrical and Computer Engineering, and Chemical and Biological Engineering) were reviewed in fall 2015. These were the last two departments for the initial review cycle. The College of Architecture and Math were reviewed in the Spring 2016 semester.

3.A.2 The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Illinois Tech articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs. Further described under Criterion 4, programs of study each have a unique set of learning goals based on their resulting degrees or credentials. Program learning goals are consistent across all modes of delivery and all locations. Learning goals are typically made available through the departments' or programs' websites, [undergraduate](#) and [graduate bulletins](#), and/or program descriptions. Department faculty members develop such program learning goals during their routine program development and curriculum processes, discussed below.

3.A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Program Development

The process for approving new or revised degree programs is identical for all campuses and delivery methods. As specified in the [Faculty Handbook](#), matters for both undergraduate and graduate programs are discussed at the university level by the faculty-driven Undergraduate Studies and Graduate Studies committees, respectively. Each committee consists of representatives of the individual programs. The [Undergraduate Studies Committee](#) is chaired by a committee member elected annually; the [Graduate Studies Committee](#) is chaired by the associate dean of the Graduate College. Specific items discussed and voted on (if needed) include but are not limited to: (i) approval of new programs and changes in existing programs, (ii)

revisions of current rules and policies or developing new rules policies, and (iii) issues related to compliance with undergraduate and graduate education. Each committee meets regularly during every fall and spring semester and records meeting minutes.

Faculty initiate proposals for new academic programs. Proposals for new or revised degree programs must provide (i) a justification for the program linked to current employment opportunities; (ii) specification of program objectives; and (iii) a summary of credit hour, course, and other requirements. The Undergraduate Studies and Graduate Studies committees are responsible for the initial review and approval of programs and/or changes to the existing programs. The committees discuss proposals for new programs and any changes to the existing programs, and assure compliance to the university policies in terms of program quality, objectives and learning goals, required credit hours, etc. before approvals. Once these committees approve a new program, the results are sent to the University Faculty Council for evaluation and approval (process details in [Faculty Handbook](#)).

Distance Learning

Distance learning programs and courses are determined by department and follow the same program approval and development process above. Program goals and course objectives are the same regardless of mode of delivery. Faculty members develop and deliver their own courses, which primarily rely on lecture capture provided by [IIT Online](#), the university's unit that manages distance learning and video services. [Faculty surveys](#) are conducted periodically to suggest improvements and inform training. IIT Online works with faculty, regardless of delivery mode, to best utilize the learning management system, Blackboard. IIT Online also provides faculty development opportunities, including new faculty orientation, beginning of semester workshops, brown bags, access to external materials from the Online Learning Consortium, training, and one-on-one support. Illinois Tech offers its distance learning in those states in which it has been authorized, in accordance with their laws, or in those states that do not require any prior authorization. In September 2015, Illinois Tech became a formal participant of [SARA—State Authorization Reciprocity Agreements](#).

Sources

- AACSB
- ABA
- ABET
- Board of Advisors
- CACREP
- Department of Humanities
- External review
- Faculty surveys
- Graduate bulletins
- Graduate Studies Committee

- IIT Online - About IIT Online, Programs and Courses
- LAAB
- NAAB
- SARA
- Self-study report
- Specialized accreditation
- State Authorization Reciprocity Agreements
- Strategic plan
- Stuart School of Business
- Undergraduate bulletin
- Undergraduate Studies Committee

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Illinois Tech demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

3.B.1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

3.B.2 The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

General Education

Illinois Tech's general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The university uses the phrase "core curriculum" to refer to general education requirements. This [core curriculum](#) is designed to ensure that all Illinois Tech graduates have a basic understanding of certain essential areas of knowledge. The goals of the

core curriculum are adopted from the established framework of [Illinois Tech's mission](#) and are grounded in this [institutional philosophy](#) that is oriented to serving society. For instance, *Identify and analyze contemporary issues and problems (goal 1)* helps students “become positive contributors to society” and *Appropriately employ multiple quantitative and qualitative methods of analysis and evaluation (goal 3)* prepares students for the critical and innovative thinking skills necessary to solve important problems facing humanity today.

There is no standalone general-education department at Illinois Tech because the core curriculum requirements and related program goals are integrated across the curricula of all programs by all departments. The key aspects of the core curriculum include:

- A. Writing and Communications requirements: Undergraduate students must complete a minimum of 36 credit hours of courses with a significant written and oral communication component, with a minimum distribution of 12 hours in major courses and 12 hours in non-major courses -- these courses are identified with a (C) designation in the undergraduate bulletin.
- B. Humanities 200-level course: Students must complete a HUM 200 level elective.
- C. Human Sciences Module: Students must complete 18 credit hours in this module, with at least two 300-level Humanities courses (with a (H) designation), and at least three Social or Behavioral Sciences courses (with a (S) designation).
- D. STEM Module: Students must take a minimum of 16 credit hours between Mathematics and Natural Science or Engineering.
- E. Collaborative Interdisciplinary and/or Professional Experience: This requires 8 credit hours, including Introduction to the Profession (2 credit hours) and Interprofessional Projects (IPRO) courses (minimum 6 credit hours).

The Undergraduate Studies Committee is in charge of the review and approval of any new programs or changes to existing programs to ensure compliance with the requirements on the curriculum content (as required by individual program accreditation bodies or professional organizations), the core curriculum requirements, and the learning objectives ([Faculty Handbook](#)).

Illinois Tech demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs in several ways. For example, Illinois Tech's Interprofessional Projects (IPRO) Program illustrates a unique and effective approach to accomplish this.

[Interprofessional Projects \(IPRO\) Program](#)—Illinois Tech's Distinctive Education for Undergraduates)

A unique feature of the undergraduate education at Illinois Tech is the project-based learning that is integrated in the curriculum across the university. This interprofessional team project course requirement has become Illinois Tech's signature educational experience for all undergraduate students, and interested graduate students may participate as well.

Illinois Tech's robust and unique IPRO program is a part of the core curriculum requirement and is grounded in the mission and vision of Illinois Tech to provide "distinctive and relevant education" to its students. IPRO provides an environment to help students develop the discipline, leadership, and communication skills to succeed within a multidisciplinary group. The IPRO experience is intended to complement a student's deep experience in his or her major, providing a set of methods, tools, experiences, and faculty references that make them distinctive (compared to their peers from other universities) in the marketplace.

Since its beginning in 1995, IPRO has brought together students and faculty of all disciplines to research issues, define problems, and develop real-world solutions. All undergraduate students are required to take 6 credit hours of IPRO courses, which provide hands-on experience in real-world, challenging projects. Generally, undergraduate students take these courses during the fourth or fifth year of study. Each IPRO course is a unique project with teams that include the faculty and enrolled students. IPRO courses encourage intellectual inquiry, with research on the project subject, analysis, design, and development. Professional ethics, writing, teamwork, communication, and presentations round out the [IPRO learning objectives](#). A sample of projects can be found in a screen shot of the fall 2015 [IPRO schedule](#). IPRO projects are intended for students to gain knowledge that goes beyond the traditional classroom experience. Students are assessed twice each semester, in the middle and at the end. As an example, the [spring 2014 assessment](#) is available here.

IPRO projects culminate in a conference that features student presentations, called [IPRO Day](#), at the end of each semester. This event showcases each team's work, and faculty and staff are invited to participate as judges. Presentation modes include a product prototype (if any), a poster/video presentation, and an oral presentation before a group of judges. Judges include faculty, industry leaders, alumni, etc. Students' grades are based on all aspects of their design and evaluation of their skills in compiling and presenting information, handling challenges in the project, communication, developing creative work, and the ability to identify basic elements of a well-designed project.

IPRO projects frequently focus on societal benefit, such as project outcomes that affect individuals with diverse cultures and human needs. Examples include projects conducted by students in connection with [Engineers Without Borders](#) and [Haiti Outreach](#). In these projects, students were engaged in interacting with other cultures, and worked on projects that benefited disadvantaged societies by offering them solutions to their everyday problems (for example, providing them with clean water through a pipeline system design).

These activities offer students opportunities to learn the meaning and value of diversity firsthand. In addition, students develop an appreciation of the basic differences between cultures and ways of life in first-world countries versus those in nations and communities with a far different way of life.

Undergraduate students enrolled in IPRO courses gain experience in problem solving, critical thinking, design, and development. Each IPRO offers a real-world experience, emphasizing

elements of collecting, analyzing, and communicating information. These are intended to instill in students the skills related to inquiry, creative work, and adaptability to changing environments. All IPROs involve projects that require teamwork, research, data gathering, and design and development, to be completed in a semester-long learning environment. All projects require a presentation on IPRO Day, as described earlier.

3.B.3 Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Galvin Library's Information Literacy Program is one example of how Illinois Tech imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the university believes every college-educated person should possess. Designed to help students become fluent in the language of information, the literacy program connects the library with academic departments to develop in-class [instructional sessions](#) using library resources for research. These are tailored to the needs of individual programs and classes. See more discussion of Galvin Library under Core Component 3.D.

Every degree program offered at Illinois Tech engages students in collecting, analyzing, and communicating information, in mastering modes of inquiry, and in developing adaptability skills. See the assessment discussion under Criterion 4 for program details and assessment data.

3.B.4 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

On the academic side, [several courses](#) offered at Lewis College integrate diversity-related themes such as culture and gender patterns and inter-culture communications into the curriculum.

As mentioned in Criterion 1, Illinois Tech is a university that welcomes large numbers of international students, who composed 48 percent of the total enrollment in 2014–2015, representing 97 countries. Illinois Tech has a [Committee on Community, Inclusion and Diversity](#), which developed Illinois Tech's Commitment to Diversity statement and promotes ways to build [better communications](#). Illinois Tech established a [Student Center for Diversity and Inclusion](#), whose purpose is to provide programs, research, advocacy, and advice on issues, policies, and practices that affect the university's commitment to diversity and inclusion. The [Office of Campus Life](#) and the [Office of Student Access, Success, and Diversity Initiatives](#) also develop [programs](#) that celebrate diversity and build community. Finally, the core curriculum, while not guaranteeing an exposure to cultural diversity, provides a number of learning opportunities aligned with such diversity.

Many of the above initiatives, including a description of how diversity initiatives are incorporated into the learning process, are more fully discussed under Criterion 1.

3.B.5 The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Illinois Tech faculty and students contribute to scholarship and knowledge discovery. The institution offers students, including undergraduates, opportunities to interact with professors and learn about the latest research and development efforts in various fields. Specific programs offered to students include the National Science Foundation Research Experience for Undergraduates (REU programs), Program for Undergraduate Research Experience (PURE) in Armour College of Engineering, a variety of science and humanities programs, and Interprofessional Projects (IPRO) Program courses. For example, PURE undergraduate students take part in fundamental and applied research projects that focus on the problems facing society. PURE is a collaborative effort involving faculty at Armour College of Engineering, Wanger Institute for Sustainable Energy Research, Pritzker Institute of Biomedical Science and Engineering, and the Institute for Food Safety and Health. Students selected to participate in the PURE program have the opportunity to work with an Illinois Tech faculty mentor and gain valuable research experience. All of these programs are aligned with the university's mission and help students develop and build skills in problems solving, creative work, knowledge discovery, and scholarship, and prepare them for their professional careers.

Results from the research projects conducted by Illinois Tech undergraduate students are disseminated through various means including an online journal, presentation at undergraduate research days, collaborating on grants that have publications, IPRO Day, and through the creation of e-portfolios, as part of the Engineering Themes initiative.

Other examples of faculty/student contributions to research collaborations include:

- [Faculty in the Stuart School of Business are accomplished researchers](#) who present their findings to faculty and students. Since fall 2008, the [Friday Research Presentations](#) have showcased a large number of ongoing [academic research projects](#) at the Stuart School, as well as research presentations by invited faculty from leading business schools, demonstrating faculty and student contributions to the scholarship, creative work, and the discovery of knowledge relevant to business.
- [Chicago-Kent College of Law faculty contribute to scholarship, creative work, and knowledge discovery through their publications](#). Chicago-Kent also maintains a student-run, faculty-supervised, nationally recognized law review (*The Chicago-Kent Law Review*) that publishes the work of legal scholars and students. In addition, other journals published at Chicago-Kent focus on specific subject areas (e.g., *The Chicago-Kent Journal of Intellectual Property Law*), wherein both recognized scholars and students submit and publish scholarship. Students at Chicago-Kent are encouraged to create high-quality scholarship on legal topics with a goal of publication. Chicago-Kent faculty routinely assist students in improving their scholarship and gaining access to publications.
- Research leaders at the College of Architecture and other academic units at Illinois Tech are working with students to investigate the [Driverless City](#), an interdisciplinary project that is a Phase 1 finalist in Nayar Prize I (described in more detail under Criterion 3.E).

Illinois Tech's faculty share expertise in science, technology, engineering, mathematics, psychology, humanities, architecture, business, finance, management, law, and design. Faculty in all disciplines are routinely called upon by local and national media outlets for expert opinions on the news of the day.

Sources

- Academic research projects
- Better communications
- Commitment to Diversity
- Committee on Community, Inclusion, and Diversity
- Diversity and build community
- Examples of Lewis College courses
- Faculty publications
- Friday Research Presentations
- Haiti Outreach
- Illinois Tech's Engineers Without Borders
- Institutional philosophy
- Instructional sessions
- Interprofessional Projects (IPRO) Program
- IPRO Day
- IPRO learning objectives
- IPRO schedule
- Many Voices, One Vision strategic plan for 2014–2019
- SASDI
- Spring 2014 assessment
- Stuart School of Business researchers
- Student Access Success and Diversity Initiatives
- Student Life Leader Information
- The Nayar Prize at Illinois Tech - The Driverless City
- Undergraduate bulletin

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Illinois Tech has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.

Illinois Tech has sufficient numbers of faculty and is very proud of its well-qualified faculty. Illinois Tech has a low full-time student to full-time faculty ratio of 13:1, as noted in the [Common Data Set 2015–2016](#). The total number of instructional faculty at Illinois Tech is 800, with 423 full-time faculty members. Of the full-time faculty, 400 have a doctorate or terminal degree. Typically, adjunct faculty members comprise practitioners in their respective program disciplines. Illinois Tech faculty members are responsible for both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, establishment of academic credentials for instructional staff, and involvement in assessment of student learning.

3.C.2 All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

Faculty members at Illinois Tech are appropriately qualified from the start. The process for hiring new faculty follows the procedure established in [Faculty Handbook](#). Many academic units and departments have their own hiring policies, such as [Stuart School of Business](#), [Lewis College of Human Sciences](#), and [others](#), that align with the [Faculty Handbook](#). Typically, department chairs will propose to their respective deans an analysis of the need for a new faculty position with considerations such as the courses that will need to be delivered, the number of students served by those courses, potential for growth in faculty research areas, and faculty loads. Following appropriate approvals of the position, including from the Provost, each faculty candidate's qualifications are reviewed by a search committee at the time of hiring to assure that his/her credentials are consistent with the needs of the department and the area of expertise. A select group of chosen candidates is then invited to present their research topics before the entire department. In this way, top candidates are screened for abilities in research, ambition, potential for growth, fit to Illinois Tech, and being able to deliver courses in a state-of-the-art, coherent and professional manner.

3.C.3 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Faculty members at Illinois Tech are evaluated regularly. Their performance is reviewed in accordance with the [Faculty Handbook](#). Individual faculty members are required to prepare and submit to their department chairs an annual faculty activity report. See the Promotion and Tenure Standards for Stuart School of Business, Lewis College of Human Sciences, and the College of Architecture, and other colleges' [Promotion and Tenure Standards](#). Faculty Activity Reports (FAR), such as the FAR from [Lewis College](#), Armour College of Engineering ([Part A](#), [Part B](#), [Part C](#), and [Part D](#)), [College of Science](#), [Stuart School of Business](#), [School of Applied Technology](#), [Institute of Design](#), [Chicago-Kent College of Law](#), and the [College of Architecture](#), outline scholarship, papers published, students' research theses and advising, performance in delivering courses, development of new ideas in teaching, research activities, achievements, and professional activities.

3.C.4 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Illinois Tech follows the [Faculty Handbook](#) in regard to faculty professional development. Annual faculty activity reports are also used as a means to promote faculty development. Some departments require professional licenses for faculty members who teach design courses (e.g., in civil and architectural engineering and in architecture). The maintenance of the license requires periodic compliance with the continuing-education course requirements and professional development.

Illinois Tech supports faculty development. Academic units and departments provide opportunities for faculty development as well. As mentioned in Core Component 3.B, Stuart School of Business hosts a similar [Friday speaker series](#). The academic units provide funding for professional development such as attending conferences. As examples, Stuart School

provides its tenured and tenure-track faculty an annual budget to support their professional development activities. [Other colleges also provide similar opportunities](#) and [faculty workshop series](#).

3.C.5 Instructors are accessible for student inquiry.

Illinois Tech faculty members are accessible to their students and are required to actively engage in [student advising](#). This includes maintaining adequate office hours as determined by each department, providing guidance for research of graduate students, providing academic or course advising, participating as advisers to student professional societies, and directing students' work in laboratories, as needed.

3.C.6 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Illinois Tech student support services staff are appropriately qualified, trained, and supported by the institution. Standard recruiting and hiring practices can be found in the [Recruiting Guide](#). For example, all Illinois Tech librarians have master's degrees and most have a Master of Library and Information Science degree from a program accredited by the American Library Association. In addition, continuing education activities for library staff are supported, such as participation in library and other professional organizations, including the American Library Association, the American Society for Engineering Education, and the American Chemical Society.

Student Tutors, or Academic Resource Center (ARC) Scholars

As mentioned in Core Component 3.D, the [ARC](#) is Illinois Tech's in-house peer tutoring program. The ARC formalized its approach to tutor training in order to provide better service to more students. Every year the ARC hires new ARC Scholars (tutors), who are high-performing students that are subjected to a demanding interview/selection process, and who receive further training in order to become a tutor. Specifically, [Tutor Education Seminars \(TES\)](#) are designed to help new hires become better tutors. Twelve seminars are scheduled every semester for new hires to attend in their first semester.

The bulk of the tutoring efforts at ARC focus on engineering and science courses. Accordingly, most of the 72 ARC Scholars (tutors) hired in 2015-2016 belong to Armour College of Engineering (51%) and College of Science (39%). The rest belong to Stuart School (4%), College of Architecture (3%) and Lewis College (3%).

Chicago-Kent College of Law has a [teaching assistant program](#) whereby qualified upper-level law students serve as teaching assistants in first-year law courses. In addition, [Chicago-Kent's Academic Support Program](#) offers instructional sessions on study techniques for first-year law students.

Sources

- Apply to be a TA
- ARC
- Armour Faculty Activity part A
- Armour Faculty Activity part B
- Armour Faculty Activity part C
- Armour Faculty Activity part D
- Chicago-Kent's Academic Support Program
- College of Architecture faculty activity
- College of Science faculty activity reports
- Common Data Set 2015-2016
- Faculty training
- Faculty workshop series
- Friday Research Presentations
- Hiring policies
- Institute of Design faculty activity
- Kent Law faculty activity
- Lewis College FAR
- Lewis College of Human Sciences - Hiring Standards
- Promotion and Tenure Standards
- Recruiting Guide
- School of Applied Technology faculty activity
- Stuart FAR
- Stuart School of Business - Hiring process for faculty
- Stuart School of Business faculty activity
- Student-Faculty Relationships
- Tutor Education Seminars

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Illinois Tech provides support for student learning and effective teaching.

3.D.1 The institution provides student support services suited to the needs of its student populations.

3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Illinois Tech provides student support services that are tailored to our students' needs in many ways. Academic and student support starts with onboarding during student orientation. It continues with learning support, preparatory instruction, tutoring opportunities, [library and disability resources](#), study skills enhancement, [Illinois Tech Career Services](#), [the International Center](#), and [faculty advising](#).

Learning support starts with [Student Orientation, Advisement, and Registration \(SOAR\)](#). Run by the Office of Campus Life, SOAR helps students learn about the academic and social opportunities and resources at Illinois Tech, meet staff members on campus, receive academic advice from Illinois Tech faculty members, and register for first semester classes.

Learning support continues with the [Academic Resource Center \(ARC\)](#). The ARC at Illinois Tech assists students who need a little more help with coursework. The ARC is committed to fostering intellectual growth and academic achievement among our students. ARC services

include peer and group tutoring, workshops, exam reviews, social media questions, and supplemental instruction. The ARC emphasizes peer tutoring, interactive group learning experiences, and technology-supported education in a warm, inviting, and collegial environment where students can learn and study at their own pace. In addition to its tutoring services, the ARC provides a space for students to engage in peer tutoring, to gather for informal group study sessions, to work on course projects, and to fulfill their computing and printing needs. The number of tutorial sessions offered by the ARC has increased significantly over the years from 3,354 in 2002 to 13,005 in 2016. The [schedule](#) for the spring 2016 term underscores ARC activities focused around various departments or Schools/Colleges.

As the ARC expands and strives to better serve more students, its approach to tutor training has been formalized. As mentioned earlier, every year new [ARC Scholars](#) (tutors) are hired and trained. Tutor Education Seminars are designed to help new hires become better tutors. There are 12 seminars scheduled every semester for new hires to attend in their first semester. Tutors work with both faculty and students in a variety of subjects. Tutors meet with students in person or virtually, through Blackboard Collaborate.

For those in need of greater learner support, the [General Learning Strategies \(GLS\) program](#) was designed to help undergraduate students on academic probation improve their study skills. As described in detail in section 4.C, a specially developed three-course sequence helps students learn and practice study, time-management, and communication skills.

Another support for students is the [Center for Disability Resources](#) (CDR). The CDR is the designated office of Illinois Tech that obtains and files disability-related documents; certifies eligibility for disability services; determines reasonable accommodations; and develops and coordinates plans for the provision of such accommodations for students, faculty, staff, and guests with disabilities. Approximately 100 students at Illinois Tech receive accommodations for a disability. Reasonable accommodations and support services are provided on an individualized, case-by-case basis and include extended time on exams, exam proctoring in a reduced-distraction environment, classroom adaptations, books in alternate format, priority class scheduling, note-taking assistance, sign language interpreting, speech-to-text services, captioning, on-campus housing accommodations, reduced course load, and accessible parking.

Finally, the [IIT Writing Center](#) is open to all undergraduate and graduate students seeking assistance with assignments in engineering, science, and technical communications, as well as courses in humanities and social sciences. Students may register for one-on-one tutoring appointments and sessions that are focused on the specific needs of the student, which can include help to interpret the goals and requirements of an assignment; guidance on the process for information gathering, analyzing, evaluating, synthesizing, organizing, and documenting; and editing issues such as grammar.

3.D.3 The institution provides academic advising suited to its programs and the needs of its students.

As mentioned under Criterion 3.B, Illinois Tech provides program-specific [academic advising](#) by faculty. Depending on whether a faculty member is heavily involved in research, each faculty member is generally assigned anywhere between 5–20 [undergraduate students to advise](#). Faculty members with active involvement in research usually provide guidance to master's-level and Ph.D. students. Some schools/colleges offer staff academic advisers to graduate students.

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Illinois Tech provides infrastructure and resources necessary to support effective teaching and learning for its 7,792 students and 800 faculty (423 full-time, 377 part-time, according to the most recent [2015–2016 Common Data Set](#)). See Criterion 5 for more details regarding Illinois Tech's technical infrastructure, including WiFi.

Classrooms often feature a standard setup consisting of whiteboards, projection and audio systems that include a document camera, full digital projection, Blu-ray player, and connections for an instructor-provided laptop or tablet. Some rooms also include HDMI (to be deployed in all Mies Campus classrooms by the summer of 2016) and DVD/VCR combinations for handling legacy technologies. All classroom technology is controlled from a Crestron touch-panel controller that is standardized across all Illinois Tech classrooms to ensure a seamless interface for the instructors regardless of the room. Twenty-nine classrooms also have lecture capture equipment to support both flipped and distance learning. See the OTS [Mies Campus Technologies](#) report for details regarding classroom resources and network infrastructure in academic buildings.

As mentioned under Criterion 5, beginning in 2010, [all undergraduate students at Illinois Tech received iPads as gifts](#) to support their education. As of fall 2016 semester, given the ubiquitous mobile equipment students now possess, Illinois Tech will change its mobility focus from hardware to services by increasing the Virtual Computer Lab (VCL) usage and introducing Illinois Tech's mobile application, [HAWKi](#). The iPad program, therefore, will no longer be offered. The discussion under Criterion 5 offers even more insight into mobility at Illinois Tech vis-à-vis the [VCL](#).

The [Support Desk](#), managed by the Office of Technology Services (OTS), is the central point of contact for technology support at Illinois Tech. The Support Desk staff provides technical troubleshooting and administrative support for all students, faculty, and staff. To more readily respond to the needs of the university, the Support Desk uses a peer-to-peer model that allows Level I/student workers to support students' issues. A Client Services/Level II team handles faculty and staff issues. To meet the demand for additional academic space that allows students to collaborate and innovate, plans are well underway for the newest building on the Mies/Main Campus, the Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship. Interior space will consist primarily of large, open, flexibly adaptive areas, which can be reconfigured

easily to support a wide variety of uses. This building will house the university's Institute of Design, Idea Shop, the Interprofessional Projects (IPRO) Program, and the Knapp Entrepreneurship Academy. All Illinois Tech undergraduates will take courses in the [Innovation Center](#) during their educational experience.

Additional information regarding improvements of academic learning and research laboratories can be found in Core Component 5.A.1 – Physical Resources.

3.D.5 The institution provides to students guidance in the effective use of research and information resources.

Illinois Tech Libraries provide students guidance in the effective use of research and information resources. The Galvin Library building represents the largest single group and individual study space on Illinois Tech's Mies Campus. This most-used building on campus is open 24/5 and has weekend hours as well; during finals it is open 24/7. The library maintains a robust collection of print resources amounting to nearly 1 million physical volumes, such as books (monographs), bound journal volumes, theses and dissertations, government publications, and media items. Illinois Tech Libraries also provide reserve copies of nearly all undergraduate-level textbooks. The Illinois Tech Libraries also have extensive online resources. These include:

- More than 58,000 journals in all subject areas
- More than 100 research databases covering all subject areas
- More than 1 million e-books—6,000 purchased, remainder through Hathi Trust (public domain titles)
- Online tutorials and research guides available for every subject area taught, organized by department
- Multiple course-specific subject guides, primarily supporting core curriculum courses and humanities/social sciences.

Providing guidance in the effective use of research and information resources, library staff work with academic departments to develop in-class instructional sessions on using library resources for research, tailored to the needs of individual programs/courses. Sessions for history courses focus on primary resources, while those for civil engineering focus on standards and materials properties. The duration ranges from a single 30-minute-long session to three 70-minute-long sessions, depending on program requirements. As an example, for the course [CAE100](#), the instruction presentation and [assignment](#) files provide insight into such guidance. More [instruction session samples](#) at Galvin Library follow. In addition to formal instruction sessions, librarians maintain regular Research Help Office hours and schedule individual one-on-one research consultations with both students and faculty.

To assess and improve library services, Illinois Tech Libraries routinely participate in the internationally normed LibQUAL+® survey developed by Texas A&M University. Survey results from [2004](#), [2006](#), [2008](#), and [2012](#) helped guide improvements in library services, such as extending hours and establishing textbook reserves.

Sources

- Academic advising
- Academic Resource Center
- Academic Resource Center spring 2016 schedule
- ARC Scholars
- CAE100
- Career Services
- CDR
- Common Data Set 2015-2016
- Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship
- Faculty advising
- Free iPads gifts
- GLS
- HAWKi app
- IIT Writing Center
- Instruction session samples
- International Center
- LibQUAL survey 2004
- LibQUAL survey 2006
- LibQUAL survey 2008
- LibQUAL survey 2012
- Library
- Library assignment
- Mies Campus technologies
- OTS
- SOAR
- Undergraduate students advising
- VCL

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Illinois Tech enriches the educational environment in many ways.

Each year a list is compiled of all the institution's events and activities that improve the quality of student life. Considering facilities and building renovations as one example, this ranges from significant improvements at the John T. Rettaliata Engineering Center to enhance learning and collaboration to the introduction of the Exploration Space in Galvin Library, which provides access to 3-D printing for all students. Several other examples document how [Illinois Tech enriches the students' learning experience](#) at various academic units.

Another recent initiative to enhance the educational environment at Illinois Tech is the establishment of the [Nayar Prize](#) in 2015. A \$1 million prize package was established to encourage and challenge Illinois Tech faculty, staff, and students to develop breakthrough, innovative projects that will, within three years, produce meaningful results with a societal impact. Directly tied to Illinois Tech's mission and vision, the goals of the Nayar Prize are to:

- Encourage and challenge prospective recipients to undertake breakthrough, innovative projects that will, within three years, produce meaningful results with a significant societal impact
- Encourage collaboration among faculty, staff, and students with the university and with external partners where appropriate
- Enhance the recognition and visibility of Illinois Tech and its students, staff, and faculty, both nationally and internationally, through the innovative solutions that are developed

Three interdisciplinary teams have already been named as finalists in Phase 1 of the competition:

- **ADEPT Cancer Imager:** Invented by Kenneth Tichauer, a "paired-agent molecular imaging" system aims to improve cancer survival rates by spatially mapping the variable characteristics of cancers at the cellular level. Diagnosis and treatment of cancer remain a huge challenge in part because cancer traits vary between and within individuals; despite advances, cancer is responsible for more than 25 percent of deaths in the U.S.,

and the death rate has not dropped significantly in the past decades. This new imaging system will help doctors identify more aggressive forms of cancer, so the proper strategy for treatment can be determined at the earliest stages of the disease, as well as effective drugs designed to handle disease variability. Team members include professors Kenneth Tichauer (biomedical engineering), Jovan Brankov (electrical and computer engineering), and Rajendra Mehta (biology), who are considered leaders in imaging and drug development.

- **Game Development for Early Language Acquisition in High-Risk Children:** Recent revised guidelines from the American Academy of Pediatrics suggest that media can benefit children after the age of 2. To close the gap between inequalities in early childhood language skills, which can have a lasting impact on an individual's academic and career success, this team is developing a research-driven, high-impact interactive game for children between the ages of 2 and 3 years old. The game will engage caregivers and children through playful experiences that encourage high-quality interaction and participation. Team members include professors Carly Kocurek (digital humanities), Jennifer Miller (psychology), Cynthia Hood (computer science), and Matt Bauer (linguistics), who are experienced leaders in game development, assessment, and language learning.
- **The Driverless City Project:** As cities around the world consider opportunities for driverless cars, The Driverless City Project will investigate the elements that will make change possible. It will develop social scenarios, technical solutions, infrastructure prototypes, and model urban codes to transform streets into twenty-first century human infrastructure. These elements will be developed into smart driving control systems, design guidelines for transportation agencies, municipal codes, and infrastructure prototypes. The team of professors Marshall Brown (architecture), Lili Du (transportation engineering), Laura Forlano (design), Jack Guthman (architecture), and Ron Henderson (landscape architecture) includes thought leaders in urban design, transportation engineering, smart cities, and planning law.

[Nayar Prize II](#) was announced on March 1, 2016.

3.E.1 Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Co-curricular Activities

Illinois Tech's co-curricular programs add value to the distinctive Illinois Tech educational experience and are directly related to our mission "to provide distinctive and relevant education in an environment of scientific, technological, and professional knowledge creation and innovation." Every academic unit provides additional programming to enrich Illinois Tech students.

Illinois Tech Engineering Themes

As described briefly earlier under Criterion 1.A, the Illinois Tech Engineering Themes initiative from Armour College of Engineering gives students the opportunity to participate in four thematic subjects (water, health, security, and energy). This initiative demonstrates how the co-curricular programs at Illinois Tech add value to and promote the university's distinctive and relevant educational experience. The experiences generated from this initiative help undergraduates explore worldwide engineering issues. The themes were chosen because they represent areas where engineers can impact the entire global population, in line with one aspect of Illinois Tech's mission related to preparing "our students for fulfilled lives after graduation and careers that contribute to solving important problems facing humanity." There are several ways in which each theme affects the other, thereby making the experience even more synergistic and valuable. Theme activities include on- and off-campus opportunities. They bring together students from across departments and disciplines to collaborate and apply technical knowledge to develop solutions. Seminars, field trips, research, roundtable discussions, projects, and contests are offered through these themes, thereby imparting knowledge to students on contemporary areas facing the engineering profession. A special feature of Illinois Tech Engineering Themes is the online engineering portfolio that tracks progress and creates an entry for each item for each student. The end product is four years of work packaged digitally with photos, videos, write-ups, and online information about the tangible experience that each [student gained as an Illinois Tech undergraduate](#).

Interprofessional Projects (IPRO) Program

The IPRO Program at Illinois Tech and its IPRO courses offer all undergraduate students the opportunity to gain knowledge in areas that go beyond the traditional classroom experience. Specific examples include skills in communication, teamwork, ethics, information gathering and analysis, and design and development. See Core Component 3.B for more details about the IPRO Program.

Other Co-curricular Programs

Stuart School of Business has its Board of Advisors [Mentorship Program](#), a year-long program pairing 12 high-achieving Stuart students with 8 board members. [Stuart School's SPEAK program sessions](#) (weekly English language conversation groups) effectively serve international student attendees.

There are [over 150 student organizations on campus. However, the actual number may vary over time because they need to re-register periodically. The current number of registered student organizations stands at 110, and most of them have a web presence](#). The largest and most popular organizations are:

- Student Government Association (SGA)
- Union Board Programming Board (UB)
- Residence Hall Association (RHA)
- Greek Council

- *TechNews* (student newspaper)
- WIIT (campus radio station)

The Office of Campus Life coordinates the student organizations on campus, and is [administered by a team](#) that includes the Associate Vice Provost for Campus Life, Director of Spiritual Life and Diversity, and Director of Campus Life. Paid positions that are available to students such as Resident Advisor, Peer Mentor, and Community Desk Assistant represent key aspects of leadership development at Illinois Tech. These opportunities allow students to acquire real job experience while living on campus. Spiritual Life, Service Learning and Athletics are discussed in the next section (Criterion 3.E.2). Other key co-curricular activities at Illinois Tech include the Entrepreneurship Academy and the Leadership Academy that were discussed under Criterion 1.A.2.

3.E.2 The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The Nayar Prize, described under Criterion 3.E.1, is just the latest and perhaps most prime example of enriching students' educational experience, keeping in line with Illinois Tech's mission "to provide distinctive and relevant education in an environment of scientific, technological, and professional knowledge creation and innovation."

Many contributions that enhance students' educational experience are mentioned in Core Component 1.C.2, and even more are listed in 5.C.2. Other significant contributions to the student experience include:

Spiritual Life and Service Learning

In October 2007, Illinois Tech welcomed its first director of Spiritual Life. Prior to that, the campus had always had a campus minister. Not only did the position title change ("director of Spiritual Life" being more inclusive than "campus minister"), it represented a whole new way of thinking about diversity and spirituality for Illinois Tech, as this position was developed explicitly to serve students of all faiths. The related work included significant interfaith engagement and outreach. Over the years, the role has expanded to include other areas such as service learning. Values-based service opened the door to conversations with students who are less likely to engage in discussions about spirituality. This generated student appreciation of interfaith dialogue/events apart from service. At the same time, service provided our religious and non-religious students with ample opportunity to come together around their values, to engage with the surrounding Chicago community, and to learn about diversity.

Illinois Tech has participated in the [President's Interfaith and Community Service Campus Challenge](#) since the inaugural year of the challenge in 2011; in 2013 the White House recognized Illinois Tech as a member of the Interfaith Youth Core's Vanguard Network. During the five years that Illinois Tech has been part of this initiative, the number, variety, and

visibility of interfaith- and religion-related programs has surged. Spirituality is no longer a fringe aspect of the campus identity, something that only a few students seek out, engage with, or see. Rather, it is part of the day-to-day fabric of life at Illinois Tech. The university's interfaith and diversity programs are covered in detail in Core Component 1.C.

Athletics

Illinois Tech has a growing athletics program and fields competitive men's and women's teams in 14 sports. The university is transitioning to the NCAA Division III and maintains a [Student Athlete Advisory Committee](#) (SAAC). The SAAC is made up of representatives from each varsity sport. The committee meets twice a month to discuss issues raised by student-athletes, to coordinate community service and educational opportunities, and to organize social activities surrounding varsity games and events. This advisory group serves as a voice for the student-athlete population. Additional aspects of the [Illinois Tech student experience](#) are covered in detail in Core Components 1.C and 1.D.

Sources

- Campus Life Team
- Campus minister
- Engineering Themes
- Mentorship
- Nayar Prize
- Nayar Prize II announcement
- Number of Student Organizations
- Organizations directory website
- Spiritual Life and Service Learning
- Spring Stuart SPEAK
- Student Athlete Advisory Committee
- Student life
- Student Organizations Directory of Illinois Tech
- Students' learning experience

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Illinois Tech is committed to delivering a relevant, challenging, innovation-focused education, and ensures this through rigorous department-level external reviews, mechanisms for regularly measuring student and faculty satisfaction, and other controls. Distinctive educational offerings such as the Interprofessional Projects (IPRO) Program not only support the university's mission but also uniquely prepare students to excel as leaders who are well versed in teamwork, design thinking, communication, and other real-world skills. Illinois Tech's well-qualified faculty and staff are carefully selected and reviewed regularly. Further, an extensive array of student academic and co-curricular services, facilities, and other resources ensure a quality educational and living experience for its students.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

It is useful to restate that the items discussed in Criterion 4 provide a snapshot view, rather than a dynamic view. Illinois Tech seeks to continuously evaluate and improve its academic programs by seeking new and innovative solutions to better serve students. It is a challenge to describe the dynamic and evolving aspects of this process, given the historical evidence based perspective of this report.

As described in section 3.A.1, Illinois Tech maintains a practice of regular [external program reviews](#). In 2010 the provost decided to replace the internal review process with external reviews. In the new process, a few academic departments are selected each year by the Academic Affairs Subcommittee of the Board of Trustees, based on recommendations

from the provost and vice provost for academic affairs, to undergo a rigorous external review. A three to four-member external review committee is assembled from a pool of subject-matter experts nominated by the department being reviewed. One to two Illinois Tech trustee(s) are appointed by the provost's office chairs each review committee. The department to be reviewed completes a [self-study report](#) that is presented to the committee members. The review committee spends two days on campus conducting interviews with the department chair, faculty, staff, and students. The [external review committee report](#) may focus on a school (such as Stuart School of Business, the College of Architecture) or on departments within a school or college.

Illinois Tech's policy regarding the evaluation and awarding of transfer credit for undergraduates is spelled out in the [Undergraduate Bulletin](#). Illinois Tech accepts courses only from accredited colleges and universities, and only if the course is comparable in nature, content, and level to those offered at Illinois Tech. Admitted students must submit an official transcript to the Office of Undergraduate Academic Affairs for evaluation of transfer credit. Illinois Tech does not grant credit for vocational courses or life/work experience. Illinois Tech's transfer credit policy for graduate studies appears in the [Graduate Bulletin](#). For graduate students, the faculty in the program to which the student has been admitted ultimately evaluate and award any transfer credits. If the graduate student is transferring from an institution with which the faculty member is unfamiliar, he or she will conduct research on the institution and the course before deciding whether or not to accept a particular course for transfer credit. Illinois Tech's credit-by-examination policy appears in the [Undergraduate Bulletin](#). Undergraduate credit may be earned through the College-level Examination Program or through proficiency testing. Total credits from a combination of these methods may not exceed 18 semester hours.

Every program of study offered by Illinois Tech was designed and developed by Illinois Tech faculty through the process for curriculum change described in [Appendix P of the Faculty Handbook](#). This process generally begins with a proposal from the academic department that is addressed to the dean of the college and the provost, and to either the Undergraduate or the Graduate Studies Committee for approval. If approved, the proposal goes to the University Faculty Council (UFC). Depending on the substantive nature of the change, the UFC approves (for proposals entailing minor changes) or puts it to a vote of the entire faculty (for proposals entailing major changes). Once approved by the UFC, or the faculty, as the case may be, the proposal moves forward to the president of the university. If the president approves, the proposal is presented to the Board of Trustees for approval.

The academic departments at Illinois Tech coordinate all faculty hires (as discussed in greater detail under Criterion 3.C.2). The academic department chair needs the approval of the dean and the provost to hire tenured or tenure-track faculty. Evidence that Illinois Tech follows these policies for curriculum change and the hiring of tenure-track faculty can be found in the minutes from [Undergraduate Studies Committee meetings](#), [Graduate Studies Committee meetings](#), and [UFC meetings](#). A [list of program proposals voted on by the UFC](#) in the past three years can also be found in the evidence file.

Illinois Tech is very focused on assuring the highest quality of instruction, in many respects. First, toward the end of each semester, students enrolled in each course offered at Illinois Tech are invited to participate in an [online survey](#) to evaluate the teaching performance of the instructor assigned to that course. This survey seeks students' responses to two key questions: (1) how would you evaluate your instructor? (2) how would you evaluate this course? Second, the university recognizes outstanding faculty teaching performance through annual Excellence in Teaching awards. Within each school or college, additional annual teaching awards recognize and celebrate outstanding teaching performance.

Third, Illinois Tech maintains specialized accreditation for [24 academic programs](#) in architecture, business, education, engineering, law, and psychology. For each of these programs, the specialized accreditation has been continuous from the original year through the present. Copies of the most recent [accreditation reports](#) appear in the evidence file.

Finally, student learning goals are a formal and integral part of the assessment of student learning outcomes, as described in criterion 4.B.

The university evaluates the success of its graduates in multiple ways. First, rankings of several academic programs by independent external agencies reinforce both the success of our graduates and the reputation of our institution. These rankings often focus on [return on investment and value perceptions of the degree earned](#). Examples of rankings include the [graduate programs in Armour College](#), [ranking of Armour College](#) among the top ten engineering colleges nationwide, [the programs](#) offered at Chicago-Kent College of Law, and the [MSF and MMF programs](#) at the Stuart School of Business.

Second, Illinois Tech Career Services currently collects student placement data using an internally developed survey form that requires student authentication to access. The data from this form feeds to the central university data warehouse for reporting purposes. The main data-collection event occurs at Graduate Salute at the end of April, which is when most students pick up their caps and gowns for commencement. Career Services supplements responses from Graduate Salute with phone and email campaigns throughout the year, to both unresponsive students and those who are still seeking placement. Information about those who do not respond is gathered through outreach to academic advisors and Student Affairs staff, and through social media (e.g., LinkedIn). Career Services also coordinates activities related to internships.

Finally, the [Board of Advisors](#) for each school/college contributes useful industry perspective to assure the continued success of Illinois Tech graduates. The Board of Advisors includes representatives from industry and Illinois Tech alumni.

Sources

- 2010 Annual Report - external program reviews

- Appendix P of the Faculty Handbook
- Board of Advisors
- External review
- External Review Committee Report
- Graduate Bulletin
- Graduate Studies Committee meetings
- IIT Course Evaluations Available
- Illinois Tech PayScale 2016 Rankings
- Illinois Tech Ranked 8th on College Factual List of “Top 10 Engineering Colleges in the U.S.”
- Illinois Tech Specialized Accreditation Reports
- Illinois Tech Specialized Accreditation Reports (page number 2)
- Kent Law School's Rankings
- List of program proposals voted on by the UFC
- MSF and MMF programs rankings
- Self-study report
- Three Armour Graduate Programs Earn Top Rankings
- UFC meetings
- Undergraduate Bulletin
- Undergraduate Bulletin1
- Undergraduate Studies Committee meetings

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Although Illinois Tech has been assessing many of the programs for which it maintains specialized accreditation (see Core Component 4.A) for many years, the university formally institutionalized student learning assessment only in June 2013. At that time, Illinois Tech created the new position of director of student learning assessment in the Office of the Vice Provost for Academic Affairs. The former director of institutional research, who was at that time also chairing the Assessment Subcommittee of the Accreditation Committee, made a lateral move to the new position. The director of student learning assessment was charged with developing an assessment workshop for faculty, supporting faculty efforts to develop an assessment plan for each academic program, and monitoring faculty compliance with the assessment initiative.

The above developments led to an organizational structure for managing student learning assessment. The dean of each college/school was requested to identify a faculty assessment coordinator for each academic program, and a chief assessment coordinator for the college as a whole. The deans identified 58 faculty program-level assessment coordinators for Illinois Tech's 142 academic programs and a chief assessment coordinator for each college. Next, the director of student learning assessment developed a three-hour [assessment workshop for faculty](#) that focused on best practices in student learning assessment, and invited the faculty program-level assessment coordinators and the chief assessment coordinators to participate. This workshop was offered about a dozen times between July and October 2013, and was attended by 39 of the 58 program-level assessment coordinators and five of the eight chief assessment coordinators.

The third assessment initiative in the first year was to develop an assessment plan for each and every academic program. The faculty program-level assessment coordinators were tasked with developing the plans and were given [a series of deadlines](#) (for example, program learning goals were due by October 30, 2013; a program curriculum map was due by November 30, 2013; and

a full plan was due by January 30, 2014). The director of student learning assessment provided faculty with a [template for the plan](#) and [detailed feedback on the plans](#) they submitted. By the end of the 2013–2014 academic year, all but 16 programs, concentrated in two academic departments, had submitted an assessment plan. By the end of the 2014–2015 academic year, every academic program at Illinois Tech had submitted an [assessment plan](#). Each plan lists the program-level student learning goals and includes a curriculum map, a description of the measures to be used for each learning goal, both a data collection and a data analysis schedule for each goal, the standard against which each goal is to be assessed, and a description of how the faculty will use the results to improve the program.

In the three subsequent years, the faculty program-level assessment coordinators have been required to submit an annual assessment report at the end of September describing their assessment efforts during the previous academic year. The director of student learning assessment provides detailed feedback on each annual assessment report. To date, [three annual reports](#) have been collected from each program.

In 2015 Illinois Tech adopted Blackboard Outcomes as its assessment management tool, conducting a pilot test of the new system with two degree programs - one graduate and one undergraduate. Beginning in the fall of 2015, the Blackboard Outcomes module was made available to all academic units across the university to collect, store, and evaluate student artifacts. At the same time, an Illinois Tech assessment organization was created within Blackboard Learn to serve as a central repository of all assessment-related content, including assessment plans, assessment reports, and training on assessment and the use of Blackboard for assessment.

Illinois Tech has made rapid and substantial progress on assessment of student learning outcomes for curricular programs over the last three years. Progress is also evident on outcomes for co-curricular programs. Following the lead of the academic programs, each department in the division of Student Affairs at that time created [co-curricular learning goals](#) in 2014. This included Spiritual Life and Service Learning, Residence and Greek Life, Student Conduct, Student Health and Wellness, and Campus Life. Additionally, each department was tasked with identifying the programs designed to help students achieve each learning goal, and the measures they planned to use to assess whether the learning goals are being met. The learning goals were reviewed by the Vice Provost for Student Affairs, who suggested additional measures that staff might use to assess each learning goal. The learning goals were all published online.

Over the next two years (2015 and 2016), Student Affairs staff conducted [surveys](#), as well as [monitored student visits and tracked student program attendance](#). Several offices (i.e., the Office of Campus Life, International Center, Residence and Greek Life, the Bog, and the Student Government Association) use data from the [Students Speak survey](#) to assess the effectiveness of their co-curricular programs. The Office of Campus Life has launched the [IDEALS Survey](#). This survey, which will be repeated annually, was first given to new students in the fall 2015 semester, with a follow-up survey planned in 2019 for the same cohort. For each

cohort, the survey data will be used to identify areas of focus for each learning goal, and to design programming and other engagement opportunities to address each area identified in the survey. In the post-survey, we hope to be able to assess the effectiveness of our programming. Finally, the [Stuart School of Business has also developed an approach for co-curricular assessment](#).

To ensure the sustainability of current and future co-curricular assessment efforts, the Student Affairs Leadership Team (SALT) is developing a process, similar to that used for the academic programs, to document and report on each department's assessment efforts during the past year, as well as their assessment plans for the coming year.

Sources

- A series of deadlines
- Annual Assessment Reports
- Assessment plan
- Assessment workshop for faculty
- Co-curricular Assessment Learning Goals
- Co-curricular Assessment Surveys
- Co-curricular Visit and Attendance Tracking
- Detailed feedback on the plans
- IDEALS Survey 2015 Final Report
- Stuart School of Business co-curricular assessment report
- Students Speak Survey
- Template for the plan

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Illinois Tech has tracked undergraduate retention, persistence, and graduation rates since 1997. The [Illinois Tech Retention Report](#), produced by the Office of Institutional Information, displays 10 years of historical data on undergraduate retention and completion, broken down by first-year versus transfer students, as well as by gender, race, Pell Grant status, and Stafford Loan status. Unlike the data reported to IPEDS, this report counts on-leave students as retained. The rationale for this is that such students have an ongoing relationship with the university. As described below, Illinois Tech makes a special effort to stay in touch with students who go on leave to encourage them to return to the university.

Although Illinois Tech's first-to-second-year retention rates have been steadily increasing over the past 10 years (from 81 percent to an average of 87 percent over the last five entering cohorts), our six-year graduation rates were initially flat, averaging 65 percent for the cohorts who entered from 2003–2007, indicating a persistence issue. Efforts focused on improving undergraduate persistence and graduation rates gathered momentum after the previous president, John Anderson, joined Illinois Tech. These efforts included the Kedge (now General Learning Strategies or GLS) Program (2008), the Early Warning System (2007), the Student Success Committee (2009), the EAB Student Success Collaborative (2013), and the Retention Task Force (2007). As a result of these efforts, our six-year graduation rate for the class that entered in 2009 jumped to 72 percent. This year, we expect our six-year graduation rate for the class that entered in 2010 to range between 70–72 percent. Our strategic plan calls for Illinois Tech to increase its six-year graduation rate to 75 percent for the class that entered in 2014.

The General Learning Strategies (GLS) program is designed to boost persistence by improving the study skills of undergraduate students on academic probation and consists of a sequence of three courses. All first-year students who are on academic probation at the end of their first term are advised to register for [GLS180](#), which is a 1-credit course that teaches study, time-management, and communication skills. Each student enrolled in the course also meets for 35 minutes each week with an academic coach who helps the student set academic goals, monitor his/her progress in achieving these goals, and understand the reasons for his/her successes or failures.

Students who continue to experience academic difficulties are advised to take either GLS181 or GLS227. [GLS181](#) is a 1-credit hour class that is run more like a group therapy session than a traditional class. Students set weekly academic goals and then report each week on how successful they were in reaching their goals. They are also asked to reflect on what helped them be successful, or conversely, prevented them from achieving their goals. [GLS227](#) is a 3-credit hour course that covers most of the same topics as GLS180, but in greater depth. Also, in GLS227 the students are responsible for preparing most of the class presentations and activities. The thinking behind this is that the best way to learn something is to teach it to someone else. This initiative is part of the general effort at Illinois Tech to improve retention and graduation rates.

Illinois Tech's [Early Warning System](#) is an Illinois Tech designed system to detect potential problems experienced by first-year undergraduates before these become serious. All instructors teaching first-year students receive a weekly email that lists the first-year students in the class and asks the instructor to reply with information about any potential issues about each student. These include attendance-related issues, as well as student performance on homework, quizzes, and exams. This information is captured by the system, which then generates weekly reports of students whose number of entries exceeds a certain threshold (which changes depending on the week), and distributes these reports to students' faculty advisors. Advisors are encouraged to meet with these students. The system also prompts instructors of first-year students to enter midterm grades for these students in the student information system (which is Banner), which produces a report of students with midterms grades of "D" or "E" (failing), and sends this report to the students' advisors.

The Student Success Committee (SSC) focuses on helping students to graduate. The SSC is composed of representatives from Undergraduate Academic Affairs; Financial Aid; Residence and Greek Life; International Center; Academic Resource Center; Student Accounting; One Stop; and Student Access, Success, and Diversity departments. Other administrative and academic offices are invited to attend meetings as needed to add perspective on issues or individual student cases. The committee meets weekly to review and discuss issues that may be preventing individual students from graduating on time. At their weekly meetings, the SSC reviews the student information on a case-by-case basis and devises solutions that are implemented without numerous "hand offs" or delays. Using a holistic approach, the committee can review all aspects of the student experience including academic performance, personal well-being, and even financial obligations, to provide the best outcome for each student. [These](#)

[solutions](#) are all documented in the student information system (Banner), and have provided academic guidance to students, improved their academic performance, and assisted those with financial problems. The SSC has also increased persistence rates by reviewing and contacting non-registered students through consistent outreach and review. Based on student feedback, the committee has been instrumental in helping students succeed with solutions that steer them toward their educational goals.

The Retention Task Force analyzes retention and persistence data in the aggregate, by student cohort and class level, to identify more general factors that may be affecting a group of students. In the fall of each academic year, the Retention Task Force conducts an audit of the fifth- and sixth-year students to ascertain what these students need to do to graduate. The task force also reviews third-year students to identify those at risk for not graduating in four years due to insufficient academic progress in their major. Efforts are then initiated, on a student-by-student basis, to remove as many of the obstacles to graduation as possible.

In a separate but related effort, the director of the One Stop office contacts students whose leaves of absence are expiring, to notify them of this fact and to ask them about their plans for returning to Illinois Tech. Based on our past experience, Illinois Tech makes the initial contact via email. Students who fail to respond to the email are mailed a flyer encouraging them to contact the director of the One Stop for help with re-enrolling. The One Stop office is discussed in greater detail under Criterion 5.C.2.

To further improve student persistence and completion, Illinois Tech joined the Education Advisory Board's Student Success Collaborative at the beginning of the 2013–2014 academic year. The EAB's Student Success Collaborative combines technology, research, and predictive analytics to help institutions improve degree completion outcomes for at-risk students. Its advising dashboard identifies at-risk students based on performance in certain courses that correlate highly with students' chances of graduating on time (called "success markers"). The [EAB advising dashboard](#) also provides a concise picture of each student's credit accumulation and grade point average over time. Advisors can even drill down to the course level to see the grade the student earned in each course taken. Finally, the dashboard shows how the student is performing relative to other students in the same major and provides predictive analytics showing how the student is likely to do in other majors offered at the university. Illinois Tech pilot tested the advising dashboard during the spring 2015 semester.

Illinois Tech is a member of the HLC Academy on Student Persistence and Completion, and has focused its participation in the academy around a Quality Initiative to improve student retention. The Illinois Tech team for this academy includes members of the [University Accreditation Committee](#), the Student Success Committee, and the Retention Task Force. This team has participated in several update cycles in the network, and [presented key findings from data analyses at the HLC Academy Midpoint Roundtable in May 2016](#). As background information, the members of the University Accreditation Committee were mainly responsible for preparing this Assurance Document.

Finally, with respect to retention and completion rates for graduate students, Illinois Tech reviews these periodically. The most recent review occurred in 2012 and focused on full-time master's-degree-seeking students who matriculated between the fall 2008 and fall 2011 semesters. The [2012 report](#) showed that first-to-second-year retention rates exceeded 80 percent for each of the four cohorts of full-time master's-degree-seeking students, and three-year graduation rates were 70 percent for the two cohorts of students who had matriculated at least three years earlier.

Sources

- Academic Affairs *Graduate Student Retention Report*
- Academic Affairs Student Success Committee
- EAB advising dashboard
- Early Warning System
- GLS180
- GLS181
- GLS227
- Illinois Tech Accreditation Advisory Committee
- Illinois Tech findings on students' retention initiatives
- *Illinois Tech Retention Report*

4.S - Criterion 4 - Summary

Summary

Illinois Tech demonstrates responsibility for the quality of its educational programs, learning environments, and support services. The university evaluates student learning outcomes through processes designed to promote an academic culture of assessment. More specifically, Illinois Tech's commitment to quality and continuous improvement is visible in its system of rigorous external program reviews, academic policies and processes (including allowed transfer credits and selection of new academic programs), and evaluation of alumni success. Numerous mechanisms have been formally institutionalized to assess student educational achievement, with assessment actively taking place at the program level. Special programming and support services for students are improving retention, persistence, and completion.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1 The institution has the fiscal and human resources and physical and technological infrastructure to support its operations wherever and however programs are delivered.

Financial Resources

As documented in the [HLC financial review](#) correspondence in 2010 through December 2011, the university has renewed its resource base and [strengthened its financial support](#) over the past five years while at the same time addressing and achieving improved quality objectives set out in the [Many Voices, One Vision strategic plan](#) adopted in October 2009 and renewed in 2014–2019. These adopted initiatives, policies, and procedures are more specifically described in response to other sub-criteria herewith. They have enhanced the university's image and prestige academically while at the same time bringing the financial house into order—all without drastic sacrifices to existing core programs.

Certain financial practices—most obviously, an over-reliance on endowment draws for operational support and debt financing of capital—were recognized as unsustainable by

incoming new leadership, starting in 2006. Progress has been sustained through the change of BOT chair, Alan W “Bud” Wendorf, appointment of President Alan Cramb and Provost Frances Bronet, as well as academic deans, and vice presidents for Finance and Administration, Facilities and Public Safety, and Marketing and Communications. These leaders reinforced a culture of accountability and responsibility into the fabric of the university.

This philosophy is embodied in [Responsibility Centered Management](#), initiated in 2008 to allocate and account for resources around strategic objectives. Since 2009 Illinois Tech has continually improved its fiscal resources. This is illustrated by the university operating results (before depreciation), the elimination of excess endowment draw to fund operations, and the achievement of quality goals in the strategic plan. In FY2008, [Illinois Tech’s operating deficit](#) was \$22 million and the endowment draw was 11.5 percent; in FY2016, the operating surplus is projected at \$9 million and the endowment draw is 5.3 percent of the June 2 value (Illinois Tech’s fiscal year is June 1–May 31). Throughout the year revenue and expenses are monitored and adjusted to ensure balanced operations.

Human Resources

[Illinois Tech employs more than 1,500 employees](#) (with 800 instructional faculty) across three branch campuses, not including student work-study and other temporary pooled positions. Hiring is aligned with strategic priorities, and the student-to-faculty ratio for the fall 2015 semester was 13:1. New and replacement hiring is consistently made to reinforce niche and core academic programs and to support core administrative functions.

Despite budget challenges, the university has prioritized competitive and comprehensive benefit packages to improve employee satisfaction and well-being as well as recruiting. Refer to section 5.A.4 on human resource qualifications, training, and professional development.

Physical Resources

There are three [Illinois Tech branch campuses](#): historic Mies Campus in the Bronzeville neighborhood of Chicago, about three miles south of the Loop/downtown (3 million square feet); Downtown Campus at 565 West Adams Street, a 10-story building that houses Chicago-Kent College of Law, the Institute of Design, and executive business programs (300,000 square feet); Rice Campus in Wheaton, Illinois, serving professional development programs as well as industrial information system design for the large community of corporate offices in the northern and western suburbs of Chicago (54,000 square feet); the Institute for Food Safety and Health at the Moffett Campus in Bedford Park, Illinois, is not a branch campus (as per HLC definition of a branch campus because no programs or instruction are offered there), but that location offers a research program in conjunction with the university, the FDA, and commercial food industry clients (100,000 square feet).

Through the past decade Illinois Tech has made significant investments to maintain and improve physical properties. In 2006 a bond issue refinanced existing outstanding debt but also

provided nearly \$60 million for renovations of classrooms and labs, and faculty and administrative work spaces. In 2009 an additional bond issue provided capital budget for FY2009, FY2010, and FY2011, which included further renovations of academic, administrative, and residential areas. Since 2011 Illinois Tech has funded capital renewal averaging \$11.4 million through its operating funds, philanthropy, and grants ([Series 2015 Official Statement](#)).

In order to meet growing demand for office, classroom, and laboratory space, the university has expanded its presence on the southern edge of the Mies Campus. The expansion began with the renovation of two existing but empty laboratory buildings into the [University Technology Park at IIT](#) with a combination of state, federal, and private commercial funding. The technology park opened in 2006, enabling the location of multidisciplinary research centers and laboratories for biomedical science and engineering. The technology incubator opened in 2011.

The space that was rented within IIT Tower and adjacent rental properties had decreased, allowing the university to locate administrative offices, Stuart School of Business, and Lewis College of Human Sciences in adequate facilities. Improvements to these facilities include newly equipped classrooms, a new computer lab, and a renovated auditorium/lecture hall. In order to provide adequate student lab space for the Interprofessional Projects (IPRO) Program, Illinois Tech rents space in the Technology Business Center of University Technology Park.

On the Mies Campus, the Engineering 1 Building (now the John T. Rettaliata Engineering Center) was renovated in 2014–2015 to provide new and modern teaching areas. The Life Sciences Building (to be known as the Robert A. Pritzker Science Center after fall 2016) is being renovated in 2015–2016 thanks to philanthropy and a state grant. S. R. Crown Hall, the historic home to the College of Architecture, was renovated in 2013 to expand studio spaces and to offer a layout that is more conducive to faculty/student interaction.

Further, a key product of the current fundraising campaign is the development and construction of the new Innovation Center, named the [Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship](#), which will house undergraduate design classes, the Interprofessional Projects Program, the Jules F. Knapp Center for Entrepreneurship, the Institute of Design (relocating from downtown), and the Idea Shop (experiential lab and work space for undergraduate students).

Technology Resources

Illinois Tech has the technological infrastructure to support the faculty, students, researchers, and staff in every aspect of their daily operations. Technology on campus, managed by the [Office of Technology Services \(OTS\)](#), is on a rotating refreshment cycle, such that the university's computer resources and network services are constantly improving. All academic buildings on the university's Mies Campus are equipped with at least 1 Gbps network connectivity. The [Wide Area Network \(WAN\)](#), a hybrid of wired and wireless networks, connects all Illinois Tech campuses and supports secured traffic. Illinois Tech's Internet connections have been upgraded from 1 Gbps to 10Gbps and IPv6 has been implemented for all [wired](#)

[connections](#). All the academic and residential buildings have 802.11n ubiquitous [wireless coverage](#). Illinois Tech's WAN and [Local Area Network \(LAN\)](#) are fully redundant, and all network major distribution points have been connected to backup power generators. Internet access is provided in the students' housing using wired and wireless infrastructure.

Illinois Tech students have access to 17 OTS-maintained [computer labs](#) on the Mies Campus, with a total of 467 PCs. Additionally, other Illinois Tech schools/colleges have 20 labs and 434 PCs. There are also 50 [laptops available for checkout](#) at Illinois Tech's Galvin Library, 25 of which have imaging similar to the PC labs. Thirty-six additional kiosk PCs are provided to the Illinois Tech community in The McCormick Tribune Campus Center, IIT Tower, Perlstein Hall, Siegel Hall, Galvin Library, McCormick Student Village, and on the Moffett Campus.

Illinois Tech's PC lab desktops and laptops as well as kiosk PCs are replaced every three years. The PC labs offer 107 [software titles](#) that specifically address students' academic needs. [These titles are reviewed every semester and updated](#) after thorough testing for compatibility with existing lab hardware and other software. Every academic department has an assigned faculty software coordinator who assists OTS in determining which software titles are needed in the labs. Every spring OTS works with these coordinators to gather their requirements, touching base with them again at the end of the fall semester.

OTS also offers the [Virtual Computer Lab \(VCL\)](#), where students can access lab software from their own devices from any location in the world at any time. Some of the PC labs' software titles are available through the VCL. This VCL facilitates access to educational software for all Illinois Tech students, especially the [distance learning students](#). The [iPads](#) that Illinois Tech previously gifted every new undergraduate student make it even easier to benefit from this VCL. The 2015–2016 academic year marks the milestone that 100 percent of Illinois Tech's undergraduate students were gifted iPads to support their educational activities. As indicated in section 3.D.4., Illinois Tech's mobile app, HAWKi, will replace the iPads commencing with the 2016-2017 academic year.

To support the [students' printing needs](#), Illinois Tech has 23 black-and-white printers, 10 color printers, 6 plotters, and 8 scanners distributed in at least 15 different buildings on its campuses, including the students' residence halls.

Illinois Tech provides three types of [classroom technologies](#): standard A/V-equipped, enhanced A/V classrooms, and PC computer classrooms. Illinois Tech's newly developed [A/V standards](#) for classrooms promote efficiencies in terms of technical support and user interface.

All three types of classrooms offer projection and audio systems that include a document camera, full digital projection, Blu-ray player, and connections for an instructor-provided laptop or tablet. On the Mies Campus, the vast majority of rooms also include digital connections via HDMI and DVD/VCR combinations for handling legacy technologies. Twenty-nine classrooms have lecture-capture equipment ("enhanced AV classrooms"), including cameras, microphones,

and recording equipment. Approximately 200 courses are captured each semester in support of both flipped and distance learning. Captured content is available for viewing within 12 hours.

All classroom technology equipment is controlled from a [Crestron touch-panel controller](#) to ensure a seamless interface for the instructors regardless of the room. Several rooms offer the capability to connect to Illinois Tech's videoconferencing system to allow for real-time collaboration and interaction with remote guest speakers. In addition to the classroom technology, IIT Online offers technical, academic, and pedagogical support to all faculty members who design and deliver digital instruction, regardless of online course designations.

The PC computer classrooms at Illinois Tech are designed to provide students with a hands-on learning experience. Each such classroom contains a PC and projector for the instructor's use and individual computers for each student's use. These 15 classrooms, located on the Mies and Downtown Campus, are used by instructors to demonstrate, instruct, and sometimes evaluate students on the use of specific software applications, many of which are serving today's businesses and industries.

Illinois Tech's community utilizes many academic application resources, including the Blackboard suite—[Blackboard Learn, Community, Collaborate, and Outcomes](#). IIT Online works with faculty to best utilize [Blackboard](#) and [provides development, training](#), and one-on-one support for all faculty who use instructional technology. (IIT Online is further discussed in Criterion 3.) With Blackboard, students can retrieve their faculty-posted assignments and leverage the collaboration platform to enhance their learning experience. In 2015 Illinois Tech deployed Blackboard Outcomes Assessment, an assessment management system that is fully integrated with Blackboard Learn. Blackboard Outcomes Assessment supports the program assessment process by facilitating the collection of student artifacts, the creation and storage of rubrics for evaluating student artifacts, the evaluation of student artifacts, and the reporting of rubric scores.

The Illinois Tech community relies on [Banner](#) as the administrative application of record, specifically the student, financial aid, finance, and human resources modules. Using Banner, students can register for classes, check financial aid, pay bills, and see their grades, among other activities. Staff members at Illinois Tech also rely heavily on the Banner system to keep the university's operations flowing smoothly.

More and more of Illinois Tech's business processes are being automated by leveraging workflow and document scanning applications that are integrated with Banner. In addition to Illinois Tech's Operational Data Store, Illinois Tech's [Enterprise Data Warehouse \(EDW\)](#) was deployed in 2014–2015, and the first set of EDW reports supporting university admissions and enrollment trend analyses are now available to the community.

OTS manages an Administrative Data Center and a [Research Data Center](#), which opened in 2008. The Research Data Center has nine distinct [high-performance clusters](#) and servers ranging from multi-core distributed systems to two hybrid GPU/CPU-configured clusters. There

is a redundant uninterruptable power supply with three 20-ton air conditioning units and a complete FM200 fire suppression system to safeguard the research. Illinois Tech's Research Data Center is reaching capacity, but in furtherance of the university's strategic goal to establish and enhance specific areas of renowned academic and research excellence, OTS is exploring ways to expand the hosting capabilities of the Administrative Data Center in an environmentally sustainable manner. Hosting expansion will increase the number of Illinois Tech's research computing clusters necessary to support the important research being done by Illinois Tech's faculty and students.

To assist students, faculty, and staff with their technology needs, the OTS [Support Desk](#) provides nearly around-the-clock support for all of Illinois Tech's technology services, including hardware- and software-related issues. The Support Desk can be accessed through [client walk-in and a number of electronic avenues](#). The Support Desk also provides such resources as an online knowledge base, technology orientation, and suggestions for [new students](#). During the fall move-in, OTS provides at least a one-week dedicated Support Desk in the residence halls to assist students with any technical needs they may have.

For these reasons and many more, OTS was recognized as one of the university's top three assets in the 2014 Students Speak campus survey (this survey is described in section 5.D.2).

5.A.2. The institution's resource allocation process ensures that educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

There are no entities that are superordinate to Illinois Tech. As such, the university is not subject to any resource allocations, elective or otherwise, from a controlling entity.

There are two affiliated organizations, one subordinate 501(c)(3) (IIT Research Institute, or "IITRI") and one independent 501(c)3 entity (IIT State Street Corporation, or "SSC"), that support and benefit the university.

The FY2015 audited [financial statements](#) of the university details the nature of the organization (IIT), describing the controlled and consolidating subsidiary of IITRI.

IITRI's FY2014 [audited financial statements](#) as well as its [Articles of Incorporation](#), as amended, support the position that IITRI's purpose is to support and assist Illinois Tech, and both make clear that Illinois Tech is not a subordinate entity.

The audited statements of [SSC](#) and its [Articles of Incorporation](#) describe similar support purposes of SSC, and they also make clear that Illinois Tech is not a subordinate entity.

5.A.3 Goals incorporated into mission statements or elaborations of mission statements are realistic

At the time of Illinois Tech's last accreditation (2006), the university was undertaking a "2010 Plan," a set of priorities and goals meant to improve the institution's financial and physical infrastructure.

With the transition in presidential leadership from Lew Collens to John Anderson in 2007, the board and senior leadership developed a new, comprehensive strategic plan identifying five major objectives. Although worldwide economic turmoil of 2008–2009 could have derailed Illinois Tech's progress, instead, the Board of Trustees challenged the senior management to achieve the new strategic objectives in five, instead of the initially proposed six, years. A culture of collaboration and sound, data-driven decision-making enabled the university to achieve its strategic objectives by investing in strategic priorities without wholesale cuts in program quality or changes to its core mission. President Anderson's philosophy, "most gains on the competition are made when you're running uphill," set the tone.

Illinois Tech's mission statement and objectives are stated elsewhere and within the plan document. The fact that most of the SMART metrics and strategic objectives were met, many in advance of the five-year goal, demonstrates that the expectations were reasonable—and have achieved the desired improvements to the university. A final report on the first strategic plan was presented at the May 2014 [Board of Trustees meeting](#).

Illinois Tech is implementing its next [2014–2019 strategic plan](#), having developed a new set of SMART metrics to achieve six new strategic goals. Some are extensions of the original objectives, some are new, but all are expected to yet again raise the performance level of the university. Even though the board leadership transitioned in 2014 and the presidential leadership transitioned in 2015, all levels of the organization are motivated to execute against this new set of strategic objectives.

An [analysis of enrollment trends](#) from 2005–2015 detail the university's enrollment growth and change over the past decade, along with the goals and strategies set for enrollment in the 2014–2019 strategic plan. The sections include: undergraduate enrollment; enhancing the diversity of the student body, including metrics related to goals for increasing under-represented minority and female undergraduate students; graduate enrollment; and objectives and strategies for enrollment, diversity, retention, and graduation rates for 2019. These sections demonstrate that the goals set in the 2010–2014 strategic plan have been generally achieved.

5.A.4 The institution's staff in all areas are appropriately qualified and trained.

Illinois Tech's hiring process is intended to align closely with the organization's strategic objectives. Illinois Tech faculty includes nationally and internationally recognized teachers, scholars, and scientists. The presence of the university's research affiliate, IIT Research Institute, on the Mies Campus enhances the university's ability to attract and retain outstanding faculty members. Approximately 95 percent of the university's full-time, instructional faculty members hold the highest degree awarded in their respective fields.

The recruitment process is documented online for [non-faculty positions](#) and for [faculty positions](#).

Human Resources has also developed a series of training sessions for all employees on a variety of topics such as social tolerance, sexual harassment, workplace conflict resolution, performance reviews, emergency safety training, and management policy and practices. This training is advertised in print and e-newsletters, and by division managers, and is delivered on a variety of platforms from large group activities (such as Interactive Theater from Carnegie Mellon University) to presentations to small groups to even self-paced online sessions.

Further, the university remains committed to the development of employees by offering a variety of professional development opportunities, including budget lines to support continued learning through professional conferences, training sessions, and webinars. Through the employee benefit package, employees have an opportunity to register for courses or to pursue advanced degrees at Illinois Tech at no cost, or in certain cases, at significantly discounted tuition rates.

5.A.5 The institution has a well-developed process in place for budgeting and monitoring expense

Since 2008 Illinois Tech has used Responsibility Centered Management (RCM)—a full-cost allocation method that uses a series of targets and incentives to place accountability and responsibility for both revenues and expenses in the hands of division leaders—as its budget philosophy and has engendered a sense of entrepreneurship, creativity, and innovation to improve unit performance. With regular and thorough reporting, and a nearly constant flow of information, management has greatly improved the visibility and transparency of unit budgets.

The annual budget process begins in the fall preceding the June 1 start of the next fiscal year. While general estimates are used to establish budget assumptions, the budget is built from the bottom-up based upon financial assumptions. Input and interaction between senior leadership and individual units ensure a planning process that is guided by strategic principles but in a manner that is sensitive to local issues.

Similarly, the Board of Trustees is engaged in an iterative process, with the key revenue assumptions for tuition, room, and board revenues vetted by the Finance and Executive committees prior to the development of the final operating and capital budget proposals, which are vetted by these two committees before adoption by the full board. The full operating and capital budget proposal is reviewed by the Finance Committee and Executive Committee, then recommended to the board for approval.

Measurement against the plan and the ability to respond to changes in the assumed conditions represent success stories in Illinois Tech's recent financial and operational improvements. Through the [RCM budget process](#) and [capital budget tracking](#), financial management reporting occurs at all levels, from local units to each meeting of the Finance Committee, the Executive

Committee, and Board of Trustees. This means the entire organization is continually aware of, and responsive to, actual performance throughout the fiscal year.

Sources

- A/V standards
- Analysis of Enrollment Trends
- Articles of Incorporation
- Audited financial statements
- Banner
- Blackboard Learn, Community, Collaborate, and Outcomes
- Blackboard Training for Faculty
- Blackboard updates
- Board of Trustees meeting
- Capital budget tracking
- Classroom technologies
- Client walk-in and a number of electronic avenues
- Common Data Set 2015-2016
- Computer labs
- Crestron touch-panel controller
- Distance learning students
- Ed Kaplan Family Institute for Innovation and Tech Entrepreneurship
- Enterprise Data Warehouse (EDW)
- Faculty appoint positions
- Faculty positions
- FY2015 Financial statements
- High-performance clusters
- HLC financial review
- Illinois Tech branch campuses
- Illinois Tech Recovery Plan
- Illinois Tech's operating deficit
- iPads
- Laptops available for checkout
- Local Area Network (LAN)
- Many Voices, One Vision strategic plan for 2014–2019
- New students
- Non-faculty positions
- Office of Technology Services (OTS)
- RCM budget process
- Research Data Center
- Responsibility Centered Management
- Series 2015 Official Statement
- Software Management Policy

- Software titles
- SSC
- SSC Articles of Incorporation
- Student printing resources
- Support Desk
- University Technology Park
- Virtual Computer Lab
- Wide Area Network (WAN)
- Wired connections
- Wireless coverage

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1 The institution has and employs policies and procedures to engage its internal constituencies in the institution's governance.

Illinois Tech routinely engages a wide variety of constituents in the development of policies, procedures, and programs at all levels of the institution.

Strategic planning is guided by [committees](#) populated by a cross-section of trustees, management, faculty, staff, and students. Feedback from all-staff meetings, online presentations, and local unit presentations is incorporated into the development of strategic objectives, tactics, and metrics to measure progress against goals.

Faculty committees at varying levels—both local unit to university wide—are involved in the faculty [tenure and promotion](#) process to ensure that the reviews of [tenure/promotion](#) candidates incorporate a wide range of inputs and address the needs, plans, and resources of the units involved, as well as of the university.

Interdepartmental teams are continually assembled to handle a variety of tasks, including [accreditation reviews](#), business process improvements, [strategic planning](#), and new program development.

Annually, the university surveys faculty, staff, and students to gauge satisfaction with existing services and programs as well as to accept nominations and suggestions for improved services, policies, and/or procedures. The survey tools, results, and analyses are professionally developed by Illinois Tech's Center for Research and Service.

Illinois Tech has enjoyed a highly respectable response rate (39 percent) with its [Students Speak survey](#). A number of improvements in the student experience have been made as a

result, such as extending library hours, consolidating student registration and bill payment services (One Stop), expanding recreational facility offerings and access, and even making food service improvements.

Similarly, [employee surveys](#) are meant to gauge workplace climate, culture and policies, and services delivered, as well as to solicit new ideas and suggestions. In 2014–2015 the Staff Engagement Survey program was redesigned to be better aligned with the methodology used by the highly successful Students Speak survey program. In the new program, an employee committee is tasked with developing the survey items, marketing the survey, summarizing the results, and making recommendations for improvement. This approach has resulted in a 72 percent participation rate, a 7 percent increase over the previous survey in 2012–2013. The survey also reflected a 2 percent increase in positive ratings from employees. Improvements include the [Staff/Supervisory Training and Education Series](#), programs to enhance employee recognition, and cross-functional communication.

For the Students Speak and now the Staff Speak surveys, all vice presidents and directors of the surveyed areas are required to attend a formal meeting hosted by the survey committees to review results and comment on their plans for improvement.

The bi-annual [Faculty Survey](#) is sponsored by the provost's office and seeks to identify and address issues facing the academic staffs of each of the university's colleges. Individual deans are included in the development of the wording of items for their colleges. Each college has developed plans and made improvements based upon the survey findings. The president and provost visit each academic unit and/or department to discuss the results of the Faculty Survey and to receive further input.

Further, the university makes efforts to ensure that the Illinois Tech community is informed about current conditions and future plans and initiatives. Semi-annual all-faculty and all-staff meetings, [university leadership meetings](#), and student forums occur each year where the president, provost, and appropriate deans or vice presidents update constituents on the "state of the university" and are structured to allow Q&A/feedback via oral and online methods. The President puts out a President's Update bi-weekly in which current and pressing issues are presented. Other special topic forums are also conducted, such as the Sustainability Forum, to review and solicit input on university priorities, resources, and policies.

Students also have access to university leadership via office hours, as well as scheduled meetings between student government leaders and the president and provost. The Student Government Association president addresses the full [Board of Trustees](#) at its meeting in February of each year.

To further engage students, the president established and publicized his [Student Advisory Council](#) in fall 2015. The council meets monthly during the school year to bring issues from across the university to the direct attention of the president. The members include leaders of

student government, Greek life, and graduate and undergraduate academic programs from each of the academic units.

In addition, the president formed the [Staff Advisory Council](#), which held its organizational meeting on April 11, 2016. The members were nominated by fellow staff members or self-nominated, and elected by their staff colleagues. The president charged the members with organizing themselves and developing processes for identifying issues and bringing them to future meetings.

5.B.2 The governing board is knowledgeable about the institution. It provides oversight for financial and academic policies and practices and meets its fiduciary responsibilities

The Board of Trustees (BOT) has a sophisticated structure of [committees](#) to which it delegates many specialized areas of review and governance. A charter outlining the [purview and responsibilities for each committee](#) has been developed, as well as standing agendas for annual or routine discussions.

Detailed information is provided in advance at the committee level and for full board meeting preparation (see below, for reference to EC/BOT books, which aggregate committee-level advance materials). Decisions are routed through the committee process and documented through the agendas and [minutes of the Finance Committee](#).

Each meeting of the Executive Committee and BOT includes standing reports on academics (provost report, including program reviews and new initiatives, tenure recommendations, etc.), current financial performance and conditions, investments, fundraising, facilities, compliance, alumni relations, and government and community relations, as well as any special or new business issues. All [trustees](#) receive detailed briefing documents in advance of the meeting.

Commencing with the BOT meeting in October 2015, the president also provided a [dashboard](#) tracking critical success indicators regarding enrollment, finances, academics, and visibility, tied to the strategic plan metrics. The dashboard from May 2016 is included as an example.

The [Academic Affairs Committee](#) of the board meets for several hours in the morning before each board meeting and is chaired by a trustee with extensive university experience (for example, Martin Jischke, is the former president of both Purdue and Iowa State universities). The chair of Illinois Tech's Faculty Council and the president of Illinois Tech's student government are invited to attend each meeting, as are various university administrators and deans (as appropriate). The committee reviews new or revised academic programs and policies, submitting recommendations to the full board for action (when necessary). The committee also considers a variety of informational reports such as enrollment, retention, student affairs, academic honesty, and faculty concerns. As discussed in Core Component 4.C, on a rotating basis this committee oversees an external review of all academic units. At least one trustee participates in each external review. The report is then disseminated and examined, with

appropriate action items assigned to the responsible dean, with follow-up conducted in subsequent meetings.

Each college has its own [Board of Advisors](#) (previously called Board of Overseers), whose membership consists of external experts and includes one or more university trustees, who in turn, act as liaisons to the Executive Committee and full BOT regarding those academic units, especially during routine periodic reviews of those colleges.

Members of the BOT receive briefings on the institution from the time they are first invited to consider board membership. The president and a member of the trusteeship committee meet with each candidate to discuss the university and outline the role of a trustee, including the trustee's responsibility to serve on board committees and academic unit boards of advisors, and to provide philanthropic support. Once elected by the board, every new trustee attends a four-hour-long [new trustee orientation](#), with presentations provided by the president, provost, trustee committee chairs, and board chair, as well as university vice presidents. Each new trustee is assigned a mentor for the first year from among members of the Trusteeship Committee.

The university's bylaws, description of trustee responsibilities, *Trustee Biography Book*, and [trustee committee assignments](#) are maintained on password-protected websites for the Executive Committee and board.

5.B.3 The institution enables the involvement of administration, faculty, staff, and students in setting academic requirements, policy, and process through effective structures for contribution and collaborative effort.

Illinois Tech establishes and revises academic requirements, policy, and process using the principle of shared governance as specified in the [Faculty Handbook](#). A robust and layered faculty committee structure exists to review and approve proposals submitted by both faculty and administrators. Committees exist at the academic unit level as well as at the college and university levels. Students are invited to attend and participate in a variety of committees, such as the Undergraduate Studies Committee (UGSC) and search committees for administrative officers. In many situations, students are granted voting rights. The president of the Student Government Association is invited to attend meetings of the Board of Trustees. Professional staff members are also selectively engaged in this process, as appropriate (e.g., staff from the Office of Undergraduate Academic Affairs attend all meetings of the UGSC).

Over the past eight years, both the president and provost have held meetings monthly with their direct reports in the administration for a discussion and review of major issues and activities. [The president has required brief one-page updates](#) from each vice president, outlining issues and accomplishments of the previous month. Both venues provide the opportunity for presentation of major issues by staff for discussion and decisions.

Involvement in policy and process by all elements of the Illinois Tech community was very evident in the 2010–2014 and the 2014–2019 strategic planning processes. [The Report of the](#)

[Strategic Plan Steering Committee in November 2008](#) discusses in detail the inputs and ideas generated across the entire community and lists the people involved. One major example from that study entailed the vision of students for improving the Interprofessional Projects (IPRO) Program, called IPRO 2.0. Their ideas resulted in a SMART goal for IPRO that was implemented.

Sources

- A retreat of the Executive Committee of the Board of Trustees
- Academic Affairs Committee
- Accreditation reviews
- Board of Advisors
- Board of Trustees
- Committees
- Committees 2015
- Council Meeting
- Employee surveys
- Faculty Handbook
- Faculty Survey
- Minutes of the Finance Committee
- New trustee orientation
- Presidential Dashboard
- President's Student Advisory Council
- Purview and responsibilities for each committee
- Staff Advisory Council
- Staff/Supervisory Training and Education Series
- Strategic planning
- Students Speak Survey
- Tenure and Promotion - Candidates Information
- Tenure and Promotion - University committees on Promotion and Tenure
- Trustee committee assignments
- Trustees
- University leadership meetings

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1 The institution allocates its resources in alignment with its mission and priorities.

Since the inception of the *Many Voices, One Vision* strategic planning process in 2008, the university has developed a robust set of metrics to support the tactics employed to achieve the strategic goals and objectives laid out to improve the university. In addition to the annual review of these metrics and progress against the [strategic plan at the board level](#), the validation against the strategic plan has permeated all levels of the university.

For example, each [annual budget cycle](#) routinely evaluates new initiatives against these metrics, and reports how each proposed budget contributes to financial and other metrics (see [FY2011, FY2012, FY2013, FY2014, FY2015, and FY2016 budget proposals](#)). At a much more granular level, the Position Justification Form used in the hiring process includes a section that identifies how that individual job contributes to the strategic metrics. Each local unit, too, as part of the performance review process, discusses and establishes annual goals in support of strategic plan objectives.

In another vein, the Responsibility Centered Management (RCM) budget philosophy has served as a catalyst for units to not only improve their bottom lines, but also to establish new programs using existing capacity (no or minimal marginal cost), in simultaneous support of multiple strategic objectives.

For example, with that motivation coupled with strategic goals based on excellence in particular fields, the College of Science has proceeded to increase the number of professional master's degrees. Other departments and schools also looking into this include the Institute of Design, Armour College and the College of Architecture. These degree programs are driven by strategic forecasting that anticipates market needs, and have content and curricula that are responsive to

the current and future needs of the end user: the student's employer. The most recent of these is a joint [M.S. in Data Science degree program](#) between Computer Science and Applied Mathematics that addresses the growing need for individuals with strong analytical, computational, and statistical knowledge and skills who can "swim" in the vast and growing "sea" of big data. This is a rigorous program relevant to these needs that targets students with strong backgrounds in mathematics, computer science, and physical science. Started in 2014, the program now has approximately 30 students enrolled who generate more than 400 credit hours of tuition each year, totaling more than \$0.5 million in new revenue. The program will shortly be offered online, which will open up the expected large overseas markets.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Each year in the fall, a meeting is held with the deans to discuss the programmatic needs for the following year, as well as to review trends that might be factors in fiscal investments. RCM is a tool for Illinois Tech to measure progress in achieving strategic goals. Revenue centers (academic units) are eligible to receive investment dollars if performance is above annual targets. These investment funds are available in the next academic year, awarded in the fall (generally October) after approval of the financial audit. Examples of use of the funds include renovations and computing labs.

Below are examples of the systems and entities that the university created to evaluate operations and provide feedback for budgeting, improvement of the student experience, and administrative and academic functions:

Student Success Committee—Partnership among Academic Affairs, Financial Aid, Student Accounting, and other student resource offices to improve student completion. The goal is to collaboratively review student issues, to craft university policy related to student success/retention, and to share information that could improve service to students.

Student Employment Task Force—This committee was formed to review student employment opportunities and administrative processes related to on-campus student employment, and requires collaboration among Career Services, Financial Aid, Technology Services, and Student Accounting. The goal is to recommend process improvements that promote successful on-campus student employment experiences.

SOAR student orientation program—Redesigned student onboarding programs to better tailor programs to specific contingents (this item is discussed under Criterion 3.D).

Student tutors, or Academic Resource Center (ARC) Scholars—Initiative created several years ago to partner new students with upper-class students for peer mentoring, social engagement, and academic assistance (this is discussed under Criterion 3.C).

Electronic student financial services—Illinois Tech purchased software (TouchNet) and invested in automation internally to convert student financial services into a fully online and automated experience. Accomplishments include: enrolled 98 percent of students receiving refunds in direct deposit, sent 100 percent of student bills electronically, accepted 88 percent of all student payments via online channels (electronic checks, credit cards, and wire transfers), and automated communications to students on financial information and deadline dates.

Standards of Excellence review—Illinois Tech invited representatives of the National Association of Student Financial Aid Administrators to perform Standards of Excellence reviews on campus in 2010 and again in 2014. Reviewers evaluated financial services policies and procedures, and recommended changes to ensure Illinois Tech is employing industry best practices, following latest promulgation operating in an efficient manner. Recommendations from both voluntary reviews were adopted within Financial Aid and Student Accounting.

Internal audits—The university ordered internal audits to examine many areas including endowment management, cash handling, procurement card administration, financial aid and payroll processing, and data security. Recommendations were adopted based on those audits.

University business calendar—This created a collaborative environment where all departments internally share their key processing and deadline dates. It helps offices to plan better, avoid redundancy, and provide better student service. For instance, the Student Accounting office can design its billing calendar around key dates in Housing, Financial Aid, and the Registrar's Office to ensure that bills contain the most complete information when disseminated.

One Stop student service center—Illinois Tech established this new office, located in a high-traffic student area, which is staffed with employees cross-trained by the offices of the Registrar, Academic Affairs, Admissions, Student Accounting, and Financial Aid. Students can visit this office to ask cross-functional questions and can also use it as a starting point to navigate among several offices. Such questions may focus on the interpretation of academic rules and procedures, change of major, advising, veteran education benefits, leave of absence process, reinstatement, academic audit requests, enrollment certification, transcript requests, FERPA release submission, application for graduation, student petitions, billing questions, payments, federal aid, financial aid, student accounting.

Website redesign—This website redesign project includes peer institution review, university community input, and usability testing.

New enterprise technology—Banner was implemented in 2008–2009. Implementation included enterprise applications for automated processing (Appworx), reporting (Cognos), full university operations management (Banner), and data management (ODS).

Footprints ticketing system—This initiative implemented ticketing systems in student services offices to manage student correspondence. It allows staff to share student emails between offices, collaborate on solutions and responses, gather metrics on the nature of incoming

communications from students, and track response rates. These systems have improved response rates to incoming questions from students.

Reorganizations—Organizational changes have systematically improved performance. These include the split of Academic Affairs from Enrollment and Financial Aid and the creation of new positions (One Stop manager, director of assessment, director of Higher Education Act compliance, various associate vice provost roles, and director of financial systems).

All units are continually evaluating current practices to evolve a level of connectivity supporting student success.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The [strategic planning workgroups](#) in 2008 and 2013–2014 comprised a cross section of the university community, including trustees, alumni, major donors/ friends, faculty, staff, students, and community representatives. Illinois Tech highly values its location in the Bronzeville neighborhood on the south side of Chicago and has continually worked to establish relationships on a number of fronts. Much of this is coordinated through an office led by a vice president of community affairs and outreach, who reports to the president of the university. One example of the interaction between university and external constituencies occurred in 2010, with the creation of the [Economic Development Task Force](#). Staffed by the offices of Community Affairs and External Affairs, this trustee-led task force developed strategies for the university-community interface that drives physical developments on and near campus.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity, anticipating impact of fluctuations in sources of revenue, enrollment, the economy, and state support.

While the annual budget and planning cycle has been more fully described elsewhere in this criterion response, it is important to understand that the development of the strategic objectives by definition takes a larger, and longer, view of the university's conditions, capacity, and ambitions. In developing the first iteration of the strategic plan in 2008, the presentation to the Board of Trustees included not only a [five-year budget alongside the objectives and metrics](#) (with annual progress milestones), but also a series of sensitivity analyses to test fluctuations in enrollment/net tuition revenue, endowment value collapse, lack of growth in philanthropic giving, a decline in indirect cost recovery, and little or no growth in auxiliary revenue (room and board).

Each year, the high-level budget assumptions are set such that they do not represent the “best case,” but rather the “most likely” scenario. Annual budgets also have built-in contingencies at the university and unit levels, which are released only as the fiscal year progresses and actual revenue streams are confirmed. This posture has enabled management to make real-time adjustments as needed. Budgets are built in the context of the experience from the previous year as well as forecasted conditions.

Enrollment Revenue

The budget planning process for enrollment begins in the early part of the fall semester each year. The university strategic plan calls for keeping graduate enrollment flat, while growing undergraduate enrollment to 4,000 by fall 2018. To reach the undergraduate enrollment goal, the university's plans consider overall trends in undergraduate retention and graduation rates, along with planned targets for new student enrollment and first-year, transfer, and visiting students.

Over the past five years, the university has implemented a tuition pricing strategy that keeps gross undergraduate tuition at a level near the average of AITU (Association of Independent Technological Universities) school competitors. As an initial conservative guess, a target tuition discount is set to be that of the previous year. Once the enrollment and net tuition revenue goals are set in fall in the preliminary budget for the next academic year, the university carefully monitors admissions, enrollment, retention, and financial aid throughout the year. The undergraduate and graduate head and net tuition revenue goals for the next academic year are set in the fall of the prior year. The goals are established by running regression-based retention models for predicting the enrollment of continuing students, and goals for new student enrollment are set using conservative assumptions based on prior enrollment trends in each college and from knowledge of how our prospective student inquiry pools are building. The [undergraduate and graduate enrollment models for the 2016-17 academic year](#) are provided as evidence in this report.

The next step in the enrollment budgeting process occurs in late February, when the university has collected sufficient FAFSA data for the admit pool. The characteristics of the admit pool are then run through a binary logistics regression model that includes variables such as student academic profile, student need, distance from campus, and number of campus visits, among others. The model provides information on how the university can best leverage financial aid dollars to meet the overall enrollment goals and to maximize net tuition revenue.

Once the analysis is complete in late February, the university completes its financial aid regimen and updates the university financial model to account for any changes in tuition discount and enrollment as predicted by the model.

Illinois Tech is on a rolling admissions cycle, so it continues to accept applications until approximately August 1 each year.

During the admissions cycle beyond March 1, the university carefully monitors new undergraduate deposits and the net tuition revenue associated with each deposit by monitoring our [Undergraduate Enrollment](#) and [Revenue Projection Report](#).

The *Enrollment and Revenue Projection Report* is a daily report that gives both admissions projections and enrollment projections, based on actual (live) retention and graduation rates of the students. During the summer months, after the enrollment picture becomes clearer, the

university makes any final adjustments that are necessary for the next academic year operating budget. The enrollment and revenue projection report not only helps the university with the budgeting process, but also helps it to closely monitor retention and six-year graduation rate goals as spelled out in the strategic plan and discussed in the evidence under Criterion section 5.A.3.

Starting in 2015 the university has been following a similar process for setting and monitoring the annual budget associated with graduate student enrollment. The university monitors the retention and revenue of our graduate students by monitoring our [Graduate Enrollment Revenue Projection Report](#).

Philanthropy

On June 1, 2010, the university began the leadership phase (a.k.a. quiet or nucleus phase) of *Fueling Innovation: The Campaign for IIT* with a goal of \$250 million to be raised by December 31, 2016. By the public launch of the campaign, in February 2013, nearly \$132 million, or 53 percent, of the campaign goal was committed. Since the start of the campaign, on average, \$33.5 million per year has been raised through May 31, 2016, which is an 82 percent increase compared to the annual average of \$18.4 million between 2001 and 2010.

The campaign focuses on three distinct areas: endowment, with a goal of \$100 million; expendable, with a goal of \$85 million; and capital, with a goal of \$65 million. To date, progress toward goals is 101 percent, 102 percent, and 75 percent, respectively.

As of May 31, 2016, \$236.4 million has been committed, of which \$160.3 million has been received. This includes \$21.5 million in unrestricted cash, which directly supports the operating budget of the university.

The Board of Trustees has committed \$118.8 million, which is 50 percent of the \$236.4 million committed thus far.

Research

Though it has been a modest portion of the overall university finances, [new research awards](#) in 2015 amounted to \$36 million. The preliminary total awards for 2016 shows an increase to \$38.1 million. For the FY 2013-2015 period, the bulk of external research funding performance in terms of multiple performance metrics (number of research proposals submitted, number of proposals awarded, and dollar amounts awarded) is attributable to four schools/colleges: Armour College of Engineering, College of Science, School of Applied Technology and Lewis College of Human Sciences. Funds from research awards support graduate student stipends, related tuition costs, faculty summer salary and occasionally salary “buy-outs,” research-related equipment/facilities, and indirect cost recovery (ICR) to support the overall operational costs of the university. For the past three years, ICR has approximated \$6 million annually. Brief

narratives on selected research projects on campus that have attracted wide attention and/or grant funding follow: [Engineering Hope for Diabetes](#), [Image is Everything](#), [New Membrane Research Takes Shape](#), [Ancient Bones Inspire Modern Healing Techniques](#), [Cool Storage: New Ways to Stockpile Energy](#), [Getting a Grip](#), [Creating a New Power Paradigm](#), [Citizen Scientists, Toward Safer Nuclear Solutions](#), and [Autopian Algorithms](#). Additional narratives celebrate the notable research accomplishments of students and faculty at [Armour College](#) and at [College of Science](#).

As a notable research accomplishment in 2016, five faculty members at Illinois Tech were the recipients of the prestigious [NSF Career Awards](#). In recognition of exceptional faculty achievement, Illinois Tech has 27 [endowed chairs](#) and 14 [distinguished professors](#) who collectively strengthen and support the research mission of the university.

Services related to research are discussed under Criterion 2.A. Policies, procedures, support and oversight that are designed to assure the integrity of research operations are discussed under Criterion 2.E.1.

Auxiliary Services

Budget planning for Auxiliary Services depends greatly on projected enrollment activity. Housing and Dining Services comprise the majority of the Auxiliary Services, but Auxiliary Services also include Event Services, Parking, and retail operations. From a budget perspective these departments act as standalone entities and are charged university cost allocations consistent with other revenue centers. Planning decisions involve discussions with enrollment management, outside contractors (who are also service providers), Facilities, and other key university personnel. The budget is based upon demand estimates and is scaled to the enrollment in each fiscal year (summer, fall, and spring semesters). Revenues are derived from user fees, which are based on market rates and the level of expected service or condition of the facility (e.g., new dorm rooms command higher rates). Budget planning includes both operations as well as investments in capital renewal.

Federal and State Funding for Student Aid

While the institution is a private-nonprofit, it depends on certain revenues from the state and federal government—federal Pell and state Monetary Awards Program funds for low-income students, federal research funding, federal operations funding for the Institute for Food Safety and Health, and state capital funding. For instance, more than 30 percent of undergraduates receive some form of federal and state financial aid. The FY2015 combined total was \$7.3 million. The [Office of External Affairs](#) monitors all federal, state, and local actions that might affect these sources of revenue, and works with the institution's representatives in Washington, D.C., and Springfield, Illinois, to protect the funding levels and forecast revenue levels for the coming year. This information is transmitted immediately to the offices of Finance and Administration, Student Aid, and Sponsored Research to assist them in their planning. For instance, in FY 2016, great uncertainty arose in Monetary Award Program (MAP) funds because

of the budget stalemate in Springfield. External Affairs worked with Financial Aid, the CFO and President's Offices providing them with immediate updates and working with other higher education institutions to gain support for the ultimate funding of FY 16 MAP grants.

The unprecedented delay in MAP funding promised by the state in award letters to students in Spring, 2015, required the university to communicate with students, starting in December, 2015 regarding their obligations. Subsequently, Illinois Tech provided students with frequent updates on the status of their MAP awards, and instituting a process for enabling students to enroll for Spring 2016 semester, despite the fact that neither Fall 2015 or Spring 2016 MAP funding had been received by the university. A summary of the communication plan to Illinois Tech students on the MAP grant issue is outlined below in chronological order:

December 2015 Letter

- Illinois Tech sends letter to students providing an update on the State of Illinois Map Grant situation.
- Letter Informs students that they can register for Spring 2016 classes, but Illinois Tech cannot credit student accounts with MAP funds in Spring 2016 due to the fact that there is no indication from the state that MAP funding is forthcoming.

March 2016 Letter

- Illinois Tech sends letter to students informing them that Illinois Tech will remove Fall 2015 MAP credit from student accounts, and that this action may trigger a registration hold.
- Illinois Tech offers interest free institutional MAP replacement loan.

April 2016 Letter

- Illinois Tech informs students that stop gap bill has been signed that provides MAP funding for Fall 2015.

July 2016 Letter

- Illinois Tech informs students that stop gap bill has been signed that provides MAP funding for Spring 2016

August 2016

The MAP grant situation for the 2016-17 academic year remains uncertain.

5.C.5 Institutional planning anticipates emerging factors such as technology, demographic shifts, and globalization.

Regarding demographic shifts and globalization, the institution's strategies for undergraduate and graduate enrollment—both affected by these forces—are detailed in the [enrollment evidence](#) section.

Illinois Tech is continually monitoring technology trends and new products to assess how the university community might benefit from these new capabilities. In 2010 Illinois Tech was one of the first three universities to gift incoming freshmen with an [iPad](#), which Apple had launched

only four months earlier. Beginning with the 2016-2017 academic year, iPads will no longer be distributed, as Illinois Tech continues to shift its mobility emphasis from hardware to services, such as the newly released HAWKi mobile application.

Adoption of cloud services, including Software as a Service (SaaS) and Infrastructure as a Service (IaaS), are being used when appropriate. Illinois Tech's [emergency website](#) is currently leveraging IaaS, and numerous applications that support Illinois Tech's operations are using SaaS, e.g., [People Admin](#) (HR system), Cayuse (grant management), and Course Leaf (an academic catalog management system), to name just a few.

Illinois Tech is also known to experiment with and test cutting-edge technology to explore its impact on the university community. Advance discussions with [MUV Interactive](#) could lead to Illinois Tech's Idea Shop becoming the first higher-education beta site in the world for [MUV Interactive's Bird units](#). The Bird can turn any space into an interactive environment and would allow our students to develop their ideas and create/modify their digital content by simply using hand motions, without the need to access any computer or other technology device.

Illinois Tech will remain on the cutting edge with its constant assessment of new technology as it is developed, adopting and incorporating those resources that will be the most beneficial to the Illinois Tech community.

Sources

- 2016 Enrollment Reports and 2017 Forecast Reports
- Ancient Bones Inspire Modern Healing Techniques
- Annual budget cycle
- Annual Research Report 2015
- April 2016 MAP letter
- Autopian Algorithms
- Bird units
- Citizen Scientists
- Committees
- Cool Storage New Ways to Stockpile Energy
- Creating a New Power Paradigm
- December 2015 MAP letter
- Economic Development Task Force
- Emergency website
- Engineering Hope for Diabetes
- Enrollment trends
- External Affairs Report
- Faculty Sponsored Research in Armour College of Engineering

- Five-year budget
- FY2011, FY2012, FY2013, FY2014, FY2015, and FY2016 budget proposals
- Getting a Grip
- Graduate Enrollment and Revenue Projection Report
- Illinois Tech - Distinguished Professors
- Illinois Tech - Endowed Chairs
- Illinois Tech One Stop Office
- Image Is Everything
- iPad
- July 2016 MAP letter
- March 2016 MAP letter
- Master of Data Science
- MUV Interactive
- New Membrane Research Takes Shape
- People Admin
- Smart goals
- The winter 2016 newsletter of IIT College of Science
- Toward Safer Nuclear Solutions
- Undergraduate Enrollment and Revenue Projection Report

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1 The institution develops and documents evidence of performance in its operations.

The university carefully documents its progress toward achievement of its strategic objectives through tracking the metrics associated with [SMART goals](#) for each strategy discussed in Core Components 5.A.3 and 5.A.5. The Responsibility Centered Management [budgeting and financial reporting systems](#) document its operations at a more granular level.

The university conducts annual surveys of the student experience at Illinois Tech and bi-annually surveys its staff and faculty to assess their perceptions of the university's functioning. The results of these surveys guide the school in prioritizing new or enhanced programming. Examples can be found in Core Component 5.B.1.

5.D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Below are examples of important initiatives created over the past 10 years to learn from operational experience and institutional actions to improve student persistence, student satisfaction, and academic quality improvements (discussed in detail in Core Component 4.C):

Retention Task Force—A collaboration between administrative and academic departments throughout the university focusing on efforts to retain students. The task force collects and examines data on students that voluntarily separate from Illinois Tech to identify and then implement operational improvements.

Student Success Committee—Partnership between Academic Affairs, Financial Aid, Student Accounting, Student Services, Housing, and other student resource offices to improve student retention and completion rates. Through the cumulative examination of individual student cases, the committee is not only able to intervene on behalf of individuals, but also can identify and recommend fixes to ineffective or inefficient institutional policies.

External reviews—External reviews are conducted on a rotating basis for all academic units. The review leads to recommendations for improvement in academic programs as well as operations and policy. An Illinois Tech trustee leads each academic unit review, accompanied by distinguished external faculty selected by the provost. The reports and actions are shared first with the Academic Affairs Committee of the Board of Trustees, followed by presentations to the Executive Committee and the entire board.

The Office of Technology Services (OTS) uses multiple ways to measure its operations and make improvements to its services. All of [Illinois Tech's technology services are constantly monitored](#), and utilization of those services is reviewed monthly. Trend reports are generated and internal procedures ensure that capacity issues are resolved well before any service reaches a bottleneck.

One example of such monitoring was OTS's ability to build the case necessary to increase the overall IPv4 allocation to the university. Because of the limited IPv4 supply, any increase in allocation must be accompanied by evidence. OTS ably demonstrated an increase in [Illinois Tech's utilization of our available IP addresses](#) and the fast-approaching bottleneck. The allocation of the additional IP block could not have been achieved without monitoring, trend analysis, and presenting the necessary business case.

OTS also monitors the [Internet bandwidth](#) consumption by the university community and regularly increases the supply before the demand exceeds maximum capacity. An upgrade was deployed in fall 2015, allowing Illinois Tech to increase its total Internet bandwidth from 3Gps to 4Gps. As a final example, utilization of the [Virtual Computer Lab](#) is monitored with specific emphasis on maximum concurrent users so OTS is ready to deploy additional hosting capabilities once a certain utilization level is reached.

In addition to the above-mentioned review of numerical data and the creation of trend reports, OTS also uses surveys to gather subjective assessments regarding the quality of its services. The [OTS Support Desk distributes a short survey](#) for a majority of the tickets that have been resolved. Some changes in work distribution and internal processes within the Support Desk area were partially influenced by some of the [community's feedback](#).

Further, feedback from Illinois Tech's Students Speak survey triggered the change in Illinois Tech's color-printer, default-printing configuration from a two-sided to a one-sided output. The [students' feedback](#) about their wireless experience in Galvin Library, The McCormick Tribune Campus Center, and Hermann Hall was also addressed by a detailed engineering study that redesigned the Access Point numbers and placement in those buildings, answering the students' expressed needs that resulted from changes in building utilization. OTS will continue to monitor its operations and services using a variety of methods and make the necessary enhancements as soon as the opportunity presents itself.

Sources

- Annual budget cycle
- Community's feedback
- Illinois Tech's utilization of our available IP addresses
- Internet bandwidth
- OTS Support Desk distributes a short survey
- Smart goals
- Students' feedback
- Virtual Computer Lab
- Webserver RAM memory monitoring

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Illinois Tech has implemented numerous initiatives, policies, and procedures to ensure the university has the necessary resources to effectively achieve its mission to provide high-quality education as well as to address future challenges and opportunities. The result has been improvement in the overall financial health of the university, and investments in physical properties (especially those for education and research) and technology infrastructure. As the university continues to grow, a broad system of procedures has been put in place to ensure faculty, staff, and student excellence and satisfaction, and all members of the community are involved in integrated planning for the future—from engagement with the community to the technology required for future success.

Sources

There are no sources.