



## **ASSURANCE SECTION**

### **REPORT OF A COMPREHENSIVE EVALUATION VISIT**

TO

Illinois Institute of Technology  
Chicago, Illinois

October 15 – 18, 2006

FOR

**The Higher Learning Commission**

A Commission of the North Central Association of Colleges and Schools

#### **EVALUATION TEAM**

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## ASSURANCE SECTION

### I. CONTEXT AND NATURE OF VISIT

#### Purpose of Visit

The purpose of the visit was a comprehensive evaluation for continued accreditation of Illinois Institute of Technology. There were no change requests.

#### Organizational Context

Illinois Institute of Technology (IIT) is a private not for profit institution committed to educating students from around the world for complex roles. IIT offers undergraduate and graduate degrees in engineering, the sciences, mathematics, architecture, and psychology, humanities and social sciences, and graduate degrees in design, business and law.

During the decade since the last HLC comprehensive review, IIT, like many institutions, has had to contend with a host of societal and economic trends related to securing a solid base of fiscal sustainability. The challenges imposed by these trends notwithstanding, IIT has increased the academic profile of its undergraduates, initiated an aggressive enrollment management strategy, exceeded expectations for the Challenge Campaign by raising \$270 million, 10% ahead of the campaign's declared goal and in less time, expanded its international presence, increased research productivity, and instituted fiscal procedures that are leading to continued sustainability. In addition, new program initiatives have focused on alignment with national trends and interdisciplinary programming and research. Although late in the accreditation cycle, the institution began its 2010 planning initiative to continue implementation of the National Commission for IIT's Report (1994) and to position IIT for the future. The 2010 planning process and a strong leadership team on the Board of Trustees provide a platform for the leadership transitions that will occur during the next year with the retirement of the President after a tenure of 16 years and the simultaneous retirement of the Chair of the Board of Trustees.

#### Unique Aspects of Visit

There were no unique aspects to this visit.

#### Sites or Branch Campuses Visited:

Three team members visited the Downtown Campus and the Institute of Design; one member traveled to the Daniel F. and Ada L. Rice Campus located in Wheaton, Illinois.

#### E. Distance Education Reviewed

Through IIT Online, the institution offers master's degree (15) and certificate programs (25) across the areas of biology, chemistry, health physics, chemical and environmental engineering, electrical and computer engineering, computer science, information technology management and bachelor's completion and master's degree programs in manufacturing and industrial technology. Approximately 150 IIT courses are available each semester via television and the Internet. In addition, several of its professional

master's degree programs are offered in India via multimedia distance learning technologies. The standards, requirements, and degrees granted for the India programs are the same as through the main campus.

## F. Interactions with Constituencies

### **Assessment/Outcomes**

Associate Professor of Applied Mathematics and Associate Chair, Professor of Physics, Senior Lecturer of English, Associate Director of Technical Communication, Associate Chair HUM, and Director for ESL Programs in Humanities, Chair, Social Sciences and Professor of Sociology, Senior Lecturer of Computer Science, Assistant Dean, Academic Affairs, College of Architecture, Assistant Director, Institute of Psychology and Associate Professor of Psychology, Assistant Professor of Biomedical Engineering, Chair, Civil and Architectural Engineering and Professor of Civil Engineering, Associate Chair for Undergraduate Programs and Associate Professor of Chemical Engineering. Professor of Electrical and Computer Engineering and India Program Coordinator, Professor of Materials Engineering, Associate Chair of Mechanical, Materials and Aerospace Engineering for Undergraduate Programs, Director, Interprofessional Studies, Professor of Psychology, Chair, Lewis Department of Humanities and Professor of English, Associate Professor of Philosophy, Senior Lecturer of Interprofessional Studies

### **Co-Curricular Activities and Non-Academic Programming**

Dean of Students, Director of Residence Life, Director, Student Activities and Orientation, Director, Athletics and Recreation, Director, Counseling Service, Executive Director, Multicultural Student Services, Director, Fraternity and Sorority Life, Medical Director, Health Service, Clinical Professor of Law, Associate Vice President for Law, Business and Technology and Professor of Law

### **Community Development and Outreach**

Vice President for External Affairs, Associate Vice President, Community Development, Assistant Dean, Graduate College – Extended Learning, Project Director, Mathematics and Science Education, Director, Digital Media Center, Director, Multicultural Student Services

### **Community Engagement**

Representatives of Pershing West Elementary School, GAP Organization, Chicago Transit Authority, Near South Planning Board, African American Contractors Association, Perspective High School, Illinois College of Optometry, De LaSalle High School, VanderCook College of Music, President, Alumni Board of Directors, School of Law, 3 Members, Alumni Board of Directors, School of Law, President and CEO, Lisle Technology Partners, Project Management Director, Mobility Products & Services, Lucent Technologies, Member, Rice Board of Overseers, Director of Technical Services, Molex Vice President, Teleprime

### **Compliance**

Associate General Counsel, Director, Equal Opportunity and Affirmative Action, Vice President and General Counsel, Director, Research Compliance and Proposal Development, Director, Environmental and Occupational Safety

### **Department and Program Planning**

Armour College of Engineering and College of Science and Letters Department Chairs, Director, Institute of Design and Steelcase/Robert C. Pew Professor of Design, Associate Professor of Design and Head of the Communications Design Program, Professor of Photography and Associate Director Institute of Design, Associate Professor of Design and

Head of the Product Design Program, Assistant Dean for Academic Administration and Student Affairs and Senior Lecturer of Law, Director, Manufacturing Technology and Management Programs

### **Effective Teaching and Student Learning**

Associate Dean, Armour College of Engineering, Associate Professor of Mechanical and Aerospace Engineering, Senior Lecturer of Civil and Architectural Engineering, Associate Professor of Applied Mathematics, Associate Professor of Biology, Matt Senior Lecturer of Computer Science, Senior Lecturer of English, Associate Director of Technical Communication, Associate Chair, and Director for ESL Programs in Humanities, Professor of Physics, Associate Professor of Psychology, Studio Associate Professor of Architecture, Associate Provost for Undergraduate Affairs and Associate Professor of Mechanical and Materials Engineering, Senior Lecturer of Interprofessional Studies, Dean of Students, Director, Residence Life, Assistant Dean of Students, **Libraries** Dean of Libraries, Director, Downtown Campus Library and Senior Lecturer of Law

### **Enrollment Management**

Vice President for Enrollment Management, Dean of Students, Associate Provost for Undergraduate Affairs, Associate Professor, Mechanical and Aerospace Engineering, Associate Vice President, Graduate and Professional Admissions, Director, Financial Aid, Director, Student Services, Associate Vice President for Undergraduate Admissions, Director of Communications, Director, EM Planning and Technology

### **Executive Management**

President, Provost and Senior Vice President, Vice President for External Affairs, Vice President for Business and Administration, Vice President for Institutional Advancement, Senior Vice President and Director, IIT Research Institute, Chief Communications Officer, Vice President for Enrollment Management, Vice President and General Counsel, Vice President and Chief Financial Officer, Vice President for International Affairs, Liaison to the Board of Trustees for the Presidential Search

### **Facilities Planning**

Associate Vice President, Housing and Auxiliary Services, Associate Vice President, Facilities and Management, Vice President for Business and Administration, Chief Engineer/Maintenance, Downtown Campus

### **Faculty Research and Scholarship**

Dean of the Graduate College, Associate Provost for Research, Associate Dean for Research, Graduate College, Assistant Professor of Biomedical Engineering, Professor of Computer Science, Associate Dean for Special Projects, Graduate College, Associate Professor of Civil and Architectural Engineering, Head of Reference Services, Galvin Library, Professor of Philosophy, Assistant Professor of Design, Professor Mechanical and Aerospace Engineering and Director of the Fluid dynamics Research Center, Senior Lecturer and Academic Director, Public Administration Programs, Associate Professor of Organizational Behavior

### **Graduate Education and Assessment**

Dean of the Graduate College and Vice Provost for Research, Associate Dean for Academic Affairs, Graduate College, Associate Professor, Biomedical Engineering, Assistant Professor, Civil and Architectural Engineering, Professor of Chemical Engineering, Professor, Electrical and Computer Engineering, Associate Professor of Mechanical and Aerospace Engineering, Professor of Applied Mathematics, Professor of Computer Science, Associate Professor of English, Director of Technical Communications, Assistant Professor, Mathematics and Science Education, Associate

Professor of Psychology, Assistant Dean, Graduate Academic Affairs, College of Architecture, Professor of Management Science, Stuart School of Business

**HLC Self-Study Working Committee and Subcommittee Chairs**

Associate Vice President and Director, Office of the President, Dean of Students, Professor of Materials Engineering, Associate Chair of Mechanical, Materials and Aerospace Engineering for Undergraduate Programs and HLC Self-Study Coordinator, Chief Communications Officer, Vice President and General Counsel, Dean of Libraries, Chief Technology Officer, Vice President and Chief Financial Officer, Vice President for Business and Administration

**IIT Research Institute and IIT Tech Park**

Senior Vice President and Director, IIT Research Institute, Associate Director, Technical and Business Services

**Institutional Advancement/Alumni Engagement**

Vice President for Institutional Advancement, Associate Vice President, Development, Assistant Vice President for Administration and Stewardship, Director, the Mies Society, Director, Alumni Relations, Assistant Dean for Institutional Advancement, Chicago-Kent College of Law

**Interdisciplinary Programming/IPRO/Undergraduate Research**

Director, Interprofessional Studies, Director, Ed Kaplan Entrepreneurial Studies, Vice Provost for New Initiatives, Associate Dean, Stuart School of Business, Industry Associate Professor of Business, Coleman Chair of Entrepreneurship, Assistant Professor, Architecture, Assistant Professor of Biology, Assistant Professor of Chemistry, Assistant Professor of Biomedical Engineering, Associate Professor of Chemical Engineering, Senior Lecturer, Civil and Architectural Engineering, Senior Lecturer of Interprofessional Studies, Associate Provost for Undergraduate Affairs, Associate Professor, Mechanical and Aerospace Engineering, Associate Professor, Computer Science

**International Education and Activities**

Director of Latin American Affairs, Associate Vice President for International Affairs, Associate Vice President for Graduate and Professional Admission, Director of the International Student Center, Assistant Dean for International Law & Policy Development, Chicago-Kent College of Law, Vice President for International Affairs

**Lifelong Learning Outreach**

Director, Center for Professional Development, Associate Dean of the Graduate College, Chair, Information Technology and Management, Professor of Computer Science, Administrator, Center for Professional Development, Director, Manufacturing Technology and Management Programs, Associate Chair, Information & Technology Management, Instructor, Information & Technology Management, Director, Professional Learning Programs

**Open Forums -- 200 staff from Main and Downtown campuses, 71 faculty, 10 students**

**Planning/Financial Planning**

Vice President of External Affairs, Director, Institutional Information, Planning and Research, Director of Finance, Provost's Office, Assistant Vice President for Administration and Finance, Chicago-Kent College of Law, Associate Vice President for Finance and Comptroller, Vice President and Chief Financial Officer

**Provost/Academic Deans and Directors**

Provost and Senior Vice President, Dean, Armour College of Engineering, Dean, Stuart School of Business, Dean, Chicago-Kent College of Law, Dean, College of Science and Letters, Director, Institute of Psychology, Dean, College of Architecture. Director, Institute of Design

**Public Service and Outreach**

Director, Center for Professional Development, Associate Dean of the Graduate College, Chair, Information Technology and Management, Professor of Computer Science, Administrator, Center for Professional Development, Director, Campus and Client Services, Director of Outreach

**Student Leadership Forum**

Student Leaders from the following organizations: Black Student Union, Graduate Students Association, Greek Council, International Student Organization, Latinos Involved in Further Education, Muslim Student Association, Residence Hall Association, Society of Women Engineers, Student Government Association; Union Board, Tech News, 4 Participants in Mission, Vision and Values Discussions

**Technology Capacity and Planning**

Chief Technology Officer, Director, IIT Online Technical Services, Director, Technology Infrastructure, Director, Systems and Technical Services, Manager, Communications and Research

**Technology Transfer and Commercialization**

Director, Technology Transfer and Intellectual Property, Vice President for External Affairs, Associate General Counsel and Director, Federal Government Relations, Vice President and General Counsel, Director, Programs and Services, Stuart School of Business, Associate Director, Technology and Business Services

**Trustee Institutional Planning Committee (2 IIT Trustees)****Trustee Leadership**

Executive Vice Chair (Board of Trustees), Chair of the Board, Vice Chair of the Board (in coming Chair effective November 2006), Vice Chair of the Board

**University Governance**

University Faculty Council Leadership and Members

**G. Principal Documents, Materials, and Web Pages Reviewed**

\$160,000,000 Illinois Finance Authority Revenue Bonds, IIT Series 2006 (3/7/2006)  
 "IIT in the News" Press Clippings – February 2006  
 "IIT Online" (OTS) Binder  
 2010 Plan – Platform Initiative – Housing  
 Board Rosters, Charters, and Bylaws, including those of Separately Incorporated Entities: Illinois Institute of Technology, IIT State Street Corporation, IIT Research Institute, Illinois Institute of Technology (India), Illinois Institute of Technology (France)  
 Capital Projects Over \$1M – Fiscal Year 2007  
 Documentation of the NCA Self-Study Process  
 Documentation of the Presidential Search Process  
 Enrollment Management Platform Plan for 2010  
 Facilities Management  
 Facilities Platform Initiative – June 6, 2006

General Education Program in the Humanities and Social Sciences  
 Graduate Admission 2005/Undergraduate Admissions 2005  
 Graduate Bulletin  
 Graduate Enrollment Internal Analysis & Recommendations  
 Housing & Auxiliary Services  
 IIT Annual Reports 1995/1996, 1997, 1998, 1999, 2001, 2004  
 IIT Bylaws (1997-2006)  
 IIT Consolidated Financial Statements & Supplemental Information (May 31, 2005 and 2004; May 31, 2006 and 2005)  
 IIT Libraries Self-Study Binder  
*IIT Today*  
 Institutional Snapshot/Full Common Data Set (2003-2004/2004-2005) (Online)  
 IPRO Program Assessment & Related Documentation  
 LibQUAL+2004 Library Service Quality Assessment Report  
 LibQUAL+2006 Library Service Quality Assessment Report  
 Main Campus Physical Facilities Master Plan  
 Minutes of Major Institutional Committees: Ethics Advisory Board, University Faculty Council/Faculty Council, University Retention Committee, Graduate Studies Committee, Board of Trustees Finance, Budget, & Audit Committee, IIT Board of Trustees, IIT Executive Trustee  
 Mission, Vision, and Values – “Lew’s Blogs” – (IIT President Lewis Collins)  
 Mission, Vision, and Values – Drafts, Discussions, Meeting Minutes  
 Moody’s Rating Update on Illinois Institute of Technology 10 June 2005  
 Moody’s Rating Update on Illinois Institute of Technology 28 February 2006  
 Office of General Counsel Education Programs  
 Office of Technology Services (OTS) Self-Study Binder  
 Report to the Higher Learning Commission of the North Central Association of Colleges and Schools Summary of Actions in Response to Issues and Concerns Contained in “Report of a Visit to Illinois Institute of Technology, March 3-5, 1997”  
 Reports from other Agencies or Accrediting Bodies: (AACSB) - Association to Advance Collegiate Schools of Business Interim Report 2004 and Site Evaluation Report 1998, Accreditation Board for Engineering & Technology: ABET-(CAC) - Computing Accreditation Commission Team Report, ABET-(EAC) - Engineering Accreditation Commission Team Report, (NAAB) - National Architectural Accrediting Board (NAAB) Team Report  
 Student Course Evaluation Questionnaire  
 The 2010 Plan  
 The National Commission for IIT (Report to the Board of Trustees) – 11/16/94  
 Third-Party Comment Notices (3 notices)  
 Undergraduate Admissions Internal Analysis & Recommendations  
 Undergraduate Bulletin  
 University Operating Plan (2002, 2003, 2005, 2006, 2007)  
 University Safety

<http://oii.iit.edu/oii/facts/cds.shtml>  
<http://oii.iit.edu/oii/facts/cds.shtml>  
<http://oii.iit.edu/oii/facts/facts.shtml>  
<http://studyabroad.iit.edu/index.php>  
<http://www.iit.edu/~ogc/materials/>  
<http://www.iit.edu/~osa/Handbook/>  
<http://www.iit.edu/hr/policies.html>  
<http://www.iit.edu/nca/pdfs/nationalcommission.pdf>  
[http://www.iit.edu/nca/self\\_study\\_report.html](http://www.iit.edu/nca/self_study_report.html)  
<http://www.iit.edu/president/2010/>  
<http://www.iit.edu/president/ethics.html>  
[http://www.iit.edu/staff/faculty\\_handbook/](http://www.iit.edu/staff/faculty_handbook/)

## II. COMMITMENT TO PEER REVIEW

### A. Comprehensiveness of the Self-Study Process

The Self-Study Process was comprehensive involving Board of Trustee members, administrators, faculty, staff and students. The structure of the committees and subcommittees provided broad representation, involvement and comprehensive review and feedback. Seven subcommittees were charged to examine comprehensively and respond both vertically (by unit) and horizontally (across the university) to the following overarching sub areas: academic preparedness and engagement, student life, technology, compliance, engagement and service, financial planning and communications. The reports submitted by each group included policies, processes and procedures supporting the area, evidence addressing the HLC Criteria, and recommendations for future improvement. The outcomes reflecting the issues in each area were incorporated into the self-study report. Systematic exchange occurred during the nine month review process between the self-study committee, the committees engaged in the 2010 Plan, and the Board of Trustees.

### B. Integrity of the Self-Study Report

The self-study report is concise, more descriptive than evaluative, and indicates that the process was conducted with integrity. The team found that the report accurately reflected the evidence verified during the campus visit including identified challenges. For issues identified, recommendations were provided. The self-study would have been strengthened by the inclusion of selected information/data supporting the analyses of evidence and by more emphasis on outcomes. Evaluative information and data omitted, in the attempt to be concise, was available in the resource materials, upon request, and in draft documents of the report. More inclusion of this information in the actual report would more strongly support the organization's analysis of the evidence and provide the reader a clearer picture of the evaluative analysis that was done.

### C. Adequacy of Progress in Addressing Previously Identified Challenges

The 1997 accreditation team identified concerns in the areas of shared governance, master plan implementation, enrollment, and endowment growth and diversification. The institution's responses to the issues raised were addressed in progress reports required by the 1997 team.

Based on additional information in the self-study and related criterion evidence, the current team considers the response of the institution to previously identified challenges to be adequate.

### D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

Comments: The team reviewed the three third party comments received. The institution was responsive in providing the team with requested documentation and critical interviews required to evaluate the specific issues raised. In addition, the team determined that the significance of the issues raised and institutional processes in place to address them could be incorporated within its evaluation of Criterion Five

(Engagement). The team found no evidence that the issues raised reflected the perspective of institution's constituencies regarding mission, interaction with the community, and direction of the Rice campus. The team has chosen to address communication strategies in the advancement section of the team report.

### III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information. The team found IIT to be in compliance with federal regulations.

### IV. FULFILLMENT OF THE CRITERIA

**CRITERION ONE: MISSION AND INTEGRITY.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

#### 1. Evidence that Core Components are met

- The institution's mission statement is clear and articulates publicly the institution's commitments. Revisions in the mission statement have occurred to insure alignment with salient institutional changes. Engagement in preparing for the HLC accreditation visit resulted in a more comprehensive review of the institution's mission statement, vision and values engaging the Board of Trustees, faculty, students, staff and alumni. The resulting statement clearly articulates the institution's commitment to research and scholarship, responsiveness to societal needs, and education of students for contributions to the profession and service to society.
- The mission, vision and values statements are clearly articulated in a range of documents including the self-study, the 2010 Plan, the annual operating plans, and the annual unit budgeting process. Inclusion in these planning documents and processes provides continual opportunity to validate operations, decisions, and priorities in the context of mission, vision and values.
- The mission statement addresses the institution's commitment to the diversity of its learners from a global perspective. Actualization of IIT's commitment to diversity is found in the international composition of the student body (38%).
- A more inclusive concept of diversity is articulated in the value statement and a separate Diversity Statement. The leadership of the Board of Trustees and senior administrators are committed to identifying enhanced strategies for increasing the number of domestic underrepresented groups in its faculty, staff and students. Revision of faculty search procedures and implementation of its policy on minority contracting services are examples of support of this commitment to achieving a broader perspective of diversity.
- Review of University documents confirms that IIT has procedures in place to assure that it meets applicable federal, state, and local regulations across compliance areas. Along with these established procedures, IIT implemented *EthicsPoint*, an internet-based system that provides a mechanism for the university community to raise concerns regarding ethical and safety matters that should be brought to the attention of the administration.

**2. Evidence that one or more specified Core Components need organizational attention**

- Although IIT has implemented electronic and traditional print strategies to ensure systematic communication of its mission to its diverse constituencies, the team confirmed there remains some confusion among faculty and some members of the external community about which version of the mission statement is being followed. The institution identified the need to address broader communication of the relevance of mission, vision and values to units in its institutional recommendations resulting from the self-study process. However, consistency of message and understanding require continued attention beyond the roll-out plans for the revised mission, vision, values statements.
- The team confirmed from numerous interactions with constituencies that significant progress has been made towards shared governance and collaborative processes. Evidence from the 2004 faculty survey confirmed an increase in faculty feeling included in an appropriate manner in university decision-making processes and that the senior administration facilitates sound academic decisions. A decline was noted in faculty perception of senior administration's improvement in listening and responding to faculty concerns. However, it was also apparent from the faculty forums that more progress remains to be made, particularly in the context of the projected leadership change in the Presidency.

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION TWO: PREPARING FOR THE FUTURE.** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

**1. Evidence that Core Components are met**

- The 1994 National Commission for IIT's Report to the Board of Trustees realistically assessed the impact of societal and economic trends on IIT's future and set forward specific recommendations for a stronger IIT. The plan guided decisions as the institution moved toward increased fiscal sustainability. The 2010 Plan remained consistent with the future recommended in the Commission report while strengthening or developing areas of academic programming congruent with current national priorities and its historic mission – biomedical engineering, technical communication, math and science and undergraduate technology-based business.

- The 2010 Plan's academic initiatives are aligned with IIT's mission and external and internal environments – energy & sustainability, life sciences, innovation & entrepreneurship, and interprofessional undergraduate experiences. Platform initiatives in the critical areas of facilities, technology, student life, and enrollment are integrated with the academic priorities in the annual operating plan and budget. The 2010 Plan and its implementation strategies clearly prepare IIT for a future shaped by multiple societal and economic trends.
- While excellent progress has been made recently on focusing IIT's resource base on support of its educational programs, IIT recognizes that additional resources are required to complete the critical components of the platform initiatives. IIT's Facilities Platform Initiative indicates the critical need to continue to invest \$20-\$25 million annually for several years in capital projects which will require further identification of funds to support this critical need.
- With implementation of the 2010 Plan, alignment of planning at all levels with the organization's mission was enhanced through the expected operational plans. A template structured around the major plan initiatives forms the basis for the annual operational plans and budget planning process. Progress is apparent since the plan's approval in 2006 by the Board of Trustees. Alignment is strongest across the central administration level. From conversations with various units, the team found evidence that academic and service units are engaged in activities exploring how they link into the Plan to improve their alignment.
- The FY07 Operating Plan clearly supports the 2010 Plan's directions on educational programs and not only maintains but should strengthen quality in the future. Evidence that IIT's resource base supports its educational program includes: strategic allocation of resources and reallocation of faculty hires to growing programs in areas responsive to industry needs or national priorities, undergraduate interdisciplinary program/project (IPRO) and improvement of main campus facilities.
- Student affairs functions and enrollment management strategies have been largely centralized in order to improve effectiveness and efficiency. The 2010 Plan details enrollment strategies, including those to increase the presence of underrepresented minorities and women. The academic quality of undergraduate and graduate students has been increased. The impact of these changes appears to be a stabilization of enrollment with an upward trajectory anticipated. Continued progress allows IIT to meet its goal of continuing to build revenue from enrollment and increase the domestic diversity of its student body.
- Fiscal sustainability has been significantly enhanced by the Challenge Campaign and strategic reinvestment and development of an operational reserve from the sale of a major portion and assets of the Illinois Institute of Technology Research Institute (IITRI). IIT has implemented clear strategies and policies for continued fiscal sustainability including capping the endowment draw at 5% (currently at 8% down from a high 21.8% in 2003), establishing partnership activities, obtaining state capital funds through its support of the State economy and scaling up advancement activities reduced at the end of the last major campaign.
- As a result of direct solicitations, the Annual Fund has grown from approximately 6% to now 11%. Institutional Advancement has raised more than \$20 million per year for the past two years. The goal now is \$35 million. This is an important funding stream for the University since 50% goes for general support.

- The administration has targeted the draw from the university's endowment at 5%. While the effective draw, including use of a portion of the reserve funds obtained from sale of the Research Institute, is 8%, this has moved in the correct direction and will allow for sustained programming.
  - While evaluation and assessment that informs strategies for continuous improvement varies across the campus, IIT is clearly making progress in supporting a culture of continuous improvement based on systematic review and data. Exemplary units where the full process is routine include the Paul V. Galvin Library (LibQUAL+ Surveys), the Office of Technical Services (OTS Monthly Reports and student feedback including the 2005 and 2006 Student Technology Satisfaction Surveys), and tracking and benchmarking in Facilities Management and the Campus Police.
2. **Evidence that one or more specified Core Components need organizational attention**  
None
  3. **Evidence that one or more specified Core Components require Commission follow-up.**  
None
  4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**  
None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. **Evidence that Core Components are met**
  - The IIT Mission statement clearly articulates that education of students is a core principle guiding the university operations, planning, and investments.
  - The administration and the faculty throughout the organization have demonstrated an understanding of the need for established learning objectives at multiple levels (across the degree programs and for the individual degree programs) and learning outcomes (for programs and individual courses). Learning outcomes have been established including undergraduate, graduate, and general education. Detailed learning objectives for the IPRO experiences have been established in four areas (Project Management, Ethical Behavior, Teamwork, and Communication Competence) with evidence that rigorous assessment of student performance against these objectives is ongoing.
  - IIT requires all of its undergraduate students to complete general education requirements. Statements of the objectives of the general education requirements have been established on the basis of the desired attributes for graduates of the IIT

- undergraduate programs and form the framework for individual program detailed learning objectives.
- IIT has an established and active distance education program, delivered through on-line courses and television. Learning resources provided support students in pursuing both degree and certificate options. Learning outcomes and associated assessment processes, including assessment of student portfolios, have been established for these programs administered by the Center for Professional Development.
  - The methodology for distance delivery of instruction developed by *IIT Online* focuses on the use of technology that is adaptable to its diverse learners and creates interactive experiences focused on increasing learning outcomes. Policies for these courses are well established, including exam-proctoring policies, in order to maintain the academic integrity of these programs.
  - The Institution's published policies and Faculty Handbook indicate the relevance and importance of teaching in decisions on faculty promotions and considerations for tenure. Two institution-wide teaching awards for faculty and various awards at the college and department levels indicate that the teaching accomplishments of faculty are both recognized and valued.
  - Pre-tenured faculty are provided periodic reviews in which their teaching performance is evaluated, and advice on how to improve teaching is provided. The Armour College of Engineering has implemented a program to enhance the teaching skills of its faculty through support for ASEE teaching workshop attendance for all new faculty members and annual on-going workshops for faculty at all levels that focus on pedagogy, classroom assessment and other topics of interest related to teaching and learning outcomes.
  - Documents in the Resource Room provide evidence that the Office of Educational Services (OES) and the Office of Student Affairs (OSA) directly support student learning, both in academic and co-curricular areas.
  - The comprehensive and detailed 2010 Plan has the objective of, among others, of providing additional investment in the educational programs at IIT. Two of the four platform initiatives (Facilities and Technology) of the 2010 Plan are aimed at enhancing the physical resources of the campus which will directly support student learning. Classroom renovations include projectors and wireless features to enhance interaction within the classroom. In 2005, the Armour College of Engineering raised \$2 million for renovation of the undergraduate engineering laboratories. These funds were augmented by a \$1 million match pledged by the Board of Trustees and the IIT administration.
  - The Institution leverages its own library collections by participating in a state-wide, electronically linked, library consortium which allows IIT students and researchers to access materials located at other universities. Faculty praised the university Library System as providing outstanding service in support of learning and research.
  - Technology enhancement is one of the platform initiatives in the 2010 Plan. The institution continues to dedicate significant resources to the improvement of the Instructional Technology infrastructure, including that which is used to support the

educational programs throughout the University. Materials present in the Resource Room show that IIT performs regular assessment of its the IT services and programs to indicate the path toward continual improvement and to prepare for future demands.

- In response to past faculty concerns about support for the IPRO offerings, the IIT administration has adopted a funding model that will allow this program to continue to be a hallmark of the undergraduate programs. Under this funding model, the faculty member's home department is provided additional financial support (\$8,000) to more accurately represent the actual expenses of the project and the impact on faculty loads of the increased time commitment.
- IIT evaluates its broader learning environment and makes changes supporting enhanced learning outcomes. Evidence includes creation of the Learning Assistant program in the undergraduate residence halls and Greek residences to provide academic and study-skill support for lower division students; establishment of a retention committee as a part of its overall strategy for enrollment management; and changes in the Libraries and Computing Services to increase access. To support the new undergraduate general education requirement for communications, IIT recently established a "Communications across the Curriculum" office which provides assistance to faculty in assessing student writing competency.
- Completion of the McCormick Tribune Campus Center provides additional evidence that the institution creates effective learning environments beyond its classroom facilities. This facility was largely designed for the support of student learning, by providing space for students to gather for collaborative learning as well as facilities (e.g. a computer center) that support learning.

**2. Evidence that one or more specified Core Components need organizational attention**

- Although assessment is ongoing in virtually all of the academic programs, the level of maturity and sophistication of the assessment practices varies substantially across campus. Faculty embrace the concept of outcome assessment as a means of supporting effective teaching and are aware of the need for improving the consistency in the specification of learning objectives to facilitate more direct and effective assessment of student learning across all program.
- Focused discussions with faculty on assessment revealed that the unevenness of assessment practices may be a function of limited central oversight and coordination to expand and promote outcome assessment activities across campus. The level of specificity and quality of assessment practices appears to be driven by specialized accreditation requirements rather than a coordinated institution effort.

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF**

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

**1. Evidence that Core Components are met**

- The Faculty Handbook directly addresses intellectual freedom stating that “IIT recognizes the importance of academic freedom for unhampered inquiry and exchange of ideas essential to the intellectual life of an institution of higher learning.” The Faculty Handbook also includes an explicit endorsement of the *AAUP 1940 Statement of Principles*.
- The mission statement and promotion and tenure standards and processes emphasize research and scholarship. Faculty workload policy and practice allow for reduction in teaching load for faculty with significant funded research.
- Twenty specialized research centers as well as 11 additional service and outreach centers support research and scholarship. Each of these entities provides a vehicle by which faculty and student research is supported and encouraged. The effectiveness of the individual and interdisciplinary research programs is evidenced by the statistics provided in the self study on the faculty and student scholarly output (e.g. papers, books, exhibitions) and the level of external funding and research awards from 2001-2005. Consistent growth was evident even in a national environment of declining federal research support.
- IIT has established the “University Technology Park at IIT” at the far south end of campus. It includes state-of-the-art facilities located in six buildings including the IIT Research Tower, a 30,000 square foot incubator building and a 128,000 square foot build-to-suit technology business center. The purposes are to connect clients with IIT’s faculty, staff and students and to incubate new technology companies and life science industries.
- IIT is developing several initiatives to increase the involvement of undergraduates in research beyond the current interdisciplinary projects through the Biomedical Research Scholars Program and partnerships with Rush Medical School and City College of Chicago. The early admission program to Rush Medical School requires student research in the sophomore year. Students in the Biomedical Research Scholars Program begin their research as freshmen and are allowed to explore multiple areas of research. The program with City College of Chicago recruits under-represented and economically disadvantaged transfer students to IIT where they are integrated into research laboratories once they matriculate.
- The university has institutionalized the assessment of its IPRO program through the development of IPRO Scholars initiatives. These projects, which include students, work to evaluate both the objectives and the assessment metrics of the IPRO projects. The results of these studies have been submitted to peer reviewed conferences and journals for dissemination to the broad educational community.

- The graduate school offers a competitive research funding program that is intended to provide seed funding for new researchers as well as funding to assist established scholars enter a new area of research. The expectation is that this university based funding will stimulate on-going external funding for the research. Over the last two years, that expectation has been fully realized as evidenced by the overall growth in the number of research awards and funding (documented in Chapter 4 Figure T of the Self-Study).
- The institution supports continued development of its faculty and staff through financial support to participate in professional meetings and professional development activities. While University level funding is limited, departments are strongly committed to support of these activities and, whenever possible, provide funding for them. Continued learning by staff is supported through a tuition remission program at the institution, and a few additional institutions. The self study states that 16% of staff utilizes this program.
- Graduate programs are reviewed by a faculty committee (external to the department) on a 5 year cycle. Reviews also include a scholar from outside the university. The review process has been instrumental in making significant changes to programs in many units, and has occasionally resulted in termination of graduate programs.
- The pervasive use of boards of overseers by academic units throughout the institution has stimulated curricular review and change to be better in tune with employer and professional expectations. Several academic areas, including engineering, law, and business presented examples of how these boards helped improve curricula.
- The institution has fully implemented its general education curriculum and has the mechanisms with which to assess it. The program requires a minimum of 40 credit hours and includes requirements in math, computer science, humanities and behavioral science, natural science/engineering, and inter-professional projects courses (IPRO) which provide a platform for assessment. Substantial work is also expected in written and oral communication, integrated throughout the curriculum and assessed in the required IPRO projects.
- The required IPRO courses require students to participate in two open-ended, group projects. Through these projects, students explore broader societal implications, ethics, teamwork, and the self-directed learning that will affect their professional work following graduation. The IPRO program has surveyed students to determine how many refer to their IPRO experience when applying for employment. Fifty percent of students reported that they listed their project on their résumés, while 2/3's discussed the project during an interview.
- The institution has recognized the importance of interdisciplinary programs to its faculty and students. This is evidenced by the development of several new interdisciplinary degree programs, including biomedical engineering, financial mathematics, and bioengineering.
- Students in the undergraduate and graduate programs offered through the Center for Professional Development are expected to present their project work to groups from the appropriate professional societies (e.g. IEEE). Students and faculty receive

- feedback from these individuals as part of the overall assessment of their learning and the program curricula.
- Building on the strong foundation of the Camras Program in attracting outstanding students, IIT has initiated a new complimentary program, Camras Pathways, to develop students' leadership skills in one of five areas: research, entrepreneurship, leadership, community service or athletics.
  - The Ed Kaplan Entrepreneurial Studies Program, available to students from all disciplines within IIT, provides interested individuals with formal and informal mechanisms to explore the skills and culture necessary to succeed as an entrepreneur. From the Student Entrepreneurs Association to courses, seminars, EnPRO sections (entrepreneurial IPRO projects), and an entrepreneurship minor, students may select the degree to which they can commit to this area of education in their undergraduate or graduate studies.
  - The university houses a nationally recognized and NSF funded Center for the Study of Ethics in The Professions. This center has generated professional ethics courses within the institution as well as assisting faculty in engineering and the sciences to prepare for teaching professional ethics.
  - Commitment to international and globalization extends beyond the mission statement and is actualized in the number of international students at IIT, the extensive distance learning programs through agreements with IIT India, and IIT France, exchange agreements with universities and research centers around the world as well as student and faculty participating in study and research abroad. The university has established an International Center to specifically promote international education and cultural exchange.
  - Examples of student learning materials provided in the Resource Room demonstrate that the rigor and depth of the academic programs. Post-graduation placement statistics for students entering business or industrial positions, and statistics on students gaining entry to advanced-study programs provide evidence that the learning environments at IIT are effective.
  - There exist a number of student organizations, which offer programming and activities that complement the academic programs and provide additional avenues for student learning. Student initiated service learning activities further expand academic programming. The presence and support of these student organizations and activities are evidence that active learning environments are present in co-curricular areas.
2. **Evidence that one or more specified Core Components need organizational attention**  
None
  3. **Evidence that one or more specified Core Components require Commission follow-up.**  
None
  4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**  
None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**1. Evidence that Core Components are met**

- Building on its institutional strengths, IIT demonstrated its continuing responsiveness and commitment to the community and broader societal needs in establishing the math and science education certification program. The institution, in partnership with the Chicago Public School system, has received a Gates Foundation Grant to improve the teaching of math and science within the k-12 system.
- IIT is aware of the need to continue to build bridges between the university and the resulting transitional and emerging neighboring community as the City of Chicago undergoes change in the development of this area. As the neighborhood around campus is transformed through the actions of both the university and the city of Chicago, IIT is providing financial incentives to faculty and staff to purchase housing immediately adjacent to campus. The goal of this initiative is to better integrate the entire university community with the neighborhoods that surround the institution and to contribute to the economy of the area (CHA conversion community).
- Engagement with the “neighborhood” is acknowledged and valued by community leaders as one of IIT’s strengths. Community development and outreach is institutionalized and actively engaged with the neighboring community in a continuing relationship. Best practices include: Engineers without Borders service learning, Community Technology Centers, Neighborhood Advisory Task Force, Quality of Life Committee, increasing the number of minority contractors, service on advisory teams and involvement in the community, negotiating the political arena, assistance getting the City of Chicago Police Headquarters in the community. With the planned construction following implementation of the National Commission Report, IIT engaged the local community by identifying training programs that would allow residents to participate on the crews for the new construction.
- IIT has expanded its definition of its constituents to encompass global initiatives and responded to the educational needs of these global constituents through internet programs in five different cities in India. Of the approximately 2300 international students, growth is evident in the use of this option in India – growth from approximately 100 to 1000 students.
- Consultation with industry and professional societies to evaluate the anticipated needs in the field of information technology and industrial management is the basis for program development at the *Center for Professional Development*. Thus, changes in programmatic offerings have been driven by market forces and developed to meet the shifting industrial foundation of the western suburbs and surrounding area. For example, the Center’s information technology and management program continues to experience rapid growth, (from 214 credits to 666 credits in a two year period) largely attributed to new market-focused tracks such as computer security and voice

- over internet protocol; growth continues in the manufacturing/industrial programs largely due market-focused tracks in industrial logistics and industrial facilities.
- IIT strengthened its focus on research and entrepreneurial activities and expanded its commitment to the neighboring community with the opening of the Incubator and University Technology Park (UTP) at IIT. The UTP offers 1,500,000 square feet of rentable space, including state of the art facilities designed to support a broad spectrum of technological and scientific innovations. The purpose of this development is to connect clients with IIT's faculty, staff and students and to incubate new technology companies and life science industries.
  - Conversations with community leaders and a member of the Board of Overseers at IIT-Rice confirmed that IIT-Rice and CPD are fully invested in the surrounding community, working closely with the local chambers of commerce, school districts and industrial partners. While the connections may be different from those that existed for MCE, they are present and external constituencies are being fully engaged.
  - Recognizing the needs of current and prospective students in terms of both scheduling and mobility, IIT has been a provider of distance learning programs through both interactive TV and on-line courses. In addition to campus programming using technology, IIT Online contracts with companies to design new programs and deliver these to corporate locations via interactive instructional television or the Internet. The continued demand for these programs is a signal of their value. IIT has launched new programs (certificates) while terminating others in respond to market demand.
  - Students reported to the team a high level of satisfaction with IIT. They attributed this satisfaction to the following factors which align with the institution's mission and values: top notch academics, small classes, professors with real world experience rather than only research; interaction with faculty who take an interest in them, opportunities for undergraduates to do research and opportunity for real world experience such as IPRO and other service learning, breadth of the curriculum although the focus is on technology.
  - From discussions with student leadership, recent changes have demonstrated that their inclusion and feedback has been valued: revision of the 2010 document (as a result of inclusion in the mission, vision and values review – by student focus groups) to include a statement on service learning, voting seat on the University Faculty Council (new); voting seat on the Undergraduate Studies Committee, the Presidential Search Committee, development of a full proposal to the administration, including bid, cost and schedule for reestablishing the BOG student recreation center on campus, and opening of an-night computing center. Usage statistics indicate that students view this facility as valuable.
  - Clear goals and objectives in the 2010 Plan for alumni relations and enhanced staff and administrative leadership are setting the foundation for a vital and active engagement of alumni. The alumni engagement plan which includes both strategies and specific measures for success is having an impact on the accountability of this unit. The alumni relations staff noted that they had recaptured in one year 80% of the one-third alumni who had been lost due to bad addresses. While increased involvement will enhance student recruitment, those alumni who are currently engaged with IIT are strong supporters of the mission and academic programs.

- Although the final decision regarding the selection of the President rests with the Board of Trustees, the Operational Plan for the Presidential Search is inclusive of all constituencies. Membership on the search committee is broad with opportunities for even broader participation in focus groups on the characteristics sought. The outcome of this process is to have had broad input from a range of constituencies as the search committee develops the position description.
2. **Evidence that one or more specified Core Components need organizational attention**  
None
  3. **Evidence that one or more specified Core Components require Commission follow-up.**  
None
  4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**  
None

#### **Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

## **V. STATEMENT OF AFFILIATION STATUS**

**A. Affiliation Status** No change

### **B. Nature of Organization**

1. **Legal status** No change
2. **Degrees awarded** No change

### **C. Conditions of Affiliation**

1. **Stipulation on affiliation status** No change
2. **Approval of degree sites** No change
3. **Approval of distance education degree** No change
4. **Reports required** None

### **E. Summary of Commission Review**

The team recommends continued accreditation for Illinois Institute of Technology. Next comprehensive visit: 2016-2017.

#### **Rationale:**

Illinois Institute of Technology meets all the criteria required for continued accreditation. The university has an appropriately articulated mission; faculty and administrative expertise to deliver high quality academic programs and services; concern for student

learning, engagement with the community, and effective board of trustee support. The university has the necessary resources to continue fulfilling its mission. Significant changes in practice, processes and monitoring in the areas of enrollment and fiscal management and the adaptability to meet the needs of changing constituencies, societal trends and needs are evidence of focused attention to the future of the university.



**ADVANCEMENT SECTION**

**REPORT OF A COMPREHENSIVE  
EVALUATION VISIT**

TO

Illinois Institute of Technology  
Chicago, Illinois

October 15 – 18, 2006

FOR

**The Higher Learning Commission**

A Commission of the North Central Association of Colleges and Schools

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## I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

During the decade since the last HLC comprehensive review, IIT, like many institutions, has had to contend with a host of societal and economic trends related to securing a solid base of fiscal sustainability. The challenges imposed by these trends notwithstanding, IIT has increased the academic profile of its undergraduates, initiated an enrollment management strategy, exceeded expectations for the Challenge Campaign by raising \$270 million in less time and 10% ahead of the campaign's declared goal, expanded its international presence, increased research productivity, and instituted fiscal procedures that are leading to continued sustainability. IIT is in a unique position to move to deeper integration of IP (from Engineering, Bio-sciences, and Design) with the expertise and experience from specific areas in business and law. Few institutions are so well positioned with the key ingredients necessary to consider such deeper integration.

As the fiscal challenges have lessened, shared governance has returned to the "natural tensions" found in universities and more inclusion of the faculty and student voice in key university initiatives. It will be important for institutional and Board of Trustee leadership's attention to continue to be inclusive of the many voices of the university's constituencies during the current Presidential search process. The 2010 planning process and a strong leadership team on the Board of Trustees provide a platform for the leadership transitions that will occur during the next year with the retirement of the President after a tenure of 16 years and the simultaneous retirement of the Chair of the Board of Trustees. IIT is positioned well for responding to its future due to the significant progress that has been made during the last decade.

## II. CONSULTATION OF THE TEAM

### DIVERSITY

While an internationally rich campus, there is a need to expand the concept of diversity with attention to domestic underrepresented populations. The strategic decision to grow its international population has been successful, an unanticipated result has been a narrowing of institutional diversity and limited attention has been placed on diversification of its domestic faculty and student populations. Although we live in an increasingly global society, it will be important for IIT to develop more balanced institutional diversity in its faculty and student populations to reflect its mission and commitment to the urban community in which it resides. The team is optimistic as the issue of domestic diversification is a priority of the leadership team as evidenced by the institutional request for consultation regarding suggestions of best practice in attracting and keeping African American and Latino engineering and science faculty and a specific commitment from the incoming Board of Trustee's Chair to institutional movement in this area.

Institutional diversity is a very complex matter. It needs to be recognized that there are many forms of diversity far beyond just racial diversity including other types such as gender, nationality, religious, cultural, ethnic, geographic, socio-economic status, abilities, disabilities, and/or sexual orientation. To attempt to address just one of these differences will not allow success in promoting a campus that reflects diverse populations in its students and faculty but more importantly incorporates diversity in its institutional culture. Studies have shown that diversity is important for the overall success of an institution. Diverse campuses help to promote honest, open dialogue regarding diversity issues among faculty, staff and students. Students that graduate from diverse campuses tend to be better citizens. Thus, recognition and promotion of a

broadened inclusiveness of diversity is necessary to achieve success in any desired area including recruiting and retaining faculty of color.

Recruiting and retaining faculty of color requires an approach on multiple fronts. The challenge of recruiting and retaining faculty in the fields of engineering and science are similar for faculty of color and women. Institutions are faced with both small pools of individuals interested in the fields of engineering and science and the competition of higher education as career with opportunities in the business and corporate sectors. It requires long-term commitment and resources on the part of the institution. Within this context, the following recommendations are suggested for creating a culture that expects and reflects diversity.

### **Development of a *culture* reflective of the value of diversity**

- Make diversity a high and *visible* priority for the university. Articulation of the value of a diverse institution and commitment to this as a priority must be evident to both internal and external communities from the highest levels of the university administration and Board of Trustees. Acceptance of the goal of a diverse institution by the faculty and staff is critical. Acceptance of the goal implies that there is value added to the institution's educational mission through a diverse environment and educational experiences.
- Develop *special* programs (e.g., guest lecturers, seminars, etc.) for faculty, staff and students that will promote a discourse on diversity –particularly the value added and importance of a broadened perspective of diversity. In addition, integrating such discourse appropriately into current initiatives on such as globalization, community change, and institutional outcomes for students (what distinguishes the IIT student based on their educational experience) reinforces that diversity is not an add-on but a part of the institutional fabric.
- Integrate diversity issues into the curriculum and develop multi-cultural courses (e.g., inclusion of the research and professional contributions of famous African-American and Latino scientists and engineers). Incorporate and require such courses as part of the required core curriculum for all students. Utilize professional networks and corporate partnerships to identify guest lecturers from these groups for specific course presentations that are not specifically addressing diversity but substantive professional content areas or broad career preparation for all students.
- Provide for coordination, support and oversight of these efforts, options might include a strategy similar to the institution's communication across the curriculum initiative, hiring a Director of Multi-Cultural Affairs, incorporating into the appropriate academic affairs position, or an oversight committee the responsibility for promoting the development of multi-cultural courses and bring special programs to campus.
- Engage prominent IIT alumni representing underrepresented diverse groups to help build the culture of diversity. The prior campus and subsequent life experiences of these individuals may provide the campus community a valuable perspective on the value of diversity.

### **Specific recommendations for recruitment and retention of faculty**

- Make the recruitment of *domestic* students of color a *high priority*. Having a student body that includes students of color helps attract faculty of color and *vice versa*. A more balanced (international students/domestic students of color) diverse student body will visibly indicate that IIT's diversity does not just mean international. The Admissions Office staff must include racial diversity. Continue to participate in community programs and initiatives such as enhancing science and math education in the Chicago Public Schools, supporting not only early student interest in the field but the skills to succeed at IIT.
- Make the recruitment of faculty and staff of color a *high priority*. Effective strategies extend beyond advertisement in minority magazines and other publications. Using the institution's strong networks with the profession, professional associations and its alumni, and build on corporate and academic partnerships establish linkages with potential candidates prior to faculty position openings. Provide opportunities for campus involvement and interaction for individuals in the professions who may not have considered an academic career.
- Assure that search committees are not application screening committees, but committees that seek minority candidates. Identify strategies and resources (contacts, personal and professional networks, etc.) for aggressively seeking minority candidates and hold committees accountable for including viable minority candidates in interviewing pools.
- Systematically track faculty retention. The tracking system must identify the reasons for leaving and be inclusive of all faculty to determine systemic issues for all faculty *and* those that are different for faculty of color.

## COMMUNICATION

The need for improved communication was highlighted throughout conversations with a variety of IIT constituencies. While this situation is not uncommon in institutions coming out of crisis, it was clear to the team that some of the concerns reflected a potentially pervasive pattern of suboptimal communication. Several areas have been identified for organizational attention.

### Institutional Mission

As part of the 2010 Plan, the Board of Trustees approved a revised university mission. Although there was broad representation and involvement in the mission, vision and values development process, the implications of the revised mission have not been clearly communicated. There is internal confusion on exactly what that mission is (multiple versions can be found among university documents and websites) and how it changes IIT's interaction with its community. The current university mission should be clearly communicated to all constituencies (internal and external). A continuing dialogue is essential regarding what makes IIT unique (the results marketed internally and externally) and the effect of the revised mission statement elements on the plans and actions of IIT, its administration, faculty, staff, and students.

### Strategic Plan Implementation

The 2010 Plan is being advanced through the use of the yearly operational plans, which delineate annual goals and resources for each unit of the university. The broader university community, however, is not aware of these plans and, as such, may not be

able to direct their actions to support their implementation. Publication of the annual goals and the progress status of the 2010 Plan implementation will provide the opportunity for all internal stakeholders to take an active part in achieving the priorities outlined in the 2010 Plan.

### **Within and Outside of Campus**

The accomplishments, activities, and plans within IIT are exciting – but do not have an optimum impact if they are not communicated to a broader audience. Both internal and external constituencies noted a lack of information of what was going on within other groups on campus. This was noted specifically among the following constituencies: (1) cross campuses (e.g., Downtown, Main, and Rice), (2) different departments and divisions within the university, and (3) external stakeholders, both within the neighboring community and the broader region. It is recommended that an *enhanced* communication plan be developed at all levels that would include attention to the following areas:

- Description of major planned activities within departments, e.g., planned improvements in facilities and schedules for renovations
- Orientation of new staff and faculty to geography and activities of *all* campuses
- Campus activities designed to bring faculty and staff outside of their home department to increase opportunities for conversation and collaboration
- Communication of accomplishments of alumni, students, staff, and faculty to *all* university constituencies on a regular basis
- Highlighting of community outreach activities for *all* campuses in order to clarify the university's continued engagement with its local neighbors

### **Full Engagement of all Constituencies**

The desire for full engagement by its faculty and neighboring communities is a strength. The faculty noted a desire to be “part of the solution” as the university continues face its challenges. Thus, the incoming administrative leadership has a unique opportunity to take greater advantage of the creativity, knowledge, and skills of IIT's faculty, staff, students, and community when developing plans to move forward with the university's mission and address the challenges that will face the institution in the future. An initial strategy for such inclusive engagement is participation in multiple phases of the Presidential search process such as input into the dialogue on the position description and once the search is past the confidential phase of the search/interview process.

### **CO-CURRICULAR EXPERIENCES OF STUDENTS**

Although IIT has demonstrated success in its efforts to enhance the academic profile of its students, the future for recruitment and retention of high quality students is an increasingly competitive environment. Beyond academic rigor, the quality of the overall student experience will play a major role in a student's decision on where to enroll, whether they choose to stay at IIT or transfer to another university, and whether they will become engaged alumni. Examination of IIT's retention data shows that many students decide to leave IIT because they feel a lack of connection to the campus and its faculty. The results of the 2005 National Survey of Student Engagement show that IIT students rate the university as lacking in three important categories: (1) Supportive Campus Environment; (2) Enriching Educational Experiences; and (3) Student-Faculty Interaction. This data within an increasingly competitive environment requires IIT to invest in continuing to improve the non-academic and co-curricular experiences of its students.

New initiatives in the residence halls, reinstatement of the HUB (or whatever it was from students) and the charge of the University Task Force on the Student Experience are laying the foundation for change. However, students remained concerned about growing the student population beyond the capacity of the institution's facilities. Areas specifically identified were the need for more resources supporting the residence halls on campus and development of a wellness center that could centralize some programs and provide a more educational role encompassing recreation, wellness, counseling and health services. Facilities are needed to accommodate the growing number of sports clubs that demand additional space and to reduce conflict with recreational usage.

Consideration should be given in the design, development of operating policies and programming of a recreation center to usage by multiple constituencies (i.e., residential and commuter students, faculty and staff). Such a design would encourage increased interaction between multiple members of the IIT community and signal a strong indication of IIT's commitment to the well-being of its campus community.

### **CONCLUDING THOUGHTS ON ASSESSMENT OF STUDENT LEARNING**

As IIT moves forward, it will need to continue to build on the base of assessment practices which are currently in place, and equip the faculty with the resources necessary to improve assessment practices. While recognizing the autonomy inherent in the various academic units comprising IIT, the team observed that more systematic review of the status of assessment activities and/or dissemination of outcomes beyond the School or department level would provide more consistent oversight of institutional assessment of student learning. Benefits of a centralized oversight would allow greater evaluation of resource allocation needs supporting assessment activities, enhanced support on assessment practices for faculty, and greater alignment of institutional assessment data with the requirements of discipline accreditation organizations and other agencies. Many publications and conferences are available to assist faculty and staff with assessment efforts, such as those provided by the Higher Learning Commission, Indiana University Purdue University at Indianapolis, and the Association for Institutional Research.