Future of IPRO committee report to the UGSC

This document was used as part of an oral report. It is not a complete record of the conversation.

27 Mar 2018

A brief update on our committee and the work we have completed:

Who is on the committee?

Nick Menhart, CoS
Jeremy Alexis ID/IPRO
Weslynne Ashton STUART
Paul Anderson ARMOUR
Frank Flurry, ARCH

Former members

Rebecca Steffenson LEWIS
Jeremy Hajek SAT
Carlos Teixeira ID

What is our timing?

- Interim report to UFC Nov 2017
- Report to the UFC April 2018
- Pilot and test visions, Fall 2018

Key activities

- Met with Provost Betts
- Met with Mike Horan
- Met bi-weekly to assess the current program and outline potential future directions
- Conducted a faculty survey with 61 response
- Conducted in-depth interviews with senior administration
- Conducted in-depth interviews with IPRO staff (past and present)
- Reviewed student survey data (from IPRO learning goal surveys)

What is our mission?

IPRO is one of the university's signature programs. In order to remain relevant it should be constantly evolving. In order to evolve in a productive direction, the program needs a clear vision of what it is trying to achieve and its role in the general education requirements of the university. This committee has been asked to identify several candidate visions for the program – these candidate visions can then be debated, tested, and refined by the Illinois Tech community with the goal of identifying the appropriate future vision for IPRO.
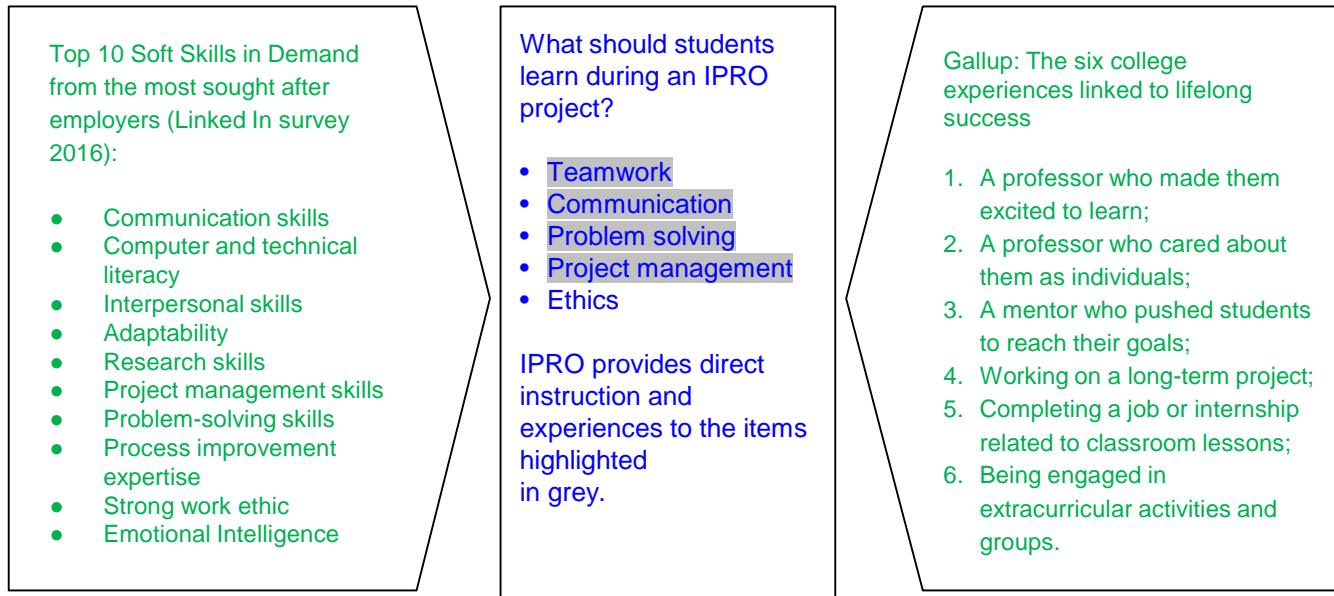
What is our goal for today?

- Provide a brief update on our findings and proposed recommendations

- Go directly to faculty – we have had meetings delivering the same basic message with
  - Provost/Deans
  - Deans/Chairs
  - UFC

- **Get your feedback**

# S17 faculty survey results show strong support for IPRO activities

and these are aligned with career-readiness skills sought by employers

Top 10 Soft Skills in Demand from the most sought after employers (Linked In survey 2016):

- Communication skills
- Computer and technical literacy
- Interpersonal skills
- Adaptability
- Research skills
- Project management skills
- Problem-solving skills
- Process improvement expertise
- Strong work ethic
- Emotional Intelligence

What should students learn during an IPRO project?

- Teamwork
- Communication
- Problem solving
- Project management
- Ethics

IPRO provides direct instruction and experiences to the items highlighted in grey.

Gallup: The six college experiences linked to lifelong success

1. A professor who made them excited to learn;
2. A professor who cared about them as individuals;
3. A mentor who pushed students to reach their goals;
4. Working on a long-term project;
5. Completing a job or internship related to classroom lessons;
6. Being engaged in extracurricular activities and groups.

This suggests that the general learning objectives of IPRO are valued by today's employers and can help create long term success for students.

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Students in IPRO are often not being taught by faculty from their discipline.
Some disciplines are overrepresented, some are underrepresented

Fall 2017: % of Undergrad Population by College Compared to % IPRO Sections Offered by College
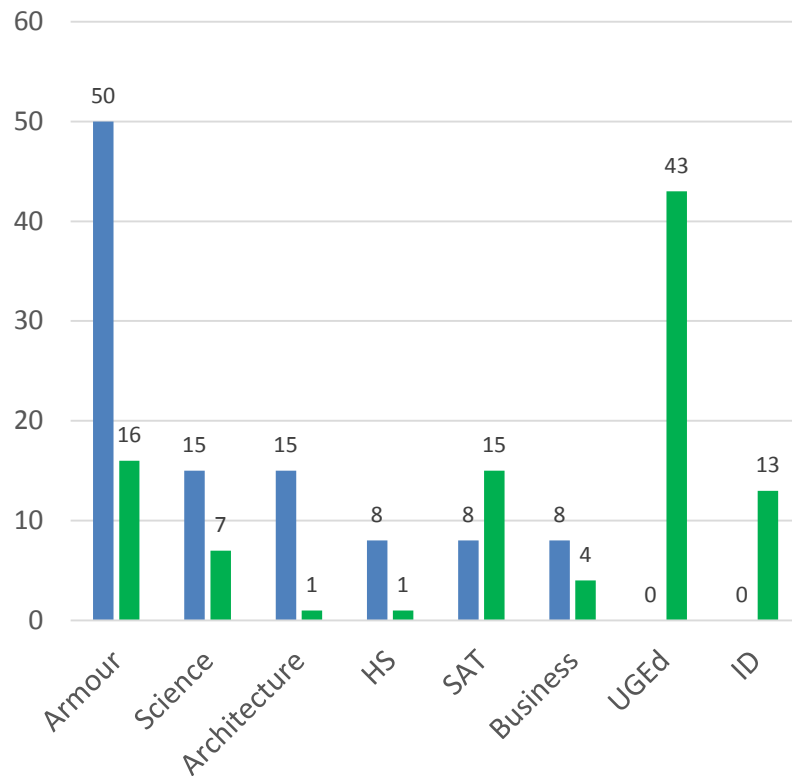
Full time faculty as fraction of IPRO instructors
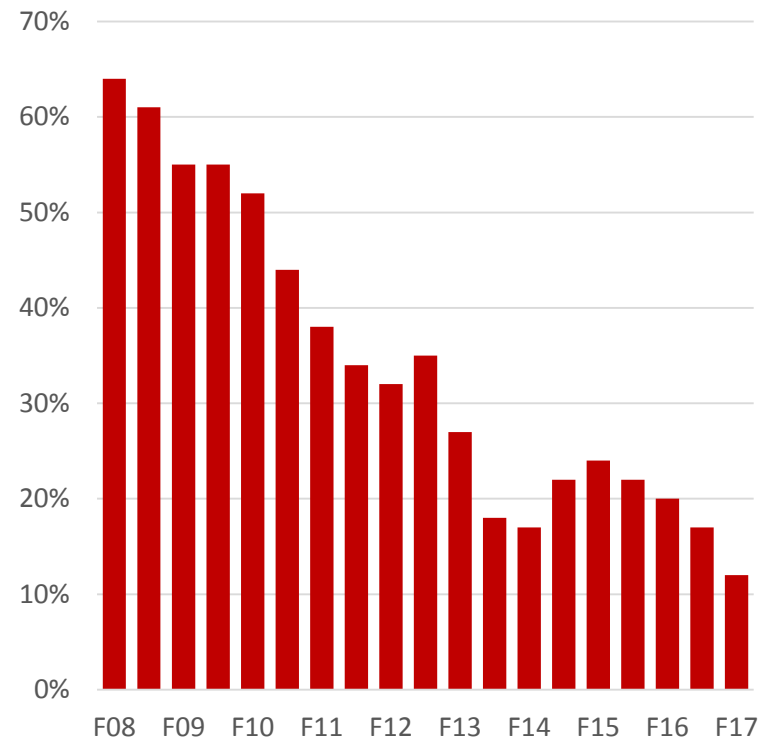
What are we asking for?

~~Encourage your chairs to…~~
~~Encourage your faculty to…~~
Encourage YOU to…

…participate in IPRO *more*

- IPRO is a signature program of IIT and a recruitment differentiator
- Taken by ALL students
- Barriers (perceived or real) have led to uneven participation by 'regular' IIT faculty
- Survey of faculty and administration indicated strong support for IPRO and a great willingness to participate

Can we reduce barriers and restore faculty participation?

- **We have asked for regular teaching commitment accommodation within dept teaching loads. General - but not universal - support… <u>if you want to participate be an advocate within your dept</u>**

- **Do you want to offer IPROs relevant to you majors? Long term planning at college/dept level to offer IPROs that suit needs of you majors (steering committee).**

GOAL – this will strengthen programs and lead to better student engagement and outcomes

What might help?

- **Building IPRO teaching into dept teaching assignments and service assignments.**
  - Students like their faculty
  - Faculty are best positioned to know how IPRO LOs apply to their majors
  - this will engage students and give them a better outcome.

- **Work with scheduling to allow a common IPRO time so student can pick a project that suites them, rather than what fits.**
  - proposal: Thursday evening and Friday morning.
  - Minimal other classes to be scheduled at this time

- **IPRO steering and advisory committee – rep from each college**
  - Not necessarily teaching an IPRO, more of a liaison to the program from each college
  - Ensure IPRO offerings include something relevant to all majors
  - Communicate issues and encouragement both ways

  ### IPRO program ←→ college and depts

- .

In 2014 We worked with Alan Cramb to set participation expectations for each college:

Assumptions:
- we want approximately 60% of IPROs to be taught by full time faculty
- An IPRO section is 1 faculty member and 12 students. Although cluster classes are larger, we still keep to this general ratio
- I am assuming a steady state of 600 students per semester in IPRO, and 397 would accommodate 200 of those students

Proposal:
Armour: responsible for 16 sections, 9 sections should be full time
Science: responsible for 5 sections, 3 should be full time
Architecture: responsible for 5 sections, 3 should be full time
SAT: responsbible for 3 sections, 0 should be full time
Stuart: responsible for 3 sections, 3 should be full time
HS: responsible for 2 sections, 1 should be full time

This soft-quota concept got support, but was never implemented. FTF participation continued to decline.

New ways to participate

Soft Quota proposed – this mostly like can and will shift as enrollment and priorities (and fiscal realities!) change – but it is an initial starting point

1. Regular IPRO class instructor.
2. "IPRO expert consultant" – viewed as **a service load type activity**; populate a panel of expert that teams can go to biweekly or monthly 'office hours" in IPRO space during the semester.
3. Summer IPRO development: work with the IPRO office over the summer to produce discipline-specific engaging IPRO concepts and curriculum

ILLUSTRATIVE: potential new recommended 'soft quota' for FT participation:

Each semester	Stuart	Armour	SAT	Arch	Lewis	Science
Teaches an IPRO	1	3	1	1	1	2
Acts as consultant	2	3	2	3	2	1
Summer development	1	2	1	1	1	1

What will IPRO office do?

- Workshop later in the semester: "*So you want to teach an IPRO? How to become involved…*"
- Work with depts on finding appropriate scheduling slots
- Develop "*summer IPRO development activity*" for interested faculty

- **IPRO seminars "so you want to teach an IPRO"**
  - **April 2018**

- **Info on doing summer development forthcoming soon**
  - $ incentive / 8 weeks / 3-4 hrs per week
  - Develop an engaging IPRO from your college, then turn it over to IPRO office
  - Looking for 1 project per college for this year

Other overall recommendations:

1. Transition to standing *IPRO steering committee*
   One rep per college / Liaison IPRO program ←→ colleges
2. Scheduling uniformity
   R eve; F a.m. - make IPRO selection about the <u>IPRO</u>, not about schedule
3. IPRO experts service
   Advise, not teach/ Point of contact/ Service load commitment.
4. Summer curriculum development
   Provide expert professional curriculum advice
5. IPRO office seminars
   "How to propose and teach an IPRO"
6. Incentivization
   $ to Deans-Depts-faculty? / Dependent on upper admin commitment and $ realities - TBD