

Agreement Concerning IPRO Program Expectations of Faculty Who Serve as IPRO Instructors

By offering an IPRO topic and agreeing to serve as an IPRO instructor, faculty members share the following **IPRO Program Beliefs** associated with the IPRO course experience and agree to collaborate with the IPRO Program Team to serve the needs and meet the expectations of our students as articulated through an **IPRO Syllabus** and through good practices associated with the **Role and Responsibility of an IPRO Instructor**.

I. Overarching IPRO Program Beliefs

The IPRO instructor is aware of the context for the IPRO course and that her/his IPRO topic and IPRO team mentoring will adhere to our overarching principles and values:

A. Interprofessional Education.

“Interprofessional education refers to the teaching and learning of students from different professions together during all or part of their professional training in order to promote collaborative working in their professional practice.” (<http://en.wikipedia.org>)

B. Interprofessional (IPRO) Projects (6 credit hours).

“Students will participate in at least two Interprofessional Project experiences. These projects develop communication, teamwork and leadership skills, as well as an awareness of economic, marketing, ethical and social issues within the framework of a multidisciplinary team project. The project teams are integrated across academic programs at different levels within programs.” (IIT Undergraduate Bulletin)

C. IPRO Program Mission Statement.

Provide all IIT students with an exemplary experience in making contributions as part of a high performance team by applying professional methods in a rigorous fashion to develop viable solutions that create value. (IPRO Program)

The art of the IPRO project is to conceive of IPRO project topics that not only (a) represent strong opportunities for rigorously applying knowledge and innovating solutions but also (b) offer a rich and balanced multidisciplinary character by design, and thereby appeal to students from various appropriate colleges and academic units. Another way to view this goal is to think about how students from at least three different colleges can serve as members of an IPRO team by having authentic roles that offer opportunity to apply their degree-specific knowledge, skills and experience to help a team fulfill its purpose. Given IIT’s vision of fostering greater interdisciplinary collaboration among faculty members, such broad thinking about IPRO topics across the boundaries of the professions should be encouraged and celebrated to offer students from across the university an exciting array of contemporary open-ended complex problem solving challenges. This can be accomplished in effective and interesting ways via proposals involving faculty members as IPRO co-instructors across the colleges.

We regard the IPRO course as an opportunity for students to develop and apply their knowledge in a project team environment. Learning outcomes are realized within the IPRO course in two ways that are intertwined and complex:

- (1) through the process of refining goals, creating plans, organizing people and resources, monitoring progress, documenting work and communicating accomplishments and
- (2) by creating a work product that demonstrates technical achievement in whatever professional context that may best be defined.

As an IIT three-credit-hour general education course, each IPRO course section that is established must offer students an interprofessional experience that meets our learning objectives¹, with a critical aspect being the opportunity for students from multiple disciplines and professional programs to work on tasks that challenge them to apply knowledge relevant to their field of specialization. IPRO course sections represent unique open-ended, complex projects that offer each student the authentic opportunity to apply their discipline-specific knowledge and methods in the context of: multidisciplinary teamwork, project management, communication and real-world problem solving (including ethical and other non-technical considerations). Students have opportunities to develop their resourcefulness and diligence in gaining new knowledge or skills (i.e., good lifelong learning practices) and those who have completed their first IPRO course gain practical experience and valuable insight that can develop their leadership potential through their second IPRO course.

II. IPRO Syllabus

The IPRO instructor customizes the IPRO Syllabus Template for its IPRO section and reviews it with IPRO team members at the beginning of the semester and adheres to it during the semester. The IPRO Syllabus Template outlines various critical expectations that include: (a) the learning objectives, (b) team deliverables assignments, (c) participation by IPRO teams and instructors in activities and events that support the learning process of all teams and their members and are complementary to the individual in-class team experience, and (d) guidelines for assigning grades based on individual merit, peer evaluation and team performance. It is important to recognize and appreciate that the IPRO course is expected to:

- fulfill obligations as a designated IIT communication course through the completion of deliverables and participation in activities and events, and
- offer students the opportunity to consider the ethical implications of their work through participation in an ethics module.

III. IPRO Instructor Role & Responsibility

The role and responsibility of an IPRO instructor is informed by Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education* (1987) and subsequent studies of best practices and student success at the School of Undergraduate Studies at University of Maryland University College (UMUC). The seven principles are: faculty engagement, student collaboration, active learning, frequent and prompt feedback, time on task, high expectations, and respect for diversity. These principles have been transposed to the IPRO course and IPRO instructor experience in the following sections in terms of IPRO Instructor Preparation, IPRO Instructor Engagement and IPRO Instructor Student Grading & Program Assessment. Research indicates that one of the most critical aspects of a student's success is benefitting from strong, positive and effective faculty engagement, which is regarded by our own students as a fundamental aspect of their satisfaction with an IPRO instructor and the IPRO course.

IPRO Instructor Preparation

The IPRO instructor (a) articulates an achievable goal and desired outcome for the IPRO project team and (b) outlines sufficient content and structure for the semester that will challenge the team while offering the greatest

¹ The learning objectives are achieved through IPRO course sections that represent unique open-ended, complex projects that offer each student the opportunity to apply discipline-specific knowledge and methodologies in the context of: multidisciplinary teamwork, project management, communication, logically-correct reasoning and awareness of ethical issues.

opportunity for development and success. This must be done in concert with any sponsor or community partner organization.

The instructor creates a preliminary plan (ideally as part of the IPRO proposal process) for the semester that provides the framework and major guideposts for a team as it begins its work, whether continuing a previous project or starting up a new project. It is unacceptable to suggest that it is the team that must start from scratch without serious prior faculty contemplation. As an integral part of the planning process, it is incumbent upon the faculty proposing the IPRO project to determine and confirm whether or not the project will involve

- survey research that demands application to the Institutional Review Board (IRB) for Human Subjects. Refer to <http://www.iit.edu/research/services/orcpd/> for guidance. Advance planning is crucial, since the IRB review process requires sufficient review time in advance of undertaking any research involving human subjects.
- creation of intellectual property or potential issues of concern to sponsoring organizations that relate to intellectual property and confidentiality. A student agreement form and sponsor agreement may be necessary and it is essential that students enrolling in an IPRO section with such issues be fully-informed about their implications, since as a matter of general IIT policy, students enrolled in a typical IIT course retain ownership of any intellectual property that they may create on their own in fulfilling the course requirements.

IPRO Instructor Engagement

The IPRO instructor actively communicates with and remains involved with any sponsors, community partners and/or other external collaborators prior to and throughout the semester, working with the IPRO Program staff to establish and maintain appropriate expectations and assure that the learning experience is always a priority while striving to guide and support the IPRO team in achieving its goals and creating value.

The IPRO instructor actively seeks to identify experts, reviewers and other professionals who can be resources for the team and provide input and feedback during the course of the semester at various touch points, including during the research/exploration phase, midterm review and final presentation and exhibiting of accomplishments.

The IPRO instructor supports the team in identifying appropriate professional methods that can enable the team to accomplish its work, and if the instructor does not have the expertise, then collaborate with the IPRO Program staff to identify and facilitate connections with other faculty members, grad students or other professionals.

The IPRO instructor proactively conveys to the team, at the beginning of the semester and reinforced throughout, the rationale and benefits for the various IPRO deliverables and activities so that they are regarded as an appropriate and essential part of a professional team project experience and preparation for professional practice.

The IPRO instructor participates actively in all regularly scheduled IPRO classes for the full class period to (a) sit in on team-driven project progress meetings in a coach/mentor advisory capacity, (b) provide guidance and critique as appropriate, (c) offer timely tutorials in response to learning moments or need to convey a method or technique, and (d) encourage workgroup effort to make full and productive use of available class time for breakouts by being available as a resource, facilitating when appropriate and observing student performance.

The IPRO instructor develops a professional rapport with each student on the team in order to appreciate their strengths, challenges and motivations, help them reach their full potential, both individually and as a member of

the team, and provide the extra measure of concern and mentoring that motivates students to do their best in the IPRO and as members of the IIT community.

The IPRO instructor finds an effective balance in the challenging role of being a coach/mentor/facilitator and not a traditional lecturer, research advisor or project manager, while at the same time being available throughout a class period and outside of class at scheduled times or via email/phone communication.

The IPRO instructor attends IPRO events that are organized for IPRO teams during their class time or outside of class to underscore the value that the instructor attributes to such events and observe team and student performance as appropriate.

The IPRO instructor actively recruits professionals to assist in evaluating IPRO team midterm and final presentations to enrich the student experience. This is to include at least three Chicago-area professionals and may in addition include IIT faculty members, staff and graduate students. This is separate from any presentations organized for sponsors, community partners or other regular collaborators. ____ (instructor initials)

The IPRO instructor seeks timely assistance from the IPRO Program staff before and as issues may arise that could benefit from additional support related to team dynamics and functioning, individual student issues and interaction with sponsors, community partners and/or other stakeholders.

IPRO Instructor Student Grading & Course Assessment

The IPRO instructor articulates at the beginning of the semester a basis for students to earn a grade in the IPRO course, clearly delineating the effort and quality of work expected to earn an “A”, “B”, “C”, etc., and providing a rubric and numerical guide based on the both the quality and level of effort of the team performance and individual performance as a member of a team.

The IPRO instructor offers samples of exemplary work that can help students envision and calibrate the level and quality of effort that is expected in order to achieve satisfactory learning outcomes and a project success.

The IPRO instructor conveys her/his expectation that the students will invest significant time in meeting in workgroups and/or doing work outside of class time, e.g., six hours per week invested in the course outside of the formal IPRO class meeting time.

The IPRO instructor reviews and provides formal written feedback on each deliverable as submitted during the course of the semester, offering suggestions for improvement of a draft or critique on a final piece of work.

The IPRO instructor collaborates with the IPRO Program staff to proactively address student satisfaction and team dynamics issues pre-emptively and as they may arise during the course of the semester as well as to reflect on the semester experience in order to provide input that guides continuous IPRO Program improvement from one semester to the next.

I hereby acknowledge and support the above **IPRO Program Beliefs** and agree to collaborate with the IPRO Program Team in implementing the **IPRO Syllabus** and in fulfilling the **Role & Responsibility of an IPRO Instructor**.

Signature: _____

Printed Name: _____

Date: _____