

impact centered education (ICE) @ Olin | a study

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Olin has a history with ICE; graphically, here's where we are

the ICE 2x2

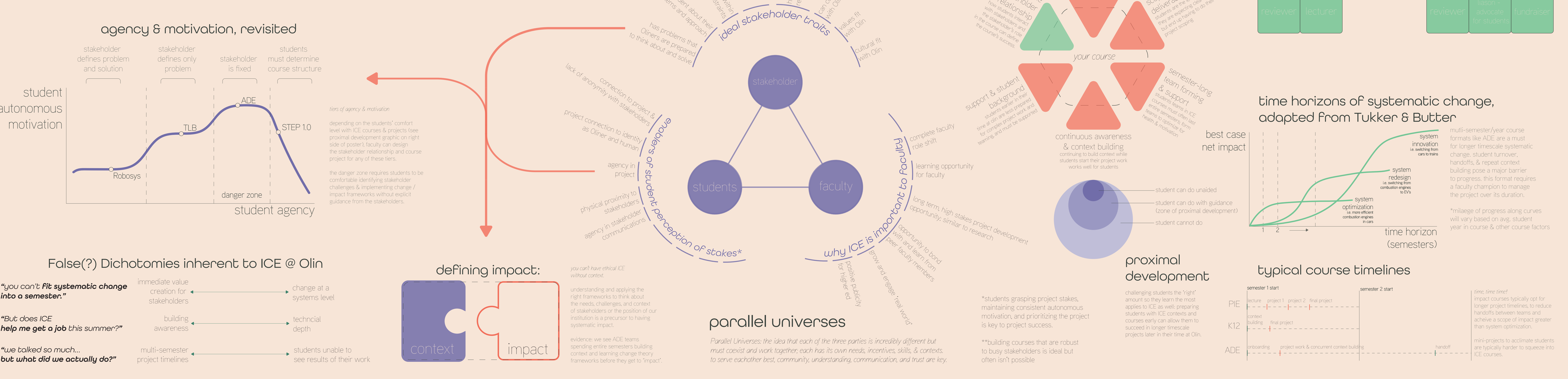


ICE courses, plotted against success metrics



- ICE Success Metrics
- 1 - building awareness
 - 2 - real world feedback & learnings
 - 3 - learn technical skills
 - 4 - learn teaming skills
 - 5 - immediate value creation for stakeholders
 - 6 - change at systems level

some features of Olin's ICE courses & how they interact



based on those observations I see:

opportunities	risks (why do ICE with care):		mitigations (how to do ICE with care)			
<p>ICE student learning outcomes</p> <p>the outcomes that form the triangle's top are dependant on the outcomes that form the triangle's base; but all are valuable for students to leave this institution with. Currently only a fraction of students leave Olin with any of these learning outcomes; however, they build upon and require students to be proficient in many of the existing OLO's.</p>	affected party	risk				
	institution	financial sustainability	social ICE typically requires external funding sources to run. should faculty be responsible for fundraising for their social ICE courses, or is that a barrier to innovation in curriculum and having impact?	}	philanthropy	philanthropic foundations are interested in supporting ICE work; showcasing our work and building connections to the right donors is key. on my part at least, further conversation and study in this area is needed.
		conflicting financial interests	within ADE we have seen grassroots organizations representing vulnerable populations that are hesitant to work with Olin ICE outreach efforts, due to the source and interest of our course & project funding, our branding and our funding interests should reflect our values.			
		misaligned ICE strategy	currently Olin lacks standardized frameworks and language about having impact. without collectively teaching & understanding these, we are prevented from communicating about and thinking about impact concisely, designing better ICE course experiences, and having impact ethically and safely.	}	standardized ICE language	Olin should standardize a set of impact frameworks and models for students to learn and practice within different contexts. communicating about about impact scoping, change theories, impact in different settings, stakeholder relationships, should all be standardized. courses should be explicitly tagged with Olin's standard ICE descriptors.
					ICE stepping stone course	through the format of an intro course similar to CD or P&M, Olin should teach all students the above standard ICE frameworks and language and give them practice inside a sandbox - like Olin itself - where the costs of failure are lower and iteration time is faster. this might look like the Change @ Olin course.
	students	dilution of education	there is only so much content you can squeeze into an 8 semester undergrad education, and with Olin's limited faculty size and course offerings, committing to ICE is a significant tradeoff against technical depth in education.	}	branding reflects values	this is a tradeoff we must explicitly acknowledge making; our advertising and external-facing content should reflect our values and this choice. Promising too much to prospective faculty & students is a risky practice to continue.
	stakeholders	project upkeep	Stakeholders who rely on work outputs of an ICE course need those outputs to be reliable, robust, and maintained as they age. semester-long course timelines & high student turnover on projects generally prevent this.	}	impact lab	an internal org to vet, track, and maintain relationships with stakeholders before and after the ICE course is run. we want multi-year-long relationships with our stakeholders, not semester-long transactions.
		good > harm	within social ICE, partnering with vulnerable populations can mean the cost of failure is exceptionally high; it can be easy to do more harm than good for these populations when working with them. intentional care must be taken.	}	intentionality	preparing our student body and faculty with appropriate frameworks and mentorship is the best we can do.

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