

Iowa Challenge: Choose Subcommittee Deliverables  
2/1/2018

**Process**

This subcommittee began by reviewing previous work on Choose and understanding how it came about. Additionally, the committee filled out a Qualtrics survey about our thoughts on Choose to help get the ball rolling. In our assessment, we found a lot of the current language to be vague compared to the other Iowa Challenge pieces. The first few meetings we focused on the expectations for the committee and throwing out ideas of what Choose means. It was important to have a better grasp of what Choose should convey in the Iowa Challenge. Moving forward, we were able to come up with more concrete lists of hallmark experiences or milestones that students experience and many of the stakeholders involved in the process. We checked in with Sarah Hansen during the process and felt like we were on the right track. We created a first draft of deliverables on January 8 and then revised January 25 and the final submission on February 1.

There is a lot of potential for Choose within the Iowa Challenge. Choose is something that can be incorporated into almost anything as students are making choices every day. We conceptualized Choose as the spoke of a wheel, connecting the other pieces of the Iowa Challenge. In our conversations we felt that what may have been originally intended under Choose as responsibility (i.e. making healthy choices, responsibility) may not be how it is perceived or interpreted by students and staff in its current practice. It is important to address students' behavior, especially around alcohol, but we recognize messaging on this topic area may not resonate strongly with students if delivered in a prescriptive manner. In our committee conversations we have expanded our thinking about what Choose means, while still incorporating the spirit of its original intent. In our messaging we want to focus on Choose as a skill that can be developed and to help students consider what goes into their choices of how they spend their time, what they get involved in, the classes they take or jobs to explore. Our hope moving forward is that the messaging focuses on helping students develop the skills to make smart, intentional choices that set them up for success.

We organized the milestones in four different pathways: Choose to be a Hawkeye, Choose your academic path, Choose to experience and explore opportunities, and Choose your lifestyle. Our approach to messaging and milestone was to be inclusive to all students and think about experiences that all students go through during their time at Iowa. We thought it is important to help students reflect on their previous experiences to learn and make better choices in the future. This would be an area to develop further and think about how to encourage students to be more reflective and intentional in their choices, especially after facing challenges. In developing a list of stakeholders, we recognize that it is a collective effort to make this work. For those offices that deal with students directly, often after a student may have made a poor choice, it would be important to have consistent messaging around helping students develop the skills to make better choices.

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### **Four-Year Success Messages**

1. Choose to get connected and make smart decisions
2. Choose to take advantage of resources to be successful
3. Choose to reflect on your choices and be true to yourself
4. Choose to seek a path that's right for you

## **Milestones and Hallmark Experiences**

### **Choose** to be a Hawkeye:

- Choose to attend the University of Iowa (Admissions, On Iowa! and Orientation)
- Engage with other students in your residence hall
- Select your community on and off campus (e.g., participate in a LLC, Fraternity and Sorority Life, cultural centers)
- Take pride in being a Hawkeye through getting involved on and off campus (Pick One)
- Continue Post-graduation involvement as an alumni
- Mentor other Hawkeyes
- Plan for on-going commitment through giving

### **Choose** your academic path:

- Research and declare Programs of Study (majors, minors, certificates)
- Explore yourself and careers that align with your academic goals
- Register for classes each term that will maximize success
- Consider getting involved academically outside of class (e.g., studying abroad, Honors, research, academic organizations)
- Investigate Graduate/professional schools
- Complete your program of study and graduate

### **Choose** to experience and explore opportunities

- Seek student employment
- Research and prepare for future work experiences
- Participate in job shadowing/informational interviews
- Develop personally and professionally through internships/part-time jobs/summer experiences
- Apply your leadership skills
- Consider service through volunteerism/service learning

### **Choose** your lifestyle:

- Seek healthy, respectful and inclusive relationships
- Attend to personal health (physical, mental/emotional, sexual)
- Making healthy and responsible decisions (e.g., alcohol and associated risks)
- Look out for the safety and wellbeing of fellow Hawkeyes
- Develop coping skills to balance out demands
- Establish financial well-being
- Understand personal strengths and put them into action (BeBetter)

## **Key Stakeholders**

### **Academic Focus**

Dean of Students

- Student Conduct
- Student Assistance
- Early Intervention Team

Academic Support and Retention

- Academic Resource Center
- Excelling@Iowa
- Tutor Iowa

Academic Advising Center and Advising within each college

Admissions

UI Libraries

Student Disability Services

International Student and Scholar Services

- Study Abroad

New Student Services/Orientation

- On Iowa
- Parent and Family Network

### **Career Focus**

Pomerantz Career Center

Office of Student Financial Aid

- Financial Literacy Specialist
- Student Employment
- HireaHawk
- Iowa GROW

Alumni

- Students Today Alumni Tomorrow

### **Lifestyle Focus**

IMU/CSIL

- Student Government
- Student Organizations
- Fraternity and Sorority Life
- CAB
- SCOPE

- Leadership and Service Programs
- Pick One
- Cultural Centers
- Student Legal Services
- Off-Campus Housing Service

#### Recreational Services

- Wellness Center
- Intramurals

#### Student Health and Wellness

- Clinic
- Wellness services (exercise, sleep, alcohol and other drugs, nutrition, stress)
- Health Ninjas
- Red Watch Band

#### University Counseling Services

#### Women's Resource & Action Center

#### Office of the Sexual Misconduct Response Coordinator

#### Housing & Dining

- Residence Education
- LLCs
- ARH
- Nutrition

#### Athletics

#### Hancer/Theater/Music/ UIMA

# IOWA Challenge 4-Year Success Messaging Committee Report: Stretch Workgroup February 1, 2018

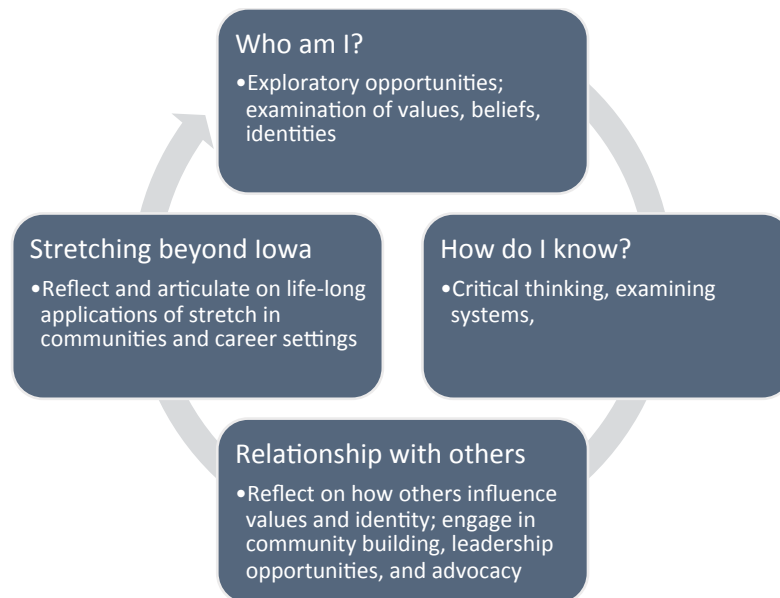
## Introduction

The Stretch workgroup was charged with creating a set of deliverables for comprehensive four-year success messages and associated hallmark experiences regarding how the diverse range of people, ideas, and opportunities at Iowa can shape student experiences, learning, and development. All IOWA challenge components are distinctive, but the workgroup quickly realized that creating a set of messages and hallmark experiences for the Stretch component presents a unique challenge. We ask students to engage in diverse environments throughout their time at Iowa; engage with people, ideas, and opportunities in ways that respect differences and challenge personal viewpoints. We struggled with suggesting messages for everyone that would assume a uniformity or consistency in where students are in their identity development. Further, before students can engage with difference, we believe that they must first reflect upon their own identity and values, and how they engage with others on campus. Therefore, our deliverables may differ from the other IOWA challenge workgroups in that we believe students will be best challenged if the Stretch component is approached from a non-linear perspective that centers on theories of self-authorship as opposed to a linear four-year messaging plan that charts specific hallmark experiences for each year. Below is a proposed model for messages, a statement about hallmark experiences, a chart detailing stakeholders and their roles, and a summary of our processes.

## Deliverables

1. A written draft of 4-Year Success Messages per your assigned Challenge area.

We relied mostly on Baxter-Magolda's theory of self-authorship, with some modifications, to shape how Stretch can be presented to students throughout their time at Iowa, and we added a fourth guiding question to the framework, "how can students stretch beyond their time at Iowa?"



Self-authorship is defined as, “the internal capacity to define one’s beliefs, identity, and social relations” (p. 269) and this construct has been applied to understand student transitions throughout their trajectory into, through, and beyond higher education. Below we have begun to define how the three major questions behind self-authorship can be applied to the Stretch component of the IOWA challenge, with the addition of a fourth question that applies to student experiences after their time at Iowa.

- **Who am I?** As students engage in their courses, residence hall environment, student organizations, and other social aspects of college during their first semester and first year, students should begin to identify and reflect upon their own beliefs, values, and interests. In the context of Stretch, students should engage in exploratory, identity development activities in the spaces that define their first year. This still could include On Iowa! via an identity reflection activity, and it also includes residence education, academic advising conversations, participating in campus events, and more. It is important to communicate that identity is not static and provide opportunities and structures that acknowledge and affirm the identities that students bring with them to Iowa. Impart the sentiment, “I see you. You belong here.”
- **How do I know?** Using social identity lens, students examine how they come to know themselves and those around them. Students examine the socialization process and that how that both shapes and is shaped by their experiences. More specifically, students should be asked to engage in critical thinking and conciseness about systems that define our experiences and interactions, and how students can begin to critically examine their role in such.
- **How do I want to construct relationships with others?** As students have begun to identify their own beliefs, they need to begin to see how others’ values and beliefs may influence their own. In the context of Stretch, students should learn how to engage across difference, both in classes and social opportunities. They should engage in community building, leadership opportunities, and advocacy (accomplice building).
- **How do I stretch beyond my time at Iowa?** As students further connect career and academic planning, and/or as the prospect of graduation comes closer, students should engage in reflection and plans for how Stretch can not only enrich their careers, but perhaps most critically, foster social change in their communities and facilitate active and positive citizenship. This comes back to students, again, being on the cusp of a transition.

An over-arching context for all students engaging in the Stretch process at Iowa, is to also understand their own and others identities within the systems of power, privilege, and oppression – and how to serve as an advocate for change. It also can help students learn and navigate across difference, both in college in beyond. And finally, it can help students enrich their own lives, and their communities. Examples regarding some applications about self-authorship can be found here: [Engaged Learning: Enabling Self-Authorship and Effective Practice](#)).

## **2. A written list of “hallmark experiences” including website links, if applicable.**

As noted previously, Stretch is a unique component as there is not an official department at Iowa responsible for the facilitation of increasing opportunities for self-authorship in the context of identity, privilege, power, and oppression. As such, it is difficult to create a list of specific hallmark experiences as they vary from college to college and often, year to year. Furthermore, we also recognized that dependent on the student’s role and level of reflection within an event or course, it could serve to create basic cultural competence or further to foster active engagement and advocacy. In order to create a list of experiences, it is recommended at the start of each term, to contact the stakeholders below to identify upcoming courses, programs, speakers, and events that may support Stretch, as this is continuing work that evolves with social and political contexts. Within the key

stakeholder list below, however, we have included some examples of hallmark experiences that are facilitated by each stakeholder. This is not an inclusive list, but provides an overview of the current work in this area.

**3. A written list of the key stakeholders who need to be involved in the vetting process.**

<b>Stakeholders</b>	<b>Involvement Level in Project Design &amp; Implementation</b>	<b>Method of Involvement</b>	<b>Examples of Deliverables (could be considered hallmark experiences)</b>
University Housing & Dining – Residence Education	High	<i>Current:</i> LLC Vison Plans & Implementation <i>Future:</i> Residential Curriculum Design	One on one interactions, program/event, passive, & bulletin boards
Center for Diversity & Enrichment	High	Support and outreach of students; campus programs; campus inclusion team	AI, CDE grad reception, TRiO programs, Iowa Edge,
CSIL: Cultural Houses and LGBTQ Resource Centers	High	Programming across Cultural Center Pillars and based on current student needs	One on one interactions, programs/events, passive and active bulletin boards in the Cultural and LGBTQ Resource Centers; MLK week and cultural heritage months
CSIL: Student Organizations & FSL	Medium	Provide intentional support for student organizational leadership for historically marginalized groups	Membership and events
CSIL: General [other events, programs, work by staff, etc]	Medium	Staff led programs; formalized institutional events	Lecture committee, etc.
Rhetoric Department and associated centers	Medium (potential to be high)	Curriculum design; Conversation Center	Types of assignments, course delivery, Full time and TA training/workshops
Success at Iowa	Medium	Diversity module, additional content and messages throughout	Online, course-based
Academic Colleges	Medium	College of Engineering Office of Diversity and Outreach	Programs and services; academic offerings



		<p>CLAS Diversity Requirement and Associate Director focused on diversity in the Academic Programs and Student Development Office</p> <p>Tippie College of Business UPO Assistant Director for Diversity, Inclusion, and Student Services</p> <p>College of Public Health coordinated for student development and diversity</p> <p>College of Nursing Diversity Office</p> <p>College of Education diversity committee and related curricular emphasis</p>	
Chief Diversity Officer & Staff	High	Policies	External facing messaging and EOD-related policies
Diversity Resources Team	High	Faculty & Staff training	BUILD, Safe Zone, NCBI
Orientation Services	High	Orientation and On Iowa!	Iowa Challenge Areas during 2 day programs and relevant programming during On Iowa!
Academic Support and Retention	Medium	Student support, data collection and outreach, and trainings	E@I survey follow up; SI leader training/Tutor Certification Program; First Year Seminar for Pre-Med students of color
International programs	High	Student support, orientation, training and development	Study abroad, Bridging Domestic and Global Diversity, international student orientation
Students Disability Services	Low	Individualized support providing accommodations	Accommodation letters and testing

Dean of Students – Student Care and Assistance	High	Institutional bias response, student support, funding, code of student life	Campus Inclusion Team, policy-related, funding for students
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**4. A brief summary of the process you used to create the deliverables.**

The Stretch Workgroup met four times, and communicated electronically throughout the process. Below is a summary of our meetings and related processes that informed the deliverables in this report.

- During the initial meeting, we discussed the scope of work (what may be within the scope, and what may be out of scope), in addition to outlining goals, or “mini-deliverables” to be accomplished at subsequent meetings. We decided to work backward on the deliverables, beginning with the list of stakeholders first, experiences next, and then messages last. The group decided identifying stakeholders may make the process of outlining hallmark experiences and messages clearer.
- The second meeting was spent discussing major stakeholders. We are not certain about other IOWA challenge components, but we found it interesting that there is no office on campus that has formally taken the lead on facilitating stretch messages or specific programming or events. But, maybe there doesn’t need to be, or shouldn’t be. We also discussed how to include academic, class-based experiences, but these are so much more difficult to discover. Therefore maybe Stretch, as it applies to academic experiences, is best understood or framed by courses that all students within a certain college must take (e.g. Success at Iowa and Rhetoric (required of all undergraduate students), or the CLAS diversity requirement, experiences specific to the College of Engineering, etc.). We also recognize that the list of stakeholders in this document is subject to change, and will continue to evolve.
- The intent for the next meeting was to identify hallmark experiences, but the topic centered upon key messages instead. I believe that the group found we needed an anchor or some way to provide meaning and connection amongst all the hallmark experiences. Identifying key messages was more challenging, initially, because of everything alluded to at the beginning of the report concerning the unique nature of the Stretch component. We quickly come to consensus that focusing on self authorship makes the most sense not only for student development and learning, but for fostering a more positive campus culture that also continues to stretch in its on way.
- During the last meeting, we reviewed a draft of the all the final deliverables. Originally, the last meeting was reserved to create a list of hallmark experiences, but as conveyed earlier in this document, we decided to incorporate the hallmark experiences (as currently offered) within the stakeholder chart. This better reflects who does what regarding each experience, and communicates that the university has much work to do in order to better align stretch-related messages and experiences – all beginning with more intentional activities that engage students in reflection about who they are, how they know, how do they construct relationships with others, and how can they continue to “stretch” beyond their time at Iowa.

# ENGAGE

## IOWA CHALLENGE 4-YEAR SUCCESS MESSAGING COMMITTEE

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**FEBRUARY 1, 2018**

*Submitted by: Nellie Hermanson*

### COMMITTEE MEMBERSHIP

*Nellie Hermanson (Center for Student Involvement & Leadership) – Chair*

Anita Cory (Center for Student Involvement & Leadership)

Kate Garrett (On Iowa!, Orientation Services)

Anna Jensen (Faculty, Health & Human Physiology)

Jimmie Martin (Residence Education, University Housing & Dining)

Katie Ron (Study Abroad, International Programs)

Eric Rossow (Iowa Memorial Union)

Jim Seyfer (Pomerantz Career Center)

### COMMITTEE DELIVERABLES

The work group is responsible for delivering each of the following products:

1. A written draft of 4-year Success Messages for Engage.
2. A written list of “hallmark experiences” including website links, if applicable.
3. A written list of the key stakeholders who need to be involved in the vetting process.
4. A brief summary of the process you used to create the deliverables.

### COMMITTEE PROCESS

The committee worked over the period of November 30, 2017 through February 1, 2018. Through a series of in-person meetings and online collaborative work, the committee completed drafts of each deliverable item. The committee utilized OneNote as a means of brainstorming when outside of the in-person setting, as well as a means of information gathering to prepare for discussions during meeting times.

The committee began by examining previous work related to Engage provided to the committee and found online. Then, the committee went through a deliberate process, focusing on each deliverable in a focused, concise manner. The initial meetings were host to a great deal of discussion related to what the current messages for Engage were on campus, how they differed or intersected, consideration for what gaps the committee may have, and what this committee would recommend the messaging prescribe for students. The outcome is messaging that provides specific direction, but leaves opportunity for variance, and accepts as fact that there is no one path for a University of Iowa student to take to achieve “success.”

The committee’s meeting structure was as follows:

- November 30 – Overview and Process
- December 14 – 4-Year success messages (Years 1 & 2)/Hallmark Experiences
- December 28 – OneNote data gathering (no in-person meeting)
- January 11 – 4-Year success messages (Years 3 & 4)/Hallmark Experiences
- January 18 – Hallmark Experiences/Stakeholders
- January 25 – Stakeholders

The committee had much discussion about the strength of messaging “Get Involved!” in the first year, and the possibility of not setting up students for success if that involvement does not lead to adjustment (see <http://bit.ly/2Gs3ztl> as part of the discussion). This was the premise of our messaging and our starting point from Year one through subsequent years.

The committee was representative of offices and work units within the Division of Student Life, Faculty, and Provost reporting units. There was not ample time to make large recommendations for new initiatives, but rather the committee took an inventory of many events, programs, and services that happen across campus to determine when is most appropriate.

## 4-YEAR SUCCESS MESSAGES

### Year 1: EXPLORE & DISCOVER

- Take the time to find out what you are passionate about. Explore what the University of Iowa has to offer you, and discover what those opportunities can do for you!

### Year 2: INVEST & CONNECT

- Take the opportunity to commit to an activity and invest your time and energy in something that matters to you. Connect with those around you, creating opportunity and a system of support.

### Year 3: FOCUS & ELEVATE

- Focus on a smaller number of very meaningful activities and determine how those dedicated experiences can help you achieve your goal. Elevate your involvement and make an impact.

### Year 4: REFLECT & GIVE BACK

- Reflect on your experience both within and beyond the classroom, focusing on how those experiences position you for success after graduation. Give back to the experiences that mattered to you through your time, talent, or treasure.

## HALLMARK EXPERIENCES

### Year 1: EXPLORE & DISCOVER

- Actively participate in [On Iowa!](#)
- Engage in your [LLC](#)
- Understand your [Strengths](#)
- Attend interest-based workshops
- Attend [Fair Days](#)
- Apply for an [On-Campus Job](#)
- Join a [student organization](#)
- [Volunteer](#) on- or off-campus
- Attend identity-based/cultural events
- Attend the [Study Abroad Fair](#)
- Meet people/engage with people around you through things like [Campus Activities Board](#) events, [Dance Marathon](#), [Fraternity & Sorority Life](#), [Intramurals](#), etc.
- Visit the [Pomerantz Career Center](#)
- Attend a UI sponsored event such as [Athletic events](#), [Hancher](#), [School of Music](#), [Lecture Committee](#), etc.

## Year 2: INVEST & CONNECT

- Get to know UI Faculty and Staff
- Visit the [Study Abroad Office](#)
- Apply for a leadership position (Student organization, residence education, college ambassador, Orientation, On Iowa!, etc.)
- Get to know and become involved where you live
- Apply your [Strengths](#) in your campus experience
- Participate in High Impact opportunities like [LeaderShape](#), [Alternative Spring Break](#), [Study Abroad](#)
- Learn more about potential internship, practicum, or job shadow opportunities

## Year 3: FOCUS & ELEVATE

- Attend the [Job and Internship Fair](#)
- Mentor a new student or international student
- Build your professional network through major-specific socials or events, informational interviews, meeting alumni, etc.
- Find and engage with a mentor about your experiences and identify areas of growth
- Seek out an internship through the [Pomerantz Career Center](#) or your college
- Participate in research – Use [Iowa Center for Research by Undergraduates](#) and your faculty as a resource

## Year 4: REFLECT & GIVE BACK

- Participate in peer mentorship opportunities based on your involvement/experience
- Transition and develop future leaders
- Identify how your experiences translate to your career path
- Participate in closing/farewell events like [Senior Week](#), awards programs, [Commencement](#) etc.
- Connect with the [UI Center for Advancement](#)

## STAKEHOLDERS

Stakeholders	Involvement Level in Project Design & Implementation	Method of Involvement	Method of Communication, Frequency and Sender
AS&R: Transfer Student Support Team	Awareness	Connecting Transfer students to the success messaging	Annual updates, initial email communication, web presence, SST communication/presentation
Athletics	Awareness	Hosting athletic events for students to participate in, including easy access for students to attend	Annual updates, initial email communication, web presence, SST communication/presentation
Athletics: Student Athlete Academic Services	Understanding	Individual advising, student organization involvement, connections to other entities (e.g. volunteer agencies, campus departments, etc.)	Exec committee one on one meeting with departmental leadership, expectation to share with department overall

Be Better Implementation team	Understanding	Strengths, SLC's	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
Center for Advancement: Alumni Engagement	Buy in	Mentorship opportunities, networking events, partnership with academic programs to connect students to alumni	Exec committee one on one meeting (likely more than one), specific guidance and feedback regarding alignment to program outcomes
Center for Diversity & Enrichment	Understanding	Identity-based and cultural events and programming, student support through individual advising and student organization involvement	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
Chief Diversity Office	Awareness	Trainings, oversight of CDE	Annual updates, initial email communication, web presence, SST communication/presentation
Community based volunteer organizations	Awareness	Providing students with opportunities to volunteer, connecting to UI partners for connection to students, Volunteer Fair participation	Annual updates, initial email communication, web presence, SST communication/presentation
CSIL: Cultural & Resource Centers	Understanding	Identity-based and cultural events, Cultural & Resource Centers programming	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
CSIL: General	Buy in	Fair Days (Student Org and Volunteer), CAB, Dance Marathon, FSL, Lecture Committee, Student Organization Development	Exec committee one on one meeting (likely more than one), specific guidance and feedback regarding alignment to program outcomes
CSIL: Leadership & Service Team	Understanding	Strengths	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
Dean of Students Office	Awareness	Connecting students through Student Care & Assistance program, conduct related engagement	Annual updates, initial email communication, web presence, SST communication/presentation

Faculty	Awareness	Individual advising, Service Hours (possible student organization advising), research, job shadowing, practicum opportunities	Annual updates, initial email communication, web presence, SST communication/presentation
Faculty Senate	Awareness	Supporting faculty	Annual updates, initial email communication, web presence, SST communication/presentation
GPSC	Awareness	Support graduate students in roles associated with this messaging (Teaching Assistants, Research Assistants, Graduate Assistants) who would interact with undergraduate students' engagement opportunities	Annual updates, initial email communication, web presence, SST communication/presentation
Hancher	Awareness	Hancher programming, student employment, campus partnerships	Annual updates, initial email communication, web presence, SST communication/presentation
Honors	Understanding	Individual advising, connections to student organization involvement, research connections, volunteer opportunities	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
International Programs: ISSS	Understanding	Mentorship programs, student organization involvement, individual advising	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
International Programs: Study Abroad Office	Understanding	Study Abroad Fair, individual advising	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
Office of Admissions	Understanding	Integrate success messaging into recruitment efforts	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
Orientation Services Office	Buy in	On Iowa!, Orientation, Success at Iowa	Exec committee one on one meeting (likely more than one), specific guidance and feedback regarding alignment to program outcomes

Pomerantz Career Center	Understanding	Career advising/planning, internship/practicum experiences, Job and Internship Fair	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
President's Cabinet	Awareness	Support this messaging, advocating for success messaging integration across campus and external to UI, where appropriate.	Annual updates, initial email communication, web presence, SST communication/presentation
Recreational Services	Understanding	Intramurals, student employment, ongoing programming	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
Staff Council	Awareness	Supporting staff involved in advising student organizations, staff who do individual advising with students	Annual updates, initial email communication, web presence, SST communication/presentation
Student Employment, Office of Student Financial Aid	Understanding	Fair Days (Job Fair)	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
Student Success Team	Ownership	Directing this effort, mobilizing committee work as necessary, advocating for success messaging integration across campus and external to UI, where appropriate.	Engagement in the project from day one. Decision making, leadership in the development of outcomes.
UH&D	Buy in	LLC's	Exec committee one on one meeting (likely more than one), specific guidance and feedback regarding alignment to program outcomes
UIHC	Awareness	Volunteer opportunities, job shadowing and internship opportunities	Annual updates, initial email communication, web presence, SST communication/presentation
UISG	Understanding	Support Success Messaging in communication with students, provide opportunities for student engagement	Exec committee one on one meeting with departmental leadership, expectation to share with department overall



Undergraduate Program offices	Understanding	Individual advising, connections to student organization involvement, research connections, volunteer opportunities	Exec committee one on one meeting with departmental leadership, expectation to share with department overall
VP Student Life	Ownership	Directing this effort, mobilizing committee work as necessary, advocating for success messaging integration across campus and external to UI, where appropriate.	Engagement in the project from day one. Decision making, leadership in the development of outcomes.
VPSL: Off-Campus Student Support	Awareness	Engagement of off campus students in their neighborhoods and connections to their neighbors.	Annual updates, initial email communication, web presence, SST communication/presentation
WRAC	Understanding	Identity-based and cultural events, individual advising, inclusive programming	Exec committee one on one meeting with departmental leadership, expectation to share with department overall

## RECOMMENDATIONS & LIMITATIONS

The committee recommends a number of items be included in this report.

1. The messaging as a whole should be presented in a way that is obvious that not each student will experience all things. The committee had concerns about students interpreting this messaging as a “to do list” and the pitfalls that might arise from that interpretation. (Transfer and non-traditional students, notably.)
2. This report and its enclosed messaging is only successful if the stakeholders accept it as common language.
3. The list of stakeholders is not all-inclusive. The committee was thoughtful about including as many as they could, but understand there may be more that are missing. If some are omitted from this list, please add them at the discretion of the executive level group.
4. The Engage Hallmark Experiences are designed to “build upon” each other. There were many experiences that could happen every year within the four-year experience (attending the student organization fair, for example) that the committee thought it not appropriate to reiterate many activities over and over. The committee would like the executive level group to help find a way to communicate this, as not to make students feel behind or they only are able to participate in the experiences listed in Year One within their first year.
5. The committee decided to standardize language related to the Method of Communication, Frequency, and Sender based on the assigned Involvement Level in Project Design & Implementation.

## IOWA Challenge: Excel 4-Year Success Messaging

Workgroup: Jennifer Bertrand, Lisa Ingram, Kara Kehe, Lisa Kelly, Angie Lamb, Annise Richard, Lynne Sebille-White, Cassie Walizer, and Cara Wiebel

Chairs: Stephanie Preschel and Maureen Schafer

The Excel workgroup utilized the Fall 2017 SST retreat brainstorm and our own brainstorming during meetings to develop the messaging, and experiences outlined below. The Excel messages are the same across the four years; Explore, Connect, Plan, Reflect. Different experiences were identified for each part of the message, so the experiences change within the overarching message each year. Additional experiences are identified at the end of Years 1-3. A different word is emphasized in the message each year (the word is bolded below). In year one, the emphasis is on explore, in year two, the emphasis is on connect, etc. The stakeholders were identified after the messaging and experiences were finalized.

### Year One

#### • **Explore**

- Programs of study (<http://catalog.registrar.uiowa.edu/your-program/> )
  - Academic resources and different ways to study (<https://tutor.uiowa.edu/> )
  - Find your favorite place to study on campus (away from your room) (<https://tutor.uiowa.edu/>)
  - Career options (e.g. job shadow, meet someone in the field, meet with Career Advisor) (<https://careers.uiowa.edu/students> )
- 
- **Connect**
    - Name and visit with one person who can help support your experience at Iowa (RA, Professors, Academic Advisor)
    - Attend office hours for a professor or TA in one of your classes
    - Actively engage in class
- 
- **Plan**
    - Set personal academic goals
    - Work with academic advisor on preliminary roadmap to graduate
- 
- **Reflect**
    - On your academic experiences (e.g. courses, major, study habits, grades, transition) and goals throughout the year. Make changes in behavior based on what you have learned.
- 
- **Experiences**
    - Participate in a first year academic opportunity (e.g. College Transition, Peer Led Undergraduate Study, Courses in Common, First-Year Seminar)
    - Touch the brain (outside Pomerantz Center) before an exam
    - Visit a Library (<http://www.lib.uiowa.edu/> )
    - Attend a UI Lecture Series event (<https://lectures.uiowa.edu/> )

## Year Two

- Explore
  - Experiential learning opportunities (e.g. research, study abroad, Alternative Spring Break, field trip, service learning, internships, practicums, field experiences) (<https://careers.uiowa.edu/students/volunteer> )
  - Learn about career options (<https://careers.uiowa.edu/students> )
  - Attend an event that is intellectually stimulating (e.g. go to a lecture event) (<https://afterclass.uiowa.edu/events/> )
- **Connect**
  - With your academic advisor (<https://myui.uiowa.edu/my-ui/home.page> ) and a professor in your major
  - Attend office hours for a professor or TA in one of your classes
- Plan
  - Commit to major
  - Develop road map to graduation (using the curricular planning tool)
- Reflect
  - On your academic experiences (e.g. major, career options, study habits) throughout the year
- Experiences
  - Form or join a study group
  - Reserve a study room on campus (<http://www.lib.uiowa.edu/commons/group-spaces/> )
  - Walk confidently into a class

## Year Three

- Explore
  - Post-Graduation plans
  - Take a class in an area of interest, separate from your major
- Connect
  - With a professor about their research
  - Seek UI professional mentorship (faculty or staff member)
  - Your experiences to your career interests
- **Plan**
  - Job search strategy and/or grad/professional school preparation
  - Meet with your academic advisor

- Reflect
  - On your academic experiences (e.g. major, career options, experiential learning) throughout the year
- Experience
  - Pursue experiential learning opportunity (e.g. research, study abroad, Alternative Spring Break, field trip, service learning, internships, practicums, field experiences) (<https://careers.uiowa.edu/students/volunteer> )
  - Actively engage in class

#### Year Four

- Explore
  - Post-graduation plans
- Connect
  - With employers and/or grad/professional schools
  - With a professional organization in your field
- Plan
  - Apply to graduate (<https://myui.uiowa.edu/my-ui/home.page> )
  - Create post-graduation plans
  - Meet with your academic advisor
- **Reflect**
  - How will you continue to learn once you leave the University of Iowa?

A few notes about the messaging and experiences:

1. The curricular planning tool is in development, and we are unsure what it will be named on the student side.
2. We discussed the fact that we do not have a central repository for experiential learning opportunities. The Career Center has a link and is willing to expand their list. The current link is listed above.
3. We identified After Class as a central calendar for students. We recommend lectures (e.g. UI Lecture Series) be added to After Class.

**The following stakeholders will need to be part of the vetting process:**

Academic Advisors

Academic Support & Retention

Associate Deans/Director of Undergraduate Studies (department level)

Associate Provost for Undergraduate Education

Center for Diversity and Enrichment  
Chief Diversity Office  
Colleges  
Pomerantz Career Center  
University of Iowa Student Government  
Vice President for Student Life

**The following stakeholders will need to be aware of this messaging:**

Academic Resources/Tutor Collaborative Group  
Admissions  
Athletics  
Communication Centers (e.g. Writing Center, Speaking Center)  
Center for Student Involvement & Leadership  
Continuing Education  
Dean of Students  
Faculty  
Honors  
Iowa Center for Research by Undergraduates  
International Student and Scholar Services  
ITS (MAUI, MyUI)  
Libraries  
Office of Teaching and Learning, Center for Teaching  
Orientation & On Iowa!  
Registrar  
Residence Education  
Student Disability Services  
Study Abroad  
TAs  
UI Lecture Committee

## SERVE

Iowa Challenge 4-year Success Messaging Committee  
Submitted by Angela Charsha-Harney and Jenny Noyce

### I. Summary of Charge

The UI Strategic Plan (2016-2021) strategy of optimizing campus environments to support holistic student success includes a critical communications task: create cohesive four-year success messages that empower students to chart their own course along pathways to success. The committee was charged with defining the key 4-year success messages for the Serve portion of the Iowa Challenge; identify hallmark, milestone, or high impact experiences that UI students can have related to Service; and create a list of key stakeholders who will vet the proposed messages prior to campus-wide dissemination.

### II. Process Summary

With representatives from Leadership & Service in the Center for Student Involvement & Leadership, Recreational Services, Office of Financial Aid, Office of Vice President of Student Life, IMU Marketing & Design, Pomerantz Career Center, Residence Education, UI Libraries, and UI Student Government, the committee held five meetings. Each meeting had a specific focus: understanding of the charge, creating milestones, synthesizing into 4-year messaging, stakeholder categorization, and final consensus building. At each meeting, committee members could also posit feedback on the discussions & outcomes from the previous meeting. Those who missed meetings were also invited to record their ideas and thoughts on the online documents.

Each year's message has High Impact Experiences/Activities/Milestones lists, which reflect options for students to choose. Choice allows students to develop at their own pace and define for themselves what it means to manifest the yearly message in their own lives. To design the messages and lists, the committee considered the Serve language on the Iowa Challenge website, the large SST brainstorm from 9/21/2017, Serve lessons from On Iowa/Orientation, activities from across campus, definitions of global citizenship, the 7 C's of the Social Change Model of Leadership Development (Astin & Astin 1994), and various levels of stake holders across campus that teach, support, or work with undergraduate students.

### III. Messages with Aligned Experiences, Activities & Milestones

**Message Year 1: Hawks serve by participating in community.**

**High Impact Experiences/Activities/Milestones:**

- Reflect on your values & actions
- Reflect on what service means to you
- Consider how your Strengths (from your Success at Iowa course) can be used to help your community
- Meet with staff at the Pomerantz Career Center or Center for Student Involvement & Leadership to start identifying what forms of service work best for you (positive citizenship, role modeling, life-style choices, volunteering, service-learning, leadership, philanthropy, and/or course work that addresses societal issues)
- Ensure Hawks aren't left out ---invite classmates, floormates, friends to eat or study with you
- Be a good neighbor in the residence halls and off campus—Hawks help Hawks!
- If you are in a [Living, Learning Community](#)—support it by attending events & programs
- Attend [Volunteer Fair](#) to learn about volunteer options in the community
- Volunteer at one day events or with a weekly commitment through a campus program or community organization
- Join a [service student organization](#)

Message Year 1: Hawks serve by participating in community.

High Impact Experiences/Activities/Milestones; Continued:

- [Serve Iowa](#)
- [MLK Day of Service](#)
- [Recyclemania](#)
- [Hawkeye Meal Share](#)
- Service projects during On Iowa, Homecoming, etc.
- Annual Iowa River Clean Up
- [River Run](#) or other fundraising 5k's
- Vote in Hall Council elections
- Run for [Hall Council](#)
- Vote in [UISG elections](#)
- Vote in local, state, or national elections
- Attend a political candidate's talk
- Join a [political or advocacy student organization](#) and support social change via government systems
- Give blood with [UI DeGowin Blood Center](#)
- Live sustainably
- Be a [Friend without Borders](#) or a [Global Buddy](#) through ISSS
- Use the [Conversation Center](#)
- Help at the [Iowa Raptor Project](#)

**Message Year 2: Hawks serve as leaders and role models.**

**HIPS/Activities/Milestones:**

- Continue working towards aligning your actions with your values
- Advocate for positive social change around issues you care about
- Participate in controversy with civility both in & outside of the classroom
- Tell others about your service
- Encourage a friend to serve
- Ask your own role models how they serve
- Represent University of Iowa well in the Iowa City community
- Peer leadership ([RA's](#), [Hawkeye Guides](#), [SI leaders](#), Mentors, Ambassadors, etc)
- [Student Organization Leadership](#)
- [Service focused Student Organizations](#)
- [Service Council](#)
- [Fraternity Sorority Life's Philanthropies](#)
- [CDE Pen Pal Program](#)
- [Student employment managers, supervisors, and trainers](#)
- [Enroll in UI STEP Class \(Student to Employed Professional\)](#)
- [Leadership Certificate](#)
- [Career Leadership Academy](#)

Message Year 2: Hawks serve as leaders and role models.

HIPS/Activities/Milestones; Continued:

- [MyIowa: Multicultural & International Student Leadership Summit](#)
- [Hawkeye Institute of Leadership](#)
- [LeaderShape](#)
- [Iowa NEW Leadership](#)
- [Run for elected office with UISG](#)
- [Participate in Red Watch Band –become CPR certified](#)
- [Participate in Bridging Domestic and Global Diversity](#)
- Student Advisory Boards (ex. [USC Student Advisory Board](#), International Student Advisory Board, [CLAS Dean's Student Advisory Committee](#), etc.)

**Message Year 3: Hawks serve by partnering with others.**

**HIPS/Activities/Milestones**

- Continue working towards aligning your actions with your values
- Learn about service and social issues through classes
- Work with librarians at UI Libraries to research for classes on service & social issues as well as explore community resources
- Find common purpose with others across difference
- Collaborate with fellow students, faculty, community members and non-profits
- Work towards empowering others
- [Participate in a Hawkeye Service Team](#)
- [ISAAC Day of Caring](#)
- Service Learning Courses
- [Complete an honors service learning project](#)
- [Study Abroad service learning programs](#)
- [Cross-cultural exchange by studying abroad](#)
- [Center for Advancement's Iowa Voyagers' service trip](#)
- [Internships at Non-profits](#)
- [Community service work-study jobs](#)
- Department-specific degree requirements for practicums, internships, clinicals, or student teaching
- Experiential consulting courses through your department or Iowa Initiative for Sustainable Communities
- Community-based [research](#) with faculty



## Message Year 4: Hawks serve in Iowa and beyond.

### HIPS/Activities/Milestones:

- Continue working towards aligning your actions with your values
- Commit to the forms of service that work best for you (positive citizenship, role modeling, life-style choices, volunteering, service-learning, leadership, philanthropy, and/or course work that addresses societal issues)
- Reflect, celebrate, and share your service experiences with others
- Understand how local, national, and international issues impact each other
- Continue to participate in democracy and voting
- Continue to advocate for change around issues you are passionate about
- [Study Abroad service learning programs](#)
- [Cross-cultural exchange through study abroad](#)
- Join a professional association for your field
- Consider service [gap years](#) before pursuing graduate school
- Consider options for service within your career:
  - Careers in schools, hospitals, non-profits and public service
  - Research companies to find employers that match your own values of service or philanthropy
  - Initiate service projects or programs at your new place of employment or graduate school
- Share your growth, competencies, and values from your service experiences in interviews
- Create plans for giving back to your post-graduate communities through service or philanthropy
- Enact your service and/or philanthropy plan in your post-graduate community

### IV. Stakeholder Analysis (Chart begins on page 5)

Most stakeholders need to not only have knowledge and input about the messaging, but many also need to take action to share it with their colleagues and students, or to align their own messaging with the Iowa Challenge. Specific actions were difficult to assign without knowing how the messaging will be received and utilized by the Division of Student Life. The committee brainstormed ways messages could be shared by specific units in order to support delivery and maximize effectiveness. Column four contains recommendations for potential actions but should not be interpreted as a strict guide or a list of assigned "to-do's". Each unit would work internally and with key "Ownership" stakeholders in order to decide what messaging logistically works for their unit, how it fits into their duties, and pre-existing priorities and structures.

Stakeholders	Involvement Level in Project Design & Implementation	Method of Involvement (Knowledge, Input, Action, Leadership)	List of committee brainstorming/ideas for specific unit development
Deans of Undergraduate Studies: College of Education, College of Liberal Arts & Sciences, Tippie College of Business, College of Engineering, College of Nursing (BA/BS only), College of Public Health (BA only), Carver College of Medicine (B.S. Degrees only)	Understanding	-Knowledge -Input	-Vet messages & list to ensure a key service piece from their area was not omitted
<a href="#">Be Better!:</a> <a href="#">Matt Augeri</a> , <a href="#">Teri Schnell</a> , <a href="#">Paul Mintner</a>	Ownership	-Knowledge -Input -Action	-Vet service messages  -Align some competencies with service or vice versa on the <a href="http://bebetter.uiowa.edu">bebetter.uiowa.edu</a> site  -Decide how to incorporate Iowa Challenge into Be Better initiatives
<a href="#">Office of Study Abroad</a>	Buy In	-Knowledge -Input -Action	-Vet service messages  -Identify key service learning programs within Study Abroad  -Identify appropriate method for embedding Serve message into their own communications about these programs

<a href="#">Student Employment</a>	Buy In	-Knowledge -Input -Action	-Vet service messages  -Add & align language on service (role modeling, leadership, community) or Iowa Challenge to their webpage
<a href="#">Pomerantz Career Center</a>	Buy In	-Knowledge -Input -Action	-Vet service messages  -Incorporate Serve messaging into promotions for second semester of Career Leadership Academy
<a href="#">Residence Life/Education</a>	Ownership	-Knowledge -Input -Action	-Vet service messages  -Vet service messages with ARH students  -Reinforce language about community & service in student staff training, programs, roommate contracts, check-ins, etc.  -Incorporate service & community language (and other Iowa Challenge language) in new 1 <sup>st</sup> year curriculum initiative; work with On Iowa & Orientation for alignment
<a href="#">Center for Student Life &amp; Involvement (MLK Day of Service, Serve Iowa, Service Student Organizations, Senior Week, Iowa Challenge Awards, Greek Life, Family Weekend, etc.)</a>	Ownership	-Knowledge -Input -Action	-Vet service messages  -Vet service messages with student organizations & Hawkeye Service Team participants  -Break down service awards (or Iowa Challenge awards) to also align with 4 year messages (each level of student would receive an award)  -Training for non-service organizations on best practices/how-to for service projects or philanthropy projects

			<ul style="list-style-type: none"> <li>-Incorporate a service project, message, or award into Family Weekend</li> <li>-Incorporate a service project or celebration of service into Senior Week</li> </ul>
CSIL: Leadership & Service	Ownership	<ul style="list-style-type: none"> <li>-Knowledge</li> <li>-Input</li> <li>-Action</li> <li>-Leadership</li> </ul>	<ul style="list-style-type: none"> <li>-Create Centralized Webpage of resources that also incorporates Iowa Challenge website language and/or 4-year messaging</li> <li>-Lead committee for actions below</li> </ul>
<a href="#">CSIL, Pomerantz Center, Study Abroad, Various Academic Department's (ex. Education's Volunteer Page, Social Work's Volunteer Page, Communication Studies Community Service Page, International Studies Volunteering Page), Academic Advising, Honors Service Learning page, Center for Teaching &amp; Learning (service learning), Office of Outreach &amp; Engagement, Office of the President (Government Relations), Center for Advancement, etc.</a>	Ownership	<ul style="list-style-type: none"> <li>-Knowledge</li> <li>-Input</li> <li>-Action</li> </ul>	<ul style="list-style-type: none"> <li>-Align language on various websites to reflect 4 year messages and/or the service explanations on On Iowa's Iowa Challenge webpages</li> <li>-Create &amp; agree upon a consistent, short paragraph that can be placed on all service &amp; volunteer pages across campus that UI undergrads may use</li> <li>-Each service or volunteer page across campus must link to above Centralized Webpage of resources</li> </ul>

<p>IMU (Pick One, Fair Days, Welcome Desk, Marketing &amp; Design)</p>	<p>Buy In</p>	<p>-Knowledge -Input -Action</p>	<p>-Vet messages -Consider changes to Pick One campaign to work with Iowa Challenge messaging -Infuse Iowa Challenge into all marketing (Marketing &amp; Design) -Brochure or other media about the Iowa Challenge at the Welcome Desk</p>
<p><a href="#">Division of Student Life, University College, Deans of Undergraduate Studies &amp; Undergraduate Academic Advisors, Center for Teaching &amp; Learning , Office of Outreach &amp; Engagement, Office of the President (Government Relations), Center for Advancement, Office of Strategic Communications, etc.</a></p>	<p>Understanding</p>	<p>-Knowledge</p>	<p>-Vets messages  -Knowledge of centralized webpage of resources that also uses the 4-year messaging</p>
<p><a href="#">Provost Office, VP of Student Life</a></p>	<p>Buy-in</p>	<p>-Knowledge -Input -Action</p>	<p>-Vet messages  -Send 2<sup>nd</sup> year e-mail message: Welcome back + about role modeling &amp; leadership w/ options (and/or with various 2<sup>nd</sup> year messages from the Iowa Challenge areas)</p>
<p><a href="#">Iowa GROW</a></p>	<p>Buy-in</p>	<p>-Knowledge -Input -Action</p>	<p>-Vet messages  -Add check in question about role modeling, leadership, community, or collaboration OR general check in question about how they are meeting the Iowa Challenge in their student employment position</p>

<a href="#">AAC + Collegiate Advisors</a>	Buy-in	-Knowledge -Input -Action	-Vet messages  -Check in question about involvement in the UI, Iowa City, or professional community during beginning of their sophomore year
<a href="#">Orientation/On Iowa</a>	Ownership	-Knowledge -Input -Action -Leadership	-Vet messages especially for alignment with changes to Orientation & On Iowa in the next few years  -Continue with Service Lesson portion of On Iowa, and align it with language used for 1 <sup>st</sup> year messaging  -Continue Serve portion of Orientation's Explore Iowa  -Collaborate with Residence Education and First Year Courses (College Transition, First Year Seminars, College Success Seminar) to ensure alignment of 1 <sup>st</sup> year curriculum and Orientation/On Iowa curriculum/activities with each other and with Iowa Challenge
First Year Courses (College Transition, First Year Seminar, College Success Seminar)	Ownership	-Knowledge -Input -Action	-Incorporate service & community language (and other Iowa Challenge language) into curriculum; work with On Iowa & Orientation for alignment
<a href="#">UCS</a>	Understanding	-Knowledge -Input	-Vet messages to minimize student overwhelm and for sensitivity to those who suffer from mental illness, trauma, or general transition struggles  -Link to Iowa Challenge on their website where appropriate
<a href="#">UI Libraries</a>	Understanding	-Knowledge	-Vet messages

			-Department Liaisons have resources to spread the word to faculty collaborators and students when asked; know about centralized webpage of resources
<a href="#">Faculty/Staff Councils</a>	Awareness	-Knowledge	-Provide update or handout to faculty/staff about current messaging initiatives during Council meetings 1x per year
Undergraduate Students	Understanding	-Knowledge -Input	-Vet messages in focus group of non-student-leaders  -Vet centralized webpage of resources that also uses the 4-year messaging
<a href="#">University of Iowa Student Government</a>	Buy-in	-Knowledge -Input -Action	-Vet messages & list to ensure a key event, program, or initiative from their area was not left out  -Promote new centralized webpage on their social media and/or highlight 4-year messages on their social media  -Promote idea of service in voting engagement, campaigns, and elections
<a href="#">Resident Assistants, Hawkeye Guides, and On Iowa Leaders</a>	Understanding	-Knowledge -Input -Action	-Vet messages  -Ability to articulate resources & first year message to incoming students
<a href="#">Provost Office &amp; Strategic Planning Committees</a>	Understanding	-Knowledge -Input	-Vet messages  -Knowledge of messaging
Division of Student Life Departments (Recreational Services, CSIL,	Awareness	-Knowledge	-Vet messages & list to ensure a key event, initiative, or program from their individual area was not left out

Student Health & Wellness, University Housing & Dining, RVAP, WRAC, UCS, SDS, Etc)			
<a href="#">Center for Diversity &amp; Enrichment</a>	Awareness	-Knowledge	-Vet messages & list to ensure a key event, initiative, or program from their individual area was not left out
<a href="#">Intercollegiate Athletics</a>	Buy-in	-Knowledge -Input -Action	-Vet messages & list to ensure a key service activity or service language they use with athletes was not left out  -Coaches/staff have knowledge of on Iowa Challenge areas and messages  -Highlight Serve challenge portions during games (via announcements, media, Hawkeye Wave during football games, etc.)  -Continue “Community Service Award” in Golden Herky Awards
University College ( <a href="#">Orientation, On Iowa, Career Center</a> )	Awareness	-Knowledge	-Vet messages & list to ensure a key service activity from their area was not left out
<a href="#">Writing Center</a>	Awareness	-Knowledge	-Vet messages & list to ensure a key service activity from their area was not left out
<a href="#">Honors</a>	Awareness	-Knowledge	-Vet messages & list to ensure a key service activity from their area was not left out
<a href="#">Admissions</a>	Buy In	-Knowledge -Input -Action	-Vet messages  -Decide how Iowa Challenge messaging can be infused into their



			communications with prospective students & parents
<a href="#">Office of Strategic Communications</a>	Buy in	-Knowledge -Input -Action	-Vet messages -Incorporate messaging into social media, communications, college websites main pages, and Iowa Now stories
Parents	Awareness	-Knowledge	-Receipt of messaging via admissions, On Iowa, and/or family weekend programming
<a href="#">Office of Research and Economic Development</a>	Buy-in	-Knowledge -Input -Action	-Vet messages -Determine viability of aligning some of their messaging with Serve (ex. Dare to Discover Campaign) -Continue award for Distinguished Achievement in Publicly Engaged Research -Determine viability of infusing Iowa Challenge or Iowa Challenge messaging into University of Iowa Mobile Museum and/or Discovery Trunks
<a href="#">ITS</a>	Ownership	-Knowledge -Input -Action -Leadership	-Vet messages -Ensure Help Desk staff are aware of centralized webpage -Determine viability of Iowa Challenge section on MyUI student page -Determine viability of a searchable tag for “service learning” and/or “experiential education” in MyUI’s course catalog search function -If viable, collaborate with Registrar and various stakeholders to implement above tags

<a href="#">Office of Registrar</a>	Buy-in	-Knowledge -Input -Action	-Vet service messages  -Additions to U of I Graduation App about service plans during post-grad life  -Collaborate with ITS and various partners to create a searchable tag on MyUI for "Service Learning" and/or "Experiential Learning" courses
<a href="#">Learning &amp; Development</a>	Buy-In	-Knowledge -Input -Action	-Vet messages -Incorporate Iowa Challenge as part of curriculum in "Supervising Today's Students" series
<a href="#">Central HR</a>	Understanding	-Knowledge	-Vet messages -Continue to allow SST to table at faculty/staff orientation; SST includes flyer or information on Iowa Challenge & yearly messaging -Determine if linking to central resources web page (for faculty & staff's personal volunteer efforts) is appropriate
<a href="#">Facilities Management</a>	Awareness	-Knowledge	-Vet messages