

BE BETTER @IOWA

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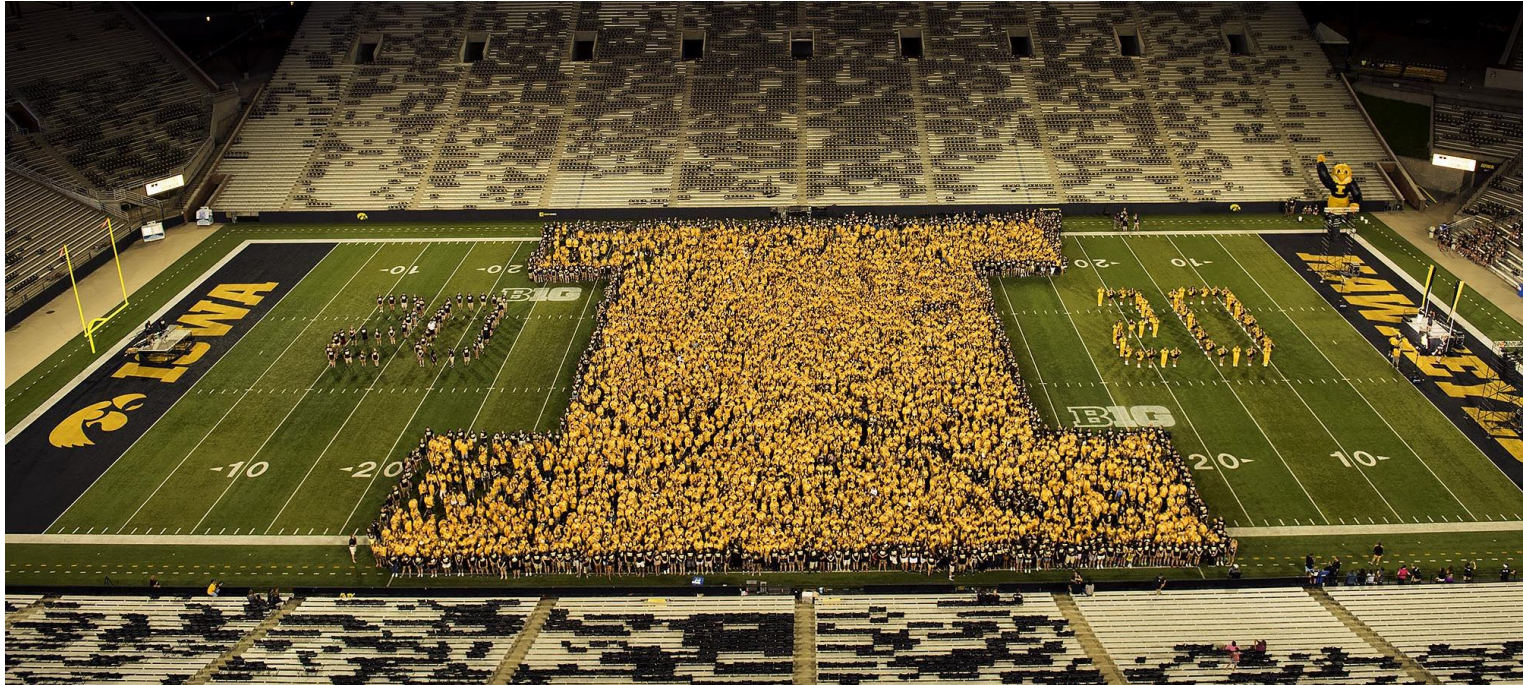
What is it?

The Be Better initiative is aimed at helping the University of Iowa be recognized as the university that creates leaders who leverage their Strengths, leadership knowledge, and leadership skills to contribute to their communities now and in the future.

The Initiative is meant to:

- Help students know the value of what is learned from each of their classes, their major(s), and/or co-curricular experiences
- Help students be more successful while at Iowa and after they graduate
- Help students develop and improve the knowledge and skills employers are seeking from new and recent graduates

Class of 2020's Top 5 Strengths



Achiever (30%)

Restorative (28%)

Competition (24%)

Adaptability (22 %)

Futuristic (22%)

Herky's Top 5 Strengths



Positivity

WOO

Competition

Includer

Achiever

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What's the point of all of this?

Why does any of this matter?

How can this help students?

How does all of this work together?

Our Definition of Student Success

Our Mission

The University of Iowa's Student Success Team develops ideas and implements initiatives that foster undergraduate achievement within a safe, engaging, and inclusive campus community.

Our Vision

- Iowa's Student Success Team brings together students, faculty, and staff for the shared purpose of fostering undergraduate student achievement. We emphasize collaboration, communication, and commitment.
- SST advances opportunities for all students and embraces diversity as essential to our work. We're committed to creating an environment where every student can and will succeed.
- SST goals and projects are driven by research and ongoing assessment strategies that demonstrate our results.

Definition of Student Success

University of Iowa students succeed when they achieve personal and institutional educational goals. Successful students develop skills and knowledge, become more mature in their thinking, assume greater responsibility for their own lives and learning, develop understanding of diversity and multiculturalism, and become effective leaders.

Student success at The University of Iowa is a shared enterprise. Students succeed by active engagement in educationally purposeful activities. Faculty, staff, and students create formal and informal learning opportunities on campus and off, and policies, programs, and practices that foster student engagement.

The University measures students and institutional success in undergraduate education by examining a variety of indicators, including measures of learning, persistence, graduation, engagement, health and well being, and opportunities after graduation.

Our Charge

Becoming a leader is one aspect of the UI's definition of student success. While there are a number of deep and engaging programs available to our students, there is no common launching experience and no articulated pathways/structure to support students on their leadership identity development journey.

A work group convened by Sarah Hansen, VPSL, created a proposal to develop a Gallup Strengths-based launching experience, to be implemented during On Iowa. There is general, broad support for such a proposal.

However, we would like to better define what happens when students "land" after that launching experience – for instance, **how could the programs and services which receive first-year students after On Iowa continue to support the conversations on strengths and leadership – and beyond the first-year, what policies, practices, and programs need to be developed** to support The University of Iowa as the university that creates leaders who leverage their strengths, leadership knowledge, and leadership skills to contribute to their communities now and in the future.

Our Charge

Develop a framework that honors what we are doing well and is adaptable enough to allow us to grow.

Use Strengths as a launching experience during On Iowa! and capitalize on campus interest in Strengths.

Honor leadership learning as a developmental process, and identify multiple pathways that allow students to develop in meaningful ways while they are at Iowa.

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A Note on High Impact Practices

George Kuh outlines the following as common high-impact practices on college campuses:

- First Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

“An extensive literature has established the value of active, engaged, and collaborative forms of learning for students. The effective educational practices described in here reflect more than two decades of work on campus to translate these broad research findings into curriculum and pedagogy. The recommended practices, while not exhaustive, provide a ‘cornerstone to capstone’ framing that potentially fosters active intellectual engagement and practice across the entire educational experience.” (Kuh, 2008, p. 42)

Kuh, G. D., & Schneider, C. G. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

A Note on High Impact Practices

“If our goal is to help students achieve the essential learning outcomes that both educators and employers endorse, then the long-term challenge is to transparently connect these intended outcomes with students’ successful engagement in a thoughtfully planned sequence of high-impact practices.” (Kuh, 2008, p. 18)

“On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning.” (Kuh, 2008, p. 19)

Kuh, G. D., & Schneider, C. G. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

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How do Strengths and the Student Leadership Competencies Connect?

Our committee operationalized leadership theories to describe how these concepts unite to make a framework that supports undergraduate student leadership development.

It relies on (among other things) Trait Theory, Skill Theory, and Leadership Identity Development Theory.

Trait Theory

Trait theory was the first systematic approach to study leadership. It relied on the idea that there were 'certain traits' that made 'certain people' great leaders.

Research in the mid-20th century questioned the universality of leadership traits.

*“Despite its shortcomings, the trait approach provides valuable information about leadership. It can be applied by individuals at all levels in all types of organizations.”
(Northouse, 2004, p. 24)*

Northouse, P. G. (2004). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.

Trait Theory

Achiever	Restorative	Competition	Adaptability	Futuristic	Learner
Harmony	Input	Relator	Includer	Positivity	Strategic
Responsibility	WOO	Communication	Individualization	Consistency	Developer
Intellection	Analytical	Deliberative	Discipline	Ideation	Context
Significance	Focus	Activator	Maximizer	Arranger	Belief
	Command	Connectedness	Self-Assurance		

Trait Theory

Skill theory was developed in a response to trait theory. It focused on skills and abilities that can be learned and developed rather than looking at personality traits that usually are viewed as innate and relatively fixed.

Rather than focus on who a leader is, this theoretical context identifies what skills are necessary to cultivate.

“The skills approach is intuitively appealing. To describe leadership in terms of skills makes leadership available to everyone. Unlike personality traits, skills are competencies that individuals can learn or develop.” (Northouse, 2004, p. 50)

Northouse, P. G. (2004). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.

Skill Theory




Civic Responsibility

- Diversity
- Others' Circumstances
- Social Justice
- Inclusion
- Social Responsibility
- Service



Communication

- Verbal Communication
- Nonverbal Communication
- Listening
- Writing
- Facilitation
- Conflict Negotiation
- Advocating for a Point of View




Group Dynamics

- Organizational Behavior
- Power Dynamics
- Group Development
- Creating Change




Interpersonal Interaction

- Productive Relationships
- Appropriate Interaction
- Helping Others
- Others' Contributions
- Empathy
- Supervision
- Providing Feedback
- Mentoring
- Empowerment
- Motivation
- Collaboration



Learning and Reasoning

- Research
- Idea Generation
- Other Perspectives
- Reflection and Application
- Systems Thinking
- Analysis
- Synthesis
- Evaluation
- Problem Solving
- Decision Making



Personal Behavior

- Ethics
- Initiative
- Resiliency
- Responding to Change
- Responding to Ambiguity
- Follow Through
- Responsibility for Personal Behavior
- Functioning Independently
- Positive Attitude
- Confidence
- Excellence



Self Awareness and Development

- Self-Understanding
- Personal Values
- Personal Contributions
- Scope of Competence
- Receiving Feedback
- Self-Development



Strategic Planning

- Organization
- Mission
- Vision
- Goals
- Plan

What does this look like in practical application?

To answer that, we have to think about

Ellen DeGeneres

Stephen Colbert

&

Jimmy Fallon



What Makes Ellen DeGeneres Successful?

What Makes Jimmy Fallon Successful?





What Makes
Stephen Colbert
Successful?

What do they have in common as it relates to their careers?



We want all students to:

...recognize the connections between their learning...

...recognize that they have incredible talents that can lead them to success...

...know they are capable of leading...

...develop skills that will help them be successful here and after they leave Iowa...

Using the Framework

UI's Eleven Competencies

- Analysis*#
- Problem-Solving*
- Verbal Communication*#
- Writing*#
- Diversity#
- Productive Relationships*
- Collaboration*#
- Self-Development
- Ethics
- Goals
- Group Development

Knowledge – Value – Ability – Behavior

** Indicates that the competency is prioritized by the National Association of Colleges and Employers (NACE);*

indicates that the competency occurs with high frequency as evidenced by the academic programs that are accredited on our campus.

Each of these have been mapped to connect with the Iowa Challenge.

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Strengths

Guiding framework for supporting High-Impact Practices

Student Leadership Competencies

Everyone has talents that can help them be successful

There are skills that help leaders be successful

Areas where development occurs

Success at Iowa
Orientation
On Iowa!
Academic Advising
Residence Education Advising & Programming
Student Organizations Advising & Programming

Coursework
Career Exploration
Career Advising
Student Employment
Student Leadership Roles

Using the Framework

The Be Better @ Iowa Framework honors what we do by:

...being broad enough to include what we are doing well and defined enough to allow us to align and grow...

...allowing nuance to occur where nuance is meant to occur – in practice/programs/procedures with our students...

The Iowa Challenge

As a University of Iowa student, you become part of the Hawkeye family—students and alumni transformed by their experiences at Iowa. The university asks you to follow their example and rise to the challenge of these five expectations:

Excel

Academic excellence means *setting and meeting high standards for yourself* as a student. Faculty, staff, and other students will ask you to ~~work hard and push yourself intellectually~~. We expect a lot from you; you should expect only the best from yourself and the university.

Stretch

At Iowa, you will find a diversity of people, ideas, opportunities, and experiences. That diversity is one of the benefits of being an Iowa student. *Step away from the familiar, try new ideas, experience new cultures, and learn from people different from yourself.*

Engage

You will be a more successful student and enjoy yourself more if *you spend your time and energy on activities that matter.* The University of Iowa offers almost limitless opportunities and the resources to help you ~~become a leader in and out of the classroom~~. Take advantage of them.

Choose

Every day you make decisions that affect your education and your future. *Take your choices seriously and use your freedom wisely.* Your Iowa education is what you make it. Make it something you and your university can be proud of.

Serve

As an Iowa student, you are a member of many communities, on and off the campus. You have the opportunity and the responsibility to be a good neighbor and citizen, and to serve the community. *Make your community a great place to live.*

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Using the Framework

UI's Eleven Competencies

- Analysis*#
- Problem-Solving*
- Verbal Communication*#
- Writing*#
- Diversity#
- Productive Relationships*
- Collaboration*#
- Self-Development
- Ethics
- Goals
- Group Development

Knowledge – Value – Ability – Behavior

What Comes Next?

We can provide:

Strengths Training
SLC Training
Toolkits to Aid You
Resources for Assessment

We want to know:

What educationally purposeful activity
that you work with could be part of this framework?

If you are using strengths – how could you apply the framework?

If you are not using strengths, how could your students use it as part of your
experience/class/employment opportunity?