

## **“A Leadership Experience for Every Hawkeye”: The University of Iowa’s Strengths and Leadership Integration Proposal**

“Leadership is applicable to all facets of life: a competency that you can learn to expand your perspective, set the context of a goal, understand the dynamics of human behavior and take the initiative to get to where you want to be.” ~ John Argo

### **Submitted on 7/31/15 by:**

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### **SST Work Group on Strengths and Leadership Integration Overarching Goal:**

To 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.

### **Rationale:**

The need for competent and effective leaders in today's complex and global communities has always been a pressing issue and, consequently, leadership development initiatives have a long history in higher education. Effective leaders are critical to many aspects of our world, including the workplace. Employers assert a gap between competencies needed to succeed and those that new hires are bringing with them from higher education. Everywhere you turn, you see something in the press about how employers are not getting the skills and qualities they need from new hires—primarily new and recent college graduates. Many of these skills and qualities can be tied back to leadership competencies.

The University of Iowa needs to rise to the occasion in addressing the leadership competency gap. One of the pillars in The Renewing the Iowa Promise is focused on Student Success. Initiatives were identified to form a roadmap for reaching The Iowa Promise and one aims at undergraduate student success: to “create the best student-centered experiences in a Big 10 public university. Two of the action items listed under the “efficiency and effectiveness” initiative also support this proposal. The first challenges UI faculty and staff to “reorganize programs and activities for increased excellence and synergies” and the other encourages UI faculty and staff to “continually evaluate programs to guide investment in those that are or have the potential to be of the highest quality, and/or are most central to the University’s missions. Finally, the UI strategic plan calls for faculty and staff to “create educationally purposeful experiences that promote student success”. In fact, it encourages UI faculty and staff to develop partnerships between academic affairs and student affairs to “maximize our ability to enhance student success; connecting classroom learning with student involvement, leadership, service, and multicultural experiences, while promoting coordinated assessment of learning outcomes.” The

University of Iowa can achieve these goals and “create a seamless environment that not only transforms the student experience”, but also makes our students more employable, competitive and marketable in the job market and to graduate schools.

The recommendations from the Student Success Team Work Group on Strengths and Leadership Integration deliver a structure to provide every University of Iowa undergraduate student with a leadership experience that will help and challenge students to take responsibility for their own leadership competency development, while providing clear pathways to guide them. Real world leadership requires a constellation of knowledge and skills that includes but is certainly not limited to learning and reasoning, self-awareness and development, interpersonal interaction, group dynamics, civic responsibility, communication, strategic planning, and the ability to manage and lead oneself. The proposed strategies, initiatives, and recommendations—if adopted—will provide every University of Iowa undergraduate student with a leadership experience and the chance to develop the competencies necessary to succeed; allowing each and every student to have the opportunity to “leverage their strengths, leadership knowledge, and leadership skills to contribute to their communities now and in the future.”

### **Guiding Principles:**

- Leadership is a verb...it is about leading yourself and leading others (internally strong and externally focused)
- Leadership is a competency that can be learned and developed
- Leadership a developmental process, it is not contingent upon holding a position/title
- Leadership must use ethical means to achieve ethical goals
- Leadership is accessible to everyone
- Leadership development prepares students for leadership responsibilities
- Leadership is inclusive
- Leadership is about working for positive change
- Leadership starts with leading oneself effectively in goal establishment and attainment

- Leadership includes influencing others towards goal achievement through an ethical and social influence process
- Leadership addresses the values and motivations *of both leaders and followers*
- Leadership development strategies use multiple leadership interventions, theories, and models

### **Strengths and Leadership Integration Work Group Recommendations:**

1. **Use a common framework:** Adopt a Strengths and Student Leadership Competencies (SLC) approach for the University of Iowa's leadership integration strategies in order to make students more employable and marketable to graduate schools.
2. **Scale high-impact activities, particularly courses:** Identify and support, with financial and human resources, the current and to be developed/revised sustainable and scalable high-impact opportunities in leadership initiatives that utilize Strengths and SLC. This will increase the likelihood of reaching as many students as possible (if not all). A high-impact practice scan is included on pages 10-16 of this report.
3. **Encourage a college-based high-impact graduation requirement:** Encourage each undergraduate college to create a graduation requirement that best suits their students and satisfies all five of the high-impact practices criteria in leadership initiatives utilizing Strengths and SLC.
4. **Provide ample just-in-time resources:** Create buy-in, then train and develop the resources (e.g., toolkits, marketing materials, etc.) necessary to support academic departments and service units as well as student life departments in order to help these units become self-sufficient in developing Strengths and/or SLC in the students they serve.
5. **Invest in technological infrastructure:** Develop the following technological mechanisms:

- a. A place online (ISIS or MAUI) to store students' top 5 Strengths and reports (needs to be accessible by faculty, staff and the individual student at all times);
  - b. A place for students to easily track their SLC development; and
  - c. A way for faculty and staff to enter the SLCs their course or co-curricular experience develops in MAUI so it is a searchable field in ISIS for students, academic advisors and all faculty and staff.
6. **Identify champions:** Identify faculty, staff and students to serve on a “Strengths and Student Leadership Competencies Integration Task Force” and to assist with the implementation of these initiatives. Each faculty and staff member would have a three-year appointment to this task force.
7. **Commit to ongoing training:** Secure the support from Learning and Development/Organizational Effectiveness and the Office of Teaching, Learning and Technology to provide ongoing training and support to faculty and staff in order to advance the Strengths and SLC initiatives.
8. **Commit adequate human resources:** Identify and then centralize devoted human resources to be responsible for the creation and implementation of the above recommendations. To go “all in”, this SST work group highlighted the need to centralize devoted human resources to fully achieve the goal this group was given. While this is not a first step, this work group believes future conversations around this recommendation are necessary by May 2017 as implementation steps are taken and the first full year of the Strengths and Leadership integration efforts are evaluated and assessed.

## **What's Possible by May 2017?:**

### **All Areas:**

- A partnership with the Gallup Organization is solidified.
- Support is secured from Learning & Development and Office of Teaching, Learning & Technology for training of faculty and staff.
- A mechanism for strengths to be stored and accessible for students and appropriate faculty and staff will be created (or revise ISIS, MAUI, MapWorks, OrgSync, or HireaHawk to serve as this mechanism).
- A list of courses, experiences, and resources where students can develop their strengths and student leadership competencies will be created and disseminated.
- A taskforce that would include liaisons per department who would be trained and then train and advance initiatives in their department will be identified and selected.
- Campus-wide training on Strengths and Student Leadership Competencies will be created and implemented.
- Student staff (Including, but not limited to: Resident Assistants, On Iowa! Captains and Leaders, Fraternity & Sorority Life Leaders, Hawkeye Guides), interns, administratively assigned student organization leaders will be trained in strengths and student leadership competencies.
- A toolkit for using Strengths and Student Leadership Competencies in programs, advising, and other arenas is created for staff.
- Faculty & Staff will be trained to have 1:1 conversations about Strengths and Student Leadership Competencies
- Weekly Communication (similar to Dr. Rocklin's E-mail on Student Success) will be sent to involved faculty and staff with tips on using Strengths & Student Leadership Competencies.
- A marketing plan and message is delivered for campus, prospective students, current students, families, and other constituencies.

### **Orientation Programs:**

- All incoming students will complete the strengths assessment
- Introduction of Strengths at New Student Orientation to Students

- Orientation includes a Strengths and Leadership Parent Session

**Academic Advising:**

- Academic advisors will provide appropriate workshops for students struggling with academics that relates to Strengths and Student Leadership Competencies.

**Pomerantz Career Center:**

- Prepare professional staff and peer advisors in the Pomerantz Career Center to incorporate Strengths in appointments/workshops/resources as is appropriate.

**Leadership Studies Coursework:**

- Secure funding to be able to offer 15 sections of a combination of Career Leadership Academy, Introduction to Leadership, & President's Leadership Class for fall 2016.

**Other Coursework:**

- Tippie College of Business Direct Admit Seminar includes in Strengths and Student Leadership Competencies.

**On Iowa!:**

- Continuation of Strengths and Leadership Conversations from Orientation for all New Students

**Residence Education:**

- Edit Community Development Model to Incorporate Strengths and Student Leadership Competencies.
- Increase opportunities in halls for students to participate in reflection and meaning making around their leadership experiences.

**Co-Curricular Programs and Student Organizations:**

- Intentional mapping of co-curricular experiences for inclusion of Strengths & Student Leadership Competencies
- Increased offerings of Strengths Development Sessions to Student Organization Leaders
- Family Weekend includes an optional Strengths and Student Leadership Competencies session for families.



**Criteria for High-Impact Practices in Leadership Initiatives Utilizing Strengths and Student Leadership Competencies**

1. Experience must occur over time (at least 8 hours for co-curricular experiences; 12 hours for academic experiences).
2. Experience includes an intentional and educational reflective component focused on Strengths and/or SLC. Note: Simply completing the Strengths assessment and learning about the results alone does not equate a “high-impact leadership experience”.
3. Experience includes a feedback component from the facilitator or instructor to student, student to student, professional to student, etc.
4. Experience includes the opportunity for practical application of Strengths and/or SLC skills/concepts learned.
5. The learning outcomes for the experience go beyond the knowledge development domain and get into the value, ability and/or behavior domains as outlined by Dr. Seemiller.

## Lists of High-Impact Activities in Leadership Initiatives Utilizing Strengths and SLC by Sub-committee:

### Academic Advising

Academic Advising	Criteria for High Impact Practices in Leadership Initiatives Utilizing Strengths and SLC					Number of Students Served	Roles within the initiative				
Strategies and services this unit will engage in to advance the Strengths and Leadership Competencies (SLC) initiatives. (Several of these do not currently hit all 5 criteria items, but would need to be revised in order to "count" as a "leadership experience.")	Occurs over time (at least 8 hrs co-curricular or 12 hr academic class)	Includes an intentional and educational reflective component focused on Strengths and/or SLC	Includes a feedback component (from facilitator/instructor to student, student to student, professional to student, etc.	Includes the opportunity for practical application of skills/concepts learned	Learning outcomes for experience go beyond knowledge development (and get into value, ability and/or behavior)	Number of Students Served	I	R	E	C	S
Infuse SLC module into the Exploring Majors workshops and add to CLAS classes.	?	X	X	X	X	all undergraduates	X	X	X	X	X
Offer a Strengths-based and/or SLC-based unit for students on probation and enrolled in the College Success Seminar.	X	X	X	X	X	all undergraduates	X	X	X	X	X
Integrate Strengths and SLC into a voluntary workshop for students who may need intervention regarding coursework according to MAPWorks.	?	X	X	X	X	all undergraduates	X	X	X	X	X
As appropriate, professional advisors and CLAS' Office of Academic Programs and Student Development staff will incorporate SLC and Strengths referrals and information into handouts, workshops and courses that are coordinated and/or taught by this office.	X	X	X	X	X	all undergraduates	X	X	X	X	X
<b>Initiating = Introduces students to Strengths and/or Student Leadership Competencies (SLC) in a general/very basic way; "gets the ball rolling"</b> <b>Referring = Guides students to classes and co-curricular opportunities so they can develop their knowledge about Strengths further and/or develop their SLC; engages in discussions with students about Strengths and/or SLC in order to help them make academic and co-curricular decisions</b> <b>Educating = Teaches or facilitates classes, workshops, trainings, educational programs, etc. that intentionally cover Strengths and/or SLC</b> <b>Coaching = Mentors students by reinforcing Strengths and/or SLC with students outside of a "formal" class, workshop, training, or educational program; use Strengths and/or SLC information as a tool to assist when working with students in primary responsibilities</b> <b>Supporting = Engages students in conversations about Strengths and/or SLC when teachable moments arise</b>											
1st-year											
2nd yr and beyond											
both 1st-year and beyond											

## Career Advising

Career Advising	Criteria for High Impact Practices in Leadership Initiatives Utilizing Strengths and SLC					Number of Students Served	Roles within the initiative				
Strategies and services this unit will engage in to advance the Strengths and Leadership Competencies (SLC) initiatives. (Several of these do not currently hit all 5 criteria items, but would need to be revised in order to "count" as a "leadership experience.")	Occurs over time (at least 8 hrs co-curricular or 12 hr academic class)	Includes an intentional and educational reflective component focused on Strengths and/or SLC	Includes a feedback component (from facilitator/instructor to student, student to student, professional to student, etc.)	Includes the opportunity for practical application of skills/concepts learned	Learning outcomes for experience go beyond knowledge development (and get into value, ability and/or behavior)	Number of Students Served	I	R	E	C	S
Infuse Strengths and SLC into professional career advising appointments, peer advising appointments, workshops, student resources, and the Career Center Programs courses, where applicable.	X	X	X	X	X	10,000		x	x	x	x
If first-year and/or transfer students are required to take courses that focus on Strengths and SLC development, provide adequate staff support to manage enough Strengths and SLC-infused Career Explorations courses (or related new course focused on career field of interest) that will meet the needs of increased student enrollment-- assuming CLA, ITL, and PLC will also be used to achieve this. (10 sections of 100 students offered each fall, spring and summer of each year)	X	X	X	X	X	3,000	x	x	x	x	x
If needed and/or if first-year/all students are required to take courses that focus on Strengths and SLC development, develop and offer more last six-weeks of the semester, one semester hour courses that focus on Strengths and SLC development on a deeper level. (5 sections of 50 students offered each fall, spring and summer of each year).	X	X	X	X	X	750	x	x	x	x	x
Incorporate Strengths and SLC and their relevance to different career fields into the PCC module of the Success at Iowa class, as appropriate. Provide referral resources so students can plan and begin their SLC development early in their college experience.	X	X	X	X	X	6,000	x	x	x		x

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- Referring** = Guides students to classes and co-curricular opportunities so they can develop their knowledge about Strengths further and/or develop their SLC; engages in discussions with students about Strengths and/or SLC in order to help them make academic and co-curricular decisions
- Educating** = Teaches or facilitates classes, workshops, trainings, educational programs, etc. that intentionally cover Strengths and/or SLC
- Coaching** = Mentors students by reinforcing Strengths and/or SLC with students outside of a "formal" class, workshop, training, or educational program; use Strengths and/or SLC information as a tool to assist when working with students in primary responsibilities
- Supporting** = Engages students in conversations about Strengths and/or SLC when teachable moments arise

- 1st-year
- 2nd yr and beyond
- both 1st-year and beyond

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## Leadership Studies and Other Academic Courses

Leadership Studies and Other Academic Courses	Criteria for High Impact Practices in Leadership Initiatives Utilizing Strengths and SLC					Number of Students Served	Roles within the initiative				
Strategies and services this unit will engage in to advance the Strengths and Leadership Competencies (SLC) initiatives. (Several of these do not currently hit all 5 criteria items, but would need to be revised in order to "count" as a "leadership experience.")	Occurs over time (at least 8 hrs co-curricular or 12 hr academic class)	Includes an intentional and educational reflective component focused on Strengths and/or SLC	Includes a feedback component (from facilitator/instructor to student, student to student, professional to student, etc.)	Includes the opportunity for practical application of skills/concepts learned	Learning outcomes for experience go beyond knowledge development (and get into value, ability and/or behavior)	Number of Students Served	I	R	E	C	S
Deeply infuse SLC and Strengths into Career Leadership Academy, Introduction to Leadership, President's Leadership Class and offer more sections of these courses to reach greater number of students (60 sections per year of 100 students per section).	X	X	X	X	X	6,000	X	X	X	X	X
Identify other leadership introductory courses and major-specific introductory courses and work with faculty to integrate Strengths and SLC more deeply into the curriculum.	X	X	X	X	X	??	X	X	X		X
Develop and offer more last 6 weeks of the semester, 1 s.h. courses focused on Strengths and SLC development beyond the knowledge dimension. (60 sections per year of 50 students per section).	X	X	X	X	X	3,000	X	X	X		X
Infuse Strengths and SLC into the core courses for the Certificate in Leadership Studies (Perspectives on Leadership and Leadership Theory to Practice).	X	X	X	X	X	120		X	X	X	X
Infuse Strengths and SLC into appropriate leadership course curricula in the Enterprise Leadership major.	X	X	X	X	X	600	??	??	??	??	??
Infuse Strengths and SLC into appropriate course curricula in the Leadership track in the Management major more deeply as appropriate.	X	X	X	X	X	400	??	??	??	??	??
Integrate Strengths and SLC on a deeper level into curriculum for the following: Introduction to Management, First-Year Seminars focused on leadership/teamwork; high enrollment general education courses, major-specific introductory courses for majors; Rhetoric; leadership position training courses (e.g., RA, On Iowa!, Orientation, Iowa Edge, etc.)	X	X	X	X	X	1,000s					
Add Career Leadership Academy, Introduction to Leadership, and other courses with a deeper level of learning (must meet criteria to right) on Strengths and SLC development to the Values, Society and Diversity list of CLAS and TCOB general education required courses.	X	X	X	X	X	1,000S					
Develop an undergraduate peer ambassador program to assist course instructors who meet the criteria to the right and to serve as Strengths and SLC mentors/coaches. This gives students a way to develop their own Strengths and SLC. (50 peer ambassadors available to 6,000 students)	X	X	X	X	X	50/6,000					
Incorporate Strengths at deeper level into TCOB Direct Admit Seminar and in a way that allows students to invest (practice, build knowledge, develop skills) in their top 5 talents.	X	X	X	X	X	400					
Expand and integrate Strengths and SLC development into areas of undergraduate and/or faculty research (HESA, ICRU, CRUE, etc.)	X	X	X	X	X	??					

**Initiating**  
**Referring**  
**in discuss**  
**Educating**  
 Coaching = Mentors students by reinforcing Strengths and/or SLC with students outside of a "formal" class, workshop, training, or educational program; use Strengths and/or SLC information as a tool to assist when working with students in primary responsibilities  
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both 1st-year and beyond

## On Iowa! and Orientation

On Iowa! and Orientation	Criteria for High Impact Practices in Leadership Initiatives					Number of Students Served	Roles within the initiative				
	Occurs over time (at least 8 hrs co-curricular or 12 hr academic class)	Includes an intentional and educational reflective component focused on Strengths and/or SLC	Includes a feedback component (from facilitator/instructor to student, student to student, professional to student, etc.)	Includes the opportunity for practical application of skills/concepts learned	Learning outcomes for experience go beyond knowledge development (and get into value, ability and/or behavior)	Number of Students Served	I	R	E	C	S
Strategies and services this unit will engage in to advance the Strengths and Leadership Competencies (SLC) initiatives. (Several of these do not currently hit all 5 criteria items, but would need to be revised in order to "count" as a "leadership experience.")											
Strategies and services this unit will engage in to advance the Strengths and Leadership Competencies (SLC) initiatives.											
<i>Orientation Programs</i>											
Hawkeye Guide Student Leader Training	X	X	X	X	X	37		X	X	X	X
<i>On Iowa!</i>											
On Iowa! Student Leader Training	X	X	X	X	X	220		X	X	X	X
<b>Initiating = Introduces students to Strengths and/or Student Leadership Competencies (SLC) in a general/very basic way; "gets the ball rolling"</b>											
<b>Referring = Guides students to classes and co-curricular opportunities so they can develop their knowledge about Strengths further and/or develop their SLC; engages in discussions with students about Strengths and/or SLC in order to help them make academic and co-curricular decisions</b>											
<b>Educating = Teaches or facilitates classes, workshops, trainings, educational programs, etc. that intentionally cover Strengths and/or SLC</b>											
<b>Coaching = Mentors students by reinforcing Strengths and/or SLC with students outside of a "formal" class, workshop, training, or educational program; use Strengths and/or SLC information as a tool to assist when working with students in primary responsibilities</b>											
<b>Supporting = Engages students in conversations about Strengths and/or SLC when teachable moments arise</b>											
1st-year											
2nd yr and beyond											
both 1st-year and beyond											

## Co-Curricular Programming and Student Organizations (1 of 2)

Student Orgs & Co-Curricular Programming	Criteria for High Impact Practices in Leadership Initiatives					Number of Students Served	Roles within the initiative				
Strategies and services this unit will engage in to advance the Strengths and Leadership Competencies (SLC) initiatives. (Several of these do not currently hit all 5 criteria items, but would need to be revised in order to "count" as a "leadership experience.")	Occurs over time (at least 8 hrs co-curricular or 12 hr academic class)	Includes an intentional and educational reflective component focused on Strengths and/or SLC	Includes a feedback component (from facilitator/instructor to student, student to student, professional to student, etc.)	Includes the opportunity for practical application of skills/concepts learned	Learning outcomes for experience go beyond knowledge development (and get into value, ability and/or behavior)	Number of Students Served	I	R	E	C	S
Center for Student Involvement & Leadership											
<i>The comprehensive implementation of Gallup StrengthsFinder 2.0 and Student Leadership Competencies as frameworks for student organization leader training, advising, and evaluation, including mapping current experiences for student leaders and investigating new opportunities for integration of these concepts, including:</i>											
Fraternity & Sorority Life Council Officers	X	X	X	X	X	28				X	
Fraternity & Sorority Life Leadership Advance	X	X	X	X	X	50			X	X	
Fraternity & Sorority Life Recruitment Guide Training	X	X	X	X	X	50			X	X	
CSIL Student Organization Leadership Institute	X	X	X	X	X	100			X	X	
CSIL Student Organization Advising	X	X	X	X	X	150		X		X	X
Hawkeye Service Team Leader Training	X	X	X	X	X	10			X	X	
CSIL Student Staff (Welcome Center & Cultural Centers)	X	X	X	X	X	TBD			X	X	
<i>The comprehensive implementation of the Student Leadership Competencies as a framework for measuring student leadership development over time through programs, initiatives, and student organizations experiences, including:</i>											
LeaderShape	X	X	X	X	X	54			X	X	
Dance Marathon Leadership Retreats	X	X	X	X	X	100			X	X	
Hawkeye Service Team Participants	X	X	X	X	X	130			X	X	
President's Leadership Class	X	X	X	X	X	34			X	X	
Introduction to Leadership	X	X	X	X	X	200			X	X	
Practicum in Leadership Studies	X	X	X	X	X	20			X	X	
Fraternity & Sorority Life Leadership Class	X	X	X	X	X	50			X	X	
Fraternity & Sorority Life Emerging Leaders Retreat	X	X	X	X	X	60			X	X	

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 Referring = Guides students to classes and co-curricular opportunities so they can develop their knowledge about Strengths further and/or develop their SLC; engages in discussions with students about Strengths and/or SLC in order to help them make academic and co-curricular decisions

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## Co-Curricular Programming (2 of 2)

Student Orgs & Co-Curricular Programming	Criteria for High Impact Practices in Leadership Initiatives					Number of Students Served	Roles within the initiative				
Strategies and services this unit will engage in to advance the Strengths and Leadership Competencies (SLC) initiatives. (Several of these do not currently hit all 5 criteria items, but would need to be revised in order to "count" as a "leadership experience.")	Occurs over time (at least 8 hrs co-curricular or 12 hr academic class)	Includes an intentional and educational reflective component focused on Strengths and/or SLC	Includes a feedback component (from facilitator/instructor to student, student to student, professional to student, etc.)	Includes the opportunity for practical application of skills/concepts learned to student, etc.)	Learning outcomes for experience go beyond knowledge development (and get into value, ability and/or behavior)	Number of Students Served	I	R	E	C	S
<b>Center for Diversity &amp; Enrichment</b>											
Iowa Edge Peer Leaders	X	X	X	X	X	20			X	X	
Advantage Iowa Scholars	X	X	X	X	X	Varies	X	X	X	X	X
TRIO Transition Seminar	X	X	X	X	X	Varies		X	X	X	
CDE Mentoring Program	X	X	X	X	X	Varies		X		X	
Minority Focus Group	X	X	X	X	X	Varies				X	
Student Leadership Retreat	X	X	X	X	X	Varies			X	X	
CDE Student Staff/TRIO SSS Tutors/CDE	X	X	X	X	X	Varies			X	X	
<b>Tippie Undergraduate Programs Office</b>											
Direct Admit Seminar	X	X	X	X	X	400	X		X	X	
Student Leadership Training	X	X	X	X	X	300			X	X	
Tippie Administratively Assigned Groups	X	X	X	X	X	Varies			X	X	
<b>Intercollegiate Athletics</b>											
ISAAC Student Training	X	X	X	X	X	44			X	X	
<b>Women's Resource &amp; Action Center</b>											
Iowa N.E.W. Leadership	X	X	X	X	X	36			X	X	
WRAC Student Organization Training	X	X	X	X	X	Varies			X	X	
<b>Student Health and Wellness</b>											
Health Ninjas Advising	X	X	X	X	X	Varies			X	X	
<b>Campus Wellness and Recreation Center</b>											
Sports Clubs and Student Staff Training	X	X	X	X	X	Varies			X	X	
<b>Initiating = Introduces students to Strengths and/or Student Leadership Competencies (SLC) in a general/very basic way; "gets the ball rolling"</b>											
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<b>Educating = Teaches or facilitates classes, workshops, trainings, educational programs, etc. that intentionally cover Strengths and/or SLC</b>											
<b>Coaching = Mentors students by reinforcing Strengths and/or SLC with students outside of a "formal" class, workshop, training, or educational program; use Strengths and/or SLC information as a tool to assist when working with students in primary responsibilities</b>											
<b>Supporting = Engages students in conversations about Strengths and/or SLC when teachable moments arise</b>											
1st-year											
2nd yr and beyond											
both 1st-year and beyond											

## Residence Education

Residence Education	Criteria for High Impact Practices in Leadership Initiatives					Number of Students Served	Roles within the initiative				
Strategies and services this unit will engage in to advance the Strengths and Leadership Competencies (SLC) initiatives. (Several of these do not currently hit all 5 criteria items, but would need to be revised in order to "count" as a "leadership experience.")	Occurs over time (at least 8 hrs co-curricular or 12 hr academic class)	Includes an intentional and educational reflective component focused on Strengths and/or SLC	Includes a feedback component (from facilitator/instructor to student, student to student, professional to student, etc.)	Includes the opportunity for practical application of skills/concepts learned	Learning outcomes for experience go beyond knowledge development (and get into value, ability and/or behavior)	Number of Students Served	I	R	E	C	S
<b>Residence Education</b>											
<i>Commitment to integrate Strengths and Student Leadership Competencies into the residence halls through RA staff training and supervision, as well as other student employees and student leaders.</i>											
<b>Training for Resident Assistants</b>	X	X	X	X	X	150		X	X	X	X
<b>Training for Student Leaders</b>	X	X	X	X	X	75		X	X	X	X
<b>Training for Student Staff</b>	X	X	X	X	X	100		X	X	X	X
<i>Increase opportunities in halls for students to participate in reflection and meaning making around their leadership experiences.</i>											
<b>Supervision of Student Staff</b>	X	X	X	X	X	150		X	X	X	X
<b>Advising of Student Organizations</b>	X	X	X	X	X	75		X		X	X
<i>Edit and Utilize the Community Development Model and LLC programming plan to incorporate opportunities to expose student to leadership competencies and strengths.</i>											
<b>Leadership competencies are linked to each activity that includes leadership experience through the Community Development Model.</b>	X	X	X	X	X	All Students in Residence Education		X	X	X	X
<b>Integrate Strengths into pre-established Residence Hall student experiences.</b>	X	X	X	X	X	All Students in Residence Education		X	X	X	X
<b>Community Development Model will contain Strengths-related programmatic expectations.</b>	X	X	X	X	X	All Students in Residence Education		X	X	X	X
<i>Identify where strengths and student leadership competencies can be integrated in work with students through: LLCs (especially those linked to majors), disciplinary meetings, student mentor programs, hall associations, student organizations, etc</i>											
<b>Professional staff lead developmental sessions for student staff and/or students.</b>	X	X	X	X	X	Varies			X	X	X
<b>Strengths in Conduct/Discipline Process</b>	X	X	X	X	X	Varies		X		X	X

**Initiating** = Introduces students to Strengths and/or Student Leadership Competencies (SLC) in a general/very basic way; "gets the ball rolling"

**Referring** = Guides students to classes and co-curricular opportunities so they can develop their knowledge about Strengths further and/or develop their SLC; engages in discussions with students about Strengths and/or SLC in order to help them make academic and co-curricular decisions

**Educating** = Teaches or facilitates classes, workshops, trainings, educational programs, etc. that intentionally cover Strengths and/or SLC

**Coaching** = Mentors students by reinforcing Strengths and/or SLC with students outside of a "formal" class, workshop, training, or educational program; use Strengths and/or SLC information as a tool to assist when working with students in primary responsibilities

**Supporting** = Engages students in conversations about Strengths and/or SLC when teachable moments arise

1st-year

2nd yr and beyo

both 1st-year and beyond

"A Leadership Experience for Every Hawkeye": The University of Iowa's Strengths and Leadership Integration Proposal  
 Submitted 7/31/15 by: Kelley Ashby, Senior Director, Academic and Leadership Programs, Pomerantz Career Center  
 Paul Mintner, Supervising Coordinator, Leadership Programs, Center for Student Involvement and Leadership



## Assessment Plan for Leadership Development and Strengths Initiative:

The assessment plan will track metrics such as Strengths knowledge and application and student leadership competencies (SLCs) knowledge, values, abilities, and behaviors across the student experience. It will also track training and use of Strengths and SLCs across staff (including student staff) and faculty. Staff support for assessment will be needed. Some of the items below will be implemented after May 2017.

Goal areas	Assessment measures
Strengths implementation with students	<ul style="list-style-type: none"> <li>• <b>Percentage completed</b> StrengthsQuest</li> <li>• <b>Orientation survey:</b> Orientation outcomes</li> <li>• <b>Success @ Iowa course:</b> 1<sup>st</sup> semester outcomes</li> <li>• <b>Mapworks:</b> On Iowa! outcomes</li> <li>• <b>LLC post-test:</b> First-year outcomes</li> <li>• <b>SERU:</b> Experience across specific years (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>)</li> <li>• <b>Senior Survey:</b> Outcomes of UI experience</li> <li>• <b>PCC Alumni Survey:</b> Outcomes on job/career (6 months after graduation)</li> <li>• <b>Program level assessment</b> <ul style="list-style-type: none"> <li>○ Includes questions specific to the Strengths outcomes of the program, course, advising session, etc.</li> <li>○ Use of 1 or 2 similar questions across experiences</li> </ul> </li> <li>• <b>Multi-Institutional Study of Leadership (MISL)</b></li> </ul>
SLC implementation with students	<ul style="list-style-type: none"> <li>• <b>Orientation survey:</b> Orientation outcomes</li> <li>• <b>Success @ Iowa course:</b> 1<sup>st</sup> semester outcomes</li> <li>• <b>Mapworks:</b> On Iowa! outcomes</li> <li>• <b>LLC post-test:</b> First-year outcomes</li> <li>• <b>SERU:</b> Experience across specific years (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>)</li> <li>• <b>Senior Survey:</b> Outcomes of UI experience</li> <li>• <b>PCC Alumni Survey:</b> Outcomes on job/career (6 months after graduation)</li> <li>• <b>Program level assessment</b> <ul style="list-style-type: none"> <li>○ Includes questions specific to the SLC outcomes of the program, course, advising session, etc.</li> <li>○ Use of 1 or 2 similar questions across experiences</li> </ul> </li> <li>• <b>Multi-Institutional Study of Leadership (MISL)</b></li> </ul>
Faculty and Staff training	<ul style="list-style-type: none"> <li>• <b>Percentage completed</b> StrengthsQuest</li> <li>• <b>Percentage trained</b> in Strengths and/or in SLCs</li> <li>• <b>Training outcomes</b></li> </ul>
Faculty and Staff implementation	<ul style="list-style-type: none"> <li>• <b>Percentage (in unit/department) integrating</b> Strengths and/or SLCs</li> </ul>
Student staff training	<ul style="list-style-type: none"> <li>• <b>Percentage completed</b> StrengthsQuest</li> <li>• <b>Percentage trained</b> in Strengths and/or in SLCs</li> <li>• <b>Training outcomes</b></li> </ul>
Student staff application	<ul style="list-style-type: none"> <li>• <b>Application of training</b> through evaluations (which includes demonstration of learning and reflection) <ul style="list-style-type: none"> <li>○ Students they serve</li> <li>○ Self</li> </ul> </li> </ul>

## **Other Services, Programs, and Activities Recommended (Not High-Impact):**

### Academic Advising:

1. Professional Academic Advisors complete introductory Strengths and SLC training and incorporate them into their 1:1 student appointments as appropriate (50% are trained by end of year 1; 75% by end of year 3).
2. Professional advising units have at least one person serve as the “liaison” to the “Strengths and SLC Central Office”; complete more extensive training on Strengths and SLC; train other advisors on ways to incorporate Strengths and SLC into 1:1 student appointments, as appropriate; develop new advisor training module for all newly hired professional advisors; serve as a Strengths and SLC resource for the unit.
3. Create a task force to create a Strengths and SLC training program specifically tailored to academic advising and their work with students; identify additional strategic applications of Strengths and SLC to advising and continue develop training program as needed.
4. Professional academic advising units work together (through liaisons) to create a list of courses, experiences, resources, referrals, etc. for students to gain further knowledge about Strengths and/or to develop SLC.
5. As appropriate, refer students searching for a major to the Career Center for help in identifying how their Strengths and SLC connect to different majors and/or careers.
6. Investigate benefits of incorporating Strengths and SLC into probation interviews conducted by the staff in the CLAS Dean’s office; if deemed worth pursuing, identify staff to train CLAS directors to use Strengths and SLC in these interviews.
7. Insert language into the mission and goals of the advising programs addressing teaching students about Strengths and SLC; identify student learning outcomes for SLC gained as a result of the academic advising experience and assess those outcomes.
8. Academic Advising Center (AAC) advisors add information about SLC to planning and/or registration handouts; AAC advisors ask students how they are meeting SLC development or what they need to work on and make referrals as appropriate.

#### Career Advising:

1. Advocate for the creation and implementation of standardized training for all PCC student workers and interns that intentionally includes relevant SLC development for these students. As appropriate, all Pomerantz Career Center peer advisors, student interns, and work study students working a semester or longer receive Strengths and SLC-infused training; are encouraged to incorporate them into their work and receive feedback from their supervisors (conversations/performance meetings are held, ideas are discussed for how to incorporate them into the students' work, supervisors intentionally help each student develop and improve 2-3 SLC, etc.); and learn how to highlight their Strengths and SLC to employers and graduate schools.
2. Identify employers currently utilizing Strengths internally and invite these employers to collaborate with workshops and courses that integrate Strengths.
3. The Pomerantz Career Center becomes the campus "hub" for Strengths as applied to career development. PCC becomes a referral site for academic advisors; provides workshops and resources to faculty, staff, and students; and educates academic departments to be more aware of the role Strengths can play in students' career decision-making and development.
4. In cooperation with the "Strengths and SLC Central Office" and the Leadership Studies and All Academic Courses sub-committee/task force, develop a strategic communication plan and the resources needed to identify and onboard 3-5 key pilot academic departments in different colleges and educate faculty and staff about the importance of SLC development as it relates to: 1) majors/careers, and 2) helping student highlight their SLC to employers and graduate schools. Onboard all academic departments by the end of year three.

#### Leadership Studies Courses and All Academic Courses:

1. Propose, develop, and offer new courses that focus on Strengths and SLC education and development.

2. Create extra sections of Career Leadership Academy (CLA), and Introduction to Leadership (ITL) specifically for undecided majors and majors without an introductory major course that has a Strengths and/or SLC component.
3. Integrate Strengths and SLC into ten of the largest major-specific introductory courses.
4. Create software (or an app) that will map/create groups of students in a class based on their Strengths so instructors can assign groups based on the Strengths domains and will have an easy way to understand dividing students into groups by Strengths. Assign student discussion and/or lab groups based on Strengths in large lecture courses with labs. Utilize peer ambassadors, specifically trained on Strengths, to meet with each group of student to help them better understand how their individual Strengths influence group work.
5. Utilizing the Strengths and SLC task force, create a list of campus “champions” to market and promote the Strengths and SLC efforts; develop a plan for implementing Strengths and SLC strategies campus-wide beyond year three; develop a plan for creating a standardized Strengths and SLC curriculum; create a definition of leadership for the UI; determine which SLC will be focused on at the UI; decide upon a marketing strategy for these initiatives; create and implement a model for elite student leadership institute (like the Hawkinson program); create support for interdisciplinary research in leadership through the “Strengths and SLC Central Office”; identify requirements and constraints for a SLC tracking system that integrates with other UI systems like HireaHawk, MAUI, ISIS, and OrgSync (all faculty, staff and students have access to, allows students to track and plan their SLC development, and allows faculty and staff to see what students have completed already and adjust individual course projects to further develop students’ SLC); and develop and implement an assessment plan to measure impact.
6. Work the Office of Teaching, Learning and Technology to incorporate Strengths and SLC trainings into this office’s offerings for groups responsible for Strengths and SLC instruction as well as for TAs leading lab sections/discussions. By year three, this office in cooperation with the Associate Provost for Undergraduate Education, offers a “summit”

to educate faculty on Strengths and SLC integration into their courses and departments (syllabi learning outcomes are mapped to SLC and Strengths, where appropriate).

7. Develop a Strengths and SLC “toolkit” for faculty and staff to utilize.
8. Pilot infusing SLC into CLA/ITL/PLC to gauge how to scale adding SLC to other courses, develop assessment methods to measure impact of SLC development through course work, and identify how course fit with co-curricular offering on campus, if applicable.
9. Create a separate leadership general education or graduation requirement after year three.
10. Map SLC to course syllabi for all courses that count towards the Certificate in Leadership Studies; Certificate faculty advisory committee consider dropping any course that does not include SLC development and uses SLC development as a criteria for approving future courses.
11. Offer more first-year seminar classes focused on leadership and/or teamwork that include/demonstrate emphasis on SLC development.
12. Create a common core SLC curriculum/toolkit for all student leader training courses and pilot the use of this curriculum/toolkit in the student leader training courses that already exist (RA, Fraternity/Sorority Life, Iowa Edge, Orientation, On Iowa!, etc.) so all student leaders trained in this manner understand SLC and how they apply to their leadership position. Encourage any new student leader training incorporates the common core SLC curriculum/toolkit. Develop a “principles of good practice” for SLC training.
13. Develop process and update existing systems (MAUI and ISIS) so an SLC field can be added into MAUI and must be completed when courses are entered into the planner so students, faculty, and staff can search for SLC-infused course easily on ISIS.

On Iowa! and Orientation:

1. Delivery of Strengths Assessment through Success @ Iowa.
2. Mapping of Student Leadership Competencies to Hawkeye Guide Training.
3. All On Iowa! Leaders take Strengths. Training follows in April with all leaders
4. All On Iowa! Captains take Strengths and then receive training in three classes within the semester long course

5. Mapping leadership competencies to On Iowa! training for student leaders
6. All *On Iowa!* student leaders receive an introductory Leadership Competencies training session in Summer 2016.
7. All On Iowa! Committee chairs receive the 2 hour introductory Strengths session in Jan/Feb 2016
8. All Hawkeye Guides in Orientation receive the Strengths facilitator training Spring 2016
9. All Admissions recruitment student positions take Strengths
10. All staff members in University College complete strengths assessment and training session

#### Co-Curricular Programming and Student Organizations:

1. University-Wide Initiatives
  - a. Develop a team of Student Strengths Ambassadors.
  - b. Establish a Strengths Representative in each office involved in Strengths integration.
  - c. Hold Semi-Annual consortium for UI Leadership Educators with sessions on best practices and innovative ways to use strengths.
  - d. Dedicated Leadership Development Programs intentionally map their experiences to the student leadership competencies and infuse strengths where appropriate.
  - e. Award programs (Hawk Awards, FSL, and others) emphasize leadership competencies for individual student awards.
  - f. Develop strengths consultants program for student organization leaders.
2. Intercollegiate Athletics
  - a. All members of ISAAC receive minimum 2-hour strengths training.
  - b. Provide Strengths education for coaches / staff
  - c. Provide Strengths education during New Student-Athlete Orientation
  - d. Train academic services staff on Strengths
  - e. Provide tutorial staff with educational program about strengths
3. Tippie College of Business Undergraduate Programs Office
  - a. Incorporate Strengths into the Tippie RISE requirement

- b. The Undergraduate Program Office creates a co-curricular leadership-related four-year plan.
  - c. The Undergraduate Program Office incorporates a leadership four-year plan into academic advising via major sheets, degree audits, and admissions criteria.
4. Center for Diversity & Enrichment
- a. Integrate leadership development with Minority Focus Group activities
  - b. Implement a Student Leadership Retreat for all CDE students (including TRiO)
  - c. Include leadership as a topic within Iowa Edge Peer Leader Class, CDE Mentoring Program and TRiO Transition Seminar
  - d. Develop leadership component in CDE community service activities
  - e. Integrate leadership development with CDE Student Workers, TRiO

Residence Education:

1. Integrate conversation on roommate Strengths into Roommate Agreements.
2. RAs will create one set of Strengths related door decorations to post on doors at beginning of year.
3. RAs will create one bulletin board per semester related to Strengths education.
4. RAs will be given script for first floor meeting outlining the importance of Strengths.
5. Housing website contains information about Strengths-specific initiatives.
6. Departmental processes and marketing are evaluated to meet Strengths philosophy.
7. Professional staff meetings will feature a Strengths-related exploration or development once a month.
8. Leadership theory principles are explored departmentally.
9. Training on theory is an integrated session in ARH and Hall Government trainings.
10. NACURH Advisor Recognition Training is required for all Hall Association Advisors.
11. Increase opportunities for RA staff to facilitate training for peers during summer and winter training workshops to develop competencies.
12. Have 1-2 student staff members sit on at least two departmental committees such as RA Selection or RA Training to develop competencies and utilize strengths.

13. Meetings occur with RAs to discuss ways to implement leadership competency and strengths development.



**Human Resources and Budget Needed:**

Sub-committee	Item Description	Budget Needed	Anticipated Revenue	Human Resources Needed	Alternative
Leadership Studies & All Academic Courses	By Fall 2018/19 can reach 6,000 students/year by: Offering additional sections of CLA, ITL and Career Explorations (enough sections of each to serve 6,000 students/year. CLA and ITL could be revised to reach 100 students per section every fall & spring). Each 100-person "lecture" would also have 4 smaller discussion/lab sections of 25 students each.	\$6000 + fringe per lead instructor + \$2500 + fringe per assistant x 3 = \$13,500 + fringe total per section x 30 sections/semester = \$405,000 + fringe/semester x 2 sem = <b>\$810,000 + fringe per year</b>	\$206/student per credit hour of anticipated tuition revenue x 6,000 students x 3 s.h. = <b>\$3,708,000/year</b>	1 lead instructor per course who also lead his/her own lab section + 3 assistant instructors to lead the 25-person discussion/lab sections = 4 people total x 30 sections/semester = 120 people/sem x 2 sem = 240 instructors & assistants per year	Additional sections of CLA/ITL and Career Explorations as currently offered: 240 sections x 25 students/section = 6,000 students served/year. \$6,000 x 240 = <b>\$1,440,000 per year</b>
	Offer 10 more last 6 weeks of the semester Strengths and SLC-focused 1 s.h. courses that serve 50 students/section (1,000 students/year)	\$1700 per lead instructor x 10 instructors/semester x 2 = <b>\$34,000 + fringe per year</b>	\$206/student per credit hour of anticipated tuition revenue x 1,000 students x 1 s.h. = <b>\$206,000/year</b>	50% of current PCC staff time is devoted to managing these types of classes + 10 instructors per semester x 2 = 20 instructors per year.	Reallocate current staff member's time to build and oversee this component.
Total for Leadership Studies & All Academic Courses re: Courses		\$844,000 + fringe	\$3,914,000		Difference: + \$3,070,000 (without fringe)

**Human Resources and Budget Needed:**

Sub-committee	Item Description	Budget Needed	Anticipated Revenue	Human Resources Needed	Alternative
Leadership Studies & All Academic Courses	By 2023 can reach 6,000 students/year by: Integrating Strengths and SLC into enough existing courses (Rhetoric, major-specific introductory classes, first year seminars, high enrollment general education requirement courses). Predict it will take this long because Task Force work needs to happen first, then onboarding & training, mapping & revising curriculum if applicable. Also need time to pilot and assess impact of pilot sections. Quality control is reduced vs. the above option.	Existing resources for the courses listed would be used.		Existing human resources for the courses listed would be used.	
	Undergraduate Peer Ambassador program supervisors + funding to run 240-member peer ambassador program (1 peer ambassador: 25 student ratio)	\$30,000 + fringe for new .5 FTE OR \$25,000 x 2, .5 GAs (20 hr/week each) = \$30-50,000/ year + \$10,000 for 240-member peer ambassador program = <b>\$40-60,000 + fringe per year</b>		2, .5 Graduate Assistants or 50% of new FTE	Could hire staff for the "Central Strengths and SLC Office" and part of their responsibilities would be to serve as Strengths and SLC supervisor of 240-member Peer Ambassador program.
	Scholarships/Fellowships for faculty research	\$5,000 x 3 awards = <b>\$15,000</b>			
Total for Leadership Studies & All Academic Courses re: Existing courses & other		\$55,000-\$75,000 + fringe			Difference: -\$55,000-\$75,000 (without fringe)
Sub-committee	Item Description	Budget Needed	Anticipated Revenue	Human Resources Needed	Alternative
Academic Advising	25% of a current staff member's time devoted to serving as the Strengths and SLC liaison. Would need to "backfill" the 25% time lost for academic advising.	<b>\$10,000 per year</b> to backfill advising responsibilities		25% of current staff member's time + hire someone for 25% to replace advising responsibilities	
	New 50% FTE position to serve as the Strengths and SLC advisor/liaison for every CLAS student who are advised by faculty	<b>\$23,000 per year</b>		New 50% FTE position	Could hire staff for the "Central Strengths and SLC Office" and part of their responsibilities would be to serve as Strengths and SLC advisors to any student.
Total for Academic Advising:		\$33,000			Difference: -\$33,000

**Human Resources and Budget Needed:**

To go "all in", this SST work group highlighted the need to centralize devoted human resources to fully achieve the goal this group was given. While this is not a first step, this work group believes future conversations around these recommendations are necessary by May 2017 as implementation steps are taken and the first full year of the Strengths and Leadership integration efforts are evaluated and assessed.

Sub-committee	Item Description	Budget Needed	Anticipated Revenue	Human Resources Needed	Alternative
<b>Overall: "Central Strengths and SLC Office Staff" and Strengths Assessment Implementation</b>	1 Academic Director for Center (12-month faculty position)= \$90,000 + fringe; 1 Assistant Dean for overall initiative (12-month P&S staff) = \$90,000 + fringe; 1 Administrative Support P&S = \$43,000 + fringe; 2 P & S Program Manager Staff = \$56,000 each + fringe = \$112,000 + fringe	<b>\$335,000 + fringe per year</b>		1 FT (12-month) faculty member and 4 FTE P&S staff	Could reallocate existing staff and faculty members' time, but may need to backfill for some of their current duties or drop those duties altogether if no longer as big of a priority as this.
	Total for Overall "Central Strengths and SLC Office Staff":	\$335,000 + fringe			Difference: -\$335,000
	<b>Item Description</b>	<b>Budget Needed</b>	<b>Human Resources Needed</b>		
	Overall Budget (Total Expenses)	\$1,267,000- \$1,287,000 + fringe	<ul style="list-style-type: none"> <li>• 3-s.h. course instructors: 240/yr</li> <li>• 1-s.h. course instructors: 20/yr</li> <li>• FTE and GAs:               <ul style="list-style-type: none"> <li>o 1 - .5 FTE P&amp;S OR 2 - .5 GAs (Peer Ambassador Program)</li> <li>o 1 - .25 FTE P&amp;S (AAC)</li> <li>o 1 - .5 FTE P&amp;S (CLAS advising)</li> <li>o 1 - 12-month Faculty (Center)</li> <li>o 4 - FTE P&amp;S (Center)</li> </ul> </li> </ul>		

# Letters of Support



**Department of Management  
& Organizations**

W252 John Pappajohn Business Building  
Iowa City, Iowa 52242-1000  
319-335-0927 Fax 319-335-1956  
[www.biz.uiowa.edu/manorg](http://www.biz.uiowa.edu/manorg)

21 July, 2015

Dear Tom and Lon,

I am writing to provide my strong endorsement of the SST Leadership Committee Proposal to advance student leadership development across campus. The Tippie College has been involved with this type of work for some time and our professional staff already infuses the logic and language of leadership competencies into our programming. I am glad to encourage the faculty who teach our core undergraduate courses to do the same.

I should mention that my only concern with the current proposal is that I feel it is tactical, which I imagine is a reflection of the pragmatic orientation of the committee members. If we hope to claim that our institution is forward-thinking about student leadership development, then I think this proposal should be seen as a baseline on which we can build further programs and activities, including a research-oriented center like the Center for Research on Undergraduate Education.

If you have questions, please do not hesitate to contact me directly via email ([kenneth-g-brown@uiowa.edu](mailto:kenneth-g-brown@uiowa.edu)) or phone (1-319-335-0924).

Sincerely,

A handwritten signature in black ink, appearing to read "Kenneth G. Brown".

Kenneth G. Brown, Ph.D., SPHR  
Associate Dean, Undergraduate Program  
Professor of Management and Organizations and Tippie Research Fellow  
Professor of Educational Policy and Leadership Studies, by courtesy appointment



**COLLEGE OF  
LIBERAL ARTS & SCIENCES**

**Academic Programs and  
Student Development**

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Iowa City, Iowa 52242-1409  
319-335-2633 Fax 319-335-3192  
clasps@uiowa.edu  
<http://clas.uiowa.edu/students>

To: Kelley Ashby and Paul Mintner

From: Helena Dettmer, Associate Dean for Undergraduate Programs & Curriculum and the Humanities

Date: July 16, 2015

RE: Letter of Support for Student Success Team Student Leadership Competencies and Strengths Integration Initiatives

The Office of Academic Programs and Student Development (APSD) in the College of Liberal Arts & Sciences supports the suggestions submitted by the Academic Advising sub-committee of the Student Success Team Work Group on Leadership and Strengths integration strategies. We are interested in encouraging students to take advantage of this new initiative if it becomes available and believe it will provide opportunities to enhance the student experience.

Specifically, the APSD will support the Student Success Team Leadership Competencies and Strengths integration initiative in the following ways:

1. When it becomes available, encourage professional academic advising staff in the College to participate in Strengths and Leadership integration training.
2. When available, encourage staff in APDS to participate in Strengths and Leadership integration training.
3. As appropriate, professional advisors and APSD staff will incorporate SLC and Strengths referrals and information into handouts, workshops and courses that are coordinated and/or taught by this office.
4. If funding is provided by the Provost to hire a 50% advisor, that part-time advisor will become the College's liaison to the campus "hub" for Strengths and SLC and provide ongoing training and resources to professional advisors in the College. This advisor will also act as the primary contact on Strengths and SLC with CLAS students who are not advised by a professional advisor.
5. If a campus-wide SLC and/or Strengths Task Force is created, APSD will encourage professional advising staff to participate and contribute to the advancement of the SLC and Strengths integration initiatives.



UNIVERSITY HOUSING  
& DINING

**Residence Education**

100 Stanley Hall, Room 260  
Iowa City, Iowa 52242-1217  
319-335-3700 Fax 319-335-3689  
housing.uiowa.edu

To: Kelley Ashby and Paul Mintner

From: Kate Fitzgerald, Director Residence Education *KF*

Date: June 18, 2015

RE: Support for New Leadership Competencies and Strengths Initiatives

I am writing to express University Housing & Dining, Residence Education's commitment to the Student Success Team Leadership Competencies and Strengths integration strategies proposed by the residence education sub-committee.

We commit to integrate strengths and leadership competencies into the residence halls into our RA staff training and supervision as well as with our other student employees and student leaders. We will edit the community development model and LLC programming plan to incorporate opportunities to expose students to leadership competencies and strengths.

We will train our professional staff as well as residence hall student leaders and our student staff to be able to discuss strengths and leadership competencies with our residents. In addition, we will utilize our staff to train campus LLC partners who want to learn about strengths and leadership competencies.

We will work to see where we can integrate strengths and leadership competencies into our work with students. We believe opportunities exist within the LLCs, especially those linked to majors. Additionally, we believe many interactions with students would allow for linkage, for instance, disciplinary meetings, student mentor programs, hall associations, student organizations, etc.

Assuming that all students are provided the opportunity to take strengths by the university, we will support the training of our professional staff. We will also use our professional staff to train our student staff and leaders. We will support the implementation of strengths and leadership competencies into the halls programmatically.

We are excited to be a part of this new initiative at the University of Iowa.



UNIVERSITY COLLEGE  
310 Calvin Hall  
Iowa City, Iowa 52242  
319-335-2062  
Fax 319-335-1423

July 27, 2015

Lon Moeller, Associate Provost for Undergraduate Education  
111 Jessup Hall

Tom Rocklin, Vice President for Student Life  
249 Iowa Memorial Union

Dear Tom and Lon:

We are writing to share our support for the initiatives that have been conceptualized by the Leadership Development and Strengths Student Success Team Action Committee, co-chaired by Kelley Ashby of the Pomerantz Career Center and Paul Mintner of the Center for Student Involvement & Leadership. Becoming a leader is one aspect of the UI's definition of student success. In furthering of this aim, we are pledging support for Orientation Services and *On Iowa!*'s role in implementing the committee's recommendations, including (but not limited to) the following recommendations:

- The comprehensive training of staff affiliated with the University College on use of Gallup StrengthsFinder 2.0 and the Student Leadership Competencies, as appropriate based on roles.
- The comprehensive implementation of Gallup StrengthsFinder 2.0 and Student Leadership Competencies as frameworks for student leader training (including Hawkeye Guides, *On Iowa!* Captains, and *On Iowa!* Leaders), including mapping current experiences for student leaders and investigating new opportunities for integration of these concepts.
- The comprehensive implementation of the Student Leadership Competencies as a framework for measuring student leadership development over time through programs, initiatives, and student experiences.
- Support for the delivery of the Gallup StrengthsFinder 2.0 assessment via the Success at Iowa course beginning summer 2016.
- Supporting and serving as a key area of influence for the implementation and integration of use of Gallup StrengthsFinder 2.0 and the Student Leadership Competencies with students programmatically as appropriate via Orientation Services and *On Iowa!*, as the department is uniquely positioned to do so.



Orientation Services and the *On Iowa!* program are committed to student success at the University of Iowa, and likewise is committed to the on-going development of students as leaders. Please let this serve as a statement of our support for this initiative in the successful execution of this initiative beginning fall 2016.

Sincerely,



Kate Sojka  
Director, Academic Support & New Student Initiatives



Tina Arthur  
Director, Orientation Services

cc: Sarah Hansen, Division of Student Life  
Kelley Ashby, Pomerantz Career Center  
Paul Mintner, Center for Student Involvement & Leadership



**Center for Student Involvement  
& Leadership**

145 Iowa Memorial Union  
Iowa City, Iowa 52242-1317  
319-335-3059 Fax 319-353-2245  
getinvolved@uiowa.edu  
imu.uiowa.edu/students

June 18, 2015

Tom Rocklin, Vice President for Student Life  
249 Iowa Memorial Union  
Lon Moeller, Associate Provost for Undergraduate Education  
111 Jessup Hall

Dear Tom and Lon:

I am writing to share my support for the initiatives that have been conceptualized by the Leadership Development and Strengths Student Success Team Action Committee, co-chaired by Kelley Ashby of the Pomerantz Career Center and Paul Mintner of the Center for Student Involvement & Leadership. Becoming a leader is one aspect of the UI's definition of student success. In furthering of this aim, I am pledging my support for the Iowa Memorial Union's role in implementing the committee's recommendations, including (but not limited to) the following recommendations:

- The comprehensive training of staff affiliated with the Center for Student Involvement & Leadership and Iowa Memorial Union on use of Gallup StrengthsFinder 2.0 and the Student Leadership Competencies, as appropriate based on roles.
- The comprehensive implementation of Gallup StrengthsFinder 2.0 and Student Leadership Competencies as frameworks for student organization leader training, advising, and evaluation, including mapping current experiences for student leaders and investigating new opportunities for integration of these concepts.
- The comprehensive implementation of the Student Leadership Competencies as a framework for measuring student leadership development over time through programs, initiatives, and student organizations experiences.
- Supporting the integration of Gallup StrengthsFinder 2.0 and the Student Leadership Competencies in Leadership Studies Coursework administratively directed by the Center for Student Involvement & Leadership, as is appropriate.
- Supporting and serving as a key area of influence for the implementation and integration of use of Gallup StrengthsFinder 2.0 and the Student Leadership Competencies with students in a co-curricular setting, as the department is uniquely positioned to do so.

The Iowa Memorial Union is committed to student success at the University of Iowa, and likewise is committed to the on-going development of students as leaders. Please let this serve as a statement of my support for this initiative and the role of the IMU and CSIL staff as partners in the successful execution of this initiative beginning fall 2016

Sincerely,

Bill Nelson  
Director, Iowa Memorial Union and  
Center for Student Involvement & Leadership

cc: Sarah Hansen  
Anita Cory  
Nellie Hermanson  
Kelley Ashby  
Paul Mintner



**Pomerantz Career Center**

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[www.careers.uiowa.edu](http://www.careers.uiowa.edu)

To: Kelley Ashby and Paul Mintner

From: Dr. David Baumgartner, Assistant Provost

Date: July 1, 2015

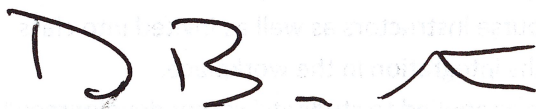
RE: Letter of Support for Student Success Team Student Leadership Competencies and Strengths Integration Initiatives

I would like to demonstrate the Pomerantz Career Center's support of and commitment to the suggestions submitted by the Career Advising and the Leadership Studies sub-committees of the Student Success Team Work Group on Leadership and Strengths integration strategies. We are excited to participate in this new initiative at the University of Iowa and believe it will help Iowa students not only succeed during their time at Iowa, but also make them more attractive candidates to future employers and graduate schools.

Specifically, the Pomerantz Career Center (PCC) and Leadership Studies courses coordinated by the PCC will support the Student Success Team Leadership Competencies and Strengths integration initiative in the following ways:

1. Where applicable, infuse Student Leadership Competencies (SLC) and Strengths into professional career advising appointments, peer advising appointments, workshops, student resources, Career Center Programs courses, and the Leadership Studies courses coordinated and/or taught by PCC staff.
2. Incorporate SLC and Strengths directly into our work supervising and training PCC student work study, employees, peer advisors, and interns who are with our department for at least one semester by helping these students understand, develop and apply their own SLC and Strengths.
3. Research and identify employers who incorporate Strengths into their organizations so these employers can be shared with students and PCC course instructors as well as invited into class sessions or workshops that are focused on Strengths integration in the workplace.
4. Become the campus "hub" for Strengths education as applied to students' career development and will provide workshops and resources as appropriate upon request.
5. Assist in informing and onboarding academic departments about Strengths and SLC development as it relates to major/career decision-making, development and the importance of helping students highlight their Strengths and SLC to employers and graduate schools by creating and implementing a strategic communication plan which will guide PCC staff in:
  - a. Determining which academic departments are approached within the first two years and which are approached later;

- b. Developing an effective message that educates academic departments about Strengths and SLC development as it related to major/career decision making, development and the importance of helping students highlight their Strengths and SLC to employers and graduate schools and motivates faculty and staff in these departments to encourage students to engage in experiences that develop their Strengths and SLC; and
  - c. Developing the resources necessary to communicate the above message effectively to each academic department.
6. Assist the SLC task force with helping those academic departments that do not have an accrediting body and are not listed in the SLC database in mapping their academic program to the SLC, where appropriate and upon request.
7. If first-year and/or transfer students are required to take courses that focus on Strengths and SLC development, provide adequate staff support to manage enough Strengths and SLC-infused Career Explorations and Career Leadership Academy courses (or related new course focused on career field of interest) that will meet the needs of increased student enrollment—additional instructor salary funding will be needed.
8. If needed and/or if first-year students are required to take courses that focus on Strengths and SLC development, develop and offer more last six-weeks of the semester, one semester hour courses that focus on Strengths and SLC development on a deeper level—additional instructor salary and curriculum development funding will be needed.
9. Assist with creating or giving input on the creation of a mechanism that will allow students to create an “SLC checklist” and to track their SLC development so they are better prepared to identify and articulate their SLC development to employers and graduate schools.
10. Incorporate SLC and Strengths and their relevance to different career fields into the PCC module of the Success at Iowa class, as appropriate. Provide referral resources so students can plan and begin their SLC development early in their college experience.
11. Incorporate SLC into “What Can I Do with a Major In...?” web resources and/or new guides for career fields of interest.
12. If a campus-wide SLC and/or Strengths Task Force is created, encourage and support PCC staff involvement and participation to contribute to the advancement of the SLC and Strengths integration initiatives.



David Baumgartner, Assistant Provost