

P3 Project Report for Fiscal Year 2022

P3 Leader: Peter Damiano

Project Title: Continued Development of IowaRISE: Transforming Experiential Research and Education

This is a progress report for the use of P3 Year 0 funds for: *Continued Development of IowaRISE: Transforming Experiential Research and Education*. This project continued the model development that was started with funding with pilot support associated with the Path Forward Strategic Plan implementation process.

The IowaRISE Initiative (**R**esearch, **I**nternship, **S**ervice learning, and civic **E**ngagement) was the culmination of the efforts of over 120 campus and community members who were part of the UI Path Forward Engagement Work Group and multiple subcommittees intended to implement the engagement-related priorities of the UI Strategic Plan. The ultimate strategic priority became the development of ways to increase experiential research and educational opportunities for UI faculty, staff, and students.

While some aspects of the development and implementation of the proposed activities were interrupted mid-year when the University informed us that the IowaRISE Initiative was no longer a strategic priority, we did continue to develop and implement those aspects of our proposal that were farthest along in their development and for which we were able to continue the involvement of committed faculty, staff, and students across campus.

1. Briefly describe activities to date and how the project has impacted student, faculty, and/or staff success; research and discovery; diversity, equity, and inclusion; and/or societal impact.

With pilot and Year 0 P3 support, we believe the IowaRISE Initiative began to impact all the priority areas listed here (student, faculty, and/or staff success; research and discovery; diversity, equity, and inclusion; and/or societal impact) through the development of models with the potential to expand engaged research/scholarship; educational opportunities; internships; mentoring; and service learning across campus.

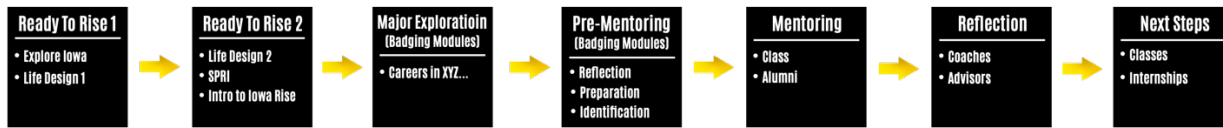
The aspirational goals established by the Path Forward Engagement Work Group for the IowaRISE Initiative were:

- To increase retention, recruitment, career/life discernment for undergrad/graduate students
- To improve earlier alumni engagement through mentoring and internship involvement
- To help faculty design and implement experiential education and research opportunities
- To improve the value of the University of Iowa to the state by training more students in Iowa and helping to diversify Iowa's workforce
- To distinguish the University as a Destination University
- To increase AAU rankings through the impact of community-engaged research

Figure 1 provides an overview of the conceptual model of the IowaRISE Initiative and how the components we were building were intended to fit into a continuum of engaged activities:



**ENGAGED EXPERIENCES TO ENHANCE CAREER/LIFE DISCERNMENT
LED BY WORLD CLASS FACULTY/STAFF**



“HOW STUDENTS CAN CHANGE THE WORLD BY COMING TO THE UNIVERSITY OF IOWA”

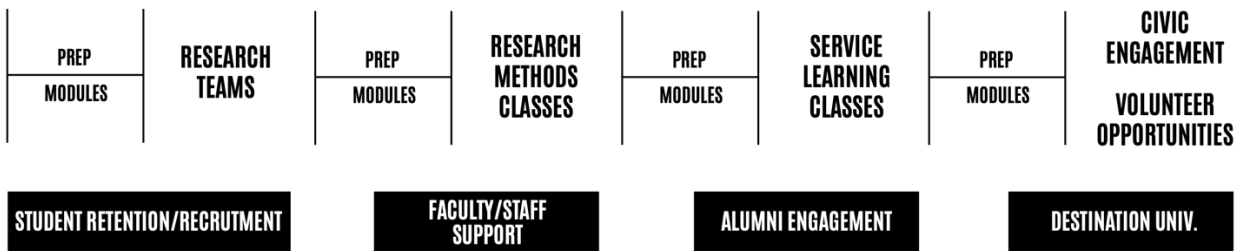


Figure 1. Conceptual model of the IowaRISE Initiative

With the P3 support, we successfully accomplished some practical steps along the model building for this continuum that have the potential to move aspects of the University toward the established aspirational goals and the practical goals that we had included in our Year 0 P3 proposal. Many of the activities presented in this report were being developed in the social sciences but also have the potential to be applied and expanded beyond these initial model building examples if there is interest. We believe all of the following impacted faculty, staff and student success in addition to the topical heading under which these activities are placed below:

A. Research and Discovery:

These activities supported the engaged research and scholarship of faculty and staff investigators through the successful development of multiple methods to train and support teams of students who can then be involved in the research programs of these faculty/staff investigators. These activities included:

- a. **Research training programs for students:** Two approaches to introduce and train students to be involved in social science research were developed and successfully implemented:
 - i. The Summer Policy Research Institute
 - ii. Asynchronous research-related Badging Modules, where students are earning asynchronous digital badges indicating an introductory proficiency in:
 1. Social science research and research ethics
 2. Research methods in the social sciences
 3. Survey research
- b. **Financial and logistical support for faculty research teams.** Modest financial and logistical support was provided to encourage faculty to increase the number of students involved in their research programs.
 - i. The training of students through the Summer Policy Research Institute and Badging Modules also supported faculty by making it easier for them to incorporate students into their research programs. Testimonials were provided from faculty that this student training was very valuable to their ability to involve more students.

B. Student Success and retention (and potentially recruitment):

Student career and life discernment, a key component of student retention and recruitment, was enhanced through the implementation of several large classes focusing on helping UI students understand how they might be able to change the world by applying their education at the University of Iowa through engaged experiences in the community. These classes were most impactful for students prior to choosing a major or for those uncertain about the major they had selected.

- a. **Explore Iowa**-this first semester class, taught by Carrie Schuettepelz, introduces first semester students to ways they can explore the University of Iowa, the community, and beyond. Peer mentors assist students in understanding their place at the University and the community more generally, to assist with their career/life discernment.
- b. **Life Design I.** An eight-week course, developed and taught by Dave Gould, helps students discover what they are innately drawn to so they can better identify next steps in their academic and career paths.
- c. **Life Design II.** An eight-week course, also developed and taught by Dave Gould, extends career/life discernment beyond the classroom. Students explore ways to extend their interests into specific community-based learning experiences, often in their home community.

C. **Student Success and mentoring for societal impact:**

Mentoring through classes and alumni engagement; and enhancing service-learning classes, were all identified as priorities for expanding experiential learning to meet the aspirational and practical goals of IowaRISE. Steps were taken this year to build models that assist these priorities and enhance the societal impact of students in the state in the following ways:

- a. **Mentoring preparation**-In coordination with the Pomerantz Career Center, Badging Modules were developed and implemented to assist students with being involved in the mentoring process. These asynchronous learning modules help students understand how to work with mentors and what they want out of the mentoring experience.
- b. **Mentoring classes**-In collaboration with the Dept of Sociology and Criminology, a course introducing students to the varying options for a career in criminal justice was developed and implemented, as a model for how experiential education and mentoring from experts in a field can assist students with their career/life discernment once they had identified a major. The pre-mentoring Badging Modules were used in this course.
- c. **Internships and employment associated with the mentoring class**-Interested students were provided the opportunity to become temporary workers for the Sixth Judicial District's Department of Correctional Services and get internship credit while being paid as a temporary worker. Given the workforce shortage in the field of criminal justice, this internship provides valuable experience for students, as well as service to the State of Iowa.
- d. **Service-Learning class preparation**-A Badging Module is near completion that will prepare students for being involved in a service-learning class in a community setting.
- e. **Service-Learning class identification**-A process was undertaken by the Office of Community Engagement to identify all UI classes that met the definition of a Service-Learning Class. These classes were then identified with this designation to make it easier for student to select service-learning classes at the time of enrollment. These service-learning classes get students out into communities in Iowa and provide them with a better knowledge of how they might be able to have a societal impact in the future.

D. **Diversity, Equity, and Inclusion**

While these experiences are important for all students, the Path Forward Engagement Work Group and subcommittees all felt that intentionally increasing the ease of accessing engaged experiences would be particularly beneficial to those students that might otherwise not receive these opportunities. First generation students, underrepresented minority students and student veterans (who all begin as transfer students) have

been intentionally targeted for inclusion in these activities. Having access to the large number of students in Life Design and Explore Iowa provides easier access to educate a broader swath of students earlier in their time at Iowa to the existence of opportunities to be involved in research teams, mentoring opportunities etc.

2. Describe progress towards Year 1 benchmarks.

In our proposal, we identified the following goals for moving the IowaRISE modeling development forward in Year 0:

1. Goal 1: IowaRISE module and infrastructure development
 1. The prototype and process for creating and awarding Badging Modules in ICON was completed and badges started to be awarded
 1. P3 funds were used to support an IowaRISE staff member, a graduate student who led this effort, with additional support provided to staff in Rhetoric
 2. Badging Modules on the following topics will be completed by August 2022:
 1. Social Science Research
 2. Research Methods
 3. Survey Research
 4. Pre-mentoring I
 5. Pre-mentoring II
 6. Website basics
 7. Podcasts and videos
 8. Speaking skills
2. Goal 2: Enhance Faculty Research development
 1. Six faculty research teams were supported
 1. 41 students involved
 2. Two research teams that we specifically mentioned in the proposal included:
 1. **The Iowa Policy and Opinion Lab (IPOL)** was developed during the Spring/Summer of 2020 and supports 20+ undergraduates on an on-going basis with older, experienced students, along with a graduate student, working as mentors to new recruits each semester. IPOL studies policy and representation in Iowa. Participants are collecting and analyzing data on state government policy activity, including legislation, regulation, and executive orders. Specific topic areas include: race and crime, health and COVID-19, the environment, and social and women's issues.
 2. **The Civics Education in Iowa project** is a faculty-led research project exploring Basic Educational Data Survey from the Iowa Department of Education and developing surveys to look at how well K-12 schools have implemented the curricular social studies standards and offer insights about school opportunities for students to be more engaged. This effort is led by Cassie Barnhardt, Associate Professor in Education, and two students.
 2. The Summer Policy Research Institute trained over 75 graduate and undergraduate students in 2020, 2021 and 2022. The Institute was expanded in 2022 to two tracks—an entry level and a slightly more experienced student track. Most students who participated in the Institute continued or are planning to continue to be involved in research projects. Cassie Barnhardt, among others, provided testimonial to the importance of this training to her ability to have a larger team of students.
3. Goal 3: Mentoring/ Internships
 - a. Undergraduate mentoring and internships:
 - a. The Criminology mentoring class taught by John Zielke was very successful both in enrollment and based on feedback from the students and community partners
 - a. Over 60 students participated in the three sessions offered thus far

- b. 10 students have been employed in the temporary worker program with the 6th Judicial District
 - b. A subcommittee that included participants from the Pomerantz Career Center, Political Science Dept and the IowaRISE team, including a graduate hired for the purpose met throughout the year.
 - a. Two pre-mentoring badging modules have been developed as a result of this effort
 - b. Mentoring pilot tests with alumni were successfully conducted in the Dept of Political Science between an alum and a small group of Political Science majors.
 - c. Graduate experiential mentoring and internship pilot
 - a. Teresa Mangum and Dave Cwiertyny established a subcommittee which met during the year to discuss graduate mentoring issues. They held a summer 2021 Faculty-public partner workshop to identify shared needs from graduate education, in coordination with the Obermann Center Mellon Grant on Humanities for the Public Good.
4. Goal 4: Preparing for and coordinating Service learning and civic Engagement activities
- a. The system for identifying service-learning classes in the enrollment database became operational and used by students to select classes during their enrollment period for classes in AY 22 and AY 23.
 - b. Two badging modules were completed and used during AY 2022 to introduce students to service-learning experiences.
 - c. Student research assistants were hired and utilized by the Office of Community Engagement, rather than a staff person, to assist the Director with badging module development and other ways to expand service learning on campus.
- d. Goal 5: Continued development of pilot year activities
- a. Career/Life Discernment classes grew with feedback regarding the positive impact these classes were having, including working with University administration to try and reach traditionally underserved populations with these classes
 - a. Life Design I and II assisted 475 students and peer mentors in AY 22 alone
 - b. Explore Iowa enrolled 132 students in fall 2021, and will enroll at least 160 in fall 2022

For completed projects only:

3. Please provide 2-3 project outcomes that demonstrate the success of the project, particularly in the core areas of student, faculty, and/or staff success; research and discovery; diversity, equity, and inclusion; and/or societal impact.

As noted above, the IowaRISE initiative was progressing well and meeting and exceeding the goals as set forth in the original funding proposal. What might be considered particularly successful are:

- a. The creation and implementation of the Badging Module platform and opportunity for expansion to other areas across campus
- b. The successful development and implementation of the career/life discernment classes and the opportunity to use these classes to inform students about other opportunities for career exploration while at Iowa
- c. The potential for expanding faculty research teams, particularly in the social sciences, in new ways, which allows opportunities for students who may never have considered being involved in research, to have this enriching experience

4. How does the team plan to transition ongoing components of this project into sustainable services/departments/programs?

The P3 selection committee suggested in their letter ending the program that the Associate Provost will, “integrate the activities into existing campus departments and units that have the expertise to support the activities.” We will be happy to assist the Associate Provost with this effort if requested.

The Public Policy Center intends to continue some aspects of IowaRISE that falls within our mission and may be sustainably financially. The components of IowaRISE that we are exploring for potential long-term continuation include:

- **Career/Life Discernment Courses.** Over the past several years, the Life Design I and II, and Explore Iowa courses have demonstrated their value to student career/life discernment, and with the need for more introductory classes, the PPC is planning to continue offering and nurturing these classes. In AY 2023, we anticipate enrolling more than 750 students (many first generation and other under-represented students) into these highly regarded and effective classes. These courses are a partnership between the PPC, University College, and the School of Planning and Public Affairs.
- **Faculty Research Teams Development and Support.** The PPC is going to prioritize the development of Policy Research Teams (PRTs) next year. Of particular interest are research teams that are diverse, interdisciplinary, community engaged, and/or incorporate a team of students. The Public Policy (PPC) is partnering with the Center for Teaching, Learning, and Technology to create two Faculty Learning Communities around the topics of: 1) creating community-engaged research teams, and teams involving groups of students (i.e., a social science lab model). This effort will initially be supported by the PPC. Nearly 100 students have been on faculty-led research teams since FY 2021, studying topics in health, criminology, computer science, education, sociology, and we would like to see if a sustainable model can be developed.
- **Student Research Training in Policy-Relevant Social Sciences.** The PPC is exploring ways to continue the Summer Policy Research Institute and the development of more research training opportunities for students interested in policy-relevant research. The Institute alone has trained more than 70 students since 2020 in the basics of policy-relevant, social science research. This has prepared students to participate on research teams, enroll in methods courses, and reflect on ways in which research can make a difference in their world. To continue this course in a sustainable way, we will be adapting it to offer as a credit-bearing, 8-week course during Spring 2023 and, hopefully, beyond.
- **Badging Module Development.** In collaboration UI Distance & Online Learning, the goal with the badging modules was to develop enough modules that students earning one badge might get interested in others in a “Badge Store” (similar to an app store), providing greater opportunities for career/life discernment. The PPC will continue to finalize the badges under development and explore if external funding might be available to continue the development of future badges, and market existing badges across campus to allow others to utilize any badges for their own purpose.
- **Mentoring class-**The PPC will continue to offer the Criminology mentoring class during AY 2023, however further expansion of this model will not be pursued at this time.
- **Alumni mentoring-**After conversations with the major players in alumni and mentoring on campus, there remains a void in leadership of any organized efforts to involve alumni programs with UI undergraduate or graduate students (some units may be doing this independently). The PPC will continue to explore if this can be nurtured in a sustainable manner for students interested in policy-relevant fields.

Please indicate at least three specific measurable benchmarks for each year that will position the project to meet its targeted outcomes at the end of the funding period. There will be opportunity to adjust benchmarks and outcomes throughout the progress reporting process.

	Year 1 Benchmarks	Year 2 Benchmarks (If applicable)	Year 3 Benchmarks (If applicable)	End of Funding Period Outcomes
1	6-10 faculty-led research teams developed			Six teams were developed, which included 7 faculty leaders and 41 students in AY22
2	Development of three learning modules: research basics, methods, and ethics			3 modules were developed
3	Summer Policy Research Institute			Conducted course and trained 31 students in FY22
4				
5				