

# IOWA STATE UNIVERSITY

## **Learning Communities**



## **NEW COORDINATOR**

RESOURCE MANUAL

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# Welcome to Learning Communities!

We are happy to welcome you as a new Learning Community coordinator. You have an opportunity to contribute to the success of our students, as well as build connections with other coordinators, faculty, and staff. We encourage professional development through participation in our coordinator workshops, various LC conferences, and the annual Learning Community Institute.

Please explore the **Learning Communities website** at <https://lc.iastate.edu/> and discover the many resources we have provided for you. Contact us if you have any questions.

We look forward to working with you and hope that you enjoy your Learning Community experience.

## Contact Information

### **LC Administration**

*For general administrative questions, please contact:*

#### ***Jen Leptien***

Director, Learning Communities  
1084 Student Services Building  
515-294-1948  
[jenl@iastate.edu](mailto:jenl@iastate.edu)

#### ***Kyle Holtman***

Assistant Director, Learning Communities  
1085 Student Services Building  
515-294-5165  
[holtman@iastate.edu](mailto:holtman@iastate.edu)

### **Assessment Support**

*For questions regarding assessment, please contact:*

#### ***LC Office***

### **English Liaison**

*For English link questions, please contact:*

#### ***Brenna Dixon***

315 Ross Hall  
515-294-9391  
[bjdixon@iastate.edu](mailto:bjdixon@iastate.edu)

### **Residence Liaison**

*For Residential questions, please contact:*

#### ***Kurt Earnest***

1213 Friley Hall  
515-294-6264  
[kearnest@iastate.edu](mailto:kearnest@iastate.edu)

### **Office of the Registrar**

*For retention or other LC-related data, please contact:*

#### ***Jonathan Compton***

0356 Carver Hall  
515-294-4168  
[jcompton@iastate.edu](mailto:jcompton@iastate.edu)

*For questions about course registration or course grids, please contact:*

#### ***Office of the Registrar***

10 Enrollment Services  
515-294-2852  
[reg-lc@iastate.edu](mailto:reg-lc@iastate.edu)

**College Administrators**

*For questions about LCs within your college, please contact:*

<b>Ag &amp; Life Sciences</b>	Greer Potadle	<a href="mailto:gpotadle@iastate.edu">gpotadle@iastate.edu</a>
<b>Business</b>	Rhaechel Ohge Fritz	<a href="mailto:reofritz@iastate.edu">reofritz@iastate.edu</a>
<b>Design</b>	Mindy Cooper	<a href="mailto:macooper@iastate.edu">macooper@iastate.edu</a>
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**Peer Mentor Support**

*For questions about working with peer mentors, please contact:*

**Kyle Holtman**  
515-294-5165  
[holtman@iastate.edu](mailto:holtman@iastate.edu)

**Service-Learning Projects**

*For questions about service-learning opportunities, please contact:*

**Kevin Merrill**  
Memorial Union  
515-294-4055  
[kmerrill@iastate.edu](mailto:kmerrill@iastate.edu)

**Supplemental Instruction**

*For questions about supplemental instruction, please contact:*

**Academic Success Center**  
2157 Hixson-Lied Student Success Center  
515-294-6624  
[success@iastate.edu](mailto:success@iastate.edu)

**Canvas Support**

*For questions about Canvas, please contact:*

[The Solution Center](#)

**Qualtrics Support**

*For questions about Qualtrics, please contact:*

[solution@iastate.edu](mailto:solution@iastate.edu)

**Teaching Support**

*For support with instructional practices, please contact:*

[The Center for Excellence in Learning and Teaching \(CELT\)](#)



# **Iowa State University Learning Communities Vision**

## ***Vision***

To support Iowa State University's commitment to student learning, the Learning Community initiative seeks to enhance our undergraduates' experience by providing all interested students dynamic, focused communities in which students, staff, and faculty can learn and grow together.

## ***Intended Outcomes***

To reach the intended outcomes of the learning communities the University must monitor its progress and continually improve the learning communities. The following intended outcomes provide a framework for continuous assessment and improvement. Individual learning communities will develop relevant intended outcomes that are consistent with the following University learning community outcomes.

Students in learning communities will:

- develop a sense of belonging in the university community
- experience higher academic achievement
- increase curricular and co-curricular collaborative interactions with other students, faculty, and staff
- more readily achieve the articulated learning outcomes specified by departments or programs
- demonstrate increased awareness of departmental, college, and University resources
- demonstrate improved critical thinking and collaborative problem solving skills
- demonstrate improved knowledge and skills related to career opportunities
- demonstrate a better understanding of differences and similarities among people
- experience a higher level of satisfaction with the University experience
- show a greater rate of persistence as a result of all of the above

Faculty and staff in learning communities will experience:

- increased collaborations with students, faculty, and staff
- increased implementation of active and collaborative teaching and learning strategies
- connections between curricular and co-curricular experiences
- increased knowledge about students and their development
- improved reflective practice
- disciplinary and interdisciplinary collegiality
- increased knowledge about university resources
- increased involvement in professional development activities
- increased connections between their learning community work and their scholarship
- increased recognition and reward

### ***Core characteristics***

The Learning Community Advisory Committee recommends that in order to be defined as a learning community at Iowa State, each learning community should possess certain characteristics:

- clearly defined intended learning outcomes that reflect the University Learning Community intended outcomes and the academic program's intended outcomes
- clearly defined assessment and evaluation procedures that provide useful data for enhancing student learning
- integrated and connected curricular learning experiences
- co-curricular activities that extend learning beyond the classroom
- collaborative, active learning experiences for students, faculty, and staff
- effective connections between academic and student affairs programs
- clearly identified program administration and faculty/staff support structure

# Learning Communities Calendar of Events

## June

- LC recruitment and registration during new student orientation

## July

- Work on assessment plans for fall semester
- Have peer mentors complete Workday onboarding and payroll sign-up process prior to start date, including I-9 form
- New peer mentors should complete FERPA training via Workday Learn

## August

- Request updates to LC website information for fall as needed
- Check Work-Study option for peer mentors and complete Workday Job Change
- New peer mentors attend university-wide training the Monday and Tuesday before classes begin

## September

- Submit spring course request form to the Office of the Registrar
- Fall budget allocations adjusted (if needed) after enrollment counts are confirmed
- New coordinators should participate in the LC Early Career Professional Development Series

## October

- Distribute peer mentor survey week 6
- Give student evaluations feedback to peer mentors
- RFP forms are released

## November

- Begin work on RFP form
- Monitor peer mentor and programming spending in Workday

## December

- Submit current fall spending summary and anticipated spring funding needs (full-year LCs)

- Submit English link request form to the English LC Liaison

## January

- Submit fall course request form to Office of the Registrar
- Review LC web information for updates
- Publicize mentor position openings for next fall
- Annual Reports due for fall-only LCs
- Final spending summary due for fall-only LCs
- Attend Mid-year Institute
- RFP due in late January

## February

- Begin interviewing/hiring process for next year's peer mentors
- Central administration indicates funding of next year's RFPs
- Develop end-of-year planning retreat

## March

- Hire mentors for next year
- Have new peer mentors complete Workday onboarding and payroll sign-up process, including I-9 form if completing spring training activities
- Submit fall peer mentor information to LC central office

## April

- Annual Report forms sent out
- Register for the Learning Communities Institute
- Invitations for August mentor training sent out
- Provide initial training for new mentor hires

## May

- Attend the Learning Communities Institute
- Annual Reports due for full-year LCs
- Submit promotional materials/requests for OnCyte Orientation to LC central office

## LC Budget Procedures

Each learning community is identified by name in Workday. The Worktag with Departmental Detail for your LC enables you to charge to the central LC account within the confines of your allocation.

Each learning community is assigned two Departmental Detail (DD) Worktags – one is for peer mentor funding and one is for programming funding that is used in partnership with the central LC Program Worktag. Your Peer Mentor Worktag is for Peer Mentor student wages and benefits only. The Programming Worktag is for all of your other learning community expenses (supplies, printing, hospitality, etc.).

Please be sure to share this information with any finance staff within your department who may be assisting with your LC payroll and/or budget transactions. The central LC Worktag and appropriate DD should also be included on any requests submitted to Finance Delivery.

Reports on spending will be available via Workday in late September, if not sooner. To view the reports:

- Sign into Workday
- Click the cloud icon/your photo in the top right corner of the Workday screen
- Select “Drive” from the drop down list
- Select the folder with the name of your learning community

You will be able to view your spending in two separate reports – a peer mentor report and a programming report. Each report contains a transaction detail tab and a spend authorization summary tab. Please note that this data is updated weekly and will include your total posted spending for the fiscal year thus far.

*NOTE: Please do not type or add any information in the row(s) below the detail results on the Transaction Detail or Spend Authorization Summary tabs. If any data is added below the detail results (such as summing the debit column on the Transaction Detail tab), the next refresh of live data won't be able to load and it will display an “Error” or “Spill Error” message.*

Refer budget questions to Jen Leptien ([jenl@iastate.edu](mailto:jenl@iastate.edu))



## **LC RFP Timeline**

1. **Mid-September** – LC office will adjust fall allocations, if needed, after enrollment counts have been confirmed by the Office of the Registrar.
2. **Early October** – RFP forms sent out.
3. **Early December** – Return LC office form of fall spending summary and anticipated spring funding needs.
4. **Late January**– Submit RFP (for following academic year)
5. **Late February** – LC office indicates funding for next academic year RFPs
6. **Early April** – Submit current spring spending summary and anticipated fund spending memo for remainder of semester. (Be sure to calculate anticipated mentor hourly pay for remainder of semester).
7. **Early April** – LC office sends out annual report form.
8. **May** – Submit your annual report to LC office

Refer budget questions to Jen Leptien ([jenl@iastate.edu](mailto:jenl@iastate.edu))

# LC Fund Guidelines

LC funds are provided by the state and must be spent appropriately. When planning activities review what your **educational outcomes** are and how they will be achieved by the activity. While it is impossible to list every possible circumstance for spending LC funds, please keep in mind **the spirit of this policy is to spend the funds for the direct educational benefit of our students.**

1. Review your allocations and what you asked for in the RFP.
2. How does spending relate to achieving your educational outcomes?
3. Remember the “Des Moines Register test” (can you defend a front-page story?)
4. **“Front load” spending... use it to build community early.**
5. Don’t save for end of semester or end of year celebrations-that doesn’t achieve outcomes. Ask your department/college to fund those activities.
6. **Use the least expensive food vendor as often as possible.**
7. **Do not go out to restaurants.**
8. **Mentor funds are only for salaries. Don’t charge mentor hours to the programming Departmental Detail (DD).**
9. Funds should **typically** be spent on things directly related to assessment, recruitment, faculty-student interactions, cultural activities, educational field trips, and community/team building.
10. Purely social events (e.g., bowling) should be limited and in balance with other specifically educational activities. **Events should generally take place in Ames** (e.g., cultural events at CY Stephens rather than in Des Moines).
11. The following are **some** examples of expenditures that are **NOT permitted**: **computers, furniture, t-shirts, tutoring, web upkeep, gifts/awards/prizes, organizational dues, staff salaries.** If in doubt on what’s appropriate please contact Jen Leptien at [jenl@iastate.edu](mailto:jenl@iastate.edu).
12. **REVIEW WORKDAY DRIVE LC FUNDING REPORTS MONTHLY.** Look at your balance at end of first semester and only ask for additional funds based on need. **Please don’t “pad” your requests. If you run out of funds you can request more.**
13. At **spring break** determine final projects and mentor hours... report total funding spent **by the time school is out.**

# Learning Communities Documents

## Request for Proposal (RFP)

The Request for Proposal is an annual process during which learning communities assess their objectives and goals, and request funds for their programs.

- RFP form links are distributed to existing learning community coordinators in October, with a due date in mid-January.
- If you would like to propose a new learning community, please reach out to Jen Leptien at [jenl@iastate.edu](mailto:jenl@iastate.edu) for more information.

## Registrar and English Linked Course Request Form

The Office of the Registrar sends out a course request form around the time that the Learning Communities RFP goes out. In addition to the course request forms that must be filed with the Office of the Registrar, English linked course requests must be submitted to Brenna Dixon.

- English link request forms are due in the fall, before finals week
- Fall semester course request forms are to be submitted to the Office of the Registrar by the second week of classes of the spring semester
- Spring semester course requests are due to the Office of the Registrar by mid-September of the fall semester
- More information about this process can be found on the Registrar's website: <http://www.registrar.iastate.edu/lcforms>

## Annual Report

The annual report form is used as an evaluative tool, in which coordinators and LC staff can review the programs objectives and goals outlined in the RFP, and assess how the learning community met this set criterion.

- Annual Report links are distributed to existing learning community coordinators in December (fall-only learning communities) and April (full-year learning communities).
- Annual Reports for fall-only learning communities are due in late January.
- Annual Reports for full-year learning communities are due in late May.

# Office of the Registrar Deadlines

## Fall Course Grid Sample Timeline

List of deadlines for current semester is available at: <http://www.registrar.iastate.edu/lcforms>

### January

- Receive Course Request Form via email
- Schedule of Classes (tentative) available online
- Course requests and English links are due to college administrators

### February

- College administrators' request due to Office of the Registrar
- Grids become available for proofing; changes must be submitted
- Registration Access Numbers (RANs) are made available
- Final changes to grids are due to Office of the Registrar

### March

- Finalized schedule grids are posted to the LC website
- Registration for the fall semester begins

### June

- All remaining spaces in courses reserved for potential LC students will be released after new student orientation sessions are complete

## Getting Registered for a Course-Based Learning Community using AccessPlus Registration on the Web:

### Follow these steps to register

1. Meet with your advisor and obtain your:
  - 4-digit Registration Access Number (RAN), if required by your college.
  - Learning Community reference number.
2. Obtain your Iowa State University Identification Card (ISUCard) from [0530 Beardshear Hall](#). You will set your password when you get your ISUCard. You'll need your password to register.
3. Locate [AccessPlus](#) on the Web.
  - Go to Iowa State University's homepage at [www.iastate.edu/](http://www.iastate.edu/).
  - From the **Sign Ons** drop-down menu at the top right of the screen, choose *AccessPlus*.
4. When the AccessPlus screen appears, sign onto AccessPlus using your University ID number AND your password. Click *Login*.
5. Click on the Student tab at the top of the page, and then select *Class Registration* from the left menu bar.

6. View the Important Announcements section and click *Continue*.
7. On the Term Selection page:
  - Read the Enrollment Conditions.
  - Select your registration term.
  - If required by your college, enter your confidential 4-digit Registration Access Number (RAN). Your Registration Access Number is available from your advisor.
  - Click *Agree/Continue*.
8. A screen will appear to confirm you are approved to register. Click *Continue*.
9. On the Add/Drop courses screen, register for your learning community by entering your 7-digit learning community reference number. (Use the **Reference Number box** in the middle of the page.) Click *Add*. Do this **FIRST**, before adding any classes to your schedule.
10. Read the message at the top of the page and view your schedule at the bottom of the screen to confirm your learning community has been added.
11. Add your learning community courses. You may add courses using the “Search” mechanism; by entering department, course number, and section; or by entering reference number. Continue to confirm course adds by checking the message box at the top of the page and your schedule at the bottom of the page.
12. Next add any additional courses, and verify adds are complete.
13. Once you’ve added/dropped courses to build your schedule, click on *Class Schedule* on the left menu bar. Review your schedule for conflicts and accuracy. Review schedule detail.
14. To exit, click on *Logout* located in the top left corner.

### **Registration Tips**

- Click on *Help* in the upper right corner for assistance in using the registration system.
- Your Learning Community courses have a special reference number. Be sure you enter your Learning Community reference number **first** —before adding any other courses to your schedule.
- If you forget to enter the learning community reference number, simply drop all the courses on your schedule, and begin again.
- You may add additional courses once your learning community reference number has been added.

If you decide to drop your learning community reference number, you must first drop all courses associated with your learning community.

## Learning Community Marketing

### **Admissions marketing procedures:**

Two Learning Community mailings are sent out as part of Admissions yield communication flow.

The mailings are sent out on a continuous basis.

The first mailing is directed toward parents of the student:

- Includes the learning community brochure and cover letter
- This is the second letter of the admissions yield letter flow
- Sent out approx. 4 weeks after student has been offered admission

Within the offer letter and acceptance packet:

- Students are encouraged to go online to accept admission and submit a housing contract
- The housing contract options page discusses residential learning communities
- University housing contracts ask students to indicate LC preferences

Around the first week of July, Admissions begins admitting for summer and fall of next academic year.



## **Other ways Learning Communities are marketed:**

### **Daily Admissions visits**

- Included during Preview of Iowa State presentations

### **Experience Iowa State (EIS) visit days**

- Mentioned during Preview of Iowa State presentations
- Slide show
- Display booth staffed by the Learning Communities central office

### **Admissions website (<https://www.iastate.edu/admission-and-aid/admissions>)**

- Learning Communities are featured on the University homepage (<https://www.iastate.edu/>)
- Learning Communities informational page linked under *Life at Iowa State*
- Link to the Learning Communities website from informational page

### **Admissions introductory brochure**

- Distributed to high school students on prospective student database in spring of their junior year
- Handed out at college fairs and high school visits

### **LC brochure**

- LC-branded 8.5"x11" template paper is available through central office for individualized marketing
- Flat sheet and tri-fold brochure design options are available

### **LC posters**

- Posters (16"x24") with general university LC facts available through central LC office

### **Orientation**

- Discussed during colleges meetings at both Freshman and Transfer student programs

### **Department of Residence website (<https://www.housing.iastate.edu/>)**

- Information about residential learning communities (<https://www.housing.iastate.edu/learning-communities-and-theme-houses/>)

# **Suggestions for your Learning Community**

## **STUDENT AFFAIRS COLLABORATIONS**

### **Dean of Students Office (<https://www.dso.iastate.edu/>)**

- Academic Success Center (<https://asc.dso.iastate.edu/>)
  - Supplemental Instruction course connections
  - Presentations on time management and other academic success strategies
  - PSYCH 131 connections (fall or spring)
- Student Accessibility Services (<https://sas.dso.iastate.edu/>)
  - Accommodations and resources
- Office of Student Conduct (<https://studentconduct.dso.iastate.edu/>)
  - Academic dishonesty and ethics presentations and resources
- The Center for LGBTQIA+ Student Success (<https://center.dso.iastate.edu/>)
  - LGBTQIA+ History Month, Thrive LGBTQIA+ Leadership Program, and more
  - Trainings and other resources
- Margaret Sloss Center for Women and Gender Equity (<https://sloss.dso.iastate.edu/>)
  - Events and presentations
  - Space reservations available
- Multicultural Student Affairs (<https://multicultural.dso.iastate.edu/>)
  - Events and presentations
  - Cultural center reservations
- International Student and Scholars Office (<https://isso.dso.iastate.edu/>)
  - Help international students get involved with LCs
  - Communication classes
  - Developing an international learning community

### **Department of Residence (<https://www.housing.iastate.edu/>)**

- Residence hall presentations (roommate conflict, etc.), meeting rooms scheduling, providing assistance at Learning Communities events in residence halls
- Maintain contact with residence hall staff through peer mentors and learning community coordinators

### **Student Financial Aid (<https://financialaid.iastate.edu/>)**

- Facilitate budget and financial planning workshops through [Office of Student Financial Success](#)

### **Memorial Union (<https://www.mu.iastate.edu/>)**

- Room reservations for first-year student retreats and other events
- Social activities (bowling, billiards)
- Workspace, Art Gallery, ISU Dining options

### **Office of the Registrar (<http://www.registrar.iastate.edu/>)**

- Course connections and registration processes
- Retention statistics
- Forms and policies



## **Student Health and Wellness** (<https://cyclonehealth.iastate.edu/>)

- Student Wellness (<https://cyclonehealth.iastate.edu/student-wellness>)
  - Presentations on health and wellness topics and resources, nutrition, sleep, eating disorder/body image, movement/physical activity, alcohol use, and more
  - [The SHOP: Student Food Pantry](#)
- Recreation Services (<https://cyclonehealth.iastate.edu/recreation-services>)
  - Leadership, teambuilding, skill/activity-related programs
- Student Counseling Services (<https://cyclonehealth.iastate.edu/student-counseling-services>)
  - General counseling and biofeedback
  - Career Exploration Services
- Thielen Student Health Center (<https://cyclonehealth.iastate.edu/health-clinic>)
  - Full-service medical clinic

## **Career Services** (<http://www.career.iastate.edu/>)

- Resume workshops
- Workforce issues discussions
- Career presentations

## **SERVICE-LEARNING ACTIVITIES**

Implement and increase service-learning projects

Collaborate with other LCs on service-learning projects

Consider going outside the University for projects (Volunteer Center of Story County, Food at First, Habitat for Humanity, etc.)

## **CANVAS USE AND TRAINING**

Orient students to [Canvas](#) features early

More connection, utilization of Canvas by learning communities

Include LC activities in Canvas calendar of events

## **FIELD TRIPS**

Facilitate field trips to industries and local companies

Plan field trips for retreat purposes

“Treasure hunt” for incoming LC students

Facilitate field trips for team building purposes

Facilitate on-campus field trips for students to learn about the university



## **SOCIAL EVENTS**

Promote faculty/student interactions by having food or other social events

Utilize the College of Human Science’s [Joan Bice Underwood Tearoom](#) for lunches, tea with faculty

Utilize [ISU Dining](#) or other catering services for lunches, dinners with faculty, peer mentors, and students

Invite other LCs to participate in social events

### **TRANSFER STUDENTS LC**

Collaborate with community colleges to build LCs for students transferring to ISU  
Build transfer learning communities within ISU colleges  
Provide starter kits (freebies), connect LC with transfer student courses, mentoring by former transfer students

### **BROADEN LC MODEL BEYOND CURRICULUM**

Incorporate visual arts (photography) piece into linked English courses  
Look for cross-disciplinary opportunities with different concepts from LCs  
Incorporate alumni mentors into programs instead of just peer mentors  
Merge awareness of cultures and communities with academic and service-learning

### **PEER MENTORS**

Have peer mentors conduct interviews with LC students to learn about them  
Use peer mentors as teachers of their peers  
Have peer mentors help communicate with specific service-learning projects across LCs  
Ongoing peer mentor training/support across learning communities

### **COURSE LINKS**

Continue strong English link  
Look for more interdisciplinary connections

### **COLLABORATION WITHIN LCs**

Communicate with other coordinators about LC events  
Collaborate on service learning projects, social activities  
Share assessment ideas  
Work on increasing student/faculty interactions  
Include faculty outcomes



# Service-Learning Information

## The Four Stages of Service-Learning

### Preparation

Team members must:

- Identify a need
- Draw upon previously acquired skills and knowledge
- Acquire new information through a variety of means and methods
- Analyze the underlying problem
- Collaborate with community partners
- Develop a plan that encourages responsibility
- Recognize the integration of service and learning
- Become ready to provide meaningful service
- Define realistic parameters for implementation

### Action

Through, direct service, indirect service, research, or advocacy, teams must take action that:

- Has value, purpose and meaning
- Uses previously learned and newly acquired academic skills and knowledge
- Offers unique learning experiences
- Has real consequences
- Offers a safe environment to learn, to make mistakes, and to succeed

### Reflection

During systematic reflection, the team members with the peer mentor will keep a journal and discuss:

- Describe what happened
- Examine the difference it made
- Discuss thoughts and feelings
- Place experience in a larger context
- Consider project improvements
- Generate ideas
- Identify questions
- Receive feedback

### Demonstration

Students demonstrate skills, insights, and outcomes to an outside group. Methods might include:

- Reporting to peers, faculty, parents, and/or community members
- Writing articles or letters to local newspapers regarding issues of public concern
- Creating a publication or web site that helps others to learn from the students' experiences
- Making presentations and performances
- Creating visual art forms, such as materials

Adapted from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* by Cathryn Berger Kaye, M.A., copyright © 2004. Free Spirit Publishing Inc., Minneapolis, MN.

## Service-Learning Resources

*Center for Excellence in Learning and Teaching (CELT)* – <http://www.celt.iastate.edu/>

- Service-learning as a teaching method <https://www.celt.iastate.edu/instructional-strategies/teaching-format/service-learning/>

*Coordinator of Leadership & Service*

Faith Guzzo – [fguzzo@iastate.edu](mailto:fguzzo@iastate.edu)

- Can help connect with community partners, organize syllabus, help with reflection activities, speak to students about service-learning

## Team Building Activities

Team building activities are a great way to kick-off your learning community at the beginning of the semester or to encourage more student interaction. Here are just a few options available through ISU Recreation Services.

**ISU Recreation Services:** <https://cyclonehealth.iastate.edu/recreation-services>

Contact: [recservices@iastate.edu](mailto:recservices@iastate.edu), 515-294-4980

- Lied Recreation Athletic Center
- State Gym
- Beyer Hall
- Forker Building
- Ames/ISU Ice Arena
- Maple-Willow-Larch Recreation Fields
- Southeast Recreation Complex
- Southwest Recreation Complex
- Lied Recreation Fields
- Softball fields
- Sand volleyball courts
- Soccer and football fields
- Disc Golf Course
- Gaming and Esports

Adventure Options: <https://cyclonehealth.iastate.edu/adventure>

Contact: [recservices@iastate.edu](mailto:recservices@iastate.edu), 515-294-4980

- Rock climbing walls at Lied Recreation Center and State Gym
- Equipment rental
- Workshops
- Day or Weekend Trips (hiking, canoeing)

Additional team building activities can be found on the LC website (<https://lc.iastate.edu/>) under the *Peer Mentors* heading > *Resources*.



## ISU Conference & Dining Facilities

Building	Room Location	Capacity	Reservations
<b><u>Union Drive Community Center</u></b>			
UDCC Multipurpose Room	136 UDCC	48-150	515-294-6428
Heritage Room in Union Drive Marketplace	292 UDCC	24	515-294-8311
Clyde's	First floor UDCC	125	515-294-8330
<b><u>Conversations (Oak-Elm)</u></b>			
Private Dining Room	Enter through Dining Center	54	515-294-0602
<b><u>Seasons Marketplace</u></b>			
Harvest Room <i>(can be divided into 2 rooms)</i>	Enter through Dining Center	85-90	515-294-2481
<b><u>Friley Hall</u></b>			
Friley Terrace room	Friley Hall	150	515-294-6428
Friley Terrace conference room	Friley Hall	14	515-294-6428
<b><u>Hawthorn Market &amp; Café</u></b>			
Private Dining Room	1001-2	32	515-294-2962
Small conference room	1012	10	515-294-2107
<b><u>Memorial Union</u></b>			
Various meeting rooms			515-294-1437

*\*Food cannot be brought into these facilities.*

*Please contact 515-294-3856 to purchase advance meal tickets that can be billed to University accounts.*

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