

Innovation Scholar Roadmap

**UGS 3050, HONOR 3050, BUS3050,
HUM3050**

2 Credit hours

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Textbook: “Work on Purpose” Lara Galinsky with Kelly Nuxoll

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Course Description: This course will explore big problems and big questions facing the world today. You will create a personal learning roadmap specific to your individual area of interest. You will engage in self-discovery while sharing with peers. Roadmaps will be designed to enhance academic majors and student interests. This course is the introduction to the INNOVATION SCHOLARS PROGRAM. Students who successfully complete their individual roadmap will be recognized at graduation as an Innovation Scholar and have the Innovation Scholar designation included on student transcripts.

Course Objectives: The Innovation Scholar recognition program will provide a structure for you to understand your personal passions, learning styles and interests in pursuing an innovative approach to solving big programs and questions in the world. Through a structured research process, you will map your individual interests to big problems. You will chart a process of personal innovative study and engagement.

Students will learn to:

1. apply creative techniques to be active and critical thinkers in the world
2. map a big problem to personal interests, academic plans and extracurricular engagements refine ideas and break an opportunity into manageable pieces
3. communicate and collaborate with individuals with different perspectives
4. document individual explorations and glean insights from this documentation
5. chart an action plan or “roadmap”

Schedule of Discussion Topics and Due Dates: This schedule is subject to change based on the class progress. All changes in the schedule will be announced in class.

DATE	Discussion	DUE DATE	Assignments /Due Date
1/10	<p>Program & Course objectives</p> <ul style="list-style-type: none"> • Think/Explore • Learn • Do/Create/Impact/Mentor/Evaluate • Reflect <p>Class Discussion Topics:</p> <ul style="list-style-type: none"> • What is Innovation? • Campus success stories • Course expectations • Personal insight from blogging • Community expectations 		
1/17	<p>Discovering your passion and personal interests</p> <p>Class Discussion Topics: Work on Purpose Activity</p> <ul style="list-style-type: none"> • What moments from your childhood shaped what you think is important? • Identify your strengths, skills & experiences • What makes you incredibly awesome! • What makes you uniquely different from others? • When you work on a team, what niche do you fill? • What are you qualified to teach other people. 	1/14	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly blog update - “Create a list of actions and activities of how you will ‘gather up hunches’” • Reading: “Work on Purpose”
1/24	<p>Discover Purpose - big questions/big problems</p> <p>Class Discussion Topics:</p> <ul style="list-style-type: none"> • What would you do if you weren’t afraid of failing? Of disappointing others? • Reflect on your community • What does the world need? Frustrations. What draws you in? • “I care about....” Activity 	1/21	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly blog update – “Identify general categories of things you care about. List specific issues within these categories that are important to you.”
1/31	<p>Connecting your passion with purpose</p> <p>Class Discussion Topics:</p> <ul style="list-style-type: none"> • Breaking big problems into small “bites” • Believe you can make an impact • Problem Activity • Find your problem 	1/28	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Worksheet on self-discovery • Weekly blog update – “Talk to 5 people about the categories you identified of things that are important to you. What feedback did you get?”

2/7	<p>Do it now! The power of being a student</p> <p>Class Discussion Topics:</p> <ul style="list-style-type: none"> • How do you find a mentor • Mentor courtesies • The power of interdisciplinary thinking • Building a network 	2/4	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Worksheet on finding purpose • Weekly blog update – “What would you do if you weren’t afraid of failing or disappointing others?” Why is failure important to the innovation process?
2/14	<p>Your Path to Boldness</p> <p>Begin to translate your ideas to action What steps does it take to reach your goals?</p> <p>Class Discussion & Group break outs:</p> <ul style="list-style-type: none"> • Dream big... • Audacious optimism • Innovation Scholar Alignment Worksheet 	2/11	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly blog update – List 3 faculty members who share your chosen problem that you will contact seeking a mentor. Draft emails, phone calls or messages you will use to ask for a mentor
2/21	<p>Match your Passion with a Purpose</p> <p>Impact Statement Presentations</p>	2/18	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly blog update – “What unique talents and skills do you have? Can these talents/skills help solve problems?” • Impact Statement Presentation – powerpoint that outlines your “head”, “heart”, “hustle”
2/28	<p>Match your Passion with a Purpose Impact Statement Presentations</p>	2/25	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly blog update – How do your classes or major align with your impact statement?
3/7	<p>Innovation Scholar program recognition</p> <p>Class Discussion Topics:</p> <ul style="list-style-type: none"> • Program steps: Courses, Engagements, Mentor • Plan your success <p>10 year resume</p>	3/4	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Weekly blog update – Where will you be in 10 years? Complete a 10-year resume in detail.
3/14	<p>Mentor Engagement</p> <p>Class Discussion Topics:</p> <ul style="list-style-type: none"> • Roadmap Engagements • Aligning roadmap to Academic Plan 	3/11	<p>Assignments Due:</p> <ul style="list-style-type: none"> • Final Impact Statement & 500 word description • Weekly blog update – What are the benefits and difficulties of embracing an “impact statement”?
3/21	SPRING BREAK		

3/28	Student Engagement Opportunities Class Discussion Topics: <ul style="list-style-type: none"> • 10 year resume recap • Guest Speakers: Sustainability Center, UROP, Bennion Center, Hinckley Institute, Lassonde, Entrepreneurship Certificate 	3/25	Assignments Due: <ul style="list-style-type: none"> • Weekly blog update – “How have you practiced the entrepreneurial mindset skills in your life?” How will you start to practice it now?
4/4	Engagement Presentations	4/1	Assignments Due: <ul style="list-style-type: none"> • Weekly blog update – “I plan to leverage campus resources to • Engagement Presentation – powerpoint that outlines engagements for your roadmap.
4/11	Engagement Presentations	4/8	Assignments Due: <ul style="list-style-type: none"> • Weekly blog update – Reflection on the Innovation Scholar roadmap course
4/18	Reflection & Feedback <ul style="list-style-type: none"> • Mentor Signatures • Alignment Worksheet • Roadmap 	4/15	Assignments Due: <ul style="list-style-type: none"> • Final Innovation Scholar Roadmaps • Mentor engagement form • Weekly blog update – “I challenge myself to do_____”

Assignments & Evaluation: All assignments are submitted online in CANVAS

1. **Worksheet on self-discovery:** Childhood, community inspiration, insights from others. Prepare a paper that answers at least the following questions. – out of 70 points
 - A. Reflect on your childhood.
 - a. What toys did you play with? What moments from your childhood and family/community shaped what you think is important?
 - b. What are your family/community influences, experiences, and history? Talk to your family. What stood out about you in your childhood
 - c. What are your skills, talents?
 - B. Identify your strengths and unique characteristics.
 - a. What are your favorite 5 topics to talk about?
 - b. What are the top 3 things that frustrate you?

- c. What have been your “Ah Ha” moments?
 - d. What are your learning styles – when do you feel “in the zone”?
 - e. When you brainstorm on making a difference in the world, what comes to mind?
 - C. Reflect on your idea of success
 - a. How do you know when you are successful?
 - b. Describe in detail your struggles and failures.
2. **Worksheet on finding purpose: Innovation is about finding problems that need solutions.** Prepare a paper that answers the following questions. – out of 70 points
- A. Reflect on your community
 - a. Where do you see things that need to be fixed or improved?
 - b. What does the world need? Frustrations. What draws you in?
 - B. Observe your community.
 - a. List 25 problems or opportunities that you think could be solved or captured. Pick the top 10 that you are most interested in solving and describe why.
3. **Impact Statement presentation:**– out of 70 points
- A. Prepare a 5-7 slide powerpoint that outlines your "head", "heart" and "hustle".
 - a. Passion “What inspires and motivates you?” (HEAD)
 - b. Purpose “What problem/opportunity pulls at your heart? (HEART)
 - B. Include your impact statement in this presentation. (HUSTLE)
 - a. “I would like to find a better way to solve this problem: _____ or capture this opportunity: _____
4. **Match your passion with purpose:** Finalize your impact statement and describe why this is important to you – out of 50 points
- A. “I would like to find a better way to solve this problem: _____ or capture this opportunity: _____
 - B. 500 word description about your passion for this purpose
5. **Engagement Presentations** - out of 65 points
- A. Prepare a 5-7 slide powerpoint that shares your final impact statement & plan of action to make your impact.
 - B. Include in this powerpoint the engagements you will include on your roadmap
 - a. How will these engagement move your chosen impact forward
 - b. What are the hurdles to these engagements?
6. **Innovation Scholar Roadmap – your plan of action:** Tie everything together. These descriptions begin to establish the foundation for the story you will tell in your Innovation portfolio. **(can be found on page 8 of this syllabus)** –100 points

- A. Complete the form found on page 8 and 9 of this syllabus
7. **Mentor engagement form (can be found on page 9 of this syllabus)** — out of 80 points
8. **Weekly Blog & journal entries** – Due weekly – 15 points/week
- Weekly update
 - Story tell – make connections – share frustrations
 - 250-500 words/weekly
 - Add pictures if you would like
 - Blogs allow you to establish the framework for your portfolio
9. **Class Attendance & Engagement** – You can't learn from others or share your insights if you are not in class participating in the discussion. out of 300 points

Teaching and Learning Methods:

Traditional lectures, readings and video explorations will be enhanced with critical reviews and feedback from fellow students. You will be required to critique yours and others personal explorations within the context of an interdisciplinary team. You will be required to keep observation journals/blogs and share them publically with the class. Class participation grades will be based on your willingness and ability to share your insights about yourself with others. Class participation and attendance is essential to your success.

Class engagement –Class engagement will be based on participation in class discussions and attendance.

Personal evaluation and exploration - a personal observation and evaluation blog/journal will be assessed weekly during the semester. This evaluation will be graded on the *depth* of exploration and personal reflection. Blogs/journals should illustrate the evolution in your thinking and exploration of yourself and the big problem/question that interests you.

Big problem/opportunity research –Simply searching the internet and documenting your findings will not lead to the rich awareness of a problem or question. This evaluation will be graded on how actively you reach into your community to learn about a problem. Seek out experts, talk to professionals, find and seek the advice of mentors, get involved.

Presentation – Your innovation roadmap is your plan of action. You will be asked to present how your personal interests align with a purpose. You will also be asked to present your final roadmap to your peers. This evaluation will be based on how clearly and passionately you tell your story. “Why is this your chosen plan?” “How will your roadmap tell your personal story?”

Grading Policy: You are required to be present in class to participate in discussions and collaborative brainstorming sessions. You are required to present your work for evaluation at scheduled times. Late or incomplete works will not be accepted. Exceptions to this policy will only be granted for well-substantiated reasons (e.g. documented illness).

Faculty and Student Responsibilities:

Student:

All students are expected to maintain professional behavior in the classroom setting in accordance to the Student Codes as spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.

Faculty:

According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Faculty must strive in the classroom to maintain a climate conducive to thinking, learning and student engagement.

ADA Statement: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be

given to the Center for Disability Services, 162 Union Building 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

INNOVATION SCHOLAR ROADMAP FORM

Student Name: _____ **Unid:** _____ **Innovation Scholar Road Map**

The Innovation Roadmap is a plan of personal learning and engagement. Students identify a combination of 5 courses/engagements that focus on the area of interest and “big question/problem” identified in the UGS 3050 course.

Students identify a mentor that reviews the plan of study and engagement. Mentors make recommendations, identify opportunities and approve that the proposed road map meets the Innovation Scholar program criteria and is a rigorous engagement by the student.

Students will provide independent verification that the courses were completed and the extracurricular activities were completed. The verification will be in the form of a University of Utah transcript and letters of participation from extracurricular program directors/managers. Documents will be submitted to the Lassonde Entrepreneur Institute along with a completed portfolio. Upon verification of the course work and extracurricular activities, the Lassonde Entrepreneur Institute will recommend to the Registrar that the student receive the designation of “Innovation Scholar” on their academic transcript.

Step 1: “THINK/EXPLORE” – Innovation Roadmap - UGS 3050

Semester UGS3050/BUS3050/HONOR3050 taken: _____

Passion/Purpose Impact Statement:

“I would like to find a better way to : _____ (solve the problem you are passionate about)

500 word description of why you are motivated by this statement and why it is important to you.

Step 2: “LEARN” - 2 or 3 University of Utah courses taken for at least 3 credit hours/each

Course #: _____ Semester you plan to take this course: _____

150 word description on how this class will help you learn more about your identified opportunity.

Course #: _____ Semester you plan to take this course: _____

150 word description on how this class will help you learn more about your identified opportunity.

Course #: _____ Semester you plan to take this course: _____

150 word description on how this class will help you learn more about your identified opportunity.

Step 3: DO/CREATE/IMPACT/MENTOR/EVALUATE” – 2 or 3 Engagement/Extra Curricular activities (40-50 hours of engagement/each)

Engagement 1: _____ Semester you plan to complete this engagement: _____

150 word description on how this engagement will help you get involved to find contributions to your identified opportunity.

Engagement 2: _____ Semester you plan to complete this engagement: _____

150 word description on how this engagement will help you get involved to find contributions to your identified opportunity.

Engagement 3: _____ Semester you plan to complete this engagement: _____

150 word description on how this engagement will help you get involved to find contributions to your identified opportunity.

(Pick a total of 5 courses and engagements between steps 2 & 3).

Step 4: “REFLECT” – Portfolio course - UGS 3051

Semester you plan to take UGS3051: _____

Faculty Mentor approval of attached roadmap:

Name Check to confirm you are a U of U Faculty member

Title

Department

Phone/Email

Signature

Date

Faculty Mentor Role:

The Innovation Scholar mentor is a University of Utah faculty member who agrees to meet with the Innovation Scholar student and advise them on their proposed roadmap of engagement. The mentor fills a unique role in engaging the student in topics that challenge and inspire learning and extracurricular engagement. The mentor is a “big problem/question/opportunity” topic advisor for the student. Mentors support and direct students to explore and research problems in depth. Innovation Scholar students identify courses and extracurricular activities that will enable them to identify innovation solutions to big questions.

Mentors play an important role in the undergraduate learning process by assisting students in making the connection between their coursework and real-world problems needing solutions. Mentors can greatly enhance students' development and confidence to pursue successful careers, identify new and innovative solutions. In addition, close interaction between students and faculty exposes students to research processes, methods, and to higher levels of learning and problem solving.

Faculty Mentors will:

1. Consult and brainstorm with the student on big questions or big problems topics identified by the student.
2. Review the attached roadmap document. Approve and sign it
3. Review and approve the student portfolio which will be developed after the student completes the courses and extracurricular activities identified. This portfolio will be completed as part of UGS3051.

Faculty Mentor's approval of the proposed roadmap plan deem its content a rigorous engagement meeting the program criteria for which the student will receive recognition as an Innovation Scholar.

Questions? Contact Kathy Hajeb – Lassonde 801-581-7461, Kathy.hajeb@utah.edu