

Innovation Scholar Portfolio

Undergraduate Studies UGS 3051

1 Credit hour

UGS/HONOR 3051

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Office Hours: By appointment

Course Description: This course will enable the student to reflect on their *INNOVATION SCHOLAR EXPERIENCE*. You will create a personal web-based portfolio that will document the “big question/problem” you explored during your Innovation Scholar roadmap course and the courses and experiences you charted for your Innovation Scholar experience. The purpose of the portfolio is to tell your unique story of innovation. What did you learn, how did you explore, engage, experience...all related to your identified big problem/question. This course is the conclusion to the INNOVATION SCHOLARS PROGRAM. Students who successfully complete their individual roadmap and finalize their portfolio with their mentor’s approval will receive the Innovation Scholar designation on their transcript.

Course Objectives: The Innovation Scholar portfolio course will provide a structure for you to tell your story. This portfolio will enable you to differentiate yourself to prospective employers, graduate school admissions officers and colleagues. Portfolios will be clear, concise and clearly identify the process of innovation at work.

Student Competencies: Students will learn to:

1. Reflect on their experiences
2. Articulate the value of learning and experiences to making a difference in the world
3. Draw connections to how the process of innovation is relevant beyond a university experience

The portfolio should be web-based and include at least the following:

Step 1: “THINK/EXPLORE”

Passion/Purpose Impact Statement: _____

500 word description of why you are sensitive to this problem/opportunity and why it is important to you.

Step 2: “LEARN” 2-3 courses

500-word description for each class on how the course work helped you learn more about your identified problem/opportunity. Provide specific insights and examples of how course works tied to your identified problem/opportunity.

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

500-word description for each engagement on how the extracurricular activity helped you get involved in finding innovative solutions to your identified problem or how the engagement helped you identify innovative ways of capturing the opportunity.

Step 4: “REFLECT”

2000 word reflection on your identified problem/opportunity, the courses and the extracurricular engagements. Talk about innovative solutions you have discovered, implemented, struggled with, etc. Explore the process of innovation and how these Innovation Scholar activities have complemented your academic choices. Tell your story. Differentiate yourself.

Students are encouraged to be creative and demonstrate a depth of reflection in their portfolio.

Schedule of Discussion Topics and Due Dates: Students will work independently and provide draft and progress reports and requested.

Assignments & Evaluation:

Course & Experience documentation – Due January 29 – out of 250 points

1st Draft Portfolio – Due Feb 23– out of 125 points

2nd Draft Portfolio – Due March 16 – out of 125 points

Final Portfolio – Due April 20 – out of 250 points

Mentor Form – Due April 20 – out of 250 points

Teaching and Learning Methods:

Traditional lectures, required readings and 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 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.

Grading Policy: You are required to present your work for evaluation as requested. Students will be graded based on how complete the portfolio addresses the four steps of the Innovation Scholar process. Students are encouraged to be creative and demonstrate a depth of reflection in the portfolio. Grades will reflect this *depth and creativity*.

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.

Faculty Mentor Portfolio Approval

Faculty Mentor Role:

The Innovation Scholar mentor is a University of Utah faculty member who has agreed to meet with the Innovation Scholar student and advise them on their 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” 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. Recommend courses and experience for the student to participate in as part of the Innovation Scholar program.
2. Review the roadmap document prepared in UGS3050. 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.

Mentor's approval of the Innovation Scholar Portfolio deems its content to be a clear reflection of the student's innovative ideas and engagement around a big question or opportunity. The mentor's approval indicates that the student has successfully completed the program and the portfolio is a documentation and reflection of this experience.

Student Name: _____

Student UNID: _____

Student Major: _____

Innovation Scholar portfolio website url: _____

Faculty Mentor approval of Innovation Scholar Portfolio:

Mentor Name

Title

Department

Phone/Email

Mentor Signature

Date