



The Superior Innovation Initiative Project Proposal

Project Title:	Building Perseverance, Resilience, and Success
Project Leader:	Tammy Fanning
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Project Plan:

In order to evaluate proposals in a fair and equitable manner, please write your plan according to the following guidelines:

Proposal Description

UW-Superior’s objective of strengthening retention can be furthered by providing all freshmen with exposure to competencies which directly support students’ capacity to persist and succeed. These competencies include resilience, interpersonal relationship management, self-regulation, goal-setting, and other capacities shown to correlate with student success. Many competencies fall within the realms of emotional intelligence and positive psychology. Students can be taught, supported and provided experiential and cohort-based learning opportunities to develop these capacities within their freshmen year.

In a study of college student success, Kimberly Martin, Richard Galetino, and Lori Townsend (2014) found the following broad characteristics emerged in successful graduates:

- Clear goals
- Strong motivation to succeed
- Ability to manage external demands that might impede them from achieving goals
- Self-empowerment to solve problems and remove obstacles

This proposal challenges UW-Superior to assist students in their personal, academic, and career success and build the characteristics Martin et al. (2014) found in their study. The curriculum/course focuses on developing skills that build these characteristics and increase students’ ability to succeed in their academics. The following are steps to consider:

- Examining best practices and research at centers with this mission (ex. University of Pennsylvania, University of California-Berkeley, etc.)
- Creating curriculum to teach these competencies that may include exploring social emotional learning methods, goal setting, grit exploration exercises, mindfulness practices, etc.
 - “One characteristic emerged (from a study of individuals facing obstacles to their goals) as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit.” (Angela Lee Duckworth-U Penn 2014)
- Considering the timing of the course (when to require the course)
- Thoughtfully examining current courses in which all new students are taught (for example HHP 102), expanding current courses to include the teaching of competencies, assessing the learning outcomes and measuring their alignment with the university’s strategic goals and retention efforts.



- Determining where the best fit for the course is managed and assessed (considering FYE and academic departments)
- Considering timing requirement of the course in students' college career potentially embedding the course within the freshmen year.
- Implementing the course and/or curriculum.

The above will be completed and could be *launched* as early as Fall 2016.

Many UW-Superior enter college with unique challenges (i.e. lower GPA, first generation, greater number are Pell eligible, etc.) The opportunity proposed is *important to UW-Superior students'* path to success, their personal development, and perseverance in college, in their personal lives, in their communities and in their careers.

This proposal is *innovative* in that it:

- Is the first of its kind to build character and grit in students.
- Designs a course/curriculum which enhances students' potential to persevere to graduation.
- Balances UW-Superior's strong academics with skill-based development for students making them more attractive to potential employers.

This proposal is geared toward *increasing retention* (from first to second year) by equipping students with skills, practices, and, ultimately, the motivation they need to persist in college and prepare them for success in their careers.

Budget Narrative

An estimated \$5000 would be invested in staff overload payment/consultant fee to implement the proposal, design and implement the course/curriculum.

Project Timeline:

(Prepare a timeline for project not to exceed 2015-2017 time frame)

Fall 2015

- Determine perimeters of staff overload requirements or consulting contract
- Search for/recruit staff or consultant from UW-Superior, Greater Good, U Penn, National First Year Experience ...

Spring 2016

- Review and assess course curriculum and ways to incorporate concepts of proposal into current core course
- Create/design curriculum and determine if/what type of course
- Present to governance bodies

Summer 2016

- Create syllabus

Fall 2016

- Launch and implement the new curriculum/course for all students



Proposed Budget:

	Item Description <i>(person or item)</i>	“Hours and Rate” (if labor) or “Purchase	Line Total
1	Staff Overload/Consultant Fee		\$ 5000.00
2			\$
3			\$
4			\$
5			\$
6			\$
7	(add lines as necessary)		\$
		Total Request:	\$ 5000.00
1	Matching Funds (Source:		\$
	(add lines as necessary)		\$
		Total Matching	\$

Check which of the following might apply (check all that apply):

- This project requires System review and approval.
- This project requires campus governance review and approval.
- This project requires departmental review and approval.

Tammy R. Fanning _____
 Print Name Signature




Submit project applications by 4:30 p.m. on October 1, 2015 to provost@uwsuper.edu