

## 2025-2026 Student Success Mini-Grants

<i>UW-Eau Claire: Expanding Campus Capacity to Support Students with ADHD and Autism: Faculty Training, Academic Skills Coaching, Diagnostic Assessment, Harm Reduction Resources, and Mental Health Data Collection.</i>	
<b>Funding Amount:</b> \$8,875	<b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Faculty and peer training</li> <li>• Autism assessment tools</li> </ul>
<p><b>Summary:</b> This proposal seeks Universities of Wisconsin Student Success mini-grant funds to expand UW Eau Claire’s capacity to support neurodiverse students, particularly those with ADHD and autism. Through collaboration among Services for Students with Disabilities (SSD), the Academic Skills Center (ASC), and Counseling Services, this project will:</p> <ol style="list-style-type: none"> <li>1. Develop and deliver faculty training on working effectively with students with ADHD and autism.</li> <li>2. Train peer Academic Support Center Employees in ADHD- and autism-informed strategies.</li> <li>3. Establish an autism assessment within Counseling Services to improve access to diagnosis and accommodations.</li> <li>4. Administer the Healthy Minds Study to collect actionable campus-wide data on mental health and well-being.</li> <li>5. Purchase and pilot harm reduction tools to support students with autism in navigating academic and social environments.</li> <li>6. Incorporate a required meeting for tutoring or coaching at the Academic Skills Center into the ADHD assessments provided at Counseling Services.</li> </ol> <p>This comprehensive, multi-unit initiative will advance the Universities of Wisconsin Strategic Plan by promoting holistic well-being, reducing achievement gaps, and improving retention and degree completion.</p>	

<i>UW-La Crosse: The UWL Dialogue Matters 2-Part Series</i>	
<b>Funding Amount:</b> \$8,000	<b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Stipends for curriculum development</li> <li>• Stipends for facilitator training</li> </ul>
<p><b>Summary:</b> At the University of Wisconsin–La Crosse (UWL), we are committed to fostering an inclusive campus culture where every voice matters. This initiative supports key institutional goals: building and enhancing a sense of belonging and advancing a culture of engagement. It also aligns with and sustainably fulfills the Universities of Wisconsin Regent Policy Document 4-21: Commitment to Academic Freedom and Freedom of Expression. There are two parts to the Dialogue Matters series:</p> <ol style="list-style-type: none"> <li>1. Dialogue Matters Institute: Facilitating Forward is a multi-day immersive institute held each spring. It is designed for UWL faculty and staff by UWL faculty and staff. Focused on dialogue facilitation, inclusive pedagogy, and engagement strategies, this workshop is inspired by Wisconsin’s “Forward” motto. It equips participants with practical tools to foster meaningful conversations across campus and within their professional roles. Participants leave the institute more confident in their ability to facilitate dialogue and apply these skills in practice. As a result, faculty and staff feel empowered to integrate inclusive dialogue into their interactions with students whether that be in classrooms, club meetings, and other campus spaces. These</li> </ol>	

## 2025-2026 Student Success Mini-Grants

conversations then expose students to diverse perspectives, deepen their understanding of lived experiences, and help carry forward the Wisconsin Idea.

2. Faculty and staff trained through Facilitating Forward then play a key role in Dialogue Matters Session: Bridging Voices at UWL, a new student orientation experience designed to spark meaningful conversations from day one. This carefully crafted curriculum promotes a resilient campus community. Using a proven dialogue protocol, trained facilitators lead discussions on important topics of free speech, academic freedom, civil discourse, and belonging. These sessions, mandated by the Board of Regents (Policy 4-21), are led by trained facilitators with the Resident Assistants (RAs) also present. Through these conversations, students explore their backgrounds, aspirations, and the importance of diversity and mutual respect in campus life. They also gain access to resources such as the UW System's free speech and academic freedom modules, helping them continue their learning beyond orientation.

*UW-Milwaukee: Wellness Visits for Academic Success: A Holistic Health Initiative at the Student Health and Wellness Center – UW Milwaukee*

**Funding Amount:**

\$7,000

**Use of Funding:**

- Screening and lab tests
- Incentives
- Student wages

**Summary:** Pilot project to implement, evaluate and refine a structured annual wellness visit for students at UW-Milwaukee, targeting physical, mental, and social health factors that influence academic success. Screenings include lifestyle evaluation (nutrition, exercise, sleep, stress mgmt.), depression, intimate partner violence, food and housing insecurity, substance use, and chronic medical conditions (e.g. hypertension, diabetes). The proposal includes a comprehensive marketing strategy, including incentives.

*UW-Oshkosh: Expanding Career Ecosystem Initiatives through Experiential Learning and Career Integration.*

**Funding Amount:**

\$15,000

**Use of Funding:**

- Full-day in-person workshop
- Stipends for curriculum development

**Summary:** Expand collaborative student success initiatives by building a campus-wide career ecosystem that integrates advising, faculty engagement, and experiential learning into the first- and second-year curriculum and beyond. Through professional development, curriculum infusion, and milestone mapping, they will embed career readiness and career learning outcomes across UWO's new academic structure of six schools, ensuring that all students benefit from high-impact practices.

*UW-Parkside: Pilot Course to Support Students Readmitted After Suspension*

**Funding Amount:**

\$10,325

**Use of Funding:**

- Course development
- Student mentor

**Summary:** Propose the development of a specialized course that provides structured, research-informed interventions focused on rebuilding core academic skills, fostering engagement, and addressing the social-emotional dimensions of student persistence. Builds on success of Ranger Refocus, an intervention for students on probation that led to measurable gains in students returning to good academic standing. The proposed course will provide students with a

## 2025-2026 Student Success Mini-Grants

structured, supportive pathway to recovery that includes academic skills development; increased engagement with advisors, coaches, and mentors; referrals for psychological and other support; and opportunities that promote belonging and explore purpose.

### UW-River Falls: *Peer-to-Peer Counseling: Expanding Student Support and Success at UWRF*

<b>Funding Amount:</b> \$4,000	<b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Training and program materials</li> <li>• Marketing</li> </ul>
-----------------------------------	--

**Summary:** The UW-River Falls newly developed Student Counseling Services (SCS) Peer Counseling Program will provide structured, peer-to-peer support for students seeking a welcoming and private space to talk with trained peers, based on a model currently present at the U of Michigan but not yet used in UW system. Peer Counselors, supervised by SCS staff, will assist students experiencing loneliness, adjustment difficulties, stress, and other common challenges that can undermine student success and persistence. Peer Counseling expands student access to early, low-barrier support.

### UW-Stevens Point: *Expanding and Integrating First-Year Seminar Experiences at UWSP*

<b>Funding Amount:</b> \$10,375	<b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Stipends for course design</li> <li>• Supplies</li> </ul>
------------------------------------	---

**Summary:** As part of a strategic plan goal to expand early access to high-impact practices, UWSP piloted a program in summer 2025 that provided 15 faculty and staff professional development and curricular revision support for existing First-Year Seminar (FYS) courses. Funding is requested to support additional faculty and staff training to increase the number of FYS sections that incorporate FYS elements into other 100-level courses. This project aims to expand and integrate FYS offerings in both Academic and Student affairs by: 1) Creating a toolkit to help faculty and staff embed FYS elements into gateway courses; 2) Enhancing alignment between curricular FYS courses and co-curricular First-Year Experience programming to create a more cohesive and supportive first-year experience; 3) Supporting units in developing new FYS courses that include HIP quality markers.

### UW-Superior: *Yellowjacket Food Pantry and Free Store Expansion*

<b>Funding Amount:</b> \$11,425	<b>Use of Funding:</b> <ul style="list-style-type: none"> <li>• Shelving/storage</li> <li>• Refrigeration</li> <li>• Freezer</li> <li>• Scales</li> <li>• Installation</li> <li>• Student worker</li> </ul>
------------------------------------	---

**Summary:** UW-Superior's Free Store and Food Pantry offer free food, clothing, and household essentials to students. The proposal requests funding for three items to expand capacity, reduce waste, and create a more welcoming and dignified environment for students: 1) purchasing a refrigerator/freezer to expand capacity to safely store perishable foods, increasing access to healthier and more diverse options for students; 2) purchasing shelving to expand storage space and organizational supplies to support the Free Store's ability to accept, store, and distribute donations effectively; 3) student wages to support expanded services.