

NetVUE Vocational Exploration and Career Transitions Course Grant Application

Supported by the Council of Independent Colleges and Lilly Endowment Inc.

GENERAL INFORMATION

Faculty members are invited to develop a proposal for a course design or redesign that cultivates students' vocational exploration alongside professional preparation for life after college.

Hope College has a rich history of vocation-related work through previous partnerships with the Lilly Foundation and NetVUE to develop a culture of vocational reflection throughout key areas of campus life. Hope seeks to build upon this history and culture of vocation by extending the reach of that work with curriculum that connects perspectives on vocation alongside preparation for one's career.

Grants, along with consultation, best practice guidelines, and assessment assistance, will be offered to faculty to revise previous courses, or develop new courses, representing their academic department or division that will help students develop skills of vocational reflection and post-collegiate preparation.

For courses being offered in Summer 2021 or Fall 2021, to be considered for grant funding, please submit your completed application to Ryan White (white@hope.edu) on or before 4/12/21.

REQUIREMENTS AND FAQs

Who is eligible?

- Faculty in any department will be eligible to apply.
 - If applications greatly exceed the available funds, curricular balance in the awards will be considered to help ensure representation across Hope's four academic divisions.
- Staff partnerships are possible.

Course and grant objectives

In addition to whatever objectives are part of other aspects of the course, at least two objectives from each category below must be addressed.

Objectives on Vocation, Self, and Meaning (address at least two of three).

Students will...

- A. Discuss the concept of calling/vocation
- B. Practice habits of vocational reflection (e.g. developing and considering a clearer understanding of their interests, strengths, values, and how they can apply those to professional contexts)
- C. Evaluate various perspectives on questions of life and work meaning and purpose

Objectives on Career Readiness and Preparing for Life After College (address at least two of three).

Students will...

- D. Research professional and graduate school trends within their particular academic department or division
- E. Understand connections between disciplinary knowledge with work and life applications
- F. Participate in an experiential learning component (e.g., collaborative research, internships, field work, informational interviews, job shadowing, service learning, etc.)

Percentage of coursework

No less than 30% of the course's content within the redesigned class or the newly developed class needs to be directly related to vocational reflection and career readiness. Within a 16 week course, that would mean the class must contain 5 weeks worth of calling and career readiness content. For specific content ideas, please see the menu of options provided in this application.

Please note: faculty are encouraged to think through the initiatives they are already doing within their coursework and intentionally label those efforts accordingly. For examples, please see the assignments within the example syllabi in the folder provided on the grant's [website](#).

Current course redesigns are eligible

- Current courses that seek to make connections between the discipline and professional preparation and post-college life preparation are eligible.
- Departmental capstones and similar courses are eligible.
- Most general education courses are **not** eligible.
- Preference given to courses that can be taught on an annual or bi-annual basis.
- Courses that target sophomores and juniors are encouraged.

New departmental or divisional courses are encouraged

- Courses can be embedded and addressed within a particular academic department (e.g. PSY 395 *Preparing for Psychological Professions*; REL 395 *Religion, Faith, and Vocation*)
- Courses can alternatively be embedded and addressed within a particular academic division (e.g. IDS 395 *Exploring Natural and Applied Science Professions*; IDS 395 *Vocations and the Humanities*)
- Preference given to courses that may be taught on an annual or bi-annual basis.
- Courses that target sophomores and juniors are encouraged.
- Any new course development must be approved by your department chair before you submit your application.

Credit requirements

- Courses can be for 0-4 credits
- Courses that fit the 2 or 4 credit standard are encouraged

Available funding

- *Course design awards.* \$2,000 is awarded per each new or redesigned approval. Payment will be distributed early during the semester in which the approved course is first being taught.
- *One-time over and above payment.* Additional grant funds (for up to two credits) are available for teaching the course one time as an over and above payment if the course will not be counted as part of the faculty member's course load. Permission from your department chair is required.

[Available support for course planning](#)

- *Applicants* are invited, though not required, to meet with grant committee members for consultation during the development of their application.

- Award *recipients* are expected to meet with one or more committee members for a course development conversation if they did not do so already as part of the application process.
- Grant committee members can review current course syllabi to determine what work already qualifies as calling and/or career readiness work.
- Sample syllabi (located in the shared drive)
- Calling and Career Readiness Curricular Resources (located in the shared drive, can be delivered by faculty or BCCC staff)

Follow up materials

Following the term in which the course is taught, grant recipients will submit a final syllabus along with a brief written reflection on a) the extent to which the course met their stated objectives, b) thoughts on continuing or modifying the course moving forward, and c) how/if the faculty member's perspectives of calling/vocation has changed as a result of preparing for and teaching the course. Submissions are due within two weeks after the course ends.

Course assessment

Student participation in pre and post class calling and career assessment is required. We will be using the *Calling and Vocation Questionnaire* (Dik, Eldridge, Steger, & Duffy, 2012) as well as a few Hope specific questions.

APPLICATION REQUIREMENTS

On a separate document, please address the following:

1. Background information: name, department, intended semester, redesign or new course, title, intended student class standing the course is targeted toward, and if teaching a new course please indicate if your department is in support of the application.
2. Briefly describe your understanding of the concepts of “calling” and “career readiness.” Related readings and helpful resources are available on the [grant webpage](#) for reference.
3. Brief discussion (e.g. one-two paragraphs per objective) of how your course (including particular assignments you will use) will address the grant-specified course objectives.
4. Syllabus that includes
 - a. Listing two or three of the “vocation, self, and meaning” objectives and two or three of the “career readiness and preparing for life after college” objectives among your other course objectives.
 - b. Identify the lessons and materials that reflect the minimum 30% of coursework focused on vocation and career development by **highlighting the relevant lessons and components** (e.g. readings, assignments, etc) within your syllabus.

For courses being offered in Summer 2021 or Fall 2021, to be considered for grant funding, please submit your completed application to Ryan White (white@hope.edu) on or before 4/12/21.