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.

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.

Courses are asked to address at least four of the following six objectives (items A-F below), in addition to whatever objectives are part of further aspects of the course. More specifically, in this course, students will:

(Vocation, Self, and Meaning Objectives)
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

(Vocation, Career, and Preparing for Life After College Objectives)
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 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 within the folder provided.

Application timeline
- First round due 12/15/19. The committee is looking for proposals that can begin by Fall 2020.
- Second round due 3/1/20

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.
- Senior Seminars 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
    - $1500 will be distributed within 2 weeks of award approval
    - $500 will be distributed within 2 weeks after the course begins
- 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 member for course development.
- Grant committee members can review current course syllabi to determine what work already qualifies as calling and/or career readiness work.
- Sample syllabi
- Calling and Career Readiness Curricular Resources (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, and intended student class standing the course is targeted toward.
2. Draft syllabus. In lieu of a syllabus you may include the 30% of coursework designated as calling and career readiness.
3. Brief discussion (e.g. one-two paragraphs per) of how your course will address at least four of the grant-specified course objectives.

For questions or submissions, contact one of the committee members
- Ryan White, Associate Dean for Academic Advising and Applied Learning
- Shannon Schans, Assistant Director of Applied Learning
- Chad Carlson, Associate Professor of Kinesiology, Director of General Education
- Matt Farmer, Associate Professor of Dance
- Gerald Griffin, Associate Provost for Academic Affairs, Associate Professor Biology & Psychology
- Tom Smith, Dr. Leon A. Bosch Professor of Management