Xavier University of Louisiana
UNCF Career Pathways Initiative (CPI)
Co-Curricular Engagement/Curricular Enhancement Mini Grants
Academic Year 20/21
**Request for Proposals**

We invite you to apply for a UNCF CPI Co-Curricular Engagement/Curricular Enhancement Mini Grant. This initiative is funded by the Lilly Endowment through the UNCF to support faculty in creating and/or integrating academic coursework with skills valued by a variety of industries based on the eight workplace career readiness competencies defined by the National Association of Colleges and Employers (NACE).

***Co-Curricular Engagement/Curricular Enhancement and Career Readiness for New College Graduates***
Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

**These competencies are and are defined as:**
- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of an organization. The individual has public speaking skills, is able to express ideas to others, and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others, use empathetic skills to guide and motivate, and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

This mini-grant is intended to enhance teaching of these competencies and ultimately enhance students' learning experiences and career readiness.

**Eligibility and Application Process**
Any full-time, tenured, tenure-track or non-tenure track faculty member within the university may submit proposals. Please note: *only proposals for undergraduate classes in the College of Arts and Sciences will be considered*.

Due Date: Proposals are due no later than **4:00 pm on Friday, September 11, 2020**. It is anticipated that we will fund up to 3 proposals. See below for details regarding the proposal requirements and format. Faculty members should submit a complete electronic copy of their proposals to eyhammer@xula.edu.

***Questions or Comments***
Any questions about the UNCF CPI Program or this RFP should be directed to Dr. Elizabeth Yost Hammer at eyhammer@xula.edu or X5141.

**Proposal Expectations**

The UNCF Co-Curricular Engagement/Curricular Enhancement mini grant provides faculty with the support, and funds to implement coursework to improve student learning and career readiness outcomes. The purpose of the grant is to enable instructors to develop courses and curriculum consistent with these goals.

Typical projects include those that would enhance the effectiveness of existing/new courses through adopting the competencies listed on the previous page.

**Proposal Requirements and Formats**

1. *Cover Page* (see attached): Please make note of the required signatures.
2. *Project Summary* (not to exceed 200 words): The project summary should provide a clear description of the proposed project along with a statement of objectives. In addition, it should include a brief description of how the project will operate and how it relates to specific competencies.
3. *Narrative:* The narrative should not exceed three single-spaced pages and should address the following points:
   a. *Project Description* – This section should clearly describe the proposed project and how it addresses specific competencies of the Career Pathways Initiative. It should explain the logic underlying the proposed project. The ability to incorporate recent research findings regarding best practices into project design will strengthen the proposal. An outline of proposed goals and outcomes for the project should also be included.
   b. *Relation to CPI*– Briefly and clearly indicate how your proposed project contributes to the UNCF Career Pathways Initiative.
   c. *Impact on Curricular Enhancement, Instruction, and Faculty Development* – Describe how the proposed project will impact existing course offerings and/or departmental, college, or university initiatives, particularly how it will fit within your department/division. Explain how the proposed project will enhance your own teaching effectiveness.
   d. *Evaluation Plan* – Explain how you will evaluate the success of the proposed project. Clearly describe the proposed data sources that you will use to document successful implementation and outcomes associated with the competencies.
      For example, you might identify a new student learning outcome related to a competency. Describe what student artifact will be used and how it will be assessed (e.g., rubric for group project, portfolio, research paper, performance/presentation, participation in a specific program/real-world activity, exhibit, lab, examination, etc.).
   e. *Timeline* – Submit a brief timeline for your project indicating when the course project would be implemented and evaluated.
   f. *Statement of Commitment* – Finally, submit a statement of commitment to participate in all requirements of the initiative (i.e., the online course, CAT+FD programming related to CPI), as well as submitting final materials if funded through this initiative.
4. *Letter of Support:* Attach a brief letter of support from your Department Head, acknowledging the curricular impact of the proposed project.

**Criteria for Evaluation of Proposals**

Proposals will be assessed based on the quality and specificity of each subsection described above.

**Selection Process**

Members of the UNCF CPI Advisory Committee will evaluate all proposals and recipients will be notified via email.

**Project Requirements**

In Fall 2020, participants will be required to complete an online course on *Teaching 21st-Century Skills in College Courses*. This course runs **September 22 - November 6, 2020**, and will take approximately 6-10 hours per week.

During the Spring 2021, while projects are being implemented, the Center for the Advancement of Teaching and Faculty Development will host brown bag meetings and workshops to allow recipients to exchange ideas and troubleshoot projects. Participants will be publicly recognized for their academic leadership and asked to share their knowledge and experiences with other colleagues across the university in these sessions.

Finally, participants will be expected to evaluate their projects and provide final evaluation reports. Final report format will be provided.

**Schedule of Payment**

Participants will receive $2,500 upon submission of a new or revised syllabus (no payments can be made until Jan. 2021) and a second $2,500 after submission of the final evaluation report and student evaluations of the course, no later than the end of Spring 2021.

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**Proposal Cover Sheet**

Name: _____

Department: _____

Title of Project: _____

Your Signature: _____

Department Head Signature: _____

Division Chair Signature: _____

Dean Signature: _____