

Core Competencies Grants

Overview: The Core Competencies Grants have been established to encourage faculty and staff to develop programs that will enrich and expand student learning opportunities consistent with the goal of the University's Strategic Plan to promote student success. There will be two application cycles per academic year in which awards of up to \$2500 will be available. A call for proposals will be issued to all faculty and staff each semester. All proposals will be reviewed by a committee appointed by the Faculty Committee on Student Life (FCSL). Priority will be given to those proposals that reflect a collaborative effort by faculty, staff and students.

Background: The Core Competencies Grant (CCG) program will provide funding for initiatives that develop, enhance, and/or evaluate the acquisition of knowledge or skills included in the core competencies model. The following excerpt from "*Advancing our Intellectual Footprint: A Strategic Plan for Lehigh University 2009*" describes the purpose and rationale of the core competencies model and is the basis for this grant program.

One of the defining characteristics of Lehigh is the first-rate undergraduate experience our students receive both in and out of the classroom. With this strategic plan, we intend to build upon this strength to create a best-in-class undergraduate experience. Advancing Lehigh's intellectual footprint requires advancing undergraduate student success through an intentional, integrated approach to learning that engages every student in achieving a set of core competencies. This distinctive learning environment will emerge as a characteristic that differentiates Lehigh from its peer institutions. The core competencies embrace both academic and co-curricular experiences, lay the critical foundation for a distinctive student life and learning experience, and are a central element of our plan:

1. *Intellectual Development.* Students develop intellectual interests; gain foundational knowledge; acquire cognitive skills; adopt strategies of inquiry, disciplinary integration, and advanced discourse; understand others who differ from them in life experiences, outlook, or opinion; and adopt intellectual values that promote an ongoing commitment to learning.
2. *Individual Identity Development.* Students explore and come to understand their personal values, beliefs, and sense of self.
3. *Interpersonal Development, Equity, Community, and Global Engagement.* Students learn how to identify, understand, and implement the skills they need to build relationships in life; to interact and collaborate with others who are different from them; to learn leadership; and to engage with society at the campus, community, and global levels.

Achievement of the core competencies is a community effort requiring everyone's participation. The core competencies provide a framework for our hallmark programs in leadership, residential education, and community service, and they inform activities in our undergraduate research, arts, and athletic programs. Successful execution of the plan must engage every community member in order to engage every student.

To read the full explanation of core competencies click here. Bobby this info starts on page 3 There is a page break etc that I can't remove in the doc. I am not the best at editing and often make things worse.

Core Competencies Grant Application Explanation

- I. **Title Page.** Include the project title,
- II. **Date of Submission.**
- III. **Name(s), Position(s) and Department(s) of Faculty/Staff Leading the Project.**
- IV. **Listing of Other Project Personnel.** Include all those who will be involved in the project. Encouraged are collaborations which include students. As noted above, the project leader must be a faculty or staff member.
- V. **Project Timeline.** Indicate the project's start and end dates.
- VI. **Target audience.** Identify the specific demographics of the population targeted by the project, e.g. class, college, sub-groups, etc.
- VII. **Description of the Project.** Include the projects purpose and the proposed activities. State the specific way in which the project demonstrates the ability to develop, enhance, and/or evaluate the acquisition of knowledge or skills included in the core competencies. (2 pages maximum)
- VIII. **Intended Outcomes.** State the intended outcomes to be derived from the project. (2 pages maximum)
- IX. **Budget.** Indicate the amount of funding required for the project (up to \$2500). Provide a brief description of planned expenditures. Include other funding already received in support of this project.
- X. **Evaluation.** Upon completion of the project, you will be asked to submit a brief evaluation describing the impact of the project.

*****Deadlines for proposals:** The inaugural grant application deadline is January 18, 2010. Post January 18, 2010 grant deadline will be March 15 for following Fall semester and October 15 for following Spring semester.

For more information contact any of the following individuals:

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**Core Competencies Grant Application Link- is this the place for Steve Lewis doc?
We are asking that you submit your grant application on line please follow the directions
by clicking on this link. Link**

Core Competencies

I. Background

Lehigh is an institution committed to producing students of the highest intellectual caliber and personal ability, in an environment that promotes and sustains opportunities for intentional learning. As noted in the National Panel Report *Greater Expectations: A New Vision for Learning as a Nation Goes to College*¹, a critical role for Higher Education both today and in the future is to ensure that students coming to Lehigh participate in and receive an education of lasting value.

A critical aspect of such an environment is Lehigh's ability to expose students to core, fundamental competencies that transcend their experiences across their academic, co-curricular, social and personal development. As noted in *Greater Expectations*, and interwoven throughout Lehigh's mission and goals, our ability to fulfill this commitment will be greatly enhanced if we work together as a community where living and learning are not constrained by boundaries, but fully **integrated and coordinated** across all facets of campus life. Never more has this been the case for Lehigh, as we have embarked upon a number of initiatives that seek to build connections far and wide across the campus community, rooted in common experience. Examples include: integrated academic majors and programs (e.g. IBE, CSB, & Bioengineering); affiliated living options coupled with academic programs of study (e.g. Global Citizenship & South Mountain College); and ArtsLehigh, a program that strives to infuse broadened concepts of culture and creativity all throughout students' academic and co-curricular lives.

In line with these initiatives, the Division of Student Affairs is devoting great energy to cultivate a comprehensive core experience for all of our undergraduate students. Because of the essential need to create an optimal environment for students' success academically, residentially, co-curricularly and personally, it is crucial that our efforts be strategic. After careful review and consideration of national research including *Learning Reconsidered 2*² and the *Frameworks for Assessing Learning and Developmental Outcomes*³, student development theories, institutional "best practice" models, internal data, and extensive discussions, what follows are four identified core areas in which we aim to facilitate student learning and personal development.

II. Lehigh University Core Competency Areas

- ***Intellectual Exploration***
- ***Individual Identity Development***
- ***Interpersonal Development, Equity, Community and Global Engagement***

Descriptions of each area and examples of achievement within them are included. Within each core area, examples of achievement are broken down by class year, thus identifying skills developmentally appropriate for traditional-aged college students and skills that serve as building blocks for more complex learning as one matriculates through college. It should be noted that the examples provided in each core area are a continuum and not concrete boxes in which students neatly fit.

Finally, the descriptions and examples are not intended to be comprehensive lists; rather they serve as a means for understanding each of the core areas and as a resource to guide planning and curriculum development of individual departments, programs, and services. Also, attached to this document, is a Developmental Competencies Map that provides a more specific list of skills associated with each of the four core areas.

As we move forward to build seamless transitional experiences across students' developmental years, our formal and informal efforts to do so will be best accomplished in an environment that intentionally and fluidly weaves such learning throughout the fabric of Lehigh.

III. Core Competency Areas and Examples of Achievement

A. Intellectual Exploration: Student's ability to develop an interest in, and therefore adopt strategies and behaviors, to advance their cognitive and academic abilities; exploration of, how to learn/integrate their academic experiences and also begin to understand and develop an inherent drive for/value of life-long learning.

-In the first year, examples of achievement may include (but are not limited to):

- Manages time to complete tasks with consideration for priorities and deadlines
- Knowledgeable of support services on campus and utilizes them as needed
- Understands learning style and applies it in order to study effectively
- Communicates effectively in both oral and written form
- Identifies educational goals and objectives

-In the second year, examples of achievement may include (but are not limited to):

- Articulates justifiable rationale for beliefs and perspectives
- Demonstrates an appreciation for various forms of expression from diverse perspectives
- Able to form intellectual questions and think critically in order to further develop personal views
- Decides on major course of study and actively explores career goals
- Applies prior information to a new situation or setting

-In the third year and beyond, examples of achievement may include (but are not limited to):

- Integrates in class and out of class learning into career exploration and decision-making
- Completes some culminating example of intellectual work (senior project, thesis, etc.)
- Successfully engages in experiential learning opportunities such as study abroad, internships, co-op, etc.
- Articulates the advantages and challenges of a diverse society
- Employs complex reasoning

B. Individual Identity Development: Student's exploration and understanding of personal values, attitudes, beliefs, and feelings about self; student's need to (re)visit the question "Who am I?" and "What does that mean?"

-In the first year, examples of achievement may include (but are not limited to):

- Understands one's individual background, culture, experiences, attributes roles, interests, etc.
- Identifies personal skills and abilities
- Based on personal values, make appropriate decisions about involvements on campus
- Explores personal, ethical, spiritual, and moral values
- Demonstrates successful peer-to-peer relationships
- Trusts others appropriately

-In the second year, examples of achievement may include (but are not limited to):

- Sets manageable and meaningful personal goals
- Acknowledges and can describe personal qualities
- Initiates action towards achievement of goals and exhibits conscientiousness
- Demonstrates resiliency and ability to overcome obstacles
- Seeks involvement in previously unexplored interests and activities

-In the third year and beyond, examples of achievement may include (but are not limited to):

- Accomplishes tasks in an environment where little direction is given
- Articulates a personal leadership philosophy or style and demonstrates emotional intelligence
- Defines pluralism accurately in one's own words
- Understands relationship between health/wellness and accomplishing life goals
- Uses moral reasoning and makes ethical decisions

C. Interpersonal Development, Equity, Community and Global Engagement s: The identification, understanding and implementation of the skills necessary to build relationships in life; the ability to understand who students are in relationship to others who are different from them; ability to evaluate the type and quality of interactions with others. Feeling a part of the community and therefore developing a commitment to broadly shared ideas and interests; working together for a common purpose; developing a sense of personal responsibility for promoting the growth and sustainability of the larger community.

-In the first year, examples of achievement may include (but are not limited to):

- Listens effectively to others' points of view
- Expresses thoughts and emotions through verbal and non-verbal forms of communication
- Understands basic conflict management styles
- Establishes mutually rewarding interpersonal relationships with peers, friends, and romantic partners
- Demonstrates personal responsibility for self
- Has a sense of belonging to a community
- Understands and participates in relevant governance systems
- Understands the role of society and communities in shaping values
- Participates in service/volunteer activities

-In the second year, examples of achievement may include (but are not limited to):

- Understands group dynamics and operates successfully in group settings
- Understands others' cultures and engages in relationships with people of different backgrounds/cultures/views
- Contributes to the achievement of group goals; makes commitments and follows through
- Influences and negotiates with others through communication
- Demonstrates assertive behaviors
- Understands the importance of service to others and is aware of community needs
- Possesses and demonstrates integrity through actions and decisions
- Articulates a meaning of citizenship
- Respects the identities and practices of various groups
- Appropriately challenges unfair and intolerant behavior and the use of stereotypes by others

-In the third year and beyond, examples of achievement may include (but are not limited to):

- Appreciates the presence of different viewpoints
- Seeks and incorporates feedback from others
- Exhibits necessary balance of independence and interdependence in relationships and team settings
- Builds networks and establishes relationships that support goal accomplishment
- Seeks opportunities to mentor/teach others
- Understands ethics within a community or organization and makes ethical decisions
- Advocates on behalf of the needs and equitable rights of others
- Engages in controversy and public discourse in a civil manner
- Initiates change for the common good
- Facilitates productive dialogue and work within groups focuses on a common goal

¹ Published by the American Association of Colleges & Universities (AAC&U), Fall 2004.

² Published by ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, and NIRSA, 2006.

³ Many statements and examples in this document are taken directly from *Frameworks for Assessing Learning and Development Outcomes* (Council for the Advancement of Standards in higher Education), 2006.

Core Competencies Skill Development Map

| ACADEMIC LEVEL | Intellectual Development | Individual Identity Development | Interpersonal Development, Equity, Community & Global Engagement |
|------------------------------|---|---|--|
| First Year | <ul style="list-style-type: none"> Manages time to complete tasks with consideration for priorities and deadlines Knowledgeable of support services on campus and utilizes them as needed Understands learning style and applies it in order to study effectively Communicates effectively in both oral and written form Identifies educational goals and objectives | <ul style="list-style-type: none"> Understands one's individual background, culture, experiences, attributes roles, interests, etc. Identifies personal skills and abilities Based on personal values, make appropriate decisions about involvements on campus Explores personal, ethical, spiritual, and moral values Demonstrates successful peer-to-peer relationships Trusts others appropriately | <ul style="list-style-type: none"> Listens effectively to others' points of view Expresses thoughts and emotions through verbal and non-verbal forms of communication Understands basic conflict management styles Establishes mutually rewarding interpersonal relationships with peers, friends, and romantic partners Demonstrates personal responsibility for self Has a sense of belonging to a community Understands and participates in relevant governance systems Understands the role of society and communities in shaping values Participates in service/volunteer activities |
| ACADEMIC LEVEL | Intellectual Development | Individual Identity Development | Interpersonal Development, Equity, Community & Global Engagement |
| Second Year | <ul style="list-style-type: none"> Articulates justifiable rationale for beliefs and perspectives Demonstrates an appreciation for various forms of expression from diverse perspectives Able to form intellectual questions and think critically in order to further develop personal views Decides on major course of study and actively explores career goals Applies prior information to a new situation or setting | <ul style="list-style-type: none"> Sets manageable and meaningful personal goals Acknowledges and can describe personal qualities Initiates action towards achievement of goals and exhibits conscientiousness Demonstrates resiliency and ability to overcome obstacles Seeks involvement in previously unexplored interests and activities | <ul style="list-style-type: none"> Understands group dynamics and operates successfully in group settings Understands others' cultures and engages in relationships with people of different backgrounds/cultures/views Contributes to the achievement of group goals; makes commitments and follows through Influences and negotiates with others through communication Demonstrates assertive behaviors Understands the importance of service to others and is aware of community needs Possesses and demonstrates integrity through actions and decisions Articulates a meaning of citizenship Respects the identities and practices of various groups Appropriately challenges unfair and intolerant behavior and the use of stereotypes by others |
| ACADEMIC LEVEL | Intellectual Development | Individual Identity Development | Interpersonal Development, Equity, Community & Global Engagement |
| Third Year and Beyond | <ul style="list-style-type: none"> Integrates in class and out of class learning into career exploration and decision-making Completes some culminating example of intellectual work (senior project, thesis, etc.) Successfully engages in experiential learning opportunities such as study abroad, internships, co-op, etc. Articulates the advantages and challenges of a diverse society Employs complex reasoning | <ul style="list-style-type: none"> Accomplishes tasks in an environment where little direction is given Articulates a personal leadership philosophy or style and demonstrates emotional intelligence Defines pluralism accurately in one's own words Understands relationship between health/wellness and accomplishing life goals Uses moral reasoning and makes ethical decisions | <ul style="list-style-type: none"> Appreciates the presence of different viewpoints Seeks and incorporates feedback from others Exhibits necessary balance of independence and interdependence in relationships and team settings Builds networks and establishes relationships that support goal accomplishment Seeks opportunities to mentor/teach others Understands ethics within a community or organization and makes ethical decisions Advocates on behalf of the needs and equitable rights of others Engages in controversy and public discourse in a civil manner Initiates change for the common good Facilitates productive dialogue and work within groups focuses on a common goal |

