



**Have you ever thought about changing up your traditional classroom instruction by taking a risk, and trying something new, something radical even?**

Maybe stepping away from the lectern and thinking beyond the four walls of the classroom to explore a new instructional approach that excites both you and your students? The possibilities are endless -- collaborative mediums, experiential learning, digital tools, relevant tasks, real world problem solving, interdisciplinary approaches, reflection, project-based learning, enhancing media fluency, self-review, tutorials, etc.

***The time to get creative, industrious, and radical has arrived.***

Consider this: In its Florida Jobs 2030 Report, the Florida Chamber of Commerce posits a shift in the skills students will need for successful entry into the 21<sup>st</sup> century labor market. In addition to the technical skills taught within their chosen fields of study, students will need to differentiate themselves by demonstrating both employability skills, and digital skills. Teamwork, problem solving, time management, work ethics, communication, and active listening are now considered basic employability skills. Productivity software skills, such as Word and Excel, advanced digital skills such as search engine knowledge, Salesforce, Tableau, digital media, and storytelling, and occupation-specific digital skills, such as AutoCAD, are also expected.

**For our students to be successful, our education and training programs must be responsive to the labor market needs and the changes in skill profiles necessary for specific occupations.**

**The Challenge:** Given the above, what enhancements would you make to your current approach that brings your students out of the classroom and into the real world to further advance the employability skills they need to be career ready?

**What would you do differently?**

# Introducing the I Do It Different (I-DID) Internal Grant Program

The *I-DID* grant program seeks your creative, unique, innovative ideas to enhance student learning, literacy, critical thinking, and creativity to emphasize employability and digital skill building.

## APPLICATION GUIDELINES

Eligible applicants:	Full time faculty
Application due dates:	<b>Monday, October 4, 2021</b> for project period Nov 1 – March 1 <i>Final Report due March 15, 2022</i> <b>Monday, November 15, 2021</b> for project period Dec 13 – April 29 <i>Final Report due May 16, 2022</i>
Awards:	\$10,000 - \$30,000
Rules:	Must involve undergraduate student(s) in the project. Must integrate employability skills and/or digital skill training.

## APPLICATION REQUIREMENTS

- Cover Sheet/Application Form
- Proposal Narrative (no longer than 4 pages single-spaced)
  - Introduction: Describe what you're proposing to do different. Give a broad outline of the content to be covered.
  - Approach:
    - What are the pedagogies to be employed?
    - What are the proposed learning outcomes for students?
    - What assessments will you use to document student learning outcomes as result of these innovations?
    - What are the specific employability and/or digital skills the project will achieve?
  - **Justification for the innovations:** What new developments in the discipline and/or new directions/developments for a program necessitate this innovation? The grants are designed to fund targeted innovations, and not just tweaks of existing courses. Make explicit how the project ties into this.

- What will (each) faculty member involved in the course innovation project do during the grant period? *Note: If individuals other than the faculty applicants are named in the proposal as providing support, confirmation letters from these individuals must be included.*
- Budget: Please use the provided budget template. Equipment may be considered but total costs should not represent more than 30% of the project request. Unallowable items include food/refreshments, furniture, gifts/gift cards, course releases, stipends.
- Budget Justification and Explanation (no longer than 1 page): Provide a narrative that explains and justifies the specific costs listed on the budget sheet.
- Current condensed Curriculum Vitae (2 pages maximum) highlighting relevant teaching and research/creative activity.

#### **REVIEW OF THE PROPOSALS:**

Proposals will be received by the ORSP at [ORSP@JU.EDU](mailto:ORSP@JU.EDU) . They will then be grouped by college, and each dean will conduct the first review of the proposals from their college. Their recommendations will be submitted in priority order to the ORSP and forwarded to the Provost, who will render a final decision. We are looking for creative, outside-of-the-box proposals that Do It Different.

#### **FINAL PRODUCT:**

Projects must result in a final product, also known as a deliverable, that will be submitted to the State Department of Education as part of JU's EPIC reporting. The deliverable must be a *tangible* outcome of the project --- this must be something that could be seen, read, or heard. Examples include videos, portfolios highlighting student work, dashboard reports, artwork, publications, etc.