WOX Grant Application Form for 2020
10/18/20

Use and completion of this Application Form is required for submission of your grant. Only Applications using this template will be considered for an award.

The completed WOX Grant Application must be emailed to cassidycoxs@xavier.edu and a paper copy with appropriate signatures mailed or hand delivered to Shannon Cassidy-Cox, Alumni Building ML 5630 by 5 p.m. March 1, 2020.

NOTE: Applicants are encouraged to seek proposal assistance through the Office of Grant Services. Please contact Shari Howell by phone at 745-1904 or email at howells3@xavier.edu as early as possible and at least 5 business days before the due date.

PROPOSAL FOR WOX GRANT

<table>
<thead>
<tr>
<th>Title of Proposed Project: Women of English Vocational Discernment Retreat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Requested: $6,671.00</td>
</tr>
<tr>
<td>Name of each applicant, their position and signature:</td>
</tr>
<tr>
<td><img src="signature" alt="" /> Anne McCarty</td>
</tr>
<tr>
<td>Senior Teaching Professor, English Department; <a href="mailto:mccartya@xavier.edu">mccartya@xavier.edu</a></td>
</tr>
<tr>
<td><img src="signature" alt="" /> Nathan Wendt, SJ</td>
</tr>
<tr>
<td>Road Through Xavier Program Coordinator, Eigel Center for Community Engaged Learning; <a href="mailto:wendtn@xavier.edu">wendtn@xavier.edu</a></td>
</tr>
<tr>
<td>Add ALL appropriate signatures below as outlined in the Guidelines document for the WOX Grant Awards. For each approval needed, please type the person’s name, title, email address, and have them physically sign the Application.</td>
</tr>
<tr>
<td><img src="signature" alt="" /> David Mengel</td>
</tr>
<tr>
<td>Dean, College of Arts and Sciences; <a href="mailto:mengel@xavier.edu">mengel@xavier.edu</a></td>
</tr>
<tr>
<td><img src="signature" alt="" /> Carol Winkelmann</td>
</tr>
<tr>
<td>Chair, Professor, English Department; <a href="mailto:winkelmann@xavier.edu">winkelmann@xavier.edu</a></td>
</tr>
</tbody>
</table>
Provide a brief abstract that clearly and concisely states the aim of your project, anticipated value for XU students and/or faculty, and the indicators of success: (maximum 350 words)

The Women of English Vocational Discernment Retreat is an overnight guided experience in the Ignatian tradition that aims to connect upper-class years (3rd and 4th year) women English majors with each other and alumnae of excellence in order to facilitate bonding and solidarity, provide guided opportunities for Ignatian discernment in a supportive environment, engage meaningful exploration of vocation, provide instructional workshops on finding internships and careers, and create more leadership opportunities for women. The retreats will take place in early Fall 2020 and early Fall 2021. The program includes small group follow-up gatherings at least once each semester. Students will formulate a plan for moving forward in their Xavier careers and vision for life beyond Xavier. Purposefully, the retreat addresses real gaps in vocational preparation as expressed by current women English majors and faculty, such as societal and cultural stigma around their major, especially for women. English majors, the majority of whom are women, face unique challenges locating meaningful employment after graduation, and these difficulties would be more readily overcome through gaining a sense of vocation, bonding with other women in the major, and gaining more spiritual experiences by utilizing tools for discernment. Xavier recognizes vocational discernment as a high-impact practice, which fosters student satisfaction, retention, and alumnae engagement. A high-impact retreat offers students practice with Ignatian spiritual tools that can be employed throughout life, combined with career knowledge that promotes success, satisfaction, and excellence in employment choices. It is distinctly a Xavier way.

NARRATIVE

Please provide a detailed project description (in #1) and answer the questions below (#2 - #8) Limit the length of your answers (including project description) to three single-spaced, typed pages.

1. Provide a detailed description of your project; what will take place, where, when, and who will be involved in the project, and the timeline. (maximum 1 page)

The Women of English Vocational Discernment Retreat is an overnight guided experience in the Ignatian tradition that aims to connect upper-class (3rd and 4th year) women English majors with each other and alumnae in order to facilitate bonding and solidarity, provide guided opportunities for Ignatian discernment in a supportive environment, engage meaningful exploration of vocation, provide instructional workshops on finding internships and careers, and create more leadership opportunities for women. By extension, the retreat addresses real gaps in vocational preparation as expressed by current women English majors and faculty. During the retreat, students are led by experienced staff in Ignatian exercises of discernment and vocation exploration as it pertains to their personal desires, passions and their field of study. Students will
also interact with English major alumnae who model excellence, have small-group sharing experiences, share meals, social time, and instructional workshop time about finding internships and careers. Activities are designed mindful of English majors’ interests. Students will take away a plan of moving forward in their Xavier careers and vision for life beyond Xavier. The retreat would happen twice over a two-year period (early Fall 2020, early Fall 2021) reaching a full cycle of upper-class majors, also enabling student leadership from previous retreatants. The retreats would take place at Higher Ground Conference & Retreat Center, Friday later afternoon until late afternoon Saturday. The retreat program would be a collaboration between the English Department, upper-class women English majors, the Center for Faith & Justice (CFJ), the Eigel Center, and alumnae. Experienced staff from the CFJ and Eigel Center will provide retreat design and implementation. Select women English major upper-class students will assist with retreat planning and design. Small group retreat follow-up opportunities with a mentor/alumnae will be conducted for the remainder of the academic year, continuing and deepening the bonds, learnings, and discernment begun during the retreat.

See attached DRAFT retreat itinerary.

### 2. How does this proposed project enhance the mission and purpose of Women of Excellence?

Guided vocational discernment in the Ignatian manner through the retreat program is aligned with the mission and purpose of the Women of Excellence as it aims to enhance the development of Xavier women towards vocations in areas pertaining to their majors, which are often difficult to navigate due to societal stigmas and pressures. The retreat experience supports solidarity, and lays fertile ground for women English majors to become women who serve society and uplift others through self-giving love, a characteristic Women of Excellence strives to embody. The retreat aims to be a pivotal, high-impact experience in the development of women English majors at a point in their university careers when they are ready for deepening their academic interests, poised for serious discernment of their future careers, and more mature and open to engaging questions of vocational purpose and meaning by utilizing Ignatian spiritual reflection practices and exercises. They are poised for excellence but need genuine support. The retreat intentionally brings women together who share common experiences as students, alumnae, and staff mentors, enabling an environment for personal discernment, common reflection, and support, which results in shared growth for all. The facilitation of discernment activities on the retreat opens further the lines of communication between students, alumnae, and staff mentors, as it creates and deepens trust and personal knowledge of others, which builds healthy bonds that last and reflect Xavier’s mission in the community.

### 3. How will this project further the mission of Xavier University to “engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?”

The Women of English Vocational Discernment Retreat furthers the mission of Xavier as it explicitly utilizes the "gifts of our Ignatian heritage," namely reflection, discernment, solidarity and kinship, and service. Vocational discernment experiences are also priorities of the University. As a retreat for women English majors, the students bring their particular growing and maturing intellects, interests, and talents in their academic areas as content for guided vocational discernment. In keeping with Xavier’s formational aims, the English Department has concern for and responsibility toward who their students will become after graduation. A high-impact retreat offers students engagement with the Ignatian spiritual tools that can be employed throughout life, combined with career knowledge that promotes success, satisfaction, and excellence in employment choices. It is distinctly a Xavier way. An in-depth experience will help students explore their desires in the context of their major towards the good, opens them up to choosing what brings deeper satisfaction, which would help them discern their response to what the world asks of them. Since
expanding opportunities for vocational discernment experiences is a priority of the University, as set forth in the developing Road Through Xavier initiative, this retreat program directly supports and furthers the mission. To Xavier, vocational discernment is a high-impact practice that cultivates student satisfaction, supports retention, and encourages greater alumnae engagement.

4. Why is this project important? Does it address a gap within existing University programs?

The retreat program is important because it responds to and addresses real gaps in vocational preparation and needs of women English majors at a pivotal time in their Xavier careers, as they themselves have expressed to their faculty and department. The majority of English majors are women. Several upper-class women English majors responded enthusiastically with ideas about how a WOX grant could serve their desires and needs. They envision a retreat model that engages a more spiritual discussion of vocation that would lead to some informative activities about internship prospects and career possibilities in the English field with engaged Xavier women. They also have a desire for bonding with other women English majors. Creating opportunities for bonding and fostering deeper senses of purpose is essential in a field that has been stigmatized as valueless, a reality that students feel. Choosing to be an English major can be unduly stressful in a world that does not readily support them in their talents and passions. In a time of soaring tuition costs, women English majors feel not only cultural, but also parental pressure to choose a major that is deemed to provide a high monetary return on their investments. In this climate, which includes continued gender inequality in the workforce, women Xavier English majors want guided support and deeper bonds as they navigate their road through and beyond Xavier. In addition to student desires for a retreat experience, English faculty expressed some difficulty communicating the importance of internships and career opportunity exploration with students. Although these opportunities were provided in the form of workshops on job searching and interview preparation, as well as a course on internships, faculty maintain that English majors still tend to avoid preparing for their life beyond Xavier. A retreat model that would intentionally allow women students to engage in vocational discernment about their futures together would make facing their futures an exciting, rather than a daunting, prospect and be a catalyst for more serious participation in career readiness programming offered by the English Department. The University expressly wants more vocational discernment experiences available for students. This Women of English retreat opportunity is an excellent way of addressing this priority while addressing a real need of the department.

5. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project? If the project will continue beyond the Grant timeline, what are your plans for future funding?

The greater expected outcome is women Xavier graduates discerning and living meaningful vocations through careers that employ their talents and passions cultivated as English majors. Direct expected outcomes of the retreat include 1) connecting women English majors with each other and alumnae of excellence in order to facilitate bonding and solidarity 2) providing guided opportunities for Ignatian discernment in a supportive environment 3) engaging meaningful exploration of vocation 4) delivering instructional workshops on finding internships and careers 5) creating more leadership opportunities for women. The retreat will also create a model that can be shared with other academic departments.

For each retreat experience, at least two faculty members from the English Department, at least one staff member from the CFJ, at least one staff member from the Eigle Center, at least one staff woman from Alumni Relations, at least three alumnae, and at least 25 students will be engaged in the retreat and any follow-up activities.
Given positive assessment, the aim is for the retreats to continue beyond the Grant timeline. Resources would be pursued through departmental collaboration (English, CFJ, Eigal Center, Alumni Relations) combined with institutional support through the Vocational Discernment component of the Road Through Xavier initiative. Student participants may be required to pay a deposit.

6. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

The success of the retreat, its impact and effectiveness, will be assessed by qualitative and quantitative measures including the following: 1) employment of substantiated student learning objectives (SLOs) adapted from the CFJ; 2) student, staff, and alumnae participant pre and post Qualtrics survey; 3) the percentage of participants from the total number of upper-class women English majors; 4) student participant demographic data trends; 5) post-graduation career tracking and surveying. Follow-up small group gatherings led by student and faculty mentors/alumnae will also produce qualitative data. The Fall 2020 retreat will be assessed for planning the Fall 2021 retreat, which will also be assessed.

7. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success / completion of your project? Give specific examples.

The WOX Giving Circle will be recognized during the retreat. Explaining the mission and history of the Women of Excellence would set an inspirational tone for emerging student leaders to consider the myriad ways that women contribute to Xavier’s success. WOX’s logo will be featured on any promotional and recruitment materials or communications for the retreat. A WOX representative is most welcome to meet and greet the students during retreat, send a special message, or participate. If the retreat program continues beyond the WOX Grant timeline, WOX would be acknowledged as having a key role in the foundation of the programming in any literature or publicity.

8. If you are applying for a 2-year grant, please explain why a 2-year award is important to the success of your project. (Note: these are projects that will take 2 years to complete, not for 2 years of funding for the same project).

A 2-year grant is important to the success of the retreat programming because a full cycle of upper-class year women English majors could be reached for the experience, plus organizers would have more substantial data for assessment. A retreat cycle is considered complete when all upper-class women students have had the opportunity to lead in the second year of the cycle. A 2-year grant would enable 4th year majors the retreat opportunity in Fall 2020, along with 3rd year majors. This fulfills a more immediate need of the English Department to engage 4th year students. In Fall 2021, several 4th year majors who were retreatants in 2020 would assume leadership roles. The Fall 2021 retreat would primarily serve 3rd year students, as most effective vocational discernment experiences ought happen early in the 3rd year when students are reaching a maturity in their university careers, are more immersed in their fields of study, and are beginning to look towards their lives after Xavier.
What is the amount of funding requested? $6,671.00

<table>
<thead>
<tr>
<th>Retreat @ Higher Ground</th>
<th>Quantity</th>
<th>Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations &amp; prepared meals for 25 students @ $76.50 per head</td>
<td>2 overnights</td>
<td>$1,912.50</td>
<td>$3,825.00</td>
</tr>
<tr>
<td>Bus Transportation</td>
<td>2 trips</td>
<td>$450.00</td>
<td>$900.00</td>
</tr>
<tr>
<td>Faculty / Staff accommodations &amp; prepared meals @ $86.50 per head</td>
<td>4 single lodge rooms</td>
<td>$173.00</td>
<td>$346.00</td>
</tr>
<tr>
<td>Activity supplies</td>
<td>2 x 30 participants</td>
<td>$150.00</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

| Snacks                                                      | 2 x 30 participants     | $100.00 | $200.00   |
| Gifts for guests                                            | 2 x 6 guests             | $150.00 | $300.00   |

<table>
<thead>
<tr>
<th>Retreat Follow-Up Gatherings</th>
<th></th>
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<tbody>
<tr>
<td>Misc. supplies, snacks, bevs for 4 small groups, meeting at least once per semester for one academic year</td>
<td>2 x 2 semesters @ $50.00 per meeting</td>
<td>$400.00</td>
<td>$800.00</td>
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</tbody>
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<thead>
<tr>
<th>Retreat Program Totals</th>
<th></th>
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<tbody>
<tr>
<td>Cost 1 Retreat</td>
<td>$3,335.50</td>
<td></td>
<td>$6,671.00</td>
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Below please provide a **detailed** budget with justification/need for each itemized expense.

Ø If your project requires students to be paid, that payment must be included as an itemized expense. For example, if your project requires 2 student coordinators, the role needs to be specified and included as an itemized expense. [i.e. Student workers: 2 students*$8.10/hr*10 hrs/week*12 weeks= $1,944; Student worker fringe benefits - $1,944*1%(stated fringe benefits rate for full-time students) = $19.44]. Note: Students must be paid as an employee and cannot be given stipends.

Ø If more than 25% of your budget is allocated toward food and incentives, specific detailed rationale and explanation for these expenses should be provided.

Ø Include a detailed list of supplies and equipment necessary to complete your project.

Ø If your project's total budget is greater than $10,000 per year, other sources of support must be stated and appropriate documentation from other funding partners must be provided.

Ø All costs, including student pay rates, must follow University policy. Your budget for these items should take this into account. Please contact Shari Howell (howells3@xavier.edu) to discuss budget questions.
WOX Grant Application

DRAFT Women of English Vocational Discernment Retreat | Early Fall 2020 & 2021

FRIDAY

3:00 pm – Depart campus
4:00 pm – Welcome & Community Building
5:30 pm - Intro to Vocation
6:30 pm – Dinner in Small Groups

7:15 pm – Purpose & Framing of Retreat
7:35 pm – Community Building
8:15 pm – Break

8:30 pm – Talk #1 | Where am I? Where do I start?
8:45 pm – Ignatian Tool #1
8:55 pm – Small Group #1

9:30 pm – Community building and bonding
11:00 pm – Free time/rest

SATURDAY

8:30 am – Breakfast

9:15 am – Talk #2 | Who am I? | My Values
9:30 am – Ignatian Tool #2
9:45 am – Small Group #2

10:30 am – Break

10:45 am – Alumnae Testimonies & Conversations
12:00 pm – Break or continuing conversations
12:30 pm – Lunch

1:15 pm – Talk #3 | Opportunities of English
2:00 pm – Ignatian Tool #3
2:15 pm – Small Groups #3

2:45 pm – Closing
3:00 pm – Depart for campus
POSSIBLE TOOLS TO EXPLORE THROUGHOUT THE RETREAT

- Vocation Activity
- Consolation and Desolation
- Action-Reflection-Action model
- Engaging the Imagination
- Don't Should all over yourself – the role of Freedom and Detachment
- Values Reflection
- Journaling & Creative Writing
- Reflecting with Literature