



A Posit on Paper: Recognizing Undergraduate Research, Scholarship, & Creative Inquiry as a Career-Readiness Tool

Photography: Joe Wirgau, Radford University | Member since 2002

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“ To fully realize the transformative impact of URSCI, as faculty, mentors and higher education administrators we are called to extend our definition of student success, learn how the valuable skills, knowledge and dispositions that our students gain and hone ... relate to desirable career competencies, and help prepare them for their next steps.

Eight NACE Competencies

References | P5



Career & Self-Development

NACE defines the Career & Self-Development competency as the ability to "[p]roactively develop oneself and one's career through continual personal and professional learning, awareness of one's

Leadership

For NACE, leadership is the ability to “recognize and capitalize on personal and team strengths to achieve organizational goals.”

Teamwork

NACE defines teamwork as the ability to “build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.”

The more URSCI mentors are comfortable with career readiness competencies, the better equipped we will be to surface these competencies, create practice opportunities, and help launch our students into thriving careers.

Professionalism

Professionalism is “knowing work environment differences greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.”

Technology

For NACE, developing a competency in technology means the ability to “understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.”

ing Outcomes, Completion, and Quality. *Five High-Impact Practices: Research on Learn-*

Broadening Participation in Undergraduate Research: Fostering Excellence and Enhancing the Impact.

High-Impact Educational Practices: What They Are, Who has Access to The

