



## Professional Development Awards Awarded in June 2020 ☸ Funding for 2020-2021

**Ancilla College (IN)** proposes to frame a new conversation on campus related to life calling and vocation. The ultimate goal is to help faculty articulate this issue in a way that helps all students, but especially first-generation college students and/or minoritized students. Ancilla proposes to accomplish this through a series of events to help faculty articulate life calling and vocation. These include a one-day retreat, engaging in conversations on life calling and vocation, the construction of a life calling and vocation library, and the development of a life calling and vocation resource guide.

**Campbell University (NC)** will engage two seven-person staff cohorts in the process of vocational discernment in ways that encourage their own spiritual formation, invite them into interdisciplinary exploration of vocation and calling, and inspire them toward new practices of engaging students in vocational discernment. The participants will be invited to reflect and share their own stories of vocational discernment and their understandings of vocation. Participants will be asked to contribute terms and identify reading materials and resources from their professional perspective and creating a personal plan for engaging students, while maintaining a rich understanding of vocation in language that is accessible across programs.

**Carroll College (MT)** will provide faculty and staff with focused discussion, training, and resources on vocation in order to enhance and expand vocational formation and educational programming for students, both curricular and co-curricular. A steering committee of six faculty members and staff will guide the yearlong program. The program includes a kick-off event featuring a guest speaker on the various roles vocation plays in student development. Several small discussion-based book groups will also be created, and participants will engage deeply in discussion around vocation and how it relates to Carroll College's mission.

**Chestnut Hill College (PA)** will provide support for faculty members and staff through a series of two retreats and separate professional development workshops focusing on vocational discernment. The project will provide staff and faculty members with the necessary tools to 1) reflect upon their own sense of vocation and lived practice of discernment; 2) strengthen their capacity for mentoring, reclaiming intentional exploration as core to the college's educational

mission, as reflected in its core curriculum; and 3) provide language that will help faculty members and staff to foster students' exploration of vocation.

**Colby-Sawyer College (NH)** will conduct a series of trainings, work sessions, and discussions for faculty members, staff, and administrators. The overall goal of this programming is to enhance capacity across the institution to integrate vocational exploration into all of its curricular and co-curricular programs. The college will host an external expert in community engagement and vocational pedagogy at the start of the academic year to lead a one-day workshop. This workshop will be designed to launch a series of yearlong campus conversations in integrating existing and new vocational programs throughout the college. A second half-day training, scheduled for the middle of the academic year, will be led by the project directors. This project will equip faculty and staff with skills and understanding needed to ensure that vocational exploration, community engagement, and experiential learning are essential elements in every student's academic experience.

**Geneva College (PA)** will employ faculty/staff reading groups to explore foundational literature that underpins vocation and calling, as well as the characteristics of Generation Z and our changing conceptions of work. Using these discussions as a foundation, the groups will devise recommendations for integrating calling and vocation into the curricular and co-curricular life of the campus. They will also survey efforts that are already in place in the areas represented by the various participants. The College will host a mid-winter campus-wide workshop on the theological underpinning of vocation, led by a Geneva alum and nationally recognized expert on vocation and calling. Ultimately, these efforts will help the College to develop a curriculum for new faculty members and staff that focuses on vocation and calling.

**Grace College & Seminary (IN)** will embark on a yearlong exploration and reflection on vocation. This will be undertaken by select faculty and key staff members at Grace. Its goals will be: 1) to develop a fuller understanding of vocation; 2) to create a common language surrounding vocation and understand best practices; and 3) to begin to craft programming around vocation that will resonate with students. In order to accomplish these goals, Grace will create reading groups formed of members of our dean's council and faculty and staff across disciplines and campus offices. In addition, the college will host a speaker series for all faculty and staff.

**King University (TN)** will fund two summer seminars in 2020 and 2021 for a group of faculty members and student development professionals. The gathered seminar members will consider definitions of vocation applicable across a sequence of five courses, first-year through senior level. The award will fund the purchase of books as well as honoraria and expenses for two seminar speakers. The primary goal is to develop progressively comprehensive assignments on vocational exploration that will be applicable across the sequence of the five courses, as well as to discuss the application of these assignments to courses in the various majors at the university.

**Lane College (TN)** will host two retreats and workshops for faculty members and staff to learn about, and develop a plan for providing programming in, vocational exploration for students. The first retreat will be led by a speaker or consultant who will provide faculty members and staff with deeper understanding of vocation and its discernment. Team members who have been

tasked with developing the college's next strategic plan will then meet on campus to explore and expound upon the results of the retreat. The second retreat will focus on finalization and implementation of the plan. At this retreat, faculty members will write essays in which they describe their own vocational stories that can be used to assist students as they explore their own vocations.

**Lenoir-Rhyne University (NC)** will provide all faculty members with a copy of the second edition of *Leading Lives that Matter* (edited by Mark Schwehn and Dorothy Bass) and will facilitate monthly discussions around selected essays from the text. Grant leaders and reading group members will also work with the university's strategic planning team to develop and strengthen plans for including conversations around vocation and vocational discernment across the curriculum. The University will also invite a speaker and workshop leader to lead the faculty in developing a common vocabulary and framework for vocation.

**Marquette University (WI)** will offer participants a choice of a five-part discussion series or an overnight retreat, both of which will explore vocational call from two distinct lenses: the socio-cultural student context, and the bridge where university mission meets the needs of the world. Through reflection on reading materials and mentoring experiences, faculty members and staff will engage in an Ignatian discernment process, in order to understand the many dimensions of student vocational discernment. This process will attend to the contexts of student culture, interdisciplinary practice, and professional skill development. Through this programming, faculty members and staff will be better equipped to accompany students in their vocational discernment, as an integral part of Marquette's uniquely transformational student experience. They will also take the information back to their departments in order to expand overall institutional awareness of vocation.

**Muhlenberg College (PA)** will hold a one-day workshop and two follow-up workshops that will train 50 faculty and staff members who work directly with first-year students. The goal of these workshops will be to help these educators to educate, advise, and mentor students more effectively. This process will focus on the importance of navigating the various callings and commitments in the students' lives—including work, friends, family, community engagement, and spirituality. The ultimate goal is to empower students to make well-founded academic, co-curricular, and career choices, based on their increasing understanding of their own callings.

**Nebraska Wesleyan University** will embark on a yearlong professional development project to bolster the use of vocational discernment in advising. First, key faculty and staff will participate in a two-day retreat to read, reflect on, and discuss *At This Time and In This Place: Vocation in Higher Education* (edited by David S. Cunningham). During the retreat, participants will work to develop a common understanding of vocational exploration as a core component of advising. Second, the group will continue to meet monthly during the academic year to study a series of NetVUE and other resources related to vocational discernment and advising. Through intensive study and reflection, the team will develop a holistic framework for collaborative vocational advising, with a shared mission and common learning outcomes.

**Oakland City University (IN)** will host a series of campus workshops for the development of its new Center for Calling and Career. Some workshops will provide opportunities for faculty and staff members to use their collective wisdom to provide input, discuss possibilities, and develop action plans toward the development of the Center. Other workshops will employ external experts in understanding vocation as calling, educating for vocation, and the use of learning communities as vehicles for delivery. The goal of these workshops is the development of structure and operational plans for the Center for Calling and Career.

**Philander Smith University (AR)** will enhance advising and mentoring for career readiness and vocational discernment among first-year students. Participants will learn how to incorporate visual and theatrical art, music, and creative literary forms such as spoken word poetry and creative nonfiction into the advising process. They will also examine cultural-linguistic practices in workplaces and other spaces that can help them enhance their students' possibility for success. These activities will also help participants use artistic methodologies and techniques to examine their own career path and their processes of vocational discernment. Participants will showcase their journey by creating a digital storytelling narrative using various digital and social media platforms.

**Rhodes College (TN)** will identify and develop a cohort of faculty and staff who are interested in exploring more deeply the concepts of vocation, how these concepts apply within the campus environment, and how the College might change or improve its communication about vocation with each other (and with our students). The cohort will engage with shared readings and discussions over the course of the academic year. Participants' attitudes toward and comfort level with these concepts will be measured before and after the project, and the results of the project will be compiled by leadership and shared broadly within the college.

**Rivier University (NH)** will use NetVUE funding to provide mindfulness training for faculty and staff involved in vocational discernment work with students. In particular, the project will focus on the ways in which such training can help faculty, staff, and students cultivate their strengths, virtues, and well-being as they explore their vocations. Following a mindfulness training program, faculty members and staff will engage in a series of workshops focused on two questions: first, how can mindfulness training help me discover or rediscover my own vocation and well-being as a professional at Rivier University? And second, how can I engage my students in mindfulness work in order to help them discover or rediscover their vocations and well-being?

**St. Ambrose University (IA)** will develop three activities to enrich the institution's vocational identity, which is oriented toward service and justice. In the fall, the university will hold a retreat for staff, faculty, and administrators who are committed to fostering this vocation within St. Ambrose students and the broader institutional culture. The retreat will be used to inventory how St. Ambrose is embodying its calling to service and justice; it will also foster creative collaboration across offices and programs, with the goal of enriching students' experience of the university's mission and of their own vocational call to service and justice. A follow-up Learning Circle will meet in the spring over lunches to discuss resources and readings on vocation in higher education. Lastly, the university will host a dinner for those employees committed to

implementing this work, for the purpose of sharing what they have learned and identifying an action plan for the following year.

**Trocaire College (NY)** will initiate three inter-related professional development projects. First, it will offer mini-grant opportunities for three of Trocaire's full-time faculty members, each of whom will develop a project on the scholarship of teaching and learning that incorporates vocation and one of the Sisters of Mercy critical concerns. Second, the College will form two vocation and social justice reading groups, encouraging the participants to explore their own personal and professional relationships to vocation and social justice. Third, a campus-wide professional development day will be held, focusing on vocation and social justice. This event will include presentations from a relevant speaker from a Mercy school, the mini-grant recipients, and representatives from the reading groups.

**Union College (NE)** will reinvigorate vocational calling as a campus-wide conversation. Four facilitated book focus groups will engage with resources designed to assist them explore vocational philosophies and consider ways to collaborate to enhance campus-wide vocational calling initiatives. During the second semester, a speaker on vocation will be featured at the campus-wide weekly assembly for students and employees, intended to spark general interest in vocation and calling. The focus group teams will convene to share findings and insights, and bring the conversation forward with recommendations at an all-employee forum at the year's end.

**University of Mobile (AL)** will equip faculty and staff to mentor and advise students toward a discernment of vocational calling. An initial cohort (18 faculty and 7 staff) will consider definitions of vocation and its importance during a two-day retreat. Following the retreat, the initiative will be broadened to the university community through the annual university workshop series, with a keynote address focused on calling and breakout workshops by the participants from the retreat. Throughout the semester, the university's Center for Collaborative Teaching and Learning will host a series of book talks to focus on understanding the importance of calling across disciplines. Finally, vocation will feature prominently in the university's Campus Career Week in both fall and spring semesters.

**University of Pikeville (KY)** will fund faculty professional development to support the research and redesign of its current two-part humanities survey courses, as well as the development of a new art and vocation course. The humanities course series will transition from its current historical/chronological approach to a thematic approach organized around universal themes and incorporating vocational exploration. It will include an experiential learning component that emphasizes service to others. The award will support visits to campus by professional development scholars in open pedagogy. This work will allow the university to fulfill its goal of service to the region through high-quality student learning, in which vocation plays an important role within the humanities.

**University of St. Francis (IL)** will launch a yearlong initiative focused on mentoring, mission, and vocation. An August kick-off workshop will feature an invited keynote speaker and breakout sessions; its goal will be to connect the university's Franciscan identity with its call to educate

the next generation of leaders and followers. Building from the framework presented at the August kick-off, a series of “Engaging Mind and Spirit” monthly meetings will focus on selected chapters from a book discussion open to all faculty members and staff. This focus on the theological exploration of vocation will bolster the university’s understanding of how mentoring fulfills its mission to be a “welcoming community of learners,” dedicated to student success.

**Washington & Jefferson College (PA)** will use NetVUE funding to conduct a faculty/staff reading group in the fall semester and to host a workshop with a larger group of faculty and staff in the spring semester. The fall semester reading group will meet several times to consider the topic from a wide variety of perspectives, in order to develop a shared understanding of vocation. The spring semester will include a workshop led by external presenters, which will help the College to consider how to infuse vocation in an institutionally congruent way. The ultimate goal of these efforts is to integrate vocation into the student experience through advising, mentoring, and career development.

**Waynesburg University (PA)** will create a faculty/staff reading group that will facilitate vocational exploration in the classroom. This multidisciplinary team aims to include a representative from each academic department on campus; these individuals will be selected through a competitive application process. All reading group participants will be expected to read vocation-related materials, participate in group discussions, and develop or revise their course syllabi to include assignments and activities to help students explore vocation, calling, and purpose.

**Wingate University (NC)** will host a series of face-to-face and online workshops in order to support faculty in becoming “master advisors” through the use of a vocation-focused approach to advising and mentoring students. These training opportunities will examine the relationship of career and calling, and will equip those in advisory roles with the tools necessary to advise students successfully. This process will not be limited to the completion of curricular requirements, but will also include a vocational and theological component. Through the series of workshops, participants will expand their knowledge, skills, and expertise in vocational exploration. They will learn ways to make meaningful connections to the mission of the University and its three guiding pillars—faith, knowledge, and service.