



Network for Vocation in Undergraduate Education (NetVUE) Program Development Grants

January 2013 Awards

Alvernia University (PA) designed its initiative to teach students to learn, to love, and to serve. The university's Catholic and Franciscan core requires its participants to examine their lives in order to discover the many gifts that might be utilized in personal and institutional journeys. The Alvernia University project will enable students to discover and embrace more deeply what it means to be citizens of the world and servants of the needy. Grant workshops will provide faculty development opportunities for representatives from each department of the College of Arts and Sciences and College of Professional Programs. In the next two years, these workshops will provide time for shared readings and discussions about ethical issues that students face in both their social lives and in their chosen fields of study and career choices. The workshops will develop discussion venues for students in planned curricular and co-curricular settings and assessment processes to identify aspects of "ethical leadership" and "moral courage" in students' work and actions. These workshops will also assist faculty in developing curricular strategies that acknowledge the diverse beliefs and backgrounds in the classroom while enabling students to be respectful and self-critical in their dialogue about differences in values and perspectives. Placing this vocational discernment project in conjunction with the missions of the Holleran Center for Community Engagement and the O'Pake Institute for Ethics, Leadership, and Public Service will allow it to unify a Catholic-Franciscan-global citizen model for Alvernia's graduates as they move out into the world. The college firmly aims to teach the campus community that "There are different kinds of working, but in all of them and in everyone it is the same God at work" (I Cor. 12:6).

Assumption College (MA) enriched its SOPHIA Initiative to foster a culture of vocational exploration in order to enhance the educational mission of the Augustinians of the Assumption. The college affirms the call of Wisdom, God's call, and invites its students to attend to the summons of Proverbs 8: "Does not Wisdom call?" The grant will support the creation of new academic courses and the reconfiguration of existing courses with a strong vocational component. Assumption College believes that this chorus of courses introduced across the liberal arts and professional disciplines will encourage vocational thoughtfulness, discernment, and fidelity. Additionally, the grant will fund an intensive summer seminar on "The Literature of Vocation" designed to build a community of vocational mentors across divisions. An external

consultant with expertise in vocational mentoring will provide formal instruction in the ethics and pedagogy of mentoring at a religiously-affiliated school. Finally, the grant will support the development of a *Book of Common Readings* for a cohort program of sophomores called SOPHIA Collegians. Collegians will live together in residence and pursue one philosophy course in common on the theme of *Living Lives That Matter*. Each cohort will have a dedicated faculty mentor, and each student will be eligible to apply for three high-impact summer grants in the areas of faith, community engagement, or the life of the mind. As a capstone experience, SOPHIA Collegians will be invited to participate in the college's new program, ROME SOPHIA, beginning May 2014. This two-week program of community, reflection, and mentoring in the Eternal City will conclude the SOPHIA experience.

Avila University (MO) will develop its new Sister of St. Joseph Center for Spirituality and Service with a goal to help students explore vocation, meaning, and purpose. The Center will do this by encouraging community service, promoting global understanding, and furthering spiritually-centered programs that provide formation for students based on the charism and heritage of Avila's founding sisters. The university will develop faculty and staff student mentor relationships, send students on global studies and service mission trips, recognize service learning through an award, create a CSJ spirituality student program, and embed reflection on vocation throughout.

Berry College (GA) has three goals for its grant program: to aid interested faculty in developing a theological vocabulary and a more robust theological grasp of work and vocation; to develop a new course on vocation that would serve select students in each of the college's four schools as they reflect upon their vocations; and to support the office of the chaplain as that office continues to expand and create new opportunities for students to explore their callings, particular their callings to service in the church. To these ends, the college is creating an intensive one-week faculty seminar to be offered each May for the next four years, funded for the first two years with NetVUE grant funds and for the next two years by the Berry College president's office. In the morning sessions of the seminar, a small group of faculty members will discuss readings on the theological understanding of vocation. In addition, as part of the seminar, faculty members will work on their own pedagogical or scholarly projects related to vocation. Secondly, an interdisciplinary honors seminar on vocation will select students from each of the college's schools to participate. In this seminar students will explore the meaning of vocation and its relevance to their campus work as well as to their current professional goals. Finally, some grant funds will assist the chaplain's office by expanding the opportunities for students to engage with visiting speakers as they address the campus community on some aspect of vocation.

Bluefield College (VA) will create a learning experience to connect faith and meaning. This project will enable the college to develop and sustain a comprehensive structure that helps undergraduate students explore how faith develops meaning that contributes to a healthy community in the diverse world in which we live. Grant resources will be used to assist the college in blending the broad issues of faith, meaning, and personal mission into the general education curriculum; to establish VOCATIO, an umbrella program linking comprehensive convocation and chapel events that address meaning-making, calling, and vocation; and to support the Center for the Exploration of Vocation and Calling that will assist students and faculty in the conversation about discernment, advising, career, and calling.

California Lutheran University will support the university's mission of guiding students to discover and live their purpose by offering opportunities for staff and faculty members to redesign courses and programs with vocation at the center. In a retreat setting with plenary sessions, work in small groups, and individual reflection, staff and faculty members will be equipped with skills of storytelling and organizing by Interfaith Youth Core. Participants will pilot redesigned programs and courses with students and report back regularly to share best practices and support. Over two years CLU will develop on-campus trainings to help colleagues incorporate vocational exploration with students into their work.

Central Methodist University (MO) will support a two-year program of professional development focused on incorporating civic engagement and vocational reflection across the university. The program will use a two-day symposium at the beginning of each academic year to train faculty members on ways to expand course curriculum. Each year will feature a faculty reading group working through contemporary research. Ten course development grants will fund professors who integrate these elements into their courses, two will be offered for developing new courses organized around service learning and civic engagement. Each academic year will conclude with a one-day assessment meeting to evaluate progress.

Columbia College (SC) has intentionally embedded its mission within its core curriculum—"the core within the core"—to promote students' acceptance of personal responsibility and to dedicate part of their education to service and social justice in the community and the greater global society. The college plans to develop a vital learning community in which character, ethics, and values are cultivated, and in which leadership is fostered through practical application in learning environments beyond the classroom. As part of this effort Columbia intends to embed vocational exploration into its first-year seminar, its core within the core, its Leadership for Life effort, and its Career Fellows program. By intentionally integrating a "ladder of vocational exploration", Columbia College students will learn to listen to their personal sense of calling as they experience it as "vocation-in-action." In doing so, students will learn how to balance career goals and the call to serve others while gaining a more holistic sense of themselves as servant leaders within their careers, their communities, and their families.

Concordia University Wisconsin, a Lutheran university that prepares its graduates for service to Christ in the church and the world, will prepare new faculty members to connect faith and learning across all academic and professional disciplines in the Faith, Learning, and Vocation Course program. Participants will analyze how faith informs their teaching and articulate a vision for teaching and learning that honors the distinct and varied vocations of diverse learners. The emphasis will be on moving from theory to practice and on developing specific classroom strategies to foster professional and personal growth in students.

Dominican University (IL) is developing its project, "Contemplating Life's Callings", to empower the interdisciplinary faculty members who teach the Liberal Arts and Science Seminars to more effectively and explicitly facilitate students' exploration of vocation. The project also seeks to integrate contemplative practices essential to the discernment of vocation within the learning experience. To achieve this goal, seminar faculty members need development in three areas: theological understanding of vocation, contemplative practices, and in particular, the

Dominican tradition of contemplation expressed in the motto “To contemplate and to give to others the fruits of contemplation.” Proposed activities include a three-day retreat for 30 to 40 faculty members followed by regular meetings throughout the year to integrate strategies and understandings from the retreat into the seminars. A second retreat will assess the impact of the heightened focus on vocation and train additional faculty members in “Contemplating Life’s Callings.”

Elizabethtown College (PA) will utilize its grant funds to continue transforming the campus community’s understanding of the College’s motto “Educate for Service” from merely volunteerism to a spiritual journey that encourages and facilitates acting on learning, and undertaking purposeful life work and ethical leadership. The college will develop a visible network of resources—physical materials, as well as human capacity—in departments and programs across campus to further develop and embed into the culture and structure of Elizabethtown College the practice of intentional reflection related to vocation, life calling, purposeful life work, and ethical leadership. Specifically, the college will hold two summer retreats for at least 40 faculty and staff members interested in developing and implementing intentional, effective mentoring and advising for vocation, life calling, purposeful life work, and ethical leadership. The college will name 20 faculty and staff members as Purposeful Life Work and Reflective Learning Mentors and also hold a retreat on life calling and purposeful life work for at least 40 sophomore students—including 20 first-generation college students and 20 undeclared students. The project will be evaluated quantitatively by reviewing the number of participants, number of faculty and staff Purposeful Life Work Mentors, and use of Purposeful Life Work Mentors and new network resources. It will be evaluated qualitatively by considering impact of the network, the faculty/staff retreats, and the sophomore retreat on the members of the campus community related to vocation and purposeful life.

Fontbonne University (MO) has designed the Quest as a three-tiered leadership program to assist students in acquiring foundational leadership skills, discerning their personal strengths, and guiding them toward their own personal vocational journey. The first tier of the program, targeting first- and second-year students, is an emerging leaders program based on the concepts of Gallup’s *StrengthsQuest*. This semester-long program allows students to discover and learn about their natural talents and develop them into strengths centered on their future goals. The second tier of the program is a mentorship program where students are individually connected with a faculty or staff mentor. Students, ideally in their middle years of college, will meet with their mentors throughout the year to reflect on their leadership calling and the skills required in their chosen area, whether that be a co-curricular experience throughout college, a dedication to service, or a future career path. The final tier of the program is an invitation to and membership in the National Society of Leadership and Success. This tier recognizes upperclass students who have completed the first two tiers of the program and assists them in using the leadership skills developed at Fontbonne in their future career and personal aspirations. All three tiers of the program will incorporate the mission of Fontbonne University educating students to think critically, act ethically, and assume responsibility as citizens and leaders.

Georgian Court University (NJ) is building its initiative, the “Year of Faith: A Call to Holiness at Georgian Court University,” as a program that embraces Pope Benedict XVI’s call to live fully in a special time of grace and spiritual reflection. GCU is a Mercy Catholic university,

committed to the Mercy core values of justice, respect, integrity, service, and compassion, both locally and globally. The “Year of Faith” program will enhance student spiritual formation in connection with vocational discernment through the Mercy core values. The values are the foundation that inspire and inform students as they contemplate life choices, vocational experiences, and purpose in their lives. The grant will support “Year of Faith” spiritual retreats for first-year students, upper-class students, and faculty and staff members; “Year of Faith” Speaker Series; “Year of Faith” Book Club; and GCU’s Advent Virtual Pilgrimage. The “Year of Faith” program emphasizes a universal call to holiness, a call that is both spiritual and vocational. Defining vocational discernment as “discerning one’s life calling or purpose,” the “Year of Faith” will provide GCU’s students, as well as faculty and staff members, with opportunities for insightful and reflective experiences to examine purpose and meaning in their academic, career, vocation, and life choices in connection with the Mercy core values. The “Year of Faith” at GCU emphasizes an individual’s contemplation of life values and greater purpose in life.

Grand View University’s (IA) initiative evolved from more than a decade of reflection and exploration by the campus community on its Lutheran identity. The university is infusing the concepts and practices of vocational exploration into a new core curriculum, across campus, and among alumni and off-campus constituency. The grant comes as the university seeks to place vocation at the center of what it is doing academically. The grant will be used for four principal endeavors: to provide extensive pedagogical development so that faculty members will be ready to effectively guide vocational exploration with students; to develop an innovative vocation capstone within the curriculum; to initiate an annual campus-wide signature event that highlights vocational exploration outcomes; and to frame the university logo as a symbol of the centrality of vocation for the institution .

Heritage University (WA) will use the grant to fund a fuller implementation of the Student Spirituality Supports project begun in fall 2011. The project is implementing activities which lead students to an increasing sense of personal vocation and to strengthen their personal spirituality, as appropriate to a non-denominational university. Within the context of many religious traditions—Native American, Mexican immigrant, Euro-American immigrant groups—the grant will underwrite the activities of the new student spirituality club; a released-time faculty role as Director of Spirituality and Learning; leader training for walking the campus labyrinth; and launching an annual Spirituality Awareness Week.

Jamestown College (ND) will enrich an educational model initiated several years ago entitled “The Journey to Success.” This model has four steps, which the college has described as Look Inward, Look Outward, Look Beyond, and Look Forward. Look Inward deals with introspection and self-understanding; Look Outward deals with service; Look Beyond deals with cultural awareness; and Look Forward deals with preparation for the next step after graduation. This grant is related to the first step on that journey—Look Inward. In Journey 101, the college’s first-year program, students are asked to begin their personal journey by taking a Look Inward in order to reflect systematically on what gifts, talents, and strengths they possess. Gallup’s *StrengthsQuest* inventory has been used in order to help students explore the fit between their own gifts and strengths and possible vocations. The course instructor and an upper-division student guide meet with each student individually in order to begin a conversation that will

further encourage the process of vocational discovery. The *StrengthsQuest* inventory has been very useful, but the college is discovering the need to encourage deeper exploration and discussion in the Journey 101 class sections about how to make good use of this information and to widen the vocational discussion by providing more information/training to all faculty advisors. The project will deepen the discussion of students' strengths and the concept of vocational discernment through newly developed class sessions and to broaden this process on the campus by providing training for all faculty advisors in the use of *StrengthsQuest* and the concept of vocational discernment.

Juniata College (PA) has an emphasis on educational values that integrates personal and spiritual growth into community service and professional work. Study abroad at Juniata is a highly-valued and rapidly-growing opportunity for acting out global citizenship. Over 40 percent of the 2012 graduating class had a study-abroad experience, doubling the participation in the last ten years. As more students study abroad, the college recognizes the need at all stages to assure a coherent pre-, during, and post-international experiences. Students returning from a study abroad experience are profoundly changed by that experience and return to campus facing "big questions" that surround vocation. But mobilizing returnees to participate in processes that can help them integrate those experiences and changing vocational direction into preparation for career and graduate school is difficult. With this grant support, the college will enhance its pre-orientation and extended re-orientation, aligning the processes and support systems for short- and long-term study- abroad, broadening the scope by connecting with other initiatives, courses, and incoming student orientation, and integrating the exploration of vocation into all these efforts. The college will connect pre- and post-study abroad procedures with the academic program of the institution, first by integrating an existing short-term pre-course model into other short-term programs and into existing long-term procedures. The college also will connect with other institutions undertaking promising practices in these areas to align extended re-orientation with the goals of the pre-course model.

Lewis University (IL) developed the DISCOVER Vocation Initiative as a university-wide effort to explore vocation and calling in the undergraduate experience. DISCOVER stands for: **D**evelopment, **I**nquiry, **S**elf-Exploration, **C**alling, **O**penness, **V**ocation, **E**xperiential learning, and **R**eflection. This initiative promotes the university's understanding of vocation. It is inspired by Saint John Baptist De La Salle, founder of the De La Salle Christian Brothers who sponsor Lewis University; the intersection of the liberal arts curriculum and professional preparation in the university's mission statement; the gifts of Catholic and Lasallian values; and the opportunity that the college experience provides to students in their search for meaning and purpose. The DISCOVER Initiative assists understanding and organization of the university's existing efforts to integrate vocation themes across the institution and in co-curricular and professional development programming. To date, the focus has increased vocational exploration through elective co-curricular opportunities. The grant will allow the university to expand, strengthen, and energize the existing DISCOVER Initiative in four major areas: undergraduate student reflection through existing retreats and the creation of a new vocation-centered retreat program; curricular enhancements (one-credit workshops and mini-grants to integrate vocation into existing courses); infusion of vocation themes into academic advising and career counseling; and development of university-wide resources.

Lindsey Wilson College (KY) will build upon its successful programs in assisting students to do meaningful theological and vocational exploration through altruistic endeavors. New and expanded multiple entry points for student involvement in service activities will be implemented with an emphasis on shared participation and enhanced ministry engagement, especially within urban contexts. These will be preceded and followed by theological and vocational reflection led by competent, trained leaders. There are three levels of activities included: Level 1—exposure through one-day events such as conference attendance, one-day service activities or introductions to urban and rural ministry projects; Level 2—immersion through an activity from two days to six weeks in length, such as an immersion mission weekend, a mission trip, or internship; and Level 3—integration through a semester or year-long commitment to an intense discipleship project at a missional academy. Coordinated supervision by both full-time and adjunct professors will ensure all off-campus events are integrated with on-campus theological and vocational exploration.

Martin Methodist College (TN) through its Cal Turner, Jr. Center for Church Leadership identifies, recommits, and trains church leaders. This mission also is lived out with students through the office of religious life. With this grant, the religious life ministries related to vocational discernment will be expanded in three ways. Vocational conversations will create a space of generous hospitality for students to hear a variety of vocational stories and converse with presenters about their discernment process. Students from all major areas of study will be invited to hear a wide variety of speakers, such as a parish nurse, business person, hospital chaplain, or public school teacher. “The Call” will encourage incoming students to consider making vocational discernment and leadership development a priority throughout their college career. Through it, the curriculum will expand into a two-year rotation incorporating a variety of resources to guide students in a thorough vocational discernment process including, but not limited to spiritual disciplines, covenant discipleship, *StrengthsQuest*, creativity and visioning. “Vocational Discernment Events” will emphasize “vocation” among faculty and staff members and provide resources for guiding students amidst vocational discernment. The college will encourage students to attend at least one off-campus vocational discernment event and the Center for Church Leadership Student Experience Fund will offset students’ costs for participation.

Montreat College (NC) will deepen the campus and community conversation about vocation over a two-year grant cycle and further its mission to be Christ-centered, student-focused, and service-driven. The goal is to equip agents of transformation, renewal, and reconciliation. The activities funded by the grant involve four enhancements to current programs: training and resources for faculty members to develop vocational exploration activities in service-learning courses; training and resources for faculty and staff supervisors to assist student workers in vocational exploration; planning and implementation of a sophomore/junior vocational retreat to be held in alternating years; and planning and implementation of a multi-day campus-wide symposium on vocation from a Christian perspective to be held in alternating years opposite the sophomore/junior retreat.

Nebraska Wesleyan University will capitalize, amid work to develop a new liberal arts curriculum which emphasizes experiential learning, on the year’s existing theme of storytelling to build a widespread understanding of vocation in NWU’s 125th year and beyond. Workshops and retreats will serve a corps of faculty and staff members “where they are” in their ability to

become advocates and facilitators for vocational exploration. Piloting of modules for classroom and co-curricular settings over two years will target first-year seminars, athletics, and other programs already geared toward the personal development of a large segment of students. National assessment instruments (PSRI and HERI) will gauge student and faculty attitudes for comparison to pre-project levels. The project will instill vocational exploration into the culture of NWU while informing the final shaping of a new curriculum for all future graduates.

Northwest Christian University (OR) seeks to graduate students who will apply their skills and knowledge as productive and contributing members in their respective families, churches, communities, and places of work. Aspects of the theological and intellectual exploration and fulfillment of vocation will be addressed in developmentally appropriate ways through existing courses, such as First Year Seminar; All are Gifted, All are Called; and Internship. Utilizing standardized career assessments, spiritual gifts inventories, and coaching, students will receive guidance in identifying and selecting vocations that empower them to make meaningful contributions upon graduation.

Notre Dame of Maryland University will redesign significant components of its first-year experience to stress the importance of making a life (vocation), as well as preparing to make a living (career). To that end, the first-year seminar will include an in-depth service-learning component designed by an experienced faculty team. The transition to sophomore year will include an intensive developmental seminar to reinforce vocation discernment aligned with a student's particular choice of major and career aspirations. The needs of first-generation university students will receive particular attention, and retention of students through design of a major-career-vocation exploration process will be central to this initiative.

Saint Mary's College (IN) will maximize the potential of several existing programs related to women's call in church and society. Ministry assistants help to build community in campus residences and provide a framework to explore the importance of faith and spirituality in daily living. The Lay Ministry and Real Life Programs provide opportunities for students, faculty members, and staff to reflect on aspects of gospel living and to ask questions of meaning and about the call to holiness. Alternative break opportunities explore the importance of intercultural awareness in serving the people of God. These programs are all highly valued and have greatly assisted students in identifying, exploring, and developing their vocations. The grant enhances the potential for more students to experience these programs, and to make a positive difference by their presence and work in church and society. Those who participate will deepen their understanding of the charism of the founding and sponsoring congregation, the Sisters of the Holy Cross, in areas such as trust in divine providence, zeal for the mission of Jesus, and hope in the cross. As more of the college's constituents are enabled to participate, they will acquire increased knowledge about the core values of the college (learning, justice, faith/spirituality, and community), develop skills for living them, and demonstrate an integration of intercultural awareness and competence in their ability and desire to serve the common good.

Schreiner University (TX) will use the funds from the grant to expand vocational exploration opportunities across disciplines and programs. Building upon the foundation of the Christian Vocations Internship Program, a team of 36 faculty members, staff, and students will create a campus-wide infrastructure for students from diverse religious traditions, academic disciplines,

and interests to purposefully engage the topics of meaningful work and purposeful lives in a changing global society.

The College of St. Scholastica (MN) through its *Cor et Anima V³*: Vocation, Values and Vision initiative will focus on developing a comprehensive program that engages faculty, staff, and students in conversations about its Catholic Benedictine heritage and how it affects vocational decisions and civic engagement for the common good. Through retreat experiences, faculty and staff members will learn how to integrate vocational themes in advising, curricular offerings, and extra-curricular activities. Student retreats will help both traditional and non-traditional students consider vocational themes related to their career choices and service in the community. Retreats will be offered in-person and online so that all participants across campuses and online programs can access them. Facilitated book discussions will bring together faculty members, staff, and students to explore common themes related to listening to God's voice. Finally, best practices and curricular and extracurricular materials and resources will be made available to the entire college community.

Trinity Christian College (IL) will use resources provided by this grant to strengthen its focus on vocational call within the business department and to develop a more integrated approach to the study and realization of vocational call opportunities for business students. Faculty and staff members from three campus departments—the business department, the Cooper Career Center, and the Trinity Business Network—will work together to develop a model program for how to support students and serve other constituencies with regard to vocational formation.

Union College (NE) through the “Experience Your Calling” program centers its efforts on two basic concepts—training faculty members, staff, and administration to guide students to follow a process in discovering personal calling, and providing programming to encourage students to discover God's calling in their lives. Plans include an employee retreat focused on calling and guiding students through the discovery process; faculty mentoring of students in calling as part of the well-established spiritual mentoring program; hosting a nationally recognized speaker for a spiritually focused weekend that incorporates a workshop on calling; and introducing two courses that guide students through the calling discovery process.

University of Saint Francis (IN) through its “Living Your Call: Discerning and Developing Your Vocation” program over two years will focus efforts so that students begin the vocational discernment process in their first year. Major components include speakers for campus-wide events; training faculty and staff members to be more strategic in assisting students in the discernment of their vocations; student discussion groups and retreats led by trained faculty and staff members; and acquisition of resources to support continuing efforts. Through this discernment, “Living Your Call” will provide students with a process for discovering life's meaning.

Ursinus College (PA) plans to act upon a critical component of its recently adopted strategic plan—to improve the “culture of science and community engagement.” In addition to building on the successes of the college's Common Intellectual Experience and Independent Learning Experience, the program will help students translate their classroom experience to real-world experiences by offering more opportunities to reflect on the continuity from their academic

learning and their experiential education to the personal values that impel them to lives of service. The grant will focus on three areas. First, leaders will convene workshops that will consider the question of civic engagement and how it should be taught and then establish methods for helping faculty integrate civic engagement components into existing and new courses. Second, the program will help students establish and reflection their experiences in internships, research projects, and service learning opportunities, that seek to create positive change in the student and in society. Third, the grant will offer increased support of the college chaplain's work on social issues including retreats, seminary visits, vocational conferences, and training sessions to give students the tools they need to meet the challenges they will face in their quest to serve.

Wabash College (IN) is committed through its program, “Callings: Exploring Vocational Identity and Purpose”, to fostering sustained reflection on vocation among students, faculty members, and staff, while providing students with experiential learning opportunities to help them explore their vocational identities. The “Callings” program seeks to draw upon multiple traditions, both theological and secular, in exploring the concept of vocation and its role in life. Program initiatives include campus speakers, courses focused on vocation, student externships and internships, a student-led mentoring community, and a discussion group for faculty and staff members. In Wabash’s all-male student context, “Callings” will especially address vocational challenges facing young men.

Wisconsin Lutheran College will enrich the development of a four-year sequence of college seminars that builds on a restructuring of the first-year experience. At present, all students enroll in a one-semester seminar, “Idea of a Christian College”, followed by a sophomore seminar, “Christian Life Planning.” Through these two courses, students receive an extended orientation to college life and study while learning to define vocation and articulate its importance in their education and lives. Over the course of the next two years, these seminars will be expanded into the junior and senior years. Additionally, the grant enables the college to examine capstone experiences in order to assess the impact a WLC education has on a graduate’s understanding of vocation. A third concurrent effort allows the college to re-envision the co-curricular experiences in a manner that both extends discussions of vocation to alumni and the broader community, and also provides opportunities for students to apply what they are learning authentically in varied contexts and environments.