



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

May 2017 Awards

**Dakota Wesleyan University (SD)** believes their mission arises from the vocational values of learning, leadership, faith and service. This grant will enable Dakota Wesleyan (DWU) to provide a foundational introduction to the university's values through a significantly revised orientation experience for first-year students and a newly designed sophomore ~~first~~-year seminar that will focus expressly on the values of learning, leadership, faith, and service. Additionally, Dakota Wesleyan will use the grant to develop and launch a retreat for faculty and staff members focusing on the university's values of learning, leadership, faith, and service. Finally, DWU will utilize the grant to develop and launch a required vocational component for all students during their junior year. The grant holds the promise of enabling Dakota Wesleyan to strengthen and deepen its vocational mission among students, faculty, and staff, and allowing it to do so on a timetable that would not be possible without grant support.

**Edgewood College (WI)** feels the overarching goal of this grant is to more deeply and explicitly integrate vocational and spiritual development into all aspects of the student experience at Edgewood through intentional partnerships across the college. We will accomplish this goal by providing staff and faculty with opportunities to cultivate and reflect upon their own spirituality and vocational discernment in community with each other through a process consistent with the Dominican studium and values. Participants will integrate these insights into a course or module project to be developed, refined, implemented and assessed during the two year grant period. Edgewood College's revised undergraduate general education curriculum deliberately embeds vocational exploration into the experiences of all undergraduate students through our COR Program. Beginning in their freshman year, students are asked to consider the following questions: (1) Who am I and who can I become? (2) What are the needs and opportunities of the world? (3) What is my role in building a more just and compassionate world? We seek to build upon the strengths and address the challenges of having these questions rooted in one curricular program on campus. The grant will include 20 staff and faculty participants from across the college who work directly with students. Participants will be selected through an internal application process that includes small groups developing a proposal to create a vocational

discernment course or module that meets an existing priority in their areas. Through this model, which mirrors a successfully implemented professional development model on our campus, and extends the work of a NetVUE Professional Development Grant implemented in 2015-16, we seek to elevate the COR questions to campus-wide questions and to incorporate them as an integral part of the college's long-term planning and assessment processes.

**Grove City College (PA)** seeks support to fund an institutional initiative during the 2017-2018 and 2018-2019 academic years to enhance dialogue and collaboration on vocation and the common good. Equipping students to pursue God's calling for their lives in a changing world, as indicated in the Grove City College mission statement, requires that we emphasize close connections among reflection and action, most notably the application of knowledge to leadership and service. Grove City College is already a community of mentoring and reflection, but our students need a more intentional and consistent focus on the theological and practical connections between vocation and career to thrive in an ever more rapidly changing world. We aim to strengthen our ability to serve as a formative mentoring community by: (1) developing campus-wide materials and strategies for understanding and communicating important vocational concepts (e.g., calling, common good, servant leadership, etc.); (2) embedding vocational exploration outcomes consistent with our mission into the capstone class of our Humanities core curriculum; (3) encouraging best practices for advising and reflection in our campus community; and (4) coordinating vocationally-focused activities among several of our established curricular and co-curricular programs including our new Telos Leadership Institute.

**Huntingdon College (AL)** a college of the United Methodist Church, will strengthen its existing commitment to the subject of vocation. Currently, every student in the college takes a class dealing with the topic "leading lives that matter" during their junior or senior year. In addition to developing competencies in critical thinking, reading, and writing, students in the program "develop value systems for fuller participation in society" within a broadly theological framework. Specific new initiatives will include: funding a faculty visit to a vocation-based pedagogical initiative at another campus; running one or more faculty workshops on vocation-based education, including guest speakers who are national leaders in such programs; holding a faculty retreat to discuss texts and pedagogical strategies and to begin the development of a common core of readings in professional ethics; and hosting a series of speakers who will address the entire college on the topic of "leading lives that matter." In addition, as a part of the larger Huntingdon Plan, all students will be encouraged to participate in peer mentoring, an internship, job shadowing, research, externship, or service-based experience that is related to their desired career.

**Linfield College (OR)** affiliated with American Baptist Churches USA, is a private, comprehensive undergraduate institution serving approximately 2,400 students. If awarded a NetVUE Program Development Grant of \$47,130, this institution will create a comprehensive set of experiences encouraging increased self-awareness and the pursuit of vocation among Linfield sophomores. This will be accomplished via three program components. During the annual Vocation ReOrientation Retreat, 12 students will participate in a five-day program of activities designed to promote deep reflection leading to a better understanding of their own values, skills, and talents and how they may translate into occupational and vocational settings. As part of the annual Vocation Externship Program, 25-30 students will explore these settings first hand

through job shadowing and informational interviews, with special emphasis on organizations promoting social action, diverse faith traditions and services for the disenfranchised. Finally, all sophomores will be invited to participate each year in Academic Program Selection activities, designed to help students choose majors that resonate with their vocational calling. Through participation in these exploratory experiences, Linfield sophomores will: (1) learn about the tools, resources and processes that help them better understand and articulate their personal values, strengths, personality traits, and interests, (2) participate in exercises and activities leading to intellectual and theological exploration of vocation, and (3) possess greater clarity about living intentionally and reflectively on the path to vocational discernment. The program will be administered jointly by the office of the Chaplain and Career Development. If outcomes demonstrate program success, the college will sustain these activities through the institution's operating budget. This comprehensive sophomore experience supports Linfield's mission to connect students to their callings through the integration of the traditional liberal arts and experiential learning.

**Malone University (OH)** will use this award to enhance and renew Malone's current vocation development and exploration by targeting both faculty and students. First, the grant will expand the current program of faculty development by creating an advanced summer faith integration seminar for veteran faculty members to renew their consideration of their vocation as educators and how their teaching impacts their student's vocation development and exploration. Second, the grant will implement the *Vocatio* Lecture Series through Malone University's Center for Christian Faith & Culture. The *Vocatio* Lecture Series is a public event held every semester that successively highlights each of Malone's schools (Business; College of Theology, Arts, and Sciences; Education; and Nursing) and brings prominent disciplinary practitioners and theorists to campus to speak about how they have thought and lived their vocation in their employment and career.

**Merrimack College (MA)** seeks to develop a contemporary Catholic mission in the tradition of its patron, Saint Augustine of Hippo, as part of its strategic plan. Our cocurricular programming of spiritual growth allows our students to experience first-hand the clear links between scholarship, worship, and the practice of just living and service to others. The College proposes enhancements to its successful Austin Scholars Program through the *City of God Living/Learning Community*. The College has recruited 55 first-year students to share deep learning experiences, meaningful service to the community, and new opportunities for reflection, spiritual retreat, and vocational discernment. As a collaboration of the offices of Campus Ministry, Mission and Ministry, Student Affairs and Stevens Service Learning Center, *City of God* programming will engage the whole College community to intentionally include critical questions of vocational discernment.

**Morningside College (IA)** kindly requests a two-year grant in the amount of \$48,922 from NetVUE to support strategic Second Year Experience (SYE) activities that encourage student vocational exploration. These activities will be implemented in five select departments, as an expansion of the SYE activities that were piloted in the business and biology departments last year. The SYE activities will be designed and developed by a committee of five faculty members who represent each of the departments and overseen by Project Leader Marilyn Eastman. The SYE activities will impact approximately 410 unique students during the grant period.

**Newberry College (SC)** intends over the next three years to develop a more cohesive campus-wide strategy for incorporating vocational reflection into student formation. A Program Development Grant would substantially enable the redesign of student support services, particularly for first-year and sophomore students, in order to foreground vocational exploration. Staff and faculty development is the central focus of the proposed program. Academic advisors and first-year “college life” instructors will participate in a year-long learning community focused on vocational mentoring, which will include regular lunch gatherings, an intensive workshop, and the opportunity for regional conference attendance and/or campus visits to regional peer institutions with strong vocational advising programs. The grant will also support two student initiatives: incorporation of psychometric inventories into the first-year “college life” curriculum and a peer mentoring program for sophomores in order to promote student leadership and programmatic sustainability.

**Pfeiffer University (NC)** requests a grant of \$50,000 over two years to continue the vocational exploration enabled by a 2015 NetVUE Development Award. Pfeiffer is fully invested in a model of mentored and experiential learning that includes exploration of vocational callings in theology, intensive preparation for incoming students who need extra support, mentoring for every student who enrolls, and opportunities for upperclassmen to directly connect with and learn from leaders in the vocational fields they choose to pursue. We believe these elements are essential in maximizing the benefits of a liberal arts education to the student and the community. We call it the Pfeiffer Journey: attention to both the spiritual and intellectual growth of every student, and application of education to the betterment of the world. Pfeiffer will use requested funds for vocational discernment and career assessment activities for our students; and professional development to guide university trustees, faculty and staff toward a greater understanding of and ability to promote these principles across the university.

**Randolph-Macon College (VA)** seeks to supplement our curricular and co-curricular preparation for pre-ministerial students with a Leadership in Ministry Boot Camp. The program, on a two-year cycle, will further prepare students for ministry and help them discern their abilities by 1) inculcating professional skills as they relate to ministry and 2) introducing the students to diverse seminary options early and often so they can find a fit matching their skills, interests, and call. The work builds on a successful career skills preparation program at the College, tailoring it to ministry, and engages three enthusiastic seminary partners: Duke Divinity School, Candler School of Theology, and Wesley Theological Seminary.

**Saint Joseph's College (IN)** will bring faculty, staff, administrators, and campus ministry together to develop a common framework and language for understanding vocation in the context of its mission that will guide future vocational exploration programming. Through this collaborative process, SJC will deepen the intellectual and theological exploration of vocation for all students by building upon and more closely integrating the interdisciplinary Core Curriculum, the New Student Seminar for all incoming freshmen, academic advising, success coaching, and career services within a comprehensive four-year career development plan model. Through more intentional and sustained theological reflection (*Discover, Discern, Respond: A Path to Understanding Vocation*), students will be able to engage in vocational exploration across their four-year undergraduate experience and ultimately understand that vocation is a

higher calling than just their college major. To achieve these goals for students, SJC will offer retreats for faculty and staff to develop awareness of vocation by using theological reflection as a method to engage the process of discovering, discerning, and responding. Additional complementary activities include administering assessment inventories for all incoming freshmen, professional development conferences and continuing education for faculty and staff, and targeted engagement events for students to enhance their vocational exploration experiences on and off campus.

**Saint Mary's University of Minnesota** humbly requests \$24,746.69 for the 2017-2018 academic year and an additional \$24,746.69 for the 2018-2019 academic year. A total of \$49,493.38 over the course of two years is being requested to assist the University with its strategic plan goal to “strengthen and preserve our core mission and identity.” We will obtain this goal by increasing the number of participants in critical Lasallian events, enhancing supplies and takeaways like books, and accommodations / event meals for participants to stimulate discussion as it relates to the vocation-centric training. Through these events, the faculty will be exposed to enrichment training to pass onto their students, and the students will also have the opportunity to participate in university-wide events. All of these opportunities are building upon existing programs on campus, but with the funding would involve a larger pool of participants and the enhancement of takeaways.

**The University of Findlay (OH)**, a flexible, forward-looking, private institution that is constantly seeking ways to better serve its students, will conduct initiatives over two years to enhance the institution’s ability to fulfill its mission of *equipping students for meaningful lives and productive careers*. The goals of the University of Findlay’s initiative are: (1) *to create a collegiate environment in which faculty/staff and students collaborate to explore the meaning of vocation and methods to translate the knowledge into CORE+ courses*; and (2) *to challenge college-aged students to question their personal identity, strengths and values, and interest in serving others through vocational discernment practices*. The University is primed to conduct this project due to its forthcoming changes in general education starting the 2017-2018 academic year, which is entitled CORE+ and focuses on student learning outcomes. Grant funding will be used to conduct campus-wide retreats, lunch series, and other collaborative events where pedagogical direction and creative concepts related to blending vocational discernment practices with career preparation pathways will be integrated into the new general education courses and outcomes. Faculty and staff will also gain understanding of how they can align curriculum and departmental practices with vocation-based language to ensure that undergraduate students are continuously exposed to and supported in discernment activities. The initiative will culminate with improved application of vocational discernment activities in CORE+ courses as well as a course packet to assist students with connecting vocation to their career pathways and opportunities.

**Trinity University (TX)** seeks support from the Network for Vocation in Undergraduate Education (NetVUE) to support a Comprehensive Student Record (CSR) initiative that enables students to document, communicate, and reflect on their learning through an alumni-student mentor relationship. Building on the successes of a small-scale pilot program in 2016, between 2017 and 2019 (Phase I and Phase II), we propose to engage 120 students and 60 alumni in the expanded program. Receiving the remaining \$33,566.57 NetVUE grant funds awarded to

Trinity's *Reflections* program in 2014 will equip the CSR initiative to provide a distinct opportunity for students to explore vocational questions through guided, one-on-one conversations with Trinity alumni. Program coordinators span four departments including Career Services, Experiential Learning, Residential Life, and Student Involvement within two divisions, Academic Affairs and Student Life. Reflective of the interdisciplinary and forward-looking ethos of the *Trinity Tomorrow* strategic plan, this team proposes to extend and expand this effective pilot to serve a larger population of students. The CSR initiative addresses one of higher education's unique and ongoing challenges - preparing students to articulate who they are, what they are capable of, and where their passions call them to serve and lead in the world.

**University of Mary (ND)** encourages an integrated spiritual and philosophical approach to the most enduring questions of human life, including those of purpose and calling. In exploring vocations with students, we recognize the importance of understanding and supporting the whole person, for the whole of life. We are committed to guiding students as they pursue their vocations, through the contemplation of their values and interests, their gifts and talents, and the world around them; so that in discovering and cultivating their own gifts, our students and graduates may, in turn, give of themselves to others. We envision a campus-wide collaborative effort toward vocational discernment and an intensive program of training for students, faculty, and staff to enable us to better assist students as they reflect on and pursue their life calling.

**University of San Diego (CA)** is currently re-articulating its vision and drafting its strategic plan, a process initiated by President James Harris, Ed.D. during his inaugural year (2015-16). *Envision 2024* boldly proclaims: The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges. One crucial opportunity for USD to seize as we implement our strategic plan and strive to realize the promise of *Envision 2024* is the chance to expand our offerings to our undergraduate students for exploring vocation during their time at USD. USD seeks to cultivate a culture of vocational exploration on campus through a comprehensive and integrated curricular and co-curricular approach to vocational exploration, anchored in the four-year experience of a typical undergraduate, and grounded in our University's religious identity. With the proposed Programming Grant from NetVUE, USD will build on our four-year plan to equip, encourage, and inspire our undergraduate students to explore vocation during their time at USD.

**Waynesburg University (PA)** knows our students benefit when they are exposed to discussions and readings that focus on their future vocations and how their faith will play an integral role in their classroom experiences, internships, future careers, and daily adventures. Integrating discussions about faith and one's calling is a topic about which many faculty request professional development. To this end, Waynesburg University proposes conducting professional development for faculty and staff that will lead to expanded student programming related to vocation. Specifically, the goals of our project will be to explore how we are using vocation related materials and assignments in our courses, deepen our conversations with students about faith in learning and the connections between their faith and vocation, encourage faculty and staff to serve as role models in our academic community, increase the integration of vocational exploration programming in our student success centers, and provide increased opportunities for experiential learning outside the classroom to expose students to potential careers.

**Wingate University (NC)** will develop a program to integrate vocation and service learning to a freshman/sophomore academic course to deepen and extend the mission of the university; faith, knowledge, and service. It will give students a new opportunity to become the best version of themselves and to put their faith into action through a life of service to others. This initiative would be complementary to the high-impact learning programs and activities such as, study abroad (W'International), undergraduate research, internships, career mentoring and vocation discernment (Center for Vocation, Internships, and Career Services), academic advising (Gateway), personal and professional enrichment program (Lyceum series), and service learning and community engagement (W'engage). To paraphrase Aristotle: "where your interests and the world's needs intersect, there lies your vocation." This program would revolve around two focal points: a pedagogy vocational seminar for faculty and a course integrating academic content, a service learning project and critical reflection engaging students, faculty, and the broader community in student personal growth and vocational discernment.