

Network for Vocation in Undergraduate Education Professional Development Awards

Awarded in June 2019 ☸ Funding for 2019–2020

Andrews University (MI) will provide training sessions and an online short course for the staff and faculty members that work in an advisory role for undergraduate students. These one-day events, co-hosted with the Student Success Center, will cover current best practices in academic advising, as well as introduce and reinforce the importance of vocational exploration throughout the advising and mentoring process. The training provided will ensure the continued results of the Explore Andrews program, which serves the goals of: ensuring students move toward their major choice and career plan early on, providing opportunities for students to understand chosen professions through job shadowing and internships, as well as implementing university offerings that will help students find a career or enroll in graduate studies soon after graduating.

Blackburn College (IL) will utilize funding to provide faculty member reading groups, which will take place during the fall semester and will include 10-12 people who are currently involved in vocation, have expressed interest in vocation, and/or are integral to our future vocation plans. Meetings will also occur bi-weekly during the upcoming semester and will include readings from a wide variety of sources on vocational exploration. The readings and subsequent discussion will further the understanding of vocation among faculty members and staff, as well as enabling Blackburn to rethink their approach to vocation to fit campus culture.

Bryn Athyn College (PA) will develop two activities to support the goal of weaving varied vocational initiatives together into a coherent vocation program, which will be based on a shared philosophy rooted in the college's religious mission. First, a series of reading and discussion groups will involve key participants in current vocational efforts and will be open to all employees who want to participate. Reading materials will consist of selections from NetVUE publications, scholarly research on theory-to-practice, and vocation-related texts from theological works that are central to the college's mission. The objectives of these discussions will be to share perspectives, listen to varied responses of participants, and work towards a shared philosophy for the campus. The second type of activity will be on-campus workshops at which participants will learn from each other and from invited presenters the best practices used by other colleges when educating for vocation.

Central Methodist University (MO) will host a number of events in order to train new staff and revitalize current vocational programs that focus on empowering students to build and create lives with meaning. CMU will host a faculty and staff lecture and workshop, featuring a guest speaker who is a leading voice in vocational development, as well as a workshop opportunity for faculty and staff to discuss initial thoughts about what is already working at CMU, what needs improvement, and what holes currently exist in programming. The college will also host a "Hatch-A-Thon" retreat. The goal of these efforts will be to define what vocational education in

its current iteration at CMU is, who it is for, and how it will be carried forward through specific programming and educational strategies.

Coe College (IA) will facilitate specific summer activities, including a leadership workshop and retreat. Over the course of the school year, follow-up sessions will take place with additional faculty members, allowing what was learned to continue to be shared with the broader academic community. The activities will be focused around gathering, learning, brainstorming and discussion. Goals that will be reached over the course of the programs include: creating a shared lens and understanding of the concepts and goals around vocational and career development, understanding faculty members' personal vocational discernment, and developing an inventory of what is currently taking place on campus to advance the development of students.

College of the Ozarks (MO) will cultivate a critical mass of key faculty and staff who have engaged meaningfully with the existing literature on vocation, reflected on their own vocational journeys, and explored effective ways to incorporate vocational reflection into the student experience (both curricular and co-curricular). In order to do so, the college will hold three meetings of a reading group and a final dinner in both fall and spring semesters, with materials drawn primarily from academic vocational texts. At the end of the academic year, a one-night retreat will give faculty members an opportunity to reflect and to discuss future steps for implementation on campus.

D'Youville College (NY) will help faculty members learn the meaning of vocational exploration in higher education, equip them to engage with students, and identify methods and practices by which to integrate vocational exploration into the first year of college. In order to reach these goals, the college's faculty members will participate in shared reading and dialogue about the concept of vocation and its importance in higher education, as well as engaging in research on Generation Z students. Each of these practices will help to cultivate the work of designing assignments and learning experiences that will take place during the first year of college.

Eastern Mennonite University (VA) proposes a faculty reading group that will discuss materials related to the school's history, higher education development, and the concept of institutional vocation. The reading group will include several members of the different schools of the university. After meeting every other week in the fall semester, the group will attend a spring retreat of 1-2 days in order to outline conclusions along with preparation of activities, events, and projects for inclusion in the future of the college.

Friends University (KS) will facilitate ongoing conversation about vocation across curricular and co-curricular programs, begin to link vocation to its mission, and explore what it means for each program to integrate vocation into assessable student learning outcomes. In order to achieve these goals, the university will create five voluntary reading groups made up of eight faculty and staff that will meet four times in the fall semester to study and discuss a vocation book of their choosing. Along with reading groups, the school will invite a national leader on vocation to address the faculty and staff in January. Then, to continue the conversation, the university will create a vocation integration committee, in order to reflect on what we learned about ourselves and to develop a proposal for faculty members to implement cross-campus integration of vocation.

Harding University (AR) will devise and execute a plan to motivate and educate faculty members in working with students and helping them see the difference between a career and a vocational calling. The plan would train faculty and staff via a series of workshops throughout the semester, culminating in a short practicum in which they will bring in students for practice sessions on advising. This work will begin with a pre-semester planning session with a small group of leaders. The first session for faculty and staff will be a half-day workshop with a guest speaker. Then, afternoon sessions with facilitated dialogue will take place, with small group discussions focused on guiding questions from a chosen text on vocation.

Illinois Wesleyan University will build upon existing initiatives and create new programs related to vocational exploration. Programmatic activities will target faculty members and staff using workshops, retreats, campus speakers, and reading groups. After the end of the academic year, the programs will be assessed and modifications made to further strengthen the initiatives for future students and faculty members.

Kentucky Wesleyan College seeks (1) to gain a deeper understanding of vocation and calling as used historically and more recently; (2) to develop a common language around vocation and calling that will resonate within our community; and (3) to begin a discussion on how intentional programming surrounding vocation and calling can be integrated into the curriculum and co-curriculum. In order to achieve these goals, the college will create a Learning Community of discussion across numerous academic, theological, and secular perspectives. Fall activities will include the study of texts, informal dinners and discussions, and a guest speaker from the NetVUE community. In the spring informal lunches with student leaders will be added; topics of discussion will include community building and program facilitation.

Loras College (IA) will provide scholarly and pedagogical tools to achieve an Institutional Learning Outcome (ILO) related to vocation as well curricular course outcomes. This will seek to improve faculty members' use of the language of vocational exploration, especially in teaching and advising, as well as develop a wider conversation about vocation and campus culture. In order to achieve these goals, the college will host a summer seminar, with numerous vocational texts and external speakers, along with several sessions in the fall seminar to allow for further discussion and assistance in implementation.

Loyola Marymount University (CA) will launch conversations and initiatives on vocational discernment by way of two retreats and a book club that will meet every other week for two hours. The first retreat will begin discussion of vocational reflection, with the book club reading supplemental journal articles as well as a book focused on vocational discernment. The second retreat will focus on reflection on the readings and will encourage the discussion and development of implementation strategies. The goal will be (1) to inspire ongoing conversation about vocational reflection and discernment and to examine these matters through the lenses of students of diverse socioeconomic backgrounds, and (2) to strategize about new initiatives for promoting service and reflection among all students.

Messiah College (PA) has designed a year-long vocational commitment for inclusive excellence in order to properly equip nominated faculty members with the skills to identify and adopt

inclusive excellence teaching practices. At a one-day retreat in fall 2019, chosen faculty members will read and reflect on texts—both institutional documents and external resources—that lead toward a common vocabulary as well as consider specific strategies for inclusive excellence. This will be followed by two dinner dialogues to be held in early spring 2020, during which faculty participants will share and critique their ideas in order to refine their strategies. In late spring 2020 the chosen faculty group will design and deliver an interactive poster session that will showcase good practices for inclusive excellence in the institutional context.

Morningside College (IA) will create a space for conversations among faculty from all disciplines about building community and fostering exploration of meaning and purpose, particularly among our first and second year students. It will also seek to develop strategies and activities to accomplish this work, to test strategies and activities in first- and second-year classes, and to share successful strategies and activities with senior staff and with the entire faculty. In order to achieve these goals, the college will (1) host monthly large group dinners (including an external speaker) and small group discussions (focusing on vocation-related texts), (2) create a mini-grant program for faculty members who wish to incorporate creative mentoring and community-building exercises into the classroom, and (3) host a symposium and reception where activities and results will be shared.

Mount Vernon Nazarene University (VA) will implement a year-long investigation and reflection to determine a common language and coherent program of vocational exploration on campus. This process will involve a working group which will read and discuss vocational resources, the findings of which will lead to an assessment of the university's climate in order to connect vocation to the general education plan. Events to propel this investigation include dinners to discuss stories of participants, as well as an evaluation of materials from similar institutions with existing vocational programs. Lastly, a retreat will close out the year's work, with the intention of developing a presentation for faculty members at the end-of-academic-year meetings.

North Park University (IL) will build capacity for the intellectual and theological exploration of vocation on campus, beginning with faculty and staff reflecting deeply on their own vocation and calling. The university will hold a retreat for up to 20 faculty and staff members, which will include experts on vocation from neighboring universities, as well as a key speaker from NetVUE. Following this retreat, a book study will allow for continued reading and discussion of vocational discernment in conjunction with the NPU Teaching and Learning Cooperative. These groups will work to incorporate vocational exploration into the courses of participating faculty members, who will present their revised syllabi to their colleagues.

Ohio Dominican University is working to develop a campus-wide narrative, thereby blending vocational exploration into the institution's work. The community has recognized the need to create a program with inclusive language and perspectives that welcome people of all faiths. A keynote speaker and reception will introduce the main concepts of vocation and the language that surrounds it. A common text will be chosen, and multiple small-group book discussions will be held throughout the semester. Afterwards, a half-day retreat will take place, followed by two workshops on a variety of topics related to discernment in and out of the classroom. The retreat will include a plenary speaker, small group work, and individual reflection, and follow-up

workshops will be centered around a working lunch to identify areas of need on campus and ways in which discernment activities can become part of the ODU experience.

Pepperdine University (CA) will host a number of retreats and book groups, in order to determine how to serve the future student body and to identify ways in which the language surrounding vocation has changed over the past twenty years. An opening one-day retreat would welcome participants to the project, demonstrate our ongoing institutional commitment to the work of vocation and calling, and provide space for careful analysis and reflection. In a series of book groups in the fall and spring semesters, participants will read recent literature in the field of vocation in order to reflect more deeply on the changing field and the university's engagement with these changes. A closing one-day retreat will focus on commitments, resources, and programs that Pepperdine might consider in designing future vocational programming.

Roanoke College (VA) has, as a primary goal, to identify and foster gifts of faculty who are already interested in advising with an emphasis on the whole person. The grant will provide these faculty members with a supportive community, financial support, ideas and resources, structure, and systems of accountability. More broadly, the goal is to foster a community of faculty across the college who are interested in discussing meaning and purpose with students, thereby enhancing the campus's general understanding of concepts related to vocation. Specifically, two faculty members in each of seven departments will be identified whose gifts and interests align with the program. These faculty members will be assigned readings from vocational resources and will be provided with support as they develop curricula for discussion of vocational discernment issues with groups of students. A local guest speaker from another institution will provide chosen faculty members with feedback, best practices, as well as brainstorming ideas.

Rochester University (MI) will launch a new program, "RU Called," a university-wide focus on vocation. The creation of a university learning goal related to vocation will come to replace the current institutional learning goal in theological literacy, thereby encouraging widespread understanding and application. Then, 85% of staff will participate in professional development, with the faculty members serving on the mentoring team designing vocation-related assignments for their courses. They will share these experiences with their departments and lead them in planning activities geared toward helping students to develop their own sense of vocation. A team of twelve faculty members and staff will be identified as a mentoring team, which will embark on a retreat in order to draft the University Learning Goal, as well as brainstorm vocation-related course outcomes, assignments, service learning, and reflective practices for implementation in Spring 2020 courses. After assessing all activities, the group will prepare a presentation for the RU community.

Saint Vincent College will further enrich their own Benedictine Leadership Studies Program (BLSP) by sponsoring four campus leaders on the 2020 capstone trip to Rome. Questions of human nature, leadership, and vocation from the standpoint of the College's mission are reflected upon by students and faculty members on this trip. Provided the same reading materials, the faculty leaders will join the students on their daily outings and will audit the nightly seminars. The goal is that the four participants become more conversant in the language of the Benedictine hallmarks in order to be better equipped to discuss with students the nature of

education and career planning. Upon their return, the college will host workshops for each of the attendees, enabling them to share with departmental colleagues and other institutional leaders how the trip relates to the issues of learning and vocation.

Salve Regina University (RI) will implement four vocation development initiatives: (1) the founding of a university mission committee, which will engage in a yearlong series of roundtable discussions reflecting upon institutional vocation of mercy; (2) the launch of a faculty vocation summer seminar, inviting faculty to reflect on their vocational identity as teacher-scholars and consider the ways in which the charism of mercy and the framework of vocation might more deeply inform teaching practices, research priorities, and university service; (3) the pilot of a ‘Search for What Matters’ vocation series, inviting two members of the community (one faculty member, one staff member) to reflect publicly on their vocation as a way of fostering a broader culture of discernment and vocational reflection on campus; and (4) the development of a student transformation working group that will consider the ways in which student formation, leadership, and engagement initiatives might be renewed through the framework of vocation.

Spring Hill College (AL) will expand the vocational conversations in core curriculum courses to include a wider variety of disciplines. This will be accomplished primarily through faculty workshops, for which faculty members will be paid a small stipend. Through two half-day workshops, participating faculty members will discuss pedagogical approaches across the disciplines and will explore best practices for the integration of vocational exploration and mission alignment into core courses.

Tabor College (KS) will implement several programs in order to further the development of vocational learning on campus. First, a group of faculty members will prepare six vocation and values courses that are relevant, engaging, and have measureable outcomes. During a two-day retreat, faculty members will select resources for this work as well as brainstorm course ideas. Secondly, a speaker who has expertise on the matter of marginalized students will lead the entire fall faculty retreat. The retreat speaker will enable faculty members to learn general strategies for engaging marginalized students with the specific goal of building the relationships necessary for vocational understanding, enhanced advising, and general mentoring. Lastly, the fall faculty retreat will be a springboard for a series of “lunch and learn” meetings where faculty and staff members will be invited to work through at least one common reading along with facilitated conversation concerning that reading and vocation generally.

University of Dubuque (IA) will develop a workshop for a small group of faculty members from a variety of disciplines. Each of these members will read a book chosen from the display at NetVUE’s 2019 Conference. Each of them will choose 1-2 chapters that they will then ask the entire group to read and discuss during the fall semester. Faculty participants will then revise courses and share their revised syllabi with departmental colleagues. The next step will be to develop new course materials, including an instructor workbook, that will assist instructors of first-year, vocation-oriented courses. Five experienced instructors will be selected to participate in this project. The proposed workbook will be piloted with selected instructors in spring semester, with the goal of publishing a workbook for all instructors the following fall.

University of San Diego (CA) will extend its mini-grant program by awarding two rounds of mini-grants, primarily focusing on the college of arts and sciences, where vocational discernment programming has been less thoroughly implemented. The application process asks faculty members to think not only about the impact of vocational exploration on the curriculum, but also how this work might be sustained. These mini-grants will be evaluated continuously over the course of the year. The year-end review will be conducted in summer 2020, convening with a “lessons learned” banquet, where grant holders will share and discuss their successes.