



Network for Vocation in Undergraduate Education (NetVUE) Vocation Across the Academy Grants

Awarded in 2022 • Funding for 2022–2025

Andrews University (MI) will provide students with experiential learning opportunities to better equip them to explore and fulfill their vocations. The university will establish a program providing students with training, mentoring, and stipends to support their professional development and expand their understanding of the possibilities and responsibilities of pursuing their callings. Utilizing electronic platforms to elevate student engagement and a variety of personal inventories to forge quality alumni mentoring relationships, this program seeks to enhance the quality of career exploration, to improve connection to experiential learning opportunities, and to promote deeper understanding of calling for all students.

Bay Path University (MA) will integrate vocational exploration into formalized faculty career mentorship efforts across all undergraduate programs at the university, integrating vocational exploration into the university's core women's leadership program. Bay Path will provide professional development for 14 undergraduate faculty career mentors, who will help to establish a formal mentorship program that will reach all undergraduates. Through this new program, all undergraduate faculty members will receive professional development to prepare them to offer to students a formal career mentoring experience that incorporates vocational exploration.

Colby-Sawyer College (NH) will continue to reshape its liberal education curriculum with new and adapted courses that integrate vocation and experiential learning across all disciplines, provide support for involved faculty members and students, and broaden its community partnerships to make experiential learning an essential component of a Colby-Sawyer education. In addition to designing a new four-year course progression which interweaves vocational exploration across disciplines, this program will support ongoing professional development for better integrating vocational and experiential learning for students, as well as incorporating vocational discernment into the academic advising process.

Eckerd College (FL) will convene winter faculty workshops and support monthly gatherings to discuss, develop, and coordinate vocation-related programming. This project also includes support for diversity, equity, inclusion, and belonging workshops, which will ensure that the programming that is being developed engages vocational discernment in an inclusive manner.

Additionally, this program offers small grants through which faculty members are invited to design curricular and co-curricular vocational discernment opportunities for students.

Muskingum University (OH) will develop a vocational exploration program that intentionally connects underserved students with community partners through a series of structured workshops, peer-mentoring, and networking opportunities. This program will help participants find community, identify meaning and purpose, and connect with experiential learning opportunities in the region. Students will document their journeys through an electronic portfolio, allowing them to articulate and celebrate their accomplishments as they plan for life after graduation.

Oakland City University (IN) will create four academic guilds over a period of four years, each sponsored by a school within the university. Students in each guild will focus on exemplary figures through faculty instruction, a speaker series, and communal events, all designed to help them understand the virtues that led to each exemplar's success. Service activities with local organizations will help demonstrate the application and value of these positive habits. Students will engage with the three theological virtues of faith, hope, and love as well as the four cardinal virtues of prudence, temperance, courage, and justice.

Susquehanna University (PA) will expand and strengthen vocational exploration for undergraduate students in two ways. First, it will expand a pilot summer internship program in environmental sciences to provide paid professional internship opportunities with local nonprofits, government agencies, and industry partners. Second, it will develop weekly vocational discernment programming for these interns, who will join an existing cohort of summer research and internship students. This program will provide a series of workshops throughout the summer to encourage both reflection on student experiences and exploration of personal values—all provided in a group setting designed to help foster belonging, identity, and interdisciplinary collaboration.

University of Dallas (TX) will engage students in three areas: vocational exploration, mentoring, and community engagement. Vocational exploration activities will include faculty member book discussions, student workshops tailored to each class year, speaker events, and community partner career skills workshops. Mentoring activities will provide students with opportunities to connect with recent graduates who will serve as mentors; community service activities will build community both on and off campus, as students engage in service experiences.

Waynesburg University (PA) will establish a purpose and leadership academy designed to help students reflect on the relationship between life purpose and career goals, as well as helping them to develop marketable career skills. Faculty members will offer programming to develop these crucial skills and will help students make connections between vocation and leadership in their lives. As students engage with this new entity on campus, they will discuss their philosophy of life, write personal faith statements, and receive prompts to increase their engagement with issues of purpose, faith identity, and leadership.