



## Network for Vocation in Undergraduate Education (NetVUE) Grants for Reframing the Institutional Saga

Awarded in December 2025 • Funding for 2026–2029

**Baylor University (TX)** will undertake a three-phase initiative to reframe and critically engage its institutional saga. Phase one will convene a scholarly symposium examining the challenges and opportunities of Baylor’s Baptist heritage, including its historical entanglements with slavery. Phase two will develop a faculty-focused program that supports resource creation and sustained reflection on academic vocation in light of the university’s mission and heritage. Phase three will culminate in a campus-wide summit fostering broad dialogue around Baylor’s strategic plan and institutional mission. Through publications, videos, curricular resources, and structured conversations, this initiative will deepen intellectual engagement with Baylor’s institutional identity and expand participation in thoughtful, communal reflection on its vocation.

**Butler University (IN)** will update its institutional saga through a series of short, accessible videos that explore the intertwined histories and identities of the university and its surrounding community. Since its founding—and particularly since its relocation to Indianapolis’s Midtown area in 1928—Butler’s mission has developed in close relationship with the city and neighborhood it calls home. As the campus approaches its centennial, this video project will engage both university and community members in a critical examination of past and present, fostering shared reflection that grounds Butler University’s future-facing mission in a deep understanding of its institutional context and its common vocation with Midtown. The resulting materials will be shared broadly with campus constituencies as well as with members of the Midtown community.

**Chaminade University of Honolulu (HI)** will develop a new publication, multimedia resources, and a digital platform to articulate its Catholic and Marianist mission alongside its distinctive legacy of service to the people of Hawaii and the Pacific. These formation resources—including a richly illustrated institutional history, original videos, and facilitated storytelling workshops—will engage students, employees, and other stakeholders in the university’s heritage, values, and purpose. Grounded in Chaminade’s identity as a Native Hawaiian–Serving Institution, the project will draw on voices from across campus and the wider community to foster sustained

reflection on mission and to deepen understanding of an educational vocation rooted in faith and *kuleana* (the sacred responsibility and privilege of caring for one another and for the land).

**Concordia College (MN)** will undertake a project of sustained reflection and renewed communal engagement with its institutional saga, seeking deeper integrative unity with Concordia Language Villages, its language-immersion campus. Through a collaborative initiative in storytelling and curriculum development, these distinctive yet interconnected communities within the broader Concordia academic ecosystem will explore their shared history, mission, and vocation. Although the two campuses have coexisted for decades, no comprehensive joint history of their interwoven development has yet been articulated. This project will address that gap through the publication of an anthology and the creation of an interactive website that documents their shared narrative, elevates diverse voices, and provides open-access curricular resources grounded in common values.

**Dillard University (LA)** will reframe its institutional saga by tracing its journey from its founding mission to its present context as a leading HBCU grounded in faith, service, and academic excellence. This initiative will engage graduates, faculty, students, and community stakeholders in a sustained process of reflection, inviting broad collaboration in exploring and articulating the university's evolving identity, values, and purpose. Through inclusive workshops, oral history collection, archival research, and critical dialogue, the project will culminate in a professionally published narrative and a permanent campus exhibit. These enduring outcomes will be intentionally integrated into institutional strategic planning to inform future programming, deepen vocational awareness, and strengthen Dillard's capacity to serve present and future generations.

**Lee University (TN)** will invite its university community to reflect on how a shared institutional calling—emerging from the university's history, geographical context, and denominational heritage—continues to shape the institution in enduring ways. Grounded in the conviction that institutions of higher education themselves may have vocations to be discerned and lived, this project will foster sustained dialogue between the personal vocations of students, graduates, faculty, and staff and the university's shared history, identity, and mission. Key components of the initiative include curated essays by Lee graduates, seminar-based discussions, faculty development programming for new instructors, and a regional conference convening peer institutions. The project will culminate in a published collection of essays that invites critical engagement with Lee University's past, offers insight into its present, and supports intentional discernment in preparation for its future.

**Oglethorpe University (GA)** will undertake a campus-wide historical reflection initiative to reexamine, expand, and articulate its mission, guiding ideologies, and institutional contributions across nearly two centuries of history, interpreted through a contemporary and inclusive lens. Through new course-based initiatives and student-authored essays, faculty convenings and scholarly contributions, and forums for those on campus as well as for graduates, the project will

cultivate broad engagement with Oglethorpe's history. Additionally, the development of a comprehensive multimedia historical guidebook – with QR codes placed throughout campus linking to archival images and video content – will further deepen communal understanding of the university's past. This project aims to support the construction of a more inclusive institutional narrative and strengthen belonging as the community collectively reframes and claims its shared history.

**St. Catherine University (MN)** will undertake a critical examination of how its university community has addressed issues of diversity, equity, and inclusion as the campus has grown more racially, ethnically, and religiously diverse. The project will also explore how the university has responded to questions of identity as a women's institution amid evolving understandings of gender beyond an exclusively binary framework. Community members will be invited to contribute to both a published, edited volume and a dynamic online exhibit. While the book will enable sustained, in-depth engagement with the university's recent history, the digital exhibit will provide an ongoing, adaptable space for reflection and for the continued telling of St. Catherine University's story.

**The University of Mount Saint Vincent (NY)** proposes a three-year initiative to reexamine and reframe its founding mission in light of the 2023 decision by the Sisters of Charity of New York to move toward completion. For more than 175 years, the Sisters have served New York's most marginalized populations through education, healthcare, and social services. This project will honor their enduring legacy through a retreat-centered, synodal discernment process, engaging Sisters, faculty members, staff, students, graduates, and ministry partners in thoughtful reflection. The initiative will culminate in a published volume that captures the enduring spirit of the Sisters' charism as it continues to animate the university. This book will stand as a lasting testament to Mount Saint Vincent's mission, identity, and ongoing commitment to service.

**University of Pikeville (KY)** will produce a new resource documenting the university's evolving story, which will integrate student research, faculty essays, oral histories, and archival materials into humanities courses. This project will utilize this resource as a foundational tool to embed virtue education and reflection into the humanities curriculum by reimagining both introductory and capstone courses. The resource and the subsequent revised curriculum will feature historical narratives exemplifying virtues (particularly those of justice, wisdom, and compassion) alongside student research facilitating improved integration among vocational reflection, chosen fields of academic study, and life-long ethical practice. The project aims to more fully realize the university's commitment to Christian principles, whole-person development, and an understanding of its historical legacy in relation to changing community dynamics and the vocations that call all persons forward.

**University of the Incarnate Word (TX)** will undertake a three-year initiative to deepen its institutional understanding of its Catholic identity and founding charism through storytelling. The project will produce a podcast series and companion book that will illuminate how the

university's mission is embodied by students, faculty members, staff, graduates, and the Sisters of Charity of the Incarnate Word (its founding order). These resources will be utilized to support ongoing community and leadership formation, offering accessible and theologically grounded reflections on vocation and mission. The initiative will culminate in a campus-wide celebration and a library exhibition, embedding vocational storytelling as a central practice in the university's ongoing efforts to integrate its mission into its daily life, to foster communal discernment, and to strengthen shared identity.