



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

Awarded in February 2026 • Funding for 2026–2028

Azusa Pacific University (CA) will strengthen vocational exploration across its general education curriculum by expanding courses to place vocation at the heart of undergraduate study. The university will develop eight discipline-specific versions of a senior seminar on calling and character, co-taught by practical theology and disciplinary faculty members, designed to help students integrate theological formation with ethical questions and career pathways. The program will create six themed versions of a sophomore seminar on pressing societal challenges, helping students connect values, academics, and vocation to the needs of the world. It will also enhance the vocational wellness component of an entry-level wellness course.

Bellarmino University (KY) will deepen vocational exploration in its Honors Program through three interconnected initiatives: a four-year reflective portfolio supported by scaffolded workshops; an annual theme with a shared book in common, guided by faculty fellows; and a new capstone track that pairs upper-level and first-year students in peer mentoring connections and offers an alternative culminating experience of collaborative inquiry, leadership development, and public impact. These efforts will be enriched through co-curricular programs and opportunities to present work at conferences and showcases. The project is rooted in the university's Catholic mission and wisdom tradition; it is designed to foster a culture of shared reflection and prepare graduates to articulate their callings, align their talents with the world's needs, and serve the common good.

Bethany College (KS) will redesign its core education program to place vocational exploration at the center of undergraduate learning. The college will implement student-led community-engaged learning projects with structured reflection; develop new vocational exploration tools (a vocational toolkit, interactive journal, and vocation passport); and provide faculty development

to rebuild a shared understanding of the curriculum's vocational purpose. It will also strengthen assessment to track vocational growth across student groups. By integrating vocational discernment throughout the first-year sequence and creating shared resources for faculty members, the project will establish a sustainable model that helps all students—especially first-generation and economically disadvantaged students—articulate their callings, connect gifts to community needs, and serve the common good.

Coe College (IA) will expand its campus ecosystem for vocational exploration by strengthening student vocational leadership and community-building efforts. The college will create a vocational leadership course for student leaders and establish peer mentors who foster belonging and center conversations on the common good. It will develop adaptable modules for the first-year seminar to introduce vocation early and to connect new students with trained peer leaders. The project will also develop strategies that support the distinctive vocational identities of student athletes. To sustain this work, the college will continue professional development for faculty and staff through a learning community focused on vocational pedagogy. Together, these initiatives will build a shared culture of vocational discernment across campus.

Franciscan Missionaries of Our Lady University (LA) will expand a campuswide culture of vocational discernment by integrating holistic practices throughout the student affairs division. The initiative will ensure equitable access to tools, mentorship, and guidance that will help students explore purpose, calling, and career pathways in alignment with the university's mission. Through an expanded 12-week developmental series, a staff cohort will become acquainted with a holistic model that incorporates practical skill-building, storytelling, and guided self-reflection, culminating in an off-campus retreat. In the second year, cohort members will lead a student focus group and retreat to support the formation of peer leaders. These efforts will embed vocation across student services and strengthen a sustainable culture of discernment and service.

John Carroll University (OH) will implement an integrated academic and career advising model centered on vocational discernment, designed to help students connect interests, values, and purpose to academic choices and career pathways. The project will replace separate advising tracks with a coordinated system that connects professional advisors and faculty members around shared goals and a common framework. Advisors will participate in a professional learning program and training in Appreciative Advising and Brain-Based Career Development to support purpose-driven conversations linked to coursework and experiential learning. A digital platform will support coordinated planning and student reflection exercises. Following a pilot and assessment, the model will scale to all undergraduates, sustained through institutional operating budgets and leadership commitment.

Le Moyne College (NY) will design and pilot a comprehensive advising model that integrates vocational discernment across the institution. Moving beyond traditional course scheduling, advisors will engage students in structured conversations about purpose, belonging, community contribution, and calling. The team will study peer institution models, develop adaptable advising frameworks and conversation tools, and pilot the approach with faculty advisors and student success staff. Following assessment and refinement, the model will be scaled for institution-wide implementation. The project will produce advising templates, training materials, and assessment instruments, offering a transferable framework for embedding vocational exploration into academic advising at undergraduate institutions.

Lipscomb University (TN) will expand vocational exploration through a campuswide initiative led by the university's center for vocational discovery. The project will launch a student leadership program that trains peer vocational mentors to lead activities, facilitate retreats, and guide fellow students. Additionally, the university will create a discipline-specific vocational exploration field guide with conversation tools that faculty members can customize for a variety of courses. Faculty workshops and a train-the-trainer model will support implementation across departments. Together, these efforts will embed vocation more deeply in university life, ensuring all students develop a deeper understanding of how their specific field of study connects to meaningful vocational paths that contribute to human flourishing.

Luther College (IA) will embed vocational exploration across academics and the co-curriculum as it launches an integrated advising program that aligns academic advising, career development, and student success. The college's career center will partner with staff and faculty members to design discipline-specific reflection modules in core courses for first-year and sophomore students and to create or revise upper-level courses with hands-on experiential learning. Staff and work-study supervisors will develop on-campus and community opportunities that connect classroom learning with purposeful practice. Workshops, mini-grants, and faculty–staff project cohorts will support implementation across departments.

Marietta College (OH) will develop a campuswide network of mentors to embed vocational exploration across advising, academics, and co-curricular life. The college will train current students, Marietta College graduates, college staff, and faculty members to lead purposeful conversations, design reflection activities, and guide students at key moments in their paths. A vocational storytelling program will invite graduates, faculty members, staff, and coaches to share journeys through formal events and department-based gatherings. Faculty members will collaboratively integrate vocation-related outcomes into current courses, supported by workshops and mini-grants.

Mars Hill University (NC) will expand campuswide vocational exploration by aligning general education, academic advising, career readiness, residence life, and athletics. The university will

revise first-year coursework to promote reflection on strengths, values, purpose, and calling; it will also offer workshops on transferable skills pedagogy. Staff and faculty members will participate in strengths-based training that develops shared language and practices for guiding students. Campus partner workshops will equip advisors, coaches, and residence life staff to engage students in purposeful conversations at key moments. Together, these efforts will promote an integrated culture of vocational discernment that helps students connect learning with both individual and common callings.

Maryville College (TN) will integrate vocational discernment with career readiness by redesigning the college's pre-professional experience graduation requirement. The revised requirement will embed structured reflection on strengths, values, and purpose alongside professional skill development, supported by faculty training, book discussions, and a community of practice, all designed to build shared language around vocation. The college will convene campus and community partners to connect student vocations with regional needs and the common good. A digital tracking system will document experiences and outcomes, while student-created video spotlights will showcase vocational journeys and inspire peer reflection, making discernment visible campuswide.

Milligan University (TN) will strengthen vocational exploration and community-engaged learning across the undergraduate experience. The university will expand access to meaningful service and intercultural learning for students in all majors by training staff and faculty members, establishing clear guidelines for related travel, and developing domestic and international service partnerships. The work will be administered through the university's servant leadership institute, with a focus on sustainability and broad participation. Together, these efforts seek to cultivate intercultural fluency, leadership, and vocational reflection so that graduates are prepared to serve as faith-informed servant-leaders in their communities and professions.

Montreat College (NC) will unify its required four-year convocation program and the college's career services office into a single framework for vocational reflection. The initiative will embed the language and practices of calling across academics and co-curricular life through faculty development and mini-grants. Faculty members serving in the convocation program will pilot vocation-centered segments and reflection practices, while curriculum mapping will identify learning gaps. The project will culminate in a four-year, cyclical plan of touchstone vocational questions that guide students through reflection on faith, purpose, and human flourishing, ensuring a lasting culture of vocation at the college.

Mount Saint Mary's University (CA) will pilot and refine a sophomore immersion program within a new undergraduate experience that integrates vocational reflection with career preparation across four years. Building on a first-year foundation, the three-day summit will engage students in site visits to local organizations aligned with their interests, framed by

facilitated pre- and post-experience reflections grounded in the university's Sisters of Saint Joseph tradition. Faculty members trained in vocational discernment will propose and lead these immersion experiences, connecting classroom learning with purposeful practice.

Pfeiffer University (NC) will build on existing foundations with a new initiative aiming to infuse questions of calling and purpose across campus, and to expand vocational discernment as a shared, community-centered responsibility. Through campuswide reflection and dialogue, the university will create spaces where students, faculty members, and staff gather to explore purpose, leadership, and meaning. The initiative begins with a year-long series of purpose-centered retreat gatherings to develop shared language and practical approaches for integrating vocation into courses, advising, athletics, and mentoring. In year two, a community survey, community focus groups, and campus focus groups will identify opportunities and needs to discern and design opportunities for transformative community-engaged learning.

Rhodes College (TN) will build institutional capacity to integrate inquiry into values and vocation across the liberal arts, expanding upon current programming that connects academic inquiry with professional exploration. Key components will include faculty learning communities that link intellectual inquiry, values reflection, and professional discernment; a comprehensive toolkit with sample lessons, reading roadmaps, and assignments for translating major learning into career pathways; and mini-grants to create innovative assignments or new courses focused on vocation-related themes. This project will foster a culture in which vocation is engaged as a lifelong calling.

Saint Louis University (MO) will launch a formation program for faculty members, staff, and administrators who have completed intensive mission formation, providing sustained vocational discernment through facilitated small-group dialogue, annual Ignatian retreats, and regular encounters with community partners in Jesuit mission. This project will train mission leaders to facilitate groups, lead retreats, and embed discernment in existing courses. By expanding representation across university units, the program will build a campuswide community rooted in Ignatian spirituality and vocational reflection. Through this regular engagement, a mission-centered community of educators will be better equipped to accompany undergraduates in the discernment of their future vocational paths.

Saint Mary-of-the-Woods College (IN) will expand vocational exploration across the general education curriculum by equipping faculty members with shared language and practical pedagogy for vocational exploration in their courses. Over two years, a dual-purpose reading and curriculum development group (comprising both staff and faculty members) will study approaches to vocation, redesign the required first-year general education course to introduce developmentally appropriate reflection, and revise additional general education syllabi to include course-appropriate practices and assignments. Participants will receive stipends and engage in

workshops, including sessions with an external facilitator, to translate theory into classroom strategies.

Saint Mary's College (IN) will broaden a year-long student formation program that integrates faith, leadership, and social engagement through the charism of the Sisters of the Holy Cross. Each year, 15 student leaders across majors will participate in retreats, coursework, and mentoring that connect academics with vocational discernment and community engagement. Complementary faculty and staff workshops will strengthen the college's shared capacity to guide students in exploring purpose and calling across academic and co-curricular contexts. Together, these initiatives will foster a campus culture where vocation is understood as a lifelong process of reflection, action, and service to others.

Saint Mary's University of Minnesota (MN) will integrate vocation, virtue, and well-being across the experience of nontraditional online bachelor's students by uniting curricular and co-curricular formation rooted in the university's Lasallian Catholic mission. The university will introduce interdisciplinary modules that connect theology, psychology, philosophy, and leadership; they will also create online opportunities for reflection and host a virtual speaker series. An internal task force will design and pilot co-curricular options including mentoring, community involvement, and peer networking tailored to working adults.

Saint Xavier University (IL) will embed a new component within the undergraduate nursing curriculum, updating the professional nursing course sequence to include vocational reflection. Through faculty development workshops, student retreats, and on-campus events, nursing faculty members will integrate vocational reflection into coursework and co-curricular experiences. The program will invite expert speakers, offer experiential learning opportunities, and host discussion dinners that foster dialogue about meaningful work among nursing students, faculty members, and clinical partners. By aligning professional identity with purpose and service, the initiative aims to equip emerging nurses with practices of vocational discernment that sustain resilience, strengthen commitment to the profession, and inform compassionate care.

Seattle University (WA) will transform campus employment into a structured pathway for vocational discernment and professional formation grounded in the university's Jesuit mission. The project will integrate reflection and career-connected learning into on-campus jobs by training supervisors to lead guided conversations, utilize reflection prompts, and reflect upon meaningful work. Collaborations with the career office and mission partners will bring coaching and Ignatian practices into workplaces, while community-building and storytelling will elevate student voices. Beginning- and end-of-year assessments will inform continuous improvement and scaling.

Southwestern Adventist University (TX) will deepen its commitment to uniting faith, knowledge, and service by integrating vocational inquiry across the academic experience. Over two years, the university will strengthen vocational reflection through faculty retreats, interdisciplinary colloquia, and course-redesign mini-grants. Additionally, faculty mentors will guide students to express calling through an arts showcase featuring work that embodies vocational inquiry in artistic form. By pairing theological reflection with curricular design and faculty member formation, the project will cultivate practices of discernment in courses, advising practices, and co-curricular programs.

St. Catherine University (MN) will embed vocational reflection into existing student leadership roles and engage in professional development for staff and faculty members to deepen a shared, campuswide sense of purpose and attention to calling. The university will pilot introductory vocation sessions in its signature undergraduate research program, then scale a three-level sequence of workshops for student leaders. An annual vocational retreat, developed with the Sisters of St. Joseph of Carondelet and partners from other religious traditions, will support student spiritual practices and vocational discernment. Staff and faculty mentors will receive training to guide reflective inquiry and connect leadership experiences to future pathways.

St. Thomas University (FL) will begin a new campuswide program to deepen vocational reflection by integrating Augustinian discernment into advising, coursework, and student life. The university will offer workshops for staff and faculty members that translate core Augustinian principles—self-knowledge, community, and love of God—into student mentoring and course design. Concurrently, the program will include student retreats focused on personal vocational reflection. An annual publication will share campus stories of faith, vocation, and mission, highlighting how students, staff, and faculty members connect study, service, and calling. This initiative aims to foster a reflective culture of discernment that prepares students to respond meaningfully to their callings and to lead in service to the common good.

Stillman College (AL) will launch a two-year initiative integrating leadership development and vocational reflection across academic and co-curricular programs. Grounded in the college's Presbyterian heritage and themes of hope and calling, the project will invite students to explore identity, purpose, and vocation through redesigned courses, faculty-led reflection modules, a leadership cohort, peer mentoring, and structured reflection in experiential learning. Staff and faculty members will receive training and support to embed vocation-focused practices into teaching and advising, while students will connect internships, community-engaged learning, athletics, research, and leadership roles to calling. An annual campuswide summit will share and celebrate student growth in vocation.

Susquehanna University (PA) will implement a campuswide program to help students and faculty members understand the vocational, ethical, and professional implications of artificial

intelligence. The project will create an interdisciplinary AI studies certificate and support faculty members through a fellows program to redesign or develop AI-focused courses across the university. Nationally recognized speakers will lead campus conversations about meaning, purpose, and human identity in an AI-driven world. By combining technical understanding with ethical reflection and vocational discernment, the initiative will prepare students to navigate evolving careers and to consider how AI shapes vocation and service to others.

Viterbo University (WI) will introduce a two-year initiative to integrate vocation into faculty advising and the core curriculum. Grounded in the university's Franciscan mission and building on a previous NetVUE grant, the project will establish a dual mentorship advising model that pairs students with both faculty members and professional advisors early in their studies, creating relationship-rich guidance and reflective discernment. Year one will prepare faculty members through workshops and book groups and will build advising infrastructure; year two will implement the model with ongoing training and assessment. At the same time, a cross-disciplinary review of general education will embed vocational discernment and a Franciscan lens of peacemaking across courses.

Westmont College (CA) will create and implement a modular course, developed by a team of both staff and faculty members, to build a shared framework for vocational formation across the institution. The project will produce a versatile curriculum that engages students in reflection and discernment and can be integrated into academic and co-curricular settings. The initiative will coordinate with partners across departments to embed common practices in new coursework elements. These efforts aim to make vocational reflection a shared institutional priority and equip all students to pursue meaningful roles in the academy, the church, and the world.