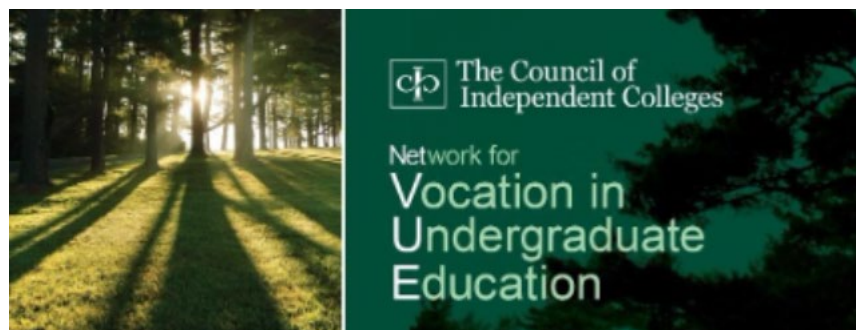




Network for Vocation in Undergraduate Education (NetVUE) Professional Development Awards

Awarded in June 2026 • Funding for 2026-2027

Allegheny College (PA) will engage a cohort of faculty members and student-facing staff in a yearlong professional development program focused on supporting student vocational exploration and purposeful career-building. Participants will gather for opening and closing retreats, a series of lunch discussions centered on readings about vocation and calling, and a guest speaker event. Together, these activities will build a shared language for discussing vocation in ways that reflect Allegheny College's diverse campus culture.

Antillean Adventist University (PR) will begin a program to better integrate vocational discernment into teaching, advising, and student engagement through a professional development initiative grounded in whole-person education. Staff and faculty members will participate in formation retreats, reading groups, workshops, and learning communities to build shared language and coordinated mentoring practices around vocation, calling, and purpose. Pilot initiatives will embed vocational reflection into curricular and co-curricular settings, and student dialogue events will create accessible spaces for conversations about purpose and belonging, with a particular focus on first-generation, low-income, commuter, and international students.

Arcadia University (PA) will develop a professional development program for faculty members in the social sciences and humanities, equipping them to embed vocational exploration and discernment into their existing courses in ways that engage with the realities of technological, climate, political, and economic disruption. Participating faculty members will attend two day-long workshops, then develop and pilot curriculum modules that encourage students to apply critical thinking to questions of calling and their role in

shaping the future in a changing world. Completed modules will be shared with the broader faculty at a campuswide gathering to build a stronger culture of vocational exploration across the institution.

At **Austin College (TX)**, a new initiative will help faculty members across its three academic divisions integrate vocational exploration into the liberal arts curriculum. Selected faculty members will meet throughout the year as a reading group to engage with vocation literature and to develop resources for the institution's faculty development center. Participants will use NetVUE Conversation Cards to design vocational reflection activities for a new community-engaged learning certificate program, helping students connect their academic work to questions of calling and career.

Briar Cliff University (IA) will offer a series of three seminars to form staff and faculty members in vocational discernment and vocation-centered pedagogy, rooted in the university's Catholic, Franciscan mission and identity. Each seminar will feature guest speakers and shared readings, with sessions focused on discernment, vocation within the Franciscan tradition, and vocation across the academic disciplines. A common reading initiative will deepen and extend the learning between seminars.

California Prestige University will build institutional capacity for vocational exploration and discernment by equipping staff and faculty members with the theological language, relational frameworks, and shared vocabulary needed to guide students in exploring their callings. Shaped by the lived faith of Korean immigrant communities—where calling is inseparable from sacrifice, displacement, and intergenerational responsibility—the university brings a distinctive voice to vocational exploration conversations. Grant activities will include translating foundational NetVUE resources into Korean, hosting a lecture and workshop on communal spiritual formation, introducing a vocational framework for adult learners, and convening a retreat to articulate the institution's vocational language.

Campbellsville University (KY) will equip faculty members and staff to support student vocational exploration through a professional development initiative grounded in the university's faith-informed wellness framework. A cohort of staff and faculty members drawn from across the institution will engage in a guided reading and discussion series, a campuswide workshop, and a day-long reflective retreat focused on vocation, belonging, and holistic flourishing. Participants will collaboratively develop a wellness toolkit that includes advising prompts, reflection tools, and a shared institutional definition of

vocational wellness, intended to be adaptable across teaching, advising, and co-curricular contexts.

Capital University (OH) seeks to reestablish a shared, campuswide understanding of vocation aligned with its Lutheran heritage and its strategic commitment to career, vocation, and formation. A cross-disciplinary gathering of staff and faculty members will participate in a summer workshop to develop a common definition of vocation and launch an ongoing community of practice. The initiative will support small internal grants to embed vocational reflection in general education courses and co-curricular experiences. Career coaching training will equip advisors to help students identify their values, talents, and motivations.

Centenary College of Louisiana will launch a yearlong professional development initiative to make visible its commitment to preparing global citizens for lives of vitality and purpose in advising relationships across campus. A selected group of staff and faculty members will participate in an off-campus retreat, a workshop series, and small-scale advising pilots, with the goal of building shared language, practical tools, and advising outcomes documents that connect vocation, meaning, and direction to students' academic journeys. Student listening sessions will center experiences of first-generation and Pell-eligible students in the development of new advising tools.

Central College (IA) will develop shared language to help students connect their academic, co-curricular, and life experiences as they navigate college and build a life with intention and purpose. A group of staff and faculty members will dedicate time to reflect on their own vocational journeys as a vehicle to develop shared language, which they will later use with students to pilot resources for future use. Project activities include workshops throughout the year, monthly book discussions, and a year-end gathering to finalize the language and consider next steps based on their experience and student feedback.

Chatham University (PA) will assemble a diverse cohort of faculty members, staff, and coaches as part of a year-long professional development initiative focused on vocational exploration and purpose-centered learning. Cohort members will participate in a retreat, workshops, and reading groups designed to deepen their own sense of calling and to equip them with resources and perspective to integrate questions of purpose, meaning, and vocation into their courses, advising, and co-curricular programs. Coaches, in particular, will explore how intercollegiate athletics contribute to student athletes' vocational discernment. By enhancing vocational understanding across various campus groups, this

initiative will advance institutional goals to support students in connecting their academic pursuits with a sense of purpose and impact.

Chestnut Hill College (PA) will engage faculty members, professional advisors, and career development staff in a yearlong initiative to develop a shared understanding of vocation rooted in the mission and charism of the Sisters of Saint Joseph. Through reading groups, workshops, reflective gatherings, and a service immersion experience, participants will explore how ideas about purpose and calling can be expressed in ways that resonate with the diverse experiences and responsibilities of students. The project aims to strengthen the college's capacity to accompany students as they reflect on who they are, how they hope to contribute to their communities, and how their education connects to lives of purpose, service, and meaningful work.

Clarke University (IA) seeks to build a foundation for vocational exploration rooted in its Catholic mission and the charism of the Sisters of the Charity of the Blessed Virgin Mary. Faculty members and community employers will participate in monthly book discussions, a campus retreat, and a community-wide panel discussion to explore how mission and vocation are interconnected. Guided by NetVUE reading resources and the university's core values of freedom, education, charity, and justice, participants will develop shared language and a curricular framework to inform a future program connecting students with meaningful work in the local community. The project aims to build the campus and community partnerships needed to ground the program in the institution's mission and identity.

Concordia College (MN) will launch a professional development initiative to strengthen institutional capacity for vocational exploration by more intentionally integrating vocation into its core curriculum. Grounded in the college's Lutheran tradition, the project will support staff and faculty members in developing shared language, pedagogies, and curricular practices that help students explore questions of identity, purpose, and calling. Through a curriculum mapping workshop, symposium-linked dialogues, vocation teaching circles, and a two-day retreat, participants will develop course materials and build a shared repository of practices to strengthen the institution's ability to educate students not only for careers, but for lives of purpose and service in a complex world.

Concordia University Wisconsin will provide professional development opportunities for faculty members involved in the revision of its newly adopted core curriculum through a series of lunch-and-learn workshops throughout the academic year. Grounded in the university's understanding of vocation as service, participants will develop shared

language and vocational frameworks and pilot a set of learning outcomes and an assessment tool tied to the university's institutional learning outcomes. The project seeks to lay a foundation for a strengthened culture of vocational discernment across the core curriculum that all undergraduate students complete.

Cornell College (IA) will develop shared language and a common understanding of vocation among staff and faculty members, initiate campuswide conversations on vocational exploration and discernment, and create an institutional vocation framework. A working group of faculty members, coaches, and staff drawn from across the college will participate in a two-day kickoff retreat, a series of reading group lunches, and two campus-wide dinners designed to expand vocational dialogue across departments and roles. Participants will promote vocational initiatives within their respective divisions and serve as points of contact for future vocation activities on campus.

Covenant College (GA) will convene a cohort of staff and faculty members to develop a shared understanding of vocation and to build a campuswide implementation plan that aligns curricular and co-curricular vocational activities across campus. Participants will gather for a planning dinner, retreat, and follow-up meetings to read selected texts on vocation, reflect on their own vocational journeys, and work together to articulate the perspectives, postures, and practices that the college seeks to cultivate in students.

Cumberland University (TN) will launch a series of faculty and staff collaboration networks to build shared frameworks and competencies for integrating vocational discernment into teaching, advising, and co-curricular programming. A professional development kickoff summit will introduce participants to a shared vocabulary and framework for vocational exploration. Collaborative learning networks will be formed for exploring NetVUE resources, field experiences will provide develop community-engaged learning opportunities, and a guest speaker series will feature experts in vocational discernment and emerging technologies.

Dordt University (IA) aims to deepen a shared understanding of vocation, calling, and purpose as it relates to its educational mission and identity. A cohort of staff and faculty members will participate in a series of workshops, reading groups, and retreats to reflect on their own callings and vocational journeys and to practice sharing those journeys to support student exploration. The project also aims to map how vocational exploration is currently embedded in a few representative departments, laying groundwork for broader curricular integration.

Endicott College (MA) seeks to strengthen the connection between liberal education and work-integrated learning by developing a shared framework for vocational discernment in the first year. Faculty members from the liberal arts, along with staff members from career services and student affairs, will participate in a yearlong professional development project centered on meaning, purpose, calling, and vocational discernment. Through a two-day summer workshop, a series of peer-led reading discussions, a curriculum design workshop, and spring pilot activities, participants will develop shared language and strategies to make vocational reflection more visible to students across first-year writing, internship, and transition programs.

Ferrum College (VA) will establish a cohort of staff and faculty members to develop a shared pedagogical framework for vocational exploration, serving as a foundation for a larger curriculum integration project. Through common reading discussions, conversation card workshops, and a one-day training on inclusion and belonging in vocational discernment, the cohort will build shared language and prepare to integrate whole-life vocation modules into a required course sequence, with a particular emphasis on the needs of the college's first-generation, Pell-eligible, and historically underrepresented students.

Hamline University (MN) will embed vocational exploration across the academic curriculum by training a selected group of faculty members and career development staff as campus vocational leaders. Through bi-weekly workshops in the fall semester, participants will develop discipline-specific assignments that integrate vocational discernment and reflection, then share their work with divisional colleagues through peer-led professional development sessions. Staff members will also develop a new course focused on vocational exploration and self-discovery, designed to weave questions of purpose and value alignment into internships and career preparation.

Hampden-Sydney College (VA) will deepen vocational reflection within academic advising to better realize its mission "to form good men and good citizens." A pre-semester retreat and a fall reading group will broaden advisor engagement with vocation as a concept, drawing in a substantial portion of the college's faculty and staff advisors. Five thematic working groups will each develop practical, self-contained modules that advisors can integrate into courses or advising meetings. This effort equips advisors with practical tools for helping students explore how their personal calling serves the common good.

Hesston College (KS) will launch an all-employee common reading initiative as part of its annual retreat, which will begin a campuswide conversation about vocation and calling.

During the year, small group discussions will continue in informal settings across campus. A monthly faculty and staff professional development group will meet throughout the academic year to deepen understanding of vocation, with a guest speaker joining the group in the fall for a workshop on developing student programming. Rooted in the college's founding commitment to prepare students for lives of usefulness, the project seeks to build the institutional capacity needed to launch new vocational exploration and discernment programs for students.

Husson University (ME) aims to equip faculty members with the resources and tools to weave questions of purpose, work, and meaning into their coursework, with an emphasis on developing academic content that connects with students' emerging understanding of identity, career pathways, and responsibility. Participants will join an opening retreat to establish a shared institutional definition for vocation, then conduct cross-disciplinary design workshops to build resources that can be used across disciplines. Drawing on the institution's internal culture of attention to pedagogy, interdisciplinary initiatives, and intentional framework for course design, faculty will collaborate across disciplines to redesign courses, develop vocation-infused assignments, and integrate experiential learning and reflective practices.

Juniata College (PA) will build the capacity of staff and faculty members to engage students in conversations about leadership, vocation, and purpose. A series of workshops will feature tailored activities designed to deepen vocational reflection among different constituencies from across campus, including faculty members, student life staff, coaches, librarians, alumni relations staff, and senior leadership. Student leaders will also participate in a mini-retreat focused on how a sense of purpose informs leadership. Two visiting scholars will anchor campuswide events connecting vocation, leadership, and diversity.

Kalamazoo College (MI) will strengthen how staff and faculty members support students' exploration of purpose, meaning, and direction. The project brings together two cohorts—staff and faculty members of color and faculty members from the institution's languages division—for a structured learning experience integrating reflection, reading, and dialogue. Participants will engage in cross-cohort dialogue to develop a concise, campus-relevant framework and shared language of vocation.

La Roche University (PA) will engage staff and faculty members in reflective learning experiences exploring vocation and its connection to their professional roles and the university's mission, rooted in the Catholic intellectual tradition and a commitment to

justice, peace, inclusivity, and global citizenship. Participants will develop plans to integrate vocational exploration into courses, programs, and student support practices serving a diverse student body, including first-generation, nontraditional, international, and student-athlete populations. The program concludes with a campuswide expo featuring participant presentations of revised courses and initiatives.

La Sierra University (CA) seeks to cultivate a shared institutional language for vocation, calling, purpose, belonging, and discernment rooted in the university's Seventh Day Adventist mission and its identity as a Hispanic-Serving Institution. Faculty members, staff, and mentors will accompany undergraduate students, with special emphasis on first-generation students, through guiding questions related to identity, belonging, and meaningful work. The initiative will unfold through three elements: a cross-disciplinary cohort that builds shared language, professional development programming that expands campus engagement, and an online hub that deepens vocational formation across the full program year.

Lindsey Wilson University (KY) will promote a culture of calling among staff and faculty members by developing shared language around vocation rooted in the university's mission and identity. Participants will gather for a summer retreat and monthly discussion groups throughout the academic year, exploring selected readings on calling and vocation and using NetVUE Conversation Cards as a resource for reflection. Team members will also share their vocational narratives with the broader campus community through chapel services, table talks, and a campus symposium. As staff and faculty members explore and examine how their callings tie into their roles as effective educators and leaders, the project will establish the foundation for future vocational exploration across campus.

Marquette University (WI) aims to enrich vocational exploration on campus by empowering faculty members to re-embrace their own vocation. Grounded in the university's Catholic, Jesuit mission, the project will bring a cohort of faculty members together for a public lecture, four half-day workshops, and a culminating retreat. Workshops will explore how faculty members are called to transform their work in teaching, research, and service, drawing on Ignatian practices of discernment and reflection. The retreat will give participants protected time to synthesize their experiences and to develop a concrete plan for the following academic year, with a goal of equipping faculty members so they can more fully accompany students on their vocational journeys.

McKendree University (IL) will strengthen faculty and staff capacity to guide students in exploring vocation, character, and calling as a central part of their educational journey. A

cross-campus gathering of leaders will participate in workshops, shared readings, and collaborative dialogue to deepen their understanding of vocation and to learn strategies for integrating reflective activities into student experiences. Participants will also seek to connect initiatives across academic and student life contexts to establish a shared language around character and calling.

Millsaps College (MS) will create a faculty and staff learning community whose members will explore vocation in education and then integrate vocational discernment into its first-year written and oral communication curriculum. A group of staff and faculty members will gather regularly in the fall semester to read and discuss essays on vocation, reflect on their own vocational journeys, and examine purpose-centered curricula at other institutions. In the spring semester, a smaller design team will develop a concrete plan for incorporating themes of purpose, meaning, and values into the curriculum, rooted in the college's Wesleyan tradition.

Morningside University (IA) will strengthen institutional capacity for undergraduate vocational exploration by engaging a cross-disciplinary cohort of staff and faculty members in a series of professional development opportunities. Activities will include a summer retreat, two academic-year workshops, and a guest speaker session focused on inclusive approaches to vocational discernment. Grounded in the university's identity as a Christian liberal arts institution committed to leadership and service, participants will develop and pilot curricular modules integrating questions of purpose, calling, and meaningful work into courses across business, agriculture, nursing, education, and nonprofit management.

Ohio Dominican University will engage staff and faculty members in professional development rooted in the university's Dominican tradition to explore vocation and human flourishing as a framework for engaging generative artificial intelligence technologies. A kickoff retreat will establish a shared understanding of vocation, which participants will apply to questions about the work humans are uniquely called to do, moral character development, and spiritual growth in an increasingly AI-driven environment. A campuswide lecture and a spring workshop will broaden participation across the institution. The project will produce a set of guides for faculty members, staff, and students, and will culminate in a planning session to explore the future shape of the institution's work on vocation and AI.

Palm Beach Atlantic University (FL) will strengthen its contemplative culture of vocation and calling by engaging faculty members, staff, and students in communal reflection and dialogue. A yearlong faculty cohort, drawing members from across the university's eight

colleges and schools, will meet regularly to discuss vocational exploration and discernment, with particular attention to sophomores and students in majors without internship requirements. Faculty members and staff will participate in lunch-and-learn sessions using NetVUE resources, and student focus groups will provide the cohort with insight into current vocational discernment practices. Vocation-themed chapel services will engage the broader student body.

Presbyterian College (SC) will implement campuswide professional development to equip faculty members, staff, and institutional leaders with a shared understanding of vocation and practical strategies for integrating vocational discernment into their daily work. Activities include a fall-semester seminar; targeted working groups focused on community-engaged learning, academic advising, and classroom application; and a spring-semester seminar to deepen learning and plan next steps. Grounded in the institution's mission to develop the mental, moral, and spiritual capacities of students for lives of personal and professional fulfillment and impactful service, the project seeks to effect a campuswide cultural shift in which vocation is understood as a core responsibility of the institution.

Rider University (NJ) will build institutional capacity for vocational exploration through shared readings, facilitated workshops, and the design of a certificate in vocation and self-understanding. Faculty members, staff, and student leaders will comprise a learning community to develop shared language and deepen their understanding of vocation as a combination of identity, purpose, and contribution. Four workshops will strengthen participants' capacity to integrate vocational discernment into advising and mentoring, while six student-facing workshops will offer intentional pathways for vocational exploration to students from a range of campus programs.

Rockhurst University (MO) aims to develop institutional capacity for vocational discernment by equipping a cohort of staff and faculty members with shared language, formational experiences, and practical tools for integrating vocation into their teaching, advising, and student support. Participants will begin with a one-day retreat grounded in Ignatian discernment in which they reflect on their own sense of calling and purpose. Workshops across two academic semesters will explore vocation through the lens of the university's Jesuit, Catholic mission, connecting the liberal arts, Catholic Social Teaching, and career preparation. A closing retreat will bring participants together to develop a plan for expanding vocation-centered conversations and initiatives across campus.

Rollins College (FL) will launch an initiative to strengthen faculty and staff capacity to

support students' vocational exploration. A steering committee of staff and faculty members, guided by shared readings on vocation, will participate in monthly learning sessions and facilitated discussions to develop shared institutional language around vocation. These activities will feature interfaith and worldview-informed dialogue that will result in practical tools for engaging students across religious, spiritual, and secular identities, with particular attention to groups historically underrepresented in vocation programming. The project will also include a campuswide vocation mapping effort and a campus speaker event. A culminating campuswide forum will share insights, showcase new resources, and expand vocational engagement across the institution.

St. John Fisher University (NY) will conduct a series of six workshops with faculty members, staff, and administrators drawn from across all university divisions to develop a shared understanding of vocation. Grounded in the university's strategic plan and its Basilian motto ("teach me Goodness, Discipline, and Knowledge"), participants will use shared texts and guided discussion to articulate their own vocational narratives, apply a critical lens to questions of purpose and calling, and identify cross-curricular opportunities to integrate vocational discernment into existing programs and student interactions.

University of Jamestown (ND) seeks to deepen campuswide integration of vocation through its signature leadership program. The project will engage a diverse group of staff and faculty members in exploring how virtues such as courage, service, integrity, humility, and wisdom shape vocational understanding and discernment. The framework is intended to orient students, faculty members, and staff toward whole-person development and benevolent service. Through a series of retreats, guided readings, and collaborative workshops, participants will develop a shared definition of vocation and produce a vocational discernment guide for use across the university. A campuswide summer workshop will then share the guide and its underlying framework with all staff and faculty members.

University of St. Thomas (TX) will expand its institutional capacity for supporting vocational reflection and understanding among its undergraduate students. The project will assemble a cohort of faculty members and staff to develop a shared understanding of vocation rooted in the Catholic intellectual tradition. Participants will engage selected texts; discuss questions of purpose and calling in relation to teaching, advising, and mentoring; and reflect on how students' varying social and economic circumstances shape their vocational discernment. The cohort will collaboratively produce written resources for use across the university that will include advising prompts, classroom reflection exercises, and a student survey instrument.

Vassar College (NY) will develop a shared vocabulary and understanding of vocation and calling among faculty members and administrators through a series of professional development activities. Following an opening keynote event to launch the initiative for the broader campus community, administrator-led workshops will explore vocation from the perspectives of student affairs, career services, religious and spiritual life, and community-engaged learning, while faculty-led sessions will focus on integrating calling into teaching practices and syllabi. A culminating retreat will bring participants together to reflect on shared language and chart next steps for vocation efforts on campus.

Warner Pacific University (OR) will pilot a faculty mentorship program designed to build a sense of purpose, belonging, and vocational discernment among its racially, ethnically, and socially diverse student population. Trained faculty members will be matched with incoming students and select transfer students, providing regular check-ins using an agile mentoring approach that emphasizes structured feedback, reflective practices, and intentional goal setting. Faculty mentor workshops in the fall and spring semesters will support participants throughout the year. Reflecting the university's Christ-centered mission, the project seeks to remove barriers to make purpose, inclusion, belonging, and vocational discernment attainable for all undergraduate students.

Wiley University (TX) will launch a faculty development initiative centered on vocation-connected teaching and learning. Inspired by the university's mission of leadership and service in the HBCU tradition, faculty members will participate in a two-day institute, an eight-week learning community featuring scholarly reading and reflective practice, and a course redesign lab in which they will integrate vocation-centered assignments and reflection-based activities into their courses. Students in redesigned courses will engage in reflective writing, career narrative development, and digital storytelling, supported by structured learning resources including portfolio templates and a purpose workbook.