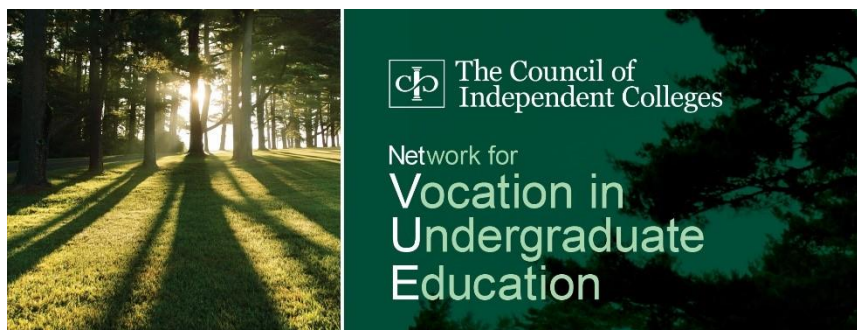




Network for Vocation in Undergraduate Education (NetVUE) Vocation Across the Academy Grants

Awarded in 2026 • Funding for 2026–2029

Bluffton University (OH) will reinvigorate campuswide vocational exploration rooted in its mission to prepare students “for life, vocation, responsible citizenship, and service to all peoples.” The university will revive and expand vocation-related programming, including (1) a vocation fellows program, offering learning and discernment opportunities with community partners; (2) a redesigned leadership development program; (3) small group opportunities with staff and faculty members; and (4) new programming specifically designed to help student-athletes explore vocation outside of their sport. Faculty members will receive mini-grants to integrate vocational exploration into their courses and participate in advising workshops and reading groups. Alumni guest speakers will support student discernment through panel discussions and chapel programming. Alongside these efforts, staff and faculty members alike will also be encouraged to revisit their own sense of vocation, particularly as their stories and their work intersect with Bluffton’s institutional vocation.

Dominican University (IL) will lead a four-institution collaboration with the University of the Incarnate Word, the University of Mount Saint Vincent, and Universidad del Sagrado Corazón, to develop culturally sustaining vocational pathways across four Catholic, Hispanic-serving institutions. Drawing on their shared Catholic mission to form whole persons for meaningful service, leadership, and work, partner institutions will co-design culturally sustaining vocational pathways that connect national employer partnerships, service and mission experiences, and a shared vocational-discernment curriculum. Faculty members, career services staff, campus ministry leaders, and student leaders will collaborate to develop pilot course modules and student support initiatives. The project will culminate in a digital toolkit for dissemination. These initiatives aim to make vocational discernment consistent, culturally sustaining, and scaffolded across the curriculum and co-curriculum at all four partner campuses.

Hastings College (NE) will expand and institutionalize vocational discernment and community engagement through a project anchored in its new center for civic engagement and its first-year experience program. With civic engagement and vocational discernment as unifying themes, students will explore how their callings connect to community impact and their life’s work. The initiative will pair discernment with real-world application through internships, community-engaged learning, and

collaboration with community partners. An accompanying mentoring program will connect every student with a web of support drawn from faculty members, staff, peers, and community partners. Co-curricular programming—including a lecture series, a storytelling initiative, and a sophomore fellowship—will deepen discernment campuswide.

Jarvis Christian University (TX) will redesign its chapel program as a campuswide framework for vocational formation grounded in the university's Christian mission. Through a thematic chapel curriculum, required student reflection, and structured small-group Chapel Labs, students will engage in sustained inquiry into purpose, calling, and career. Faculty members, staff, and community partners will facilitate Chapel Labs that connect academic disciplines, professional pathways, and real-world experiences, including select community-based engagement. Faculty members will design and lead interdisciplinary labs, reinforcing the connection between chapel content and academic coursework across the undergraduate experience. This project aims to establish a sustainable model for embedding vocational formation across academic and co-curricular life, preparing graduates for lives of purpose, service, and leadership.

Mitchell College (CT) will expand prior NetVUE-supported work into a fully integrated, four-year developmental framework for vocational discernment and community-engaged learning, embedded across all aspects of the Mitchell College experience. Building on an established first-year program and course-based vocational initiatives, this project systematically incorporates purpose exploration into curricular and co-curricular pathways through faculty–staff collaboration and community partnerships. Supported by micro-grants, professional development opportunities for faculty members and staff, and reciprocal relationships with local organizations, the project creates an ecosystem within which students will engage in reflective, experiential learning tied to real community needs. The college is committed to supporting neurodivergent students throughout this work, ensuring that vocational discernment is practiced as an inclusive process that honors the broad spectrum of ways students learn, know, and become.

Otterbein University (OH) will strengthen and expand its institution-wide approach to vocational exploration by building on its established four-year personal and professional development program. The project will pursue four aligned strategies: (1) develop employer and community partnerships that support vocational discernment and experiential learning; (2) centralize and update internship infrastructure to align with the university's vocational framework; (3) establish a faculty learning community to enhance the capacity of faculty members as vocational mentors; and (4) expand equitable access to internships and immersive professional experiences, with particular emphasis on students in the humanities and those facing financial barriers. An annual gathering of faculty members, staff, and community and workforce partners will model collaboration and deepen their shared commitment to vocational reflection.

Pacific Lutheran University (WA) will create a scaffolded series of credit-bearing courses that embed vocational discernment across all four years of the undergraduate experience. Each two-credit, half-semester course will guide students through a developmental progression from initial self-reflection to complex discernment, helping students connect their personal aspirations to lives of meaningful contribution. Specialized sections will serve student-athletes, transfer students, and those who enter the

university with significant academic credit earned in high school. To ensure sustainability, the project will train a cohort of 16 staff and faculty members to design and teach these two-credit courses, drawing on expertise across disciplines. The project seeks to institutionalize vocational reflection as a hallmark of Pacific Lutheran University's educational mission, equipping students to discern the connection between their aspirations and human and ecological flourishing.

Tabor College (KS) will launch a campuswide initiative to extend a theologically grounded understanding of vocation across the entire institution. The project will develop a shared vocational framework that aligns outcomes across academics, student life, athletics, and career services around a common language of calling. Divisional teams will develop both vocational and character formation frameworks connected to institutional values, while career services resources will be updated to integrate vocational awareness across all majors. A second initiative will launch a new leadership program in which students explore entrepreneurship as a vocation oriented toward the common good. Through mentoring, seminars, and community partnerships, students will be prepared to lead with purpose, innovation, and a Christ-centered vision. This initiative strengthens Tabor's mission by forming graduates who are equipped to serve their communities with clarity, character, and meaningful engagement.