



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

Awarded in October 2021 • Funding for 2022–2024

Allegheny College (PA) will host a symposium in March 2023 and publish the academic papers from the symposium in an edited volume. The symposium will bring together a variety of perspectives from campus and the United Methodist Church (UMC) to provide critical reflection on the historic relationship between the two institutions. The published volume will guide college and church leadership in planning for the future; it will also contribute to the body of scholarship on religiously affiliated higher education. This project will create a record of the current transitional moment in the life of the college—one in which the college is exploring whether its mission to serve a diverse campus community is consistent with UMC policy.

Andrews University (MI) will develop a book, a series of short films, and a documentary film to promote the inclusion of non-dominant narratives. University founders sought to restore the value of all human life and challenged the then-prevailing belief that there was a hierarchy of human value. The grant will support research, review, and retelling of the institutional narrative as the university seeks to document its achievements (and mistakes) and to create a more inclusive campus community. The materials will be used in the orientation processes for students, faculty members, and staff; they will also be a key component of a plan to reframe the discourse leading to racial healing and community building within the institution and in the global community.

Avila University (MO) will acquire and preserve relevant primary source materials to document its community history and vocational aspirations, as well as the mission and heritage it shares with its founders, the Sisters of St. Joseph of Carondelet. Grant funds will also support the creation of a book that contextualizes these materials in light of Avila's unique story as an institution of Catholic and women's higher education. Additionally, the project will engage members of Avila's community—including faculty members, staff, students, and graduates—through a variety of events and learning opportunities. Feedback gathered from these community events will be used in the strategic planning process, in order to continue to define the tie between Avila's institutional heritage and its future vocational goals.

Bluffton University (OH) seeks to save the stories of its past to reframe and update its institutional saga. This project will record the oral histories of university graduates, staff, faculty members, current students, and others and organize them into a digital and physical book to be completed for the university's 125th anniversary. The project will also include a podcast. The book and podcast will tell the stories of the Bluffton family, show their effect on communities large and small, and inspire future generations to live out their own vocations. The project will also be woven into the university's strategic plan.

Bushnell University (OR) will develop a contemporary recounting of its story in a scholarly volume that captures the rich heritage of the university's founders, particularly its first president, James A. Bushnell. This recounting will explore the value of the founders' heritage for the university's present circumstances and unfolding future. Bushnell faculty members will spearhead the research and provide the content for this book. Faculty members will also integrate the volume into the curriculum in ways that engage the academic community in reflection on, and identification with, the institutional saga.

Canadian Mennonite University (MB) will produce an online collection of articles, reflective essays, and short videos to narrate its institutional history and identity. One objective of this work is to expand the diversity of voices reflected in existing institutional narratives. The project will engage a wide range of CMU stakeholders, including faculty members, staff, graduates, current students, and church and other community partners. Participants will examine past and current understandings of the university's history in the context of church and society. An on-campus retreat will be offered to showcase the project's essays and videos. These writings and videos will also be publicly available through a blog and will be used to build institutional affinity within and beyond current stakeholder groups.

Capital University (OH) will explore how community members understand its connection the Evangelical Lutheran Church in America and create a new shared narrative, tying the institution's rootedness in Lutheran higher education to its calling to celebrate the spiritualities, religions, and worldviews of all. A leadership team of faculty members and staff from multiple divisions will gather stories from an array of constituents, which will focus on the tensions and benefits of church-relatedness; interviews, surveys, and town hall meetings will focus on the connection between spiritual priorities and the university's mission, vision, and values. Analysis of the data will be combined with research into previous histories to produce an updated university history, as well as a short film that details its newly clarified self-understanding.

Eckerd College (FL) will convene a group of faculty members and staff in a learning and writing community. This group will engage in workshops, conversations, and research/writing partnerships to investigate Eckerd's institutional saga, beginning with its founding promise that an education grounded in action and in service to the world is attainable and valuable for students. The project will situate this promise in Eckerd's current context, in order to discern how it relates to the college's current vocational efforts and its strategic plan. The work will lead to a published essay collection and a multimedia resource to be launched at a public symposium.

Hope College (MI) will explore the ways its historic mission, educating students "for lives of leadership and service in a global society . . . in the context of the historic Christian faith,"

remains central to its identity in the 21st century. Summer workshops in 2022 will gather small groups of 20 to 25 members of the college to discuss the college's Reformed roots and its current ecumenical Christian character, as well as the college's path toward more fully embracing diversity and inclusion. Select workshop members will draft essays reflecting their own experiences or areas of expertise and will distribute these essays for conversation about the college's identity in a second set of workshops in summer 2023. Essays will then be included in an edited volume that explores Hope's evolving identity in light of its historical sense of mission.

Jarvis Christian College (TX) will collect written and oral histories and artifacts in order to digitize the college's significant historical record, with a focus on the role it has played in East Texas. Materials will be collected from various decades of the college's existence, and interviews will be conducted with current students, graduates, and descendants of founders and pioneers. This project will allow the college's constituencies to know and understand the impact of this Historically Black College on its community, as well as preserving its history in a manner that accommodates reflection on its calling into the future.

Lewis University (IL) will produce and publish a volume that expands and updates its existing historical narrative. It will include a series of feature essays that explore key themes, pivotal moments, trends, and movements, with a focus on those that have been omitted from the way that the Lewis story has been told over the years. In addition, the volume will explore and recount the contributions of the De La Salle Christian Brothers as members of a living endowment and guarantors of the university's mission; it will also describe how the Lasallian charism is being shared and transmitted to a new generation as part of a revitalized institutional vocation. Among other intended uses, the publication will serve as the primary text in a course offering within the university's general education curriculum.

Loyola Marymount University (CA) will gather, uplift, and document the stories of graduates from historically underrepresented and marginalized backgrounds, so that their memories, stories, and images can help to tell a broader and more inclusive institutional history. The final product of this work (titled the Inclusive History and Images Project) will change the campus's story about itself through a special archive hosted in the William H. Hannon Library, as well as two public-facing products: a book manuscript and a traveling library exhibition.

Luther College (IA) will produce an edited anthology that will explore how its Norwegian Lutheran identity has shaped it historically, and its history continues to contribute to its institutional culture. The project will engage participants from the college and from the local community in conversations about how their common Norwegian heritage can strengthen connections and support mutual adaptation to address the needs of changing populations. The anthology will be incorporated into required orientation programs for students, faculty members, staff, and regents, and will be used as part of the 2025 commemoration of the 200th anniversary of Norwegian immigration to the United States.

Roanoke College (VA) will complete a new institutional history focused on the twin legacies of slavery and institutional racism. This historical account will form an important supplement to the college's ongoing efforts to commemorate the enslaved people who figured prominently in the institution's founding. The larger process of expanding the college's institutional sense of self

will mark an important aspect of Roanoke's focus on diversity, equity, inclusion, and community building, while also expanding the ways in which it assembles new approaches to whole person from various decades of the college's existence, attending to intellectual, ethical, spiritual, and personal development.

Rochester University (MI) will create a cohesive and concise institutional history and statement of religious identity that will be communicated through a series of essays and a 20-minute documentary video. These materials will serve as common reference points for both internal and external constituencies. Additionally, these tools will be used in the first-year experience courses and employee symposia to model vocational exploration and invite campus and community members to explore more deeply their own sense of vocation.

Southern Adventist University (TN) will convene a team of faculty members, staff, and students to conduct research to identify and clarify not only how the school has remained faithful to its roots, but also how these roots contextualize its historical mission and guide its current and emerging educational offerings. The results of this research will be edited into a book to be shared with campus employees and university trustees, as well as other audiences. This work will also be used in a series of short social media videos to be produced at the university's expense.

Southwestern University (TX) will form faculty-led teams of researchers to conduct archival research, interviews, and site analyses related to the buildings and grounds of the campus. These teams will seek to understand and uplift those people and events that have been silenced in the campus physical environment. The project will have three main enduring products. The first of these is a coherent and expandable digital exhibit interface, which will employ augmented reality and will include virtual tours that reflect a revised and reframed institutional saga. The second product will be a new rotating institutional history and culture exhibit located in a central academic building on campus. Finally, the project will also result in an official institutional governance proposal for a set of distributed physical memorials and counter-memorials that will further tie the revised institutional saga to multiple everyday campus public spaces.

St. Thomas University (FL) will undertake a research and reflection process that will help it to reframe its institutional saga in light of its current opportunities and challenges in the South Florida community. A team of researchers and writers—including faculty members, staff, and students—will conduct a historical, spiritual, pastoral, and academic review of the university's history, identity, and current context that will conclude with the production of podcasts, publications, and a video. These materials will be shared in a series of workshops for the university community. They will also be incorporated into the curriculum through a required first-year seminar.

University of Dubuque (IA) will engage 18 members of the university community to produce specific resources and learning experiences that tied to hospitality and vocation, both within and outside of the undergraduate core curriculum. The university will also develop a digital gallery and resource guide, including a print and digital narrative, to be housed on the university's website. All of these resources will examine the university's focus on the Christian practice of hospitality as it has been understood historically, and as it has been described in the most recent revision of its mission.

University of Indianapolis (IN) will achieve four outcomes. First, it will establish an archive of stories and history of the undergraduate experience at the university in the 21st century. Second, it will use the archive to write the capstone essay for a book about the university's institutional culture. Third, it will produce a film that ties the historical mission to the creativity and deep commitment to service displayed by people of the university. Fourth, it will fund a series of visual arts collaborations to be carried out by faculty members and students in its department of art & design. All of these projects will embrace the imperative offered by the university's first Black faculty member, Florabelle Williams Wilson, "to tell the whole story."

University of Saint Mary (KS) does not currently have a literary or visual account that tells its whole story. This project will produce both a video and a book that examine the university's mission and commitment to its Catholic foundations and, specifically, to the Sisters of Charity and the Vincentian tradition. Both the video and book will allow the university to tell its story as it celebrates its centennial year in 2023. Additionally, as the sisters prepare to hand over leadership and sponsorship of the university, this project will deepen and enrich the mission formation of the lay faculty members and staff who will lead the institution into the future.

Valparaiso University (IN) will convene a group of five faculty members to produce papers related to the university's vocation as a Lutheran institution facing new demographic realities and complex cultural challenges. The issues to be considered include interfaith relations and ecumenism; pluralism and secularism; race, antiracism, and political polarization; the relationship between the liberal arts and professional fields; and globalizing Christian theology. All project elements seek to address three concerns: how the university can be faithful to its founding identity while seriously engaging contemporary realities; how serious academic inquiry can contribute to the common good; and how the student experience can be enhanced by bringing the university's past and present into a rich and meaningful conversation.

Wagner College (NY) will create ten performance pieces and original songs, as well as a permanent exhibit (titled "Each One, Reach One") that draws on the speeches and writings of past college presidents, honorary doctorate speakers, students, and faculty members. These pieces will reflect significant turning points in the college's past, as it seeks to map its commitments, responsibilities, and purpose, both locally and globally. Over two years, students and community partners will be invited to join in this exploration of the shared past of the college and the community, as well as their shared mission for the future.

Warren Wilson College (NC) will incorporate a wide range of voices into an oral history project that includes current students, employees, and graduates of the college. Collected interviews will be used to inform an updated written account that expands the narrative of the college's history beyond its current and former campus leadership. Numerous unwritten stories are yet to be recorded, and this project will support a director and advisory team who seek to archive these stories and provide a more comprehensive look at the college's history—one that will inform the college's upcoming strategic planning process.