



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

Awarded in 2024 • Funding for 2024–2027

Augustana College (IL) will create a distinctive scholars program for students majoring in business administration. The program will incentivize and support students (1) to pursue a second major or minor in a traditional liberal arts discipline, (2) to devote some of their General Education requirements to one of two new courses tailored to the intersection of career, meaning, happiness, and the good life, and (3) to participate in programming geared toward the intersection of career, calling, and community flourishing, with mentors drawn from local business and nonprofit leaders. This program will enable students to form and live out their philosophies of life and to engage the local community as they embark on rewarding and successful career trajectories.

Baylor University (TX) will expand and deepen vocational exploration for faculty and students through a series of programs, seminars, workshops, and retreats designed to embed and integrate vocational topics into both new and existing programs and traditions at Baylor University. First, this program will enhance various faculty development programs and retreats to incorporate vocation-related themes. Second, the co-curriculum of one of Baylor's living and learning communities will be tailored toward vocational themes. This residential cohort will host weekly seminars, discussions, and other events focused on vocation, the pursuit of the common good, and the good life. Third, university-wide programs such as chapel services, workshops, and lectures will offer broader exposure to vocational reflection for the wider university community.

Georgetown College (KY) will integrate vocational exploration into its academic, athletic, and student life efforts, developing a shared understanding of vocation among faculty members, college staff, athletic coaches, and students, as well as expanding community engagement. Central to this comprehensive strategy are retreats designed to foster cohesion and collaboration around vocational themes, alongside efforts to incorporate vocational reflection into existing campus programming, particularly internships. By partnering with local organizations, the initiative seeks to extend vocation-related learning into the wider community, facilitating meaningful real-world applications of vocational insights.

Hollins University (VA) aims to enhance the overall academic experience by integrating vocational discernment and pre-professional, career-oriented strategic reflection into both coursework and co-curricular activities. This integration will be anchored by two innovative courses designed to guide students in purpose-driven career reflection from their sophomore year through their capstone experience. The establishment of a new campus entity connecting the liberal arts with educational practices that promote social mobility, coupled with the incorporation of vocational exploration into ongoing efforts related to student success, inclusion, and belonging, will foster a holistic campus-wide approach to vocational discovery. Ultimately, Hollins seeks to transform student engagement with career reflection, enriching traditional notions of career success with thoroughgoing vocational reflection that is aligned with the broader needs of society.

Regis University (CO) will create a stronger network of community practice for faculty members, university staff, students, and community partners. This initiative aims to foster an inclusive and transformative integration of both life philosophy and career readiness within the student experience, with a particular emphasis on supporting Latine students. In alignment with its recent designation as a Hispanic Serving Institution, Regis will enhance professional development for faculty members and university staff in the areas of vocation, community engagement, and career readiness; community partners will play an integral role in reimagining the function of academic internships and other high-impact learning practices. This initiative also provides financial support for students who would otherwise face barriers to participating in community-based internships, ensuring equitable access to opportunities for deeper vocational discernment.

The University of Pikeville (KY) will formalize a campus-wide program for vocational exploration and discernment by conducting vocation-related training seminars with faculty members, university staff, and athletic coaches. The eventual outcome of this work will be the development of a new course which both distinguishes and then connects vocational exploration with pre-professional career formation and discernment. This course will utilize career exploration assessment tools, link career and leadership development to vocational reflection, and initiate a vocation-related peer mentoring program. Additionally, this project will embed vocational exploration into introductory courses in each academic major, provide opportunities for collaborative dialogue among faculty members, university staff, athletic coaches, and students, and conduct a campus-wide public relations campaign to raise the campus consciousness about vocation-related concepts and programming.