

Lilly Report: July, 2006
Whitworth College
“Discerning Vocation: Community, Context, and Commitment”

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Executive Summary:

Whitworth College wishes to thank to the Lilly Endowment for its ongoing support of the Vocational project. By all accounts, the grant is continuing to facilitate the integration of theological reflection on vocation throughout the institution. We are excited about receiving the Sustainability grant and look forward to the coming year. This report will reflect the continued progress in both the curricular and co-curricular areas. Key personnel associated with the aims of the grant continue to be effective in implementing them. We believe that we can document both the impact that the vocational initiative is having on students as well as evidence that Whitworth is institutionalizing the aims of the grant in ways that will ensure its sustainability.

Perhaps the most exciting development this year was production of a thirty-five minute film entitled, “Art in Me: Exploration of Calling and Vocation.” Designed primarily for use with freshman and sophomores, the film will be available for use this coming fall.

Our efforts at assessment continue to reveal a growing awareness among all members of the Whitworth community (faculty, staff, and students) of the nature of vocational reflection.

We are confident that the aims of the grant will be sustained long after the funding is finished. Our largest success has been to integrate into the regular college budget the key personnel who are giving leadership to the program. We expect to continue to manage the vocational initiatives through the Weyerhaeuser Center for Christian Faith and Learning which has the full support of the administration and board of trustees. We wish that we were more successful in increasing the level of outside funding for the ongoing support of the program, and to that end, project directors are working closely with the vice-president of Institutional Advancement to identify fund-raising prospects.

Overall, we feel good about where we are at this point in the grant and continue to be enthused about the prospects for the coming year.

Highlights for the year:

- **Near completion of a film on vocational exploration** -- This past year we subcontracted with a local film producer, North by Northwest Entertainment, to produce a thirty-five minute film aimed at introducing vocational reflection to Whitworth students, faculty, and staff. The film is nearly complete and will be available for fall, 2006. Focused largely on the reflections of recent alums and current students, the film is designed to be a tool for classroom discussion.

- **Integration of vocational reflection into the Freshman program** – The major development in the curricular area this year came with the integration of a more specific vocational element into the freshman seminar program. For the first time we offered a second semester of freshman seminar that was entirely structured around the categories of vocational application in work, family, church, community, and world.
- **Continued cross-campus enthusiasm in spiritual mentoring programs** - The Lilly grant has continued to nurture one to one and small group relationships between faculty and student(s) as well as staff and student(s) for the purpose of having deeper conversations about how one connects faith to vocation. Over the past year, 44 faculty and staff campus-wide have enthusiastically participated in the mentoring program.
- **Two faculty seminars on the “Vocation of the Christian Professor”** – Nine third year and longer faculty participated in a seminar for the purpose of sharpening their level of theological reflection in relationship to their own vocation of teacher and scholar. And nine other third-year and newer faculty participated in the second year of a faculty seminar on the integration of faith and learning in the classroom and in one’s research.
- **Utilization of a new guide for vocational reflection** – Grant directors introduced a new guide for the purpose of developing a common vocabulary on Whitworth’s campus regarding vocation. **See attached document.**

Assessment and Evaluation:

We continued to assess the various initiatives funded by the grant; specifically we focused on the freshman seminar program as well as the utility of the new guide to vocational reflection. In addition, we focused attention on the new faculty seminar—“The Vocation of a Christian Professor.” As a result of those assessments we have determined to strengthen the vocational component in this upcoming year’s freshman program; we are continuing to find very positive response by faculty and staff to the vocational guide, and we are encouraged by faculty response to the summer seminar.

Program Aims and Purposes

- 1. What are the program’s most important accomplishments to date in relationship to its primary aims and purposes?**

The primary aim continues to be the integration of vocational reflection broadly and deeply across the Whitworth campus. After attending the national conference in Indianapolis as well as the best-practices conference in Scottsdale, it seems that institutions fall into two broad groups: one group of institutions is attempting to develop a visible office for vocational programming, in a way that might be compared to a Chaplain’s office or an office of student life. Other institutions seem committed to a full-scale integration largely because the mission statements of these institutions seem so compatible with vocational discernment in the first place. Whitworth falls clearly into the latter category.

- Grant directors aim to encourage every employee of the college to be thinking about how to integrate vocational reflection and discernment into their staff training, their educational programming, and the overall ethos of the institution.
- Grant directors aim to have the college at all levels believe that vocational discernment is an indispensable element of executing properly the mission of the institution.
- Grant directors aim to ensure that once the grant is over the major initiatives of the Lilly grant are fully supported by the key administrative officers of the institution and that key personnel and program monies are incorporated into the regular operating budget of the college. Grant directors already see evidence that the college is moving toward making theological reflection on vocation one of the signature core values of the institution.

The significant accomplishments to date include the following:

Building capacity: We have communicated this in previous reports but feel that it's important to remind the Endowment of the ways in which we have built capacity at the college by regularizing the four positions that originally were hired through the grant funds

- **Dr. Karin Heller** – Professor Heller continued to bring teaching expertise in the Department of Theology and Philosophy to the areas of vocational reflection. She has just completed her second summer faculty seminar on the topic of vocation. As a practicing Roman Catholic, Dr. Heller has provided a depth perspective and a wonderful alternative theological voice to the Reformed and Evangelical positions which inform much of the theological reflection on the Whitworth campus.
- **Reverend Andrea Saccoccio** -- Reverend Saccoccio continues to make a significant impact on Whitworth's campus. Three of her most important contributions are first, her modeling for Whitworth's female students what it means to be a woman in ministry. Her preaching as well as her mentoring have been vital components to her contribution; second, Andrea has taken the lead in shaping the Small Group Ministry program which is enormously influential on the ethos of Whitworth's campus. And finally, Reverend Saccoccio taught a second year of the Presbyterian core beliefs course.
- **Mr. Ben Brody** – Professor Brody continues to exert a significant presence on Whitworth's campus. Most specifically, his success in organizing and helping deliver the Certificate in Music Ministry program is very encouraging. A major initiative of the Lilly project, the Certificate in Music Ministry is now graduating students who are finding employment in churches around the Pacific Northwest.
- **Mr. Bob Hutchinson** – Mr. Hutchinson's responsibilities as a major gift officer have shifted, but that has allowed the vice-president of Institutional Advancement to dedicate more time to the specific goal of raising \$800,000 for the endowment of programs for the Center for Faith and Learning under which the vocational initiative is administered.

- **Strategic Plan** – As mentioned in previous reports, a key element in the institutionalization of the vocational programs is to ensure that this is a significant priority in the college’s strategic plan. And as indicated before, there is specific language in the plan that is meant to hold key administrators responsible for implementation.

Grant Activities

2. What grant activities were accomplished in the fifth year of the program?

Spiritual Mentoring: During the overall grant period it is estimated that over 500 students have participated in the Spiritual Mentoring program with over 75 faculty and staff during the five years of the Lilly grant. Faculty and staff have provided an abundance of qualitative evidence that underscores the importance of these mentoring relationships in helping shape vocational reflection from a theological perspective.

Assessment: At the end of the year, we asked mentors to reflect on their experience by asking them to respond to the following questions. We’ve also included a sampling of the responses received:

- 1) What was the nature of your mentoring this year (i.e. one-on-one or group meetings)? How many students were you involved with? What year in school were they? How often did you meet?

“I tend to be a very closed person, but with Debbie I was able to be more open about a lot of things. Being able to express my thoughts to her was very rewarding. She continually showed me how change is good, that I can learn from my mistakes, and that a good job is not a job at all, but something you love to do. As informal as our talks were, I think that was the very reason I felt so comfortable opening up.” - Megan VanSteenwyk '08, Nursing on her mentoring relationship with Debbie Ide staff member

“Debbie has been a huge influence in my life. She has been my mother-away-from-home. She has always been there for me when I needed someone to listen, and she has always given her best advice. Sometimes she just lets me vent and other times she gives me that bit of wisdom I need to hear. When I'm afraid I can't do what I know I have been called to do, she is there to remind me that God is faithful and with me til the end. He has put desires into my heart for a reason and I should not let circumstances in my life distract me from my true purpose in life. Debbie is a huge support in my life and I know that she is a person whom I can trust and confide in. I know that I am free to call her at work or home and she will be there to help me whenever and with whatever I need. I don't know what I would have done without her. Debbie and I have similar ways of thinking and I have very much enjoyed working for her. She

lets me use my creativity and offers various ideas for me to use as starting places to take off from. I cannot say how grateful I am for Debbie. Thank you Deb!”

- Melissa VanderWel '07, Biology

- 2) How did you see discernment of faith and vocation in the students’ lives during this year? What seemed to be the most significant learning(s) the students experienced this year?

“Realizing they are a part of something bigger than themselves was a big topic for us this year. Having the maturity and the discernment to know when it is okay to be immature and have fun, but also how to still get things done, be dependable, respect others’ efforts, opinions...really analyze what it means to “glorify God” by doing what we do. – Erik Brucker, Assistant Director of Admissions

Seniors looked at vocation in terms of calling beyond Whitworth; to families, careers, ministry exploration, grad schools, etc. Juniors looked at vocation in terms of ministry during their college years. Freshmen were looking at their calling as college students, exploration of majors, discovery of gifts and beginning to dabble in ministry opportunities.”

– Jack Burns, Coordinator and Instructor for the Interdisciplinary Minor in Leadership Studies; Instructor in the Graduate School of Education

- 3) What criteria for discernment do you find most helpful to students? Does job/career trump all other categories? What about calling to family, to place, to community, to church? What role does financial debt play in the process?

“This varied amongst the students and mostly had to do with the maturity of their faith. One was particularly focused on the practicality of making money. Two had a conflict between family values (time) and making money. The fourth was quite thoughtful with his integration to all aspects of vocation and other factors in his future.” –Kirk Westre, Associate Professor, Physical Education

- 4) Can you describe how students think about the categories “gifts, skills, passions, purposes” as they go through vocational discernment?

“At first, it is a new concept. It can even be hard to hold onto, especially, since all the students are brought up by different parenting styles which may not include this kind of thinking. However, as we talk more and read more, they seem to get it. -Debbie Ide, Program Assistant, Career Services

Generally they had a good understanding of the idea that the key was trying to select something that fit all of those components. The ideal was contradicted when one element was not in line with their potential choice. The biggest

conflict came between skills and passion. Three of the students had a rub in this area because what they really wanted to do didn't seem practical and possible at the moment but this may again have to do with their developmental stage or life experience." –Kirk Westre, Associate Professor, Physical Education

- 5) What kind of angst do you find in students as they go about the decision making process, be it choosing a major for freshman/sophomores, or post-graduation issues for juniors/seniors?

"The ones I worry about are the ones who don't know their passion. Others want to jump too far ahead and see exactly what life will be like, rather than take one step at a time. I think it's important for us not to push too quickly in specifics."

-Dottie Mohrlang, Coordinator/Instructor, Certificate for Ministry Program

- 6) Describe your own sense of vocational discernment and/or appreciation for God's work in your life through your involvement in the mentoring initiative.

"I just loved getting to know students on a more personal level, and seeing their growth as God works in their lives. It reinforced for me the importance of having regular conversations about God, life, and calling with students. Even on nights when they would come over and just socialize, they always left me with a sense of appreciation that God would allow me to be involved in the lives of young people. Organized mentoring also makes me a better relationship builder in every day life. Out of these meetings often comes informal one-one times with students over lunch or after class. These times are often more rewarding than anything that I tried to program. It was also fun to pray with students about personal issues. They would open up to the group about family, school, decisions, and just life stuff, and then we would pray for each other. That was a lot of fun. And I think it changed the way they treated each other during the week because there was a different level of investment."

-Mike Ediger, Assistant Professor, Athletics

- 7) Anything else you want us to know about your experience this year? Any suggestions for improving the program for next year?

"I greatly appreciate all the munch money funds that I can use to meet with students. It is very helpful. I also greatly appreciate the mentoring luncheons. It lets me know I am not doing this in a vacuum; others are alongside me. Thank you for this gratifying opportunity to participate in the grant.

-Tami Robinson, Associate Professor/Coordinator, Instructional Services

Keep encouraging more faculty to do this. There is so much need. I could have formed at least 3 more groups. (I'm not that nuts--but the demand is out there)."

– Jack Burns, Coordinator and Instructor for the Interdisciplinary Minor in Leadership Studies; Instructor in the Graduate School of Education

Faculty Development: We continue to invest resources in faculty development. We believe that long-term sustainability of the aims of the grant require a critical mass of faculty to embrace the larger vision of the vocational initiative. To that end, we provided resources for targeted development of faculty throughout the year.

- **Summer Seminar: “The Vocation of a Christian Professor”** This seminar was held for the second consecutive year between May 22 and June 8, 2006. Nine third-year and newer faculty participated. In order to institutionalize this program, we agreed to split the cost of the seminar with the Office of Academic Affairs. The seminar was led by two senior faculty: Dr. Arlin Migliazzo and Dr. Mike Ingram. The seminar focused on helping faculty reflect on their own vocational understanding of what it means to be a teacher and a scholar (see enclosed syllabus). Effort was made to help faculty become more articulate about what their own respective faith traditions have to say both about vocation and the ways in which theological commitments may be integrated into their teaching and scholarship. Each faculty member is required to submit a proposed course change as a result of the seminar.

Assessment: After reviewing the evaluations, it is clear that faculty overwhelmingly appreciate this seminar. Both the president and academic vice-president present as part of the seminar and their presence is much appreciated. Faculty appreciated the introduction to vocation as well as the in-depth discussion of various strategies for the integration of faith and learning. We will continue to offer this seminar in subsequent summers.

- **Summer Seminar: “Understanding My Vocation as a Christian”** This seminar is targeted for third year and above faculty. It was led by Dr. Karin Heller, Professor of Theology. Dr. Heller was hired as part of the Lilly grant in part because of her scholarly interest in vocation. Held between May 17-26, the seminar consisted of nine faculty. Participants read *Celebration of Discipline* by Richard J. Foster; *A Grace Disguised: How the Soul Grows Through Loss* by Jerry Sittser; *Life Together: The Classic Exploration of Faith in Community*, by Dietrich Bonhoeffer; *Marriage, An Orthodox Perspective*, John Meyendorff.

The principal aim was to reinforce the importance of vocational reflection as well as to continue to build a critical mass of faculty who embrace the larger aims of the grant.

Assessment: This seminar was also highly praised by faculty participants: the following are selected faculty comments: Professor of Education, Changnam Lee may translate one of the books used in the workshop, *Celebration of Discipline*, into Korean. He commented, “There really were no “lowlights” for me. This was a tremendous workshop. It may be the best one I have taken to date. I came away feeling that I had been spiritually renewed and with a much deeper understanding of some of my colleagues. My perception of vocation has broadened since I’ve taken this workshop and I feel that I have been equipped to pursue my vocation in a much

richer way. Listening to other faculty experiences was incredibly valuable to me. There was a true ecumenical feel to the workshop and we explored issues of faith and vocation deeply. Karin did a great job getting us to open up with one another and I feel like I learned a lot during the course of the week. I especially enjoyed the individual presentations given by all members on vocation.” The highlights were sharing the personal stories and learning about the orthodox Christian tradition. The "lowligh" was somewhat personal to me: Finding the seriousness of division among denominations. I could sense it even when we were sharing the stories.”

Assistant Professor of Kinesiology and Swim Coach, Steve Schadt: “I had the opportunity to get to know people on a much deeper level than otherwise could have. This workshop will continue to increase the level of community felt between fellow faculty members. I loved the readings and the deep level of interaction that took place within the group was outstanding. Karin’s theological insight and knowledge was exceptional and she did a terrific job planning and conducting the workshop. The workshop was well organized and laid out in a very good manner. I would not change the format substantially as it worked well. Karin’s linguistic skills and knowledge were helpful when exploring the scriptures and she helped link up many ideas pertaining to one’s vocation. The class was very open and was conducted in such a way that people felt comfortable exploring complex issues with each other. I enjoyed the various themes that were presented through open discussion and readings and how they were tied back into personal vocation. These themes included marriage, personal loss, joy, the eucharist, confession, the spiritual disciplines, etc. It was a lot to tackle in a week as a group but it was done well. In short, this was an outstanding experience for me.”

Assistant Professor, Head Athletic trainer, Melinda Larson: “This workshop went far deeper and more personally into the topic of my vocation as a Christian. It challenged how I live as a Christian in my personal life as well as in my career. Due to this, I was encouraged to integrate these foundational beliefs into daily practice which will positively enhance both my personal life and my vocation. Karin has studied and written on these subjects and proved to be not just a wealth of knowledge and experience but very encourage and even nurturing for each individual. The books that were chosen were great. My only suggestion on books and workshop content would be to replace the book/topic of Christian marriage with one that is more vocationally centered. While marriage and family was a common topic for some in the group, not every person was in the same situation outside of work and that created a bit of inequity of interest. The format of the workshop was great as well. Most people agreed that we could even meet for one additional hour per day. The presentations required of each participant were very beneficial both in forcing personal integration of the material and for getting to hear the perspectives of other people in the group.”

- **Faculty Lunch Discussions on Vocation:** The Lilly grant provided funds for a second year to host approximately fifteen to twenty faculty each month for discussions on various topics related to vocation. We primarily focused our

discussion on utilization of the guide for theological reflection that we have utilized throughout the institution.

Assessment: At our last meeting, faculty overwhelmingly encouraged grant directors to continue the luncheons next year. Approximately 30 different faculty and staff participated in the program this past year.

Curricular Support: Another key effort of the grant has been to make an impact on the overall curriculum at Whitworth College. Several courses with specific vocational emphases were developed during the past year.

New Course Development:

Course #1 “Special Topics in Vocation” – 19 students were enrolled
Instructors: Dr. Kathy Storm, Dr. Jack Burns, Dr. Dale Soden, Dr. Terry McGonigal

In order to enrich understanding of the concept of vocation among first-year students at Whitworth College, a seminar on calling (GE 196: Special Topics in Vocation) was offered during the spring semester, 2006. Nineteen first-year students enrolled; each received one credit for successful completion of the class.

Course Goals: Students were introduced to course objectives through a paragraph in the syllabus which read: “Welcome to the first Whitworth course on vocation! You are part of a pilot project: a program on calling or purpose in life that we hope will offer you a rich foundation for considering your life direction. How do you figure out your own skills and passions? How do you think about your role in (and commitment to) your work? your community? your world? your church? and your family?”

Specific course goals included:

- Hearing from people who have thought about their calling and purpose in a variety of areas of life.
- Challenging each other to think about each person’s gifts, passions, skills, purposes and commitments.
- Reading and discussing matters of theological significance: discerning the will of God, considering a Reformed perspective on vocational issues.

In each instance, one week was spent in conversation with guest speakers who had considered calling in particularly inspiring and challenging ways. During the second week of each topic, students came to class for small group discussion led by faculty members. In preparation for discussion, students had been asked to engage in personal exploration. In some cases that meant a relevant experience (e.g., attending a church other than their own, interviewing a person from another culture); in other instances that involved more traditional academic work, such as reading from the text (*Here I Am: Now What On Earth Should I Be Doing?* By

Quentin Schultze). In the final session of the class, a newly-created film on vocation was shown, and course evaluations were completed.

Assessment: At the end of the class, students were asked three questions: how well the goals of the course were accomplished, what they would drop and what they would keep, and whether they would recommend this class to others. Students consistently reported that they had come to clearly understand the five topics of vocation through the course, and affirmed the value of this broader view of calling. For example, one person wrote, "...it gave me a framework for thinking about (vocation). It also gave me permission to consider other things than just work as a part of my calling."

When it came to class requirements that students would drop, there was most comment regarding portions of the Schultze book. While some students had found it helpful, others had found parts of the text not directly relevant. On the other hand, people were most enthusiastic about the speakers; we received many comments such as: "I would keep the guest speakers. It was great to hear about the different aspects of vocation through the eyes of so many people." Overall, students felt that course requirements had been meaningful, reasonable and useful.

Finally, students as a group said they would recommend the class to others. Comments about the course, and about exploration of the topic of vocation, were positive and appreciative. Here is an example: "I would recommend this course to all incoming freshmen because it helped me realize how big a picture there really is... This course has guided me to explore vocation in the five areas, and I know that without that knowledge I wouldn't know where to begin."

Course #2: "Peace, and Conflict in Northern Ireland" -- 20 students
Jim Waller, Professor of Psychology

The course development funds from Lilly were used last summer and fall to plan the January 2006 study program. Since this was a new study program, the majority of the course development funds went into books, films, and other curricular resources for the fall preparation course, one week January prep time, and two-and-a-half week study abroad experience in Dublin and Belfast. 20 students participated in the program (out of nearly 80 applicants) and their majors ranged from theology to peace studies to psychology to sociology to political science, etc. The study program explored the impact of faith on inter-group relations...how religion can sow the seeds for conflict as well as for peace and reconciliation. Our specific focus on faith and vocation were our visits with Christian organizations committed to the vocation of reconciliation... peace-bringing and peace-building in a divided society.

Course #3 "Biblical Theme of Shalom" -- 13 students
Terry McGonigal, Professor of Theology

The “Biblical theme of Shalom” course development has been funded in part through the Lilly grant. The course has two foci: 1) a survey of the theme (the word peace shows up in some from 550 times in the Bible), and 2) asking students to consider a vocation of living and working for shalom. This second element emphasizes the internal aspects of vocation (gifts, skills, passions, purposes, and convictions), and the external realms in which shalom is lived out in varying capacities (work, church, family, local community, and world). The response to the course has been very positive, as this theme of shalom resonates with this generation of students, so desirous to make a positive difference in our world today.

Assessment: Selected student comments

“This course changed my life, it’s amazing.”

“This was the best class I’ve taken. The only thing that might make it better is more writing about the scripture reading instead of some of the books.

“This subject [Shalom] is so important and applicable to my life, and the way that Terry teaches it makes me so excited about this topic. The only way I can think of [to improve the class] would be to make this into two classes, part I and part II, so that we could go into even more detail.”

Course #4 “Soul Care” -- 26 students
Suzette McGonigal, Adjunct Professor

Lilly funds were used to support a new course that was taught in Fall, 2005. It started as a wish list. What did we really want the college student, especially those who plan to go into the ministry, to know deep in their hearts about life and ministry, and righteous living? What were the very practical life lessons that needed to be handed on to the next generation in order for them to be whole and holy? How do we/they actually carry on the all encompassing, immense mission of Christ while living in a human body, full of its emotional and spiritual imperfections?

We wished for them to be schooled in areas of personal care amid the expected outpouring of emotional time and energy required as God’s children sharing with a lost and needy world. We wanted them to avoid burn-out and to know when to refer hurting people to others more qualified to help, but more importantly we wanted them to know how to live vibrant, whole lives of faith with joy. We wanted them to consider what skills are required in becoming an adult, able to make responsible decisions in areas of their bodies, their money, their future careers; helpful focuses as they become parents; how to handle life’s transitions, grief and loss and the skill of letting go of what we were never meant to hold on to.

Students were required to meet with lots of people they knew and ask the hard questions of life: “What were you looking for in a spouse? How did you go about finding the right career for yourself? What was your journey of becoming independent from your parents? What were the scariest parts for you about being a parent?” Many chose grandparents, parents, best friends, and mentors to interview. There was often amazement in what they reported in their reflection papers.

We also brought people into our class times to share their life stories specific to the topic at hand: young mothers with their children who shared the identity issues facing them as they left their careers to stay home with their children. Newly weds who shared the frustrations of infertility, elderly who spoke of their real fears of facing their loss of independence. None avoided the hard questions and the students ate up their honesty.

Assessment: Selected student comments: “It was helpful to be able to grow in this class and understand some parts of myself I didn’t previously know.”

“This course was the most practical I have taken at Whitworth.”

“This class affected the way I will live my life. Specifically, it gave me tools to use in transitions such as marriage, career, loss, etc.”

“We came to see ourselves more clearly in the light of God’s generous grace, with us as the dependent caregivers and our Sovereign God as the Ultimate Caregiver, one worthy of our full attachment and trust.”

Course #5 “Collaboration and Choreography” -- 8 students
Judy Mandeville, Adjunct Professor

The Collaboration class was not advertised correctly, so I had a much different demographic to work with. The course was designed for intermediate to advanced dancers, but due to miscommunication, most of the students had no previous dance training. The Lord, of course, was so faithful, and the content and ensuing dynamics of the class were amazing! By the end of the course, the group was bonded, the objectives were met, and the outcome exceeded all expectations. Much growth, healthy risks, and deep experiences in the Lord occurred during this class.

Course #6 “Ministry and the Arts” -- 9 students
Judy Mandeville, Adjunct Professor

Ministry and the Arts was particularly meaningful with the addition of coming alongside “En Christo” which is a student-led ministry to downtown residents for the final worship experience. The class designed their collaborative, multisensory experience for the homeless downtown. Rather than the class presenting their contributions in a main line Presbyterian church service, as in past years, we

gathered in Riverfront Park and shared our "service" with hundreds of folks lined up for free food given at the "En Christo" downtown Spokane ministry end of the year barbeque.

Course #7 "Introduction to Business" -- 107 students (3 separate sections)
Kyle Usrey, Dean, School of Global Commerce and Management

I incorporated a vocational module into this introductory course (see enclosed syllabus); the module took two weeks, and we had Gerry Sittser, professor of theology, come and talk about calling from a biblical standpoint. I also had Gordon Jacobson, director of Whitworth's internship program make a presentation on job preparation and interests. We tested students for business aptitude by having them take the Meyer's Briggs test as well as fill out a Harvard survey that was an in-depth matching of business skills and interests to various business sub-disciplines. We also included a voluntary evening session with Terry McGonigal on determining spiritual gifts, which was not well-attended. Next year, I'm considering making that part of a regular class, but making attendance in that class voluntary.

Other courses/instructors that have incorporated the "Vocational Guide" into their courses:

Linda Buff, Assistant Professor of Education

"At the new faculty orientation recently, you gave us a handout entitled 'A Guide to Theological Reflection on Vocation at Whitworth College.' I want to let you know I used this handout in the Exploring Teaching class (EDU-202) this semester.

The primary purpose of this class is to help students decide whether they want to become teachers. We have always emphasized that, when teaching is a match for a student's talents and passions, it is a wonderful profession. This semester I also incorporated the language of the handout as I asked students to consider whether they are *called* to become teachers. I encouraged them to examine their gifts, passions, and skills as they work with students in their field experiences, and to reflect on what they believe to be their purposes and convictions. I shared my belief that it is a great blessing to have one's calling also be one's profession. That is the case for me, and it brings me great joy and fulfillment to go to work every day to exercise my gifts and live out my purpose.

This proved to be a helpful framework for students as they began to consider whether teaching is the right profession for them. I saw these concepts appear in their writings and discussions. I think this approach is helping students discern the voice of the *caller* as they decide whether or not to enter the teaching profession."

Robert Clark, Professor of Sociology

I used the vocational guide this spring in SO 478 Contemporary Sociology: Perspectives and Practice. This is our required senior capstone course and as you can see from the title and the course goals on the syllabus, the course includes a focus on the ways of practicing sociology and how the students intend to connect themselves, their sociology, and their vocation, especially in relation to career. They all got a copy of your vocations handout and we discussed it in class.

This is the second year I have done this and it continues to develop. Much of this material is being shifted to our required SO 320 The Sociological Tradition course taken by junior Sociology majors. The seniors like the work on vocations but felt that spring term senior year was too late for much of it and it would be more helpful for juniors. Some of the material, however, will remain in the senior capstone course.

In SO 478, several assignments relate to vocational issues. Some assignments help students identify their resources and aptitudes, others help identify the range of careers and graduate programs related to a sociology B.A. We read Etzioni's autobiography together (they loved this) as an example of how one sociologist linked his passions and sociology in making a difference in the world. Each student then had to do a biography of a contemporary sociologist showing the same linkages. The "Letter to my 2016 Self" tries to pull it all together at a personal level. **See attached documents under Senior Capstone**

Certification for Ministry:

Another important curricular program that is supported by the Lilly grant is the Certification for Ministry. Headed up by Professor of Theology, Jerry Sittser, the program has been an important program for helping students discern whether ministry in either an ordained or non-ordained capacity is their vocation.

We have used Lilly funds to support the work of Dottie Mohrlang, coordinator for the Certification in Ministry program who provides the following report:

"I'm deeply grateful for the Lilly funds that have made it possible for me to expand my role with the Certification for Ministry program. When I graduated from seminary, my ideal dream job was to do just this: prepare college age students in a practical, thoughtful, and supportive program to do ministry, whether as a vocation or an avocation. It is a privilege to be in that role now with tremendous students."

My job includes several aspects: Establishing internships, supervising internships, providing administrative support for the Certification for Ministry program, overseeing the missions program, and mentoring.

- 1) **Establishing Internships:** During the 13 years of the Certification for Ministry Program, I've developed relationships with many churches and programs

throughout Spokane, especially in the area of youth ministry. Churches and other organizations are asking Whitworth for interns, more than we can supply. The experience of the supervisors has been 99.5% thrilled. (That is not an exact statistic: it just takes into consideration that only a couple of interns out of almost 200 so far were less than satisfying. But even the supervisors of these interns were ready for more.)

- 2) **Supervising interns:** As of this year, we have had 182 student interns in the Certification for Ministry program (with 48 more enrolled and taking classes in the program, they are planning on doing their internships in the next couple of years). Supervising them includes guiding them towards internships that would be appropriate to their gifting and desires, helping them to work with their supervisors in establishing goals and responsibilities, meeting informally for conversations and prayer, and evaluating their work mid year and at the end of the year.

The internship class runs concurrently with Theology of Ministry, both year-long classes, so Jerry Sittser and I co-lead the class. My input is in the more practical realm, with assignments dealing with time management, gifts and calling assessment, character development, resume writing, and evaluation.

Besides the interns in the Certification program, I am responsible for any credit-bearing internships in the Theology department, whether during summer or school year. We cover some of the same areas as I do with the Certification students. We average one or two of these theology internships a year, but many more students come in for guidance with non-credited internships, especially summer work with church youth programs. With the help of the administrative assistant for the Department of Theology, Toni Sutherland and a student assistant, we keep an ongoing file on these openings, and periodically notify interested students of the options.

- 3) **Administrative support for the Certification program:** I am responsible for communicating to students about the program, setting up information meetings, establishing application procedures, working with the registrar's office, and other needs as the case may be. The program is growing: this year 28 students were accepted into the program, up from 15 a few years ago. Many of these students come to Whitworth for this program.
- 4) **Overseeing the Missions program:** A number of years ago I encouraged students to start a missions club – Whitworth Missions Fellowship. The group has sponsored dinners, speakers, fellowship, Mission conferences, and Mission Fairs. I have been the advisor to this club until this year, when Assistant Professor of Physics, Kamesh Sankaran took over the formal advising. I still work closely with him and the group, since I have the connections with mission agencies and general information regarding mission opportunities. My focus, however, is guiding and encouraging students who are going on short term

mission trips, and, through the help of a student assistant, keeping updated information and connection with mission agencies and programs.

- 5) **Mentoring:** I love meeting with women students regularly for support, sharing life, praying, thinking through all the ways that their faith in Christ can make a difference in their lives, and possible directions God might use their gifts in the present and in the future. This year I met with two groups (two and three students each) and individually with four others. I look forward to doing this until the day I die!

Certification for Music Ministry:

Another major curricular initiative of the Lilly grant that is being fully incorporated into the college's curriculum is the Certificate in Music Ministry. Led by Lilly-supported Ben Brody, the certificate was first implemented in the fall semester, 2003.

Assessment: Music Ministry at Whitworth College - B.A. in Music (Music Ministry)

In the Fall of 2003 Whitworth created a new music ministry track within the B.A. in Music degree. Students begin taking courses in the program fall of their junior year. The coursework includes all of the core music courses, the two core music ministry courses (MU 305: History and Theology of Worship and MU 307: Church Music Techniques) as well as several additional music courses and two theology courses. Students participated in a year-long internship their senior year, where they are able to put to practice the skills they have developed through their academic coursework. In addition to the formal program components, students have opportunities for leadership in campus worship services, and are involved in a small mentoring group during their senior year.

While we have not had large numbers of graduates, several students each year take the core music ministry courses, but decide not to complete all of the extra coursework and internships required for the music ministry track. This year the church music classes were the largest yet, with eleven taking MU 305 and eight taking MU 307. MU 305 has now been cross-listed as a theology course which should encourage more theology majors and minors to take it.

My goal for the program is to ultimately graduate six to eight students a year from the music ministry program. I anticipate that it will probably be four to five years before we are able to reach that goal. Recruiting has been done through a mailing to churches and schools throughout the northwest, as well as by myself as I travel and present for various church groups and pastors' conferences. The greatest recruiting tool will be word-of-mouth as graduates find placement in churches throughout the region, and begin to have an impact on their worshipping congregations.

Presbyterian Core Beliefs: Associate Chaplain Andrea Saccoccio offered for the second time a course on Presbyterian core beliefs. She will continue to lead a two-credit course on the core beliefs of the Presbyterian denomination.

Assessment: This year we expanded our initial Being Presbyterian course to two credits, meeting twice a week rather than just once. This allowed for more interaction with local Presbyterian pastors and lay leaders as well as the ability to delve more deeply into Presbyterian history and present theological issues. Course enrollment was strong (15 students) and at the end, each student researched one area of tension within the church positing their solution to the tension. The results were incredible and many students reiterated their desire to be a change agent within the church rather than abandon the church because of their frustration. Additionally, we had two students who began membership courses in their church as a result of their participation in the course. We will continue to tweak the course but are pleased with the results thus far.

The School of Education was again pleased to be part of the Discerning Vocation initiative that is funded by the Lilly grant. This year the focus of our efforts was to look more closely at the role of “moral education” in the context of vocation and to specifically examine secondary education issues related to this topic. Consistent with past years, we conducted activities related to the project in three categories as follows:

Faculty Focus: Understanding Vocation and Calling

- Common Readings: Faculty read selected passages from “Smart and Good High Schools” by Thomas Licona and Matthew Davidson and other journal articles. Two dinner discussion group meetings took place, one in the fall term and one in the spring. The cost for this activity was covered by our grant from the Character Education Partnership.
- Support for faculty development. Margo Long attended a conference in California for the AVID Program. AVID is now being implemented in Spokane area schools and this conference assisted Whitworth in preparing our students to work in these schools. As a result of this training, we placed our teacher education candidates into the AVID program at Mt. Spokane High School and Rogers High School. Below is a description of AVID from the Web:

Advancement Via Individual Determination (AVID)

AVID is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic “survival skills” and college level entry skills. The AVID program teaches the student how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding.

Student Focus: Calling and service to marginalized students

- Candidates worked in the AVID program as described above.
- Student Attendance at Conferences: This has proven to be a valuable activity for student development around the issue of vocation and especially to learn how to work with “marginalized” student populations. This year the

grant funded 11 students to attend the conference of the Spokane Area Council of the International Reading Association. Students got updated on the latest issues in teaching reading and heard an outstanding presentation on new technologies.

- **Outside Speakers:** We again brought a group of students and faculty from Rogers High School to speak to our secondary education students about experiences they have had in an environment of poverty. The grant funded boxed lunches and bus transportation for the Rogers students and teachers.

Community Focus: Engaging the community as part of one's vocation

- In March, the School of Education sponsored a series of events with nationally recognized author and speaker Thomas Licona. Dr. Licona is one of the founders of the Character Education movement. While here, he visited local schools and met with K-12 students; met with School of Education faculty at a sponsored luncheon; and spoke to a large gathering of faculty, students and community members on Friday evening, March 3. On Saturday, March 4, the SOE sponsored a day-long workshop for teams of teachers from the Spokane area to hear Dr. Licona and develop strategic plans for implementing or improving character education in their respective schools. The cost for this event was shared with the Character Education Partnership and the School of Education.

Co-curricular Support:

A major effort of our Lilly grant has been to integrate theological reflection on vocation into the co-curricular programs of the college. We feel that program directors have been particularly responsive to meet this challenge in a number of areas:

Career Services

The Lilly funds were once again utilized to sponsor several events strengthening the connection between faith and vocation.

Assessment: The internship office hosted an Employer Appreciation Luncheon on May 4, 2006 for 20 of our internship employers and 45 Whitworth internship students. Our purpose was to recognize the valuable contribution of internship employers who took time to supervise, mentor and direct students in learning the practical connection between the classroom and vocation. The luncheon was a tangible way to express gratefulness to employers for seeing students' untapped potential and offering them an opportunity to consider their calling. We also celebrated students' initiative in pursuing their vocation, measuring whether the career would provide a successful fusion of faith and service. The practical experience they gained will also allow them to successfully step from academia into the vocational world with a greater confidence and clarity about their career calling.

The Lilly Grant also provided funding for further training in Internship and Career Services structure by allowing me to attend a Conference for Northwest Colleges, Educators and Employers (NCEEA). Meeting with colleagues from the Northwest

provided useful vocational tools from other colleges and beneficial ideas from keynote speakers. One of the most valuable workshops focused on assisting students in developing a portfolio. This compilation of their gifts and abilities allows them to showcase their acquired skills and experience as well as pursue their ideal vocation. Upon returning to the Whitworth campus, I directly applied this information while counseling a student in our Career Services Office. By sharing how to create a working portfolio, she gained a stepping stone to pursue her passion on the social services pathway. – Gordon Jacobson

Internship Reflection: From the outset, the Lilly grant attempted to connect theological reflection on vocation with our Career Advising Office that oversees our internship program. One of the Lilly grant's great successes has come with the work of Dr. Ginny Whitehouse who edited *Vocations: A Work Book That Will Make You Think*. Dr. Whitehouse's book has become a required part of the Whitworth internship experience. Organized around a combination of readings and reflections; the work book has been an important part of how the Lilly program has helped shape student reflection.

Assessment: The Communication Studies Department is the most committed to using the book. The reality is there are only a limited number of departments who require internships, therefore a limited number who regularly have students using the book. However internships in the sciences are about to increase across the board with the upcoming grant. We have decided to purchase the copyrights for the articles in the Whitehouse book for an additional year and we will continue to evaluate its future use.

Small Group Coordinators: Under the director of Whitworth's associate chaplain, Andrea Saccoccio, the Small Group Coordinators (formerly known as Ministry Coordinators) program has emerged as a significant outcome of the Lilly grant. Students in this program perform a very important mentoring function on the Whitworth campus.

Assessment: Each year our small group ministry structure grows broader and deeper. We had approximately 70 small groups of between four and ten people per group. This year we enjoyed the richness of having over 1/3 of our leadership team representing ethnic minorities, significantly more than the general population at Whitworth College. The impact of this shift in leadership ethnicity is, in part, due to our participation with the Shalom Conference in Portland each year and our increasing student involvement there. The student population at Whitworth is growing increasingly sensitive to matters of race and faith, which in turn impacts the nature of small group conversations and emphases. Now looking forward to our fourth year with this new structure, we are seeing the fruit of the changes implemented at the start: a greater sense of ownership in leadership, a greater commitment to community as the source and goal of student ministry, and a heightened desire to integrate faith with overall academic learning.

Our program is growing to accommodate our growing campus. We now have fifteen Small Group Coordinators in order to meet needs in our new dorm. We are also thrilled that in addition to five leaders who are returning to the SGC position for a second year, most of our remaining small group coordinators have chosen to expand their impact by serving in other areas of influence on campus, from student government to residential assistants.

Young Life leadership – One of the important organizations on the Whitworth campus is Young Life. Whitworth has had a long history of support for Young Life leadership development. Currently, Whitworth partners with Young Life to provide a faculty position in the Department of Theology. This position is influential in several respects, and has responsibility for training Young Life leaders for area high schools. On average, 40 students per year participate in this program.

Assessment: Young Life director, Kent McDonald reports the following: The Student Staff Program (SS) continues to deepen our students' ministry to teenagers and pushes them to be more deliberate and focused in their ministry. We had 25 in SS this year meeting every fourth Saturday of the month for follow up, encouragement, and training. The SS coordinated a monthly Thursday evening Young Life prayer meeting which had from 30 - 60 participants throughout the year. Two of our major emphases this year were discipleship and issues of poverty. One highlight was our Training Day down in the West Central Neighborhood where we tackled the issues of generational poverty, racism and urban struggles, ending the day with a tour of the area from resident and urban ministry coordinator Patrick Malone.

Presidential Leadership program - For the third year, the Lilly grant supported a group of 12 students who were selected after they had submitted applications. The purpose of the group was to give them an opportunity to meet regularly with Whitworth's president Bill Robinson. Part of the focus was on the vocation of leadership.

Assessment: Selected student comments

“This year I participated in the Presidential Leadership program. I met once a month with President Robinson as well as other Whitworth student leaders to discuss leadership. We read President Robinson's book “Leading from the Middle” and discussed leadership topics including our present as well as our future vocation. I gained so much from my time in this leadership group. I gained support and accountability from fellow Whitworth student leaders. Probably the most valuable aspect of the experience was hearing President Robinson's thoughts and experiences concerning leadership. As an accomplished and published leader, he was very informative and enlightening. President Robinson gave us advice for leadership in the workplace as well as leadership in our personal lives. I benefited greatly from the Presidential leadership group and now have a cadre of leadership skills that I can

carry into any situation. Thank you so much for this experience.” Noah Patterson, student.

“Being a part of the Presidential Leadership group was definitely a blessing for me. Being able to take part in conversation with a group of intelligent students, not to mention our esteemed President himself and Dale Soden, truly gave me a window into their minds and let me get a glimpse of what a really good leader is made of. I must confess, there were plenty of times when I questioned my own involvement in the group. I did not at the time, and in many ways still do not, see how I fit in or could contribute. I just felt like a layperson that was being allowed to sit in on a meeting of master craftsmen. Who was I that I was being allowed to sit with them? And to be honest, this year was probably not the best year for me to be a member of this group. Taking too much responsibility upon my own shoulders, I quickly became a wreck and was unable to truly appreciate what I could take out of these meetings. I know that I have not said much here about the group itself, let alone faith and vocation, but there is a reason. I had lost sight of anything beyond the day in which I was living, and perhaps the next day as well, so vocation wasn't something that I was thinking on a great deal. For those people blessed with foresight and focused on reaching a goal, it is a wonderful thing, and I hope it continues for as long as Bill is the President of Whitworth.” Nels Berg, student

Public Lectures

Public lectures and presentations have been an important part of the co-curricular part of the Lilly program. Our invitations have been based largely on whether the content of the performance/lecture deals with some aspect of the integration of faith and learning, ethical and/or social responsibility, or gives students an opportunity to interact with the presenter regarding the specific concept of vocation.

Claudia Stevens

Claudia Stevens, a concert pianist, actor and classical vocalist, returned to Whitworth for a second year in order to depict the terror and turmoil her mother's family experienced during the Nazi takeover of Austria in 1938. Stevens' performance, "A Table before Me," took place on Nov. 8, 2005, and tells the story of an Austrian family during the Nazi era. It featured theatrical and musical styles of the period as well as excerpts from letters and documents Stevens' family received from the Gestapo. National Public Radio has called her performance "one of the most profound theater moments in recent times."

George Marsden

George Marsden, Ph.D., the Francis A. McAnaney Professor of History at the University of Notre Dame, presented a lecture, "How 'Otherworldly' Fundamentalism Became a Political Power," on Oct. 27, 2005. Marsden, a renowned historian of American religion, shared his reflections on the role of fundamentalism in American life.

Ben Moss

Professor Ben Moss came to Whitworth on February 6-7, 2006. He spoke to approximately 30 art students in one setting and delivered a public lecture in another setting that was focused on his vocation as an artist. Moss is Whitworth's most distinguished artist; he became chair of the Dartmouth College Studio Art Department in 1988. Moss received his B.A. from Whitworth in 1959 and his M.F.A. from Boston University in 1963. His work appears in more than 35 public collections and 325 corporate and private collections; he has been a visiting artist/lecturer at more than 70 institutions.

Dave Casteal

A one-man play, "York," by actor and Whitworth alumnus David Casteal, '00. York tells the story of the only black man to join the Lewis and Clark Expedition. Written by local playwright, Brian Harneteaux, the performance took place in the Robinson Teaching Theatre, Weyerhaeuser Hall on February 2, 2006.

Physics and the God of Abraham conference in collaboration with Gonzaga University

Fr. William Stoeger

Father William Stoeger, a staff scientist for the Vatican Observatory, gave two lectures February 27-28, 2006 as a part of the annual "Physics and the God of Abraham Conference that Whitworth jointly hosts with Gonzaga University.

- a) Beginnings of the Universe: Big Bang Cosmology and Creation
- b) God as Creator: Divine Immanence, Evolution and the Laws of Nature

Each lecture had approximately 150 people in attendance.

Tom Getman

Tom Getman, International Director of Humanitarian Relief for World Vision, made a two-day visit to campus in November, 2005. As International Director, Tom functions at the highest levels of international government, coordinating relief efforts in Geneva, Switzerland between World Vision, the Red Cross, and the United Nations.

Tom spoke in numerous classes concerning his perspectives on world crises and the need for intervention. He also gave a public address on the theme of prospects for Shalom (Peace) in the world. Most of all, Tom spent every spare moment with students; listening, questioning, probing, challenging, and encouraging students to take seriously the enormous impact they can make in the world today. Tom's visit had a tremendous influence on students, as demonstrated by the ongoing discussion he prompted in classes, and the ongoing efforts students made to partner with World Vision to alleviate suffering as a result of the then recent earthquake in Afghanistan/Pakistan. He planted a vision of building relationships as the key to any process of change in the course of global peace.

Building Community Connection and Capacity:

One of the aims of the grant has been to build deeper connections with other institutions for the purpose of helping Whitworth faculty, staff, and students understand vocational discernment in the context of the broader community.

Urban Ministry

One of the more creative programs was an urban ministry that involved six downtown churches in Spokane. Three are predominately Caucasian—First Presbyterian, Central Lutheran, and Westminster Congregational, and three predominately African American: Calvary Baptist, Bethel A.M.E. and Holy Temple Church of God in Christ. For the second year, pastors met on a monthly basis in meetings coordinated by Dr. Peter Dual who was funded in part through the Lilly grant.

The major initiative this past year was to develop a partnership with the CEO of a local grocery store chain for the purpose of employing individuals from the six churches. This proved to be successful.

The latest initiative is to develop the churches as sites for mentoring public school students on the Washington Achievement in Student Learning test (WASL) which the state has mandated for graduation from high school.

While challenges remain, the six churches remain committed toward cooperative urban ministry. We remain pleased to be a facilitating agency for what is one of the more unique efforts at bringing white and black churches together.

Conference of the Christian Community Development Association (CCDA)

Tim Dolan, assistant director of the Weyerhaeuser Center, attended the 17th Annual National Conference of the Christian Community Development Association (CCDA) which was held in Indianapolis, Indiana November 16 – 20, 2005. The conference was attended by people from all over the United States who have a passion for evangelism and justice in our nation's inner cities. It consisted of dynamic worship, plenary speakers, workshops on practical topics, and field trips to various sites in the greater Indianapolis area doing "cutting edge" inner city ministry. The Lilly grant enabled him to attend this conference with several pastors from our urban pastors program. While at the conference, CCDA founder John Perkins lifted up the Spokane urban ministry program as a model of racial cooperation and mutual ministry in the inner city. Attending this conference helped our urban pastors to build their relationships and inspired them to take some next steps in their joint ministry.

Church Musician's Reading Group

This was the second year that Ben Brody has led a monthly gathering for area church musicians centered on reading a book related to worship. This year the twelve participants read Marva Dawn's "A Royal Waste of Time: The Splendor of Worshiping God and Being Church for the World" (Eerdmans, 2003). In addition participants spent time praying together and sharing music and liturgical resources from our churches. The

participants have found this to be a great way to connect and share with colleagues in ministry.

Pastors' Reading Group

The purpose of the Pastors' Reading Group is to help pastors explore vocation and ministry through the reading and discussing of books related to these themes. These reading groups are designed to provide intellectual stimulation, personal enrichment, and warm fellowship as pastors and interested lay persons engage in significant conversation regarding the nature and purpose of the church in the 21st Century. The grant has allowed this program to be expanded to serve a growing number of pastors. In the fall of 2005, twenty pastors and lay leaders gathered together to read and discuss the book *Is Jesus the Only Savior?* by Dr. James Edwards. In the spring of 2006, fifteen pastors and lay leaders gathered together to read and discuss the book, *Pacific Northwest: The None Zone* by Patricia Killen and Mark Silk. The grant has allowed us to offer the books and a light breakfast to all of the participants free of charge.

Individual Student Experiences with Vocational Discernment: The grant also provided individual students with particular opportunities to explore their vocation.

Graduate Assistant: Brenna Stanfield - Brenna is a Whitworth graduate who is currently on leave from Princeton Seminary. She served as an intern this year in the chaplain's office for the purpose of helping her discern whether campus ministry is something that she might be called towards. The following is her report:

"Last August, I began working as an intern in Whitworth College's chapel. I am currently a student at Princeton Theological Seminary and am required to complete two internships during my three year program. I have always suspected a calling in the direction of college ministry, and wanted a chance to see if my hunch was more than a theory. My job description included helping plan and lead worship each week, acting as a teaching assistant for "Introduction to Presbyterianism," mentoring students, attending a student leadership class, and leading a small group of non-Christian students on campus. I was a bit intimidated, but also so excited.

I walked into my first event as a Chapel intern and familiar waves of insecurity rolled over me. It's amazing how, as a newcomer, one can be instantly catapulted into the past and feel like junior high is happening all over again! I didn't really know anyone, and all the students already were bunched into laughing groups as they caught up on their summer adventures. What did I have to offer to these folks? How could I best live amongst them? What did ministry look like in this setting?

Over the next few months, I observed how the chaplains interacted with students and also got to see what their jobs consisted of on a day-to-day basis. I began to get involved myself, as I met with students and listened to their lives. I was pushed to interact in new ways as well as hone skills that I already had acquired. To my delight, I found that I

absolutely *love* college ministry. I found that the gifts I naturally had matched the students' needs in a wide variety of areas. The skills that I was honing were sharpened to their particularities, and the new things I was learning were things I discovered that I loved. Others affirmed these gifts in me as well, and encouraged me to continue to explore how I could interact with and minister alongside this community. In a sense, I walked around the entire first semester with a sense of new familiarity. It felt like I had walked into a store and found a pair of jeans that fit me better than anything I already owned – and were instantly my old favorites. I also found that I was at my best when I am in a college environment. The constant questions and dialogue spurs me to live a more aware life, and the community is one I've always loved.

In short, what I had suspected is true. I have found in this internship the place where, as Frederick Buechner says, "... your deep gladness meets the world's deep needs." Not only do I hope to work at a college in a chaplaincy-type position, I desire to live life among a college community and provide spiritual care to students. It's not just a job – it's a calling, a vocation, a love, and a life." Brenna Stanfield

Research Interns: During the summer of 2005, the Lilly grant supported two research interns who worked with Dr. Dale Soden for the purpose of determining whether they might be called to the vocation of being an historian. Those two students were Kyna Herzinger and Justine Marcy.

Assessment: The following is a reflection from Kyna Herzinger '05:
"The work of a historian seems to have little to do with following God, striving for Christ-likeness, or representing his grace in the world. Generally, we historians do not stand in the pulpit. We do not travel to inner cities to feed the urban poor or learn unwritten languages to share the message of salvation. What, then, does history have to do with faith? Several years ago, as a student of history and religion, this question sat at the forefront of my mind, a year ago, as a graduate, this question plagued me, and even now, I still ask this question. Through the Lilly Grant, however, I have had the opportunity to explore vocations in the field of history and ponder the ways in which "doing history" can reflect my commitment to Jesus Christ.

Funded by the Lilly Grant, I had the privilege last summer to research evangelical influences in the Pacific Northwest for Dr. Dale Soden. Little did I realize that the men and women who came to these western states brought with them a strong commitment to the Gospel. While transportation evolved and commerce blossomed, businessmen brought it upon themselves to start orphanages, hospitals, and homes for the aged. In the years preceding the American Civil War, men like Rev. Obed Dickinson used the pulpit to declare equality of races. The YMCA, YWCA, Hutton Settlement, Church Council of Greater Seattle, and numerous other groups were driven by their beliefs in an effort to influence the nature of their communities.

So again I ask, what does History have to do with faith? Through the Lilly Grant, I learned that because of history, we have the example of men and women who were small business owners, bankers, lawyers, and teachers, but who shared their faith through

various avenues of social and political needs. Additionally, I found that history challenges us to think about past events and apply lessons learned in compassion and justice to present situations. And perhaps most applicable to my present situation, this research affirmed my passion for history and a belief that godly men and women are needed in the professional world to live out their faith as an example to others.”

Travel to Seminaries: Funds were utilized to help fund the travel costs for aspiring seminary students.

Assessment: The following are reflections from two students, David Milotta and Stephanie Gillman:

“My visit to Fuller Theological Seminary in Pasadena, California took place on January 26th. Before visiting Fuller I had already been to Regent College in Vancouver, BC and Multnomah Bible College in Portland. This was to be the final Seminary I would visit and the furthest away. Fortunately this visit was the one that made up my mind. Fuller seems like a great school, so did every other Seminary I visited. One of the things that I concluded from this trip is that all seminaries seem to feel like ‘small’ schools.

I didn’t see drastic differences between the schools. Nothing that was too far out of the theological mainstream, the students were all quite friendly and behaved in ways that one would expect from Christian graduate students. It was my interaction with them that was probably the most valuable thing when it came to making my decision. They gave me a more realistic picture of what it was like to live in Pasadena. It sounded a little too expensive and hectic for my tastes.

It feels funny for this to have come down to things that are really relatively unimportant. The fact is that I would be able to save a good bit of money by going to Regent College and I wouldn’t have to deal with LA traffic and smog. Fuller’s schedule seems more rigid, allowing for less flexibility for short term mission trips and the like. It felt like a coin flip in the end between two schools that I really liked. It was a bit of an effort to find fault in either and in the end I know that their really isn’t a bad choice but just a choice to be made.” David Milotta, ‘05

“My visit to Luther seminary was incredibly rewarding. I attended the Day in the Life Weekend, which allows college students and others who are considering seminary to visit the seminary, ask questions, and get a feel for what seminary life is. Although it never got above 10 degrees the entire weekend, my heart was on fire the whole time. Just being there, talking about the educational opportunities, and speaking with current students affirmed the way God has been pulling me in the past few years. This spring in one of my classes, we discussed the topic of vocation. My favorite phrase out of that conversation comes from Frederick Buechner who described it as “the place where our deep gladness meets the needs of the world.” At Luther, so many exciting opportunities were laid out before me, I felt like a child as they enter Disneyland for the first time. Not only that, but ordained ministry provides so many ways to reach out and respond to the greatest needs on the planet emotionally, physically, and spiritually. I figured out that

weekend that no matter where I end up after college, I can answer God's call to love others and follow Him. But that weekend also made it very clear that seminary is a very appropriate path to take if I want to use my gifts and desires to minister to the needs of this world." Stephanie Gillman, '08

Mission trip

"As a recipient of a generous gift from the Lilly Grant Foundation, I would love to share with you all that God has been teaching me in my time away. My name is Angela Nesse and I am currently serving Christ by serving others in Parbatipur, Bangladesh. Having been here only 3 weeks, I feel that I have already experienced a great deal and look forward to many more lessons to come in the next two months. I spent about ten days in Dhaka, the country's capital, staying with some missionary family friends. Although I have traveled a substantial amount, I have never experienced such poverty as is seen here. So many people seem to have attitudes of hopelessness, without a chance to ever escape their current situations. During my stay in Dhaka I was introduced to the culture, the clothing, the food, and to many Bangladeshi people who have converted from Islam to Christianity. Hearing their stories is humbling. They suffer every day for the sake of Christ and yet still have an unmatched passion for Him. I was given the opportunity to befriend one girl in particular and we had some amazing conversations. Finally, I was still in Dhaka when the riots against garment factory owners occurred. This was a scary time to be out in the city but God was good. Jackie, our family friend, owns a business that employs destitute women to create products that are sold in "Fair Trade" stores across the UK. Hearing her perspective on what is practically slave labor in Bangladesh and visiting different factories with her was humbling as well. Some women work over 12 hours a day to make 50 taka, or about 65 cents. Unbelievable. I then traveled to the LAMB hospital, a ten hour train ride north, my final destination. At this point I am helping in whatever capacity I can. I will be performing a project on assessing the nurse and nurse aid accuracy in treatment, assisting in teaching at the local school, observing surgeries in the Operating Theatre, helping to teach English to local nurses, and assisting in the planning of a large local Nursing Christian Fellowship event. I am excited for all that God will do through me and more so for all that I will learn from the people here. Again, thank you for your gifts and contributions to this mission experience."

Angela Nesse, '07

Shalom Conference

Inter-Varsity Christian Fellowship hosts an annual conference in Portland, OR for students from 15 different collegiate campuses in the Northwest. Whitworth College took a bus load (~50 students) to the conference this past February. As a result of our extensive work on the theme of vocation, it was very encouraging to see how capable our students were in engaging in significant conversation about the connection between shalom and vocation. Andrea Saccoccio, Associate Chaplain at Whitworth, and Terry McGonigal, Dean of the Chapel, were both asked to give major addresses at the conference. Terry led a group of 100+ students in a two-hour directed and interactive bible study on the theme of shalom. Andi delivered the final address to the entire conference, in which she gave very practical guidance to students about how to live out shalom as they return to their own campuses. The feedback from our students indicate

that they appreciate the strong ongoing link between shalom and vocation that they have received at Whitworth.

The Weekend

This fall we welcomed Rev. Jennifer Oraker-Holz, Minister to Young Adults First Presbyterian Church, Colorado Springs to lead our annual fall retreat. Jennifer is a student of film and theology and brought her expertise to the retreat, using film clips to challenge students to look for the richness of faith in the day to day. Drawing upon her work with young adults in post college life, Jennifer confronted the myths of the post-college world and called students to establish life long patterns of seeking God in community. The event stimulated many conversations regarding faith and culture, life after college, what it means to be and live out community, and the role of the church in the future of this generation. In addition to the sixty-six leaders we had one hundred and ten (mostly freshmen) attend.

Festival of Shalom 2006

“During the week of February 26 through March 2, Whitworth’s Political Activism Club worked with other Whitworth clubs and sponsored the fourth annual Festival of Shalom. The Lilly grant’s generous financial aid made this event possible. We held an event each day aimed at raising campus awareness concerning social justice issues.

On February 26, we had a peace vigil, a time of fellowship and prayer directed at world peace and wellness. On February 27, we showed a video entitled ‘Invisible Children.’ This moving film describes the plight of children soldiers in Uganda. On March 1, we sponsored a campus discussion of ‘environmental shalom’ with a Whitworth professor. This discussion was sponsored by Whitworth’s environmental club. On March 2, we finished with our capstone event: a guest lecture by Bethany Hoang, the Educational Program Manager for the International Justice Mission. Approximately fifty students and faculty attended this event.

Mrs. Hoang was an amazing speaker and she directly influenced students’ perception of the connection between vocation and calling. Mrs. Hoang is responsible for creating, implementing, and overseeing a variety of cutting-edge initiatives that are designed to engage the worldwide church and academic communities. After eating lunch with her and hearing her speak, I believe that students were able to see that it is very possible to obtain a clear connection between vocation and calling following their undergraduate education. As an administrator at IJM, Mrs. Hoang works for an organization that frees slaves, prostitutes, and other oppressed people around the world. She performs a vocation that clearly aligns with her Christian calling in life and thus provided an example that inspired Whitworth students.” Noah Patterson

Calvin Symposium on Christian Worship

In January, Ben Brody traveled to Calvin College in Grand Rapids, Michigan, along with two student leaders, Jessica Phillips and Brian Haynes, to attend the Calvin Symposium on Christian worship. At this event they attended many sessions related to worship, including one on developing campus worship ministries. The conference has been very helpful to Ben Brody in allowing him to network with church musicians and colleagues

in ministry doing similar work. Most importantly, it allowed him to spend some significant time with two of his students reflecting on their vocations as church musicians. Here are their reflections:

“My experience at Calvin was again a good one this year. The classes have really brought me forward in a lot of my thinking on worship and how to plan worship services in the church. This was my second year at the Calvin Symposium and it has only gotten better since last years symposium. They have really tried to incorporate all the aspects of worship into this one symposium to include music, preaching, drama, and many other aspects of worship.

The one thing that was most influential this year was my very first class at Calvin. It was the day long class where we were in one room all day diving deep into each area of worship. I went to the class on “Healthy Congregations,” which was a workshop designed by the Lombard Mennonite Peace Center. It was interesting to find that many churches have a revolving door of unhealthy habits that date back hundreds of years. It was also very nice to hear a reinforcement of healthy unity inside the church with checks and balances on the power that is given and taken in the church.

Again, this years symposium was a positive experience and I enjoyed being able to go with people from Whitworth that I could talk to each day after workshops and hear the things that they had learned in their classes.” Brian Haynes

“This past January I had the opportunity to attend the Calvin Worship Conference. This was a wonderful and new experience for me. I gained much from not only the various seminars, but mostly from the conversations throughout the trip. Ever since I chose Whitworth College, I knew that I wanted to study to become a church worship leader. The conversations that took place only excited me even more. One of the many seminars discussed the different techniques in leading various styles of worship, a topic, which I find more and more important in the worship world of today. Again, one of the most enlightening parts of the seminar was the question-and-answer section, for it provided an opportunity to get a picture of what is really happening in people’s churches all over the nation and sometimes even other countries.

What I gained most from this experience was the chance to be in a place where I focused solely on worship, where nothing distracted me and I could sit and talk with people from numerous perspectives about worship. This opportunity provided me the chance to begin understanding my own views on worship. Leading worship in a regular situation does not always provide me with the chance to consider what I’m doing, how I’m doing it or even why. Many times I find myself sticking to a familiar format for the sake of saving time and being efficient in the process, but during the seminar I saw that sometimes efficiency does not correspond with familiarity. I saw new ways of looking at worship and I saw the old ways in a new light. I didn’t feel the need to change my entire approach to worship, but instead, through various conversations I learned to appreciate newness in worship. As easy as it is to try to find a formula that fits a certain church, this is not the answer. There is no answer, per se, to the question of ‘how do we worship?’

but the closest thing that I have found is simply to worship God with an open heart and an open mind in all that we do and say.” Jessica Phillips

3. Please share information on program participants:

a. Who is participating in the program?

- **Students** – As indicated above, Whitworth students are participating at all levels (Freshman through graduate students)
- **Faculty** – Whitworth faculty are participating in summer seminars, mentoring programs, and individual departmental programs. They attend public lectures and other development events.
- **Staff** – Whitworth staff participate in the spiritual mentoring program as well as attend public lectures

b. What is their assessment of the program?

We have included assessment data under the description of grant activities above

c. How are participants recruited and what are the most effective recruitment strategies?

Participants are recruited through announcements sent by email across the campus; individual faculty and staff recruit students directly via word of mouth; the newsletter and Web site are used to recruit students. Generally, the most effective strategy is word of mouth; however, some programs effectively use the web and email to communicate the availability of certain programs.

4. How is the project impacting:

a. Participants -- See above descriptions of individual grant programs

b. Program director and project staff – The grant directors and project staff remain enthused about the program. We are excited to have received the Sustainability grant because of the positive impact that this program has had on the Whitworth campus.

c. The college community, including board of directors, faculty, administration – The most difficult group to assess is the board of trustees. Perhaps one example however, would be the degree to which the 5-year strategic plan reflects the commitment to vocational discernment. The Board of Trustees overwhelmingly approved of the plan. In regard to faculty, staff, and administration, grant directors are confident that the impact of the grant has been very positive. Key administrative and faculty leaders are very supportive of the grant.

Grant directors will work with the Board of Trustees to make a report on the Lilly project at the Fall meeting.

Evaluation

5. How is the evaluation being conducted? Who is responsible for evaluating the program and how are evaluation findings being used?

Written evaluations are solicited from participants in virtually every program. Michelle Seefried, program coordinator, is responsible for coordinating and collecting evaluations.

Grant directors and staff meet on a weekly basis to plan, execute, and evaluate the activities of the grant. Each program has been reconsidered in regard to its effectiveness in achieving both the specific aims of the program as well as the larger aims of the overall program.

6. What areas of the program need to be improved or strengthened? What adjustments will be made in order to make such improvements? What is the strategy for sustaining worthwhile programs?

- **Communicating to Faculty** – grant directors recently hosted a year-end luncheon for approximately a dozen faculty and staff who have been integrally involved in the Lilly programs. While the overwhelming sentiment was supportive, the one suggestion that was made was for us (grant directors) to work with the Department Chairs more directly in terms of helping them incorporate the guide for Theological Reflection on Vocation into their capstone courses.
- **Guide to Spiritual Mentoring** – We are hoping to put together a brief guide to Spiritual Mentoring that will include some practical suggestions as well as some additional resources for our faculty and staff.
- **Working with key institutional leaders:** From the outset, grant directors have believed that sustaining the successful initiatives required ongoing work with key administrative and faculty leaders throughout the college. In particular, the vice presidents of academic affairs, student life, and institutional advancement are crucial to integration and sustainability over the long haul. Grant directors continue to be committed to ensuring that these key leaders share the vision of the project.

7. What surprises have emerged during the course of the work?

- I think this year the surprise is simply how much work is actually going on. It is easy for us as grant directors to get caught up in the day to day administration, but it became apparent as we were compiling this report that the grant is supporting a lot of great work on the Whitworth campus.

Dissemination

8. What is the project's dissemination strategy? How will the project staff disseminate what they are learning? What has been disseminated thus far and to whom?

- **Newsletter:** project staff have produced a newsletter once each semester and that newsletter is distributed internally as well as sent to all of the participating schools in the Lilly conference (see enclosed newsletters).
- **Participation in national PTEV Meeting in Indianapolis in October, 2005:** Dale Soden attended this conference with three Whitworth students: Chris Holmes, Layla Karst, and Ben Jones. The conference proved to be an excellent opportunity to gain a larger view of what was being done across the country.
- **Council of Christian Colleges and Universities Conference:** Dale Soden and Terry McGonigal presented the material related to our view of vocation to the student track at the CCCU conference in March in Dallas. Other presenters seemed to deal with vocation theoretically, but our discussion with the students simply addressed the five internal aspects of vocation (gifts, skills, passions, purposes, and convictions) and linked those to the five external realms (family, church, work, local community, and world). What we heard in the discussion was that so often vocation is addressed as simply a matter of career or work. They genuinely appreciated the more comprehensive perspective. In their discussion with each other they immediately started to make connections to their own lives, with several actually stating that they knew exactly what they needed to do in a particular area upon their return to their campuses.
- **Presbyterian Consultation on the Training and Nurturing of Young Adults Toward Religious Leadership Conference:** The Presbyterian Consultation in Louisville, KY included a number of Presbyterian College and University/Seminary faculty and staff who are working with Lilly Vocational Grants. The conference allowed for a chance for grant recipients to meet one another, sharing of experiences and ideas across campuses, the opportunity to collaborate, and time to cross pollinate ideas regarding how we encourage students on our campuses towards religious leadership. It also provided those working with young people from high school through seminary to discuss trends and challenges which students face at each transition.
- **Best Practices Conference:** Dale Soden participated in the "Best Practices" Conference at Scottsdale, Arizona from June 1-3, 2006 and shared more of what Whitworth has been learning through its grant.
- **Hosting regional conference:** Originally, we had planned to host a regional Best Practices Conference. Dale Soden spoke with a number of grant directors from the West Coast at Phoenix and we are putting that idea on hold, although we will continue to discuss the merit of such an idea during the coming year. We like the

idea of being in touch with one another, and so we will continue to explore this objective.