



WHITWORTH

A Proposal to the Lilly Endowment, Inc.: Discerning Vocation: Community, Context, and Commitment

“Vocation is not the exceptional prerogative of a few specially good or gifted people...All men and women are called to serve God.” –F. R. Barry

I. PROGRAM PURPOSE

Whitworth College requests a grant of \$2,000,000 from the Lilly Endowment Inc. to fund a five-year program entitled: ***“Discerning Vocation: Community, Context, and Commitment.”*** The **goal** of this project is to help students at Whitworth develop a deeper sense of vocation as a way of responding to God’s call into the ministry and in other professions. The program design is intended to touch virtually every student, staff, and faculty member at the college. The underlying philosophy is based on the concept of vocation as understood in the Reformed and evangelical traditions. Specifically, the program pursues three main objectives: first, on the basis of that understanding of vocation, the program will provide opportunities for faculty, staff, and students to be trained in order to help develop mentoring relationships in **community** that will enable students to better discern their vocations. Second, the initiative develops opportunities for students to experience different **contexts** off-campus for living out their vocation. This involves developing opportunities for ministry in local churches and internships as well as service learning opportunities in other contexts that have vocational implications. And finally, the initiative develops additional programs and curriculum for the purpose of having

students reflect on the important spiritual, moral, and political *commitments* that may necessarily accompany one's vocation.

In order to meet these objectives, "*Discerning Vocation: Community, Context, and Commitment*" focuses on five overall strategies: building institutional capacity, faculty and staff development; curricular development with emphases on vocation; co-curricular programs; and strengthening relationships with the church and community. The initiative develops fourteen new programs at Whitworth College and builds upon nine existing programs. All of the programs are grounded in Whitworth's understanding of the Reformed view of vocation stressing *community, context, and commitment*. Administration for all grant activities will be through the Weyerhaeuser Center for Christian Faith and Learning in collaboration with the Departments of Religion and Philosophy and Student Life, and will involve all academic departments of the college in significant ways.

Discerning Vocation: Community, Context, and Commitment has the full support of Dr. Bill Robinson, President; Dr. Tammy Reid, Vice President for Academic Affairs; Ms. Kristi Burns, Vice President for Institutional Advancement, and Dr. Kathy Storm, Vice President for Student Life. Development and oversight for this program will be co-directed by Dr. Dale Soden, Professor of History and Director of the Weyerhaeuser Center for Christian Faith and Learning, and Dr. Terry McGonigal, Dean of the Chapel.

II. FROM PLANNING GRANT TO FULL PROPOSAL

The planning grant was used to form a steering committee comprised of Dr. Dale Soden, director of the Weyerhaeuser Center for Christian Faith and Learning; Dr. Terry McGonigal, Dean of the Chapel; Dr. Jerry Sittser, Professor of Religion; and Reverend Tim Dolan, program director of the Institute for Clergy and Lay Leadership at the Weyerhaeuser Center for Christian Faith and Learning. Regular meetings occurred with the vice-president for Academic Affairs, Dr. Tammy Reid, and the vice-president for Student Life, Dr. Kathy Storm. Several pastors who serve on the college's board of trustees were consulted in April and the president's cabinet was consulted in May regarding the initial design. All groups expressed enthusiasm for the project, believing that

the Lilly objectives corresponded very well with the college's strategic plan and that the current efforts by the Weyerhaeuser Center for Christian Faith and Learning provided an excellent foundation for program design.

Faculty throughout the college were brought into the planning process in three distinct ways: first during the spring semester, seven faculty participated in a reading group, led by Dr. McGonigal, which linked theological reflection and vocation. The group read and discussed books related to vocation such as *Peculiar People* by Rodney Clapp, *Soul Keeping* by Howard Baker, and *Spiritual Mentoring* by Keith Anderson and Randy Reese. They explored both the ways in which theological ideas had shaped their own understanding of vocation as well as how they might help students both in and out of the classroom understand the concept of vocation more clearly. Second, another faculty group, led by Dr. Soden, met for eight days and explored different theological traditions (Catholic, Anglican, Lutheran, Calvinist, Anabaptist, Wesleyan, and Baptist) and specifically discussed the perspectives as related to vocation. Those faculty discussions helped shape the formulation of the theological statement on the nature of the Reformed tradition that supports this proposal. And finally, Dr. Soden met with the deans of the school of Education and the school of Global Commerce to explore ways in which these two largest departments might be involved in the grant.

In early June, Drs. Soden and McGonigal traveled to Minnesota and Wisconsin for the purpose of consulting with several people that have either worked specifically with vocational issues or were directly involved with a Lilly project. Soden and McGonigal met with Professor Jack Fortin, who currently teaches at Luther Theological Seminary in St. Paul, Minnesota and is responsible for contextual education for seminary professors. Fortin has a particular interest in equipping pastors to help parishioners understand that the church exists in the workplace as well as in the church building on Sunday morning. Soden and McGonigal also met with Jim Kielsmeier, president of the National Youth Leadership Council. Their discussion centered on the relationship between service learning and vocation as well as the relative lack of connection between spirituality and service learning. They also met with Steve Hayner, the outgoing president of InterVarsity. He knows Whitworth well and made several suggestions about how to reach college-age students regarding vocation. And finally, Soden and McGonigal met with

Father Dane Radecki and his staff from St. Norbert's. Father Dane shared his own reflections on the process employed by St. Norbert's that led to a successful Lilly proposal.

During the early summer, the steering committee placed conference calls to several seminary presidents: Tom Gillespie from Princeton, Richard Mouw from Fuller Theological Seminary, Tim Lull from Pacific Lutheran Theological Seminary, Scott Rodin from Eastern Baptist Theological Seminary, and Rod Wilson from Regent Theological Seminary. Later, Louis Weeks from Union Seminary in Richmond was consulted. Meetings also took place with the local executive of the Presbytery, Dr. Rick Melin as well as with the bishop of the Evangelical Lutheran Church in America in Eastern Washington, Martin Wells. All enthusiastically supported the direction of the proposal and offered to partner with Whitworth in a number of areas. In later June, the committee met with Keith Anderson, dean of the chapel, at Bethel College in St. Paul Minnesota, and discussed a number of ideas around spiritual and vocational mentoring. During the course of the summer, Tim Dolan continued to gather input from area pastors regarding the need for advanced degrees in religious studies and project staff discussed the feasibility with the religion and philosophy department as well. The response from all groups was generally very positive and encouraging. However, it is felt that in order to adequately determine the need, a more extensive and systematic feasibility study than the planning group was able to do is necessary. Finally, in August, Dr. Steve Ellingson, an assistant professor of the sociology of religion at Pacific Lutheran Theological Seminary in Berkeley, came to Whitworth to discuss research components of the project.

III. THE THEOLOGICAL LENS FOR VOCATION

The planning process helped the steering committee articulate the following view of vocation, which serves to inform the entire project development:

Whitworth College prizes its connection with the Presbyterian Church; the Reformed and evangelical strands of the denomination have significantly shaped the ethos of the college in general, and its view of vocation in particular. The foundational assumption regarding vocation

is the Lutheran/Calvinist notion that all earthly occupations are valued as long as they are done for the glory of God and as an act of love toward our fellow human beings. This Reformed perspective originally arose out of Luther's belief that the medieval church's emphasis on monastic life had devalued work in the secular world. Luther based his own concept of vocation on the belief that every person is called to love one's neighbor. Each station in life, according to Luther, exerts a calling to carry out that divine commandment. Therefore, the call to love one's neighbor requires the parent to care for his or her children, an individual believer to reach out to his or her neighbor, the member of a Christian congregation to exercise spiritual gifts to support the community of faith, and the citizen of a democratic society to promote the common good. In the Reformed tradition, God calls each of us to serve others; one of the ways we serve one another is through our work and ordinary stations of life. (Lee Hardy, *The Fabric of this World: Inquiries in Calling, Career Choice, and the Design of Human Work*, pp. 46-7). Thus, when we act in obedience to God's command, according to Luther, the apparently mundane actions of everyday work are as holy an endeavor as the more pious behaviors of the cloistered.

John Calvin, like Luther, acknowledged the religious importance of work that was done for the common good. He wrote that "no task will be so sordid and base, provided you obey your calling in it, that it will not shine and be reckoned very precious in God's sight." (Calvin in Hardy, p. 59). However, Calvin went beyond Luther in emphasizing that work was part of a larger calling to transform society according to a biblical view of justice.

Both Luther and Calvin stressed the importance of three theological foundations for vocation—first the calling to a vocation is best made out of prayer and reflection in the midst of a **community**, preferably the church. Second, Luther and Calvin believed that vocation grew out of an awareness of the peculiar circumstance or **context**. Finally, both emphasized the importance of ethical **commitments**. Luther stressed the love of one's neighbor as the benchmark to guide one's ethical choices, while Calvin stressed the importance of doing justice with an eye toward transforming the world into a more righteous community.

The program proposed through *Discerning Vocation: Community, Context and Commitment*, based on the theological foundation outlined above, will offer significant and timely opportunity

to live out the institution's mission in a whole new way. While the college has a solid foundation in our strong ties to the Presbyterian Church, and has enhanced the richness and sophistication of theological conversation over the last fifteen years, it has yet to translate those commitments into vocational preparation for students. Career services are available, however, there is considerable need for faculty/staff training, curricular reform and opportunities for students to learn more directly about professional contexts and concepts of calling. This program offers the opportunity to enhance thoughtful reflection on vocation and committed action to meaningful service in a way not possible otherwise.

IV. THE NEED FOR THE WHITWORTH PROGRAM

Whitworth's proposal is based on the fundamental assumption that many of the current problems associated with vocational issues are rooted in a deep fracturing of the what cultural analysts have identified as an "ecology of faith." Increasingly referred to in a number of circles, the fragmentation of the ecology of faith was first identified in the 1992 study of the decline of the Presbyterian Church done at Louisville Seminary (see Milton Coalter, John Mulder, Louis Weeks, *The Re-Forming Tradition: Presbyterians and Mainstream Protestantism*, Westminster Press/John Knox Press, 1992, pp.191-244). Authors of that study concluded that the social dynamics of the early twentieth century found families, churches, church-related colleges, and seminaries working together more seamlessly to nurture a sense of calling into the world based on theological reflection. By the late twentieth and early twenty-first centuries, that ecology of faith had become clearly fragmented. Greater personal autonomy, institutional separateness, and growing secularization all contributed to a sense in which careerism and professionalism had come to replace a sense of vocation. The approach to this project is based on a belief that additional steps are needed in order to repair the ecology of faith. The Reformed view of vocation leads in this direction because it is fundamentally based on a sense in which one must live in community, understand the nature of the society, and make moral, ethical, and political commitments to the community. This way of thinking about one's life choices has been eroding in the twentieth century and has had enormous impact on the church and society. This proposal addresses many of those root problems by attempting to cultivate a more self-conscious

understanding of the role that *community* plays in discerning vocation, a better comprehension of the multiple *contexts* for vocation, and finally the ways in which life *commitments* require courageous spiritual, moral, and political decisions.

If the disintegration of the ecology of faith is the larger social dynamic at work in American society, one of the more immediate results is the impact on the Presbyterian Church. Numerous studies have revealed the ongoing decline in membership in the Presbyterian Church U.S.A. The number of congregations continues to fall, but most alarmingly the number of ordained ministers serving PCUSA church continues to decline; in the past ten years the number of ordained pastors has fallen by 14.5 percent. At the beginning of the year 2000, it was estimated that 34 percent of all PCUSA congregations were without pastors and among congregations with fewer than 100 members, 62 percent were without installed pastors.

The Lilly Endowment's focus on theological exploration of vocation serves to encourage church-related colleges to understand their role in repairing the ecology of faith as well as being proactive in helping students consider the ministry. Whitworth is relatively unique among liberal arts colleges in that its close connections to the Presbyterian Church has helped it appreciate the profound challenges that are facing the denomination across the country as well as in the Pacific Northwest. In part, the Weyerhaeuser Center for Christian Faith and Learning was created to help address some of these problems. The opportunity to partner with the Lilly Endowment, Inc., means that the college will be able to secure programming and infrastructure support that will serve students, faculty, staff, and the regional churches and community well into the future.

V. PROGRAM GOALS, OBJECTIVES AND STRATEGIES

GOAL

The **goal** of this project is to help students at Whitworth College develop a deeper sense of vocation as a way of responding to God's call into the ministry and other professions.

OBJECTIVES

The goal will be accomplished through a series of three objectives and accompanying strategies that will collectively achieve the three objectives. The objectives are based on principles gleaned from the Reformed and evangelical traditions that are at the heart of Whitworth's ethos. These traditions assert that all vocations are valued equally in the eyes of God as long as activities are done for the glory of God and human need is addressed. Of parallel importance is the belief that one should live in a manner that is "in, but not of the world"; that is, the Reformed tradition encourages individuals to transform the world according to Biblical mandates. It is from this theological foundation that Whitworth's proposal has been designed. The three objectives parallel the three major implications of Reformed doctrines. First, the proposal is based on the conviction that decisions regarding vocational direction should be understood in the midst of *communities of discernment*. Second, that vocational decision-making requires *understanding of a variety of cultural and professional contexts* in which vocation is lived out. Finally, that a mature sense of calling requires *commitment to living out prophetic and priestly roles* through vocation. The specific program objectives are as follows:

OBJECTIVE 1: To Develop Communities of Vocational Discernment throughout the College

Objective 1 recognizes that the Reformed and evangelical traditions value the role of the community of faith in helping individuals think well about vocational choices and responsibilities. The community may function particularly well within spiritual and vocational mentoring relationships; thus, mentoring opportunities will be infused into the fabric of community life. Internships and reflective service-learning experiences can function, in addition to other relationships, as the place where mentoring naturally occurs. In addition, peer

mentoring, especially in the context of residential living environments, can offer powerful opportunities for relationship and thoughtful reflection. For these reasons, numerous venues for vocational mentoring will be made available to students.

OBJECTIVE 2: To Increase the Understanding of Church, Cultural, and Professional

Contexts:

Objective 2 will focus on *understanding the church context* within which many Whitworth graduates will live and work through programs developed to strengthen the ability of students and laity to work within the church. The objective will also serve to increase *appreciation of the complexity of career contexts* through experiential educational opportunities for students entering a variety of fields, giving them opportunities to reflect on the world of work and service as well as to increase an awareness of the complexity of cultural circumstance and human need. Further, the *collaboration with seminaries* will be strengthened resulting in more extensive partnerships. Building upon beneficial relationships already established with several key seminaries around the country, seminary resources (e.g., personnel, scholarship) will be used to enhance the education provided to students regarding the church's efforts to meet the needs of a changing world through campus discussions regarding theological concepts of vocation. Objective 2 will also enhance the *understanding of the changing context of the church* in the twenty-first century in the Pacific Northwest through research programs associated with the archival collections of the Institute for Protestant studies in the Pacific Northwest of the Weyerhaeuser Center for Christian Faith and Learning.

Beyond on-campus undergraduate curricular programs in religious and ministry studies and complimentary co-curricular activities, Objective 2 will explore ways to enable a better understanding of the role of the church and participation in church leadership. As an important first step, the college will determine whether graduate-level course work in religious studies should be offered on-campus, or whether equipping of church leadership will be more effectively accomplished through non-credit seminars delivered at off-campus locations. Largely based on the strength of the Whitworth undergraduate program in religion, the college is frequently asked to consider adding graduate offerings to prepare students on an advanced level for professional work within the church. This program will seek to determine, through a *feasibility study*, if a

graduate program is an appropriate direction for the institution and, if so, what form that program will take. In addition, a second feasibility study will be designed to determine whether the School of Global Commerce and Management should offer a major and/or graduate programs in the management of non-profit agencies or non-governmental organizations.

OBJECTIVE 3: To Enrich and Clarify Theological Commitments in the Reformed and Evangelical Tradition

Objective 3 will result in a *theologically informed view of vocation* throughout the community, which focuses on the importance of spiritual, moral, and political commitments. Fulfillment of this objective will involve additional faculty/staff development and curriculum development. This objective is designed to reach each student of the college with thought-provoking concepts of calling that are theologically informed. Involvement with the church and community experientially will serve to enrich thought and conversation about vocational topics both on and off campus. Moreover, Objective 3 will also build understanding of ethical decision-making models that may be employed for thoughtfully living out one's vocation. The Reformed tradition expects that we are called to transform the communities in which we live, bringing a *prophetic perspective* to career roles. The tradition clearly points to the importance of connecting one's work with the pursuit of the common good. This program will enhance that understanding of moral commitments, and how those may be lived out in the world of work. Additionally, through the cultivation of virtues, so that a care-taking, *priestly role* may be reflected in vocational life, this objective will challenge students to consider commitments to service, compassion, humility, and justice, all of which are central values within the Reformed tradition.

STRATEGIES

Program design for *Discerning Vocation: Community, Context, and Commitment* is based on five strategies designed to achieve the three overall objectives. The strategies are: 1) institutional capacity building, 2) faculty/staff development programs, 3) curricular programs, 4) co-curricular programs, and 5) partnerships with the church and other agencies in our community. Programs have been developed within each of the strategies and specific descriptions can be found in the program design section.

1. Institutional Capacity Building:

The program will be implemented by existing staff and the following new positions:

1. Director of the Weyerhaeuser Center for Faith and Learning (Dale Soden)
2. Dean of the Chapel (Terry McGonigal)
3. Professor of Religion (Jerry Sittser)
4. Professor of Religion (new)
5. Associate Chaplain (new)
6. Professor of Church Music (new)
7. Program Coordinator to the Weyerhaeuser Center for Faith and Learning (new)
8. Director of Programs for Clergy and Laity (1/4 new—3/4 existing) (Tim Dolan)
9. Church Relations Director and Gifts Officer (last three years) (new)

2. Faculty/Staff Development Programs

1. Retreats/Workshops
2. Reading Groups
3. Conferences on Faith and Work
4. Career Services Staff workshop

3. Curricular Programs

5. Freshman Program – Core 150
6. Freshman Seminar (funded by the M. J. Murdock Charitable Trust)
7. Departmental Initiatives
8. Education/Business Programs
9. Christian Spirituality minor
10. New Tracks in Certification for Ministry, Church Music, Mission, Youth, and Children
11. “Being Called” – an initiative in service learning and vocation
12. Presbyterian scholars
13. Whitworth Younger Scholars
14. Ethics Lecture series
15. Reflective Internship program
16. Feasibility Studies

4. Co-curricular Programs

17. Theme Dorm/John Calvin House
18. Weekend Retreat
19. Ministry Coordinators Program
20. Alumni Initiatives

5. Partnerships with Community Organizations and Agencies

21. Whitworth Institute for Ministry – Vocation
22. Lay leadership programs
23. Association of Urban Ministry Certificate
24. Partnership with First Presbyterian Church, Spokane, WA
25. Lilly Ministry Internship programs
26. Lilly Research Fellows
27. Pastor’s reading groups
28. Seminary relationships

VI. INSTITUTIONAL APPROPRIATENESS: WHY WHITWORTH COLLEGE?

For more than a century Whitworth College, a college of the liberal arts and sciences, has had a deep relationship with the Presbyterian Church (PCUSA). Whitworth has focused its educational mission upon both the achievement of academic excellence and the cultivation of faith and character. The motto of the college, “An Education of the Mind and Heart,” reflects these dual commitments of its teaching faculty. The college’s mission to equip students “to honor God, follow Christ, and serve humanity” even as it upholds free and open inquiry that likewise reflects goals of scholarship and virtue.

Founded in 1890 in Sumner, Washington, the college was named after George Whitworth, often referred to as the “Father of Presbyterianism” in the Pacific Northwest. Whitworth had come west on the Oregon Trail in 1853 with hope of building a Presbyterian colony and a Presbyterian college. For much of the next thirty years, Whitworth spent his time establishing churches and

serving of civic and educational roles, including two short terms as president of the fledgling University of Washington. In the least church-ed-region of the country, Whitworth attempted to shape the broader culture in a number of ways—it is this vision that helped inform his efforts to establish a college in the 1880s.

After its founding in 1890, Whitworth College had to overcome a number of obstacles to its survival, but still retained commitment to its founder’s vision. As did most church-related colleges of the period, Whitworth embraced a holistic view of education and firmly believed that a lofty ideal of citizenship provided an appropriate curricular end. Vocational concerns seemed integral to the fabric of the institution as reflected in the 1902 catalogue:

It must be kept in mind that knowledge is not the highest value sought, but culture, the discipline of the powers, the vitalizing of the faculties and developing of self-activity. . . . But above all this the dominant principle in education and in the preparation for active life is the supreme importance of character. Christian education means the utilization of the best years of acquisition for founding deep broad principles of conduct. Expertness, capacity, knowledge, culture, all are valueless without character. There can be no true success, no real honor, no permanent good without character.

Early academic success manifested itself in Whitworth’s first Rhodes scholar in 1908, and the administration and faculty chartered a course where intellectual rigor and Christian commitment coexisted.

Financial difficulties, however, soon forced the college to move to Spokane, Washington in 1914. For the next two decades the college struggled to survive, in part because of the impact of the First World War. During the 1930s, however, enrollment stabilized and academic leadership helped chart a positive direction. Less noticeable at the time were the subtle forces at work in higher education that began to move more church-related colleges nationally toward a more secular identity. Fully documented by historians such as George Marsden and Brad Longfield, this “secularization of the academy” began to influence the curriculum at Whitworth College. Certainly Whitworth seemed to be on a trajectory similar to its sister Presbyterian schools in the

Pacific Northwest—Lewis and Clark College in Portland, and the College of Idaho (now Albertson College) in Caldwell.

The crucial moment for Whitworth seemed to be 1940, when the dean of the school of religion at Seattle Pacific College, Dr. Frank Warren, was hired as Whitworth's president. Warren pushed the college to reaffirm stronger ties to the Presbyterian Church and its identity as an evangelical institution. While other colleges were becoming more nervous about hiring Christian faculty, Warren made sure that Whitworth's professors articulated a commitment to Christianity. To this day, Whitworth requires prospective full-time faculty to affirm their belief in Jesus Christ (while not mandating adherence to a single institutional creed). As a consequence, Whitworth comprises faculty from Catholic, Mennonite, Lutheran, Pentecostal, Baptist, Wesleyan as well as Presbyterian expressions of Christianity. In addition, Whitworth welcomes students who have no faith background, as well as believers, into its community.

This desire to affirm institutional Christian identity, while maintaining both intellectual curiosity and a diverse student body, has shaped the ethos of the college since the Second World War. While the tone and emphasis of various presidents and deans has varied, the college has remained committed both to faith commitments and to academic rigor.

Over the past fifteen years, the college has demonstrated a greater appreciation that Christian educators in church-related colleges and universities must understand the profound implication of faith commitments for their own callings as teachers and scholars. Both the content and process of teaching, it is believed, must be informed by theological convictions in which the institution is grounded if we are to do justice to the fullness of truth. Likewise, Whitworth's faculty programs have reflected the conviction that faith calls us to be concerned about students as whole persons, who are making commitments and critical life choices, even as they are acquiring ideas. In the early '90s, Whitworth was selected as one of thirty-eight church-related colleges nationwide to participate in the Lilly Fellows Program in Humanities and the Arts (directed by Dr. Arlin G. Meyer and Dr. Mark Schwehn). The focus of the program has been to vitalize teaching and learning at church-related colleges and universities by calling faculty

members and administrators to ponder systematically the implications of the theological foundations of the institutions represented.

By the mid-1990s, the Lilly Endowment funded a major study of church-related colleges and universities directed by Professor of Religion Richard Hughes and William Adrian of Pepperdine University. Hughes and Adrian selected Whitworth College as one of the fourteen church-related colleges and universities from across the country included in the volume. In 1998, Whitworth was selected to participate in the ongoing work of the Rhodes-Consultation on church-related higher education (another Lilly-sponsored program) and has been actively involved in facilitating discussions here and elsewhere regarding theology, faith, and the vocation of teaching.

It is believed that Whitworth College is the only institution involved simultaneously in four key ongoing national discussions regarding church-related colleges and universities: the Lilly Fellows Program, the Rhodes Consultation, Consultation on Presbyterian Higher Education, and the Council for Christian Colleges and Universities. Whitworth is, therefore, uniquely positioned to contribute nationally to denominational, ecumenical and evangelical discussions pertaining to the theological integration of faith perspectives and academic learning. This unique foundation for preparing students to live lives of faith commitment, manifest in all aspects of life.

This commitment to enhancing the ways in which faith commitments are integrated into the worldviews of faculty and students is perhaps best reflected in the establishment of the Weyerhaeuser Center for Christian Faith and Learning. Founded in 1998, the Center is directed by Dr. Dale Soden. The Center has developed programs designed to promote Christian scholarship, effective faith-learning integration in and out of the classroom, and greater spiritual depth in students. As an example of a Center program for faculty, it sponsored its first international summer seminar conference in July, 2001, on the topic “How Might Christians Think and Teach about Human Nature.” The Center has also been instrumental in bringing a wide spectrum of theologians and other Christian intellectuals to campus such as feminist theologian Dr. Rosemary Radford Reuther of Garrett Theological Seminary, physicist and

Anglican clergyman Sir John Polkinghorne, Phillip Johnson from Berkeley, Dr. Richard Mouw, President of Fuller Theological Seminary, Dr. Joel Carpenter, Provost of Calvin College, systematic theologian Dr. Ted Peters of Pacific Lutheran Theological Seminary and the Graduate Theological Union, political philosopher Dr. Jean Bethke-Elstain (Winter 2002), and sociologist Dr. Parker Palmer (Spring 2002). The Reverend Tim Dolan directs programs for the renewal of clergy and education for laity including certificate programs in Lay Ministry, Spiritual Formation, and Church Leadership and Management. The Center aspires to be a research center for the study of Protestantism in the Pacific Northwest and is currently building an archive of primary source materials on religion in the region.

In addition to the programs of the Weyerhaeuser Center, the college's department of religion has played a major role in preparing significant numbers of students for ministries. In 1993, under the leadership of Dr. Jerry Sittser, the department established a certification for ministry program. Approximately sixteen students per year matriculate through the program and have either gone on to seminary or been placed in various staff positions in area churches and other organizations. The department is also in the process of developing a certification program in spirituality that also has implications for vocation. The number of religion majors has increased from forty in 1995, to ninety-three in the year 2001. Whitworth is the largest feeder school in the country for both Fuller and Princeton theological seminaries. At the same time, preparation of aspiring seminarians can be enhanced, and theologically based programming around topics of vocation can be extended into the student body as a whole. It is also possible that the preparation of students should be extended to those working on graduate-level training or providing lay leadership in their churches. Partnership with the Lilly Foundation would be a wonderful and timely venture, allowing the college to take these next steps.

Faculty scholarship has increasingly reflected faith-learning commitments of the institution. For example, Dr. Julia Stronks co-authored a volume on issues facing the Christian teacher in the public school. Dr. James Waller has published and spoken extensively on issues of racism and prejudice, and on the topic of evil as a facet of human nature. Faculty and administrators have made numerous contributions to the *Christian Scholars Review* and similar disciplinary publications. Members of the Whitworth community have assumed leadership roles in Christian

educational organizations (e.g., the Council for Christian Colleges and Universities). In brief, the College's commitment to reflecting faith throughout the whole of the teaching-scholarship enterprise has become increasingly evident in the vocational lives of faculty and staff.

One of the most recent efforts to tie theological convictions to responsibilities of citizenship is a new program funded by the M. J. Murdock Charitable Trust in Vancouver, Washington. The project, beginning this fall, is entitled, "Preparing for Lives of Commitment: Connecting Beliefs and Behavior in the College Years." Led by political scientist Dr. Julia Stronks, the effort focuses on enabling Whitworth students to live lives reflecting Christian commitment, connecting their beliefs with their behavior through service and engagement in the public sector. Project objectives include 1) developing an institutional culture of commitment to justice, ethical behavior and civic responsibility; 2) providing, through faculty development, an understanding of the connection between academic disciplines and themes of justice, civic engagement and ethics; 3) strengthening service learning through a community mentors program in the context of justice commitments; 4) developing, with a cohort of students, a worldview sufficient to meet the challenges facing the modern world. This program will provide an excellent foundation for the initiatives outlined in the Lilly proposal. At the same time, a Lilly-funded initiative will allow the college to focus discussions around a variety of issues related to vocation, and to broaden faith-based considerations through programs available to the entire student body.

The Whitworth student population is comprised of approximately 1600 full time undergraduates of whom approximately 50% live on campus. The college also enrolls approximately 210 graduate students in programs in education, counseling, and international management. Geographically, while students come from 33 states and 13 foreign countries, the vast majority of them come from Washington, Oregon, Idaho, California, Hawaii, and Colorado. As a Christian college, Whitworth attracts on average a freshman class of 400 students of which approximately 85 percent identify themselves as Christian. Of that 85 percent, approximately one third self-identify as Presbyterian, one third as non-denominational Christian, and the rest fall into a wide spectrum of mainline, Catholic, and evangelical religion. Whitworth has a reputation for attracting students who are less foreclosed on many issues than those who attend many other Christian colleges. Students are not required to write a faith statement and the

college's student life program is nationally known within Christian higher-education circles for its emphasis on student responsibility and accountability.

Overall, the student body will be very receptive to the programs in this proposal. Research findings from a U.S. Department of Education FIPSE grant on meeting the mission of church-related institutions of higher education shows that Whitworth students are inclined to want to connect their Christian commitments with their most fundamental life choices. At the same time, most of our students have not had a chance to reflect theologically in a serious way. Either they have come out of church experiences or family experiences where theological reflection has largely been absent, or they have been participants in a number of parachurch organizations or summer camp experiences that have been largely void of such reflection. The Lilly initiatives will enable the college to engage students at a much deeper level regarding the connection particularly between the Reformed tradition and decisions regarding life commitments.

President Bill Robinson has provided exceptional leadership for the college during his eight-year tenure. Robinson has focused his efforts on strengthening the commitment of the entire community to the mission of Whitworth College. By almost any measure, Robinson has led the college to its strongest position in its history. President Robinson's commitment to vocational issues is reflected in a number of activities, but perhaps his recent service as president of the Spokane Chamber of Commerce is most instructive. The mayor of Spokane, John Powers, recently appointed President Robinson to lead a task force on poverty in the inland northwest. As a consequence, in 2002, Whitworth will be hosting a regional summit on its campus and the college has committed to establishing a regional learning and resource center on campus for the purpose of engaging the issue of poverty in the Spokane community. Bill Robinson is pushing the college to assume a larger role in the Spokane community by suggesting that the Reformed tradition obligates Christians to live lives of commitment to justice.

Whitworth's current strategic plan (2001-2005) aligns very well with the goals expressed by the Lilly Foundation's request. President Robinson has led a strategic planning process that has helped focus the vision, strategies and priorities. We believe that the college's stated and agreed-upon commitments for the future, in addition to its heritage, are consistent with Lilly Foundation

goals. The top three priorities of the current strategic plan focus on enhancing academic quality and reputation, enhancing the integration of Christian faith into teaching, and strengthening connections between liberal arts and career preparation. It is particularly in response to the latter commitment—to broaden institutional commitment to career preparation, and to do so in a manner that reflects the college’s identity and mission—that the Lilly support of programs on vocation will be of significant importance to Whitworth. Driving Whitworth’s strategic plan is the following vision statement that suggests how very important it is for the college to develop a greater connection between theological reflection and vocation:

***Vision:** In the next five years, Whitworth College intends to lift higher its position among a select number of educational institutions in the United States that are known for their academic reputations and their Christian commitment...Whitworth also aspires to be a place where students are effectively prepared for careers and vocations dedicated to service. Its community of Christian scholars is committed to pursuing the challenging task of integrating faith perspectives into all aspects of life and learning. Whitworth College aspires to be a place where intellectual curiosity, civil debate, thorough discussion, and a call to love one’s neighbor shape its culture. This dual commitment to pursue rigorous thinking while respecting a variety of beliefs makes Whitworth stand out among Christian colleges and universities.*

As a consequence, partnership with the Lilly Foundation comes at a most appropriate time for Whitworth and the following program design has been developed with the intent to use grant resources effectively to meet the overall project goal of helping students at Whitworth College develop a deeper sense of vocation as a way of responding to God’s call into the ministry and other professions.

VII. PROGRAM DESIGN

Discerning Vocation: Community, Context, and Commitment is designed to achieve its stated goal through the following three objectives as defined in Section V:

OBJECTIVE 1: To Develop Communities of Vocational Discernment throughout the College.

OBJECTIVE 2: To Increase the Understanding of Church, Professional, and Cultural Contexts.

OBJECTIVE 3: To Enrich and Clarify Theological Commitments in the Reformed and Evangelical Traditions

The three program objectives will be accomplished through development and implementation of the following key strategies:

STRATEGY 1: Building Institutional Capacity (Objectives 1, 2 and 3)

Small private colleges are often faced with the challenge of trying to develop new programs with resources at hand. External funding opportunities allow colleges the possibility of developing and piloting new programs to the point at which they are defined enough for the college to continue through tuition and other funding sources. The proposed program is ambitious and will require the addition of staff and faculty in order to be successful. The college proposes a mix of existing faculty and staff with the addition of key positions focused on the new programming areas. Funding for the additional staff and faculty will be gradually assumed by the college's operational budget or endowment funding as indicated in the accompanying budget. The college will assume all costs of recruiting the new staff and faculty and will provide suitable office space and office furniture. In addition to the co-project directors, and Dr. Sittser, five new positions and one increase in FTE will be added. Complete job descriptions for the new positions can be found in Appendix 2.

Standard: The institution will have the human resource capacity to develop and carry out the proposed programs in order to meet effectively the project goal and objectives.

1:1 Associate Chaplain

The addition of this position will strengthen the ability of the Chaplain's office to carry out the new activities of the Lilly project, while at the same time enhance the current ministry activities of the chaplaincy. The associate chaplain will teach some of the additional courses in the new Certification for Ministry tracks. In addition, the associate chaplain will help coordinate retreats, mentor students (especially the ministry coordinators), provide faculty and staff development support for the mentoring programs, and serve as an additional liaison between the college and churches.

1:2 Professor of Religion

A new faculty position in the department of religion will strengthen the curricular aspect of the program. The professor of religion will help develop new courses focusing on the integration of Reformed spirituality with themes of vocation, especially through the integration of biblical, historical, theological, and ministry studies (depending upon academic background and ministry expertise of person selected for the position). In addition, this professor will serve as a model for mentoring students in the exploration of vocation and will provide consulting services to other faculty and staff involved in the process of mentoring students.

1:3 Professor of Church Music

This two-thirds professorial position will direct the Certification in Church Music program, teaching within the departments of Music and Religion. In addition, the professor will supervise the students enrolled in this certification track, and will serve as a practitioner in a local church. This professor will be expected to convene church musicians in the inland Northwest for training and organize conferences in Church Music sponsored by the Weyerhaeuser Center.

1:4 Program Coordinator, Weyerhaeuser Center for Christian Faith and Learning

The responsibilities of the Center will increase significantly with the addition of the programs under this proposal. A program coordinator will be necessary to provide program support particularly in the area of grant accounting. Funds from the Stewardship Foundation will provide partial funding for this position in the first year. In Year 4, the college will provide one-third of the salary and in Year 5 two-thirds. In the year following grant support, the college will pay 100% of the salary.

1:5 Director of Programs for Clergy and Laity – increase existing .75 FTE to 1.00 FTE

Currently funded with college and Stewardship Foundation funds at .75 FTE, the responsibilities and activity level required for this position will necessitate an increase to 1.00 FTE. The grant will fund the additional .25 FTE, with the college gradually assuming a greater portion of the 25% in Years 4 and 5. The director, Rev. Tim Dolan, will participate in all the activities of the project that pertain to training for clergy and lay leaders, including the certificate programs, and the pastor's reading groups.

1:6 Church Relations Director and Gifts Officer – last three grant years.

This position will be responsible for building endowment for the Center and developing additional grant proposals that will assist the college in the continuation of the programs for which the Lilly Foundation has provided start-up assistance. This is considered a key position for institutionalization of the programs as well as building strong relationships with Churches in the region. Due to its importance, the college will provide one-third of the salary in Year 4 and two-thirds in Year 5.

Outcomes:

1) The institutional capacity to develop and sustain programs that will provide all students with a deeper sense of vocation as a way of responding to God’s call into the ministry and other professions will be strengthened through the addition of two faculty, two staff and the increase to 1.00 FTE of one existing staff position.

TIMELINE STRATEGY ONE: Institutional Capacity Building

	Year One	Year Two	Year Three	Year Four	Year Five
Activities	1/02-12/02	1/03-12/03	1/04-12/04	1/05-12/05	1/06-12/06
Search for Assistant Chaplain	X				
Asst. Chaplain begins	X				
Search for Religion Prof.		X			
Religion Prof Begins		X			
Search for Church Music		X			
Church Music Begins		X			
Search for Program Coord.	X				
Program Coord. Begins	X				
Increase Dolan to 1.00 FTE	X				
Search for Gift Officer		X			
Gift Officer Begins			X		

STRATEGY 2: Faculty and Staff Development

The primary aim of Strategy 2 is to develop several initiatives that will strengthen the role that the faculty and staff play in the lives of students regarding vocational decision-making. The Reformed and evangelical traditions stress the importance of understanding that discernment of one's vocation is best done with others in the context of prayer, reflection, and discussion. As a consequence, Strategy 2 focuses on developing a number of opportunities for such reflection. This strategy is an important venture. Many natural mentoring relationships already exist, and yet there is need to fortify the skills of professional staff and faculty, so that conversations that develop are more directly helpful to students, for whom issues of vocation are so central during college years.

Standard: Faculty and staff will develop confidence in discussing vocational issues with students under their care and as a result, the overall campus culture will be strengthened by faculty and staff who have the ability to make a connection between vocational choices and theological reflection. Likewise, strengthening the campus culture through their ability to make a connection between vocational choices and theological reflection, faculty will appreciate the role of staff in the mentoring of students spiritually and vocationally.

2:1 To develop and implement annual faculty and staff retreats centered around issues of spiritual and vocational mentoring that will lead to effective mentoring relationships with students. (Objectives 1 and 3)

Currently, spiritual, and vocational mentoring by Whitworth faculty and staff takes place in a variety of forms on campus. Some faculty members mentor groups of students each year while others might develop special relationships with only one or two students. A few resident directors have likewise started small groups for the purpose of equipping upper division students to mentor younger students. College employees in the career services office as well as the library, physical plant, bookstore, and food service along with resident hall staff work closely with students and have opportunities to establish special mentoring relationships.

Building upon the natural connections that faculty and staff have with students, the college will equip selected faculty/staff to work with students on a more intentional basis to emphasize themes of Christian spiritual development and vocation. This training will be delivered through an annual retreat just prior to the beginning of each academic year at Camp Spalding, a Presbyterian camp, approximately 45 minutes from campus, that functions in partnership with the college. 25-40 faculty/staff will be invited to participate in each retreat. The retreat in the first and third years will focus on the theme of spiritual development. The retreat in the second and fourth years will focus on the theme of vocation. Specific training will be given on how to think about these topics biblically, theologically, historically, and practically. Emphasis will be placed on giving participants the skills necessary to aid students in self-reflection. The goal of each retreat is to impart a vision for the opportunity every faculty and staff person has to influence students' thinking about spirituality and vocation through the natural process of regular interaction. A fifth year retreat will include all participants from the first four gatherings (approximately 100-150 total, depending upon participation in years 1-4) for a time of final evaluation and planning for continuation of student mentoring. Emphasis will be placed on setting a trajectory for program improvement on the basis of faculty/staff reflection and feedback.

Further training will be provided for faculty and staff unable to attend the retreat through engaging in common readings and discussion with Whitworth faculty who have mentored groups of students on spiritual issues. Whitworth has a long history of spiritual mentoring in addition to academic advising, however, this project will provide resources for extending this mentoring tradition into the faculty and staff.

Following the annual faculty/staff retreat related to the exploration of Christian spirituality and vocation, retreat participants will be expected to serve in a mentoring role in the context of the natural relationships they develop with students. Feedback received from numerous student groups through the planning grant process indicates that many students are very interested in group mentoring. In response, the college intends to

develop mentoring relationships not only on an individual basis but also in a group setting. In each year, thirty faculty/staff will be asked to pursue a process of group mentoring through which the topics of spirituality and vocation will be explored with a group of 8-10 students on a weekly basis. These groups will follow the model that Dr. Sittser has established in the existing Christian Spirituality course, but will not be tied to a specific course. Each faculty/ staff mentor will receive a stipend of \$500 for this service.

Comment:

Comment: Kristi: this will be different than Dale's please leave it this way because Terry changed it to this and it is changed in the budget.

Implementation: Terry McGonigal, Dale Soden, Tim Dolan, associate chaplain, professor of religion

2:2 To implement semester long on-campus reading groups for faculty and staff that are centered around vocational themes (Objective 3)

Reading groups will be offered during each of the five years of the grant, for the purpose of exploring Reformed as well as other religious traditions' understanding of vocation. Groups of seven or eight faculty and staff members will be led by project directors. Each reading group will meet between five to six times over the course of a semester. In addition, project directors will work with the director of Faculty Development, Dr. Arlin Migliazzo, to integrate readings and discussion into the existing new faculty orientation program.

Implementation: Dale Soden, Tim Dolan, professor of religion

2:3 To develop and implement two conferences on Faith and Work jointly sponsored by Whitworth College and Gonzaga University (Objectives 1, 2, & 3)

Working closely with Dr. Michael Stebbins, the director of the Institute for Ethics at Gonzaga University, Whitworth will co-sponsor a major conference on Faith and Work. The national attention given to the relationship between spirituality and work is growing rapidly (see *Fortune Magazine* July 9, 2001 "God & Business"). The conference will invite several of the following speakers – Alan Briskin, *The Stirring of the Soul in the Workplace*; Gregory Pierce, *Spirituality @ Work*, Doug Sherman and William Hendricks, *Your Work Matters to God*. Scott Rae and Kenman Wong, *Beyond Integrity: A Judeo-Christian Approach to Business Ethics*. The conference on Faith and Work will

concentrate, in part, on the integration of faith in workplace situations, through lifestyle ministry, vocational choices, avocational pursuits, and prospective partnering arrangements with non-traditional business entities and non-profit/NGOs. Throughout the last few years, Whitworth and Gonzaga have established a successful track record of holding joint conferences and seminars for the larger Spokane community, most recently the conference on *Physics and the God of Abraham*, featuring John Polkinghorne.

The second conference will be held in Year 5 and will focus on dissemination of what has been learned through this program. Conference planners will once again invite a nationally recognized speaker and will focus on what has been learned through the grant. Other Lilly funded project directors will be invited to present their findings as well
Implementation: Dale Soden, Tim Dolan

2:5 To design an annual Career Services Staff workshop (Objectives 2 and 3)

The Career Services staff at Whitworth College will receive training opportunities and resources to assist in the incorporation of faith and vocation issues into the present career planning model. These resources would include reading materials for the staff and Career Services resource center, annual planning retreats for the Career Services staff targeted towards integration of annual departmental offerings with issues for faith and work, and an annual, mid-year workshop for Career Services/Whitworth staff utilizing guest presenters in such topic areas as: Year One: Career Choice vs. Vocational Choice, Year Three: Assessing Talents and Gifts, Year Four: Values Based Vocational Decision Making and Year Five: The Concept of Calling.

Implementation: Gordon Jacobson, director of Career Services

Outcomes:

- 1) Between 100-150 faculty/staff will have received training that will enable them to mentor students spiritually and vocationally in either individual or group settings.
- 2) Between 100-250 students will have participated in a group-mentoring situation that assisted them in the further exploration of their vocational calling.

- 3) Approximately 80 faculty/staff (one groups each semester) will have participated in reading groups furthering their understanding of the Reformed and other religious traditions' understanding of vocation. In addition, new faculty in each of the five years will have participated in discussion and reading around the same theme.
- 4) Whitworth will successfully partner with Gonzaga University to develop two conferences on Faith and Work drawing in participants from the community as well as from the two institutions.
- 5) Career services staff will have received training in incorporating faith and vocational issues into the career services model and a mid-year workshop for students that is currently presented.

TIMELINE STRATEGY 2: FACULTY AND STAFF DEVELOPMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
Activities	1/02-12/02	1/03-12/03	1/04-12/04	1/05-12/05	1/06-12/06
2:1 Retreats	August retreat for staff/faculty	August retreat	August retreat	August retreat	August retreat
	(spiritual development)	(vocation)	(spiritual development)	(vocation)	(assessment and planning)
	Mentoring (fall)	Mentoring	Mentoring	Mentoring	Mentoring
2:2 Faculty reading groups	2 groups: Vocation through the lens of denominations	2 groups: Vocation through the lens of denominations	2 groups: Vocation through the lens of denominations	2 groups: Vocation through the lens of denominations	2 groups: Vocation through the lens of denominations
	New faculty orientation-readings	New faculty orientation-readings	New faculty orientation-readings	New faculty orientation-readings	New faculty orientation-readings
2:3 Conference on Spirituality and Work	Planning	Conference		Planning	Conference
2:4 Career Services Retreat/Workshops	Staff Development Workshop	Staff Development Workshop	Staff Development Workshop	Staff Development Workshop	Staff Development Workshop

STRATEGY 3: Curricular Emphases designed to assist students in discerning their vocational calling.

Strategy 3 is designed to influence all Whitworth College students through the implementation of new curricular elements that will impact all students through their freshman year Core curriculum and within their major studies. In addition, Strategy 3 will enhance and strengthen programs offered by the religion department and the Weyerhaeuser Center for Christian Faith and Learning. Two central features of the context within which students will work are professional responsibility and service commitment.

Standard: All students at Whitworth College will have experienced curriculum centered around the theological exploration of vocation as seen through the lens of the Reformed and evangelical traditions. Students will be able to consider carefully how their vocational lives will be framed by the professional obligations of the world of work. Students will be able to understand and articulate the role service plays in the convictions that frame their life priorities.

3:1 To design and implement new curriculum into the Freshman Core 150 course. (Objective 1, 2, and 3)

This strategy is designed to reach all first-year students at Whitworth through curriculum that addresses concepts of calling. All students are required to take *Core 150 – The Judeo-Christian Tradition*, typically in their first year of college. A curricular addition to this course will consist of the requirement to read and discuss Lee Hardy's *The Fabric of this World: Inquiries into Calling, Career Choice, and Design of Human Work*. Hardy draws heavily upon Luther and Calvin to help frame issues associated with work and vocation. His book lays out an excellent foundation for understanding the importance of community, context, and commitment, and makes an excellent contribution to worldview topics covered in that course.

Implementation: Jerry Sittser (chair of Core 150 program)

3:2 To redesign the required Freshman Seminar to include curriculum related to character virtues and what it means to be a citizen in a just world (Objective 3).

Through funding provided by Whitworth and the Murdock Charitable Trust, the college will redesign Freshman Seminar adding curriculum that focuses on character virtues and what it means to be a citizen. The goals of this particular project are to help students connect the beliefs they form in the college years with their behavior in their personal and professional lives after they leave college. This program serves to integrate character virtues and citizenship into how our students' view their vocational calling.

Implementation: **Julia Stronks, project director *Lives of Commitment*, professor of political science**

3:3 To provide the opportunity for departmental initiatives and senior capstone course development (Objectives 2 and 3).

The program will provide \$2,500 for six departmental initiatives each year related to curricular innovations that are focused on vocation. Examples of departmental initiative elements are additional guest speakers, new courses, additions to or creation of senior capstone courses, research projects or other ideas related to specific ways in which departments desire to help student discern their vocation, understand the different contexts of that vocation, and explore the moral, ethical, and political commitments in those vocations. Consideration for receipt of funds will require an application from the department indicating to what purposes the funds will be utilized.

Implementation: **Dale Soden and Terry McGonigal in consultation with the academic vice-president, Tammy Reid**

3:4 To develop initiatives in the college's two largest departments: the School of Education and the School of Global Commerce and Management (Objectives 2 and 3).

Whitworth's two largest majors are education and business. This reflects, in part, the strong impulse students feel to find a job immediately upon graduation. The deans for the schools of Education and Global Commerce and Management have been consulted and are enthusiastic about developing specific initiatives within their schools. The grant

will provide each dean with \$5,000/year to develop programming related to vocational callings.

The School of Education will focus on faculty development with a retreat dedicated to issues of vocation. The department, Whitworth's largest, is comprised of seventeen full-time faculty and four professional-technical staff. Other possible initiatives from the department include hosting a conference focused on the Christian teacher in the public school. Whitworth political science professor, Dr. Julia Stronks, has published through Baker Books, a book on the topic and will be involved in conference development. Other possible activities include a regional conference for teachers on the issue of "The Calling of a Teacher." Additional possibilities include reading groups and symposia on topics of character and/or virtue education.

Implementation: **Dr. Dennis Sterner, dean of the School of Education**

The School of Global Commerce and Management will utilize grant funds for faculty development centered on vocational issues. Themes will include such topics as spirituality in the work place, ethical and public policy issues that affect the business community. The school will expand its current "Business Plus" program which brings alums from the college back to campus to meet with upper-level business students over dinner. Cultivation of alumni connections throughout the country will also be a major part of this initiative. In the year 2003, Whitworth plans to bring on-line a new academic building which will house the School of Global Commerce and the departments of history, political science, and sociology. Lilly resources will be used to bring the respective faculties together to explore possible collaborations around issues of career preparation and vocation.

Implementation: **Dr. Kyle Usery, dean of the School of Global Commerce and Management**

- 3:5 To design and implement a minor in Christian spirituality (Objectives 2 and 3).**
Building upon some of the existing coursework delivered through the religion and philosophy department, the college intends to emphasize themes of vocation and

spirituality through the development of a minor in Christian spirituality. A syllabus for the existing Christian Spirituality course can be found in Appendix 3. The following existing courses will provide the foundation for this new minor:

1. *Biblical literature course*
A general education requirement of all students; offerings include: Introduction to the Bible, Old Testament, New Testament, Great Themes of the Bible, Life and Teachings of Jesus, Great Themes in Paul's Letters, book studies
2. *Introduction to the Christian Faith* (spring semester, freshman year)
3. *Christian Spirituality* (fall semester, sophomore year)

In addition to the existing foundational courses, the following courses will be developed, delivered, assessed, and improved through the Lilly Grant:

4. *Theology and Practice of Prayer* (spring semester, sophomore year)
5. *Mentoring and Christian Community* (Jan term, junior year)
Delivered at Tall Timber Camp in the Cascade Mountains to enhance the experience of community
6. *Christian Vocation and Leadership* (senior year capstone course).
7. *Practicum in Spirituality* – students will develop original materials to be used for their future ministries in both church and secular vocations.

This minor will be available to all students, regardless of major. This minor provides the biblical, theological, and practical foundations for students to reflect on the interaction of spirituality and vocation from both an individual and communal perspective.

Implementation: **Jerry Sittser, Terry McGonigal, and professor of religion**

3:6 To establish new tracks for the existing Certification for Ministry program (Objective 2).

The Certification for Ministry program was begun in 1994, with the intent to prepare Whitworth students for entry-level positions in churches and other organizations upon their graduation from Whitworth. Many churches are eager to hire college graduates for such positions as youth and children's ministry directors and Whitworth certification students are in great demand.

Students must apply for admission into the program, and then they move through it as a cohort group. The current program is designed around seven courses. Students do not

receive the certification unless they earn at least a B in every course, and they must also receive final approval from the Certification committee. The committee then assists them in finding jobs. The demand has been greater than the supply, so nearly every student who has sought a job has found one.

The existing program consists of the following courses (every course is upper division and worth 3 credits):

Evangelism and Discipleship;

Gospel Proclamation or Small Group Ministry (or both);

Administration in Ministry;

Family Ministry;

Youth Ministry (or another course that fits that sense of calling);

Theology of Ministry (the capstone course that meets all year long);

Internship (also meets all year long).

The internship is well supervised, assigning specific responsibilities to the students and requiring students to meet regularly with a mentor. Enrollment is limited to 15 students each year, though there are consistently more applications than spaces available.

Through this grant, the college intends to expand the Certification for Ministry program from one track into four separate tracks each of which will prepare students to minister in areas of critical concern. Students will take some courses in common such as the capstone Theology in Ministry course and then additional courses that apply only to one track. At times they will meet as a cohort and at times within just their own track. The same requirements for receiving certification will apply to all tracks. The four tracks will be: 1) Youth Ministry; 2) Children's Ministry; 3) Church Music; 4) Missions (including urban ministry). The approach to teaching this program is also a cohort approach of faculty and adjuncts working as a team. Adjuncts working on the track development will include Kent MacDonald (Young Life), Robyn Garvin (Asst. Pastor, Hamblen Park Presbyterian Church, Jan Martinez (First Presbyterian) and Partners International. The following more fully describes curriculum specific to each track:

Church Music

Pre-requisites in music:

Chorale Literature
Choral Techniques
Advanced Conducting

Pre-requisites in religion:

Christian Spirituality
Biblical Literature
Intro to Doctrine

Church Music Certification:

Introduction to Church Music
Music in Worship
Internship

Youth Ministry

Evangelism and Discipleship (Kent MacDonald)
Gospel Proclamation or Small Group Communication (Ron Pyle)
Administration in Ministry (Robyn Garvin)
Family Ministry (Robyn Garvin)
Youth Ministry (Kent MacDonald)
Theology of Ministry - all cohorts will meet together to discuss larger issues
Internship - supervised by adjunct provided in departments operational budget)

Children's Ministry

Evangelism and Discipleship (Kent MacDonald)
Gospel Proclamation or Small Group Communication (Ron Pyle)
Administration in Ministry (Robyn Garvin)
Family Ministry (Robyn Garvin)
Nurturing Faith in Children (adjunct)
Children and the Church (adjunct)
Theology of Ministry- (Jerry Sittser)
Internship

Missions

Gospel Proclamation or Small Group Communication (Ron Pyle, professor of Communications)
Administration in Ministry (Robyn Garvin)
History of Missions (Roger Mohrlang, professor of religion)
One of the following existing courses in the sociology department:
Intro to cultural Anthropology

Intro to Social Services
Cities and Urban Life
The Helping Process in Social Services
Deviance, Crime and Criminal Justice
Cross – Cultural Ministry (Partners International) or *Urban Ministry* (Jan Martinez)
Theology of Ministry (Jerry Sittser)
Internship

Many of the above courses are already taught in the existing program. The additional course offerings will be developed by the faculty/adjunct team as part of the project and funding for such is provided in the budget.

Implementation: Jerry Sittser, Terry McGonigal, associate chaplain, and new professor of Church Music

3:7 To develop a new program entitled *Being Called* designed to connect service learning and vocation (Objective 2).

While there is a growing national movement focused on service learning as well as increasing attention being paid to vocational issues, there are few if any programs that attempt to integrate intentionally these two conceptual areas. The planning grant provided the opportunity to consult with Professor Jack Fortin from Luther Seminary who is responsible for developing vocational initiatives within the context of congregations in the upper-midwest as well as Jim Kielsmeier, one of the principal founders of the national service learning movement. Both have agreed to work with Whitworth should the project be funded. Successful. Both persons will come to the campus as part of our initiative and further work with the project directors. Jack Fortin will help the faculty and staff apply the model of “life-long learning” he has developed at Luther Seminary. Jim Kielsmeier will help faculty, staff and students do intentional research integrating service-learning with the themes of Christian spirituality and vocation.

In order to integrate service-learning and vocation, the college proposes to develop a program entitled *Being Called*. Modeled in part on a successful program at Loyola University in Chicago, this initiative will recruit 20 undergraduate students with

sophomore standing and guide them through activities intended to strengthen their own vocational discernment through connections to service-learning. Guided by dedicated faculty and staff mentors committed to student learning and development, these students will participate in a series of co-curricular activities throughout the remainder of their time at Whitworth. As a *Being Called* participant, each student will complete three elements during each of his or her remaining three years at Whitworth. Elements include participation in retreats, on-going dinner conversations in peer/faculty groups and service-learning experiences. Additionally, students will participate in various assessment-related activities, such as an annual interview, regular entries in a personal *Being Called* journal, and reflection essays.

Sophomore Year. During the first year of *Being Called*, students will participate in the “Weekend,” the annual fall spiritual retreat where students will consider the question, “If I followed my heart, what would I do with my life?” In addition, each student will be involved twice a semester in dinner conversations with five peers and an assigned faculty or staff mentor, and each will be enrolled in a semester-long service-learning course.

Junior Year. During the second year, participants will participate again in the “Weekend,” the fall spiritual retreat where students will consider the question what does it mean to be “in the world but not of the world.” Twice a semester **dinner conversations** with five peers and their assigned faculty or staff mentor; and a second service-learning course or independent service project approved by the service-learning coordinator will be required.

Senior Year. During the final year of *Being Called*, students will share their experiences at the “Weekend” retreat and complete a **career shadowing workshop** pairing students and alumni mentors; twice a semester **dinner conversations** with five peers and their assigned faculty or staff mentor; and a final service-learning course in one’s major will be required.

Implementation: **Service learning coordinator and associate chaplain**

3:8 To provide leadership training and experiences for Presbyterian scholarship students (Objective 2).

Whitworth currently has seven students who are receiving significant scholarship aid from the national Presbyterian Church. In addition, approximately forty-five other students receive institutional monies associated with the Presbyterian denomination. The seven students receiving scholarships through the national church will meet twice each semester for discussion with regional Presbyterian leaders to explore topics related to service in, to, and through the church. In addition, students will be expected to read one book each semester related to Reformed spirituality and vocation. Second year students in the program will serve as facilitators of reflection/discussion groups on the topics considered in the readings. Participating students will receive one credit/semester for participation in the program. In addition, the other forty-five will be invited to special events organized primarily by the seven students that will focus on key theological issues associated with the Reformed and evangelical traditions. For example, students might explore literature that attempts to define core Presbyterian distinctives for the twenty-first century.

Implementation: Dale Soden, Terry McGonigal, Tim Dolan, professor of religion

3:9 To strengthen and continue the Whitworth Younger Scholars Program (Objective 2)

For the past six years, Whitworth has participated in the Pew Younger Scholar Program. The vision behind this program has centered on encouraging talented undergraduate students to consider going to graduate school, as well as to help them understand their vocation as a Christian scholar. On average, between eight to twelve students participate in the program each year first as Pew Younger Scholars and now as Whitworth Younger Scholars. They have worked closely with a faculty mentor, and discussed issues related to graduate school and the challenges related to Christian scholarship. Each year has ended with an on-campus conference featuring presentations of their research projects. Over twenty-five students have gone on to graduate school careers. Funding from the Pew Foundation has ended. At this point, because of the close association between the

Scholars Program and the objectives of the Lilly program, the college proposes continuation of this program with Lilly and Weyerhaeuser funding. Faculty leadership is deemed crucial to the success of this project and it is proposed to support release of one 3-credit course for the faculty director from Lilly funds. The remaining funds required for the program will come from the Weyerhaeuser Center.

Implementation: **Dale Soden and designated faculty director**

3:10 To develop to lecture series on ethical themes (Objective 3).

Whitworth students entering professions, having been exposed to this project, will bring to their work a critical perspective that discerns critical issues of ethical decision making as well as issues of public policy. This program will also serve to help prepare students to live in accordance with convictions of faith.

3:10:1 Ethical Decision-Making

Current activities under the Murdock Charitable Trust grant, *Lives of Commitment*, are providing workshops for faculty on infusing ethics into the curriculum. These workshops will set the stage for further exploration of ethical issues in relation to one's vocation under the Lilly program.

A lecture series for each of the five years of the grant will focus on vocational issues. Specifically, these lectures will center on issues related to ethical decision-making in the work place. The Reformed and evangelical traditions have a long history of social engagement that connects one's work with critical issues of ethical decision-making. From environmental issues and stem cell research, to end of life decisions and various employment practices, speakers will raise challenging ethical issues. Modeled in part on a current program on health-care ethics, sponsored by the Weyerhaeuser Center for Christian Faith in Learning, the lecture series will draw on experts in the field both locally and nationally. Three times each semester, a lecture will be held on a topic related to vocation. Students will sign up for the series for one credit per semester. Reflection papers and responses will be monitored by teaching assistants.

Implementation: **Dale Soden**

3:10:2 Lecture series on theological reflection and public policy issues

A second series of lectures is designed to bring guest speakers to campus who can speak to the relationships between theological reflection and citizenship. As an example, this year the Center for Faith and Learning is bringing Dr. Jean Bethke-Elshstain to campus and she will speak on the topic, “Why We Love Money: Where Faith Meets the Market. Other topics would focus on issues related to religion and the public square. The Reformed tradition asserts that one should be knowledgeable about public policy issues related to the work-place environment, whether they be health care reform, racial discrimination, or economic justice. The program will bring speakers to campus for the purpose of raising consciousness concerning the connection between theological reflection and one’s role as a citizen.

Implementation: **Dale Soden**

3:11 To develop an internship program with reflection on calling and vocational discernment (Objective 1 and 3).

While students are currently prepared for internships through group orientations, which focus upon the dissemination of practical information, little is done to encourage reflection on the issues of calling and vocation throughout the internship experience. It is the aim of this program to provide opportunities for sustained reflection through: 1) mid-semester intern discussion groups facilitated by a member of the Career Services staff or alumni/community mentor. 2) creation of an on-line intern discussion group moderated by a member of the Career Services staff, focusing on issues of calling and vocational commitment and 3) an end of the semester dinner offering an opportunity for interns, alumni/community mentors and site supervisors to engage in conversation regarding the internship experience and how recognized talents in the professional world integrate with personal values and vocation planning.

Implementation: **Gordon Jacobson, director of Career Services**

3:12 To conduct two feasibility studies to determine the efficacy of adding two graduate programs, one in religious studies and one in non-profit/NGO management (Objective 2).

1. Feasibility of major in non-profit/NGO management

The School of Global Commerce and Management, under the leadership of Dean Kyle Uery, will conduct a feasibility study regarding the possibility of adding a non-profit/non-governmental track to both the undergraduate degree in Business Management and the master's degree in International Management. Funds will be used to bring in a consultant, provide travel for Uery or designated personnel to visit other campuses and conduct a market analysis for the possible degrees.

Anecdotal evidence, along with some preliminary research, indicates that the growth of non-governmental organization (NGO) and non-profit entities will continue to increase in the 21st Century. Many of these entities are actively engaged in ministry or are platforms for ministry domestically and internationally. Yet, a substantial portion face financial, ethical, and vocational dilemmas, in part, because of a lack of managerial focus and strategic operation. Preliminary research indicates that very few, if any, faith-based institutions of higher learning in America have devoted substantial resources to this emerging need in vocational education at their business schools. Specifically, with this grant, the School of Global Commerce and Management will examine the feasibility of developing a major in non-profit/NGO management at the undergraduate level and an area of emphasis (track) at the graduate level in our Masters in International Management program. Course offerings may include, but not be necessarily limited to, non-profit/NGO accounting, non-profit/NGO management, non-profit/NGO financing, non-profit/NGO domestic and international strategic planning, and non-profit/NGO business platforms for mission strategies. The latter course will be taught in the business school in

a cross-disciplinary environment, with curriculum, instructors, guest speakers, and other input from the religion and philosophy department, in particular. The development of internships for business students, both graduate and undergraduate, to work directly with non-profit/NGOs is also an important pedagogical tool for students to attain a realistic experience of the demands, challenges and rewards in non-traditional business vocations. In addition, a January or May-term field study course will be offered to allow students to experience a number of domestic and international non-profit organizations first-hand in different parts of the world, highlighting hunger relief agencies, micro-finance, agriculture demonstration projects, urban poverty alleviation, local economic development, cultural preservation, medical/health provision, and others; course and travel curriculum development will change each year in this course to focus on a new region or part of the world that is being impacted heavily by non-profit/NGO involvement.

Implementation: Kyle Usrey, dean of the School of Global Commerce and Management

2. Feasibility study to determine the viability of an on-campus graduate program in religious studies

The department of Religion and Philosophy under the leadership of Roger Mohrlang, chair of the department, will conduct a feasibility study regarding the possibility of adding a masters degree in religious studies to the curriculum. Funds will be used to bring in a consultant, provide travel for Mohrlang or designated personnel to visit other campuses and conduct market analysis for the possible degree. Building on the strength of Whitworth's undergraduate religion program, the college wishes to evaluate other possible ways to help prepare an expanded student population for ministry and leadership within the church. There have been numerous occasions in which church leaders have suggested Whitworth consider offering a graduate program in religious studies; it is our desire to evaluate the viability of such a program. If it is determined that a traditional credit-bearing program is not feasible, the college will assess alternative means of supporting and training leadership to minister effectively within the changing context of the Church.

In the process of evaluation, the college will explore the possibilities of developing an agreement with seminaries like Princeton Theological Seminary, Fuller Theological Seminary, and or Regent Theological Seminary, that will allow students to transfer the credits they earn in the Whitworth masters program to a Master in Divinity program at these seminaries. Discussion with church professionals in the inland Northwest indicates that they are also interested in a masters program at Whitworth. The feasibility study will focus on an assessment of the market for graduate theological education in the inland Northwest, provide travel monies to visit other seminaries and bring consultant to Spokane, as well as provide resources for curricular design.

Implementation: Terry McGonigal, Dale Soden, and the chair of the religion department

Outcomes:

- 1) All students will have an understanding of the importance of community, context, and commitment as it related to faith and vocation through new curriculum in CORE 150.
- 2) All freshmen will have an introduction to character values and civic engagement.
- 3) All departments (17) will have had the opportunity to develop initiatives such as senior capstone courses with vocational focuses
- 4) The School of Education and the School of Global Commerce and Management will have developed programming relating to vocational calling that involves the community.
- 5) The college will have begun offering a minor in Christian Spirituality to all students
- 6) The Certification of Ministry program will have enrolled students in four specialized tracks, rather than just one general track, providing a more focused vocational experience in child, music, youth, or mission ministry leading to lay positions in churches and better serving the demand within the church community.
- 7) Annually, 20 students will participate in the various aspects of the *Being Called* program for a total impact on 100 students over the course of the 5-year grant.
- 8) Seven Presbyterian scholarship students annually will have received leadership training. These students will have, in turn, provided programming for an additional 45 students

who receive some support from individual Presbyterian churches for a total impact of approximately 260 students over the 5-year period.

- 9) 8-10 students per year will have will conduct research with a faculty mentor for a total impact on approximately 40 students, 50% of whom will go directly on to graduate school.
- 10) Students intending to enter the professions of health care, law, or business will have had the opportunity to attend lectures designed to assist them in making ethical decisions once in the workforce and reflect upon the issues discussed. Students will also have been engaged through lecture series on issues of public policy and citizenship with additional reflection.
- 11) Students participating in internships will have benefited from the opportunity to reflect on and discuss their experiences with others.
- 12) Two feasibility studies will have determined if the college should offer graduate level programming in religious studies and undergraduate and graduate programming in non-profit/NGO management and will recommend the form that those programs should take.

TIMELINE STRATEGY 3: Curricular emphases

	Year 1	Year 2	Year 3	Year 4	Year 5
Activities	1/02-12/02	1/03-12/03	1/04-12/04	1/05-12/05	1/06-12/06
3:1 Freshman curriculum	Core 150 team planning	Inclusion, Hardy text	Inclusion, Hardy text	Review of Hardy book; inclusion or replacement	Inclusion of Hardy book & other vocational materials
3:2 Freshman Seminar	Deliver curriculum	Deliver curriculum	Deliver curriculum	Deliver Curriculum	Review revise
3:3 Department Initiatives 4/year	\$2500 grant; program implementa- tion/	\$2500 grant; programs, review	\$2500 grant; programs, review	\$2500 grant; programs, review	\$2500 grant; programs, review

3:4 Schools of Ed & Commerce	\$5000 ea. program implemen- tation	Program development	Program Review	Program Review	Program Review
3:5 Christian spirituality minor	Course development	Course development	Pending approval, offer new minor	Implement new minor	Implement minor, review program
3:6 Certification for Ministry Tracks	New course development	New course development Pilot courses	New course development Pilot courses	New course development Pilot courses	New course development Pilot courses
3:7 Being Called	Introduce at Weekend retreat	Form cohorts Implement	Add new cohort Implement	Add new cohort Implement	Add new cohort implement
3:8 Presbyterian Scholars	Planning	Begin groups (fall)	Review, start second year of groups	Review, run third year of groups	Review program, plan for continuation
3:9 Whitworth Younger Scholars	Planning, train first group	Train second group	Train third group	Train fourth group	Review, modify, plan for continuation
3:10:1 Lecture Series	Planning Delivery	Planning Delivery	Planning Delivery	Planning Delivery	Planning Delivery
3:10:2 Lecture Series	Planning Delivery	Planning Delivery	Planning Delivery	Planning Delivery	Planning Delivery
3:11 Internship Enhancement	Staff planning workshop Peer-group discussions	Staff planning workshop Peer-group discussions	Staff planning workshop Peer-group discussions	Staff planning workshop Peer-group discussion	Staff planning workshop Peer group discussions
3:12 Feasibility Study	Implement two studies	Review & recommend	Plan		

STRATEGY 4: To assist students in discerning vocational issues through co-curricular activities.

Strategy 4 will focus on the variety of ways in which students can be assisted in considering vocational issues outside of the classroom. Given that alumni have recently identified their residence life experience as one of the most positive features of their experience here, the program intends to strengthen the substance of that experience by adding an opportunity for community life, with spiritual practice and vocational development as central themes. Noted educational analyst, Alexander Astin, asserts that fifty percent of all that is learned in the college years occurs outside of the classroom. Whitworth has had a long tradition of developing co-curricular programs that connect life choices with theological reflection. These include retreats, intentional living groups, and other student programs that involve faculty/staff mentoring. In the co-curricular setting, communities of discernment, exploring contexts, and developing commitments will play a key role in the success of this program.

Standard: Student learning about vocation will extend to settings outside the traditional classroom through upon a strong foundation of campus programs and development of new programs that will serve to enhance that existing foundation. Ministry coordinators will be trained to help students consider vocational issues.

4:1 To develop intentional communities for vocational discernment through the establishment of a theme dorm/John Calvin House (Objective 1).

4:1:1 Theme Dorm. Whitworth has had a long history and practice of developing intentional living spaces on campus for the purpose of building community and focusing reflection. From foreign language houses and cross-country theme houses to dorms emphasizing service learning, Whitworth has attempted to understand ways in which living spaces contribute an important dimension to the learning process. The grant will provide \$2,000 in the first year and \$4,000 for each of the remaining years to develop a theme dormitory on campus that will focus on issues of spirituality, theological reflection, and vocation. It is expected that this dorm will be established first in one of the smaller dormitories and participation will be based on self-selection and open to

sophomores and juniors. Grant funds will provide a small stipend for a faculty advisor(s) and support for special activities. In this dorm students will create an environment conducive to the practice of spiritual disciplines on a daily basis, and will invite other members of the community to join them on a regular basis.

Implementation: **Terry McGonigal, Jerry Sittser, associate chaplain**

4:1:2 John Calvin House. Seniors will live in this theme house, with the purpose of intentionally exploring their own call to ministry/seminary, and will convene regular conversations for other students to consider the same topics. John Calvin House will be based on a successful model currently in place at Brescia University, a Catholic college in Owensboro, Kentucky. The purpose of the residential living experience is to help students decide how God is directing them to live out their baptismal call. There are two components—the first focuses on men and women who are attempting to discern God’s will in their lives through daily private and communal prayer, weekly gatherings as a community for Eucharist and meals, spiritual direction, participation in lectures, presentations, and other educational opportunities at the college. The second component consists of a more intense experience of community living. This community living in John Calvin House will be focused on going into the ordained ministry. This group will be under the care of a spiritual director with added commitments of daily prayer will host regular gathering to explore vocational themes.

Implementation: **Terry McGonigal, associate dean of students**

4:3 To enhance and strengthen programming for the Weekend retreat (Objective 1).

An important tradition for the development of Christian Spirituality in the lives of first-year students is “the Weekend” retreat. This retreat is designed to remove students from the dorm setting and provide a time of solitude and reflection. The emphasis at this retreat is placed on the importance of centering one’s life on the person of Jesus Christ. The goal is to provide time and space for students to make commitments concerning the importance of Christian spirituality as a central component of what they want their experience at Whitworth College to include. The college currently budgets approximately \$5,500 per year for the retreat. The addition of Lilly grant funding will provide materials

and speakers that can help frame these issues of commitment specifically as matters of vocation, with lifelong implications.

Implementation: **Terry McGonigal and associate chaplain**

4:3 To enhance and strengthen the Ministry Coordinators program through the infusion of vocational themes into training (Objectives 1 and 2).

The College currently provides operational support for the ministry coordinator (M.C.) program budgeting \$26,800 for wages and an additional \$1,000 for programs for the 2001-02 fiscal year. A student serves as the M.C. on every floor of every dorm. (There are approximately 30 M.C.s serving in halls each year, depending upon housing configurations). These students receive group training, support, and supervision through the dean of the chapel. They are responsible for leading and facilitating small group Bible studies and are also available for individual pastoral and prayer support. In the 2001 academic year, these M.C.s coordinated over 60 small group Bible studies, with approximately 380 students involved in active participation. This ministry continues to grow rapidly, and it provides the foundation for the college's co-curricular emphasis on community in the dorm setting. This initiative will provide the Chaplain's office with the opportunity to build more vocational themes into the training of the ministry coordinators.

Implementation: **Terry McGonigal and associate chaplain**

4:4 To develop the Alumni Initiatives program (Objectives 1 and 3).

This program is designed to provide formal ongoing faculty connections for new Whitworth alumni as they make the crucial transition into either graduate programs or the workforce. Various survey models clearly indicate that the first year after graduation can often be difficult. Through the Alumni Initiatives Program, the college will formalize opportunities for maintaining strong faculty connections with these graduates. While many of our faculty maintain contact with alumni from their departments, four faculty will be appointed as part of this program and provided with training on transition issues and a stipend so that they will be available via e-mail to all new graduates. In addition, the alumni web site will be expanded to include special service areas for these new

alumni as well as a chat room that will allow students and faculty to remain in contact as they address key transitional issues. Participating faculty will seek continued mentoring opportunities with these students, particularly in regard to vocational issues.

Implementation: **Jerry Sittser and director of Alumni Affairs**

Outcomes:

- 1) A theme dorm will be established for students interested in further exploring the theme of vocation in a group living situation.
- 2) John Calvin House will be established to house students interested in entering the ordained ministry and those students' living experience will be enhanced through programming at the house.
- 3) Programming for the Weekend will be enhance with materials and speakers and students will understand the lifelong nature of commitment.
- 4) The Ministry Coordinator's program will have been strengthened with additional training with a vocation theme and MC's will be able to apply this training to programming in the dorms and in individual Bible study groups
- 5) The Alumnae Initiatives program will have been piloted with 5 groups of post-graduation students.

TIMELINE STRATEGY 4: Co-curricular emphases

	Year 1	Year 2	Year 3	Year 4	Year 5
Activities	1/02-12/02	1/03-12/03	1/04-12/04	1/05-12/05	1/06-12/06
4:1 Theme dorm	Planning recruitment	Enrollment, fall 2003	Enrollment	Enrollment	Enrollment, review
4:2 John Calvin House				Planning	Implementation
4:3 Weekend retreat	Planning, implementation	Implementa- tion	Implementa- tion	Implementa- tion	Implementa- tion
4:4 Ministry Coordinators	Planning, train first group	Train second group	Train third group	Train fourth group	Review, modify, plan for continuation

4:5 Alumnae Initiatives	Planning, begin program (summer, fall)	Review, continuation	Review, continuation	Review, continuation	Review, continuation
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STRATEGY 5: To strengthen partnerships with the Church and other community agencies

Strategy 5 will result in the development of programs that strengthen the college’s connections with the church and other agencies in the community. It is through these connections, that students will better understand the variety of contexts in which their vocations can be experienced. The Reformed tradition acknowledges the importance of understanding and engaging the world. Whether that be the political, economic, and social infrastructure that shapes our culture, or the impact that different geographical regions might have on the nature of an institution such as the church, the context in which one works and lives is important. In part, the strategy intends to help people prepare for various forms and levels of ministry while better understanding the current context of church work, the challenges of unique congregation subcultures, the challenges of administrative responsibility in the work of ministry and societal influences on matters of spirituality

Standard: Students will better understand the importance of engagement in the world and the context in which they work in community with others to serve the church and in their professional lives. They will be better equipped to minister effectively in a variety of contexts – from urban to rural, and from small to large congregations. There will be an increase in collaborative partnerships with regional churches and churches will participate in the training of Whitworth students to serve the church in a variety of capacities. Church leaders and laity will receive training and support that will enable them to strengthen and influence their own church context and culture.

5:1 To develop the 2004 session Whitworth Institute for Ministry around the theme, “Vocational Discernment and Support in the 21st Century (Objective 3)

The College sponsors an annual summer conference with a particular theme for the purpose of pastoral renewal and reflection. Current themes include:

2001 – “Discipleship in the 21st Century”

2002 – “Evangelism in the 21st Century”

2003 – “Spiritual Renewal in Pastoral Ministry”

In the summer of 2004, the theme for the Institute will be “Vocational Discernment and Support in the 21st Century.” The conference will invite nationally recognized pastors and plenary speakers to consider how the church can encourage a stronger sense of vocation in all of its members. Funds from this proposal will be used to supplement the existing budget in order to bring speakers of national reputation to campus.

Implementation: **Terry McGonigal**

5:2 To offer certificate programs to lay leaders through the Institute for Clergy and Lay Leadership Development, Weyerhaeuser Center (Objective 2).

Churches and religious organizations are increasingly looking for qualified lay women and men to serve in non-ordained positions of leadership. Unfortunately, many otherwise qualified people are reluctant to pursue these positions because they do not feel adequately prepared biblically, theologically, or spiritually, or they find themselves lacking in the practical skills they need to be successful in their current church context. Others are already involved in lay ministry positions but feel limited by their lack of training and ongoing opportunities for development and support. Currently, the Weyerhaeuser Center for Christian Faith and Learning, through its Institute for Clergy and Lay Leadership offers three certificate programs: the Certificate in Lay Ministry, Certificate in Spiritual Formation (in partnership with Columbia Theological Seminary), and the Certificate in Leadership and Church Management. These certificates have been designed to help train, equip, and support women and men to be more effective in ministry.

Under this program, the Weyerhaeuser Center for Christian Faith and Learning will seek to make these certificate programs even more accessible, particularly to recent graduates of the college. Accessibility will be increased by offering the Certificate in Lay Ministry off-campus in select Presbyterian churches that send significant numbers of students to Whitworth College and/or employ Whitworth students as staff or summer interns. The certificate will be a joint effort between the college and the church. Whitworth faculty and staff will teach the individual sessions and the host church will provide facilities and publicity. Current plans are underway to offer the Lay Ministry program at Chapel Hill Presbyterian Church in Gig Harbor, Washington in January 2002 and possibly in other congregations in the near future. The program also intends to expand the number of courses offered through the Certificate in Spiritual Formation and offer the courses in local congregations. For some alumni and other lay leaders, these certificates can provide incentive for further theological training.

Implementation: **Tim Dolan**

5:3 To develop a new certificate in Urban Ministry in collaboration with the Association of Urban Studies (Objective 2).

In partnership with the Association of Urban Studies (AUS), located in Seattle, Washington, Whitworth will offer certificate programs in theological education for pastors and lay persons in the greater Spokane area, focusing on urban ministry. This program will allow Whitworth students to become more involved in urban ministries and help develop a better understanding of service vocations in the city. AUS and Whitworth intend to prepare indigenous urban leaders who are motivated by a God-centered worldview and who are equipped to bring transformation to the churches, communities, and cities of the Pacific Northwest and the Pacific Rim. Based on this context and vision, Whitworth College, through the Weyerhaeuser Center for Christian Faith and Learning, will facilitate certificate level courses for AUS in the greater Spokane area. AUS will provide up to \$15,000 (\$1,000 per church) of scholarship money for local urban churches to participate in the AUS certificate. The curriculum will focus on the history and significance of the city, servant leadership, cross-cultural understanding in an urban

context, and personal and organizational management. Other course topics are in various stages of planning and implementation. In addition to local church leaders, recent Whitworth graduates, who are serving in urban contexts in the greater Spokane area, will take advantage of this certificate program to further their training. Whitworth College will facilitate conversation for other potential academic partners in the Northwest with AUS, inviting the participation of Seattle Pacific University, Northwest College, Seattle University, Pacific Lutheran University, Fuller Seminary, and Trinity Lutheran College.
Implementation: **Tim Dolan, Dale Soden, Terry McGonigal**

5:4 To Collaborate with First Presbyterian Church to sponsor an Urban Residential Project (Objectives 1 and 2).

Planning is currently underway to develop a Whitworth College/First Presbyterian Church (FPC) urban project designed to involve Whitworth students in a residential ministry in the heart of Spokane. Plans are underway to secure an apartment building for the purpose of housing several Whitworth students during the course of a semester. The majority of Whitworth students will end up living in large urban communities. The purpose of this project is to inspire and equip students with a vision for serving Christ in the city through a local congregation. Whitworth College and FPC will share in oversight of this program that is designed to engage students in a congregation-centered approach to the city. Whitworth will employ a graduate assistant who work on-site supervising students in this residential living program. The pastors, key lay leaders, and Whitworth staff will meet regularly with students, lead chapel services, and advise students on issues related to ministry in the city. FPC will recruit, oversee and train mentor families that will befriend the students and draw them into the life of the congregation. The pastors and staff of FPC will provide significant internship opportunities that will allow Whitworth students to experience the various aspects of ministry in an urban context. As part of their ministry exposure, students will meet people, agencies, and ministries that focus on the needs of the city, and be offered opportunities to reflect on ministry and the city. Students will also observe and participate in the city ministries of FPC.

Implementation: **Tim Dolan**

5:5 To develop the Lilly Ministry Internship Program to assist small urban and rural churches (Objective 2).

This program will provide funds for four interns to serve in small urban and rural congregations during the summer. The purpose of this program is to give Whitworth students, especially those who are considering ordained pastoral ministry, an opportunity to experience ministry in the small church context in which many of them will eventually serve. Students will be selected based on their interest in small church ministry and desire to serve in small church contexts following graduation. They will be placed in ministry situations that will provide exposure to all facets of small church ministry with trained pastoral mentors. These pastoral mentors will have significant pastoral experience and will be willing to undergo specific training in effective mentoring. Opportunities will be available for students to reflect on their ministry experiences and the nature and ministry of the church in the 21st century.

Implementation: **Tim Dolan**

5:6 Lilly Research Fellows (Objectives 2).

The Lilly Research Fellows program is designed to get students directly involved in the life of individual congregations and play a useful role in helping churches recover their own stories. Students will see a side of the church that will help them understand the context of ministry in a more intimate manner, and Whitworth College can play an important role in analyzing the changing context of religion in the region.

The program will provide funds for six students each year to be identified as Lilly Research Fellows. These students will be trained in research skills that they will then apply to work with local congregations in the greater Spokane area. Students will be trained in oral history, sociological analysis, and work with church archival material in the Whitworth College Library. They will be assigned to a specific congregation for the year, to work closely with pastors and staff and help the congregation to effectively “tell its own story.”

Implementation: **Dale Soden, Jerry Sittser**

5:7 To develop pastors' reading groups on vocation (Objective 3).

A key component in developing greater collaboration with local congregations is the nurturing of personal relationships and greater sensitivity to vocational issues. Both the executive of the local presbytery, Dr. Rick Melin, and the bishop of the Lutheran church in eastern Washington and northern Idaho, Dr. Martin Wells, have been consulted for this proposal. They have agreed to help recruit local Presbyterian and Lutheran pastors into reading groups to be held on the Whitworth campus. Reading groups will serve the dual purpose of helping pastors explore vocational issues and secondly helping to create an environment where more opportunities for Whitworth students serving in their congregations might be explored. Eight-ten pastors will meet over the course of a semester to read and discuss books with vocational themes.

Implementation: **Tim Dolan, Terry McGonigal, Dale Soden**

5:8 To strengthen collaborative relationships with key theological seminaries (Objective 2).

Stronger relationships need to be cultivated between undergraduate institutions like Whitworth College and seminaries. This strategy will provide funds for a lecture each semester from one of the following seminaries: Princeton Theological Seminary, Fuller Theological Seminary, San Francisco Theological Seminary,, Pacific Lutheran Theological Seminary, Columbia Theological Seminary, and Austin Seminary. Guest speakers from these seminaries will be invaluable in helping the Whitworth community understand the current context of professional ministry and the institutional church.

Implementation: **Tim Dolan, Terry McGonigal, Dale Soden**

Outcomes:

- 1) Pastors' ability to help members of their congregation to discern vocational calling will be enhanced through participation in the 2004 Whitworth Institute for Ministry.
- 2) The participation in the certificate program will have increased by 50 participants.

- 3) At least 15 churches per year will have sent pastors or lay persons to the programs sponsored by Whitworth and AUS. Whitworth will have helped develop at least one other college partnership with AUS.
- 4) Students participating in the Urban Residential Project will have gained skills and understanding enabling them to serve in some aspect of urban ministry
- 5) 20 Whitworth students will have served as Lilly Ministry Interns and gained an understanding of the issues facing small urban and rural churches.
- 6) 30 Lilly Research Fellows will have worked with churches in the Northwest helping to develop congregational histories. Students will have gained skills in oral history and sociological analysis.
- 7) 40 pastors will have participated in reading groups on the Whitworth campus
- 8) Relationships with at least six key theological seminaries will have been strengthened through interaction on the Whitworth campus.

TIMELINE STRATEGY 5: Preparing students for ministry

	Year 1	Year 2	Year 3	Year 4	Year 5
Activities	1/02-12/02	1/03-12/03	1/04-12/04	1/05-12/05	1/06-12/06
5:1 Whitworth Institute for Ministry			Planning	Implementation	
5:2 Certification for Ministry-new tracks	Planning, course development	Seek formal approval, begin music & missions programs	Inaugurate youth & children's ministry tracks	Continue program & course development	Continue, review programs
5:3 Urban Ministry program	Planning with AUS, recruitment	Continued planning, recruitment, pilot projects	Full implementation	Continued implementation	Review & planning
5:4 Urban Residential Project	Planning with FPC, recruit students	1 st student class begins (fall '03)	2 nd student class begins (fall '04)	3 rd student class begins (fall '05)	Program review & planning

5:5 Lilly Ministry Internships	Planning, recruitment	1 st interns placed (summer '03)	2 nd interns placed (summer '04)	3 rd interns placed (summer '05)	4 th interns placed (summer '06)
5:6 Lilly Research Fellows	Plan and recruit first 3 interns Train, begin research	Recruit total of 6 students (fall '03) Continue research	Recruit total of 6 students (fall '04) Continue research	Recruit total of 6 students (fall '05) Continue research	Recruit total of 6 students (fall '06) Continue research, evaluate program
5:7 Pastor's reading groups	Planning, recruitment	Offer 2 groups	Offer 2 groups	Offer 2 groups	Offer 2 groups
5:8 Relationships w/seminaries	Planning	Lecturers from 2 seminaries	Lecturers from 2 seminars	Lecturers from 2 seminars	Review, planning for new cycle

VIII. OVERALL PROJECT OUTCOMES

Support from the Lilly Foundation, Inc. will assist the college in advancing its strategic planning initiative to prepare students effectively for careers and vocations dedicated to service; while strengthening its mission of preparing students to “*honor God, follow Christ, serve humanity*” in their personal and professional lives. The capacity of the college to serve its students with enhanced programming and prepare graduates for a variety of callings will be strengthened through the addition of faculty and staff whom the college will continue to employ following grant support. Faculty/Staff development strategies will build on natural relationships that already exist and result in trained faculty and staff who are able to offer meaningful, informative and empathetic relationship within which students are able to explore issues related to their ideas of calling.

Through enhancing the curriculum with new core and departmental offerings, a minor in Christian Spirituality and additional tracks in the Certification for Ministry program there will be a solid academic framework for understanding the connection between theology and concepts of

vocation and *commitment* that will be on-going. Co-curricular enhancements will also extend learning about vocation to settings outside the traditional classroom into the area that alumni identify as one of the most positive features of their Whitworth experience. This program will strengthen the substance of that experience through *community* life with spiritual practice and vocational development as central themes. Lilly funding will also equip Whitworth students to minister in a variety of *contexts* – from urban to rural, from small to large, and from adult work to children’s programs to music. Whitworth student, faculty, and staff participating in various aspects of this program will also build stronger relationships with community churches, businesses and agencies that will serve to encourage continued collaboration in the future. Beyond Whitworth, this program will enhance training that is brought to lay leaders and clergy in the region through: planning for additional masters programs; increasing the programming of the Institute for Clergy and Lay Leadership Development, and forming stronger links with seminaries and through involvement of students in church activities.

In the end, Whitworth College will be a different place—a place that prepares students with a deep sense of vocation as a way of responding to God’s call into the ministry and other professions. In turn, these students as they leave Whitworth College will carry this sense of calling with them into their personal and professional lives as the strive to *“honor God, follow Christ and serve humanity.”*

IX. EVALUATION STRATEGY

Evaluation of the program will include formative, summative, and at times longitudinal evaluations for each strategy measuring results against expected outcomes. Methodology will include tracking numbers, surveys, interviews, and course evaluations. These data along with discussions held in the final faculty and staff retreat will serve to provide continued direction for the program. Each of the four strategies will employ their own evaluation plan as follows:

Strategy 1: Institutional Capacity Building

Success of this program depends on building institutional capacity through additional staff and faculty. Successful development and implementation of new programs will gauge the

effectiveness of new faculty and staff to strengthen existing programs and help develop new ones. Regular student evaluations of courses will assist in evaluating the effectiveness of new faculty in terms of teaching.

Strategy 2: Faculty and Staff Development

Project directors will track the numbers of faculty and staff participating in the retreats as well as the numbers of students in mentoring groups. These data will serve as an indication of the reach of the program. Faculty and staff participating in the 5th year retreat will discuss and evaluate the overall effectiveness of this faculty/staff development approach. In order to gather student feedback, the project will use a revised version of the Faith, Learning, Vocational Praxis survey, developed at St. Louis University, with support from the Lilly Foundation. This instrument, administered each year of the project, will allow evaluation of the depth of the connections made by students between beliefs and values, and career choices. It will also serve as an indication of the effectiveness of the program over time.

Strategy 3: Curricular Emphases

New courses and curriculum will be evaluated using the existing course evaluation form with additional questions reflecting the new curriculum. Again, the numbers of departments applying for enhancement funds, the numbers of students who enroll in courses in which concepts of vocation are introduced will provide a gage of impact on the overall campus. Evaluation of the degree to which vocation-related readings and conversations surrounding internships have helped students form a sense of calling will be assessed through reflection in the form of written feedback. Alumni surveys will include questions regarding the influence of these experiences on post-college life directions. Supervising faculty or mentoring pastors will evaluate the skills students develop through the ministry internships and research fellowships. A pre-post survey method will be employed to evaluate the individual student's experience, which taken collectively will give a good picture of the overall impact of internships and fellowships developed through this program. The annual evaluations and the Faith, Learning and Vocational Praxis survey will provide important formative evaluation as the project continues and will provide knowledge needed for program design and re-design.

Strategy 4: Co-curricular Emphases

The quality of the theme dorm and John Calvin House experiences as well as the Weekend and the Ministry Coordinators programming will be evaluated using surveys currently in use, but revised with the addition of questions specific to topics of vocational development. The effectiveness of the extension of community through contact with first year alumni will be assessed through questions asked by faculty members at the end of each year of the pilot as well as through items on the alumni survey which is already a regular part of the college's evaluation process. The effectiveness of student leaders in helping peers consider issues of vocation will be assessed both by the leaders themselves in conversation with the dean of the chapel and students in general through evaluations completed annually.

Strategy 5: Partnerships

Effectiveness in developing ties with regional churches will be assessed by tracking new enrollment numbers in the various programs as well as surveys completed by those enrolled in programs. Feedback in the form of surveys will also be gathered from agencies to determine the effectiveness of community partnerships and each agency will also be contacted by the service-learning coordinator. Area pastors will evaluate reading groups in order to assure that design is effective and to determine continued interest in participation. Finally, seminary presidents will provide follow-up feedback on collaborative efforts on-campus and the numbers of students attending seminaries will continue to be tracked to determine if strengthening the relationships with seminaries results in increased enrollment by Whitworth graduates.

Evaluation report

A final written evaluation of overall program success and success of each strategy will be completed by the co-project directors and included in their final report to the Lilly Endowment, Inc.

XI. PROGRAM LEADERSHIP

Discerning Vocation: Community, Context and Commitment will be co-directed by Dr. Dale Soden, director of the Weyerhaeuser Center for Christian Faith and Learning and Dr. Terry McGonigal, dean of the Chapel; they will be assisted by Dr. Jerry Sittser, professor of religion and the Rev. Tim Dolan, director of the Institute for Clergy and Lay Leadership Development.

Qualifications of key personnel: Vitae for each of the following can be found in Appendix 1.

Dale Soden, Co-Project Director

Dr. Soden has been at the college since 1985; he currently teaches in the department of History and directs the Weyerhaeuser Center for Christian Faith and Learning. Additionally, he serves on the president's cabinet as special assistant to the president for strategic planning. His scholarly interests have focused on religion in the Pacific Northwest, and he has published widely in this area including his recent, *The Reverend Mark Matthews: An Activist in the Progressive Era*. He also wrote the college's history for the centennial. Currently he serves as chair of the academic affairs committee for Pacific Lutheran Theological Seminary in Berkeley, California.

Terry McGonigal, Co-Project Director

Rev. Dr. Terry McGonigal has served as Dean of the Chapel for the past seven years. As Dean, Terry has been involved in the development of Whitworth College's relationship with the Presbyterian Church (USA) through an active speaking and teaching ministry in churches and conferences, as well as serving on the advisory committees for new program development at Princeton Theological Seminary (Institute of Youth Ministry) and San Francisco Theological Seminary (Spirituality and Youth Ministry project, funded by the Lilly Foundation). Dr. McGonigal teaches in the department of Religion and Philosophy and also serves on the President's Cabinet. He has also overseen the expansive growth of the Ministry Coordinator program over the last few years. Dr. McGonigal has also participated in the development of the current Certificate in Ministry program and has nurtured the growth of that program as well as being responsible for the development of undergraduate courses on themes related to Christian

Spirituality. He also takes a personal interest in mentoring students who are interested in pursuing graduate theological education or vocational ministry positions and is keenly interested in preparing students to serve in areas such as youth or child ministry, and missions. He earned his Ph.D. and Masters of Divinity from Fuller Theological Seminary and his scholarly interests focus on the Biblical Studies and Christian Spirituality.

Dr. Gerald Sittser: Always a scholar as well as a teacher, Dr. Sittser sets a high standard of academic rigor, both for students and for himself as demonstrated by his most recent book contract on the History of Spirituality. Recently published books included, *A Grace Disguised* and *A Cautious Patriotism*. He has been the driving force behind the development of a Christian Spirituality program and is also most interested in the development of a Church Music track. Dr. Sittser is chair of the Core program and has provided strong leadership for the Freshman Core class referred to in this proposal. Dr. Sittser is well respected by those students whose lives he touches and has won the “Most Inspirational Teacher Award” six out of the eleven academic years he has been eligible. He keeps in touch with many students who have graduated and are working in churches. In addition he provides a model of servant-leadership for his students by being very involved in the Spokane community.

The Reverend Tim Dolan: Reverend Dolan is currently pursuing a Ph.D. in Leadership Studies at Gonzaga University. He has served as assistant director of the Institute for Clergy and Lay Leadership, Weyerhaeuser Center for Christian Faith and Learning at Whitworth since 1999. Under his leadership the Certificate program has developed into a viable program serving churches throughout the region.

Project Administration:

The Program will be administered under the auspices of the **Weyerhaeuser Center for Christian Faith and Learning**. The Center, established in 1998, is comprised of four institutes: The Institute for Christian Faculty Development; the Institute for Student Christian Leadership; the Institute for Clergy and Lay Leadership Development; and the Institute for Protestant Studies in the Pacific Northwest. The Center’s mandate is to develop innovative programs designed to promote Christian scholarship, effective faith-learning integration in and out of the classroom,

greater spiritual depth in students, renewal of clergy and education for laity, and finally a better understanding of the dynamic between religion and culture in the Pacific Northwest. The ability to integrate the programs initiated through this grant will be accomplished most effectively under the umbrella of the Center and the directorship of Dr. Soden.

The co-project directors will be responsible for overall project implementation and oversight. The program coordinator of the Weyerhaeuser Center will handle day-to-day administrative duties including tracking grant expenditures and preparing payment requests. The director of Sponsored Programs will provide oversight for all grant related expenditure.

The Weyerhaeuser Center is supported at the highest level of the college and it is understood to be a key strategy for the fulfillment of Whitworth's current strategic plan. Its steering committee consists of the following members: President Bill Robinson; Vice-President for Academic Affairs, Tammy Reid; Vice-President for Student Life, Kathy Storm; Vice President for Institutional Advancement, Kristi Burns; Associate Dean of Academic Affairs, Gordon Jackson, Dean of the Chapel, Terry McGonigal; Director of the Library, Hans Bynagle; Professor of History Arlin Migliazzo; Professor of Religion, Jerry Sittser; Professor of Psychology, and Jim Waller. The steering committee meets quarterly and oversees the general direction of the Center and will be providing oversight for the *Initiative on Discerning Vocation*.

The initiative on *Discerning Vocation* will be directly overseen by a sub-steering committee consisting of the following members: director of the Weyerhaeuser Center, Dale Soden; dean of the Chapel, Terry McGonigal; program coordinator, Tim Dolan; professor of religion, Jerry Sittser; vice-president for Student Life, Kathy Storm, dean of the School of Education, Dennis Sterner; dean of the School of Global Commerce and Management, Kyle Usery; associate dean of Academic Affairs, Gordon Jackson; the service learning coordinator, director of Career Services, Gordon Jacobson; student representative; associate chaplain, the new professor of religion, administrative assistant, and director of sponsored programs, Lynn Noland.

XII. INSTITUTIONAL RESOURCES

Whitworth will commit significant institutional resources toward accomplishing the goals of the Initiative on Discerning Vocation. Specifically these resources include the investment of the top leadership of the college, including key trustees. Secondly, the existing infrastructure of the Weyerhaeuser Center for Christian Faith and Learning provides an administrative framework for the grant. Thirdly, the department of Religion and Philosophy specifically, the remaining academic departments, and offices of career advising and service learning are all committed to the success of this project. In addition, the participation of local congregations as well as synod offices for both the Presbyterian and Lutheran churches support this effort. Finally, the unusual commitment and interest of several seminary presidents from across the country make this a proposal that has a broad range of support.

- **College Resources**

The college will contribute the salary of the co-project directors Soden and McGonigal as well as Dr. Sittser as they oversee the development of the program strategies. In addition, beginning in the first year of the grant, the college will set aside operational funds that will be used beginning in Year 4 to gradually assume a larger portion of the new salaries so that by the end of the grant project those salaries will be operationalized (see continuation section and detailed budget and narrative). In addition, other external funds will be used to complement program elements such as the Freshman Seminar program on values and civic engagement. Additional college funds will provide speaker support for some of the lecture series such as Parker Palmer in Year 1.

- **College leadership**

This program has the full endorsement of the president of Whitworth College, Bill Robinson as well as the entire president's cabinet. The academic vice president, Dr. Tammy Reid; the vice president for student life, Dr. Kathy Storm; and the vice president for institutional advancement, Kristi Burns, have all been involved in the preparation of the proposal. The two co-directors of the proposal, Drs. Dale Soden and Terry McGonigal serve on the president's cabinet. In addition, key college pastor trustees have expressed strong interest and support for the proposal—Reverends Woody Garvin from

Spokane's First Presbyterian Church; Reverend Mark Toone, from Chapel Hill Presbyterian in Gig Harbor, Washington, and Reverend Rick Murray from First Presbyterian in Yakima have all expressed support.

- **Whitworth College infrastructure**

Dr. Soden's dual role as director of the **Weyerhaeuser Center for Christian Faith and Learning** and as a co-project director, lends the proposal an additional measure of support. The Center is well practiced at holding public lectures, pastors' reading groups, symposia, retreats, in addition to conducting research. Center activities are well known throughout the college and it is well positioned to advertise initiatives to faculty, staff, students and the general public. The Center has established a number of successful programs with clergy and laity and, therefore, has built a solid foundation for taking the next steps outlined in this proposal. In addition, the Department of Religion and Philosophy is integrally involved in this project because of its desire to expand the certification in ministry program as well as develop more curricular offerings on spirituality and vocation.

Similarly, the deans of the School of Education and the School of Global Commerce and Management are supportive of these initiatives and will be involved in a number of activities. Likewise the office of Student Life and specifically its Career Services department and its Service Learning program are integrally involved in this proposal, all of which lends infrastructure strength to the development and implementation of new programs.

- **Greater Spokane Church community**

A third level of resources for this project exists in the context of the church community of greater Spokane. Whitworth has a long history of collaboration with area churches and has hosted countless continuing education events for area pastors. For twenty-six years, Whitworth has offered a weeklong summer Institute for Ministry. Led by one of the project directors, Dr. McGonigal, the Institute has built widespread support for Whitworth-sponsored activities amongst the clergy. In addition, Whitworth has

developed over the last decade a special relationship with the African-American religious community. Reverend Chet Andrews, pastor of Calvary Baptist, serves Whitworth part-time as an assistant to our dean of the chapel. Our commencement speaker in 2001 was Dr. Joe Roberts, the pastor of Ebenezer Baptist in Atlanta (Martin Luther King's church).

In recent years the Weyerhaeuser Center for Christian Faith and Learning has hosted a variety of reading groups, lectures, and luncheons for pastors. Reverend Tim Dolan, who is responsible for programs for clergy and laity in the Weyerhaeuser Center is currently employed ten hours per week to work with small and rural churches in eastern Washington and northern Idaho. As a consequence, Reverend Rick Melin, executive of the Inland Empire Presbytery, has committed his support for the program. In addition, Bishop Martin Wells from the eastern Washington-northern Idaho Synod of the Evangelical Lutheran Church in America has also committed support. Both denominational leaders have agreed to promote various activities associated with the Lilly proposal as well as participate in reading groups and symposia. In addition, First Presbyterian Church in Spokane has committed to working with Whitworth through this grant on a special partnership for a downtown urban ministry program.

- **Seminary presidents**

This proposal has the support of a number of seminary presidents from around the country; these include Dr. Thomas Gillespie, president of Princeton Theological Seminary; Dr. Richard Mouw, president of Fuller Theological Seminary; Dr. Timothy Lull, president of Pacific Lutheran Theological Seminary in Berkeley, California; Dr. Louis Weeks, president of Union Theological Seminary in Richmond, Virginia. Most of these presidents have participated in several Lilly-sponsored projects and are enthused about greater level of cooperation with Whitworth College through this proposal.

- **Association for Urban Studies**

As mentioned above, the Association for Urban Studies, located in Seattle, Washington, has proposed that Whitworth College, through the Weyerhaeuser Center for Faith and Learning jointly offer a certificate program in urban studies for pastors and clergy. Led

by Ray Bakke, AUS brings considerable expertise and resources to a vision that centers on the desire to provide theological education in an urban context.

- **Gonzaga University**

This proposal is also supported by collaboration with Gonzaga University in Spokane, Washington. Over the last three years, the Weyerhaeuser Center for Christian Faith and Learning has sponsored a number of collaborative events with counterparts at Gonzaga. From faculty dinners that explored the differences between being a Protestant and a Jesuit institution, to a recent conference on Faith and Physics, the two institutions work closely to bring public programs to the greater Spokane community and will through this proposal continue that collaboration.

XIII. INSTITUTIONAL SUPPORT

After receiving the invitation to apply for the planning grant, discussions with the president, vice-president for academic affairs, vice president for advancement, vice-president for student life, dean of the chapel, department of religion and philosophy, and director of the Weyerhaeuser Center for Christian Faith and Learning proceeded. As indicated above, the proposal has the support of the key administrative leaders throughout the college. The proposal has strong support from the department of religion and the deans of the schools of education and business.

Because this project touches virtually every aspect of community and academic life at Whitworth College, the greatest obstacle to implementation and success may be the project infrastructure. The necessary decentralization of the program strategies means that some will be planned and implemented by the Weyerhaeuser Center, some by the department of Religion and Philosophy, and others by student life, the individual departments and the Schools of Education and Global Commerce and Management. The co-project director model reflects the college's decentralized administrative structure. However, the co-directors will need to carefully monitor progress of each element along with project steering committee. This committee has a representative from each of the decentralized areas involved, to ensure that all elements receive adequate attention

and maintain overall program quality. Adequate staffing of the project's many initiatives is essential to success. A combination of existing staff, whose job already involves the current programs, and new staff, who will help to develop the new programs, should strengthen the college's ability to implement the grant with its numerous specific programs.

XIV. PLAN FOR CONTINUATION BEYOND THE GRANT PERIOD

Whitworth College is in the final year of a \$50,000,000 fundraising campaign focused on securing endowment, capital resources and operational support. As part of this campaign the College has secured over \$2,000,000 in resources to support the programs associated with the Weyerhaeuser Center for Christian Faith and Learning. M. J. Murdock Charitable Trust provided a \$1,014,000 grant in support of a project associated with the Weyerhaeuser Center. Entitled *Preparing for Lives of Commitment: Connecting Beliefs and Behavior During the College Years*, as mentioned earlier in this proposal, this project is designed to help students connect belief and behavior in a complex, secular world. The pursuit of character education, the formation of a Christian worldview and service to society based on Christian values is at the very heart of who Whitworth College is and what the College does in providing her students with an education of the mind and heart. The administration of Whitworth College is committed to sustaining the initiatives funded by the Lilly grant as a compliment to the work already underway through the Weyerhaeuser Center for Christian Faith and Learning.

Likewise, the president and his cabinet see the Lilly programs as central to the mission and the future well being of its faculty, staff, and students. For that reason, the Lilly initiative will be administered out of the Weyerhaeuser Center for Christian Faith and Learning. The Center's importance to the college is reflected in the fact that the new academic building, which is expected to come on line in academic year 2003, is named Weyerhaeuser Hall after long-time benefactor. C. Davis Weyerhaeuser, and will provide a permanent home for the Weyerhaeuser Center for Christian Faith and Learning. A goal of \$2,000,000 has been set for endowing the programs of the center, and currently the college holds more than \$250,000 in endowment for Center activity. The administration of Whitworth College is committed to sustaining the

initiatives funded by the Lilly grant. The president and his cabinet do not see the Lilly programs as peripheral to the college but clearly understand them as central to the mission and the future well-being of its faculty, staff, and students.

The specific strategies for sustaining the Lilly initiatives fall into five categories:

- 1) Committed fundraising efforts during the five years of the grant:** beginning in October, 2001, a grant writer will be added to the staff of the Weyerhaeuser Center funded by money from the Stewardship Foundation. This position working, with the Sponsored Programs Office, will begin immediately to seek resources that could eventually be used for programming and personnel in support of the Lilly proposal. In addition, this proposal includes a position for a church relations/major gift officer beginning in the third year of the grant. It is anticipated that beginning in the third year, the new and expanded programs will be making an impact on the college in a way that will allow the college to seek ongoing funding for continued support from both churches and benefactors. The college administration is committed to operationalizing the position by the end of the grant (see plan for salary continuation below).
- 2) Current efforts toward endowing positions in the departments of Religion and Philosophy and Music:** the Office of Institutional Advancement at Whitworth has already made significant progress toward endowing two professorships at the college. The first is a chair in the department of religion; the college expects to be successful in this effort by fiscal year 2005 and the salary savings will be utilized to provide ongoing funding for the new position in the department of religion. The second chair is in the department of music. The college expects to be successful as well by fiscal year 2005 and salary savings will be utilized to support the new position in church music.
- 3) Possible sources of additional revenue:** should the feasibility studies confirm preliminary research and point toward establishing new masters programs, they will prepare the way for additional degrees and course offerings that will potentially provide ongoing funding for the new positions and additional program support. A masters degree in religious studies, will result in faculty costs being supported by

tuition. A new track in non-profit and non-governmental organizational management to its Masters in International Management; tuition dollars will support faculty and programmatic costs.

- 4) **Operationalizing the Lilly program:** currently, the director of the Weyerhaeuser Center, the dean of the Chapel, the professor of religion, Jerry Sittser, and three-quarters of Tim Dolan’s salary are already operationalized in the budget. The college is committed to accepting responsibility for ongoing funding of the remaining one-quarter of Tim Dolan’s position as well as responsibility for the administrative assistant and the church relations/major gift position. As evidence of this commitment the college will set-aside dollars beginning in the first year of the grant that will be used to begin stepped funding of positions as indicated in the detailed budget and budget narrative. The following chart illustrates the annual set-asides to which the college is committed.

SET-ASIDES FOR OPERATIONALIZING SALARIES

Fiscal Year	Set Aside	FTE
2002/03	\$38,800	$\frac{3}{4}$
2003/04	\$77,650	1 $\frac{1}{2}$
2004/05	\$116,500	2 $\frac{1}{4}$
2005/06	\$155,250	3
2006/07	\$168,000	3 $\frac{1}{4}$

- 5) **Role of the Lilly programs in the general health of the institution:** the president and his cabinet collectively recognize that the programs articulated in this program are fully consistent with the mission and vision of Whitworth College. Ongoing support for the Lilly initiatives is in part secured by the sense that in five years the principal stakeholders (prospective students, current students, faculty, staff, board members, and alums) will expect that Whitworth continue to provide programs that connect theological reflection and vocation.

XV. CONCLUSION

Whitworth College is grateful for the invitation to make application to the Lilly Foundation for this project. Assisted by the planning process, the administration and faculty fully believe that students at Whitworth will develop a deeper sense of vocation as a way of responding to God's call into the ministry and in other professions. This project will touch virtually every student, staff, and faculty member. Their understanding of the Reformed tradition will be enriched through the many programs that are a part of this proposal.

Comment: Lynn: This is the summary Dale wrote late this afternoon. I trust you will give it the summary heading as you format. [Kristi](#)

In many ways, Whitworth is at the strongest point in its 111 year history. Under President Bill Robinson and dean, Tammy Reid, the college aspires to national leadership regarding the integration of faith and learning. The Lilly grant will assist the college significantly in making progress toward that goal. Whitworth has worked diligently to develop an internal intellectual and spiritual culture that emphasizes theological reflection on life's most critical choices. Our commitment to serving the broader church is reflected in the strength of relationships with some of the nation's leading seminaries as well as with many of the region's congregations. The initiative on *Discerning Vocation* provides an excellent model of how these resources can be used to repair the ecology of faith that has become so frayed in modern times. In partnership with Lilly, Whitworth College can make a significant impact on the lives of countless students for years to come. These students, in turn, will make an impact on the communities in which they live and serve. The college is committed to sustaining the vision, the leadership, and the resources necessary to infuse these programs into a permanent part of the college's academic program and outreach to the greater community.