

# Hope College Proposal to the Lilly Endowment The Program for the Theological Exploration of Vocation

## I. Program Purpose and Goals

The central purpose of Hope College’s Program for the Theological Exploration of Vocation (PTEV) is to further encourage Hope students to wisely discern their own callings in the world, and to better prepare them for lives of service to God and to others. In short, the PTEV aspires to enable our students to explore more thoughtfully and with theological insight the vocations to which God is calling them.

We have structured Hope’s PTEV around Frederick Buechner’s often-quoted yet still instructive definition of vocation as the place where “your deep gladness and the world’s deep hunger meet.” In our theological context, Christians understand that they are called by God, who is both the source of our giftedness and the one who sends us into the world to serve. Discerning one’s calling or vocation involves finding appropriate ways to respond to God. One discerns this sense of vocation by grappling with a variety of fundamental questions, such as “Who am I? What are my deepest convictions? What are my gifts? What are the world’s needs? Which needs can I address? How do I live out my vocation through my work?” This set of questions undergirds our program. With the help of the grant, these questions will permeate Hope College—challenging faculty, staff, and students throughout each phase of a student’s career at Hope.



At Hope College, our understanding of vocation is rooted in the historic Christian faith. In its broadest sense, one could say that Christians have a single vocation, though expressed in different ways: to love God with heart, soul, mind and strength, and to love one’s neighbor as oneself; to serve God alone; to follow Jesus Christ. At the same time, there are many ways to live out this vocation: through parenting, friendship, citizenship, and work, among others. Thus, vocation includes more than one’s career. Since all of life belongs to God, every dimension of life is affected by God’s calling. Informed by this perspective, this program invites students to discern and learn how to live out their vocation through faithful practices in church, family, community, and workplace.

People from other religious or philosophical traditions often have a sense that they are called. While rooted in the Christian religion, Hope College has a long tradition of showing hospitality and respect to all members of our community, regardless of their religious or philosophical commitments. Although the theological exploration of vocation is central to our program, it also creates space for our students not only to encounter specifically Christian understandings of calling, but also to explore and develop their own worldviews.

This is why the PTEV places such emphasis on “Liberal Arts as Vocation.” By virtue of their matriculation at Hope College, all our students have chosen to embark upon the exploration of vocation

through the liberal arts, though many students perceive this calling only vaguely. In response, the PTEV sets out to enrich the educational experience of students as they explore the mutual relevance of the historic Christian faith and a liberal arts education. We believe that students naturally raise and seek answers to theological questions when they are educated in an atmosphere in which open inquiry is encouraged and in which life is seen as a God-given trust. We also believe that students who are educated in a community in which faith is not relegated to church and chapel services but is seen as relevant to learning and to life will more frequently move beyond thinking in terms of jobs, career, prestige, and annual income to thinking about calling and service.

To stress the centrality of the liberal arts in the discernment of vocation, as the PTEV does, is not to suggest that our proposed program is indifferent to the specific work-vocations to which our students aspire. On the contrary, we recognize that students benefit from deeper reflection on the fields of work they have typically chosen by the time they are college juniors. Thus, our second program, “Specialized Study as Vocation,” seeks to raise vitally important questions within the context of specific fields. Even as we remain committed to a broad understanding of vocation, we are aware that the Christian church faces a serious shortfall of pastors and support staff. Because the health of the church is an essential prerequisite for Christian service, lay or clerical, we propose in our third program that a high percentage of Lilly funding be devoted to promoting “Christian Ministry as Vocation.”

Because the success of these programs depends in large measure on faculty and staff, it is vital that we further equip them to assist students. The theological exploration of vocation must be a shared endeavor, with faculty necessarily serving as mentors and guides. Our fourth and last program, “Academic Life as Vocation,” includes initiatives that center on the callings of staff and faculty. Although this program is conceived as providing support for the first three programs, the constituent parts of “Academic Life as Vocation” also seek to serve faculty and staff on their own terms, enabling them to rediscover and renew their own callings in ways of their own choosing.

In summary, the PTEV will augment Hope’s longstanding commitment to helping students develop a theological understanding of God’s call on their lives. Specifically, a Lilly-funded PTEV will enable us to pursue four main goals:

**Goal One:** Hope College students and faculty will, in more intentional and systematic ways, explore the liberal arts as a shared vocation that enables them to discern their deep gladness as human beings and as Christians.

**Goal Two:** Hope College students will discover in personally compelling ways that “vocation” in Hope’s majors and pre-professional programs enables them to meet the world’s great hunger.

**Goal Three:** Hope College will work in partnership with the Reformed Church in America and the wider Christian community to meet pressing needs confronting congregations in the denomination and across the church universal.

**Goal Four:** Hope College faculty and staff will discover deeper and wider understandings of their own vocations, strengthening their own and their students’ understanding of how to live out their lives in the service of God and others.

In pursuing these goals, Hope College will be directly furthering the main aims of Lilly’s *Programs for the Theological Exploration of Vocation*, as presented in the 2002 Call for Proposals. And in pursuing the programs proposed here, Hope College will become more true to its mission of providing a Christian liberal arts education that provides “a pivotal opportunity to help young people explore their options and make life-defining decisions in light of their intellectual and faith convictions.” Long noted for

graduating students who have consecrated their lives to the service of church and world, Hope College aspires through the PTEV to even better “[equip] and enable churches and other institutions to contribute to the strengthening of American religious life and the common good of society.” Through the goals and programs described here, Hope College recommits itself to the collective “theological exploration of vocation,” so that the deep gladness of our students and faculty might overflow to meet the world’s deep hunger.

## **II. Institutional Appropriateness**

Hope College is affiliated with the Reformed Church in America (RCA). The college has historically enjoyed very strong ties to the RCA, providing an impressive percentage of its lay and clerical leadership. At the same time, Hope insists, as do most American church-related colleges, that it does not serve only the denomination (indeed, only 20% of its students come from the RCA). In “A Vision of Hope,” approved by the Board of Trustees in 1997, the college is described as “a Christian college, ecumenical in character while rooted in the Reformed tradition.” The short mission statement of Hope defines our purpose as offering “with recognized excellence academic programs in the liberal arts in the setting of a residential, undergraduate, coeducational college, and in the context of the historic Christian faith.”

One great strength of Hope College is that its religious tradition is actually a hybrid of several different theological strands. The college, like the RCA, has long stood at the crossroads of three related theological impulses. First, it is rooted in the continental Reformed tradition, with its Calvinist understanding of the sacredness of “secular” work. For Calvin, the theological exploration of vocation was hardly restricted to the consideration of “full-time Christian service,” but included all endeavors that improved human society and brought glory to God. The college remains steadfastly committed to Calvin’s insight that “vocation” must be understood as the work to which God calls every person, and every Christian, at every moment of her life.

Since its inception, Hope College also has been strongly influenced by a vibrant American evangelicalism, with its emphasis on “heart” religion. In contrast to more rationalistic strains of Calvinism, the religious culture at the college has tended to stress personal piety and character, with less emphasis placed on doctrine or on a systematic organization of a “distinctively” Reformed or Christian academic program. Stemming from this pietistic tradition, too, is a high commitment to the Christian ministry. In fact, Hope was founded as a place to train ministers, missionaries, and teachers for “the West.” As a result, Hope has seen a very high percentage of its graduates serve in these three callings. (At one point, Hope had graduated a higher percentage of future clergy than any other U.S. college.) Because of its evangelical roots, which remain strong here, Hope remains highly committed to both the cultivation of piety and character among its students and the training of pastors and church workers.

Finally, Hope’s extensive ecumenical ties with “mainline” Protestantism has given the college an open character that is perhaps less characteristic of other schools with strong evangelical roots. Informed by this ecumenism, the college community strives to be hospitable to a wide range of belief and opinion. Our faculty members are from various branches of the Christian tradition, Roman Catholic, Orthodox, and Protestant. Although the college strives diligently and successfully to hire professing Christians, there is no faith statement to which assent is required. Students of all faiths are embraced as valued members of the college community. Furthermore, the ecumenical influences at the college have also given college graduates a strong impetus to engage in social witness; for example, one of its most famous graduates, honored annually at Hope, is A.J. Muste, a leading American pacifist.

As a result of the confluence of these religious streams, Hope College students continue to be characterized as persons who, after discovering their deep joy in their undergraduate study, desire to go out into the world and help people in need. More specifically, Hope College, particularly in the last

decade, has been blessed by a heavily attended chapel program that has substantially increased the number of students interested in Christian ministry. To encourage deeper theological reflection, the college requires two religion courses and an interdisciplinary Senior Seminar in which students write a “Lifeview Paper” as a way for them to further discern their vocation in the wider world. College-sponsored mission trips and a Pew Society for students exploring college teaching as a calling are also life-shaping programs Hope offers. In all these ways, and others, Hope College has prompted students to live out their lives in loving service to God and neighbor. Vocation in its best and deepest sense is already a widely heeded call among our students.

Yet there is much to be done. Several factors tend to inhibit Hope students from developing deeper and wider senses of vocation. In the first place, both the academic culture and the preparation of students for professional life have, as part of an all-too-predictable pattern, been separated from the spiritual and moral concerns of students. Typically, there is little space for discussing this deeper sense of vocation within the disciplinary curricula. In this respect, we look too much like the competing state universities around us, and we must return to a deeper appreciation of our religious heritage to offer a compelling moral and spiritual alternative to our students. Moreover, the mindset at Hope College, influenced to a large measure by the practical orientation of American culture, is essentially a “do” culture, with too little affinity – or time – for precisely the kinds of reflection that would enrich and direct a sense of vocation. In summary, we need, above all, to create new opportunities for reflection – one might say for the theological exploration of vocation – than is presently the case.

The hybrid religious character of Hope College determines how the implementation of new initiatives must be accomplished. Hope’s faculty are deeply invested in the life of the college – unusually so, observers tell us – and their high interest in our Planning Grant has been gratifying. At the same time, they are wary of anything that looks too religiously or intellectually prescriptive. Therefore, we have constructed programs that encourage widespread participation of faculty without mandating it. In this way the programs of the PTEV will become vital elements in our college community, and not a marginal enterprise conducted on the edges of the campus, by only a handful of faculty.

Similarly, we have envisioned programs that will develop a stronger and richer sense of vocation in all our students, whether sophomores or seniors, committed Christians or spiritual sojourners, the highly directed or the perennially undirected. As a result, Lilly funding will allow us as a community to think more intentionally and more systematically about the kinds of things we have always deeply cared about: drawing students in to discover their deep joys, and enabling them to address the world’s needs. In one sense, we need not “do” more than we already doing; rather, we must develop a renewed vision that will allow us to better see, to better articulate, and, yes, to better enact what we are already doing. We are confident that this renewed vision will both strengthen existing programs (including many not even included in the grant) and provide a strong foundation for the dozen new programs proposed here. Therefore, we at Hope College regard the prospect of a Lilly Vocation Grant as a not-to-be-missed opportunity.

### **III. Program Design**

As described in Section VIII (below), discussions with Hope students, faculty, and staff resulted in more good ideas than could be included. During multiple meetings, the committee charged with preparing this proposal paid serious attention to every idea presented to it.

We looked for programs that:

- a) built on existing strengths of Hope College faculty and staff,
- b) would not require adding significant capital expense, such as new buildings,

- c) would engage a significant number of faculty, while still directing most of the resources of the grant to students,
- d) would engage a majority of academic departments on campus,
- e) would address each phase of student's journey through Hope College,
- f) would be sustainable after the life of the grant."

After a great deal of discussion and profitable give-and-take, we describe our proposed program here in four parts that correspond to the four goals presented in Section I.

### **A. Liberal Arts as Vocation: Discovering One's Deep Joy**

Hope College strongly encourages its students to regard the study of the liberal arts as central to their vocation as human beings and as Christians. Often, however, students have only a dim sense that their vocation at Hope College *is* the study of the liberal arts. Students tend to see college merely as preparation for the real world that awaits them later. By contrast, we view the college experience as a vital time to both discern and live out one's unfolding sense of identity, gifts, and convictions. Such a realization is, moreover, an essential prerequisite to developing both a more balanced and a deeper understanding of vocation as students graduate from college and serve the world and the church.

This six-point program is designed to encourage more systematic reflection on vocation among students, through both the augmentation of existing initiatives and the introduction of new ones. Its chief aim is to increase the opportunities for reflection throughout a student's years at Hope College, from before orientation to the end of the senior year, with new opportunities for the middle years of college.

#### **1. Recruitment and Orientation (Goal One: Liberal Arts as Vocation)**

Historically, Hope has been strong at encouraging students to develop deeper senses of vocation, and is presently striving to become even more effective in working out this vision. We propose commissioning a 12-minute film entitled "Hope College: Finding Your Vocation" which will testify to how seriously Hope College takes vocation by interviewing students and alumni who while at Hope College have had their lives transformed for service, not least in the direction of the Christian ministry.

The proposed video program will be an artful montage of images of students in courses, internships, mission trips, worship, and community volunteer work merged with individuals' reflections on how their various experiences have helped them mature in their understanding of their vocation both during their years at Hope and beyond. The aim is to plant the seed for students to reflect on the significance of the Hope College experience for their developing sense of vocation as servant leaders—whether in business, the arts, or the sciences. This video, or CD, will be sent to every student who has decided to attend the college, not only as a way to enhance our recruiting efforts, but especially to draw those students most compelled by a deeper vision of their vocation.

Through Lilly funding, the college will, in addition, be in a position to enable the Admissions Office to develop new literature that highlights "vocation" as a major theme in recruiting materials and to prepare a handsome brochure which will well represent both Hope College and the PTEV to such constituencies as students and their parents, alumni, and friends of the college.

Furthermore, Hope College will strengthen its orientation program. Hope College's orientation for new students successfully offers many social opportunities, tours, and introductions to key people and features of the college. Orientation does not, however, offer a "serious" introduction to the vision of vocation held at Hope College. We believe that during Orientation students' (and parents') introduction to the idea of vocation is best achieved through brief, inviting, and winsome means. A challenge to think in terms of

vocation – in the deepest sense of that word – will be presented by a dynamic Hope alumnus/alumna who has done something remarkable with his or her life, or by the use of films or skits. The presentation will be further augmented in the President’s comments and incorporated into discussion group activities (e.g., Why are you at college—beyond getting a job? What role will your values and beliefs play in how you approach your college opportunities? How do you think you might be able to make a difference here?).

One challenge many of our students face is perceived pressure to graduate so they can get a job. Given the expense of college, such pragmatic financial concerns are understandable. However, this job-focused approach often severely limits students’ exploration of vocation in their lives. Hence, we believe that a new initiative targeted toward parents is crucial. We believe parents can benefit substantially from Hope’s vocation emphasis, and that—in turn—parents can play a significant role in encouraging their children in the process of discerning their sense of vocation. To address this concern, Hope will offer a program called “Share the Vision” so that parents will encounter Hope College’s emphasis on vocation when they bring their children to Orientation. Programming for parents will include a session introducing them to the concept of vocation and the PTEV initiatives Hope College is undertaking, and enabling them to meet and interact with students and alumni whose understandings of vocation were radically transformed while at the college.

A second key component will involve a revitalization of Hope College Parents Weekend. Many parents take advantage of this opportunity to visit their children and participate in Hope College events, but the programming needs revamping. Parents Weekend is a key opportunity to use a successful traditional event to reach parents with news and views on vocation that expand their world and assist them in thinking through vocation-related issues with their children—our students.

The Program Director will, in conjunction with the Dean of Students, ensure that such programs are effectively conceived and implemented, developing possibilities for carry-through of the orientation program through either the First-Year Seminar Program and/or the Residential Life Program (below).fir

## **2. Enhancement of the First-Year Seminar (FYS) (Goal One: Liberal Arts as Vocation)**

The FYS, initiated in the fall of 1998, is a key opportunity to encourage students to think about their vocation in their first semester at Hope College. All incoming first-year students take one of these seminar courses, comprised of 20 students per class. Currently, the topics addressed in FYS sections are as diverse as the faculty teaching them (e.g., from a seminar on “water” to a “history of heaven”). At the same time, all FYS courses have common academic and advising goals. The academic goals include teaching students how to engage primary texts, retrieve information from the library, develop their writing skills, and discuss ideas in a seminar format. The advising goal is to cultivate an ongoing relationship between each student and the professor/advisor.

As one of the first college-level courses Hope College students take, FYS comes too early for students to engage fully ideas about their sense of vocation beyond college. It is, however, a prime opportunity to invite students to think about the purpose of their college experience in terms of their callings, as is consonant with the proposal’s understanding of vocation. This vocation emphasis dovetails with the overall academic and advising goals of FYS. In addition, it converges with the course content and approach of several professors who have taught FYS. For these reasons, we believe the FYS program is poised to pilot the inclusion of vocation themes in several sections of the course.

We propose the following approach to initiate inclusion of vocation themes in a subset of FYS courses. Our first step will be to invite interested FYS faculty to consider teaching an FYS that deals with vocation. To enable effective teaching in this area, we will make available grants for faculty members to develop vocation materials for FYS. These materials could include the identification of topics and

common readings that could be used across course sections, development of discussion questions and learning activities, and the formulation of possible paper assignments. One promising idea is to encourage the development of a cohesive teaching/learning module on vocation that could be imported into virtually any FYS course, creating appeal for a wider range of FYS faculty. The grantee may also write a monograph/article on vocation for use in FYS. The materials developed for FYS will be shared more broadly, as desired, with other faculty both within and beyond Hope College.

### **3. Residential Life Program: “Why on Earth Are You Here?” (Goal One: Liberal Arts as Vocation)**

One of the key influences in the lives of our students is the Residential Life Program. As we listened to students and Residential Life staff, we learned that late-night, casual conversations are among the most significant learning-about-life opportunities students experience. Resident Assistants (RAs) and Resident Directors (RDs) already are in positions to engage in these one-on-one and small group discussions. Lilly funding will:

- Enable the Director or Associate Director to develop vocation material and use it to train Resident Directors each July. The Dean of Students regards the vocation program as an invaluable opportunity for RD’s to become more actively engaged in their lives of their students, as many have desired. Useful resources such as books and films will also be made available to them. (“Vocation training” for Resident Assistants will be held each April as an extension of the current program; any additional cost will be assumed by the college.)
- Allow RDs to fund “vocation trips” for various residence halls, residence hall floors, and college-owned cottages, so that students might learn from institutions and role models how to balance their various callings to family, work, church, and community. Such trips might include visits to a community action house, a monastery, a food pantry or soup kitchen, or any site where deep reflection on vocation will be stimulated.
- Facilitate meetings between Student Development staff and community resource people at times convenient for students, in residence halls and college cottages, to discuss issues of vocation as they pertain to persistent student concerns.

### **4. Sophomore Retreat-Seminar (Goal One: Liberal Arts as Vocation)**

Hope College is particularly effective in encouraging students to think about vocation in the Senior Seminar, and is undertaking steps to reshape the existing First-Year Seminar along similar lines. No structured discussion of vocation, however, takes place in the middle years of students’ Hope experience – a situation that many of them have rightly lamented. The Sophomore Retreat-Seminar is a modest but strategically placed initiative intended to bridge this gap.

Sophomore Retreat-Seminars led by pairs of faculty members will last four days and take place twice yearly, once immediately prior to the fall term in August, and once during Spring Break in March. Each retreat-seminar will enroll no more than 20 students, and will consist of lectures and discussion groups on sharply defined academic topics with strong implications for vocation. Topics chosen will be varied enough to attract a range of faculty to teach them and a range of students to attend them. The central criterion for any course will be that it raises issues of human and Christian responsibility in a way that challenges the prevailing assumptions of students. Topics may be quite wide-ranging, including such diverse issues as “Wealth and Poverty in Modern America,” “Resistance in Nazi Germany,” “Do Christians Need the Church?” and “Calling As More than Work.” All seminars, then, will aim at

cultivating deep questions about human and Christian vocation through a short but intense academic program, which includes the reading of texts prior to the retreat.

Each retreat-seminar will take place at a local retreat center, allowing students to interact more intensively with each other and the subject matter during the course of the program. Moreover, such a setting will permit recreational and spiritual activities that will also form integral parts of the program. In particular, worship services will be crafted to address issues raised in the vocation seminar.

Students will receive one hour of credit. Hope College will cover any additional tuition cost incurred if a student taking part in the Retreat-Seminar is registered for an overload. Funding is needed to subsidize retreat costs and recompense facilitators. The Program Director will encourage a range of faculty to participate, and establish mechanisms by which applications and proposals are evaluated on the basis of their ability to stimulate students intellectually, morally, and spiritually.

### **5. Vocation Discernment Retreats (Goal One: Liberal Arts as Vocation)**

At present, many Hope sophomores and juniors experience uncertainty about issues central to vocation. Some are experiencing existential crises about discerning their own deep joy (i.e., understanding their identity, gifts, and convictions) and how this converges with the world's needs (i.e., knowing what these needs are, which of them they might address, and how they can live out their sense of vocation through their work).

As part of the PTEV, Career Services and Campus Ministry staff, as well as counselors from WITNESS (an organization whose mission is to address issues of and serve as an advocate for women in ministry) will cooperate with gifted faculty to conduct retreats that address both professional issues and larger vocation concerns. At present, these groups do not work together, but they have a cooperative spirit. We envision that at times one group may take the lead in running discernment retreats, while at others this will be a fully cooperative venture. This initiative will be systematically advertised and offered five times per year for sophomores and juniors, creating an important opportunity for students situated in the middle of their college years. Funding is needed to pay for the retreat location, supplies, and leader stipends. Priority will be given for those retreats aimed at encouraging the discernment of vocation by women and persons of color; the Program Director will endeavor to ensure variety in the programs offered.

### **6. Enhancement of the Senior Seminar Program (Goal One: Liberal Arts as Vocation)**

Initiated 25 years ago, the Senior Seminar is the college's flagship program for vocation, and a course deeply cherished by Hope alumni. Lilly Endowment funding will assist the Senior Seminar in two ways. The first is through course development funding. This will encourage new faculty to participate in the program, and encourage seasoned Senior Seminar instructors to rethink and remold their courses in light of the new college-wide emphasis on vocation. Vetted by the Lilly Program Director and the Director of Interdisciplinary Studies, grants will be dispensed to faculty members with strong proposals for Senior Seminars with a vocation emphasis or containing a significant vocation module.

The second initiative will fund two Senior Seminar Faculty Teaching Conferences on Vocation that will equip faculty to better address issues central to vocation. At present, Senior Seminar endowment allows for faculty conferences only once every three years. A Lilly-funded initiative will permit such conferences to be held twice during the five-year grant period. The two Lilly-sponsored conferences will be devoted specifically to issues relating to teaching about vocation.

## **B. Specialized Study as Vocation: Responding to the World's Needs**

Like their counterparts elsewhere, Hope students have less difficulty seeing their major or their pre-professional training as a “vocation.” Often, however, their understanding of this work lacks the deeper reflection that might help transform their work into a robust sense of vocation. At the same time, many students at Hope complain that they seldom or never discuss the broader implications—intellectual, moral, or spiritual, of the field they have chosen to specialize in. This tripartite program is intended to systematically introduce students to the wider issues inherent in their own areas of specialization.

### **1. Academic Advising (Goal Two: Specialized Study as Vocation)**

Faculty and students have a wonderful opportunity to address vocation issues in the course of the advising process. While academically successful at present, advising at Hope College is too often limited to conversations during Advising Week that address strategies to satisfy core, major, and minor requirements. However, many faculty and students are eager to have more substantive conversations about larger vocation issues in students' lives. In our planning-stage roundtable discussions, numerous faculty voiced interest in learning how to better engage their students in conversations about vocation and in having the resources to go on retreats to address issues of vocation with their students each academic year.

Lilly funding will enable us to achieve these goals by providing a) a one-day summer training seminar each year, and b) support for advisor-advisee retreats. The one-day training seminar for faculty advisors will address theological and philosophical understandings of vocation, with connections to the practical concerns our students face. These seminar activities will also focus on skill-development to assist advisors in addressing these issues with students. We will develop user-friendly handouts for advisors, providing them with conversation starters and topics central to the idea of vocation as well as informing advisors of useful resources to recommend to students.

A second effective use of Lilly funds will be to support retreats for advisors and their advisees, thus creating “protected learning space” for fruitful conversations about vocation. Money will also be made available for interested advisors and their advisees to conduct organized mini-retreats over extended meals or to fund other advisee gatherings at which conversations about vocation can take place.

### **2. Pre-Professional Pilot Programs: Living out One's Vocation in One's Work (Goal Two: Specialized Study as Vocation)**

Hope College is rooted in a Reformed theological perspective that sees all of life and every human endeavor as belonging to God. Thus, one can live out one's vocation in response to God through a variety of ways. One way to do this is through work. For some, a sense of vocation will lead to the pursuit of a particular profession. For others already on a professional track, a strong sense of vocation will shape their approach to that profession. To help students see their work as a response to God's call on their lives and to understand how they can carry out their work as an expression of their faith, Hope College proposes to develop pilot projects in three areas of pre-professional college preparation. Preference will be given to the education (especially primary and secondary), health care (especially pre-med and nursing), and business programs because large proportions of students at Hope College pursue these professions and faculty in these areas already have expressed support for Lilly vocation initiatives. The development of these programs will be initiated by the Program Director, who will consult with key faculty in these areas who will then oversee program implementation.

Students' participation in this part of our program will begin near the middle of their college career, building on the understandings they have already developed, and extending them to the actual application

to one area of professional life. Our commitment to this aspect of the proposal is based on the belief that understanding one's calling is only the beginning; one must know how to translate those understandings into real-life practices.

These programs will build on other elements of the Lilly program. As outlined below, these programs call for a range of experiential elements that are interwoven throughout Part I, Liberal Arts as Vocation: Discovering One's Deep Joy, such as retreats and internships that engage an action-reflection model. Furthermore, the academic component of these pre-professional pilot programs can build on the smaller-scale model that the Senior Seminar program provides for achieving similar goals.

The program to be developed in each area will include all or most of the following components:

a. *A curricular or extra-curricular academic component* consisting of course units, retreats, workshops, and/or colloquia conducted by the program's Developer/Director, designed to address the question, "If I see my work as a calling, how does this shape the way I will carry it out?" In addition, several general questions will inform the development of this component. For example,

Beyond our pre-conceptions, what kinds of professional opportunities exist in the field of study students have chosen, and what needs are currently not being addressed?

What kinds of intellectual, moral, and spiritual challenges will one likely encounter in professional life?

What difficulties and opportunities might one encounter in attempting to link the Christian faith and a sense of vocation with a particular area of professional life?

b. *An experiential component* that provides students an opportunity to practice some of the elements of professional life in the context of their wider college experience. In areas where this component is already a substantial part of the college experience (nursing clinical rotations and student teaching, for example) greater emphasis will be placed on the action/reflection component (see next paragraph). In other areas, departments will develop internship and/or volunteer opportunities.

c. *An action/reflection component* in which students meet with a trained facilitator to discuss the challenges and opportunities they encounter within their clinical experience/internships to live out their sense of vocation in their work. These opportunities are designed to help students make the connections between their understanding of calling and their work, to frame appropriate questions, and to build habits of heart and mind that can be carried throughout their professional lives.

d. *An individual mentoring component* that will link interested students with people in the wider community (e.g., Hope College alumni) who can help students explore the theological and practical concerns that arise when one tries to live out one's vocation in one's work. Many Hope College alumni continue to live and work in the greater Holland area and have previously shown willingness to serve as mentors.

e. *A research-writing component* that encourages college faculty to engage in theological reflection on vocation as it applies to the pre-professional programs with which they are involved. Students benefit from the sustained reflection of their teachers, and we expect that Hope faculty can make an important contribution to the wider literature on the intersection between Christian understandings of vocation and the practices of the professions. (See D.2 and D.3, below.)

### **3. Hope Alternative Placement Network and Internship Program (Goal Two: Specialized Study as Vocation)**

The Reformed tradition not only embraces “secular” fields as expressions of divine calling but seeks to transform conceptions of work so that work as vocation might further magnify God’s glory. Hope College is committed to students’ discovering a richer sense of vocation than can be achieved by following conventional professional paths. It is all the more committed to this when such a sense of vocation impels students to serve those most in need of assistance, such as those in impoverished core-city schools or poorly funded rural health care clinics. To provide placement for students interested in such alternative work in fields such as education, the arts, and the sciences, faculty and students must have a much better sense of what alternatives exist. Hope College thus places a premium on locating and establishing contacts with agencies where its students might work out their vocations in service to the less privileged.

The Program Director will, in consultation with professors in various interested departments, identify institutions which show strong potential to become partners with Hope College in the project of drawing Hope graduates toward work in these institutions. Funding will be used mainly for travel expenses, both for Hope faculty traveling to investigate sites, and for site managers to visit the college. Finally, faculty advisors will be alerted to these possibilities, and will include discussion of the Alternate Placement Network in their advising.

Furthermore, four summer stipends will fund internships in pre-professional work that challenges prevailing professional and social hierarchies and offers unusually great opportunities for service. To deepen their understandings of vocation and possibly find themselves called to future service at Network sites or similar institutions, students will work as paid interns in institutions identified as part of the Alternative Placement Network.

Such paid internships will come from as wide a range of disciplines and pre-professional courses of study as possible, and final selections will be made by the Program Director and by a review committee appointed by the Director. Each student recipient will have a Hope College faculty advisor who will help the student prepare for the internship, offer advice and support in the summer as needed, and receive a report of the internship at the completion of the summer. Summer interns will be sophomores or juniors, and will make reports about their experiences in department colloquia in the fall after their return. To evaluate the success of this program, we will work with the Hope College Frost Center for Social Science Research to collect baseline data and subsequently track the number and nature of the students and professional sites each year.

To fund this program and encourage long-term viability, we will seek to leverage external matching funds from donors invested in social justice issues.

### **C. Christian Ministry as Vocation: Responding to the Church’s Needs**

The Reformed vision of education insists that the theological exploration of vocation be understood in its widest and most “secular” sense. But it is highly sensitive to the deep need of the church for ordained ministry and active laity; and this program, through its eight constituent components, seeks to address a number of critical needs of the church, particularly the denomination to which Hope is linked, the Reformed Church in America.

#### **1. Pre-Seminary Society (Goal Three: Christian Ministry as Vocation)**

Hope College has a long and distinguished tradition of sending its graduates to seminary. Over the years, many of its best and brightest have heeded God's call to seminary and to various forms of traditional Christian ministry.

Indeed, many currently in leadership within the Reformed Church in America are Hope graduates. And many recent graduates continue to find their way to and on to serve the church and the world. This tradition is another of the great success stories, alas not told often enough, of Hope College.

Hope College currently lacks a way to track students who express an interest in attending seminary. Nor is there any organized way for these students to meet each other. And while advising for pre-seminary students takes place, it is too often ad hoc and uncoordinated. Hope needs a better way to inform and support students who are exploring a call to seminary and Christian ministry. The Pre-Seminary Society aims to meet this need by fostering greater interest in traditional parish ministry, assisting students in exploring the vocation of a seminary-educated pastor, building community and nurturing the life of the mind among participants, and preparing students for seminary and subsequent ministry.

All students who designate an interest in attending seminary after college or who indicate an interest in Christian ministry will be invited to join the Pre-Seminary Society. A recommended pre-seminary course of study will be developed, academic advising and mentoring will be available, and the society will meet for occasional reading and discussion groups. In addition, there will be dinners, speakers, retreats, targeted mission trips, and site visits, as described below. The Department of Religion and the Campus Ministry Office will cooperate by providing two advisors (one each) to work with students to plan events for each year.

## **2. Seminary Day and Seminary Visitation Program (Goal Three: Christian Ministry as Vocation)**

Students who already have an interest in Christian ministry and are considering seminary often do not know much about seminary education--entrance requirements, financial aid, course of study, theological orientation. Only so much can be learned from web sites and catalogs. And while meeting with seminary representatives on Hope's campus can be very helpful, there is no substitute for a visit by a prospective student to a seminary campus. The Seminary Day and Seminary Visitation Program will foster awareness of seminary education in general and increase knowledge of specific seminaries and their courses of study, thereby promoting more informed decision-making about particular seminary programs.

Seminary Day, a daylong seminary fair, publicized throughout the state, will be held annually. There will be two morning workshops (e.g. "How to choose a seminary?" and "How do I know I am called?"), and a lunch to which interested students, all seminary representatives, and local pastors will be invited and at which a speaker will make a short presentation. After lunch, students will be free to visit with representatives of the various seminaries.

In addition to Seminary Day, the college will provide financial assistance to those who wish to visit seminaries during their junior or senior year. Partial funding (capped) for air travel will be available. Car pools will be arranged to provide transportation to seminaries in the local region for visitation days. The leadership of both programs will be coordinated by the Career Development Office and the Program Director.

## **3. Internships in Church Vocation (Goal Three: Christian Ministry as Vocation)**

Practical experience is an invaluable element in all education, and internships traditionally have been one important way for students to gain such experience. With wise and insightful supervision, an intern can be aided in discerning her gifts and determining which of the world's needs she can best address. To enhance the existing internship program, the Internships in Church Vocation program will provide opportunities for students to gain practical experience in various ministry settings, assist students to better discern their gifts, and help students gain knowledge in the arts of ministry.

Internships may run concurrently with the academic year or be completed during the summer. Students will typically receive eight credits. Each intern will have on-site supervision (with regular meetings and an end-of-the-

semester evaluation) as well as weekly group supervision by a member of the Religion Department faculty. Leadership will be provided by the Program Director, faculty supervisors, and on-site supervisors.

#### **4. Lilly Scholars Program (Goal Three: Christian Ministry as Vocation)**

Some students clearly sense a call to Christian ministry. They plan to attend seminary and organize their undergraduate course of study accordingly. Other students may have little or no sense of calling to ministry, yet people who know them well (teachers, pastors, friends) may feel they have gifts for ministry and should begin a process of discernment. Still other students may have an inkling that God is calling them to ministry, but have not given the matter serious consideration. This new program is designed to support participants in their senior year as they engage in a process of discernment and prepare to enter seminary and to encourage students who might not otherwise attend seminary to consider seminary and try it out for at least one year.

In their junior year, up to 5 students will be selected to participate in the Lilly Scholars Program and receive a scholarship of \$2,500 in their senior year at Hope, with the expectation that they will attend seminary for at least one year immediately following graduation. If a student does not complete a year of seminary, the \$2,500 will be reclassified as a loan. Our goal is that at least half of the participants will be women. Leadership will be provided by the Program Director, in conjunction with the Lilly Scholars committee. Hope College is committed to raising the funds to continue Lilly Scholarships at the \$12,500 per year level after the grant period, or to adding this cost to the College's operating budget upon the expiration of the grant.

Selection procedure:

- a. Students will be nominated by faculty or staff during the student's junior year.
- b. Students to be nominated include those who show potential for ministry but are not currently considering seminary.
- c. Academic requirements: minimum of 3.6 GPA
- d. Completed application to the program (all nominated individuals invited to apply)
- e. Selection by the Lilly Scholars committee

Students who receive these scholarships will:

- a. Participate in the Lilly Scholars group during their senior year. The group will meet monthly for dinner and discussion and participate in a retreat.
- b. Participate in a two-credit summer internship designed to explore one's gifts and interest in ministry. The internship will entail 80 hours of on-site experience and weekly written reflections, with on-site supervision under the direction of the Religion Department internship coordinator.
- c. Enroll in an accredited seminary and complete at least one year. If this obligation is not met, the scholarship will be reclassified as a loan.

#### **5. Recruitment of Students from Racial/Ethnic Congregations (Goal Three: Christian Ministry as Vocation)**

Clergy shortages are evident in most Protestant denominations in the United States, and are felt especially among racial/ethnic congregations. The Commission on Race and Ethnicity in the Reformed Church in America has specifically identified the need to nurture leadership from racial/ethnic congregations, and Hope's Vice President for Admissions has recently met with the Commission to discuss recruitment among students from these RCA congregations. In addition, the Director of the Office of Ministry in the RCA has stated that the recruitment of students from racial/ethnic congregations is of high priority. This new initiative is designed to encourage students in racial/ethnic congregations in the RCA to engage in serious exploration of Christian ministry as their calling and to invite students to consider Hope College as the place to begin their academic preparation for ministry.

This program will provide four-year scholarships to students from racial and ethnic minorities who are considering attending Hope College and, beyond college, Christian ministry. The scholarships are for \$10,000 per year, with 2 students entering Hope in the first year of the program, 3 students in the second year, 3 students in the third year, and 3 students in the fourth year. Hope College will provide scholarships for two students (\$20,000) in both the first and second years of the program. In the third and fourth years, Hope College will provide scholarships for four students (\$40,000) each year. Lilly is being asked to complete the funding of this program with \$30,000 in the third year of the grant, \$40,000 in the fourth year, and \$70,000 in the fifth. Following the completion of the grant period, Hope College will provide scholarship support up to \$180,000 to allow the nine students “in the pipeline” to complete their four years at Hope. Hope College will also evaluate the success of the program in terms of continuing to offer up to three scholarships yearly to new students.

Each student will be invited to participate in the Phelps Scholars Program and will be assigned a mentor. In addition, students will be eligible to co-direct mission trips, gain college credit from seminary courses, participate in a summer of internship, and have a travel stipend. Leadership will be provided by the Program Director, the Lilly Scholars committee, the Admissions Office, and the Financial Aid Office.

## **6. Certificate of Ministry Program (Goal Three: Christian Ministry as Vocation)**

Many churches seek non-ordained people for positions in ministry. For example, the most recent General Synod of the Reformed Church in America (2002) has initiated a program to recognize "commissioned pastors." These are leaders without a seminary education who are granted a license by their classis after meeting a number of training requirements, and are authorized to perform various ministry functions in local churches. Moreover, many college students are excited about doing various kinds of lay ministry in churches and parachurch organizations. Educational programs are needed to help prepare people for these ministry positions. For some, seminary will not figure into their future in ministry. For others, a program such as that described below may help them choose seminary education and ordained ministry. The Certificate of Ministry Program aims to provide a targeted program for students who seek to serve the church in non-ordained and non-seminary-trained paid or volunteer positions.

The certificate prescribes a course of study, over and above a major in religion, with a minimum of 20 credits, roughly the equivalent of a minor. Since there is no nationally recognized certifying agency, the program will be coordinated with existing certifications in a variety of Christian denominations, with the requirements tailored to fit any specific ecclesiastical certifications being sought by the student. The leadership of this program will be facilitated by the Religion Department at Hope and Hope's Campus Ministry Office, in consultation with Western Theological Seminary (located adjacent to Hope) and various offices of the Reformed Church in America (e.g., youth ministry and Christian education). In carrying out this program successfully, we intend to consult and—where possible—collaborate with other colleges interested in similar goals.

Selection procedure:

- a) Students will be accepted into the program by application only.
- b) Maximum of 15 students per year.

The academic requirements include:

1. Religion Major
2. Recommended electives (2 courses of 4 credits each)
  - a) Communication course: Public Presentations (Comm140) or Interpersonal Communication (Comm 210) or Task Group Leadership (Comm 220)
  - b) Developmental Psychology (Psych 230)
3. Successful completion of an Internship (8 credits)
4. Certificate of Ministry Courses (2 courses of 2 credits each):
  - a) Theology of Ministry (existing Religion Dept. course)

- b) Youth Ministry (existing Religion Dept. course)
- c) Christian Education (existing course that hasn't recently been taught)
- d) Evangelism and Discipleship (possible new course)

## **7. Mission Trip Action-Reflection Curriculum (Goal Three: Christian Ministry as Vocation)**

Spring break mission trips have become a popular and successful opportunity for students to engage in short term ministry during their college years. Three hundred Hope College students involved in 20 domestic and international mission trips each year return with new insights, enthusiasm, and questions. One admitted shortcoming of this excellent program is the lack of opportunity for students to engage in focused theological reflection on their experience. Students often know intuitively that what they experience on a mission trip ought to make some real difference in their life, but they struggle to articulate what that might be. Sometimes they return with a sense that they are being called into ministry or mission work, but need additional avenues to explore this.

To address this need, and thereby make a very good experience even better, we propose the *development of curricular materials* that can be used by mission trip groups before and after their mission experience. Such material would be developed during the first year of the grant period. It would provide a reflection component to supplement the action component already present. The curriculum would combine relevant readings, group exercises and activities, and guidelines and questions for group discussion. The curriculum would have the following objectives:

1. Assist students to develop a clear sense of the purpose of the mission trip, from both a theological perspective and in terms of their personal agendas.
2. Assist students to reflect on their experience in light of fundamental theological questions (for example: What is wrong with the world? What does God care about? How can we respond to God's redemptive work?).
3. Assist students to connect their mission trip experience to their sense of vocation (understood in terms of the multiple callings they are beginning to sense).

Each winter semester, curricular training will be provided for mission group facilitators. Since their inception, Hope's mission trips have depended on student leaders to provide administrative and spiritual oversight for each trip. This model aims to encourage and nurture students' leadership skills. We propose to use these same leaders as facilitators for our reflection component. Students who participate in mission trips will include in their written agreement their intent to participate in the reflection component. (Students already indicate in writing their intention to participate in the mission group's preparatory meetings.) The program will also provide a small budget for mission trip groups that submit a request for additional funds to design or support creative and attractive programming.

## **8. Parish Nursing (Goal Three: Christian Ministry as Vocation)**

In a cooperative venture with area churches, Holland Community Hospital has developed a parish nurse network in our community; a parish nurse coordinator currently works with 12 parish-based nurses who provide grass-roots health service to members of the congregations and the wider community. As a result of this initiative, the Holland area now has the largest number of parish nurses per capita of any community in the United States.

Parish nursing is a key example of how nurses can use their gifts and skills in ministry. The Department of Nursing at Hope College has recently made major revisions in its curriculum, and in conjunction with a

theological exploration of vocation, has an opportunity to strengthen ties with the parish nurse network. This is particularly appropriate in light of the nursing department's philosophy, which includes an acknowledgment that "The essence of nursing is the provision of compassionate, empathetic, value based care that is Christ-like in its expression, holistic and congruent with the culture of the person. The vocation of nursing is often undertaken in response to a divine calling to use one's God-given gifts." Nursing faculty are already enthusiastic about the possibilities of using Lilly funding to develop and enhance ways of embodying their mission statement. We propose three areas of concentration.

First, the nursing department proposes to expand the integration of parish nursing into the new nursing curriculum. Nursing students will have an opportunity to gain understanding of the role of the parish nurse in health ministry for a faith community and the greater community surrounding it. Practicum experiences will be arranged with parish nurses so that students experience parish-nursing care, especially the spiritual health care component. This work will be funded by a stipend for course modification.

The second initiative is based on the affirmation that health is a dynamic process, which embodies the spiritual, physical, psychological, social, and cultural dimensions of the person. Spiritual health is central to well being and influences a person's entire being. The spiritual variable is particularly significant to the Hope College nursing curriculum. However, this is an area where further development is necessary to integrate the spiritual component throughout nursing courses. Course revisions that increase consideration of spiritual care will also be funded by a stipend for course development.

Third, a parish nurse preparation institute has been held in the Holland area for several years. Due to changes involving the program coordinators, the institute is no longer available. The nursing department will work cooperatively with the local parish nurse coordinator to develop an institute for nurses who wish to gain knowledge in parish nursing to start new health ministries in congregations or to enhance a current program, to assist individuals to secure parish nurse certification, and to offer the institute for college credit for students and practicing nurses. A parish nurse mentoring experience will be offered as an optional experience as a part of the institute. The development of the Hope College Parish Nurse Institute will be funded by a stipend to a member of the nursing faculty.

#### **D. Academic Life as Vocation: Faculty-Staff Support Initiatives**

The programs described so far are all strongly student-centered. We recognize, however, that these programs are unlikely to succeed unless faculty and staff are themselves deeply committed to the ethical and theological exploration of vocation. The three initiatives which constitute this program are designed to encourage precisely these commitments.

##### **1. Faculty Summer Seminar on "Calling and Profession" (Goal Four: Academic Life as Vocation)**

Some Hope faculty members have thought very deeply about vocation; some have given it a little thought; others have barely begun to think about it all. For students to think about their own vocations, it is of the utmost importance that faculty join in the discussion, particularly about how their professional work does—or does not—contribute to their callings as human beings, as citizens, as Christians, as parents, etc.

We propose a series of one-week Faculty Summer Seminars, led by one Hope College faculty member and one outside academician who has thought deeply about vocation and profession and who will coordinate training materials that address the relationship between them. Up to ten faculty members will participate in each seminar. Topics in the Summer Seminar may include: The antagonism between current understandings of professional life and understandings of vocation; aspects of the work culture at

Hope College that are inimical to the living out of vocations; women, vocation and professional life; the professor's vocation at mid-career; Max Weber vs. Parker Palmer; academic calling at a church-related liberal arts college; and the virtues of an academic vocation. Each seminar will aim at including faculty at all levels of seniority. The materials developed for these seminars will be made available to non-attending faculty and those from other institutions, as requested.

Staff members are invited to participate in these seminars. Furthermore, some seminars may take up as subject matter how deeper understandings of vocation affect the intersection of staff and faculty in the life of the college.

## **2. Faculty-Student Grants for “Research as Vocation” and “Research on Vocation” (Goal Four: Academic Life as Vocation)**

One of the great success stories of Hope College – particularly in the natural and social sciences – is the uncommonly high level of participation in student-faculty research. We are justifiably pleased with this high level achievement, but think that new accents in student-faculty research are essential as we develop a stronger institutional commitment to a Reformed understanding of vocation.

Students and colleagues inform us that much of the research that occurs could contain a higher level of reflection about the intellectual, social, political, and spiritual ramifications of the work conducted. We therefore propose funding research grants entitled “Research as Vocation.” These grants would be based on an “action-reflection model,” in which students and faculty would consider the wider significance of their projects in terms of vocation. In addition to outlining a research project in any field, successful faculty applicants will indicate how they will build in periods of “reflection” to make students aware of broader issues of vocation implicit in the research undertaken. Useful tools to this end might include reading books or articles together, or visiting a conference or relevant scholars. Presenting an account of this research experience to the relevant department would form the conclusion of this collaborative enterprise.

Second, the college proposes funding student-faculty research into the issue of vocation itself. Such research, entitled “Research on Vocation,” will be aimed at contributing new scholarly understanding of the relation of vocation and the wider world. Examples might include such topics as “Tithing as Vocation: Reformed Entrepreneurs and Giving in the Twentieth Century” or “Listening to Whom?: Calling among Education Majors at Michigan State University.” Here, too, the research would be concluded by a departmental colloquium open to the wider campus.

## **3. Mini-Grants on Vocation (Goal Four: Academic Life as Vocation)**

Hope College is at its best when it leaves faculty free to develop ideas and initiatives not conceived by planners from “on high.” In the past, faculty and staff have shown great creativity and resourcefulness in creating and implementing their own ideas, and we think it essential to create space for them to imagine their own projects. This approach will not only secure maximal faculty commitment, but it also has the potential to significantly impact the long term direction of faculty scholarship and pedagogy so that Lilly's vocation influence will persist long after the grant period, even outside of formal programs the college actively sustains.

Faculty and staff will receive funding for proposals whose central focus pertains to the issue of vocation, as defined above. They may shape proposals that promise to accomplish any of the following: (1) promote their own research. (2) facilitate their further education, or (3) impact students in (a) given course(s), or a significant number of students in non-class settings.

Examples of such projects, some of which have been proposed by individual faculty during the planning grant phase, include: developing an annotated bibliography of useful resources—such as articles, books, and films—that are particularly effective in addressing themes central to the topic of vocation; developing a program in living out one’s vocation through library science, engineering, mathematics, or other fields; developing a forum for addressing topics central to maintaining vitality in one’s sense of vocation, such as how to respond when multiple callings compete for one’s energy and time; and developing internships for students in music, dance, theatre, and/or the fine arts who need mentoring to pursue vocations in service to the church.

The Program Director will convene a committee to review all applications, judging proposals on their originality, viability, and likelihood of deepening collective understandings of vocation. Awards will not ordinarily exceed \$6,000 per proposal, but all strong proposals will be funded until allocated resources are disbursed.

Faculty members not associated with the Pre-Professional Pilot Programs described above (II. B) are particularly encouraged to apply for these grants, as are all Hope College staff.

#### **IV. Outcomes of the Program**

Hope College’s PTEV Program is structured to accomplish the goals of the Lilly Endowment as outlined in its Request for Proposals. These goals include “developing intellectually well-formed and religiously committed leaders. . . . [who are] encouraged to understand the mutually inter-related nature of their various endeavors and . . . helped to see their work in terms of a calling or vocation which gives their lives and work lasting meaning.” At Hope College, we are committed to fostering these goals in such a way that the vision, skills, and relationships cultivated will continue to bear rich fruit long after the formal grant period has ended.

We believe that the most significant outcomes of this program will be qualitative, increasing the depth and maturity of our community’s commitment to the theological exploration of vocation. We are convinced that this will result in several tangible, though often immeasurable, results. For one, the language of vocation will become more prominent on campus. We expect that students will more frequently speak of their lives and career pursuits in these terms, and that faculty and staff advisors will more frequently direct conversations with their mentees into vocation-related topics and themes. For another, we expect that many students will make academic major, career, and life choices differently than they do now, asking deeper questions about God, themselves, and the world, and surveying a wider range of options. We will measure these qualitative items through focus groups and interviews, as described below.

At the same time, these programs will also produce measurable quantitative results, generating beneficial outcomes for 1) Hope College’s students, staff, and faculty, 2) the broader community, and 3) seminaries, churches, and parachurch organizations. We anticipate the following outcomes when all the proposed programs are operating.

#### **A. Outcomes at Hope College**

##### **1. Students**

- The PTEV will target students as they progress through their years at Hope College.
- The first initiative—“Liberal Arts as Vocation: Discovering One’s Deep Joy”—will impact the majority of Hope College students:

- 100% of incoming students will encounter the central ideas of vocation and calling in the new admissions materials and at Orientation.
- At least 25% of students will explore vocation in their First-Year Seminar.
- At least 50% of students will engage these topics with their Resident Assistants and Resident Directors.
- 40 students per year will participate in a Sophomore Retreat Seminar.
- 50 students per year will engage in a Vocation Discernment Retreat.
- All seniors will engage the topic of vocation more deeply in the enhanced Senior Seminar.
- The second initiative—“Specialized Study as Vocation: Responding to the World’s Needs”—will prompt deeper exploration for fewer students:
  - Students will benefit from enriched academic advising and retreats.
  - Students in three professional areas (education, health care, and business will be targeted) will benefit from a combination of enriched curricular and extra-curricular academic components, experiential components, action-reflection components, individual mentoring, and a research-writing component.
  - 4 students per year will experience internships in alternative placements.
- The third initiative—“Christian Ministry as Vocation: Responding to the Church’s Needs”—will explicitly encourage students to consider whether God is calling them to use their gifts in service to the church in leadership capacities.
  - At least 20 students per year will participate in the Pre-Seminary Society.
  - At least 25 students per year will participate in Seminary Day
  - 4-6 vanloads will drive and up to 10 students will fly to visit seminaries through the visitation program.
  - 15 students per year will participate in internships in church settings.
  - 5 students per year who had not previously considered a call to the ministry will be seriously encouraged to do so by becoming Lilly Scholars, who engage in regular meetings and a summer internship.
  - 11 students total from racial/ethnic congregations will be offered scholarships to attend Hope College and engage in a program to help them deeply explore a call to Christian ministry.
  - 15 students per year will participate in the Certificate of Ministry program.
  - 300 students per year will participate in mission trips with an action-reflection curriculum that enables them to more deeply explore theological questions about their sense of vocation in relationship to their experiences.
  - 5 students per year will participate in a new parish-nursing program.
- The fourth initiative—“Academic Life as Vocation: Faculty-Staff Support Initiatives”—will benefit some students indirectly through faculty and staff development, others directly through faculty student grants for “Research as Vocation” or “Research on Vocation,” and still others directly from mini-grants.

## 2. Faculty & Staff

- The fourth initiative—“Academic Life as Vocation: Faculty-Staff Support Initiatives”—will deepen faculty and staff theological exploration of vocation.
  - 10 faculty and staff per year will participate in a summer seminar that addresses topics related to calling and profession.
  - 2 faculty-student grants per year will be awarded for research as/on vocation.
  - 2-3 faculty/staff per year will receive mini-grants to pursue vocation initiatives.
- Through the other three initiatives, faculty development will also occur as faculty:
  - Participate in workshops connected with Senior Seminars and academic advising

- Develop vocation curricula for use in First-Year Seminars, Senior Seminars, and Mission Trips
- Lead the Sophomore and Vocation Discernment retreats
- Lead Pre-Professional Pilot Programs
- Oversee the Alternative Placement Network and Church Vocation Internships
- Oversee the Lilly Scholars, Racial/Ethnic Scholars, Pre-Seminary Society, and Certificate of Ministry programs

## **B. Outcomes in the Broader Community**

- Through the Specialized Study initiative for Pre-Professional Pilot Programs,
  - Community organizations will benefit from the contributions of Hope College interns and volunteers placed at these sites.
  - Hope College alumni and others committed to Hope’s vocation emphasis will grow from their mentoring relationships with students.
- Through the Hope Alternative Placement Network and Internship Program, agencies and institutions around the country such as impoverished core-city schools and poorly funded rural health care clinics, will benefit from the service of Hope College students and from the relationships forged with Hope College faculty, staff, and administrators.

## **C. Outcomes for Seminaries, Churches, and Parachurch Organizations**

- The third initiative—“Christian Ministry as Vocation: Responding to the Church’s Needs”—is designed to specifically benefit the Church in the following ways:
  - The Pre-Seminary Society will enhance the preparation of students intending to attend seminary, increase the probability of their continued commitment, and attract students who would not otherwise consider this calling.
  - Pastors and seminary faculty will forge relationships with students and attract them to their churches and schools through the Seminary Day and Seminary Visitation Programs.
  - Churches will directly benefit from the service of Hope College students who complete internships with them through the Internships in Church Vocation, the Lilly Scholars Program, and the Racial/Ethnic scholarship program.
  - Each year, 5 students who would not have otherwise considered a call to the ministry will do so, and at least half of them will attend seminary because of the Lilly Scholars Program.
  - A total of 11 students from racial/ethnic congregations will seriously explore a call to Christian ministry through the Recruitment of Students from Racial/Ethnic Congregations program, and at least half of them will attend seminary because of the program.
  - Up to 15 students per year will participate in the Certificate of Ministry Program, which will equip them for lay leadership in congregations.
  - 300 students per year will engage in short term ministry through the vocation-enhanced mission trips; many will incorporate missions into their vocation, whether their professional pursuits are launched primarily in church-related organizations or not.
  - Area churches and the Holland Community Hospital parish nurse network will benefit from the hands-on service and the theological exploration of vocation by Hope College nursing students and the faculty who collaborate with them.

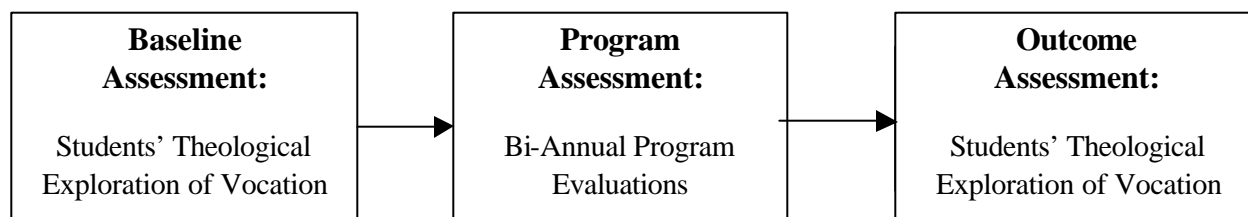
## V. Evaluation Strategy

### A. Internal Evaluation

We have designed an evaluation strategy that will assess both qualitative and quantitative results, relying on both internal and external resources. While the evaluation process will produce documentation of our progress, our primary goal is not to produce a document, but to self-consciously assess our progress and thereby foster the ongoing implementation of these programs. The habit or practice of self-reflection will be a key focus of the program directors and advisory board.

#### 1. Basic Model of Assessment and Evaluation

Viewing the vocation programs as interventions, our approach will be to measure student attitudes, beliefs, and experiences regarding vocation before and after the programs, in an attempt to articulate some of the qualitative change (as described in the last section) we believe this grant can produce. We will also evaluate each program's effectiveness in terms of both participation and the degree to which a given program deepens participant's attitudes, beliefs and experiences. Our basic model for evaluation, adapted from Astin (1991), is shown below.



##### a. *Baseline Assessments: Students' Theological Exploration of Vocation*

Prior to implementing the TEV, the college's Assessment Committee and Social Science Research Center will determine our vocation "baseline." We plan to develop a "local" self-report questionnaire to be administered to incoming first-year students. This instrument will assess the main components of the Lilly proposal: students' attitudes, beliefs, and experiences in theologically exploring their unfolding sense of vocation (e.g., determining whether students believe vocation is about making money or making a difference, the connections students draw between their faith and how they live out their various roles). This survey will be emailed to students and they will complete it on-line. (We have been conducting web-based surveys on campus for a year with very good response rates.) Conducting the survey on-line will not require professors to take time out of First-Year Seminar. In addition, we may use information from the CIRP instrument, which Hope has used occasionally in previous years (most recently in 2000). The CIRP includes measures of many student attitudes, including goals for life after college (e.g., importance of: serving others, being well off financially, developing a meaningful philosophy of life) that are related to the goals of the Lilly grant.

##### b. Evaluation of Specific Programs

We will not implement all the programs in this proposal in the first year, so evaluation will occur as the programs are enacted. As a general rule, we will evaluate each of the programs every other year. Once all programs are running, we will assess approximately 10 programs per year. We will conduct the evaluations of the specific programs using several strategies:

Participation Rates. We will monitor participation rates over the life of each program. This will include numbers of students, number of faculty, size of waiting lists (if any), and other frequency-related

measures. Such tracking will include cross-tabulation by gender, academic major, religious identity and membership, as well as other demographic variables.

Evaluation Questionnaires. Upon completion of a particular program, participants in the following programs will complete brief evaluation questionnaires. Questions will probe not only program strengths and weaknesses (such as whether communication was adequate and whether program goals were well articulated), but also deeper issues about how the programs may or may not have deepened and enlivened participants' approach to vocation. The instruments will include five to ten questions using a five-point scale from strongly agree to strongly disagree, as well as open-ended questions to allow participants to give narrative feedback about the effectiveness of that vocation program for them. We will administer these questionnaires to participants in the following programs:

- Residential Life Program (III.A.3)—for Resident Directors, Resident Assistants, and students
- Academic Advising (III.B.1)—for faculty
- Sophomore Retreat Seminar (III.A.4) —for students
- Vocation Discernment Retreats (III.A.5) —for students
- Enhancement of Senior Seminar Program (III.A.6). This program already has an evaluation component in place (see <http://www.frostcenter.hope.edu/seniorsem.html>), and new items will be added to account for inclusion of vocational issues —for students and faculty
- Pre-Seminary Society (III.C.1) —for students
- Seminary Day and Seminary Visitation Program (III.C.2) —for students
- Certificate of Ministry Program (III.C.6)—for students

Focus Groups. We will conduct follow-up focus groups with participants of some programs to investigate their strengths and weaknesses. This evaluation strategy will allow us to probe more deeply the effectiveness of the program than sole use of evaluation questionnaires would allow. Members of Hope College's Social Science Research Center have experience running focus groups and will both facilitate and evaluate them for at least the following programs:

- Enhancement of the First-Year Seminar (III.A.2)
- Sophomore Retreat-Seminar (III.A.4)
- Vocation Discernment Seminar (III.A.5)

One-on-One Interviews and Evaluations. For two programs (Certificate of Ministry [III.C.6] and Internships in Church Vocation [III.C.3.]) we will conduct in-depth one-on-one interviews with participants. This approach will allow us to develop a textured understanding of participants' beliefs and attitudes toward Lilly programs. Members of Hope College's Social Science Research Center will facilitate and evaluate these interviews. For the Internships, supervisors will complete evaluations of the students, and students will complete evaluations of themselves and of their placements that address the ways students theologically explored vocation through their internships.

### **c. Outcome Assessment: Students' Theological Exploration of Vocation**

To assess the impact of the PTEV, we propose two evaluation strategies. First, we will construct exit questionnaires designed to probe students' attitudes, beliefs, and experiences in exploring their vocation. To measure changes from baseline, we will use the same items at pretest and posttest. The instrument will be given both to participants in Lilly programs and non-participants. Effectiveness will be measured by comparing responses of program participants versus non-participants.

A second approach to studying the outcome characteristics of our students will be to conduct extensive exit interviews with those students who were most involved in Lilly programs and to continue to track

them after they graduate from Hope. This approach will yield rich narrative information regarding the strengths and weaknesses of the programs. This qualitative information will serve as a complement to the quantitative information collected from the exit questionnaires.

## **2. Evaluation Personnel**

The Program Director will coordinate these evaluation procedures with Hope College's Assessment Committee and Social Science Research Center.

### **B. External Evaluation**

In addition, we propose to contract an external evaluator to bring to our programs fresh perspective and experience from other institutions. The Frost Center will provide its own assessment results to facilitate this review. External evaluation in years two and four will enable us to launch the programs and then receive feedback in time to make any needed changes to ensure the success of the Lilly vocation programs.

### **C. Use of Assessment Information**

The internal and external assessments will be used to maximize the effectiveness of the PTEV. This information will inform us whether and when to shift resources from one program to another, to cut unproductive programs, to enhance productive programs, and/or to develop new initiatives that show considerable promise. Furthermore, this assessment information will inform decisions about which programs Hope College will continue after the Lilly five-year grant is completed.

## **VI. Leadership**

### **Program Director**

Administrative oversight of the Program for the Theological Exploration of Vocation will be the responsibility of a full-time Program Director. We anticipate that the Program Director will have faculty status. The Program Director will report to Provost James Boelkins, and will work in more immediate collaboration with Deans Reynolds (Arts and Humanities) and Miller (Social Sciences), to whom Provost Boelkins has delegated responsibility for supervising the day-to-day operations of the Program, and with the Advisory Board. Qualifications and responsibilities of the Program Director are outlined below. We prefer to recruit someone from within the college to fill this new position.

### **Associate Program Director**

The Associate Program Director will occupy a half-time position for five years. In cooperation with and under the supervision of the Program Director, this individual will have primary responsibility for planning, implementing, and coordinating programs in specific areas of the grant to be determined by the Program Director in consultation with the Provost and the Advisory Board.

Having two individuals assigned to program development will provide Hope College the opportunity to hire people who work in different disciplines, represent two different Christian traditions, and bring two different sets of skills to bear on grant programs. Hypothetically, the Program Director (an experienced college teacher or administrator) could build his or her load around such programs as First-Year Seminar Enhancement, Senior Seminar Enhancement, Faculty-Student Research Grants, Mini-Grants, the Faculty Summer Seminar, Academic Advising, and the Sophomore Seminar-Retreat. The Associate Director (a seminary graduate with experience in church settings and, perhaps, some background in one of the

helping professions or in teaching) could take on responsibility for the programs in the Christian Ministry as Vocation area, the Alternative Placement Network and Internships, the several initiatives led by the Student Development Division, and the Vocation Discernment Retreats as the core of his or her responsibility.

### **Faculty and Staff**

Leadership for the program components extends far beyond those with administrative oversight. Current faculty and staff can carry out many components of the program within the context of their existing responsibilities or in areas closely related to their regular work. By drawing on our faculty for the implementation of several new components of the grant, we will harness the enthusiasm already expressed. We are confident that the faculty will continue to demonstrate strong and widespread support. The proposed stipends provide either financial remuneration or the possibility of release time. Programs are phased in over the five-year grant period, spreading demands over time; and much of what is new involves creative development within existing structures. No single department is over-burdened by the demands of the new program; rather, the scope of possible involvement covers a wide spectrum of academic programs and campus life.

During the planning phase, faculty expressed strong support through attendance at “round table” discussions, submission of ideas for possible inclusion in the grant, and cooperation with the committee preparing the proposal. As the planning process has continued, specific initiatives have already attracted the attention of particular faculty members, including but not limited to the following. Video Production (David Schock, Communication), Admissions Material (James Bekkering, Vice President for Admissions), First-Year Seminars (Chuck Green, Director of General Education and Psychology) and Senior Seminars (John Cox, English), residential life (Richard Frost, Vice President for Student Development), Sophomore Retreat-Seminar (Curtis Gruenler, English), academic advising (Maura Reynolds, Registrar’s Office), pilot programs (Susan Dunn, Nursing; Todd Steen, Economics, Management and Accounting; and Jeanine Dell’Olio, Education), Seminary Day (Dale Austin, Director of Career Services), the Certificate of Ministry Program (Jeff Tyler, Religion), Lilly Scholars (Barry Bandstra, Religion), parish nursing (Deb Sietsema, Nursing), faculty seminars (Lynn Japinga, Religion), and faculty-student research (Scott VanderStoep, Carl Frost Center for Social Science Research and Psychology). It is clear, then, that the Program for the Theological Exploration of Vocation will be the responsibility of many faculty and staff members beyond the Program Director and Associate. The recruitment of faculty will be their responsibility.

### **Program Advisory Board**

The Program Advisory Board will be comprised of key members of the administration, faculty, and staff, such as William Reynolds (Dean for the Arts and Humanities), Nancy Miller (Dean for the Social Sciences) Timothy Brown (Dean of the Chapel), Richard Frost (Vice President for Student Development) and faculty members selected to write this proposal: Steven Bouma-Prediger (Religion) Steven Hoogerwerf (Religion), James Kennedy (History), Jacob Nyenhuis (Provost Emeritus), and Charlotte vanOyen Witvliet (Psychology). In order to insure effective implementation across campus, these individuals will assist the director by participating in oversight of the program’s implementation, They will also assist in setting implementation priorities, assessing program results through formal and evaluation procedures, approving program grants, and providing support and advice related to the planning and implementation of program components.

## **Program Director: Position Description**

The full-time Program Director will divide his/her responsibilities between (1) administering the overall program and (2) planning, implementing, and staffing several of the program components.

### **1. Qualifications**

- an advanced degree, Ph.D. preferred
- well developed understanding of theological perspectives on vocation
- skill and experience as an educator
- the ability to work cooperatively with students, faculty, staff, and administration
- administrative skills
- program planning and implementation skills

### **2. Responsibilities**

#### **A. Administrative Responsibilities**

1. Oversee the initiation of each element of the program
2. Assist in planning and implementing each program component, as appropriate
3. Recruit appropriate faculty and staff for designated program components
4. Promote the program's activities
5. Evaluate the program's activities
6. Oversee the program budget, in cooperation with the advisory board

#### **B. Program Responsibilities**

1. Assist faculty and staff in program development
2. Plan and implement all program components (sometimes in consultation with other participants or through assignment to other appropriate personnel) in areas such as:
  - residential life programming,
  - sophomore retreat and vocational discernment retreat,
  - training of academic advisors,
  - development of pilot programs in education, business, and health care
  - Pre-Seminary Society
  - Lilly Scholars Program
3. Engage in on-going scholarly development and research matters relating to the program
4. Occasionally teach a First-Year Seminar, Senior Seminar, or other course that explores issues related to the program

## **Associate Program Director: Position Description**

The half-time Associate Program Director will be responsible for initiating and implementing designated components of the program. While working cooperatively with the director, the Associate Director will have full responsibility for the specific projects he/she is assigned, in consultation with the director and the advisory board.

### **1. Qualifications**

- an advanced degree, Master's level minimum

- well developed understanding of theological perspectives on vocation
- skill and experience working with youth and/or young adults
- the ability to work cooperatively with students, faculty, staff, and administration
- program planning and implementation skills

## 2. Responsibilities

- oversee all necessary details for the initiation of assigned program components
- garner support of appropriate college personnel for participation in assigned program components
- develop materials (e.g. publicity, guidelines, retreat templates, etc.) necessary for the implementation of assigned program components
- participate in (shared) leadership of assigned program components

## VII. Institutional Resources

Hope College's Vision Statement which calls upon the institution to "challenge its graduates to seek opportunities for servant leadership while it prepares them for rewarding careers" makes it imperative that Hope College participate in the Lilly Endowment's initiative to "nurture a new generation of highly talented and religiously committed leaders for church and society." At this point in its history, Hope is well positioned to take advantage of the opportunity provided by the Programs for the Theological Exploration of Vocations.

Hope College has a clear and compelling mission statement and a Board of Trustees, president, administrative staff, faculty, and student body supportive of that mission. Hope College maintains a healthy relationship with its founding denomination, the Reformed Church in America. The Reformed tradition encourages the life of the mind and a life of service, and makes frequent use of the language of "calling" for all of life. Reformed views on calling/vocation provide the philosophical framework of this proposal, which at the same time takes into account the ecumenical character of Hope's faculty, staff, and student body and the many ways this variety enriches us as a community of learning and service.

Hope's strong academic program, demonstrated for example by the College's chapter of Phi Beta Kappa, has long contributed to its ability to produce future leaders. According to a study of 518 baccalaureate institutions released by Franklin and Marshall College, Hope College ranked in the top six per cent in the nation in producing future Ph.D.'s in all disciplines between 1920 and 1995. In addition, Hope's strong and enduring emphasis on the importance of faith has enabled it to produce talented, energetic, creative, and committed pastors and theologically informed lay leaders. Nearly 900 alumni responding to inquiries about occupation are currently pursuing professional church-related occupations.

Hope College is a financially sound and well-managed institution with a history of making responsible and creative use of foundations' funds. Hope College has operated within its budget for thirty-five consecutive years. As of June 30, 2002, *Legacies*, the capital campaign announced in the fall of 2000, has raised \$89.2 million dollars toward a goal of \$105 million. In addition, during the 2001-2002 fiscal year, contributions to the "Hope Fund," the college's annual fund, totaled over \$2.9 million. Given the current state of the economy, to conduct the most successful annual fund campaign in the history of the College in the midst of a capital campaign is a clear demonstration of the donors' commitment to the Mission of Hope College and to its educational program.

Hope College has carried out several projects in cooperation with the Lilly Endowment. These programs include a grant received from 1988 to 1990 to inaugurate Hope's Teaching Enhancement Workshop and facilitate additional library use across the curriculum, participation in the Lilly Mentoring Program

(funded by Lilly through Valparaiso University), and grants from the Rhodes Regional Consultation for Church Related Colleges (funded by Lilly through Rhodes College).

Hope College is already doing much to help students develop a theological understanding of the meaning of God's call on their lives. The success of such programs as the workshop for first-year faculty, the interdisciplinary Senior Seminar, and the Pew Society (described, together with several other college initiatives, in greater detail in Hope's Planning Grant proposal) and the survey, conducted two years ago, of faculty interest in vocation-related issues show that Hope College will bring both a record of success and experienced leadership to the program being proposed, elicit broad participation, and achieve excellent results.

A number of local strengths undergird most of the initiatives included in the proposal, and in some cases explain their presence. For example, Hope's location across Van Raalte Commons from Western Theological Seminary is a valuable resource for the entire "Christian Ministry as Vocation" segment of the proposal. Similarly, the relative proximity of Holland, Michigan, to Grand Rapids, Chicago, and Detroit will help with the alternative placement network and internship components of the proposal. The College's healthy relationship with the Reformed Church in America and the personal relationships that exist between numerous leaders at the College and in the RCA is certainly an "institutional resource."

The strong leadership of the Academic Advising, First-Year Seminar, and Senior Seminar programs and the strong faculty response to an earlier Lilly-funded opportunity to develop vocation-oriented Senior Seminars are definite strengths. In proposing to award scholarships to students from Racial/Ethnic RCA congregations, we are adding to already-existing institutional efforts such as the Phelps Scholars Program and following the Comprehensive Plan to Improve Minority Participation at Hope College. The program of cooperative faculty-student grants for "Research as Vocation" and "Research on Vocation" builds upon Hope's traditionally excellent program of student-faculty research, currently being strengthened and expanded by a grant from the McGregor Fund. Hope College is truly building on strengths in order to move to even greater strengths.

### **VIII. Institutional Support**

When Hope College received the Lilly Endowment's invitation to apply for a grant in the Programs for the Theological Exploration of Vocation 2002, the decision to apply was almost automatic. The goals of this Program are entirely congruent with Hope's mission, and it was instantly clear that the support of the Lilly Endowment would enable Hope to strengthen what it is already doing as well as initiate new programs.

Hope College's President, James Bultman, appointed a committee—co-chaired by Dean for the Social Sciences Nancy Miller and Dean for the Arts and Humanities William Reynolds—to garner on-campus support, secure additional backing from such organizations as the Reformed Church in America and Western Theological Seminary, and prepare a Planning Grant proposal. After a series of meetings, a dozen or so faculty members accepted active roles, and prepared the grant proposal submitted on December 28, 2001.

As soon as Hope was notified that its proposal had been funded, an implementation committee was appointed: Deans Miller and Reynolds, and the faculty who, supported by the stipends called for in the grant, would later prepare Hope's proposal—Steven Bouma-Prediger, Religion; Steven Hoogerwerf, Religion; James Kennedy, History; Jacob Nyenhuis, Provost Emeritus; and Charlotte vanOyen Witvliet, Psychology. This committee scheduled a series of a dozen breakfast/lunch/dinner round table meetings with members of the Education Department, the Arts Division, the Humanities Division, the Natural Science Division, and the Social Science Division; multi-cultural faculty and staff; faculty and staff

involved with the First-Year and Senior Seminar Programs and Academic Advising; the Campus Ministry Staff; representatives of the Student Development Division; and faculty involved with the Women's Studies Program. By the end of the process, nearly half of the faculty had participated in a session, and the implementation committee had a long list of creative ideas to consider and a great deal of enthusiasm to channel; among the non-academic units which have indicated their support for the Program are Admissions, Student Development, Campus Ministry, the Counseling Center, and Career Services.

Support also comes from Hope's extended "family." Members of the committee discussed the Lilly Program with the Academic Affairs Committee of the Hope College Board of Trustees at the Board's April meeting. The members of the Academic Affairs Committee were enthusiastic about what they heard, and communicated this enthusiasm to the full Board. The implementation committee also informed the administrators at Western Theological Seminary (Reformed Church in America) and found them supportive of our undertaking. The proximity of WTS to our campus and our positive relationships with its faculty and staff will make cooperation on the "church vocation" portion of our proposal easy to accomplish. (Hope is already partnering with Western and the other two colleges affiliated with the Reformed Church in America to develop a "Youth Leadership Institute" through a grant which Matt Flooding, a member of Western's faculty, is carrying out for Lilly's Theological Programs for High School Youth program). Finally, members of the committee have held discussions with Gregg Mast, Director of Ministry Services for the RCA, who is enthusiastically supportive of what Hope College is seeking to accomplish with the assistance of the Lilly Endowment.

Deans Miller and Reynolds have kept President Bultman informed regarding the work of the implementation committee and began a similar process with Hope's new provost, James Boelkins, after he assumed office on July 1. In the latter stages of preparing this proposal, the committee met several times with President Bultman and Provost Boelkins to reach closure on several key issues. Their answers demonstrate their active interest in and support for this proposal. The following decisions are indicative of the strong support which President Bultman and Provost Boelkins give this proposal.

- The Director of the Program for the Theological Exploration of Vocation will report directly to Provost Boelkins.
- Deans Miller and Reynolds, both of whom will serve on the Advisory Committee, have been assigned by Provost Boelkins to work with the Director on the day-to-day operation of the Program. In addition, the Dean off the Chapel and the Vice President for Student Development will both serve, *ex officio*, on the Advisory Committee.
- While Hope College will encounter the usual indirect costs—including but not limited to the cost of administering the grant and the cost of providing offices and office equipment for the Director, the Associate Director, and the Secretary—we have decided that it is more important to fund programs than to reimburse ourselves. Therefore, we have not included indirect costs in our funding request, but ask that they be considered in-kind support equivalent to \$237,750 (using the formula Hope uses with the National Science Foundation: 55% of the cost of grant-funded salaries).
- Although the grant proposal contains \$50,000 as payment to the Carl Frost Center for its services in assessing and evaluating the program, Scott VanderStoep (the Center's Director) estimates that the actual cost is \$150,000. We ask that the difference, \$100,000, also be considered in-kind support.

As indicated elsewhere in this proposal, Hope College is taking a number of steps to augment the grant during its five-year period and to insure that programs funded by the grant will be continued in later years.

- Hope College will cover any additional tuition cost incurred if a student taking part in the Sophomore Retreat-Seminar is registered for an overload. Earlier in the process, we had included a \$20,000 budget line in the grant proposal to cover this cost.
- Hope College will assume 1/3 of the cost of the Program Director's salary and benefits in the fourth year of the grant, and 2/3 in the fifth year. Hope will pay a total of \$83,411: \$64,162 in salary and \$19,249 in benefits. This will position the college to be able to maintain the Director's position after the conclusion of the grant period.
- Rather than requesting that the Lilly Endowment fund the full cost (\$260,000) of the scholarship program for students from Racial/Ethnic RCA Congregations, Hope College has assumed responsibility for \$120,000 of this amount. In addition, following the completion of the grant, Hope College will provide scholarship support up to \$180,000 to allow the nine students "in the pipeline" to complete their four years at Hope. Hope College will also evaluate the success of the program in terms of continuing to offer up to three scholarships yearly to new students.
- Finally, Hope College has committed itself to raising the funds to continue Lilly Scholarships at the \$12,500 per year level after the grant period, or to adding this cost to the College's operating budget upon the expiration of the grant.

While our dominant mood is optimistic, we recognize that there are potential obstacles to the success of these programs. Hope College faces many of the same general challenges confronting other church-related liberal arts colleges. First, academic training in the late 20<sup>th</sup> century, and into the 21<sup>st</sup> century, has set up a tension between professionalism and disciplinary identity, on the one hand, and the goal of becoming whole persons who educate whole persons, on the other. Second, students and faculty at Hope sometimes operate on the assumption that "head" and "heart" are wholly separated from each other. For some, faith is exclusively an activity of "the heart" and as such has no bearing on academic work. This has had the effect of perpetuating an artificial bifurcation that has poorly served both church and college. Third, modern American Christians tend to be relatively poorly informed about their own Christian traditions and heritages. This handicaps our ability to reflect on the resources our traditions can bring to liberal learning. Fourth, although Hope's ecumenical character makes it a stimulating place for conversations about faith, learning, and calling, it also presents challenges regarding mutual understanding. Different branches of the historic Christian faith have different vocabularies and emphases, sometimes leading to misunderstanding or superficial discussion.

Hope College addresses these issues on an on-going basis, for example by means of a week-long workshop on Faith and Learning Issues at Hope College which faculty are invited to participate in after their first year at Hope. The program we propose addresses these issues directly by means of such initiatives as the Senior Seminar conferences on vocation, the workshops for academic advisors, the Faculty Summer Seminar on "Calling and Profession," and Faculty-Student grants for "Research as Vocation" and "Research on Vocation." Indirectly, by raising the profile of vocation-related issues, the Hope College program will provide more and more fruitful opportunities to sustain the continuing conversation necessary to conduct the serious, widespread, and positive discussions needed to deal with these matters.

A more specific obstacle, one talked about at virtually every meeting with Hope faculty, was a fear that the program would become one more responsibility that faculty members would be expected to pick up and add to an already over-long list. The planning committee has responded by constructing a proposal which provides opportunities for faculty from across the college rather than from only a few departments, by allowing faculty a great deal of latitude in how they will shape the programs they choose to participate in, and by providing stipends that recognize the value of the contributions to be made by members of the faculty and staff.

## **IX. Plan for Continuation beyond the Grant Period**

We have developed a four-part plan for continuing the program beyond the life of the grant.

First, a number of "products" will be created during the grant period; their continued use will provide on-going educational opportunities that will not need funding after the grant cycle is over. For example, the learning modules for First-Year Seminars (III.A.2) and the enhancement of the Senior Seminars (III.A.6) will have been assimilated into a number of courses and should continue to prove useful for additional faculty teaching in those programs. Effective schedules for both the Sophomore Retreat-Seminars (III.A.4) and the Vocation Discernment Retreats (III.A.5) will have been developed over the five years of the grant and will be available for use by those leading such retreats in the future. The serviceable life of user-friendly material for advisors (III.B.1) should extend beyond the life of the grant, and contacts established for the Alternative Placement Network and Internship Program (III.B.3) will in all probability outlast the grant cycle. In sum, we have designed much of our grant proposal so that Lilly funding helps us build a program that, once constructed, can be maintained at a significantly lower ongoing cost.

Second, our proposal builds the theological exploration of vocation into already existing areas of college life. Once those enhancements are made, these activities can continue as part of our regular operating budget. For example, mission trip groups already meet before and after their trips, but the Lilly funded curriculum will make better use of that time by providing a process to address many of the questions already on participants' minds. Recruitment and orientation activities recur annually, but Lilly funded materials will help new and prospective students understand the centrality of questions of calling at Hope. Residential life programs are a required part of a resident assistant's job, but Lilly funded materials will enable these programs to assist students to clarify their emerging sense of calling.

Third, some programs will most likely prove so important and beneficial that funding will be picked up by the college. In the past, the Teaching Enhancement Workshop and the Faculty Mentoring Program which were originally funded externally have proven so successful that they have become part of Hope's standard operating budget. Which of the programs included in this proposal will go the same route cannot be determined at this time, though Hope has already made a financial commitment of up to \$180,000 to continue the obligations made to students as part of the racial/ethnic scholarship program (III.C.5) and committed itself to raising funds (\$12,500 per year) to continue the Lilly Scholars program (III.C.4).

Finally, as indicated in the budget, Hope is phasing in contributions to the Director's salary and benefits in order to sustain the position when the grant is done. Over the five-year grant cycle Hope will pay \$83,411 or about 21% of the total package, with Lilly contributing a decreasing share and Hope money contributing an increasing share of the total in the last two years of the grant. We believe that the best way to ensure that the program will continue is to ensure ongoing internal funding for the Program Director, who will continue administrative oversight of the program and probably assume direct leadership of several program components developed during the grant period.