

**VOCATION: THE CALL TO SERVE
EXPLORING VOCATION AT CONCORDIA COLLEGE**

PROPOSAL SUMMARY WORKSHEET

ORGANIZATION REQUESTING FUNDS:

Concordia College, Moorhead, Minnesota

PROJECT TITLE:

VOCATION: THE CALL TO SERVE
Exploring Vocation at Concordia College

PROJECT DIRECTOR:

Dr. James Forde
Interim Vice President for Academic Affairs and Dean of the College

PROPOSED GRANT PERIOD:

January 1, 2002 to December 31, 2006

AMOUNT REQUESTED:

\$1,996,955

PROPOSED PAYMENT SCHEDULE: Lump Sum Payment

Project

A. Brief Description

The overall focus of this Project is two-fold. The first is to encourage Concordia students in understanding vocation as a call to serve, in whatever field or career they may choose. The second gives specific attention to recruitment and preparation of students for vocation in the Church, either ordained or lay professional. The activities and program enhancements of this Project follow these two emphases and are designed to ultimately benefit the Concordia students. The college experience of the students is influenced not only by the immediate campus environment, but also the community that extends beyond the campus. It is on this premise that the programs proposed in this Project are concentrated around three basic groups: the Concordia students, the faculty and staff, and the community. The purpose of all the programs and activities proposed here is to provide an environment on the Concordia campus where students are encouraged and supported in the discovery of their own unique gifts and in the exploration of the ways in which they may offer those gifts in service to God and to the world. This Project is also an opportunity to express the mission of Concordia College and our call to serve both the Church and society through graduates who are thoughtful, informed and grounded in Christian vocation.

B. Intended Results

This Project is intended to serve the Concordia College students, either directly through student programming, or, indirectly, through programming which enhances the college faculty and staff and also the community in their interactions with and support of our students. In the process of providing support for our students in their vocational discernment, the lives of Concordia faculty and staff, as well as those of the larger community are enriched, from both an immediate and an ultimate perspective. An immediate benefit is realized on a personal level, by means of enhanced skill development and a deepened sense of their own vocation for members of our faculty and staff and the members of the greater community. Ultimately, the beneficiaries will be society as a whole, through the families or institutions which students will serve in their varied callings. The programming initiatives and enhancements which encourage greater numbers of students to explore church vocations serve the students, the faculty, staff, and campus community by offering enriched intellectual and spiritual resources on which they can reflect their call to serve. As a result, the Church is further served and strengthened through the preparation and generation of new leaders as well as through the renewal of existing church professionals and leaders.

We intend that the deployment of this Project would result in an intrinsic change in the ethos of the Concordia campus, through enriched academic discourse and daily conversation in the college. The programs defined in this Project seek to achieve the following outcomes:

- Conversations about vocational discernment will take place early in the students' college experience
- All students will receive academic introduction to a theological concept of vocation
- Students will have opportunities to apply the academic concepts of vocation outside the classroom through personal reflection, service learning projects, and leadership development experiences
- Students find that Concordia College is a place where they can feel supported and encouraged in discussing and exploring vocation
- The addition of a Student Vocations Associate to facilitate additional support for our students and offer outreach to the community
- Students will have opportunities to develop mentoring connections with Concordia alumni
- We will create additional opportunities to strengthen and maintain connections with our alumni
- Concordia students, faculty, and staff will have opportunities to hear renowned and distinguished speakers on faith and vocation
- Faculty and staff will be strengthened in their own sense of vocation and spirituality
- Faculty advisors express a greater understanding and perceived comfort in discussing vocation with student advisees
- An increased number of academic courses will include a dimension about vocation
- The connections of Concordia to the community will convey an attitude of partnership and service
- Students will be encouraged to explore experiential service to the Church
- An course in Church Music will be developed with exploration into expanding it into an academic curriculum track or a major
- Concordia College will be perceived as a source of education and support to existing church professionals
- Existing ordained clergy will realize enhanced skills in the recruitment of ordained ministers
- Concordia will establish and strengthen connections with area pastors and lay church professionals

C. Project Design

The Project is divided into two basic groups of programs: 1) the theological exploration of vocation in the world and 2) the exploration of vocation in the Church. Within each of these two groups, the programs are further aligned according to the constituency they most directly involve—students, faculty and staff, and community. (Community consists of that which exists beyond the campus and is further defined within the parameters of various programs.) As stated above, all programming is intended to bring direct or ultimate benefit to our students. The following is a summary of the programming recommendations under each area.

1. Programs for Exploring Vocation in the World

1.1 Student Programs

- 1.1.1 “VocationVillage”
- 1.1.2 Reflections Internship Program
- 1.1.3 Student Vocations Associate position
- 1.1.4 Vocations and Career Choice
- 1.1.5 Alumni-Student Vocation Network
- 1.1.6 Vocations Speakers in Residence

1.2 Faculty and Staff Programs

- 1.2.1 First Year Experience—Academic Activities Planning
- 1.2.2 First Year experience—Student Activities Planning
- 1.2.3 Faculty Vocation Workshops
- 1.2.4 Faculty Spiritual Retreats
- 1.2.5 Faculty Advisement workshops
- 1.2.6 Academic Course and Program Development on Vocation

1.3 Community Programs

- 1.3.1 Faith, Reason and World Affairs Symposium
- 1.3.2 Web Page Outreach Tool
- 1.3.3 Revitalized Church Youth Days Program

2. Programs for the Exploration of Church Vocation

2.1 Student Programs

- 2.1.1 Supporting the Church Camp Staff Experience
- 2.1.2 Church Professions Clinical Internship Program
- 2.1.3 Vocation Research Scholars
- 2.1.4 Exploring Church Vocation-May Seminar in Europe
- 2.1.5 Global Mission Student Leadership Support

2.2 Faculty and Staff Programs

- 2.2.1 Church Music Program Development
- 2.2.2 Academic Course Development on Service to the Church

2.3 Community Programs

- 2.3.1 Preceptor Training for Internship Site Supervisors
- 2.3.2 Workshop for Lay Church Professionals and Volunteer Leaders
- 2.3.3 Training for Recruitment to Ordained Ministry
- 2.3.4 Expanded Pastor-in-Residence Program

Administration and oversight of the Project activities will be led by Dr. James Forde, through the Office of Academic Affairs; a Program Coordinator who will guide and assist the program leadership; a Campus Steering Committee which will bring together the leaders of the various programs; and a Regional Advisory Council, representing external constituencies who will connect to Concordia students through the various programs.

D. Geographic Scope

All of the programs proposed in this Project are designed to serve primarily Concordia students, but, as explained throughout the proposal, some programming also provide service and benefit to Concordia faculty and staff, the Church and the community. While most of the activities will originate from the Concordia College campus, the programs will not be contained there. Within the Project are several programs which support student internships in churches and values-oriented organizations, service learning opportunities both domestic and abroad, a travel study opportunity in Europe, and involvement with the Global Mission Village in China.

E. Rationale

Since being founded, Concordia College has been called to a mission of service--to God, the Church, *to* our students and to society *through* our students. This mission has and continues to guide Concordia in the academic and activity planning for students, faculty and staff, and the greater community. We believe that Concordia has been called to provide a encouraging, yet challenging environment where students are able to explore vocation as a call to serve in the context of their values and faith commitments; where faculty and staff are supported in understanding their own call to serve as they advise and assist students; and where church professionals are empowered and equipped to serve as role models and mentors for our students. The Project, *Vocation: The Call to Serve*, is designed to build on an climate of academic excellence and positive activities programming, and to accelerate, expand, and enhance these programs with the aim that they will continue to operate on a new level of quality and effectiveness.

F. Relationship to Other Efforts

If we are privileged to be awarded this grant from the Lilly Endowment, Concordia would be eager to participate in formal and informal networks of other grantee institutions from the Program on Theological Exploration of Vocation. In fact, Concordia College would be pleased to host a conference of grantee institutions on our campus, if requested by the Lilly Endowment. Because elements of this Project extend to the Church community, we believe that programs in this Project will further enhance the relationship of the college to the Church, and lead to even more collaborative opportunities in the future.

G. Evaluation

Criteria for Success: This Project will be a success if, by the end of the grant period:

- there is a clear, consistent message in all programming, activities, and culture of Concordia College that vocation is not just a career, but a call to serve.
- faculty members perceive that they are supported in their own vocation to education; as a result they demonstrate a high level of participation and advocacy for the related programs, and feel free to develop innovative and creative expressions of vocational exploration.
- this Project is viewed as making a major contribution to the goals and objectives of Concordia's strategic plan.
- there is a marked increase in the number of academic courses which include a dimension of vocation
- new students are attracted to and choose Concordia because of an atmosphere which encourages personal vocation discernment
- graduates of Concordia College leave their undergraduate experience with a clearer sense of their vocational direction
- a greater number of students elect to explore vocation in the Church
- successful programs can be utilized as models for other institutions

Signs of an unsuccessful Project would be:

- Disinterest in the program enhancements is exhibited by low participation
- Student and alumni surveys reveal no positive attitudinal shift about vocation from their experiences in these programs
- Faculty and staff perceive that participation in the programs is mandated and display reluctant or resistive attitudes in their approach to them.

We will not pronounce the Project to have failed if various programs do not succeed. Instead of declaring a program to be a failure, we will give careful evaluation to the concept on which it was designed. If the concept is deemed to be sound, programming may be more successful within a different format, context, or set of expectations.

Plans to evaluate Project goals: Since the Project consists of multiple programming enhancements, it will be evaluated on both an individual program and an aggregate level. If this Project is approved for funding, one of the first tasks for the Project Director and Program Coordinator is to establish or identify assessment mechanisms in collaboration with the various program leaders. These activities will take place with the direct involvement of the Office of Assessments and Institutional Research, led by Ms. Kay Schneider. It is expected that assessment mechanisms will include individual program evaluations but will also rely on existing assessment and evaluation tools already in place.

One of the evidences of this Project's success would be that there are perceptible shifts in the campus culture toward a climate where the individual and collective call to serve is understood and apparent. Those who are part of a culture that is changing are not always able to evaluate the quality or nature of the changes from an objective perspective. For this reason, we will seek to engage some form of external evaluation. Also, the Regional Advisory Council will bring a valuable perspective on the overall impact and effectiveness of the Project, from a community perspective.

Learning from Project evaluations: As an element of administration for this Project, we believe that it will be important for the Project leadership to develop both internal and external communication plans for Project activities and programming.

II. Sponsoring Organization and Project Personnel

A. Organization

Concordia College was founded in 1891 by Norwegian immigrants who strongly believed in the value of liberal arts education for their sons and daughters. From the very beginning, Concordia has understood its institutional identity and mission as being in concert with the mission of the Church. As church denominationalism in America shifted and changed, Concordia continued to reaffirm its relationship to the Church and develop further clarity as to the unique mission to which it was called. Today, Concordia College is one of twenty-eight institutions of higher education in the Evangelical Lutheran Church in America and maintains a unique relationship with the Church. Concordia College is owned by the Concordia College Corporation, which consist of the ELCA congregations in northwestern Minnesota, North Dakota and Montana. The college is governed by a Board of Regents, the membership of which includes congregational or synodical representation from the constituent area. Concordia currently serves approximately 2,900 undergraduate students and offers baccalaureate degrees, with 84 different majors in 40 academic disciplines. The college is located in Moorhead, Minnesota, located on the Minnesota-North Dakota border. Fargo-Moorhead is a a community with a combined population of approximately 150,000. In addition to Concordia, Fargo-Moorhead is home to two other institutions of higher learning, North Dakota State University in Fargo and Minnesota State University-Moorhead.

Throughout Concordia's 110 year history, the college has strived to consistently articulate the important role of faith in higher education. We take seriously our responsibility to influence the affairs of the world through our graduates, as well as our responsibility to support and further the mission of the Church. The programs and activities of the college provide a rich context in which Concordia continues to discover innovative and creative methods of expressing and sustaining our mission. The funds of the Lilly Endowment will enable Concordia to expand and enrich that expression to an elevated level of quality.

B. Key People (key people involved in this project and their qualifications)

Project Director: Dr. James Forde
Interim Vice President for Academic Affairs and Dean of the College

Program Coordinator: This position will be named if this Project is approved for funding by the Lilly endowment. Qualifications for this position are listed in the appendix of the proposal.

Student Programs: Mr. Morris Lanning
Vice President for Student Affairs and Dean of Students

Academic Programs: Dr. James Forde

Faculty Development Programs: Dr. James Postema
Associate Dean for Faculty Development and Resources

**Continuing Support, Communications,
Church Relations, Alumni Relations:** Ms. Linda Brown
Vice President for Development

Programs Providing Financial Assistance to Students: Rev. Dr. Lindsay Rhodenbaugh
Vice President for Admissions and Financial Aid

C. Previous Support

Concordia College has received no previous support from the Lilly Endowment.

III. Budget and Funding Sources

A. Budget

A detailed budget follows this worksheet. A complete budget narrative can be found elsewhere in this proposal.

B. Sources of Funding

The proposed Project activities enhance programs and build on existing structures and work of Concordia College, and therefore have established financial support structures in place. Several Programs have procured or planned resources identified to support their continuation and are specified in the program narrative. Also, several programs were designed to gradually decrease the grant funds during the five-year grant period, specifically to engage and affirm institutional support early in the life of the grant. We also recommend that a representative from the Office of Development be a member of the Campus Steering Committee, so that program funding requirements beyond the grant period may be identified well in advance of the need.

C. Degree of Lilly Endowment Support

This proposal is submitted in response to the invitation of the Lilly Endowment's Programs for the Theological Exploration of Vocation and fulfills the guidelines set forth in the Request for Proposals.

D. Further Support

It is not anticipated that the programs proposed in this Project will require support from the Lilly Endowment beyond the grant period.