



(On the cover) **James L. Heft, Dayton chancellor, chats with Bernard McClellan, a student majoring in electrical engineering technology. The university's program will start with 15 Chaminade Scholars and expand over time to touch the whole campus.**

Lilly Endowment Inc. **Programs for the Theological Exploration of Vocation 2002**



**Request for Proposals**

## Programs for the Theological Exploration of Vocation 2002

### Request for Proposals



Holy Family holds sway in the Nazareth Courtyard at the University of Dayton, where students are encouraged to consider their faith when choosing their vocation.

### Purpose

Lilly Endowment Inc. is pleased to announce **Programs for the Theological Exploration of Vocation 2002**. We seek to support liberal arts, church-related colleges and universities in establishing or strengthening programs that 1) assist students in examining the relationship between their faith and vocational choices, 2) provide opportunities for young people to explore Christian ministry as their life's work and 3) enhance the capacity of a school's faculty and staff to teach and mentor students effectively in this arena. The primary objective of this grants program is to identify and nurture a new generation of highly talented and religiously committed leaders for church and society. In this open and competitive grants program, we anticipate making 35 to 40 grant awards ranging from \$500,000 to \$2 million each.

How do religious communities and educational institutions related to them identify and educate a new generation of pastors and religiously informed lay leaders? What specific educational programs and experiences are best suited for achieving these purposes? These are the key questions Lilly Endowment is posing through this grants program.

In previous rounds more than 50 colleges and universities crafted compelling responses to these questions, and 20 were awarded grants that have enabled them to create new programs on their campuses. Now we hope to identify and support an additional group of schools that believe the aims of the Endowment's grants program are consistent with their own institutional missions and that stand ready to provide promising responses to the questions we are posing.

Therefore, we are inviting any accredited, four-year, church-related, liberal arts college or university in the United States interested in establishing a theological exploration of vocation program to submit a proposal to the Endowment for this purpose.

## Rationale

Lilly Endowment believes that vital religious communities are essential for a flourishing and humane society. Further, we value congregations and parishes as key institutions where faith and values are formed, shaped and lived out. In order to keep these important religious communities strong and vibrant, a new generation of talented, energetic, creative and committed pastors and religiously informed lay leaders is needed. If such people are carefully identified, educated broadly and well, and nurtured in strong faith commitments, they will be well-equipped to enable churches and other institutions to contribute to the strengthening of American religious life and the common good of society.

The college experience is an extremely important moment in the lives of most young people. Many of their most important decisions are made during this time, ranging from the choice of a career to the acceptance of a guiding faith. In college classrooms, young people engage in intense intellectual discussion and debate and, in this process, develop and define their own intellectual and moral commitments. College faculties and administrators play a central role in forming the educational environment and are deeply influential in shaping the aspirations, convictions and commitments of young people. Colleges and universities thus have a pivotal opportunity to help young people explore their options and make life-defining decisions in light of their intellectual and faith convictions.



Davidson student Seth Davis goes one-on-one with boy in local after-school program.

Liberal arts colleges and universities are particularly well-suited to undertake the task of the identification and education of future leaders. The demands of leadership, whether in congregations or professional and business organizations, require leaders who are exposed to a wide range of ideas and who can respond creatively in a changing cultural context. Liberal arts colleges and universities – especially those that recognize the value of religious traditions as resources for enlarging their vision of excellence – provide an indispensable educational environment for developing intellectually well-formed and religiously committed leaders. Furthermore, these institutions create

a setting where young persons preparing for a wide range of professional careers study and learn together. Whether intending to serve as a pastor in a congregation or to work as a professional in medicine, law, education, business, the arts, or some other field, young people in liberal arts institutions can be encouraged to understand the mutually inter-related nature of their various endeavors and can be helped to see their work in terms of a calling or vocation which gives their lives and work lasting meaning.

**This grants program, therefore, seeks to support selected liberal arts colleges and universities in creating or expanding opportunities for students, as well as faculty and administrators, to examine how faith commitments relate to vocational choices, to create opportunities for the consideration of ministry as a possible vocation, and to assist schools in maintaining an institutional environment that fosters such exploration.**

### **Eligibility and Grant Awards**

Lilly Endowment is inviting accredited, four-year, church-related, liberal arts colleges and universities in the United States to participate in the third round of this grants program. Each school may apply for a seven-month planning grant of up to \$50,000 to be used to design a theological vocational exploration program. We anticipate making approximately 50 planning grant awards.

Schools receiving planning grant awards will then be invited to prepare a proposal for an implementation grant in the range of \$500,000 to \$2 million to be used to execute a three- to five-year program that addresses the aims articulated in this request for proposals.

### **Types of Programs**

Lilly Endowment hopes to support the development or strengthening of theological vocational exploration programs that will advance the aims of this grants program and that are appropriate to each school's distinctive character and mission. We have no one model program in mind and hope to fund a variety of approaches. The following list provides elements of programs we have supported in earlier rounds of this initiative. No one program contained all these elements, but most included a mixture of several of them.

**These elements include:**

➤ The incorporation of vocational exploration in various special courses and across the curriculum. Such courses provide occasions for students to read and reflect on literature or to engage in other activities that bring to bear wisdom from religious traditions into their vocational decision-making so that students can draw on this wisdom as they make choices about how they will spend their lives.

At Davidson (N.C.) College, Thomas C. Shandley, dean of students (left) and John W. Kuykendall, professor of religion (right), chat with Timothy Beach-Verhey, new director of the school's Endowment-funded program.

- The enhancement of worship on campus. These programs support efforts to strengthen worship opportunities for students and faculty on campus and connect them with vocational discernment efforts and/or education in worship leadership.
- The development or strengthening of campus ministry programs with a vocational exploration dimension. These programs enhance campus ministries and provide opportunities for students to assume religious leadership roles.



- The restructuring or enhancement of new student orientation. Such programs connect the school's mission with vocational exploration and initiate reflection with students.
- The development or strengthening of theological vocational reflection as a part of career services. Programs of this kind add to or reinforce elements to career services that enable students to consider their career choices in relation to their faith commitments and, in particular, to pursue appropriate faith-grounded public service.
- The expansion of student internship programs. These provide internship opportunities for students in congregations and faith-based organizations.
- The development of seminars for faculty and staff to explore the theological concept of vocation. These opportunities provide faculty and staff with opportunities to examine carefully the richness and complexity of religious, philosophical and ethical thinking about vocation and to use their talents and skills to generate fresh thinking about its meaning today.
- The creation of summer theology institutes. Such summer institutes integrate theological study and reflection, community service, and vocational reflection either for current college students or for promising high school-aged youth.



Davidson student works with youngster in mentoring program.

- The establishment of faith and learning institutes or centers. Such efforts involve the formation of interdisciplinary programs that bring faculty and students from a wide variety of fields together for the exploration of the relations between religious faith and their fields of study and teaching.
- The creation of cooperative programs with theological schools, congregations and/or denominational offices. Programs of this kind create opportunities for students to explore ministry – ranging from internships or mentoring programs to study at theological schools or religious sites – and establish or strengthen partnerships between the school and other institutions.

### Phase One: Planning Grants

Applicants may apply for a planning grant of up to \$50,000 to assist in the design of a program for the theological exploration of vocation appropriate for their campus.

The planning grant funds may be used by each school to engage in activities it considers necessary to design a program and prepare an implementation proposal. These uses include but are not limited to: gathering appropriate faculty and administrators to discuss and plan the institution's program; engaging consultants to assist in the planning process; meeting with pastors, denominational officers and other officials to discuss potential partnerships; and consulting with other colleges and universities about vocational programs.



*These planning grant proposals should be no more than six pages in length and include the following:*

- 1) **Statement of interest.** The proposal should state the school's interest in establishing or strengthening a theological vocational exploration program, including a discussion of why such a program is appropriate for the institution and is consistent with its history, culture and mission.
- 2) **Program nature and goals.** The proposal should describe the general nature and goals of the program for which the institution would likely request support.
- 3) **Planning process.** The proposal should outline the planning process the school will use to determine its responses to the questions posed in this RFP in order to prepare an implementation grant proposal.
- 4) **Leadership.** Each applicant should identify the key individuals who will be responsible for preparing the implementation proposal.

A **detailed budget** that defines how the planning funds will be used should be attached to the planning proposal. The budget should be submitted as a separate document with an accompanying budget narrative. Please follow the enclosed "Guide for Budget Preparation" in preparing the budget.

The planning grant proposal **should be signed by the institution's president and the chairperson of its governing board.**

The proposals should be single-sided copies with page numbers. Additional information relevant to the proposal (e.g., the school's mission statement, letters of support, informational brochures, and so forth) may be appended to the grant application.

Each applicant must provide **evidence of accreditation** from its regional educational accreditation association.

The **Grant Contract Information Form** and **Internal Revenue Service Form** should be enclosed with the proposal.

Please submit **one original and five copies** of all planning grant proposal materials. Please do not place proposals in binders.

Planning grant proposals must be postmarked by **January 1, 2002.**

Notification of planning grant awards will be made by **March 1, 2002.**

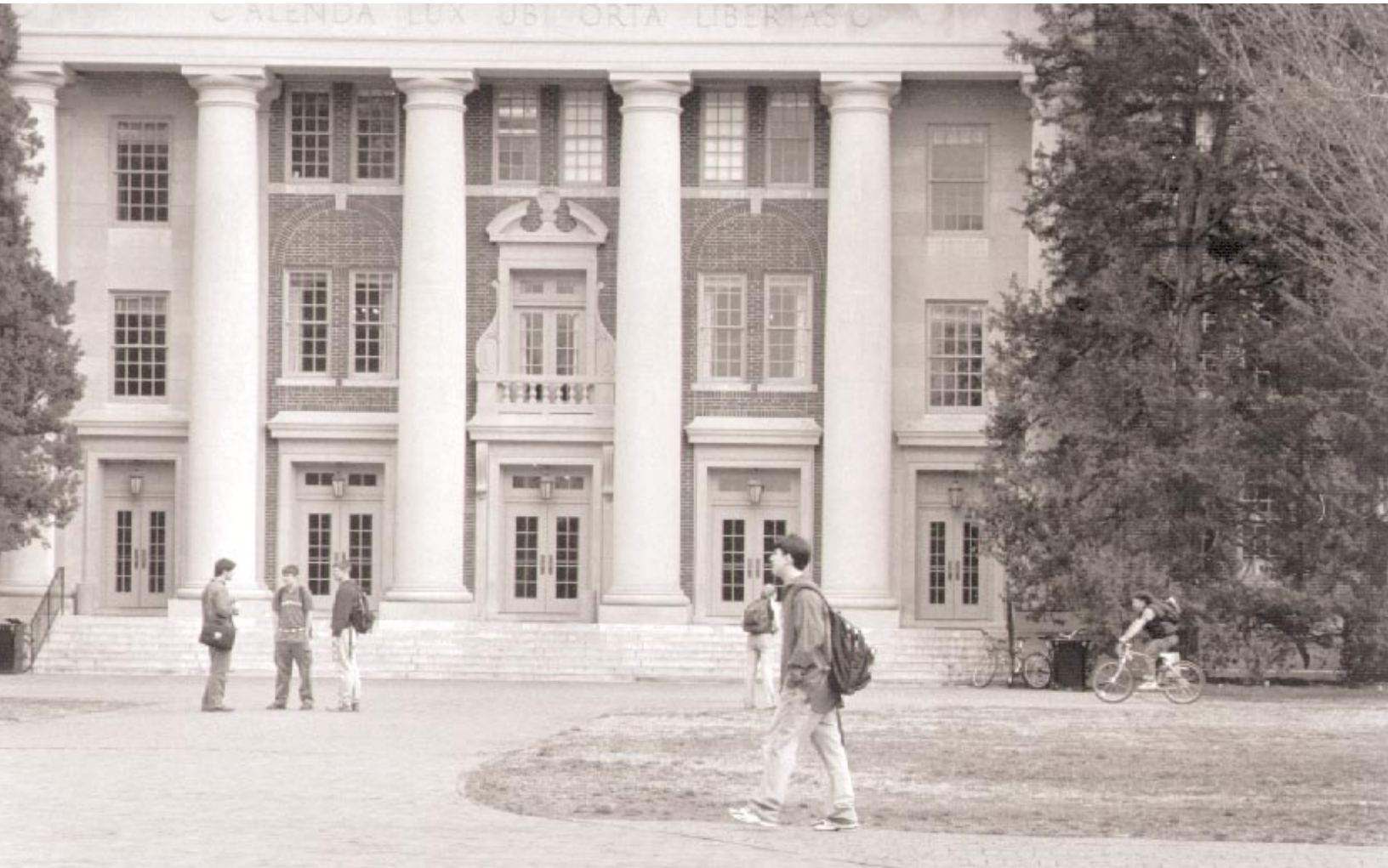
## **Phase Two: Implementation Grants**

Schools that receive planning grants will be invited to submit a proposal for an implementation grant ranging from **\$500,000 to \$2 million**, depending on the scale and scope of the proposed program, for use over a three- to five-year period. The proposal should indicate and reflect the grant period preferred.

*Implementation grant proposals should be no more than **30 pages** in length and include the following information:*

- 1) **Program purpose and goals.** The proposal should state the program's purpose and goals, highlighting its special and/or distinctive characteristics.
- 2) **Institutional appropriateness.** The proposal should describe how the proposed program fits the mission, heritage and culture of the school. This section should include a discussion of the institution's particular mission or heritage and how it is connected to its understanding of the theological concept of vocation. It should provide the school's rationale for seeking to develop or strengthen a theological vocational exploration program.
- 3) **Program design.** The proposal should include a thorough program design, including the program's content, format and organization. The purpose and description of each component of the program should be made clear.

A campus with close ties to the Presbyterian Church, Davidson College near Charlotte, N.C., plans a program involving students, parents and staff. Activities will include retreats, internships, scholarships, a lecture series and new class offerings.



- 4) **Outcomes of the program.** Each applicant should state clearly the outcomes and standards by which it intends to gauge the success of its program and how it will hold itself accountable for meeting its goals.
- 5) **Evaluation strategy.** The proposal should include an evaluation design that describes the process by which the program's effectiveness in attaining its goals will be assessed.
- 6) **Leadership.** Key leaders for the program should be identified and their qualifications and responsibilities described.
- 7) **Institutional resources.** The proposal should describe the institutional resources available for establishing the program, including faculty, administrators, trustees, alumni/ae and students. It should include a discussion of the unique aspects of the program itself and the resources on the campus or in the city or region available for supporting the program.

8) **Institutional support.** The proposal should include a short narrative that chronicles the institution's decision to apply for this grant and discuss the various authorities and constituencies of the school where strong support for this proposal has been garnered. It should also discuss potential obstacles for implementing the elements of the program.

9) **Plan for continuation beyond the grant period.** A future funding plan should be included to describe how the program will be continued beyond the grant period.

A **detailed budget** should be attached to the implementation proposal. The budget should be submitted as a separate document with an accompanying budget narrative. Please follow the enclosed "Guide for Budget Preparation" in preparing the budget.

The implementation proposal should be **signed by the institution's president and the chairperson of its governing board.**

The proposals should be single-sided copies with page numbers. Additional information relevant to the proposal (e.g., the school's mission statement, letters of support, informational brochures, and so forth) may be appended to the grant application.

A **Proposal Summary Worksheet** should be completed and submitted with the implementation proposal. The worksheet will be provided to schools receiving planning grant awards and is intended to generate an executive summary of the proposal.

The **Grant Contract Information Form** should be enclosed with the proposal.

Lilly Endowment requests the submission of **one original and five copies** of all implementation proposal materials. Please do not place proposals in binders.

Implementation proposals must be postmarked by **September 1, 2002.**

Notification of implementation grant awards will be made by **December 1, 2002.**



**The program at Davidson encourages its 1,650 students to prepare for a lifelong journey of reflection and meaningful purpose.**

## Application Checklist

### 1) Planning Grant Proposals

- Proposal narrative (up to six pages)
- Line item budget
- Budget narrative
- Signatures of the institution's president and the chairperson of its governing board
- Evidence of current accreditation
- Grant Contract Information Form
- IRS Form
- Six copies of entire planning proposal

### 2) Implementation Grant Proposals

- Proposal narrative (up to 30 pages)
- Line item budget
- Budget narrative
- Signatures of the institution's president and chairperson of its governing board
- Proposal Summary Worksheet
- Grant Contract Information Form
- Six copies of entire implementation proposal

## Proposal Deadlines

*All colleges and universities are asked to follow the application time line listed below:*

**January 1, 2002** – Postmark deadline for submission of planning grant proposals.

**March 1, 2002** – Schools notified of planning grant awards.

**September 1, 2002** – Postmark deadline for submission of implementation grant proposals.

**December 1, 2002** – Schools notified of implementation grant awards.

## For more information

Grant proposals should be sent to:

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