

*Annual Report, 2007-2008*

## **The Pro Humanitate Center**

Sponsored by the  
*The Lilly Endowment's Program for the Theological Exploration of Vocation.*

### ***Introduction: Mission and Aims***

The Pro Humanitate Center administers a series of exciting and innovative programs that advance the theological exploration of vocation. Inaugurated in the fall of 2001 when Wake Forest University received a \$5 million grant from the Lilly Endowment, this initial grant ended in December 2006. The Pro Humanitate Center currently benefits from a Lilly-funded sustainability grant, a three-year matching gift that commenced January 2007 to facilitate the long-term institutionalization of its programming.

The Pro Humanitate Center is committed to advancing the theological exploration of vocation through programs that integrate service, learning, faith and values. It provides multiple opportunities for students to explore vocation through intellectual and spiritual inquiries about the human condition, and is committed to explorations of cultural identity and difference. Its supports renewed exploration of our institutional heritage, and explores its significance for our future. It remains committed to three key directives:

- 1) To focus the university's attention on the meaning of its religious heritage in an increasingly pluralistic religious and academic environment*
- 2) To facilitate discussion of the nature of vocation and its implications for the life and work of the students, faculty, staff and alumni, giving special attention to the possibilities of ministry*
- 3) To promote the idea of vocation to revitalize the idea of service as part of our Pro Humanitate mission*

### ***Strategic Planning and Sustainability of the Pro Humanitate Center***

This year has marked the culmination of Wake Forest's two-year strategic planning process. The timing benefits plans for the institutionalization of the Pro Humanitate Center greatly. It is important to grasp the parameters of the strategic plan as it pairs with our center efforts, and that is the intention of the discussion that follows.

The university-wide plan recently adopted by the Board of Trustees conveys a deep-seated commitment to the goals inherent in the Pro Humanitate Center. It strengthens our most deeply held principles, defines our important place in the swiftly changing

landscape of American higher education, and preserves the right parts of its heritage while embracing critical change. The plan remains true to our identity, preserving traditions and outcomes that have long distinguished Wake Forest, even as it strikes critical new ground for our future. It builds on Wake Forest's and the Pro Humanitate Center's shared commitment to heritage, vocation, service and diversity.

The strategic plan commits the university to the education of the whole person. Today's students long to narrow the gap between professed ideals and real lives. They seek models of vocation that integrate the frequently encountered incoherencies of their experience as reflective persons, aspiring professionals, consumers, family members, sports fans, volunteers, and good citizens. To sustain and enhance a variety of programs that challenge students to live an examined and purposeful life, and that link academic learning with experiential education, we propose to expand our efforts to provide leadership education and experience through the following strategic initiatives. Many of these proposed initiatives take their cue from programs originally developed within the Pro Humanitate Center (see programs named in parentheses below). They include:

- The development of multiple new opportunities for students to connect their intellectual lives with the broader world through expanded curricular and co-curricular internship Programs (Pre-Ministerial and Non-Profit Summer Internship Programs), public engagement opportunities (ACE Service-Learning Fellows Program; Spring Break Service Trip to Stephens, Arkansas; Feather and Stone Exchange at San Carlos Apache Reservation), and international trips (Multicultural Immersion Trips to Vietnam and Nicaragua; Pilgrimage to Egypt).
- The development of The Journey, an extensive leadership and personal development program that fosters personal responsibility and citizenship in the freshman year, introspection in the sophomore year (The PHC's Sophomore Retreat), experiential learning in the junior year, and reflection in the senior year, capitalizing on existing Student Life programs.
- The preparation of all students for leadership in the global economy, develop collaborative programs that invite student engagement in discourse about ethics and social responsibility and that explore the many aspects of corporate and social entrepreneurship (virtually all Pro Humanitate Center programming).
- The expansion of the mission and resources of the Office of Career Services by offering students the opportunity to discuss and balance all of their life goals as well as receive essential career advice (The Pro Humanitate Center has worked consistently and effectively with Career Services to expand the latter's interests and reach since 2001).

The Strategic Plan also commits the university to strengthening engagement with our local community and the world. Wake Forest has long trained leaders of public service in many walks of life. The Pro Humanitate Center has placed a premium on cultivating stronger relationships with local, regional and international communities through our

programming, and has given our students significant leadership development opportunities within them. The Strategic Plan calls for more targeted, consistent efforts in civic life, along with broader programming, and encourages faculty and students to bring their knowledge and skills to bear on pressing contemporary problems through the establishment of a Public Engagement Institute. This proposed institute will in all likelihood actually house the Pro Humanitate Center, which will provide students with critical resources and support for our well-established non-profit internship program, student volunteer services, vocational training, and more.

Wake Forest's religious heritage marks another critical component of educating the whole person that is vital to the Strategic Plan. The university provides a tolerant middle ground for diverse religious traditions to engage in secular thought in a climate of academic freedom. Wake Forest must be a place where faith, in a variety of traditions, is practiced intelligently and studied critically; and where believers and those of secular conviction can engage one another with respect, forbearance, and learning. The Pro Humanitate Center Programs, especially those aimed specifically at vocational development and spirituality, have been pilots for the following strategic initiatives:

- Enrichment of students' opportunity for spiritual exploration by implementing a Chaplain Fellows Program to bring to campus for short-term appointments divinity or rabbinical school graduates who seek experience in university chaplaincy and would live in a residence hall context.
- Establishment of a Center for Vocation and the Common Good that helps students explore the nature of professional life and provide opportunities to grapple with serious questions about what constitutes success and the common good.
- Support for a Spiritual Life Center that would provide a welcoming atmosphere for students, faculty, and staff from a variety of religious backgrounds, provide offices for the multiple chaplains that serve our faith communities, provide critically needed worship space, and enhance important efforts in interfaith dialogue.

This overriding commitment to the education of the whole person and to the university's unique religious heritage is represented in the critical initiatives identified above. The pursuit of many of these initiatives reflects Wake Forest's commitment to the enlargement and institutionalization of key pieces of the Pro Humanitate Center programming. In conclusion, we are institutionalizing key pieces of the Pro Humanitate Center in the administrative places where they will best serve our students' needs as described below:

- 1) The proposed Institute for Public Engagement will probably house and administer the Pro Humanitate Center, especially its hands-on vocational efforts connecting learning and experience in the broader world, using our non-profits summer internship program as a model for a broader effort.

2) Under the leadership of our Chaplain's Office, Wake Forest's proposed Center for Vocation and the Common Good will help our students explore the nature of professional life and provide opportunities to grapple with serious questions about what constitutes success and the common good. This program is a direct outgrowth of the conversations generated through committees, symposia, faculty seminars, and programming sponsored by the Lilly Foundation over the past six years.

3) Last year, our new provost appointed Kline Harrison Associate provost for Academic Initiatives, charging him with the management of the International Studies Office, and the expansion and deepening of our international curriculum and programming. Our multicultural immersion trips are receiving new support and resources from this re-organization. The Strategic Plan makes Wake Forest's commitment to the global education of our students more central to our mission than ever.

Thus our strategic plan positions Wake Forest University as a leader in American higher education. The university is building on its historic strengths as an exceptional liberal arts college with fine professional schools, and on its powerful *Pro Humanitate* motto, to establish a collegiate university that links the liberal arts to the professions, and ties critical questions about the meaning of vocation to the education we provide. The university is conveying its deep commitment to educating the whole person by linking intellectual curiosity with moral reflection, and there can be no doubt that six years of conversation and programming about the theological exploration of vocation have played an important role in this outcome.

### *Changes in Leadership, Administrative Structure and Personnel*

Critical to this developing vision has been the leadership of our president, Nathan O. Hatch, and our new provost, Jill Tiefenthaler. Upon the latter's direction within a month of her arrival on August 1, 2007, the Provost's Office assumed responsibility for the Pro Humanitate Center, which had been administered by History Professor and former Dean of the College Paul Escott and by Dean of the Divinity School Bill Leonard. In addition, Betsy Taylor, the Director of the Pro Humanitate Center for all six of its years, resigned to take a new position at another university early last autumn. The Provost appointed her Associate Provost for Academic Initiatives, Michele Gillespie, to take over the directorship of the Center. While the Pro Humanitate Center lost a full-time director, it gained new support and visibility because of its new placement within the academic heart of the university. Finally, Beth Hoagland, the Assistant Director of the Pro Humanitate Center for three years, who had just transitioned from a full-time to a half-time position under the sustainability grant, was promoted to Associate Director, also half-time, in recognition of her outstanding talents as budget coordinator, manager and leader.

This significant restructuring, along with the re-envisioning of the university through the strategic plan have made this past academic year an especially tumultuous one for the Pro Humanitate Center. For this reason, as we approached the half-way mark of the sustainability grant, the new director asked division leaders, Chaplain Tim Auman

(Vocational Experience), Dean Jack Wilkerson (Institutional Identity) and Vice President of Student Life Mary Gerardy (Multicultural Immersion Experiences) to carefully evaluate existing programs and pour their greatest energies into the institutionalization of the most successful and meaningful ones.

The report that follows discusses this process of distinguishing what was outstanding, and making difficult decisions about what was not, what could be improved, and what needed to be dropped in light of these critical assessments. It

### ***Institutional Identity***

The Institutional Identity Program received close scrutiny this past year. Under the Calloway Undergraduate Business School Dean, Jack Wilkerson, the Institutional Identity Committee assessed its work of six years, and with the approval of President Nathan Hatch, concluded that it had served its original mission of raising renewed understanding about the religious heritage and values of the university and their meaning for Wake Forest in the twenty-first century. Moreover, we were agreed that the university president, from his unique vantage point as an inspired leader and a historian of American evangelical religion, had committed himself to making institutional identity at Wake Forest central to his administration. As a result, we disbanded the committee, and asked the president to formally assume leadership of our Institutional Identity Program.

The sustainability grant proposal identified the organization and execution of a major conference addressing vocation as its key goal for this three-year period. This year we worked with the President's Office to support a major national conference:

#### Why Work: Business, Professions, and the Common Good, March 27-28, 2008

The conference brought together scholars and active professionals from many disciplines who generated ideas that illuminate ways for both students and those already in the workplace to infuse their careers with purpose and meaning, in keeping with our mission to challenge students to relate their core values and commitments to the world of work and to develop a deep sense of responsibility to the common good. The conference included a keynote address by columnist David Brooks, "Making Sense of Modern Professional Life." Other sessions included "Theological Reflections on Work and the Challenges of Pluralism" and "Integrating Work and Values: The Challenges of Professional Education." The conference was university-wide, involving all our schools, thereby embodying our desire to link our commitment to our motto "*pro humanitate*" with vocation for all our students. Sessions were well attended, ranging from a minimum of 30 to over 90 faculty, staff, students and visitors. David Brooks' opening session drew 450 attendees. The synopses that follow convey the significance of the individual sessions:

In the session on “The Challenges of Professional Education,” discussants addressed the fragility of the professions, because they are dependent on the willingness of their members to live up to professional cognitive and normative ideals as well as on the willingness of the professions themselves to collectively live up to their regulative responsibilities. They pointed out the mismatch that exists within legal education between *professional ethics*, on the one hand, and *instructional ethics*, on the other. This has led to the failure of law firms to mentor and develop young professionals in domains other than the intellectual. Suddenly, law school educators must now teach their students not only *how to think* but also *how to choose*, a proposition for which educators are not trained and for which, for better or for worse, personal ideologies of faculty members will come into play. The challenge for medical school educators is to help aspiring young medical doctors think integratively about the professional, the market, and the bureaucratic forces that will be at play in their professional lives from the very start of their careers, and to help medical students develop professional habits to achieve a healthy work-life balance. This led to a lively discussion with the audience about how and when educators should provoke/facilitate substantive consideration of issues of identity and purpose with our students, and to what degree should this happen within major programs of study, where students are thinking more explicitly about career and profession? What kind of obligation do educators of undergraduate students have for preparing our students in some more focused way for professional life, broadly defined?

The theme of “The Legal Profession in the Marketplace” panel focused upon the omnipresent tension between a lawyer’s professional obligations and duties, which are generally focused on pecuniary gain and her commensurate responsibilities related to personal obligations and the common good. This panel of academicians and practitioners examined the legal profession’s longstanding obligation to pursue justice and ensure the overall welfare of society by functioning as true “counselors of law;” the effect of the competitive nature of the legal profession on the individual lawyer’s work on altruistic causes related to the common good; the hopeful increase of pro bono activities by mid-size and small law firms that, unlike the large conglomerate firms, have greater flexibility to accommodate such work; the promotion of the common good through increased sensitivity to both the demands placed upon professionals, and the human fragilities that often impact their ability to practice law and function as public citizens; and the international dimensions of the tension between professional success and social responsibility.

The resultant discussion with the audience opened up dialogue about the obligation to contribute to society and lead fulfilling lives, and the need for additional programs that center on professional responsibility and professionalism. While the panel was devoted to law, its message of service to the community appealed to undergraduate students who have an interest in pursuing a law degree or careers as professionals in any discipline.

The session on “Theological Reflections on Work and the Challenges of Pluralism” discussed the role of religion in the marketplace, with particular attention to diverse religious voices and a sense of calling in one’s career. The speakers reflected on the importance of vocation—a sense of calling, identity, service and community—that

informs work, whatever it may be. Careers and “jobs” may change dramatically or often, but a sense of vocation gives meaning in understanding one’s “place” in the world. This conversation unfolded to embrace the numerous conferences, lectures and classes related to those issues on vocation provided through the Lilly grant over the past six years. The discussion addressed mentoring as a “lost art” and raised important questions about the role of faculty and staff as mentors to students in intentional ways within and beyond the classroom.

Indeed, participants in this panel spoke of the need for a “broader range” of conversations about the nature of vocation. One participant noted that “work is not primarily about you,” but should begin with love of God and neighbor before self. Likewise discussions of vocation should explore “desire and duty” as well as “constraint and obedience.” The issues raised by the panel pointed to the need for even greater cross-campus, cross-disciplinary conversation around issues of service, identity and vocation, whatever the particular discipline and career path.

The conference built on the six years of outstanding dialogue on vocation generated across the university by the Lilly grant, but it was clear at the same time, that discussions of vocation and the common good were never more needed and that more sustained integration of vocational dialogue was necessary within the mentoring and academic pieces of both undergraduate and professional education, at Wake Forest and beyond.

### ***Other Institutional Identity Initiatives***

In addition to the Why Work? conference, the President’s Office has launched two sets of well-received speakers’ series that also embrace Wake Forest’s unique institutional identity. The first is “Voices of Our Time,” bringing the campus and community together to hear outstanding leaders from all sectors of society explore local, national and global issues, followed by challenging discussions and public question-and-answer sessions. The past academic year’s speakers included: Sandra Day O’Connor; Leonard Pitts; Paul Rusesabagina; The Very Rev. George Carey and Sister Helen Prejean. This year’s events have included: Daniel Ellsberg, Bob Schieffer, and a national conference, “Immigration: Recasting the Debate.”

The second speakers’ series, *Worship in Wait*, brings a variety of distinguished preachers from diverse traditions to Wake Forest. *Worship in Wait* offers an opportunity for students and others to hear the world’s great preachers, to tackle the mysteries of faith and reason that make college life engaging, and to be in the presence of God and each other. Recent speakers have included Tony Campola, Will Willimon, Teresa Fry Brown and Don Saliers.

### **Vocational Exploration**

Vocational Exploration programs include Theological Careers Day, a new Faculty Mentoring Program, a Student Pilgrimage Program (to Egypt this year and next), and our Pre-Ministerial Summer Internship Program. The chaplain’s office administers each of

these programs, and currently offers in-kind support for some aspects of this programming. The Chaplain's Office is committed to sustaining each of them upon the conclusion of the Lilly Endowment grant. Meanwhile, we are delighted to report that the Mundy Family has made a gift of \$100,000 to match the Lilly-supported Pre-Ministerial Summer Internship Program, and provide support beyond the duration of the grant.

The PHC administers the Non-Profits Summer Internship Program, and collaborates with the Chaplain's Office to administer the Pre-Ministerial Summer Internships Program. Meanwhile I am working with the Provost to establish a new Public Engagement Institute at Wake Forest, which will support teaching, scholarship, and service that contributes to the public good, building on Wake Forest's longstanding commitment to freedom and dissent, as well as the principles of conscience and voice to join intellectual endeavor with a commitment to public concern. We are committed to making the Lilly-sponsored non-profits internship program, along with other forms of experiential education, integral to the work of the institute. Our internship program in the PHC has a strong vocational reflection component, currently led by Professor David Yamane, an expert in the sociology of religion. We will expand this program by increasing the number of student participants when we move it to the Public Engagement Institute in two years.

### Service Trip Experiences

Under the leadership of Associate Vice President of Student Life, Mary Gerardy, we have crafted a model international service-learning trip to Vietnam. This opportunity began as a two-week service trip between semesters at the inception of the original grant, but was offered as a six-week service learning course that linked academic course learning and course credit with service in Vietnamese villages last year.

We feel that this model is exceptional in that it provides students with an academic understanding in which to frame their experiences working with native peoples in other cultures. Therefore, the university supported a leadership trip to Belize this past January to look at a similar service learning program run by the University of Arkansas and Peacework. The Deans of the Law School, Business School, Divinity School, and Graduate School, as well as the Associate Provost for International Affairs, Mary Gerardy and myself (the Dean of the College could not join us due to illness) not only analyzed this Belize Program but discussed how we could use our own Vietnam model to build a cross-campus collaborative service learning model in Nicaragua, and potentially elsewhere. In the wake of that trip, the PHC has organized a service learning course to Nicaragua this summer. Eight undergraduate students will accompany Holly Brower, Calloway professor of business, and Jane Albrecht, professor of Spanish, to Managua, where they will take two courses, one in International Non-Profits, the other in Central American Modern Literature, while interning for three weeks with local non-profits. The provost will be traveling to Nicaragua later this summer with an associate dean from the medical school to look at opportunities for service for medical and undergraduate

students working together in health clinics. Several faculty in the environmental sciences just returned from Nicaragua, and they too think we can build service learning courses for undergraduate and graduate students in the sciences that link academic and experiential learning and solve real world problems.

The developing Nicaragua program has secured the interest of donors. The Babcock Board of Visitors chair, Tom Dingedine, is financing the costs of keeping a graduate student in Nicaragua year-round to establish and maintain our service relationships and to facilitate faculty-student travel, coursework and service. He is prepared to purchase a piece of land on which to build a Wake Forest academic compound to facilitate this service learning model across disciplines and schools for the future.

Hence, we are very proud of the important groundwork the Vietnam trip has laid for our university. While the Vietnam program did not secure enough student turn out this summer to justify a trip, probably because of unfortunate competition posed by the ACC, which also supported a trip to China and Vietnam, we believe we will secure enough students for next summer, and with Lilly's approval, for summer 2010 since we will have the funds to do so. Mary Gerardy has secured the interest of a number of alumni who will travel with her to Vietnam for service work this summer and may prove to be donors down the road.

It is important to note here that we originally intended to work with Peacework Inc., a non-profit that facilitates trip planning and organization and provides critical links with local leaders in developing countries. Peacework was an essential partner for building the Vietnam Program, and therefore we had planned to secure Peacework's services for three years through the resources provided with the sustainability grant. As we finished this first year of the grant, however, we concluded that the appointment of an Associate provost for Academic Initiatives this past year, and the beefing up of our own International Studies Program, meant that we were duplicating our access to available services by also hiring Peacework. We have since elected not to renew our contract with Peacework for this coming academic year, relying instead on our own institutional support, and we are certain we have made the right decision. Again, we are pleased to find that we can support and in fact integrate our PHC programs into the university more fully than ever because of the many initiatives we have begun to implement across the campus.

I apologize for the length of this letter, but I hope it gives you a much fuller picture of our PHC programs and the many ways we have already begun to institutionalize them. We recognize that many sectors of the campus, but especially the President's Office, the Chaplain's Office and the Provost's Office, are leading this effort. The initiatives in our sustainability grant match the initiatives reflected in our strategic plan, and we are making certain they have an important place within our university.

At that time, a thorough analysis of the PHC's functions within the university and in light of the grant's commitments led to renewed efforts to institutionalize as many of the PHC programs that fulfilled the university's new strategic planning initiatives as possible. The analysis also led to the decision, in consultation with the Provost and President, to disband the Institutional Identity Committee, because its functions had been so thoroughly integrated into the work of the president's office already, as well as curtail the relationship with Peacework, a non-profit organization that partners with schools to organize student service trips. This decision came about because we recognized that the leadership provided by the newly appointed Associate Provost for International Affairs, and the support of the existing Center for International Studies, led to too much duplication of services.

The PHC organized a host of successful programs over the course of the year, supported not only by the PHC staff, but also by Mary Gerardy, the Director of the Student Service and Reflection Program of the PHC; Tim Auman, Chaplain and director of the Theological Exploration Program of the PHC; and Jack Wilkerson, Dean of the Calloway School and director of the Institutional Identity Program of the PHC. The following programs were implemented:

### *Grant Activities Accomplished*

#### **Student Trips**

##### **Egypt Pilgrimage**

The Pilgrimage Program: The Pilgrimage is a project conducted in collaboration with the Office of the Chaplain. For several years, as part of our original Lilly Grant, we tried to initiate a pilgrimage program both domestically and internationally and failed. We questioned the reasons for the failure.

The Office of the Chaplain sponsored two pilgrimages that were led by Chaplain Tim Auman.

Pilgrimage to Egypt  
December 30, 2007 –  
January 13, 2008

This was a collaborative initiative in interfaith dialogue and multicultural exploration between the Divinity School and the Chaplain's Office. The primary goal was to introduce student's to Egypt's Muslim society as the context within which the minority Christian community practices its faith. We visited numerous Christian, Muslim, and (historically) Jewish places of worship in the greater Cairo area, as well as Egypt's stunning archeological sites at the

Page 6

southern environs of Luxor. We also examined Christian monasticism in the place of its origin at the Wadi Natrun.

Participants:	Faculty/Staff	2
	Undergraduate students	6
	Graduate students	18

Are students unable or unwilling to simply “be?” Are they concerned that a pilgrimage experience might test their faith? Is such an experience merely too boring? The Chaplain determined that one way to work through this would be to target groups that might find great meaning in this type of experience and to provide partial funding for each student participant. Last summer (2007), Chi Rho, an a cappella singing group (Christian men) was selected to journey to Taize, France along with Chaplain Auman, Chaplain Hartzog, and Dr. Betsy Taylor. Taize is an ecumenical Christian community in the Burgundy region of France that attracts young people from all over the world to explore issues of peace, justice, and reconciliation from religious perspectives. During the week that the group spent at Taize, they engaged in the life of the community by contributing to the upkeep of the facility (cleaning, cooking, serving, child care). Afternoons were spent in small group discussion and Bible study. Four times a day all visitors were invited to attend worship services. The students and staff alike quickly adapted to the rhythms of the experience of Taize. It was estimated that over 2,000 visitors traveled to Taize that week. The students and staff met other visitors from a variety of countries, primarily Europeans, and the students gave a number of impromptu performances at the open air coffee house in the evening. The group also met with Brother John, who hails from Philadelphia and who spoke about his experience as a brother in the Taize Community and responded to questions.

In periodic reflection sessions as well as individual discussions, a number of students reported the significance of their time at Taize and their appreciation for the beauty of the worship services as well as the opportunities to share perspectives on vocation, service, and crucial world issues with so many others. The students were asked to find a way to use what they learned at Taize in their 2007-2008 concerts at Wake Forest and other venues. We anticipated that the members would take this instruction to heart and bring some of the Taize worship style to Wake Forest, as well as their own learning and vocational development. While this did happen to some extent, the results were disappointing. It has been important for us to finally come to terms with the realization that while students respond well to and appreciate the Taize experience, they have been unable to bring the experience back to campus to share in any meaningful way with the larger community.

As a result, Chaplain Timothy Auman decided last fall to take the pilgrimage program in a different direction. Dr. Neal Walls, Associate Professor of Old Testament Interpretation at the Divinity School planned a multicultural immersion trip for Divinity School students to Egypt. Walls invited Chaplain Auman to help lead the trip and to invite a small group of undergraduates to participate. The group, which included 25 graduate and undergraduate students, explored the minority Christian ministry in the

majority-Muslim city of Cairo, Egypt. The group visited numerous Christian, Muslim and historically Jewish places of worship in the greater Cairo area as well as Egypt's archeological sites near Luxor. The group also included Christian, Muslim and Jewish students, who engaged in rich religious dialogue during the trip and promoted interfaith dialogue on campus after their return. The five undergraduate participants had a very meaningful experience. One noted the following in a blog entry:

“We talked about Egypt and how our experiences over the last two weeks have been quite unique. We each spoke about our favorite excursion, and while some enjoyed going inside the pyramid, others enjoyed the colossus Karanak Pillars. Our conversation then shifted to Wake Forest, and how what we have seen in Egypt reflects the vast diversity which exists in this world, a diversity which does not exist in the Wake ‘bubble.’ We thought about what it would take to enrich the Wake experience without losing what makes Wake ‘Wake.’ We also pondered the dynamic of being in a Muslim country, one which is progressive, academic, and relatively open. Given the portrayal of Muslims and Islam in the United States, we eventually came to see in the end that people are people, and no matter their faith or sacred text, there are common threads we all share. By stripping away labels and stereotypes, we are able to find that humanity is a more powerful bond than religion or race.”

*Over winter break this year, I spent two weeks in Egypt along with fellow Wake Forest undergraduate and Divinity students. We set off on this journey not as tourists, but as pilgrims. The economist Gerald Smith described the difference between the two as tourists being those who view the sites and adventures as ends themselves, while pilgrims view each journey as a part of the greater quest towards true happiness and self-awareness which eventually leads to rest and fullness in communion with the sacred.*

*The main educational purpose of this Egypt Pilgrimage was to observe Christian and Muslim interactions in an Islamic context. During our time spent in the cities of both Cairo and Luxor, the issue of interfaith dialogue, its implications and practice, was often discussed among our group. As we traveled through Egypt, using our experiences and adventures to learn and grow, our group quickly realized how often Christians in America take for granted their majority status, and the safety and freedom it affords. Egypt was also a chance for me to separate from my own day to day life routine and worries, and I was able to notice and appreciate things which are truly important to me.*

*There were many sites and smells and sounds in Egypt which I will remember the rest of my life. This Egypt pilgrimage fulfilled life long dreams of seeing the great pyramids and the mummies of Pharaohs, and countless other ancient and mysterious treasures. But one of the most memorable parts of my journey to Egypt was something which occurred often; actually it happened everyday, five times a day, the Muslim call to prayer. Every day, five times a day, the call to prayer sounds throughout Egypt. The call to prayer was not only a reminder of where I was, and the culture I was in; but also reminded me that*

*Christians do not have a monopoly on faithfulness or devotion to the Sacred. The daily call to prayer, heard throughout the city taught me about the importance of each person of faith has to respect religions outside his or her own. As a community of faith, together, we have the responsibility to fight against religious intolerance.*

Chaplain Auman plans to work with Dr. Walls on another Egypt cultural immersion/pilgrimage trip in December 2008 – January 2009. There will be spaces allotted for more undergraduate students on the next pilgrimage. We will continue the important dialogue and interaction between and among undergraduate and graduate students.

The Chaplain also undertook a second pilgrimage for summer 2008. He is leading, with Steve Boyd, a faculty member in the Department of Religion, a fact-finding trip to the San Carlos Apache Reservation in San Carlos, Arizona. This program was originally designed and implemented as a service opportunity for student athletes, who conducted sports programs and training on the reservation. Unfortunately, recruiting athletes for the program was difficult, as many are required to attend summer school on campus.

The 2008 trip, *The Feather and Stone Exchange*, has been planned as a fact finding conversation; a delegation of 7, including 3 students, an alumna, a librarian (who will be engaged in a library project), a faculty member, and the chaplain. While in Arizona, the WFU delegation will meet with local church leaders and tribal medicine men to discuss how organized and traditional religious traditions come together there. They will also discuss local political issues, including copper mining issues and concerns. The goal for the group will be to develop a mutually beneficial service or pilgrimage project on the reservation for the future.

### **Domestic Service Trip to Stephens, Arkansas**

Domestic Service: Traditionally, Wake Forest students have participated in a wide variety of alternative break trips and programs. Due to the short duration of spring break, these trips have been focused on domestic sites and concerns. For example, over the last few years, there have been multiple trips to New Orleans to participate in hurricane relief efforts. In their evaluation of the Deep South Summer Cultural Immersion trip (assisted with Lilly funds in Summer 2007), the faculty leaders noted that it would be great to have a related spring break trip that would allow students to conduct a service project in one of the areas visited during the course experience (summer 2007). Ultimately, Stephens, Arkansas was selected as the service site for spring break 2008. Wake Forest students

worked with high school students from a poor high school in Stephens with few resources. The students helped high school juniors and seniors think about college opportunities, prepare college applications, and find sources for loans. Several elated students from Stephens emailed Wake Forest students after their return to campus with

joyful news – they had been accepted to college and were very excited about the future. This service trip will most likely continue, given its initial success. Ideally, Wake Forest students might begin working with high school juniors and work with them throughout their senior year.

## **Apache Reservation**

Feather & Stone Exchange  
The Apache Reservation,

Wake Forest University students, faculty and staff members will visit the Apache Reservation in San Carlos, Ariz., June 1 – 8 as part of a cultural exchange that has connected the two communities for three years.

During the week, students from Wake Forest will help with summer academic and athletic camps on the reservation and conduct a college preparation session for Apache youth, including a visit to a local university. The Wake Forest delegation will learn about the cultural, social and political life of the Apache people, and meet with the San Carlos Apache Tribal Council to discuss issues facing the tribe in education, economic development and health care.

Tim Auman, chaplain at Wake Forest, will join the Feather and Stone delegation for the first time this year. He says he is looking forward to “experiencing firsthand the revival of tribal religion at a time when the central value of Apache life, its land, is under incredible attack from all sides.” He will also look at barriers to a permanent revival of tribal religion, and the relationship between tribal religion and area churches.

Marcus Ingram, a Wake Forest graduate, will make his third trip to the reservation, this year as an advisor. “I find spiritual nurture and renewal when I am there,” he says. “Now when I am sitting in my doctoral classes, or office chair or church pew, I carry a sensitivity to the native voice and experience that is often absent.”

Steve Boyd, professor and chair of the religion department, created the Feather and Stone Exchange as a service learning opportunity for students who might not be able to travel during the academic year. His goals for the program include providing the opportunity for students to experience a very different culture within the United States and encourage identity development, intercultural learning and multi-religious dialogue.

“We learn what it is like to be in someone else’s shoes and seek ways to share resources that are mutually transformative,” Boyd says.

This was a collaborative initiative between the Chaplain's Office and the Department of Religion. The purpose was to foster a cultural and educational exchange for the mutual benefit of those persons associated with the San Carlos Apache Reservation and non-native peoples at Wake Forest. There were opportunities to learn about aspects of the cultural, social, economic, and political life of the Apache people, offer sports, art, and academic clinics for the youth, and explore ways to deepen the relationship between the university and the Reservation.

San Carlos, AZ  
June 2-5, 2008

Participants:	Faculty/Staff	2
	Alumni	1
	Undergraduate students	3

The Office of the Chaplain will continue to emphasize the importance of pilgrimages to sacred sites as a profound and catalytic form of learning, complementing what happens in the classroom. Pilgrimages have been undertaken since time immemorial out of a profound intuition that the act of sacred travel is in and of itself a spiritual rite of passage. Rites of passage are almost completely missing from modern society and constitute one of the most important reasons for the pervasive sense of disconnection college students feel between themselves and others, their college community, and even the earth.

We are currently planning return trips to both Egypt and San Carlos during the 2008-2009 academic year and anticipate greater student participation.

### **VIETNAM Service Learning Program**

The Vietnam Cultural Immersion Trip: For the past five years, Wake Forest has sent students to Vietnam to engage in international service. These trips would not have been possible without the Lily Grant. During each two week trip (after Christmas, before the start of spring semester) groups of 10-13 students with faculty/staff advisors (and Divinity School students) have built primary schools in various regions of Vietnam. Building schools is a significant undertaking and much needed in a country where over 60% of the population is under the age of 30. A fragile infrastructure cannot support the burgeoning population of young children.

The mission and purpose of our international service and cultural immersion trips is significant. We encourage students to “hear the voices of individuals and cultures with which they have had little or no contact.” In these experiences, we engage students implicitly and explicitly with questions of vocation, ethics, service, and religion. The cultural immersion courses are designed as service learning opportunities that link academic theory and learning with experience to create a praxis model.

In May 2006, the Program Director for Student Service and Reflection applied for a grant from the ACC International Consortium (our athletic conference) to conduct an international summer program in Asia. The grant required collaboration between at least 2 ACC schools; we worked with Virginia Tech. We did receive the grant (\$20,000/year for 2 years), which helped to enhance our program. The program involved the teaching of 3 courses from which students selected 2 – *People and Culture of Vietnam*, *Sustainability in the Developing World*, and *Project Management in the Developing World*. All students were required to participate in 2 service projects – the building of 2 “Mercy” houses (similar to Habitat for Humanity houses) and a bridge that would make taking goods to market from a very rural community much, much easier. The 2 grants made the cost per student much lower, making this a very affordable study abroad option for students.

We took 20 students from 5 institutions to Vietnam for 6 weeks (May 20 – July 2). During the first week we attended “Survival Vietnamese” language school in Ho Chi Minh City and engaged in many cultural experiences, including field trips to the Cu Chi Tunnels, the Cao Dai Temple, and the War Remnants Museum. We then moved to Can Tho, where we were guests of Can Tho University. In and around Can Tho, students took relevant classes, engaged in our service projects, met local people, experienced cultural travel, and kept personal journals. We visited many temples and pagodas and were fortunate to have the opportunity to talk with several young monks in different locations. Students also bonded deeply with the families who were the recipients of the houses. At the conclusion of the trip, we engaged in approximately 10 days of cultural travel, visiting Ho Chi Minh City, Hue, Danang, Hoi An, Halong Bay, and Hanoi.

The trip director, Dr. Mary Gerardy, noted that the student participants were exceptional – resilient, eager to learn, engaged with all aspects of the program, and an absolute joy to grow. She has received letters from many of the trip participants noting that the trip changed their lives in a variety of ways. In at least one instance, a student has reported a complete change in personal post-graduation plans. Instead of working in Europe as previously planned, she has decided to engage in community development work in poor, rural areas.

The first program was excellent. At the same time, the director has submitted a list of suggested ways to make the program even better for next summer. The key people involved in the program thus far have been the following:

- Dr. Mary Gerardy – Student Service and Reflection Director and Vietnam Program Director
- Steve Darr – Founder and Executive Director, Peacework
- Dr. Bill Leonard – Dean of the Divinity School
- Dr. Saylor Breckenridge – Associate Professor of Sociology
- Dr. David Phillips – Associate Professor of East Asian Languages
- Dr. Tony Songer – Associate Professor of Engineering (Virginia Tech)
- Dr. Christine Fiori – Director of the Building Construction Program at Virginia Tech

- Mr. Thai Nguyen – Local coordinator of Vietnam program
- Dr. Betsy Taylor – Director of the Pro Humanitate Center
- Dr. Pia Wood – Director of the Center for International Studies

The most significant learning around the Vietnam Cultural Immersion program was the depth of passion for the country and its people that was displayed by student participants. While this has always been the case for the international service trips, it was even more apparent during this longer experience. Even when each element of the program may not be going as smoothly as we might like, the students still learn and make meaning from their experiences. Several students have already indicated plans to change direction in their career path as a result of the experience.

The second ACC WFU/VT Summer Vietnam Program was slated to take place in May – June 2008. We were extremely disappointed that this program did not fill for summer 2008. While we held on as long as possible, hoping to reach the number of students needed to make the program viable; we ultimately had to cancel in order to enable students to make alternate summer plans. Ironically, six students expressed interest well after the cancellation (and weeks after the announced deadline). Students from Wake Forest and elsewhere continue to express interest in the program but are also noting that this summer parents are particularly concerned about a possible recession and the troubled US economy. Students noted that they had to either get a job to help with college expenses or to participate in an internship program in which they would gain some credit or credibility with potential employers. We hope that this was an aberration

and not a trend, as it could be problematic for Asian-based programs in the future, especially if fuel prices continue to soar.

There were several other factors that played a role in the cancellation of this summer's program. First, the ACC selects one new program to fund each year (the program is funded at \$20,000/year for two years). Last year, the ACC selected a program to China and Vietnam. Ultimately, that program ended up in direct competition with our program. Several students mentioned to us that they were planning to participate in that program (which was less expensive) instead of our program. Additionally, Dr. Pia Wood left Wake Forest during fall semester for a position at UT-Knoxville. As the Director of the Center for International Studies, she had been instrumental in working with other directors and study abroad offices and asking them to send their students in our direction. The Lilly Grant funds that were to have been used for the Vietnam program this summer have been continued and we plan to use them for future Vietnam programs. The ACC funds for summer 2008 have been returned.

We are also concerned about sustainability issues. Student response to the experience has been so positive that we definitely plan to continue the program. We continue to look for donors who might make a gift that would help to subsidize student and faculty expenses. We are currently planning a December – January service trip to Vietnam with faculty, staff, and alumni. The purposes of this trip will be to engage a diverse group from within

the larger Wake Forest family in an international service experience, to provide opportunities for mentoring among faculty, staff, and alumni of different ages, and to encourage potential donors to consider gifts to help sustain our international service programs.

### **NICARAGUA CULTURAL IMMERSION TRIP**

Nicaragua Cultural Immersion Trip: In January 2008, deans from the divinity school, law school, business school, and graduate school, along with several associate provosts and the associate vice president for student life traveled to Belize to examine sustainability projects and programs that the University of Arkansas has been conducting through Peacework in the country. The purpose of the trip was to determine whether or not the model used by the University of Arkansas in collaboration with Peacework would work effectively for Wake Forest in other international settings. As a result of the trip, we learned several things. First, frankly, we can do a better job of developing similar but unique programs in other countries. The programs and projects that we witnessed appeared to be limited in scope and purpose. In many cases, there seemed to be considerable trial and error. While there is nothing inherently wrong with this process, we would prefer to have our programs run more deliberately from the beginning.

Another participant in the Belize trip was Chris Yuko, a student at the Babcock Graduate School of Management. In the fall of 2006, Chris and several other Babcock students came together with the goal of making a difference in the world. One of his friends had recently founded a school – Missionary Ventures International (MVI) – outside of Managua, Nicaragua. The MVI school teaches students forging and metalwork skills;

however, the poor economy has meant that many students have been unable to put their new skills to good use.

In December 2006, a small team of Babcock students traveled to Nicaragua to conduct preliminary research and identify opportunities to help the MVI school develop a sustainable business model. After their return, support for the program continued to grow. In March 2007, a group of 18 Babcock students and faculty returned to Nicaragua to conduct a seminar for area business owners and to implement the marketing, operations, and accounting components of the school's new business model. The two day seminar for business owners and entrepreneurs used situational problems to introduce business concepts. The seminar also served as a vehicle for discussion, teamwork, and networking among the business owners. Upon their return to North Carolina, both the Babcock students and the dean were eager to expand Project Nicaragua to include other graduate schools and undergraduate students.

Following the trip to Belize, as we continued our efforts to select a second multicultural immersion program, we decided that, given the existing program in Nicaragua, it would make the most sense for us to develop an undergraduate academic program in Nicaragua (summer) with a service-learning component. This program strengthens our presence in

Central America and provides additional opportunities for students with a Spanish language background.

The Nicaragua Summer Program was inaugurated in May 2008. The program runs until June 28, 2008. The academic program consists of two courses – *The Writer and Society in Central America* (Humanities 216) and *Social Enterprise Leadership in a Developing Country* (Business 208). Students will spend 7 days on campus engaged in intensive coursework and preparation. Following the on-campus experience, participants will travel to Managua for three weeks of continued study and work in a non-profit agency. Two excellent Wake Forest faculty members – Dr. Jane Albrecht, Professor of Spanish, and Dr. Holly Brower, Professor of Business – are the faculty leaders for this program. Following the completion of the program in late June, we will evaluate it and determine what improvements, if any, should be made. It is our goal to make this program sustainable as well.

**Dr. Jane Albrecht** of Romance Languages

758-5468 or [albrecht@wfu.edu](mailto:albrecht@wfu.edu)

**Dr. Holly Brower** of the Calloway School

758-6174 or [browerhh@wfu.edu](mailto:browerhh@wfu.edu)

## **Course Description - BUS 208**

This course mainly examines the complex challenges inherent in leading sustainable social enterprises in a developing country. Social enterprises are organizations which trade in goods or services for a social purpose. Developing these types of organizations ensuring that they meet their mission and remain viable for the long term is complex, especially in locations rife with poverty, governmental corruption, and institutional barriers to private development.

Emphasis will be placed on issues and challenges of structure, leadership, social responsibility, empowerment and sustainability as organizations move operations into or develop new enterprises in developing countries, with a particular focus on Nicaragua. Topics include social capital, sustainability, and the challenges and opportunities of managing and leading in a space where political, social, legal, and cultural norms do not encourage independent economic strength. In addition to selected readings and relevant

case studies, this course will have a substantive experiential learning component where students will work in nonprofit organizations in Nicaragua.

## Course Description - HUM 216

The Writer and Society in Central America (3h; Div II Literature). Study of works by major Central American writers with special attention to their socio-historical contexts. Exploration of such themes as: nature (force of, destruction of, exploitation of); the economy (U.S. interventionism, multinational corporations, free trade economics); politics (dictatorship, U.S. interventionism, politics and poetry); society (persistent poverty, status of women and children, status of indigenous peoples).

### Readings:

- Pablo Neruda, Chile, poem “The United Fruit Co.”
- Mario Benedetti, Uruguay, poem, “The South Exists, Too”
- Rubén Darío, Nicaragua, poems, “To Roosevelt” “La raza”
- Miguel Ángel Asturias, Guatemala, novels, *The President, Strong Wind*
- Ernesto Cardenal, Nicaragua, poems
- Roque Dalton, El Salvador, poems
- Claribel Alegría, Nicaragua/El Salvador, poems, “Pandora’s Box” [from *Casting Off*];
- *Death of Somoza*—a true narrative; one novella from *Family Album*
- Giaconda Belli, Nicaragua, poems
- Fernando Contreras, Costa Rica, novel, *Única mirando el mar* [selections, in Spanish]
- Rigoberta Menchu, Guatemala, autobiography, *I, Rigoberta Menchu: An Indian Woman in Guatemala*
- *Burn!; Romero* (film)

In the case of both the Vietnam program and the Nicaragua program, we will evaluate our marketing efforts to ensure that students are fully aware of the programs. The new Director of the Center for International Studies will be a valuable resource for exploring new and better ways of effectively communicating our message.

## Vietnam Service Learning Program

### Peacework

Peacework: Peacework and Wake Forest have partnered on many service projects, including service trips to the Dominican Republic, Russia, and Vietnam during the past

five years. As a result, we have gotten to know Steve Darr, the Founder and Executive Director of Peacework very well. The sustainability grant included an expanded roll for Peacework, primarily in developing and implementing collaborative programs between and among the various schools at Wake Forest. The Belize trip mentioned previously, for example, was one opportunity for Wake Forest and Peacework to consider new collaborative ventures and programs. While Peacework is an excellent organization, we now recognize that they do not always have a strong understanding of our unique educational needs and politics. Further, when a group engages in a Peacework program, there is a per-person fee required. The per-person fee together with additional funding to Peacework caused us to feel that we simply were not getting enough service for the amount of funding expended; therefore, we have ended our formal association with Peacework through the Lilly Sustainability Grant. We will continue to work with Peacework on a project basis (Vietnam and Russia programs) including new projects that might be developed. It should also be noted that as part of our accreditation *Quality Enhancement Plan* we have hired an Associate Provost for International Affairs. The niche that we thought Peacework might fill has been filled in other ways.

## **Vocational Exploration**

### **Pre-Ministerial**

#### **Pre-Ministerial Summer Internship Program**

The Pre-Ministerial Summer Internship Program has been coordinated through The Pro Humanitate Center and the Office of the Chaplain over the past two years. This unique program is designed to give undergraduate students, who are discerning a call to Christian ministry, an opportunity to practice ministry in a variety of settings in the Winston-Salem area. Another purpose of the program is to create and sustain an environment where the baptismal call to serve the church and society is comprehensively reflected through experiential learning, so that students will be prepared for meaningful life work that emerges from and is rooted in faith commitment. In addition, facilitators will be prepared to effectively guide and direct students in vocational discernment.

The 2008 Pre-Ministerial Summer Internship Program was an 8-week, 40 hour per week paid position for Wake Forest undergraduates. One day a week was reserved for mentoring and reflection with other interns and program facilitators. These sessions were facilitated by Chaplain Tim Auman, Associate Chaplain Becky Hartzog, and Assistant Chaplain Sr. Larretta Rivera-Williams. The dates for the 2008 program were Sunday, June 2 to Thursday, July 31. Interns typically are placed in church, retreat ministry, faith-based nonprofit, or chaplaincy settings, meet weekly with their site supervisor, and attend an orientation event. The intent is to provide all interns with exposure to all facets of ministry in a particular setting, and to create leadership that collaborates in the goals and process of ministry formation.

Vocational discernment is seen as the deliberate identification and deepening awareness of the intern's personal gifts and the channeling of those gifts toward the church. Therefore, the program seeks to achieve an integrated and balanced formation in:

- Attaining the necessary professional skills and attitudes to be effective in ministry
- Mature spiritual formation and conscious awareness of God’s love and call to ministry
- Practicing careful, engaged listening
- Cultivating recognition of the already present action of God in the life of the intern through the Holy Spirit
- Practicing thoughtful interested question-asking
- Identifying and articulating one’s spiritual journey
- Affirming peers in their spiritual formation and discernment
- Noticing patterns of God’s movement in one’s life
- Growing awareness of their innate gifts and graces
- Practicing progressive trust-giving and trust-receiving between peers
- Managing commitments with school and personal responsibilities.

Page 2

Most of the 2008 ministry internships took place at local congregations and faith-based nonprofits. They included:

- Crisis Control Ministry
- Reformed University Fellowship
- Reynolda Presbyterian Church
- Mother’s for Justice, Inc.
- Young Life of Forsyth County

Possible areas of work included (but were not limited to) youth ministry, working with clients, music ministry, pastoral care, church administration, missions and outreach, hospital visitation, making preparations for fall campus ministry events, and peace and justice work.

Pre-Ministerial Interns were responsible for providing their own housing. Interns were also responsible for arranging their own transportation to and from the internship site. Interns were paid \$375 per week, for a summer total of \$3,000.

We continue to have a minor problem related to “down time” created when site supervisors were out of town on vacation or attending professional conferences. However, the overall response from both interns and site supervisors has been very positive. Without exception, our supervisors have excelled as mentors through pastoral support, encouragement and even criticism about attitude, abilities, work habits, and behavior of interns. They have also encouraged our interns concerning career options, developing skill building strategies, improving professionally, and identifying interest and values.

We are already receiving requests for interns for next summer from local churches and faith-based nonprofits in the area.

## **Non-Profit Summer Internship Program**

**Velvet Bryant** Experiment in Self Reliance **Jason Collier** Young Life—Forsyth County **Erin Conaty** YMCA Youth Services **Devin Cowens** Ronald McDonald House **Paige Daniel** Crisis Control Ministry **William Eavenson** Reynolda Presbyterian Church **Trayonna Floyd** Children’s Law Center **Lauren Galloway** World Relief **Lisa Hembre** Crisis Control Ministry **William Johnson** Reynolda Presbyterian Church **Mary Little** Friendship Vision House **Benjamin McGeever** Reformed University Fellowship **Ashley Merrill** Forsyth Medical Center

## **Mini-Grants**

### **Sophomore Vocation Retreat 2007 Sophomore Vocation Retreat**

WFU upperclassmen that have attended a previous Sophomore Vocation Retreat facilitate this annual weekend retreat. The purpose of this retreat is to give current sophomores the opportunity to explore their sense of identity, calling, meaning and purpose as they look to the future. This is a very fun and relaxed weekend that gives students a chance to explore some deeper questions about their sense of purpose and how that impacts their thoughts about their future - their major, career goals, values and how they want to live their lives.

The Sophomore Vocation Retreat, “HEAR, HERE!” was held November 3-4, 2007, at the Laurel Ridge Conference Center in Moravian Falls, NC. This retreat is designed for sophomore students, and its purpose is to help students in exploring the concept of

Page 7

vocation. Former attendees serve as facilitators for the retreat, and three “hearing aides” are enlisted to assist with the retreat. The “hearing aides” for this year were the Associate Chaplain (the coordinator of the retreat), Professor of Music, Dr. Susan Borwick, and Akua Asare, the older sister of one of the facilitators. These aides share their “vocational stories “and provided a listening ear throughout the weekend.

Faculty and staff of Wake Forest were contacted and asked to submit the names of sophomore students to invite to this retreat. Over 50 names were submitted, and those students were invited to attend. Twelve sophomore students accepted the invitation, and ten actually attended.

The three major sessions of the retreat were:

1. What Gives You Joy?
2. Are You Good at These Things?
3. Does Anybody Need You to Do These Things?

Through hearing the stories of the “hearing aides” and the student facilitators, as well as a mix of small group discussion times, individual reflection times, group-building activities, the sophomore students were better able to understand the concept of vocation. They were given opportunities to explore their individual gifts and interests and how those apply to vocation.

The date and location of this event were changed from an earlier October date due to a major University calendar conflict. These changes affected attendance and required some schedule adjustments for the weekend. Some free time activities from past years were not available at this retreat center, so a low-ropes course was incorporated into the weekend for some group-building time. The ropes course was a meaningful experience for most of the students and stretched some of their comfort zones.

Evaluation from those who attended was very positive. The location for the retreat was great, and a suggestion was made to extend the retreat to two overnights. More individual reflection time needs to be built into the schedule, and better advertisement is needed. Follow-up conversations with some of the attendees indicated that the retreat was helpful in exploring their sense of vocational call and in determining a major during their time at Wake Forest.

## **Mentoring Program**

### **Reading Between the Lines Mentoring Program**

In recent years, mentoring on college campuses has expanded rapidly with increasing numbers of college students working with faculty and staff who help the young person make the difficult change from older adolescence to adulthood. This time of transition is especially important, for it is a time when college students are making decisions about how much – or how little – they can expect to achieve.

The Office of the Chaplain in cooperation with The Pro Humanitate Center will work together with a steering committee that consists of faculty and staff to establish *The Reading Between the Lines Mentoring Program* at Wake Forest University.

Current research suggests that students who are connected to and feel comfortable at an institution of higher education are more likely to graduate from that institution. Contrarily, students who must rely on their own support networks are more likely to transfer or drop-out. *The Reading Between the Lines Mentoring Program* will be built on the philosophy that mentoring has a trajectory, an aim. It is not mindless or soulless meandering but a journey with a spiritual purpose. It is the task of the mentor to help the mentee sink deep enough into their lives to discover that purpose.

A partial list of mentoring purposes includes, but is not limited to:

- Encouragement
- Accountability
- A reminder of spiritual identity
- Wisdom-giving
- Empowerment
- Appeal for growth

*The Reading Between the Lines Mentoring Program* hopes to help Wake Forest students feel supported by university faculty and staff, comfortable and safe in a hospitable learning environment, and challenged and rewarded by successfully navigating a liberal arts education. The Program will support the acquisition of knowledge and the journey to becoming life-long learners.

Mentor/mentee matches will be made using data collected from each group and matches are made based on:

- Academic interests
- Vocational interests
- Religious and spiritual identities
- Shared experiences

Steps to planning, implementing, and managing the Program will include:

1. Assess need. (August '08)
2. Convene a steering committee. (September '08)
3. Set program goals and objectives.
4. Develop an evaluation plan.
5. Create an infrastructure for the Program.
6. Assess our resources.

Page 4

7. Be knowledgeable about liability and confidentiality.
8. Hold a mentor orientation meeting. (November '08)
9. Work closely with campus ministry, the Dean's Office, the Counseling Center, and Student Development in identifying potential student participants.
10. Match pairs thoughtfully.
11. Provide mentor training.
12. Program roll-out (January '09)

The Program will be Christian in orientation but nonsectarian, and we will welcome participants of any faith perspective. No attempt will be made to indoctrinate or change beliefs. Students will simply be offered ways to use their beliefs in discovery and analysis of their individual life's goals and meanings.

### **The Ministry of the Chaplain's Office: Assistant Chaplain Position**

In the final year of the first grant, the Endowment permitted us to reallocate sufficient funds to support the hiring of an assistant chaplain. The rationale for the position was two-fold:

- To provide sufficient evidence that such a position is pivotal for the continuing growth of the Office of the Chaplain; and
- To create opportunities to expand ministry and extend pastoral care to minority students on campus.

In response to the exceptional work provided by our first assistant chaplain, the Rev. Marcus Ingram, we were please to approve the hiring of Sister Larretta Rivera-Williams, RSM.

Sister Larretta studied at Sacred Heart College and LaSalle University before completing her Master of Religious Education degree at Loyola University in New Orleans, LA. Since 2006 she has been serving as the Pastoral Resident in the Wake Forest University Divinity School. Sister Larretta currently serves part-time as the Assistant University Chaplain and continues to serve as the Pastoral Resident in the Divinity School.

The exaggerated pressures on the chaplain's staff leads inevitably to the question of whether to hire a full-time assistant chaplain once Lilly funds have been exhausted in July '09. The role of Assistant Chaplain might be open to a person of any faith background. At present this solution appears to have many advantages and few significant disadvantages.

Page 5

The Office of the Chaplain, through the Assistant Chaplain (who may or may not continue as the Pastoral Resident in the Divinity School), would oversee work with our minority communities on campus. In particular, this means the Assistant Chaplain

- offers guidance and advocacy for the work of the Interfaith Council

- coordinates joint programming with the Office of Multicultural Affairs such as panel discussions on religious diversity in residence halls, and, with the Institute for Dismantling Racism, jointly oversee an initiative dedicated to fostering the development of institutional anti-racist culture and identity, by organizing, by educating and by challenging the racial inequities that exist on campus
- coordinates the *Religion for Lunch* series which would be a bi-monthly conversation table for students, faculty and staff allowing a free and open outlet for discussing matters of faith and religion
- coordinates interfaith vigils responding to events such as the September 2001 tragedy and the April 16, 2007 Virginia Tech shootings

A proposal for continuance of the Assistant Chaplain's position is being developed and will be submitted to the Provost and Vice President for Student Affairs and Instructional Resources this summer. With this new position permanently in place, we are confident that the Chaplain's Office is entering into a new season of effective communication, collaboration and service to our campus community.

## **Theological Careers Day**

### **2008 Theological Careers Day**

Wake Forest University held its annual TCD on October 22, 2007, from 9am – 4 pm  
Page 8

in the Benson University Center. Of 65 schools invited to this event, 21 chose to participate. Attendees included:

- Austin Presbyterian Theological Seminary, Austin TX
- Boston University School of Theology, Boston, MA
- Campbell University Divinity School, Buies Creek, NC
- Candler School of Theology, Atlanta, GA
- Catholic Theological Union, Chicago, IL
- Duke University Divinity School, Durham, NC
- Earlham School of Religion, Richmond, IN
- George W. Truett Theological Seminary, Waco, TX
- Golden Gate Seminary, Mill Valley, CA
- Gordon-Conwell Theological Seminary, South Hamilton, MA
- Graduate Theological Union, Berkeley, CA
- Hartford Seminary, Hartford, CT
- Louisville Presbyterian Theological Seminary, Louisville, KY
- McAfee School of Theology, Atlanta, GA

- McCormick Theological Seminary, Chicago, IL
- San Francisco Theological Seminary, San Anselmo, CA
- Southeastern Baptist Theological Seminary, Wake Forest, NC
- Union Theological Seminary/PSCE, Richmond, VA
- United Theological Seminary, Dayton, OH
- Vanderbilt Divinity School, Nashville, TN
- Wake Forest University Divinity School, Winston-Salem, NC

Publicity for this event included flyers on campus, emails and personal invitations to all campus ministers and to the Department of Religion, emails and personal invitations to individual students. The targeted audience was students interested in attending seminary or divinity school or in a ministry as a vocation. In addition to the “fair”, individual students and campus ministers were invited to a luncheon with the divinity school/seminary representatives. Approximately 24 students attended the fair and about half of those attended the luncheon. Those who attended commented that they learned about schools of which they were unaware, and several students indicated that they learned more about the schools in which they were interested. They found it helpful to speak with someone, as opposed to simply getting the information on line. On another note, however, one student informed me that she had not received any responses to her email requests from one particular divinity school and came to the event in the hopes of speaking with a representative. Unfortunately, that school chose not to attend the event, and the student received no information. One unexpected outcome of the event was the attendance of some Wake Forest Divinity School students who came to learn about doctoral programs at the various schools represented.

Page 9

In evaluating this event, we need to explore a variety of possibilities for the future. One suggestion was to host it ever other year as opposed to every year. The attendance has been small for the amount of effort which is involved. However, each student who attended the event did gain some valuable information.

This fall Campus Ministry and The Pro Humanitate Center will host a dinner and a program for students interested in theological careers. We will provide information from numerous seminaries and divinity schools across the country from a variety of theological perspectives to have available for interested students.

## **Ministry as Vocation Conference**

### **Institutional Identity**

**Dismantling of Institutional Identity**  
**Why Work Conference**

**Committee**

## **Assessment of the overall strengths and weaknesses of the PHC:**

Strengths: Perhaps the greatest strength of the PHC is its efficiency. We make great use of the relatively small amount of time we have to sustain this Center. But there are other important strengths as well. We have relatively diverse student involvement both in terms of racial diversity and religious diversity. We have strengthened the academic component of the nonprofit summer internship program considerably, and hopefully have helped set a new standard for rigor for all summer service learning courses on the campus. We have been creative in finding the university matching funds necessary for this grant. A telephone conference with the Lilly Endowment Program Director for Religion confirmed that we had in fact managed to match \$425,000 of the \$500,000 match, with only \$75,000 of that funding coming from an outside donor. Most importantly, we have been very successful in incorporating most of the initiatives of this grant into sustainable programs.

Weaknesses: Although we have increased faculty involvement by appointing faculty members Cyndi Skaar and David Yamane as non-profit internship instructors; Holly Brower and Jane Albrecht as Nicaragua service-learning instructors; Neal Walls as co-leader of the Egypt Pilgrimage; and Angie Hattery and John Dinan as ACE Fellows coordinators, those numbers should be better. This should happen with the implementation of the Faculty/Staff Mentoring program under the chaplain and the re-establishment of the PHC's mini-grant program, both of which should begin in August 2008. In addition, we are unclear on how to proceed with the Institutional Identity portion of the grant, having disbanded the committee and implemented the *Why Work? Conference* under its umbrella. We may elect to offer mini-grants to faculty and staff who want to encourage broad commitment to the themes intrinsic to our institutional identity.

We did not have enough student interest to offer a student summer service learning course in Vietnam as we had planned. The leaders of the Nicaragua service learning course, while they affirmed the value of the experience for the students, believe the Nicaragua program is not sustainable. We need to work with the Associate Provost for International Affairs to determine how best we can build service learning courses that draw continuing faculty/student interest from one year to the next.

We need to reallocate some funds, in the personnel section (because we no longer need to support a full-time director's salary or a stipend for an Institutional Identity director) and in the Student Service section of the budget. Finally, while we have incorporated many of the programmatic aspects of the Lilly grant into sustained university programs, we need to be more intentional about continuing the theological vocational reflection aspects of these programs, the grant's original intent, as we were reminded by Chris Coble, Lilly Program Director for Religion, in our most recent conversation.

## 1. Goals and Objectives

### a. Summary of Key Goals and Actions for 2007-2008

Build a Non-Profits Summer Internship Program that can be the pilot for a larger program under the Public Engagement Institute

*Initiated by the expansion of the existing program to include more intentional conversations about vocational reflection; the continued involvement of faculty and staff; and the introduction of one-on-one mentoring as well.*

Create a model international summer service-learning course that integrates academic rigor with service experiences, vocational reflection, and student mentoring

*Implemented through the Nicaragua service-learning courses, Contemporary Central American Literature and Non-Profits in the Developing World, and the actual service experiences in Managua during June 2008*

Build a faculty/staff mentoring program for students that includes the spiritual exploration of vocation

*This program has been in the planning stages for the past 18 months; the chaplain plans on implementing this Fall 2008*

Institutionalize PHC programs into existing or future units

*This is an ongoing process, and is occurring principally through the Chaplain's Office; the Center for International Studies; and the proposed Institute for Public Engagement*

Establish parameters of matching grant with the Lilly Endowment, secure support for matches proposed, and request an extension of the grant through June 30, 2010, to offer another iteration of the Vietnam Service Learning Trip, since funds were not used during Summer 2008

*The above goals were all achieved this past year.*

## 2) Key goals for 2008-2009

- 1) Address our Weaknesses –
  - a. increase faculty involvement
  - b. decide on the role of Institutional Identity and its committed funds
  - c. provide appropriate and helpful support for students interested in theological careers
  - d. think of ways to incorporate intentional theological vocational reflection into the WFU campus community
  - e. secure remaining funds for the matching grant
  - f. assess pilot service learning international program and consider how to sustain and institutionalize successfully
  - g. assess summer internships programs and consider how to sustain and institutionalize successfully
  
- 2) What are your plans for the coming year aimed at achieving these goals?
  - a. Faculty/Staff Mentoring program to begin in August
  - b. Provide mini-grant funds available to faculty interested in creating discussions or having events around institutional identity
  - c. Provide mini-grant funds for students interested in theological careers. These funds could be used for experiences that help them gain clarity or for travel to visit divinity schools, seminaries, denominational conferences, etc.
  - d. Perhaps – assess faculty and staff views on the meaning of the phrase “theological vocational reflection” and what role, if any, they think that should have at WFU. (This remains a can of worms).
  - e. Hold a PHC retreat in August to review past year and assess next steps

### **Improving Assistance and Collaboration with other Offices and Services**

The PHC is heavily dependent upon assistance and collaboration with many units across the campus, but especially the Chaplain’s Office, the Faculty, Student Life, Development, Creative and News Services, the Center for International Studies and the President’s Office.

We need a last ditch effort from Development to raise the final \$75,000 needed to complete the match. Development has raised only \$75,000 of the needed \$500,000 matching grant thus far.

We are building good relationships with support people like Patrick Sullivan, who directs internships in Career Services, and Brigid Jensen, who directs volunteer services in Student Life. We are working with Creative and News Services to develop more story ideas, particularly focused on the non-profits summer internships as a way to broadcast our larger interest in the local community and public engagement, and to secure more funding for the institute. We had students

blog about their service learning trip to build interest. We recognize the need to broadcast what these programs are doing, and plan to produce a newsletter for Fall 2008.

We are especially grateful for the support of the Provost, who has been exceptionally thoughtful about helping us problem solve and has been especially committed to our efforts.

### **Inclusiveness of our Programs**

We feel we have decent bragging rights here compared to the university as a whole, although we can do better. Few other programs draw students from across socio-economic class, racial and ethnic, religious, political and philosophical divides as our programs.

Our summer non-profits program, for example, has eight students, three of whom are African American, half of whom are relatively privileged, three of whom are in sororities, and several of whom are seriously committed Christians, while at least one is agnostic. On the other hand, all the participants are female, a nationwide problem for these kinds of programs.

Of the eight students participating in the pre-ministerial summer internship program, five were white, two African American and one Korean. Two were women. Of the six faculty, staff and student participants in the Feather and Stone Exchange at the San Carlos Apache reservation, two were African American, and one was female.

Although we would like more diversity reflected among the participants in Pilgrimage to Egypt, of the 25 Divinity and undergraduate students involved this past year, while the majority were Christian, one was Baha'i, two Muslim, and one Jewish. Two of the students were African Americans. Just under half were women.

### **Please share information on program participants (if relevant):**

- a. Who is participating in the program?**
- b. What is their assessment of the program?**
- c. How are participants recruited? What are the most effective recruitment strategies?**

**How is the program impacting:**

- a. participants**
- b. program director and project staff**
- c. the college community, including faculty, administration, and students**

### *Evaluation*

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

**Assessments through supervisor, intern and instructor assessment for summer internships**

**Evaluations by faculty and student participants for Nicaragua Trip**

- 1. What areas of the program need to be improved or strengthened? What adjustments will be made in order to make such improvements?**
  
- 2. What surprises have emerged during the course of the work?**

There are several other projects that we continue to work on. By this fall, what began as the Reflection Guide will become a full how-to manual for service trip leaders and advisors. Preparation of this manual has been an excellent collaboration between the Center for International Studies, the Office of Student Development, and the Lilly Grant. The manual will include information that is vital and relevant pre-trip, during the service experience, and post-trip.

### *Dissemination*

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

WEBSITE: <http://phc.provost.wfu.edu/index.php>

**Annual Report to Provost**

**Newsletter**

**News Story: Forthcoming: Audrey Fannin**

**WOWF Nicaragua Story:**

**<http://www.wfu.edu/wowf/2008/20080328.service.html>**

**WOWF Feather and Stone Exchange**

**<http://www.wfu.edu/news/release/2008.06.02.f.php>**

## **DOCUMENTS TO INCLUDE IN THE APPENDIX**

**Strategic Plan**

**Website Pages**

**Internship Application**

**WOWF Nicaragua Story:**

**<http://www.wfu.edu/wowf/2008/20080328.service.html>**

**WOWF Feather and Stone Exchange**

**<http://www.wfu.edu/news/release/2008.06.02.f.php>**

**Why Work Conference Program**

**WOWF Why Work Coverage**

**Jack Wilkerson's Guidelines**