

Annual Report, 2008-2009

Vocational Exploration,
Student Service and Reflection
and

The Pro Humanitate Center

Wake Forest University

Sponsored by the

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

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INTRODUCTION

“Every journey is a question of sorts, and the best journeys are the ones in which every answer opens onto deeper and more searching questions. (Besides, “If you can understand it,” as Augustine says, “then it is not God.”). Each of our Lilly sponsored initiatives--Vocational Exploration, Student Service and Reflection, and the Pro Humanitate Center—represents an attempt to help Wake Forest students understand that calling is different from identifying an occupation. While occupation has more to do with earning money, paying the rent or satisfying one’s ego or pride, calling is tied to one’s sense of meaning and life-purpose. As our students transition into adulthood, the search for a meaning-filled life and fulfilling one’s calling becomes all the more important.”

Rev. Tim Auman

This 2009 annual report is organized around our assessment of each of our three initiatives. The three sections capture the breadth of our programming as well as its impact. Each section is followed by supporting documents drawn from the work of this past year. The third and final section, The Pro Humanitate Center, addresses the larger questions about how Wake Forest University is planning for the sustainability of our initiatives, and how they fit into the larger strategic work of the university.

The Pro Humanitate Center: Mission and Goals

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. We entered the last year of this final granting cycle on July 1, 2009.

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. It 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.*

Organizational Structure

Staff

Michele Gillespie, Director
Associate Provost for Academic Initiatives

Linda Dunlap, Associate Director

Beth Hoagland, Budget Advisor

Mary Gerardy, Program Director for Student Trips
Associate VP for Student Life

Tim Auman, Program Director for Vocational Exploration
University Chaplain

Faculty Advisory Board

Jane Albrecht, Associate Professor, Romance Languages

Susan Borwick, Professor, Music

Holly Brower, Associate Professor, Schools of Business

Steven Giles, Associate Professor, Communications

Claudia Kairoff, Chair/Professor, English

Bill Leonard, Dean, Divinity School

Gary Miller, Associate Professor, Health & Exercise Science

Peter Siavelis, Associate Professor, Political Science

Ulrike Wiethaus, Professor, Religion & American Ethnic Studies

David Yamane, Chair/Associate Professor, Sociology

Vocational Exploration

Rev. Tim Auman, Director

Each of the programs under Vocational Exploration invites students to look at four critical areas of their lives. We encourage each student to identify his or her gifts, talents and ability; what gives them joy, pleasure and satisfaction; in what areas they are disciplined, and finally, what they believe the world needs most. The key people from the Chaplain's Office involved in our Vocational Exploration initiatives include, but are not limited to the following:

Rev. Tim Auman, Chaplain

Rev. Becky Hartzog, Associate Chaplain

Sr. Larretta Rivera-Williams, Assistant Chaplain

Rev. Chris Towles, Special Projects Coordinator

The most significant decision in support of our efforts occurred this year when the University decided to include Sr. Larretta's position in the 2010 operating budget. Sr. Larretta's position had been created with Pro Humanitate Center resources in anticipation of the position becoming permanent. Although her work is technically part-time, her presence in the Office, and her generosity, kindness and wisdom, allow us to address the expanding needs of our minority communities as well as strengthen our pastoral care ministry. In addition to securing Sr. Larretta, we also used Pro Humanitate resources to secure the services of Rev. Chris Towles. He has assisted us with numerous special projects, including the Reading Between the Lines Mentoring Program, the Pre-Ministerial Summer Internship Program, and our Campus-Wide Religious Life Survey. We very much hope that we will be able to find new funding to support Chris in this role for the 2009-2010 academic year.

At the end of another academic year, you learn that ends are new beginnings. We finished our last academic year by taking students to the San Carlos Apache Reservation in Arizona for a pilgrimage journey. The main point of taking students to the top of Mount Graham – the holiest site for San Carlos Apache – was to realize (as one student pointed out) that one might be better off at Wake Forest; but if the student participants had remained at Wake Forest, they would have always had unanswered questions about a sacred Apache mountain in southeastern Arizona. Whatever is discovered through the San Carlos Pilgrimage and each of our other Vocational Exploration initiatives cannot – or need not – be spelled out. “It is in *seeking* truth that we find enlightenment,” the Catholic Father Laurence Freeman writes, “not in declaring it.” And so we go on helping students explore God's call, in part because every discovery, however unlooked-for, is a step forward; but also, more deeply, because every Wake Forest student carries around, inside, a certain, unnamed homesickness, a longing for purpose, clarity, and a spiritual home.

The Pilgrimage Project

Pilgrimage to Egypt and Feather & Stone Exchange

“Travel is fatal to bigotry, prejudice, and narrow-mindedness. Broad, wholesome, and charitable views cannot be acquired by vegetating in one tiny corner of the globe.”

- Mark Twain

Introduction

Seeds of the future plant themselves in the hearts of our students every day. They are unaware of their presence until some significant life experience awakens them and invites them to grow. Such is the case of our decision to sponsor pilgrimages to Egypt and the San Carlos Apache Reservation during the 2008-2009 academic year. Mythologist Joseph Campbell, whose teachings I greatly admire, describes the mythic hero as someone who ends a journey with one of two kinds of heroic acts:

A physical act in which the individual gives his or her life in sacrifice for others, or a spiritual act, in which the hero returns to share an extraordinary experience, and thus deeply benefits the community.

My hope-filled intention was that each of our pilgrimages would take place in order “to deeply benefit the community.”

Both trips affected me more deeply than I could have imagined or hoped. Ironically, the day we were returning from Cairo I mused with a student about whether or not we had grown. We decided that our pilgrimage to Egypt had not changed us all that much, certainly not like other Wake students who described the trip as being “life changing.” We agreed that probably some of our values and beliefs deepened a bit but nothing seemed “life changing.” What we did realize, of course, was that we were still living the experience. We were too close for the lessons to be clear enough for us to perceive and fully understand.

I smile now as I recall six months later that mid-Atlantic conversation. Little did I know that with each pilgrimage, a huge change was unfolding in my understanding of the chaplaincy and the importance of the Pilgrimage Project. Most of our student pilgrims began to appreciate the richness of their journeys only after several days and even weeks of reflection. As they reflected and shared photographs with one another, they started to glimpse the life lessons of both Egypt and San Carlos.

Underneath all the layers of experience I have discovered one major truth. I've learned to let go of trying to control everything and have it go the way I wanted. This year's trips remind me anew that each pilgrimage is going to have ups and downs. I need to accept this as a natural process and stop trying so hard to control or manipulate the outcome.

Most of all, our trips to Egypt and San Carlos called our students to allow daily life to be the pilgrimage and the adventure it truly is. As we slowed our pace away from the demands of Wake Forest, we each realized that we had to slow down inside, stop being so intense, enjoy life more, reflect and engage, engage and reflect. I think we all felt called to halt the constant push to be productive. The 2008-2009 pilgrimages show us how much more we have yet to perceive and absorb in this regard. Our students must go on many more personal pilgrimages before this truth reshapes their lives but the trips to Egypt and San Carlos allowed our students to slow down, pursue deeper reflection, understanding and secure a better chance of discerning calling.

Pilgrimage to Egypt

(December 30, 2008 – January 12, 2009)

Historical Introduction to Egypt's Muslim Society and Christian Minority Communities

Participants (Undergraduates)

- | | |
|-------------------------|---------------------|
| 1. Rev. Tim Auman | University Chaplain |
| 2. Paige Daniel | Junior |
| 3. Jamie Neal | Junior |
| 4. Harrison St. Germain | Senior |
| 5. Devin Cowens | Senior |
| 6. Jordan Matevich | Senior |
| 7. Sajid Ghaffar | Senior |
| 8. Alexandra Williams | Senior |

(This was a collaborative trip between the Chaplain's Office, the Pro Humanitate Center, and the WFU Divinity School.) The pilgrims above also included 12 Divinity School students plus two additional facilitators, making the experiences and the conversations all the richer for our seven undergraduates. The Pilgrimage provided a historical introduction to Egypt's Muslim society as the context within which minority Christian communities have practiced their faith. By traveling to the Arab Republic of Egypt, students experienced Muslim culture and religion as they investigated Egypt's rich religious heritage. We visited numerous pagan, Christian, Muslim, and (historically) Jewish places of worship in the greater Cairo area and in Egypt's stunning archeological sites at the southern environs of Luxor. We discussed the tumultuous history of Jews in Egypt while touring Cairo's historic Ben Ezra Synagogue. We examined Christian monasticism in the place of its origin at the Wadi Natrun. Site visits to Christian churches and social agencies, including All Saints Anglican Church (with its Sudanese refugee congregation), exposed students to a diversity of social ministries of various Christian denominations.

The goals of the trip were to (1) develop an appreciation for Islamic civilization as represented in historic Cairo; (2) examine Christianity as a minority faith community within a Muslim society; (3) explore theological issues of Muslim-Christian dialogue; and (4) reflect on our ethical and civic responsibilities to our neighbors, both globally and locally, within an increasingly pluralistic religious environment. Students returned

from the trip with increased appreciation for Muslim religious sensitivities, the difficult role of minority religious communities, and the value of interfaith cooperation.

Personal reflection was an essential component of the experience. Students met regularly for information, conversation and directed reflection. Their daily task was to compose a traditional Japanese Haiku poem and share it with the rest of the group. Haiku is a poetic form and a type of poetry that combines form, content, and language in a meaningful, yet compact way.

Attention was given to the affective and sensory aspects of their daily experiences. Following the sharing of their Haikus, participants debriefed that day, listening for qualities and commonalities of the spiritual in their experience. During debriefing, descriptions that emerged included:

- Clarity
- Bonding
- Awe
- Wonder
- Convergence
- Peace
- Transformation
- Community
- Humility

This gathering of qualities acted as an entry point into further explorations of the spiritual. Rather than beginning with definitions of spirituality, personal experience was used as a vehicle for entering the conversation. The process of moving from shared experience to inner reflective practice to intimate sharing with another highlighted the processes unique to sacred travel. Resource materials were distributed to participants consisting of the following articles:

- *Dialogue...The Language of Community* by Sarita Chawla
- *Interreligious Dialogue* by Peter L. Laurence
- *Preparing Students for Leadership in a Pluralistic World* by Diana Denton and Peter Laurence
- *Common Ground for Multifaith Dialogue* by Shaykh Ahmed Abdur Rashid

The Pilgrimage to Egypt introduced students to a complex world with many faces, languages and faiths. This immersion into a vast array of ethnic and religious groups can be exciting or threatening, depending on a student's openness and willingness to engage others. He or she has the choice of either resisting whatever is contrary to one's own cultural comfort and personal ease, or moving into the unknown and the unusual with openness to accept what one normally would not experience.

Egypt is a place of diversity and duality: the barren sands of the Western Desert are in marked contrast to the date palms and sugar cane fields of the fertile Nile Valley. Farm families live in direct relationship to land, water, and food while metropolitan dwellers negotiate crowded cities, challenging politics, and hazardous pollution. Egypt is an odd mixture of modern, ancient, and transcendent. Our students were alert to

these disparities as well as to the disparities of faith, sharpening their own self-awareness and their own quest for spiritual answers.

Feather & Stone Exchange

(May 25 – 31, 2009)

San Carlos Apache Reservation in San Carlos, Arizona

Participants (Undergraduates)

1. Kelly Bernhardt	Junior
2. Heather Bolt	Junior
3. Janine Cabrera	Freshman
4. Andrew Christian	Sophomore
5. Paige Daniel	Junior
6. Mark Hoover	Junior
7. Benjellica Leslie-Jones	Sophomore
8. C.J. Milam	Sophomore
9. Jacquelyn Phillips	Junior
10. Emily Wright	Sophomore
11. Rev. Tim Auman	University Chaplain
12. Dr. Ulrike Wiethaus	Dept. of Religion

(This was a collaborative trip between the Chaplain's Office, the Pro Humanitate Center, and the Department of Religion.)

The Feather and Stone Exchange aims to foster a cultural and educational exchange for the mutual benefit of those persons on or associated with the San Carlos Apache Reservation in San Carlos, Arizona and non-native peoples from Wake Forest. Objectives included, but were not limited to the following: (1) Providing a service-learning experience for Wake Forest undergraduates; (2) Creating safe space for diverse Wake Forest groups to engage one another in a special setting (The Apache Reservation) that encourages identity development and cultural exchange; (3) Creating opportunities for Apache tribal leaders and others to interact with Wake Forest students and facilitators; and (4) Providing university resources for tribal initiatives ranging from education to economic development to health care.

One of the highlights of the trip was a visit with the San Carlos Tribal Elders. Students were encouraged to ask questions about Apache perspectives on topics ranging from education to spirituality to the retention of language. The oldest elder, George Star, closed the meeting with an Apache prayer. While on the reservation, students and facilitators were assigned host families. These home stays gave students the opportunity to live with an Apache family and learn firsthand about life on the "rez".

Our group paused to deliberately reflect each evening. We asked each other: "What part of the day was most significant for you?" Then we sifted and sorted through the day's experiences to see how they affected us. Our reflections with their conscious focus gave each day new meaning.

From the experience I've come up with eight questions that I plan to send the group as they continue to reflect upon our shared experience:

1. What did you enjoy the most? The least?

2. What were the surprises?
3. Do you have any regrets?
4. What was most challenging?
5. What five key aspects of our trip do you want to share with others?
6. What are the central teachings and lessons of the trip for you?
7. What do you want to integrate into your life and how can you do this?
8. Have you had any problems with reentry?

My hope is that these eight questions will be marvelous springboards for our group's ongoing reflection.

After the Pilgrimage: Closing Thoughts

I have thought often of our students who told me they were going directly to an internship or to a job after arriving back in Winston-Salem. I cannot imagine how they did it without pausing for integration. I wonder if they took time when they arrived home to gather the teachings of Egypt or San Carlos for their lives. Did they review their journals? Did they re-read their haikus? Did sharing with friends and family serve to help the lessons thrive? Have the conversations they had and the teachings they received also stayed with them?

Yet reading the wonderfully varied and unexpected journal entries and reflections, I was struck by how much the notion of pilgrimage has to do with retrieving a sense of purpose (and simplicity, and constancy); with putting oneself, quite literally, in the footsteps of the past.

Thus the final redeeming beauty of the 2008-2009 Pilgrimage Project trips was that no step on our trips was wasted, and whatever happened, however difficult, was good. "To seek God is to find him," said Gregory of Nyssa, "to find God is to seek him."

Pilgrimage: Areas of Growth/Recommendations

How do we improve The Pilgrimage Project?

1. External funding must be sought to fund future pilgrimages.
2. We need to expand the relationship between WFU and the San Carlos Apache Reservation.
3. In order for the Feather & Stone Exchange to be truly an exchange, we need to find ways to bring young people from San Carlos to Wake Forest.
4. We need to do a better job of helping students pause for integration once they have returned to campus.

Both trips refreshed our commitment to pause and reflect regularly. Webster's dictionary defines "pause" as a "short period of inaction." Pausing to reflect is our inner stop sign. In our hurried Wake Forest life, it is essential to "stop, look, and listen" before crossing the next piece of life's journey. And what's true for us, well, is probably true for

most Wake students. We pray that the lessons of Egypt and San Carlos will continue to influence the lives of our students forever. This is every pilgrim's hope.

Reading Between the Lines (RBtL):

(Jan 22-May 20, 2009)

Faculty/Staff Spiritual Mentoring for Students at Wake Forest

Spring 2009 marked the beginning of the Reading Between the Lines faculty/staff mentoring program for students. This program focuses on students' spiritual lives as they grow at Wake Forest as a whole person. The program accomplished three basic functions. First, it connected students with a spiritual mentor who was either a Wake Forest University faculty or staff member. Second, it provided formal training in the art of mentoring to help those faculty/staff develop mentoring skills. Third, it connected faculty/staff who are involved in very different parts of the campus community.

According to evaluations, students felt that RBtL provided them with a relationship with a professor that otherwise they might not have found for themselves. In this relationship they were encouraged and motivated in ways beyond that of a parental relationship. One student, who had never before spoken with a professor outside of class, said the program created an atmosphere that was relaxed enough to let her really know her professor better. The strong student evaluations described their mentors as those who:

- i. find joy in walking with students in their spiritual journey, provide guidance to students by creating a space of trust and reflection
- ii. provoke thinking through dialogue and shared learning
- iii. challenge assumptions by asking questions
- iv. explore theology by helping students learn how to think rather than what to think
- v. offer perspectives from experience to help students develop a mature understanding of themselves

When mentors created a space of trust and reflection, students felt comfortable enough to explore their own faith questions along with those of the mentor. Mentors did not give advice or directions, but provided a welcoming ear for questions and doubts.

While mentoring often takes place naturally, many aspects of mentoring can benefit from more formal training. Our training for mentors stressed establishing good beginnings, active listening, probing questions to delve beyond a superficial conversation, appropriate privacy and confidentiality, encouragement and support, and endings that help transition the relationship.

Though the emphasis of the program was on the development of the student, the monthly meeting of mentors for mentor development provided an opportunity for Wake Forest faculty and staff to participate in a community of shared wisdom. Because mentors were from varied fields, athletics, counseling, biology, English, advancement, art, and music, they had had little cause for collegiality before joining the program. The monthly meetings allowed mentors not only time to meet, but to share what they were learning from their relationships with their protégés.

RBtL: Areas of Growth

Student and faculty alike recommended introducing the shared text, *Leading Lives That Matter*, sooner in the program. Most found the book useful as a starting place for conversations and felt it would have helped to have had access to it sooner. This fall we will provide mentors with *The Elements of Mentoring* by Johnson and Ridley as well.

One student felt that because her mentor was also one of her current professors it motivated her to do her best work, but also recognized that such a situation could be an issue for other students. This is an important issue that needs to be resolved as we move forward,.

RBtL: Vocational Reflection

These mentoring relationships have given students the opportunity to witness how spiritual life is integrated into the professional careers of those who are academic, non-clergy. The one student remarked, "I feel like I've learned a lot about what it means to be a Christian in the workplace/professional setting and ways to integrate my faith into my work." Another stated he had learned that working solely toward graduate school and career would not lead to a balanced and enjoyable life.

RBtL: Participants

The mentors were relatively diverse, but so were the students in many respects. One student, hearing impaired, felt that the one-on-one relationship was particularly helpful to her in light of disability and the challenges it posed in the classroom .

	Mentors:	Students:
Gender	3 male, 4 female	2 male, 5 female
Ethnicity	2 black, 4 white, 1 Hispanic	1 black, 6 white
Department /major	athletics, counseling, biology, English, advancement, art, and music	Psychology, philosophy, psychology, studio art, business, communications, psychology
Religious affiliation	United Methodist, United Methodist, Baptist converting to Catholicism, Presbyterian (USA), Christian, Catholic/unorthodox, Christian	Evangelical Presbyterian, Protestant, Episcopalian, Roman Catholic, Catholic/Episcopal, United Church of Christ, Christian/non-denominational

RBtL: Recommendations

This program benefits faculty-student relationships based on spiritual explorations. Students relished the experience. The program also brings diverse faculty and staff together as a form of renewal and development. This program might benefit from building in collaborations with other mentoring efforts that include mentor training and fellowship, while still retaining its emphasis on spiritual mentoring.

Pre-Ministerial Internships (P-MI):

(June 1-July 31, 2009)

Ministerial Internships in Winston-Salem for Undergraduate Students at Wake Forest

Through a gift from the Mundy family, undergraduate students at Wake Forest have had a special opportunity to incarnate the mission of Christ through a ministry in Winston-Salem over the past three summers. Though the students intern at a variety of sites they have the opportunity to meet with one another and the chaplain's office to reflect on ministerial identity on a weekly basis. The broad array of denominations and ministerial sites and the opportunities created within the program for shared conversation have given students the opportunity to reflect on personal faith and the faith of others that may be different from their own. Students discussed their struggles from the very first week. One intern discovered that her work with youth required she learn boundaries and ministerial confidentiality. Another intern talked about her site's use of inclusive language and her unfamiliarity with this approach.

P-MI: Areas of Growth

A Muslim student from Wake Forest, interested in understanding more about Christian ministry, applied to the program. Though he was not accepted, he did work with a local ministry in Winston-Salem to foster religious dialogue between Christian social ministries and local Muslims. While these pre-ministerial internships are designed for students exploring their calling to Christian ministry, there could be value in developing another program that would allow for non-Christian students to participate in Christian ministries.

P-MI: Vocational Reflection

The students and chaplains reflected together on the ministries at the internships, the ministries of the host site, and the ministries of the visiting ministry partners. We approached these reflections by suggesting topics aimed at helping students gain a deeper understanding of ministerial/vocational calling. These topics included:

1. What are the
 - a. challenges
 - b. opportunities
 - c. joys
 - d. realities

- e. constituencies with whom they work
 - f. challenges with funding
 - g. issues with community support
 - h. socio-economic issues to be reflected on
2. How do you balance work with other responsibilities such as
 - a. family
 - b. passion/hobbies/pastimes
 - c. church
 3. If unlimited resources were available what would be done differently?
 4. How does this ministry incarnate the mission of Christ?

By introducing students to various ministries they are stretched to understand the views of denominations and organizations which may view ministry in different ways. The topics above often became an effective avenue by which to examine larger theological differences.

P-MI: Participants

The students involved in the pre-ministerial program come from a variety of denominational backgrounds and are serving in church and para-church ministries.

	Students:
Gender	4 female, 3 male
Ethnicity	2 black, 5 white
Religious affiliation	Episcopalian, United Methodist, non-denominational, Baptist, Methodist, Presbyterian (USA), Christian
Intern Placements in Winston-Salem Ministries	Young Life, Calvary Baptist Church, Crisis Control, Reformed University Fellowship, Shalom Project, First Baptist Church Highland Avenue

In addition to the Winston-Salem ministries in which students serve, they meet with the WFU chaplains weekly at various ministerial sites and with ministerial partners to explore ministerial identity. The students get an overview of the host site and then later have lunch with other ministry partners from the community to give the students a wider perspective of ministries which they may have never considered.

Date	Host Site: 9am-1pm	Ministry Partners 11:30-1
June 3	Calvary: Derek Radney 5000 Country Club Rd., 27106	
June 10	Crisis Control: Vicki Jones 200 E. 10 th St., 27101	Annice Hogsette, Open Door to the Arts, FBC-WS
June 17	Prodigals: Jeff Coppage 1024 Waughtown St., 27107	Prodigals Community

June 24	Shalom Project: Eileen Ayuso 639 S. Green St., W-S 27101	Willard Bass, Green Street Church Ryan Eller, CHANGE
July 8	Center for Congregational Health: Chris Gambill 1920 Queen St., W-S 27157	Laurel Link Clinical Pastoral Education WFUBMC
July 15	Hospice: Tina Stearns 101 Hospice Lane, W-S 27103	Lauren McCahan, Young Life Kia Hood
July 22	FBC Highland Ave: Clem Mauney 700 Highland Ave., 27101	Glenn Davis, Forsyth County Detention Center Will Hoyle, Federal Penitentiary
July 29	Wake Forest University	Jill Crainshaw Associate Dean of the Divinity School

P-MI: Recommendations

This program helps students explore their calling through their participation as a summer intern in a local Winston-Salem ministry. They are also introduced to many other ministries through our program. They participate in vocational/theological reflection with the chaplain's staff. We hope the Mundy family will continue its generous funding of this program once the initial four-year funding cycle ends in Summer 2010.

Hear, Here!

(October 11-12, 2008)

Sophomore Vocation Retreat (SVR) at Camp Chestnut Ridge, NC

The annual sophomore vocation retreat (Hear, Here!) took place October 11-12, 2008, at Camp Chestnut Ridge near Efland, NC. Sophomore students explore the concept of vocation, their individual gifts and interests, and finally, dispel the notion that they must have their entire lives planned before they graduate.

Scheduling this retreat always proves to be difficult due to the full calendar each weekend of fall semester. Attendance at the retreat was low this year, though participants gave the program a strong evaluation. Upper class students served as facilitators, while faculty and staff participated as "hearing aides", sharing their vocational stories, listening to the discussions, and providing an ear for students attending. The highlight of the retreat is the calling cards activity which enables students to explore their interests and gifts, gradually focusing on those things which give them the most joy and excitement or at which they are especially gifted. Students also appreciate hearing the stories of the facilitators' and hearing aides' journeys.

SVR: Areas of Growth

The Pro Humanitate Center, along with Student Life staff, joined the Chaplain's Office for discussions on how to increase participation in the retreat, now in its sixth year. Although a small number of students benefited greatly from the retreat, we have concluded that the human and monetary resources needed to make it happen were too great. We benchmarked similar programs at other universities, and observed that

participation grew almost geometrically over time at places like Boston College. Meanwhile, Student Life has identified a developmental vocational program, titled “My Journey,” as a key strategic initiative out of their office. We believe that under the circumstances, Student Life may be in a better position to reach more students and institutionalize a successful vocational program. Therefore, we will not hold this Sophomore Retreat in 2009-2010.

SVR: Vocational Reflection

One student wrote, “I really loved hearing everyone’s input and stories. Seeing the many different perspectives of others helped me better understand myself. I had a lot of questions answered but they also raised new questions I should self reflect on.” Another concluded, “This was one of the most enlightening experiences I’ve had at Wake. It helped me discover that I need to be true to myself, and that I need to slow down and be a part of the journey. Fantastic, thought-provoking discussion.” And finally, another sophomore observed, “I thought this weekend was very helpful. Even though I didn’t suddenly realize what I want to do, I have a better idea of where to look.”

Why Seminary?????

(February 17, 2009)

Theological Careers Day (TCD) for Undergraduate Students at Wake Forest

We took a new approach to Theological Careers Day this year. Representatives from various seminaries and divinity schools that presented at a “fair” style setting on campus over the past six years has drawn only light attendance. After receiving input from students and from campus ministers we decided to hold a special luncheon event on campus.

Entitled “Why Seminary?????”, the event featured a free buffet meal and a panel of five ministers from the Winston-Salem area. Each panelist shared his or her story of their journey to ministry.

The panelists came from a variety of ministry positions. They shared their personal faith/vocational journeys as well as the role that divinity school or seminary played in their lives. Students were exposed to some vocational options of which they may not have been aware. The panelists included a female Methodist pastor, a male Presbyterian campus minister, a female Baptist Minister of children in a local church, a male ordained Presbyterian minister who currently works in Student Development on a college campus, and a female development director of a local non-profit organization, who is a seminary student. Twelve undergraduate students attended, along with 7 chaplains/campus ministry staff members.

Students who are interested in seminary or divinity school no longer rely on visits from representatives of the various schools for information. They do most of their exploration on the internet and visit the schools that interest them the most. In the future, this banquet approach, perhaps with a well-known keynote speaker to draw a larger audience, will be planned. In addition, the Chaplain’s Office is exploring a “seminary/divinity school road trip.” The Chaplain’s Office would provide scholarship

money for small groups of students to visit one or two divinity schools that especially interest them.

CONCLUSION

It has been a rich and fruitful year for Vocational Exploration programming conducted through the Office of the Chaplain with the support of the Pro Humanitate Center. The Pilgrimage Journeys and the Pre-Ministerial Summer Internships proved especially valuable. They have facilitated meaningful vocational reflection among more than four dozen students. The Reading Between the Lines Mentoring Program is off to a fine start, and we hope to increase its numbers and scope in the year ahead. While the Sophomore Retreat provided a small number of students with a valuable experience, the failure of that program to take root and grow necessitates its re-envisioning under the Student Life division. Finally, we hope that we can develop our Why Seminary pilot program into a bigger and more interactive discussion in the year ahead.

Student Service and Reflection

Dr. Mary Gerardy, Director

The Student Service and Reflection initiative turns on student experiences participating in International Service Learning Study Abroad trips. These trips are experiential, as well as social justice models of learning. Students engage in coursework, ongoing dialogue, service, and programming that focus on wellness, intercultural communication, and the appreciation and promotion of cultural pluralism and unity.

Vietnam Summer Study Abroad Program

This academic year was focused on identifying strong faculty members to teach several appropriate courses in Vietnam, recruiting students, designing an outstanding program that combines theory and practice with cultural travel and experiences, and providing ample space and time for reflection activities. We designed a program that we believe accomplished these goals, with an implementation date of July 1-August 15, 2009. We will discuss the preparations for the course in this annual report, and evaluate the success of the program itself in our 2010 annual report, since its actual execution fell after June 30, 2009.

Dr. Peter Siavelis, Associate Professor of Political Science and Dr. Elizabeth Gatewood, Director of the Office of Entrepreneurship and Liberal Arts led the courses this year. Dr. Siavelis taught Political Science 114/252: World Political Economy: Vietnam in Comparative Perspective. The course introduced the major ways of organizing politics and economic systems around the world. . The course explored political and economic interrelationships by analyzing the different ways to organize political and economic systems, and how the design of these related systems plays out globally, in particular countries and for the lives of everyday people. The course concluded with Vietnam as a case study and a unique model that combines market economics with non-democratic political structures. Dr. Elizabeth Gatewood taught the second course ESE 101/320 -- "Introduction to Entrepreneurship/Social Entrepreneurship." This interdisciplinary seminar introduced students to concepts of entrepreneurship with a specific focus on entrepreneurial activities that further the public good through the integration of core concepts of social and cultural values and ecological sustainability.

Students engaged in service as well as study in Vietnam. Special lectures and programs were planned to highlight the topics of study including a meeting and briefing with the American Consul General, Ken Fairfax, in Ho Chi Minh City; a meeting with a trade officer in Hanoi; a discussion about the middle class in Vietnam conducted by the CIT director in HCMC; and meetings with entrepreneurs and social entrepreneurs throughout the country. The group talked with families in the village about their own work and about entrepreneurship in the village. At Phu Quoc island, they met fishermen, learned about their business, and discussed how and where they sell the fish that they catch. Their service project involved working with our domestic (US) and

local (Vietnam) partners to connect with a village in Kien Giang Province, in the Mekong Delta region. In the village, they worked on several projects suggested by the People's Committee, the local governance structure, including refurbishing a local school and playground.

In addition to coursework and service, students learned about the history and culture of Vietnam while visiting Ho Chi Minh City, Cu Chi (Cu Chi Tunnels), Tay Ninh (Cao Dai Temple), My Tho, Phu Quoc, Hue (Ancient Royal City), Hoi An (City of Lights), Danang, Hanoi, and HaLong Bay (UNESCO World Heritage Site). Students attended a classic water puppet presentation and experienced classical Vietnamese music and dance.

VSSTAP: Vocational Reflection

More than any previous Vietnam program, this year's academic courses and our related service and other activities placed special emphasis on vocation. They met (via Skype) with Jennifer Woodsmall, class of '04, and learned about her purse-making operation in Vietnam. They visited her staff in Vietnam and the women who embroider purses for her. They learned about Jennifer's efforts to ensure that these women earn a living wage. Several assignments required that students reflect on vocational issues.

With the passage of time, it has become even clearer that the Vietnam Study Abroad experience has a strong impact on students and their personal vocational discernment. For example, one student from the summer 2007 trip joined the Peace Corps, another worked at the US Consulate in Ho Chi Minh City during summer 2008, and several others have been seeking ways to get back to Vietnam for short term or long term work, such as teaching English in local high schools. Another moved from a possible job in France to a difficult and challenging Teach for America placement. Sixteen of the twenty students who participated in the 2007 program have now graduated (from Wake Forest and four other institutions) and I have written recommendations for all of them.

VSSTAP: Participation

Fourteen students (9 women, 5 men) participated this summer. We worked with students who had been to Vietnam previously to advertise the program for this year. They provided us with great insight on publicity and ways to entice students to consider new programs and activities. We are delighted that one of the student participants is a first generation American of Vietnamese heritage. Another student is Laotian and is particularly interested in visiting this area of the world. Yet another student is the son of a Vietnam veteran. His father has not yet "made peace" with his experience there and hopes his son's experience will help with his own "reconciliation." We are also pleased that 4 of the students participating are rising sophomores, and 6 are rising juniors. This means that they may continue to process their experience for several more years as students at Wake Forest.

VSSTAP: Recommendations

In their evaluations of the 2007 summer program, students noted that the greatest tension they felt with the program was the amount of work assigned and the amount of in class time – when they wanted more opportunities to explore Can Tho and to meet Vietnamese people. Ultimately, students did get their work completed and also explored the area. They were able to accomplish this by sacrificing sleep, which was not conducive to their overall health.

Last year faculty supported by the Pro Humanitate Center and the Associate Provost for International Affairs developed a new model for summer service learning courses for credit. Students participated in a one -week intensive program on campus, and then spent three additional weeks in Managua. The Vietnam Study Abroad Program is following their lead this year. While students will be engaged in academic pursuits while in country, they will not have such extensive reading assignments, as those will have been completed in Winston-Salem.

We continue to believe in the significance of our programs in Vietnam and Nicaragua and their value for students. With this in mind, we are continuing to seek funding to make sure that both programs become fully sustainable. This year, for example, for the first time, the parents of a Wake Forest student provided scholarship funds for students participating in our four international service trips and our Nicaragua and Vietnam programs. In addition, the family publishes a major travel magazine and they are giving one student from each trip the opportunity to write about their experiences. Each article will appear in the magazine along with photographs; student writers will receive a \$500 stipend for their work. The family was led to provide this funding following a discussion with a student who participated in the Vietnam Summer Study Abroad program in 2007. We will continue to seek additional funding.

Nicaragua Summer Service-Learning Program

Last summer, eight students enrolled in two courses, HUMANITIES 216: The Writer and Society in Central America and BUSINESS 208 Special Topics: Social Enterprise Leadership in a Developing Country. Program prerequisites were a minimum of a “B” in Intermediate Spanish, a desire to use Spanish in a service commitment, and a personal interview with the directors. After 7 days of intensive on-campus class work and preparation, the students and their faculty leaders, Jane Albrecht, Professor of Romance Languages, and Holly Brower, Associate Professor in the Schools of Business, traveled to Managua, Nicaragua for 3 weeks of continued study and work in a non-profit agency. Each student was matched with a nonprofit organization in Managua, each of which is described below. After breakfast at the hotel, each spent the day working/helping in the organization. The faculty provided transportation to each of the sites. In the late afternoon, all returned to the hotel and held class for approximately 1 ½ hours. The program included weekend excursions to sites of interest, a weekend home stay with a local family and meetings with agency directors.

The program presented a challenge to the eight students, who had to balance study and hard work with practicing Spanish and learning new cultural norms. The experiential portion of the program was thoroughly integrated with the reading, writing, and discussions for each class to capitalize on the connections between what students were reading and discussing with what they were experiencing while in country. Speakers also presented various perspectives to students on life over the last several decades in Nicaragua as well as issues of sustainable development in the country. Students kept a journal designed to help them reflect on their experiences and integrate them with previous and developing knowledge and beliefs.

In October 2008, Dr. Mary Gerardy, Associate Vice President for Student Life, and Brigid Jensen, Assistant Director of Student Development, traveled to Nicaragua with Dr. Steve Giles, Associate Professor of Communication and Chris Yuko, MBA student and one of the founders of the Babcock School Nicaragua program. Dr. Giles' purpose was to "get the lay of the land," since he was selected to teach in Nicaragua during summer 2009. For Gerardy and Jensen, the purpose was to look for service projects and placements for future service trip consideration. Wake Forest, thanks to the gift of a donor, has invested in a house in Nicaragua, compelling us to find as many significant and appropriate ways to engage in work and study in this area of Central America, where the needs are so great, as we can.

This summer Dr. Gary Miller and Dr. Steve Giles took 14 students to Nicaragua for the second-session of summer school. Dr. Miller taught Health and Exercise Science 384: Special Topics: Health Issues on a Global Scale. Dr. Steve Giles taught Communications 370: Communicating for Health Behavior Change. Each course is 3.0 credit hours.

The first two weeks of the courses consisted of intensive on-campus course work. Dr. Giles then accompanied students to Managua, Nicaragua, where they engaged in service-learning projects in educational and medical settings. Experiences included volunteering in acute care clinics, physical therapy/rehabilitation, university-based research, and public and private elementary schools. At the end of each day, reflection, analysis, and group discussion was facilitated by the faculty. Students needed a proficient level of Spanish. Like the students from our Vietnam program, the students from Nicaragua just returned two weeks ago. We will incorporate a fuller analysis of the both these programs and their vocational impact in our 2009-2010 annual report.

NSSLP: Vocation

Last summer's students were placed in five non-profit organizations. *Tesoros de Dios* is a private physical therapy and rehabilitation center that serves an overlooked and underserved population of children with disabilities. The WFU students assisted the teachers, therapists and director in many ways, from tutoring, to hands-on help with equine therapy, to office work. *Nica HOPE (Haciendo Oportunidades por Educación)* is a new nonprofit that seeks to provide education and vocational training to

marginalized communities in Nicaragua. Current projects focus on the Managua City trash dump community of La Chureca, where hundreds live off the piles of waste of the capital city. The WFU students helped to ready and open a cyber café that will help sustain the operations of Nica HOPE. *Nejapa Christian School* is the first school in Central America to be accredited by the Association of Christian Schools International (ACSI), and realized its goal of offering a comparable education for Nicaragua's "middle class" (families earning \$400-\$1000 per month) through a daughter school, NCA Nejapa. The WFU student assisted the English and PE teachers. *New Life Center* is a full-blown orphanage for 45 children. The WFU students assisted the staff in all areas of childcare, recreation and tutoring. *Ola Verde Restaurant* provides a thriving local alternative to globalized food. Their mission is to maintain a socially responsible business that "emphasizes regional, seasonal, health-oriented and ecologically sustainable agriculture." They also promote local artisans in their restaurant. The WFU student assisted in designing and developed an educational piece to be used on tables at the restaurant as well as organizing locally written articles and designing an implementation plan for an Ola Verde Foundation.

Students reflected thoughtfully on their desire to understand NGDO development and leadership as well as their role in modern day society. While immersing themselves in the culture of a developing nation and taking two courses intended to bring their experiences into the classroom, they began to understand the interests of the Nicaraguan community and learned to appreciate American citizenship. They learned more about how to provide true and sustainable assistance. Students came out of this trip with a deeper understanding of their place and role in the world. Most conveyed their desire to choose a career where they can truly help people.

NSSLA: Participants

Eight undergraduate students (five rising sophomores and three upper-division students majoring in English, Business and Political Science) enrolled in this program during Summer 2008. Fourteen undergraduate students enrolled in Summer 2009, attesting to spreading news about the popularity of the original effort.

NSSLA: Recommendations

One important positive of the design of the program involved students working at multiple locations in meaningful numbers, but this positive dimension should be weighed against the transportation and logistical challenges it imposes. WFU needs to develop more relationships with other non-profit agencies, like, for example, Habitat for Humanity and Nature Conservancy. At least one faculty member needs to have proficiency in Spanish (the percentage of people who can communicate in a language other than Spanish is very small). For students to engage in a meaningful way with local community members, or clients of organizations, they need Spanish communication ability. Since the WFU Department of Romance Languages already sponsors three summer programs for students of Spanish, undertaking another, in Nicaragua, must be

studied carefully. Serious consideration needs to be given to any development in Nicaragua because of political and economic volatility. Living in a Nicaraguan facility and forming close relationships with Nicaraguan owners and workers was a highlight of the program and should be considered in the future. Nonprofit organizations in Nicaragua experience visits by multiple service groups from America and other places. Therefore, to make a meaningful impact and offer any significant service, the program needs to be longer than 2 weeks and needs to involve well developed projects where students can work independently (this was another successful part of the design of this project that benefited both students and organizations). Traveling outside of Managua should be planned in any future trips because Managua is limited in what it offers for cultural and historical development. A reasonable alternative for a future WFU summer program is offered at Jubilee House, where students could live in dormitories, study on-site and work side by side with native Nicaraguans, all in one location. These recommendations from last year's trip were shared with this year's faculty leaders.

Handbook for Service Trip Leaders

During the early stages of our first Lilly Grant, a Divinity School Intern working with the Associate Vice President for Student Life was tasked with the creation of a Service Trip Handbook. The handbook that she created was extremely helpful and provided standardization for service trip preparation. Yet, after a few years, we began to realize that more guidance and support were needed. The Associate Vice President for Student Life and the Assistant Director of Student Development began working eighteen months ago to create a much more complete handbook that provided week by week training and preparation materials for approximately 15 meetings. This handbook incorporates material for reflection at each phase of the process (pre-departure, during the program, and after students return). In its present format, the handbook can be updated with new exercises and information as it becomes available. Dr. Mary Gerardy and Brigid Jensen presented the handbook in an educational session at the Impact Conference in February 2009. Information about the conference can be found at www.impactconference.org. Interestingly, they learned that most institutions were not ready to work at this level; during their educational session they abandoned their prepared presentation to discuss instead the basics of starting an international service program on campus. They will be presenting another educational session at the Wake Forest WISE (Workshop on Intercultural Skills Enhancement) Conference in February 2010.

The Pro Humanitate Center
Michele Gillespie, Director
Linda Dunlap, Associate Director

Transitioning

Wake Forest University has been engaged in a strategic planning process involving all departments and offices on the Reynolda Campus since 2006. The strategic plan supports four overarching priorities: building exceptional faculty-student engagement; supporting opportunity; educating the whole person; and creating a vibrant intellectual community. The Pro Humanitate Center (PHC) has been an important catalyst for all of these critical goals.

As we enter the last year of our sustainability grant from the Lilly Endowment, we are working actively to institutionalize the strongest of our programs as defined by those that make the most difference in the lives of our students and those that meet our original goals for the PHC. These goals were: focusing the university's attention on the meaning of its religious heritage in an increasingly pluralistic environment; facilitating discussion of vocation and its implications for life and work; and promoting the idea of vocation to revitalize the idea of service as part of our *Pro Humanitate* mission. The programs supported by the PHC fall under three main areas: Vocational Exploration; Student Service and Reflection; and the Pro Humanitate Center.

Over the course of the strategic planning process the university identified the need to create several key initiatives that mitigated against maintaining the Pro Humanitate Center for the purposes it was constituted to serve in 2002. We have found, as previous evaluations have indicated, that folding so many competing roles within one center has proved problematic over time. Students and faculty have been confused about the purpose of the PHC. The relationship between its mission and goals was not as clear as it needed to be. Was its purpose to support curricular and co-curricular service opportunities for all students? Was it to support reflection programs that explored spiritual pilgrimages and theological concerns? Was it to initiate new service programs at home and abroad that lent themselves to vocational understanding, and what was the relationship of these programs to Student Life and the Center for International Studies, where similar programs already existed? While the programming originating out of the PHC has been consistently good, well-received by student participants, and in keeping with the university's strategic priorities as outlined above, the focus of the PHC has not always been clear to the larger academic community.

Fortunately, strategic planning has ensured that there is a more coherent logical home for all our best programs moving forward, and as we finish the grant, we will stable them accordingly. At the same time we will not lose sight of the larger mission of the Lilly Endowment, and will capture that goal within a new entity. Thus, the Chaplain's

Office will continue its fine work in educating the whole person, as well as contributing to a vibrant intellectual community and strong faculty/staff-student engagement by housing the Worship in Wait Lecture Series; the Pilgrimage Project; the Reading Between the Lines Mentoring Program; and the Pre-Ministerial Summer Internship Program.

The Associate Provost for International Affairs, who oversees the Center for International Studies, will support our Summer Service Learning Study Abroad Trips. The remainder of our programs, along with the infrastructure of the PHC itself, will fall under the new Institute for Public Engagement, which will begin January 2010. Building upon the educational philosophy of Wake Forest University and mindful of its motto, *Pro Humanitate*, the Institute will prepare students for civic leadership, action and reflection and will support innovative relationships among faculty, students, administration, staff, alumni and the broader community. It will house the ACE Fellows and the Non-Profits Summer Internship Programs.

The intention of the original Lilly gift to Wake Forest University, as well as the intention of the sustainability grant, was to support the theological exploration of vocation. Wake Forest was an especially fitting place upon which to bestow that generous gift. The College of Arts and Science has a rich tradition of challenging students to explore deeply and to think about their own responsibility for making the world a better place. To ensure that we support and enhance this tradition, we are establishing The Center for Vocation and the Common Good to offer our students greater guidance in how to integrate their education and skills with their beliefs and commitments.

Our aim is to form leaders who will approach work with a sense of vocation, measuring their own gifts and passions and applying them in ways that place a high priority on human flourishing and the common good. The Pro Humanitate Center has played a critical role in helping us move toward this larger vision. We recognize that because this new Vocational Center will be so focused on engaging students and faculty with vocational and values exploration, it will serve as a critical resource and an engine to power discussions and engagement not just in our college but throughout our schools and departments. In this sense, we are moving beyond serving our undergraduate students exclusively with vocational exploration opportunities, to engaging all of our students, including graduate students, law students, divinity students, and business students, in this exploration as well.

As we nurture the ideals of the Lilly Endowment and the Pro Humanitate Center at Wake Forest in the years ahead, the Chaplain's Office under Reverend Tim Auman will continue leading pre-ministerial and spiritual exploration. The Office of International Affairs under Dr. Kline Harrison will continue to build study abroad programming that incorporates vocational exploration and the mission of *Pro Humanitate*. A full-time faculty director for the Public Engagement Institute will be appointed this fall, and will report to Pro Humanitate Center Director and Associate Provost for Academic Initiatives, Michele Gillespie. Associate Director of the PHC, Linda Dunlap, will transition to a new role in the Institute for Public Engagement. The non-profit

internships and the ACE Fellows program will reside here. Andy Chan, formerly the assistant dean and director of the MBA Career Management Center at Stanford University, has been named Wake Forest's Vice President for Career Development, and will play a leading role in developing the Center for Vocation and the Common Good, the brain child of President Nathan Hatch.

The Work of the Pro Humanitate Center

The Pro Humanitate Center, in its longstanding commitment to Institutional Identity, has continued to support the President's two lecture series that celebrate the religious and intellectual heritage of Wake Forest University. On October 5, 2008, the Reverend Professor Peter Gomes, Plummer Professor of Christian Morals and Pusey Minister in The Memorial Church, Harvard University, gave a powerful sermon, "Wise Words for Smart People," to a packed audience in Wait Chapel for President Hatch's Worship in Wait series, co-sponsored with the Office of the Chaplain and the Pro Humanitate Center. On November 13, 2008, noted conservationist Bruce Beehler lectured on "Lost Worlds: Discoveries from the Edge of Civilization," as part of President Hatch's Voices of Our Time lecture series. On February 10, 2009, senior political analyst for CNN, David Gergen, gave a lecture titled "Fulfilling the Promise" on the challenges and opportunities facing newly elected President Obama, as part of the VOT series, also co-sponsored with the Pro Humanitate Center. In all cases, the lectures drew strong audiences of students, faculty, staff and community members, and generated significant discussion across the campus in their aftermath, contributing to the continuing intellectual vitality of the university.

The Pro Humanitate Center has long been the locus of support for faculty engagement in service learning. In 1997, the undergraduate college established 4-6 annual fellowships for faculty interested in receiving training in service learning ideals and methods. Fifty-nine faculty members have been trained in this ACE Fellows Program over the intervening years, and the PHC has organized these efforts since 2004. Last year's workshop was led by political science professor John Dinan. Four faculty members were accepted as ACE Fellows, and subsequently took part in four training sessions last spring. Each raved about their experience. As a result of the workshops, English Professor Trevor Dodman asked each of his English III students to collect oral histories from local holocaust survivors as a way to integrate the literature they were reading with the flesh and blood experiences of elderly survivors to great ends. Romance Languages Professor Michael Klotz brought students to an underperforming local high school on Saturdays where they tutored students in S.A.T. preparations. This proved so successful that the principal is working with Dr. Klotz to develop a long-term mentoring program between Wake Forest and high school students. The ACE Fellows program, and general support for service learning, will be transitioned to the Institute for Public Engagement next year.

The Non-Profit Summer Internship Program has proven wildly successful yet again this year. Last summer's seven interns worked closely with Beth Hoagland and Michele Gillespie to evaluate last summer's effort and to help us recruit 2009 interns,

We also worked with last year's interns to showcase the program at University Advancement events and at faculty-staff events. In addition, we worked with Career Services to provide special career training for the interns on how to identify their skills and their strengths as manifested in their internships and use them to explore vocational questions and career strategies. We included a special opportunity for a conversation with BoardSource executive, David Styers, on finding your passion through nonprofits.

Finally, the PHC helped the Office of Entrepreneurship and Liberal Arts hire Professor Cyndi Skaar, the instructor for the non-credit summer internship non-profit workshop series, to teach a full course on Social Entrepreneurship last spring, after students had identified a dire need for such courses in the wake of their internship. Three out of the seven 2008 interns enrolled in the course. The course explains how dedicated individuals can effectively champion social change by tapping into entrepreneurial principles. It also looks at how a variety of fascinating and inspiring people have combined entrepreneurship with their passion for reform to make a difference in the lives of others. We hope to continue supporting this program in the new academic year, pending Dr. Skaar's availability. Her course received high evaluations, and the interns found it especially helpful in their pursuit of more non-profit knowledge and understanding.

This year, we streamlined the application process, and advertised it widely to great ends. Although the application is a demanding one, and requires substantive recommendations, 24 were submitted, the highest number by more than 50% in four years of this program. After 30 minute interviews with Sociology Professor David Yamane, who leads the vocational reflection piece of the internship, Cynthia Skaar, who leads the non-profit best practices portion, and the PHC associate director and director, eight outstanding students were selected, 5 men and 3 women. An introductory training session in March introduced them to expectations, and each were strongly supported by Associate Director Linda Dunlap in identifying a local non-profit for their summer assignment through April and May. Interns in both the non-profits and pre-ministerial summer programs and their respective community partners joined in fellowship at a special dinner together. Former interns spoke on the value and meaning of their experience, which was greatly appreciated by the newest class.

We believe our Non-Profit Internships Program, with its strong vocational reflection component, will be an invaluable anchor in the new Public Engagement Institute. Student interest in this program increased this year evidenced by the number of applicants. Many of the applicants indicated that the success of the 2008 interns factored into their decision to apply. Two seniors, Velvet Bryant and Trayonna Floyd, made a lasting difference in the lives of a number of local women and children because of their work as non-profit interns last summer. Both wrote grants for their organizations that were awarded financial support by the Winston-Salem Women's Fund. Bryant's grant will support a Financial Empowerment program at the Experiment in Self Reliance that helps women increase their financial literacy and assets. Floyd's grant ensures that the Children's Law Center of Central North Carolina will be able to train guardian ad litem volunteers who can represent the interests of children in domestic violence cases.

Once selected, the 2009 interns conducted site consultations at desired agencies to determine where they wanted to serve. The interns worked in a variety of agencies located throughout the Winston-Salem community. Their mission statements follow:

- Crisis Control Ministry
 - *To assist people in crisis to meet essential life needs and become self-sufficient. Crisis Control Ministry is a Christian-based ministry.*
- El Buen Pastor Latino Community Services
 - *Provide programs to strengthen Latino families in the Old Town area and help them adapt to their new lives in Winston-Salem.*
- Women's Leadership Council of the United Way
 - *To reach out to women in our community to educate, engage, and empower them to meet the most pressing needs in Forsyth County.*
- Maya Angelou Center for Health Equity
 - *To promote and achieve a world of total health and equity for all persons.*
- Experiment in Self Reliance
 - *Helps "working low-income" and chronically homeless" individuals and families who are ready to help themselves achieve their full potential for functional, social, and economic self-reliance*
- Second Harvest Food Bank of Northwest North Carolina
 - *To reduce hunger and malnutrition in northwest North Carolina.*
- Big Brothers/Big Sisters
 - *Big Brothers/Big Sisters exists to empower children to reach their potential by continuous recruiting, developing, and training mentors to provide professionally supported, one-to-one Big Brother and Big Sister relationships.*
- Darryl Hunt Project for Freedom and Justice
 - *To assist individuals who have been wrongfully incarcerated, to help ex-offenders obtain the skills, guidance, and support they need as they return to life outside the prison system, and to advocate for changes in the justice system so innocent people won't spend time in prison.*

The duration of the program was from June 1 to July 31. The interns were paid \$3,000 for eight weeks of full time work. Students were responsible for their housing accommodations and transportation. The interns met with the site supervisors at their agencies and developed a Learning Contract prior to beginning work. Ms. Linda Dunlap, Associate Director of the Pro Humanitate Center, held a Training Session which was a new and helpful component to the program.

One day a week the students gathered at a rotating non-profit site throughout the summer. The agenda of the weekly group meetings consisted of:

- 9:00-10:15 Professor Cyndi Skaar from the Calloway School of Business and Accountancy taught on non-profit business management
- 10:15-10:30 Break
- 10:30-11:00 Talk and Tour of Agency given by the Site Supervisor and Intern
- 11:00-12:15 Dr. David Yamane, Chair of the Sociology Department, and Ms. Linda Dunlap, Associate Director, Pro Humanitate Center, led the vocational reflection using *Noble Purpose, The Joy of Living a Meaningful Life* by William Damon
- 12:30-1:30 Lunch together

Various social events were also held including a formal dinner for the Summer Non-Profit Interns, the Pre-Ministerial Interns, their agency and church directors and all the faculty and staff involved in the program. They gathered again for a picnic to share their reflections on the program.

The PHC also elected to resurrect its mini-grant program beginning January 2009 because we felt there was real interest on the part of students for these kinds of funds and no other place where those needs were being met. We received nine requests and funded four by June 30. The students have used these mini-grants to attend the National Young Women's Leadership Conference; teach primary school to students in Kenya; travel to Sudan and support the With Open Eyes Foundation; and live in Tanzania to help with health care initiatives. Each of these projects was funded because of the student's commitment to exploring key vocational questions and the well-thought out nature of their project.

This past year we experienced an important personnel change. Beth Hoagland, who began as budget officer for the grant in 2005 and had been promoted to Associate Director in 2007, accepted a full-time Budget Manager position in the provost's office beginning January 2009. Fortunately, Beth continues to advise us on financial issues associated with the PHC, documents the matching funds, and prepares the annual financial statement. Her leadership, integrity and counseling acumen have been indispensable to the success of the PHC over these past four years. We were fortunate in being able to hire Linda Dunlap for the Associate Director Position. As the former head of licensure for the Department of Education, Linda brings a terrific skill set to this position. She is also a long-time member of the broader community, and has tremendous familiarity with local non-profits and their leadership. In addition, as the parent of three young adults, two of whom have attended Wake Forest, she is particularly attuned to young people's vocational needs. Her work to date for the PHC has been exemplary and her advising of the non-profit students outstanding.

In conclusion, it is important to note that we have worked especially hard this past year to improve greatly upon our communication and dissemination efforts. To that end, we have expanded and updated our website religiously. We sent out our first newsletters ever to faculty, staff and students, one in October and one in January, and received significant interest from the campus community for almost all our programming as a result. Our students and programs have been profiled on the Wake Forest website more times this year than all the previous years combined since the PHC was founded. The Winston-Salem Journal printed a good article about our summer non-profit program. We have worked hard to be good collaborators with other programs, from the Office of Entrepreneurship and Liberal Arts to the Office of Career Services to build new constituencies and spread the scope of our work. We have built a faculty advisory board for the first time, and have charged board members with supporting our programs, communicating them to students, and giving us feedback on our efforts.

Finally, we have worked especially hard at completing our sustainability match. Most of our match consists of in-kind support as we institutionalize our programming across the campus into other offices and new centers, but we also received a new grants-in-aid for our study abroad service trips from the Fox family, and continue to apply the Mundy family gift to the pre-ministerial program. We are well on our way to completing the match by June 20, 2010, when the grant ends, as conveyed in our annual financial statement that accompanies this document. Please enjoy the appendix that follows each section. These three appendices highlight our programs and put a face to so many of our successes. We remain exceedingly grateful to the Lilly Foundation for its longstanding support of our efforts, and we hope that our growing progress as documented through our annual reports and evaluations has proven as enlightening to you as it has to us. In the end, we are most proud that the Pro Humanitate Center has laid an important foundation upon which so many of our strategic initiatives are being built here at Wake Forest.

