April 2005

Teaching in Order to Nurture a Vocation: How the Lilly Grants Have Been Spent

Lucian Roy

Susan Mountin

Mary Beth Gallagher

Beth Eilers

Chris Boscia

See next page for additional authors

Follow this and additional works at: https://epublications.marquette.edu/conversations

Recommended Citation
Roy, Lucian; Mountin, Susan; Gallagher, Mary Beth; Eilers, Beth; Boscia, Chris; Howell, Burt; and Landy, Thomas M. (2005) "Teaching in Order to Nurture a Vocation: How the Lilly Grants Have Been Spent," Conversations on Jesuit Higher Education: Vol. 27 , Article 13.
Available at: https://epublications.marquette.edu/conversations/vol27/iss1/13
Teaching in Order to Nurture a Vocation: How the Lilly Grants Have Been Spent

Authors
Lucian Roy, Susan Mountin, Mary Beth Gallagher, Beth Eilers, Chris Boscia, Burt Howell, and Thomas M. Landy

This article is available in Conversations on Jesuit Higher Education: https://epublications.marquette.edu/conversations/vol27/iss1/
LOYOLA CHICAGO
Gladness and Hunger Meet

EVOKE (Evolving Vocation through Knowledge and Engagement) is Loyola University Chicago's participation in the Lilly PTEV project. EVOKE seeks to provide Loyolans with multiple opportunities to explore and develop their vocational calling. Loyola University Chicago seeks to nourish a vocation in students, faculty, staff, and administrators, sponsoring or co-sponsoring 160 events, courses, or retreats that have attracted over 14,000 Loyolans, parents, and community members since its beginning in January 2011.

Program highlights for students have included EVOKE-sponsored academic courses that focus on student reflection around calling, the On Call undergraduate student pilot program, and vocation-themed weeks in science, communications, and business. Highlights for staff and faculty have included workshops on vocation, an annual-themed Summer Institute; a faculty group considering their research choices in reflective of their calling; and a second faculty group whose essays are published in Reflecting the Ideals of Vocation: Theological Explorations edited by John Haughey, S.J. (Catholic University of America Press, 2004).

Perhaps the unique aspect of Loyola's program is its inclusiveness. First, in our operative definition of vocation, we carefully follow these words from Frederick Buechner: "The place God calls you to is the place where your deep gladness and the world's deep hunger meet," and we proceed with the belief that all persons, regardless of particular or any faith background, are called to use their gifts in a manner that contributes to the common good. All our programming directly or indirectly supports the goal of making Loyola a place that encourages all in the Loyola community to ask the "big questions."

A number of developments suggest that EVOKE and the concept of vocation have indeed taken root on campus.

- The preamble to one of the learning outcomes for the recently revised core curriculum states: "The core curriculum ought to assist each student to... search for his or her calling or vocation in life."
- Twelve academic courses now include a focus on vocation; eight of these courses are new or significantly revised since EVOKE's inception.
- Our career counseling staff has revamped a career planning class and revised basic office structures and procedures to focus more on calling rather than academic major.
- EVOKE plays a key role in the personal and professional development of academic advisors and residence life staff.
- EVOKE and Loyola's Magis Initiative are heavily featured in admission materials and events as prime examples of our Jesuit mission.
- Over the past year the university has adapted the promise of "preparing people to lead extraordinary lives." The first step in preparing is to help people know themselves and to recognize their calling.

Annually, a sign that attention to calling has taken root is that over and over again faculty and staff have told us that EVOKE has, in a sense, given them license to talk with colleagues and with students about their faith, their life path, their sense of being called. In a fairly short period of time, EVOKE has had an impressive impact on the institutional mission, identity and culture of Loyola; not only has the language of vocation become more acceptable on campus, but conversations among Loyolans about vocation have strengthened understandings of, and commitments to, the university's mission.

Lucian Roy is Loyola Chicago's vice president for identity and mission.

MARQUETTE
Reaching the 'Inner Sphere'

The Marquette Project, named after the city in Spain where St. Ignatius came to a new realization of his own sense of vocation, intersects with the mission of Marquette University and its tradition as a Catholic, Jesuit institution that students graduate as "men and women for others" and that excellence, faith, leadership, and service are the primary values of the transformational education experience at Marquette. To this end, the Marquette Project is steeped in the model of St.
A generous grant from the Lilly Endowment has brought to life a project Saint Louis University calls VOICES. Its name reflects the three experiential components of vocation.

Vocation (where one’s spirituality meets one’s profession)

Community (where faith can flourish more fully than it can in isolation)

Engaged Service (works of justice—a requirement of faith and the measure of our learning)

We are seeking to promote a sense of calling in our faculty, staff, and students. The integration of the professional or work aspect of one’s life with the spiritual or faith aspect of one’s life accompanies a sort of calling. This integration or wholeness fits closely with the Jesuit tradition of being women and men for others, as well as the Catholic tradition of work for the common good. The VOICES Project at Saint Louis University offers retreats for faculty and staff, student internships in religious congregations, and grants to individual faculty who infuse spirituality, reflection, faith, or a sense of vocation into their curricula.

We bring many speakers to our campus and showcase our own faculty, staff, and students as speakers.

One of our programs has emerged full of surprises to others and to our staff. Our Reflection Circles

At the heart of the Manresa Project is the objective to reach out to an inner sphere of students at Marquette who, because of their faith commitment, have an interest in church ministry as life’s work through the Manresa Scholars and Intern Program, which place students in Milwaukee parishes and congregations for ministry experience. Alumni of the program have gone on to the Jesuit novitate, UCC Seminary, positions in youth ministry in diocesan parishes and to graduate religious studies programs.

More than 200 faculty have attended a Manresa Workshop or
Does SLU have a responsibility to help students link their future careers with their faith?

Is there a connection between my faith and my contribution to make a more just society?

Mary Beth Gallagher is director of the VOICES project.
SANTA CLARA Learning and Living Together

Overall, the Loyola Residential Learning Communities (RLC) Project was the result of a "perfect storm" at Santa Clara University. Two major initiatives, Residential Learning Communities RLC and a renewed commitment to Justice in Jesuit Higher Education, were launched in 2000. Replacing the traditional dormitory model, the new RLCs would be physical spaces where students, faculty, and staff could imagine what happens inside and outside the classroom. A national conference on Justice in Jesuit Higher Education held at Santa Clara reminded us that an education based on Christian faith must engage a world marked by great poverty and widespread suffering. The invitation from Ithy Enright to apply for a IPPY grant would bring the RLC and Justice initiatives together and orient them around the concept of vocation. Our objective is to prepare faculty and staff to mentor students in the RLCs as they discern vocation, while providing opportunities for faculty, staff, and students to form from marginalized communities locally and globally. Our overall goal is to complete the resources of the Jesuit tradition, to coordinate and expand existing resources, and to build a university-wide discernment vocation.

Specific Objectives. We planned to achieve our core objectives by expanding and enhancing the vocation reflection in three areas: Loyola Residential Learning Community. Develop the Loyola RLC into a 4-year structure, oriented around the faith that does justice. Within the Loyola RLC and other RLCs the grant aimed to strengthen what was already happening on Monday evening community dinners, Tuesday night liturgies, quarterly living classes in the Residency Hall where students not only live, but study together, and retreats being offered around vocational discernment, and developing more opportunities for community-based learning. The grant helped initiate a community of faculty, staff and students living together, launch year-long academic minors, and justice internships for upper division students, support first-generation students in their transition to college, develop a core group of students as resident hospitality ministers in the halls, and provide opportunities to learn more about Jesuit spirituality and discernment through small groups. Faculty/staff Vocational Development. Bring Ignatian spirituality to bear on the professional commitment of 575 faculty and staff through seminars and an annual workshop. These efforts will create adult mentors who can assist students in exploring their vocations and who will bring reflection on vocation into their teaching and scholarship. Faith and Justice Immersion Experiences and Ministry Internships. This program will enhance and expand immersion experiences in marginalized communities locally and abroad for 1000 students during the grant period. Internships in various church ministries will help students discern how their talents can be directly utilized in service of faith communities and will encourage them to make professional commitments to ministry.

Bob Eilers & Chris Beeche

BOSTON COLLEGE What Gives You Joy?

A t Boston College we have used the 50 million dollar grant from Lilly Endowment to develop a program we call Intersections, which involves both students and faculty and administrative staff.

The most distinctive of our student programs is Helfahee, a three-day, off-campus retreat aimed at students who are entering junior year. We currently run nine Helfahee programs for about 300 students: some 150 faculty members, staff, and senior students also take part. The programs are organized around three key questions about vocational discernment. "What gives you joy? Are you any good at these things? Does anyone need you to do them?" Senior students, faculty, and staff give talks about how they have dealt with these questions in their own lives. We also coordinate three questions with three central themes of Ignatian spirituality. Be attentive. Be reflective. Be loving." Students give talks about these themes and about the value of the common as a useful tool for discernment. The goal of
COLLEGE OF THE HOLY CROSS
Four Cornerstones and "Now What?"

The Lilly Vocation Divisional Initiatives (LVDI) at Holy Cross comprises a diverse set of programs to cultivate habits of reflection and faith that foster integration of Ignatian spirituality on campus. We organize these under four "cornerstones".

Cornerstone One includes first-year student orientation and mission-oriented student convocations. During orientation the LVDI sponsors a day of service in Worcester, and a grand first-year student convocation and president's dinner. The President and several students speak at Convocation on the importance of reflection and discernment for Jesuit education and for a life well lived, and students consider what gifts they bring and commitments they want to make at Holy Cross. At orientation we also distribute and begin using a specially designed journal called "Reflections." A hard-bound four-year journal of poetry, questions for reflection, and space for writing, it asks questions like "What am I passionate about?" and "For whom and what would I take a stand?"

We also sponsor winter "Live the Mission" convocations focusing on one of four questions central to the College mission statement, such as "How shall we find meaning in life and history?" or "What are our obligations to the world's poor and powerless?" The event consists of sacred and secular music, liturgy, and a community dinner.

Cornerstone Two focuses on curricular projects, courses on reflective practice and discernment, and on improving faculty mentorship. This includes support for service-learning courses, a faculty workshop "Being Present to the Other," led by Berkeley Professor Troy Duster and a successful "Lectio" series, where faculty give a major address as if it were their last chance to talk to students and colleagues about what is most important to them.

Cornerstone Three, faculty and staff development, has been led by our Lilly Vocation Fellow, a distinguished scholar who is also a trained spiritual director. She works individually with faculty and students and conducts faculty/staff Vocation Seminars where participants discuss their experiences as teachers and the relation of their discipline to their own search for meaning.

Cornerstone Four comprises numerous internship and ministry initiatives, in parish and Christian ministry settings, and at non-profits. These have helped leaders of SPUD, the college's large program in community service, to better organize student programs, and to include better reflective components in them.

A program for Seniors called "Now What?" uses journaling and Ignatian discernment to prepare for the transition from college to work life. Our MAGIS program, which trains and supports students interested in church leadership, has been revised and strengthened. The LVDI has likewise supported small groups of students discerning vocations to priesthood and religious life.

Thomas M. Landry is the director of the Lilly Program.