

To: College of Wooster Faculty, Staff and Students  
From: Dianna K. Rhyan, Director of The College of Wooster Lilly Project for the Exploration of Vocation, for the Lilly Project Mini-Grants Committee  
Subject: Call for Proposals for Mini-Grants

On behalf of the Lilly Project Mini-Grants Committee, and The College of Wooster Lilly Project for the Exploration, I am pleased to announce the continuation of our Mini-Grants Program. These grants will provide opportunities during the next five years for students, faculty, and staff groups to create reflective communities formed for the purpose of the exploration of vocation. This program seeks to promote understanding of meaningful work and finding one's calling in life, through creative grass-roots group projects or programs.

We especially welcome proposals designed to explore issues of spirituality in our daily lives, faith journeys, work/life balance, wellness and integration, vocational discernment, conflict transformation, Sabbath practices, and ethical dimensions of work.

“Vocation” comes from the Latin verb *vocare*, meaning “to call.” The concept refers to deep wisdom about the purpose of our lives. If we have a sense of our vocation, we work upon a foundation that informs our whole lives, and supports daily or temporary questions about jobs, work, careers, or academic majors.

Specifically, groups who apply for a Mini-Grant should be seeking to enrich campus life through exploration of questions such as the following:

- What is our highest calling, individually and as a group?
- Is my daily work a job or a vocation? What is the difference?
- What is meaningful work and how do we find and pursue it?
- What is the relationship between faith, ethics, service, and vocation?
- How do we achieve balance within meaningful work?
- How can we share and communicate effectively about our vocational journeys?
- How do balance, wellness, and integration impact vocation?
- What do Sabbath practices contribute to vocational journeys?
- What practices and environments most promote the discernment, development, and flourishing of authentic vocational journeys?
- What roles do mentors play in the development of vocation?
- What is the ethical dimension of the life and work to which we are called?
- What does civic engagement mean?
- Is it a vocation to be a citizen? A parent? A professor? A staff member? A leader? A student?
- What is the difference between making a living and making a life?
- What does it mean to be called, i.e. to have a vocation?
- Does a call find us or do we find our call?
- What are the challenges and joys inherent in responding to a vocation?
- What is the difference between a job, a career, and a calling?
- Who calls us to meaningful work? God, communities, conscience....

- What role do theological questions play when we seek to discern our calling?
- How does faith sustain vocation?
- How do you want to help complete the creation of the world?
- Who are you called to become?
- What work does the world ask of you and your unique gifts?
- Not only who are you—whose are you?
- Will you develop one vocation, or many over your lifetime?
- If you let your life speak, what is it saying? What do you want it to say?
- What are you passionate about? What do you believe in?
- Who is your neighbor?
- What are your central commitments and core values?
- What have you come here to do?
- How shall we live, knowing we will die?
- How will you spend the one precious life you have been given?
- How can we best be of service to others?
- How can work instill hope and meaning in our lives?
- How do we cope with failure—and how do we cope with success?
- How is it that failures and mistakes light the way on our vocational journey?
- How do gender, ethnicity, class, and religious and cultural traditions affect answering a call?
- How do reflective practices and reflective communities promote vocational discernment?
- What role does a mentor play in vocational discernment?
- What is the role of wellness in responding to a call?
- Where did the concept of vocation originate? What is the history of the idea?
- What is the relationship between ethical formation and vocational exploration?
- Is it a burden to have too many choices when it comes to vocational discernment?
- How does a person with limited choices follow a vocational path?
- How can any form of work become a living vocation?
- How do I want the world to be different because I lived?

To give some examples, proposals might outline plans for:

- Reading & discussion groups
- Mentoring
- Reflection & discernment
- Speakers or panel discussions
- Field trips
- Writing projects
- Creation of an installation
- Service projects
- Visiting artists
- Book chats

Successful proposals will, in approximately two pages:

- Describe the proposed project, including its goals and desired outcome for participants and the college community
- Name known participants
- Include a timeline
- Include a budget for expenses
- Agree to provide a follow-up report describing what was accomplished
- Agree to be available (insofar as possible) to mentor writers of future proposals
- Student groups should identify their staff or faculty mentor

Please contact Dianna K. Rhyan, Director of the Lilly Project for the Exploration of Vocation ([drhyan@wooster.edu](mailto:drhyan@wooster.edu), ext. 2428), if you have questions about developing a mini-grants program.

The Mini-Grants Program allows for \$8,200 to be awarded for use during the calendar year. We estimate that projects in the range of \$500 to \$1500 can be funded; we are also very happy to consider proposals for small amounts that will fund a single experience. Any balance of funds will be added to the amount available in the following year.

Members of the Lilly Project Mini-Grants Committee: Dianna Rhyan (chair) , Kent Kille, Anne Nurse, Shirley Huston-Findley, Tom Tierney, Jackie Middleton, Nancy Anderson, Mollie Cardina, Duane Roller.