

Assignment #1: Create a Vocational Map—epiphanies, failures, moments of clarity, significant events, people, texts, etc. These can be personal and/or professional.

Some questions to reflect on:

- What does this map reveal about your story so far? Where might it go next?
- What does the map show as roadblocks, social biases, competing narratives?
- What does the map reveal as major crossroads, U-turns, uncharted and unmarked avenues? Why do these matter?
- Where do we see a map of authority and the path unrecorded or a path that is not yet realized?

Further Resource:

“The Cartography of Vocation.” October 24, 2018. *Vocation Matters*
<https://vocationmatters.org/2018/10/24/the-cartography-of-vocation/>

Thursday, 12-1:15

Homework/Individual Work:

Which concept(s) of vocation do you want to focus on in your work/courses/leading? Does your particular field lend itself to particular notions of, or approaches to, vocation?

Why? How do you hope a focus on vocation will enhance your students' learning and development?

Try to put this into words for yourself.

Then,

Develop **2-3 vocation-related learning goals** for your work/course/program.

What do you want your students to know and/or be able to do as a result of exploring the concept(s) of vocation?

How do these learning outcomes connect to other learning outcomes in the course or work you do?

Identify three moments, models, texts, assignments, ideas, resources, or questions from our considerations thus far that you think might have some purchase with students at your institution. Thinking broadly, across disciplines, first-year to seniors, programs and offices.

Where can we connect these moments and models, and how can we share them?

Thursday 2:15-3:00

Campus Vocation Mapping (Individual, then Small Groups)

Reflect individually first. Then, (on easel paper), with your partner map vocation at your institution: Where does vocation work happen on your campus? Who is doing the work? What connections, if any, are there between the different sites or actors? What institutional supports or barriers exist for academically-rooted vocation work? What does this analysis tell you about vocation on your campus?

Thursday 3:00-4:00pm

Campus Strategies Share-Out (Small Groups share with Large Group)

What has worked on your campus to help make vocation a legitimate or important faculty pursuit or institutional priority? Barriers?

What can we do?

Are there strategies you want to try on your campus, or learn more about, for moving vocation work forward with your faculty or with others on your campus?

Friday: 11:00-12:00

Individual Work: Develop a “vocation-infusion” plan for how you expect to use vocation in your own work (e.g., the course, initiative, program, etc. you’ve been working on) and at your institution, considering your own individual practice and your institutional sphere of influence. **What additional work do you need to do to move the vocation dimension of your chosen course and/or campus role forward?**

12:00-1:00 **Plenary Sharing: Best Practice Idea Exchange**

What vocation-related learning goals are you considering? What support or resources do you need? What is your first step?